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A DESCRIPTION OF LABOR STUDIES PROGRAMS AT  
MICHIGAN COLLEGES AND UNIVERSITIES AND A  
STUDY OF ATTITUDES OF PARTICIPANTS.

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A DESCRIPTION OF LABOR STUDIES PROGRAMS AT  
MICHIGAN COLLEGES AND UNIVERSITIES AND A  
STUDY OF ATTITUDES OF PARTICIPANTS

By

DeWayne Allen Coxon

A DISSERTATION

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## ABSTRACT

### A DESCRIPTION OF LABOR STUDIES PROGRAMS AT MICHIGAN COLLEGES AND UNIVERSITIES AND A STUDY OF ATTITUDES OF PARTICIPANTS

By

DeWayne Allen Coxon

Of the many concerns in higher education, one that has received attention in recent years is the need to analyze the labor studies programs in Michigan colleges and universities. Union officials have long been concerned about the education of their members. This interest in education first entered the post-secondary community in university-based noncredit labor education programs and expanded to college credit with the certificate and degree programs. Meetings in 1975 with the American Association of Community and Junior Colleges and union education representatives from the UAW and AFL-CIO demonstrated that labor leaders wanted distinct programs relating to labor philosophy for their people. One problem of the conference, according to Grey of Cornell University, was the lack of information on which to base decision making. Part of the value in the present research is the collection of such information.

Much of the impetus for labor studies credit programs in Michigan has come from the United Automobile, Aerospace and Agricultural Implement Workers of America (UAW). They initiated post-secondary education programs in Michigan, primarily through major union contracts that created a multi-million dollar fringe benefit to workers through a "tuition refund" policy. These educational programs have been instituted by eight post-secondary institutions in Michigan.

The purpose of the present study was to give a brief history of labor education and to describe the present efforts of Michigan colleges and universities offering credit in labor studies and programs created for industrially oriented union people. Also clarified were present post-secondary credit programs for Michigan's industrial workers. The study compared labor studies programs, which are supported primarily by the members of the UAW in Michigan. Beyond this, a fact-finder sheet was used to study the attitudes of union education representatives, professors, and students involved with the labor studies programs. Finally, there seemed to be an immediate need for those assessing the value of Michigan's labor education to study the post-secondary labor studies credit programs and to continue opening educational opportunities to other union members.

One of the greatest problems now being faced in labor education is the need for an evaluation of workers who had had in-depth study on subjects that are now being given for credit, such as bargaining, negotiation, and arbitration. Noncredit classes have long been a part of the union educational scene. As a result, many union members have actually had classroom experience and could receive credit for knowledge gained if there were a uniform method of testing. It is the writer's conviction that the College Level Entrance Participation people should become involved with this large segment of the population.

Finally, it was felt that post-secondary labor studies programs have become one of the most fertile areas for expansion in the college and university community. Employers have made available tuition monies to retrain and educate workers. Classes have been located in places convenient to students. Instructors with sensitivity to the student have been attracted to these classes. As a result, many union members have actually had classroom experience and could receive credit for knowledge gained if there were a uniform method of evaluation.

## ACKNOWLEDGMENTS

A written expression of gratitude cannot do justice to my feelings for the efforts of the committee that made this study possible. The guidance and encouragement each gave me were an indispensable contribution to the completion of this study.

Dr. John Ivey, Jr., whom I selected as my chairman, gave me invaluable direction through the first three chapters of the dissertation. Illness prevented him from continuing, and Dr. Vandel Johnson efficiently guided the program until Professor Dale Brickner accepted the dissertation chairmanship.

Professor Brickner patiently helped clarify many points of research throughout the study, even before becoming chairman of the dissertation committee. His work, through the School of Labor and Industrial Relations, strengthened the study.

Bruce Kingery, who works in the education department of the United Automobile Workers, was invaluable in answering many questions related to contact people in community colleges and union locals. Without that information the paper would have had less accuracy.

Appreciation is also extended to Drs. Richard Featherstone, James Nelson, Archibald Shaw, and Daniel Kruger, for their guidance and encouragement as committee members during my studies at Michigan State University.



It is to my family that I dedicate this dissertation. The strength I daily received from my wife, Lexie Kay, is in large measure directly related to the success of the writing. Her academic background, as an English major, strengthened much of the grammatical composition. Her love and sympathy in times of discouragement made me realize what a wonderful person she is.

Danette, Robby, and Darci have had to share their dad with the University. I hope their pre-teen and teen years, which have been less enriched by my absence, can be fulfilling now that I have completed my studies away from home. They know I love them and would rather be with them than anywhere else.

To these four beautiful people I dedicate this work.

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## CHAPTER I

### THE PROBLEM

Of the many concerns in the area of higher education, one that has received attention in recent years is the need for analysis of the labor studies programs in Michigan colleges and universities. Evidence of this concern, both statewide and nationally, has been furnished by studies by Rogin and Rachlin (39), Mendenhall (32), Gray (17), Linton (28), and department heads (5) at Michigan community colleges and universities that offer certificate and degree programs in labor studies.

Much of the impetus for labor studies credit programs in Michigan has come from the United Automobile, Aerospace, and Agricultural Implement Workers of America (UAW). They initiated post-secondary education programs in Michigan, primarily through major union contracts that provide multi-million dollar fringe benefits for workers through a "tuition refund" policy adopted in 1964. So far these educational programs have been instituted by eight post-secondary institutions in Michigan (16).

Union officials have long been concerned about the education of their members (29:32). This interest in education first involved the post-secondary community in university-based, noncredit labor-education programs and has now expanded to college-credit certificate and degree programs (28). Meetings in 1975 between the American Association of Community and Junior Colleges and education representatives from the UAW and AFL-CIO demonstrated that labor leaders wanted distinct programs relating to labor philosophy for their members. One problem of the conference, according to Grey of Cornell University, was the lack of information on which to base decision making. She stated, "Labor-community college cooperation is in an embryo stage of development" (35:8). Because of the lack of published materials, it is generally believed that the most comprehensive and formally organized labor-study programs should be designed through joint planning and research by labor and academic leaders.

#### Purpose of the Study

The primary purpose of the study was to give a brief history of labor education in the United States and to describe the present efforts of colleges and universities that offer credit in labor studies programs created for Michigan's industrially oriented union

people. For the purpose of this study, the "industrially oriented" person, as opposed to the building trades artisan, was considered to have needs identified with a specific union; i.e., the needs of the unionized teacher are different from those of the unionized public employee. Therefore, the main purpose of the study was to clarify existing post-secondary credit programs for Michigan industrial workers. Unionized building trades people and teachers may participate in such classes, but the emphasis of the programs at this time seems to be directed toward the industrial worker. This study compared labor studies programs primarily supported by the members of the United Auto Workers in Michigan. Much of the impetus for the programs came through the UAW in Detroit.

Beyond this, it was necessary to study, by means of a fact-finder sheet, the attitudes of union education representatives, professors, and students who were involved with labor studies programs.

Finally, there seemed to be an immediate need for people assessing the value of Michigan labor education to study post-secondary labor studies credit programs and to continue to initiate educational opportunities for more union members.

### Need for the Study

The present study is needed because academic programs in labor education in the United States have not been assessed since the 1968 report by Rogin and Rachlin (39). Grey (35) conducted a national survey of colleges with labor studies programs and schools desiring to establish such courses, but no research has outlined the components of post-secondary labor studies credit programs in Michigan or elsewhere. Rogin and Rachlin stated, about labor education in general:

Labor education is therefore a fragmented field, each union and each university center determining how much it will do and developing its own priorities, its own methods of operation, its own materials, and its own program identity. The few examples of cooperation among university center educators have not thus far provided leadership to overcome this fragmentation (39:3).

The possibility of post-secondary institutional cooperation in labor education in the state of Michigan has become more probable since the 1968 report and a recent meeting among representatives of labor unions, the University and College Labor Education Association (UCLEA), and the American Association of Community and Junior Colleges (AACJC). A later meeting of college labor studies programs, held on the Michigan State University campus on October 8, 1975, underscored this fact. With the possibility of a comprehensive overview



of the academic program, the curriculum for the labor studies student may be unified.

### Scope of the Study

This research was concerned only with describing the credit programs in labor studies at eight Michigan colleges and universities, and considering the attitudes of a sample population of union representatives, professors, and students involved in these programs.

The study did not examine labor programs outside the state of Michigan. Also excluded from inquiry were other types of programs offered by unions or post-secondary institutions, such as noncredit or nontraditional studies. Further, a comprehensive historical treatment of the labor movement's educational activities was not undertaken. Finally, the focus of the research was upon the potential for greater understanding of labor studies programs, leading to better cooperation between institutions and individuals involved in post-secondary education for all union-based people.

### Objectives of the Study

The objectives of this study were to describe labor studies programs in Michigan, and to consider the attitudes of individuals involved in such programs concerning:

1. the need for educational institutions to cooperate in labor studies programs,
2. the potential of a statewide coordinated labor studies program that would allow for greater flexibility in transfer of credits from certificate programs to apply on the baccalaureate degree,
3. the identification of some groups that need more information on which to make comprehensive decisions,
4. the likelihood that an analysis of the statewide emphasis could be continued and updated as other schools begin their labor studies program, and
5. the possibility of colleges starting new labor programs.

#### Definition of Terms

The following terms are defined in the context in which they are used in this study.

United Automobile, Aerospace and Agricultural Implement Workers of America (UAW). The UAW comprises 1,650 local unions in 40 states; its total membership is 1,500,000 (25). "Pursuant to the National Labor Relations Act, as amended, [the auto makers] recognize the union as the exclusive representative for the purposes

of collective bargaining in respect to rates of pay, wages, hours of employment, and other conditions of employment" (42:5).

American Federation of Labor and Congress of Industrial Organizations (AFL-CIO). The AFL-CIO comprises 109 national and international unions, which, in turn, have more than 60,000 local unions. As of January 1, 1976, the combined membership of all of the unions affiliated with the AFL-CIO was 14,200,000 workers (45).

Attitudes. The concept of attitudes has been defined by many authorities in the area of attitude measurement. Shaw and Wright identified attitudes as common characteristics of a social object or class of social objects (36).

Credit classes. Credit classes are those offered as certified through college publications, with departmental proposal for credit.

G.I. Bill. The G.I. Bill provides for people who have served in the United States armed services to receive educational stipends for purposes of vocational training or self-enrichment. Labor studies programs are included in such funding.

Labor education. "Labor education or workers' education is the branch of adult education that attempts

to meet workers' educational needs and interests as these arise out of participation in unions" (39:1).

Labor studies program. "The Labor Studies Program was developed to equip members of labor organizations with technical skills and social understanding needed to exercise their union and civic responsibilities" (21:47). Central to most programs are the following classes, which constitute the core for the certificate or associate degree: Collective Bargaining, Discussion in Labor Studies, Labor Administration, Labor History, Labor Law, Labor Organization, Union Administration, and Union and Communication. Bachelor's and master's degree programs include many of the previously listed classes, as well as those required by the individual institutions conferring such degrees.

Carroll Hutton, education director of the UAW, stated:

Pilot programs at several community colleges today have certainly proved that labor studies programs, especially those programs leading towards an associate degree in labor studies, can meet the needs of organized labor in today's ever-changing society (36:11).

The curriculum suggested by the education department of the UAW included the following courses: Introduction to Organized Labor in America, The American Labor Movement: Its Heritage and Achievement, Structure and Administration of Unions, Union Leadership Skills,

Collective Bargaining I (Negotiation), Collective Bargaining II (Administration), Collective Bargaining III (Arbitration), Labor Law, Time Study, and Laboratory Intern Labor Studies Project (36:3).

Professors. Professors presently teaching labor studies classes were asked to evaluate the labor studies programs they taught or directed. Participants were chosen from community colleges and universities surveyed in this study.

Students. For purposes of the study, individuals holding industrial jobs, generally with "blue-collar" identifications, and taking a full- or part-time college load, were considered students. To be eligible for the survey, students had to be enrolled in labor studies programs or in classes the union educational representative had promoted as being job related.

Tuition refund program. In 1964 the tuition refund program became a contractual obligation between the employer and the labor organization. It meant that:

You [the student] may take subjects such as shop, mathematics, practical algebra, applied trigonometry, slide rules, basic electricity, electronics, transistors, blueprint reading, office machines and equipment, or any kind of course that will help you to "up-grade" yourself on the job where you work. Besides, there are many kinds of courses, which are not technical, which just the same make you a more effective employee (47:13).

The financial allowance per student was as follows:

In 1970, UAW negotiations improved the plan by increasing the refund to as much as \$500 for approved courses taken in an accredited college or university. In the 1973 negotiations, this figure was raised to a maximum of \$700. It has since [1976] been raised to \$900 (22:4).

Union education representative. A union education representative is elected by his local organization and is responsible for the educational needs of that local. Selected educational representatives from the UAW were chosen to provide insight into union attitudes about the value of the labor studies classes being taught by the colleges.

#### Overview of the Study

A frame of reference for the study was developed in Chapter I. Included were an introduction; an explanation of the purpose, need, scope, and objectives of the study; and definitions of terms.

In Chapter II, a review of the related research is presented. Included are a history of the early labor education movement and a consideration of post-secondary institutions offering labor studies programs that culminate in certificates or associate, bachelors, or graduate degrees.

The design of the study and the procedures followed in the research are reported in Chapter III. Included is information on selection of the population, the research instrument, and treatment of the data.

In Chapter IV, the data gleaned from the research instrument are analyzed.

The summary of the study, conclusions, and implications for future research are found in Chapter V.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

Literature relating to workers' education in the United States is quite abundant. However, there is a paucity of research designed to investigate the achievements of labor studies programs for college credit in Michigan colleges and universities.

To provide a historical perspective for the study, the literature relating to the growth of worker education in the United States is reviewed first. Presented is a history of labor education that includes early noncredit classes as well as current post-secondary credit programs.

The second part of the chapter is a history of the growth and development of the labor studies program in Michigan. Following this is a review of the eight post-secondary labor studies programs in Michigan.

#### Worker Education in the United States: A Brief History

Education has long been recognized as the key to continuing progress. About 15 centuries ago, Confucius said: "If your plan is for one year, plant rice,



for ten years, plant trees, for a hundred years, educate men" (34:1).

Although the present account does not pretend to be a complete historical treatment, some idea of the depth of the workers' education movement may be conveyed by a review of major enterprises in labor's past.

Workers' education in America began with the establishment of the Ladies Garment Makers Union in 1916. This union was influenced by the European unions, which had historically bargained for fringe benefits in addition to higher wages and shorter hours. Workers' education was a common goal of European bargaining, and became a part of the Garment Makers' contract agreement at that time (39:16).

In 1921 Samuel Gompers, of the American Federation of Labor, endorsed the Workers' Education Bureau. This Bureau became the educational model for workers' education (39:17).

The University of California at Berkeley established the first American university labor extension program. But it was not until the Brookwood School in New York was founded in 1921 that the first permanent labor school was created in the United States. Brookwood lasted until 1937, and was the training center for a considerable number of labor people who later held important union posts. Labor historians consider

Brookwood to have been the most ambitious enterprise in workers' education (39:17).

Barbash summarized the unions' concern for worker education in a post-secondary school setting:

At one time or another in the period between the two world wars, there were labor-movement directed workers; education councils in Kenosha (Wisconsin), Kansas City (Missouri), Pittsburgh (Pennsylvania), and after World War II, in Madison (Wisconsin). There were local labor "colleges" in the same period (some earlier) in Milwaukee, Chicago, Louisville, Pittsburgh, Cincinnati, St. Paul, Minneapolis, Duluth, New Haven, and Denver. There have also been programs carried on by auxiliary agencies of the labor movement like the Women's Trade Union League (2:7).

Nearly all of the unions' early efforts to provide educational opportunities for their members were weakened, if not ended entirely, by the depression of the 1930's. These programs were terminated because of the excess of manpower in relation to available jobs.

After World War II, numerous veterans who had previously held blue-collar jobs did not return to industry, but rather went into vocational training or college programs. Kerrison stated that toward the end of World War II

colleges and universities emphasized a new interest in workers' education. . . . In a few cases, at the University of Michigan, for example, institutions of higher learning entered the field to operate programs geared solely to train Union needs (23:16).

Barbash best summarized the impact of these post-World War II programs:

This wholesale entry of universities into the field of workers' education probably reflected two significant influences: first, the resurgence of interest in workers' education by the labor movement and the considerable public interest in the "labor problem," particularly the problems of industrial peace. A side factor was the impact of the wartime government agencies operating in the labor field, particularly the National War Labor Board, as a kind of training ground for many economists in labor-management relations. The moving figures in many of the university programs were men who had held positions in these agencies. In most situations, the workers' education programs became part of total industrial relations education programs that included management education programs as well (2:6).

The growth of post-secondary programs designed specifically for union needs has been a comparatively recent phenomenon. Although a few very early programs of this kind can be identified, such as the 1876 attempt at Johns Hopkins University to conduct a Workingmen's Institute, the philosophy of serving laborers' educational needs on the campus is only a few decades old (38). Rogin stated:

The past 20 years have been a slow but steady growth of university programs offering educational services to unionists. Today there are more than 25 institutions of higher learning involved, with new ones being established each year. Most of the schools are state universities in industrial centers, but such major private universities as Harvard, Chicago, and Roosevelt are included (38:8).

Workers' education committees had long realized that, as Kerrison stated, education "which endeavors to make for a better person, a more effective member of the Union group, and a participating citizen of his community

is designed to enable each to understand his own experience and problems, out of plant as well as in plant" (23:37-38).

The thought of respectability and communicability has been the standard theme in many of the publications of such unions as the United Auto Workers. These publications, stating policies and guidelines of workers' educational opportunities, list directories of colleges offering credit courses. Letters from union education representatives explain that these are programs designed to add new dimensions to labor education. The suggestion that union stewards, committeemen, and local union officers need to understand legal and contract language has been one of the important emphases in post-secondary education proposals (46). Colleges and universities have cooperated with this interest, publishing brochures for labor use.

Many labor leaders today remember what O'Connell said in 1914:

And you men know and so does everybody in this room know that men that work for a living haven't had the proud privilege to be enrolled as university students. They haven't got a university education; and the first complaint, if we do permit or allow the man to come in and represent himself, he has such a way of presenting his case that he is immediately branded as the hoodlum or something else by the employer because he doesn't indulge in that sweet scented language that we learn in our universities (29:32).

It is commonly accepted in historians' studies of the European and American worker that the European pressed for socialistic benefits, such as collective ownership and decision making, whereas the American bargained for weekly wages and had less concern about socialistic ideals (39:16). Because of the blue-collar workers' acceptance of the "bread and butter appeal," they have experienced slow upward mobility through the years (22:4).

Much "upward mobility," however, comes simply from people leaving the farm and going to the city. Financially speaking, the best move Americans have made is from farm to city. Socially speaking, the benefits are more ambiguous. More than ever, the way up is through education. In the new industrial state, Galbraith says, one should expect, from past experience, to find a shift of power in the society and the industrial enterprise from capital to organized intelligence. Increasingly it is the university that screens out this "intelligence" (41:168-169).

One of the greatest social changes in America took place following World War II. The G.I. Bill provided the opportunity for thousands of veterans to enter a world that had been unknown to them before their war experience. The need for manufacturing manpower also drew many workers from the farms, both because of higher wages and more efficient farm machinery.

Since the early part of the twentieth century, the union force and the university center have realized the need to cooperate in designing educational programs. The University of Wisconsin's school for workers,

established in 1924, was one such program. This relationship between labor and education continued to mature until "In 1962, as university programs expanded, the labor movement and academic labor educators drafted the first statement defining their respective roles in developing educational services" (49:1).

During this time one post-secondary organization, the University and College Labor Education Association (UCLEA), began. Its purpose was to "promote cooperation among member programs, assist with the orderly expansion of labor education, promote cooperation between unions and universities and colleges in education, serve as the national representative of university and college labor education, and develop professional standards in the field of labor education" (48:1).

The purpose of UCLEA harmonized with the large body of labor, community college, and university-based people concerned with creating an educational environment similar to the strong agrarian model found in the land grant colleges. These people believed that "labor education is a highly specialized area of academic competence because it deals with a unique segment of the general population of adult learners, and because it is inexorably related to institutional structures in the collective bargaining system" (49:2).

The desire of both the union and educational people was to establish programs that would fit union needs. Many union people had agreed that "the traditional modes of the formal educational system, as well as the general continuing education system, are not designed to meet the needs of officers and members of labor organizations" (49:2).

The administration of such programs would come through educational institutions that had personnel who were specialists in the structure and goals of labor. Labor advisory committees would play an important part in creating such programs, to establish support and give direction to union needs. These goals, outlined in meetings between unions and educational centers, played a strong role in conferences held specifically to produce an educational program with an industrial background, satisfactory to union people's needs.

Added to the union desire for educational opportunities for its membership was the need that management felt for workers to be retrained to understand technological innovations. Companies have become more aware of the rapid changes in equipment and are seeking new methods through which to retrain personnel. As company costs for in-shop training programs rise, tuition-refund programs that allow for company tax deductions are becoming more valuable. "More and more companies are

either starting or enlarging their tuition aid plans to encourage their employees to return to school for the new knowledge they need to perform at peak efficiency" (34:11).

O'Medra stated that at least 200 tuition aid plans in the United States in 1970 served the purpose of labor education (34). Table 2.1 categorizes these plans according to employee eligibility.

Table 2.1.--Employees eligible for tuition aid (34:23).

| Eligibility Extended to:                   | Number of Plans |
|--|-----------------|
| All employees                              | 168             |
| Salaried personnel only                    | 18              |
| Nonunion employees only                    | 5               |
| Management and professional personnel only | 5               |
| Employees at only one company location     | <u>4</u>        |
| Total                                      | 200             |

All of the companies in O'Medra's study agreed that education of the worker should be within his grasp and should not train the employee for a job outside the company (34:20-23). Unions, on the other hand, seemed to be bargaining for a more general educational emphasis,



which would build the employee's confidence and expand his information base.

Leaders of the UAW felt their members would be second-class citizens, lacking the ability to communicate their needs, if they were not given the opportunity to learn better communication skills. The constitutional action of the 1964 UAW convention paved the way for new educational opportunities. According to that agreement, union members would be able to participate in a tuition refund program. Not all of the original ideas of that initial program were carried out, because of vagueness in wording; subsequent negotiations improved the original language. Through the 1973 negotiation for the tuition refund, the education leaders of the UAW felt they had finally unlocked the door of opportunity for members who wished to advance by means of post-secondary education.

Union leaders realized that "with the increasing complexities of the working agreements, unions today have negotiated insurance, pension, supplemental unemployment benefits, health and safety and equal opportunities agreements, all of which involve greater functional and administrative skills" (22:4). It also became their desire to serve educationally the membership that had enlarged from 3 million to 18 million members in the last 40 years (22:4).

Six years earlier the UAW had attempted to establish post-secondary credit programs for its membership. In October, 1967, the UAW contacted three community colleges in greater Detroit and the community college in Flint, Michigan. The union's purpose was to explore the possibilities of those schools broadening their curricula to include a two-year Associate of Arts Degree with a major in the American labor movement. The meetings between the union and the community colleges lasted several months. On April 3, 1968, it was announced that the community colleges would establish a labor studies program leading to the associate degree (22:3).

The interest in the new programs seemed to create possibilities of other schools participating; thus in 1972 the UAW renewed its efforts to establish the associate degree in labor studies throughout the United States and Canada.

We [UAW] have helped to establish the ADLS program throughout the United States and in Canada in several areas where there are concentrations of UAW and other union membership. Community colleges offering credited labor studies courses to union members have been started with UAW help, at Delta College, University Center, Michigan; Forest Park Community College, St. Louis, Missouri; Kokomo Campus of Indiana University; Dundalk County Community College in Baltimore, Maryland; El Camino Community College, California; Black Hawk College, Illinois; Housatonic Community College, Connecticut (22:3).

It would appear that the UAW wished to expand educational experiences for its workers not only into two-year degree-granting colleges, but also into four-year and graduate programs. "[The UAW] further broadened and expanded the original ADLS programs to include several Two-Plus-Two programs in cooperation with both community colleges and the four year colleges and universities" (22:3).

In 1966 a survey of 110 students, nearly all UAW members, was conducted to determine if they would be interested in continuing their studies in a college-level, credit-degree program (22:3).

The results were pleasantly astonishing! We found that all but eight percent were interested in enrolling in an Associate Degree in Labor Studies program (these students were at Wayne State University in the College of Life Long Learning) and that seventy-five percent would be willing to meet college standards and requirements in order to enroll in a two year college Associate Degree in Labor Studies program with a major in the American Labor Movement (22:4).

Purposes and objectives of making the degree program available to the worker were clearly stated in publications from UAW headquarters in Detroit. The following two excerpts outline the purpose and objectives of UAW-supported labor studies programs.

### Purpose of the Labor Studies Program

The purpose of the Associate Degree in Labor Studies, the Two-Plus-Two, and the four-year Bachelor of Arts in Labor Studies Program is threefold:

1. to provide a broader understanding and perspective of economic, social and political problems of our society and the role which unions and workers should play in it;
2. to provide educational opportunities for individual growth and advancement; and
3. to equip members of labor organizations with technical skills needed to exercise their union and civic responsibilities, especially those arising in urban areas (22:5).

### Objectives of the UAW in Supporting the Associate Degree in Labor Studies

1. To improve the leadership and citizenship potential of prospective local union leaders.
2. To increase competency for self-advancement, as well as improving eligibility for election and appointment to positions of greater responsibility.
3. To provide educational opportunities for individual growth through a broader understanding of economic, social and political problems of our society and of the role unions and workers should play in it.
4. To acquire and maintain this understanding of the problems of our society through proficiency in the methods of the social sciences and through habits of awareness and responsibility.
5. To afford the aspiring union leader who wishes the baccalaureate and graduate study route to professionalism in his chosen work by offering the appropriate degree of merit at the appropriate level of achievement.
6. To offer terminal studies in leadership skills to those who might choose this option.
7. Overall, to equip members of labor organizations, the UAW in particular, with technical skills and social understanding needed to exercise their union and civic responsibilities (22:5-6).

Although it took several years to institute and implement the post-secondary college credit program for industrial people in the UAW, the results show that there was a need for such an undertaking. The institutions presently participating in labor studies programs or related studies appear to be opening a new frontier for people holding jobs in industry.

Post-Secondary Credit Programs in Michigan  
Designed to Serve Industrial Needs

In Michigan, worker education did not receive much attention until after the unionization of the automobile industry during the New Deal (39:19). The separation of the United Automobile Workers of America from the American Federation of Labor in 1936 made it possible to concentrate on workers' educational needs, not only in Michigan, but in other states having UAW local unions (28:1-10).

During this time the University of Michigan maintained an experimental workers' education program, which ended in 1948 because of pressure from automobile industry executives. This was part of an attack aimed at preventing the passage of a bill that would have provided federal grants for university labor education (39:22). Ten years later the University of Michigan began a new labor program, which still exists.

In 1956, Michigan State University instituted a labor program that became part of the College of Social Sciences. This program was designed as a graduate field in the School of Labor and Industrial Relations. The legislative attack of 1961, which resulted from management criticism, did not impede the growing emphasis on labor education at Michigan State University. President Hannah defended the program by stating,

Michigan State University was established by the people of Michigan to serve their needs as they developed and were identified. It was supported by the tax dollars of all the people in Michigan, rich and poor alike--farmers, factory workers, businessmen, shopkeepers, teachers--all of these who go to make up our complex society. Its obligation is to all of them, not one segment or another. It is faithful to that obligation (19:31).

The pioneering efforts of Michigan State University, working with the UAW in Detroit, provided the initial information that has helped many other Michigan colleges and universities establish credit programs in labor education.

Table 2.2 shows the institutions providing academic programs for the industrial community, and granting certificates through graduate degrees. The educational programs offered by the eight colleges and universities listed in the table are categorized by the types of programs they offer. Not all can properly be called workers' programs, because at least one of them--the Michigan State University offering--is intended for

Table 2.2.--Michigan colleges and universities with  
academic programs relating to the industrial community.

---

|  |                                  |
|--|----------------------------------|
| <u>Michigan State University</u>         |                                  |
| School of Labor and Industrial Relations |                                  |
| M.A. Ph.D.                               |                                  |
| <u>Eastern Michigan University</u>       |                                  |
| B.A. Labor Studies                       |                                  |
| <u>Oakland University</u>                | <u>Wayne State University</u>    |
| Bachelor of General Studies              |                                  |
| 2 year + 2 year programs                 |                                  |
| with community colleges                  |                                  |
| <u>Macomb County Community College</u>   | <u>Jackson Community College</u> |
| <u>Delta Community College</u>           | <u>Mott Community College</u>    |
| 1-year Certificate and                   |                                  |
| 2-year Associate degree programs         |                                  |
| Schoolcraft Community College            | Ford Community College           |
| Kellogg Community College                | Oakland Community College        |
| In various stages of incorporating Labor |                                  |
| Studies Programs with Certificate or     |                                  |
| Associate degrees                        |                                  |

---

the total industrial community. Some of the scholastic programs shown in the table are directly related to industrial workers, whereas others have been created to serve the needs of their industry. An example of the latter is the Bachelor of General Studies program at

Oakland and Wayne State Universities. These programs were created for more than the industrial community, but one of the primary reasons for offering the Bachelor of General Studies was to complement the 2 + 2 program, which the United Auto Workers education department had requested from their national headquarters in Detroit. For this reason the Labor Relations program at Michigan State University was also included. Grey defined the difference between the labor studies program and the industrial relations program as follows:

It is important to distinguish Labor Studies from the related and longer established course of study, Industrial Relations. Industrial relations as the college major are designed to provide technical and professional training for specialists in labor and management relations. The distinction between labor studies and industrial relations is one of the orientation emphasis. Labor Studies focuses on work life and the organized labor movement. Its counterpart is Management, a field of concentration in many university business schools and community colleges (18:2-3).

Eight Michigan colleges and universities presently offer post-secondary credit programs designed to serve industrial needs. Four other community colleges are attempting to define their objectives in beginning labor studies programs for union people. The remainder of this chapter contains an examination of the industrial needs programs conducted by the eight aforementioned Michigan colleges and universities.



Michigan State University

The Michigan State University School of Labor and Industrial Relations was created in 1956 to serve Michigan's industrial community. The inception of the school came after university leaders realized that the state of Michigan was one of the foremost industrial states in the nation and needed a School of Labor and Industrial Relations. The School, within the College of Social Sciences, was established "to serve the needs of students, faculty, labor, management and public by offering graduate instruction, conducting research and making available extension courses, conferences, workshops, and special institutes" (56:283). Michigan State University seemed to be the logical school to offer that program, as it had a long history as a land grant college serving blue-collar and agricultural people.

The University confers only the Master of Labor and Industrial Relations degree, for which two options are offered. The first is for students interested in labor-management relations who plan to pursue careers in business, government, or labor unions (56:283). Those who choose this option are prepared to go into personnel departments in industry, federal or state governmental agencies, or educational and research departments of labor unions.

"The second option is for students seeking careers as specialists dealing with manpower programs" (56:283). Students who select this program may find employment as manpower specialists with federal, state, or local governmental agencies; in private industry; or with unions.

The master's degree program entails 45 hours of graduate work. Labor in Twentieth Century America, Labor Markets, Industrial Relations, Manpower Programs, and Labor Force Behavior are some of the courses offered in this one-year program.

The School of Labor and Industrial Relations cooperates with the College of Social Science in offering a Ph.D. program in Social Science, with a concentration in labor and industrial relations.

#### Eastern Michigan University

In 1973, Eastern Michigan University and the United Auto Workers' education department announced that Eastern's labor studies major, offered through the Economics Department, was the only one of its kind in mid-America. Both an interdisciplinary major and a minor in labor studies are offered. From its inception, the program received strong union support. They wanted one bachelor's degree program in Michigan that was specifically geared to labor studies. Eastern's program

differs from Michigan State University's in that the former is designed to "focus on work life and the organized labor movement" (18:2-3).

The program was designed to prepare students for careers in business, government, or labor unions, and to meet the needs of union-oriented people as well as those pursuing graduate degrees in labor relations. It also serves older students who return to the university while continuing full-time employment.

The major field comprises 30 semester hours. The following four classes are required: Economic Statistics, Principles of Accounting, Labor Economics, and Seminar in Labor Issues. Electives are offered in such fields as Labor and Government, American Labor Unions, Black Workers, and Labor Law (53:67).

#### Oakland University

Oakland University adopted guidelines for the Bachelor of General Studies degree in January, 1976. Students with a two-year labor studies concentration at community colleges are able to transfer all classes, in line with the 2 + 2 cooperative effort between Oakland University and community colleges.

The university-wide Bachelor of General Studies (B.G.S.) program at Oakland University allows maximum flexibility and opportunity for student decision making

about courses of study and other educational experiences. Students are allowed to specialize and select areas of study according to their unique educational and career objectives. The B.G.S. degree is primarily for those students interested in obtaining a broad liberal arts education without specializing in a particular discipline. Students may select courses from any field of study or academic department, which enables them to develop desired knowledge and competencies. Courses offered in the Bachelor of General Studies program are also available to students enrolled in other major fields.

Students enrolled in the B.G.S. program must complete 124 semester credits, 32 of which are from the 300 or 400 course level. Oakland University policy requires that one full year of the bachelor's degree program be taken at the University and that the last eight credits of the program must be completed on campus. Additional institutional requirements are similar to those of other post-secondary institutions in Michigan (58:app.).

#### Wayne State University

Part of the educational philosophy of Wayne State University has been directed toward an educational need that specifically concerns blue-collar workers.

The Weekend College was designed to meet the needs of employed people who wanted educational experience beyond the traditional day or evening classes.

Students who enroll in Wayne State University's Weekend College enter the Bachelor of General Studies program. The University does not offer a labor studies program for credit, but maintains a two-year transfer program (2 + 2) in which it accepts all credits from community colleges offering labor studies courses. Students may specialize and select areas of study according to their own educational and career objectives. Those with labor backgrounds enter academic concentrations that satisfy total credit requirements for the University.

The Labor Studies Center, an Institute of Labor and Industrial Relations, is sponsored jointly by Wayne State University and the University of Michigan. This Center offers no credit programs, but hundreds of its graduates go on to Wayne State University to work for a degree (6:1).

Wayne State's Bachelor of General Studies degree was approved on June 14, 1974. The University's president, George E. Gullen, Jr., said:

The General Studies Degree shows the University's commitment to meet the intellectual interests and academic needs of students through non-traditional ways. Adult students have been attracted to this program having a curriculum that is relevant and instructional methods that are flexible. . . . The curriculum is built upon three years of

structured learning in Urban Humanities, Social Studies, Science, and Technology, and a fourth year of advanced, individualized study, including an essay, thesis, or project (59:1).

Classroom instruction is given through television courses, once-a-week workshops, or week-end conferences. Workshops are scheduled at the students' convenience, and may be held any day of the week and at any location that satisfies students' needs. Week-end conferences, scheduled once or twice during the quarter, are held on a Wayne State campus.

#### Macomb County Community College

The Macomb County Community College labor studies program offers both the Certificate and the Associate Degree. Classes in the field of labor studies are designed to provide members of labor organizations with technical skills and social understanding needed to fulfill union or civic responsibilities.

One of the main aspects of the program is a general education curriculum that is geared to develop in the student an understanding and appreciation of the American economic system, the social responsibility of individuals and institutions in a democratic society, and a basic competency in communication skills (55:47).

The Associate Degree in Applied Science and Labor Studies is a 62-hour program. Twenty-five of the hours are in required core courses. Students who complete only the core curriculum are eligible for the Certificate of Applied Science and Labor Studies. The core

courses include Organization of Labor, Collective Bargaining, and The Arbitration Process. Students may elect the remaining hours from any other courses offered at Macomb County Community College.

### Delta College

The labor studies program at Delta College, maintained through a cooperative effort with Michigan State University, is a one-year program that leads to the labor leadership certificate. The certificate is "designed to provide individuals with the skills required for advancement to leadership positions in unions. It provides an understanding of the economic, social, and political factors which influence the individual and the group in the American Labor Movement" (52:57).

Any qualified college student may enroll in the certificate program at Delta College. Basic courses include Development of the Labor Movement and Labor Legislation, Labor and the Political System, and Collective Bargaining in Theory and Practice. Other related classes, such as History of Urban America, State and Local Government, and Minority Politics, are available as electives. To earn the certificate, students must select from the basic course schedule 10 elective credits in addition to the 20 credits required.

For several years, instructors of these classes have commuted to Delta College from the Michigan State University campus. As qualified personnel in the Delta College area are trained, they assist with the classes.

#### Mott Community College

Mott Community College's labor studies program is included in the Division of Social Sciences. This division is very diverse, including such fields as anthropology, child development, political science, psychology, labor studies, criminal justice, and public administration (57:201-202).

As defined by the Division of Social Sciences, the task of the labor studies curriculum is "to provide individuals with the skills required for advancement to leadership positions" (57:201). It furnishes "an understanding of the economic, social, and political factors which influence the individual and the group in the American labor movement" (57:201).

Sixty-two credits are required for the Associate Degree in Applied Science and Labor Studies. Of these credits, 12 must be taken in three General Studies classes: English Composition, Political Science, and Physical Education. In addition, 18 credits in such occupational courses as Development of American Labor, Development of International Labor, and Collective



Bargaining are required. The student may choose electives for the remaining 6 hours of the 24-credit occupational core. The rest of the credits needed to meet the 62-credit degree requirement may be chosen from any department at Mott Community College.

### Jackson Community College

The labor studies program at Jackson Community College leads to a one-year certificate or an associate degree. It is a cooperative program between the United Labor Education Committee and the Jackson Community College Occupational Division's Business Department. The program began in 1973, as a result of dialogues among representatives of the UAW, Eastern Michigan University, and Jackson Community College. The Department offered two classes the first semester, and then scheduled six required classes, in sequence.

The certificate program comprises 32 hours and the associate program 62 hours. Required courses are Organization of Labor, Negotiations, Arbitration, and Labor and the Law. Electives may be chosen from seven related departments (12:vi).

### Summary

The findings of the present study have the potential of adding significantly to the body of knowledge concerning the formulation of a comprehensive statewide

post-secondary educational plan to serve the needs of labor and industrial people. This conclusion is based on the dearth of research specifically dealing with labor studies programs in the traditional college setting.

A survey of important literature related to the labor studies program indicated the following:

1. Beginning with the Workers' Education Bureau of 1921, unions have shown a desire to educate their members.
2. Brookwood Labor College, founded in 1921, was a training center for a considerable number of labor people who later held important union posts.
3. During the depression of the 1930's, many of the unions' educational programs were terminated because of the excess of manpower in relation to jobs.
4. Toward the end of World War II, colleges and universities began to show a new interest in workers' education.
5. The United Auto Workers, especially in Michigan, promoted labor studies programs that would benefit their members and for which they would be reimbursed through the tuition refund program.

6. After World War II, the G.I. bill provided greater incentive for thousands of young Americans to continue their education.
7. The National War Labor Board realized that workers' education programs were becoming tools to fill industrial needs.
8. Michigan State University was the first post-secondary institution in Michigan to originate a graduate school for labor and industrial relations, and has helped other schools formulate such programs.
9. Meetings held between union educational representatives and members of the post-secondary academic community resulted in the creation of certificate and associate degree programs in several Michigan community colleges.
10. Eastern Michigan University instituted a bachelor of arts degree with a labor studies major.
11. Oakland University and Wayne State University began conferring the bachelor of general studies degree as a 2 year + 2 year program for transfer of labor studies classes from community colleges.

12. Four community colleges in Michigan now offer labor studies programs leading to the certificate or associate degree.

Almost all of the literature on the topic of workers' education stated the need for greater learning opportunities for adults. The many attempts to provide such opportunities, both in noncredit university classes and union-sponsored programs, emphasize the fact that such needs can be met. The literature also indicated that workers' education programs provide one of the greatest opportunities for union people to improve themselves in an environment designed to meet their academic needs.

Studies have shown that more and more institutions of higher education are becoming interested in this new field. Eight such institutions were reviewed in this research; several others are beginning to work with union educational representatives to design programs that serve workers' educational needs.

## CHAPTER III

### RESEARCH DESIGN AND METHODOLOGY

#### Introduction

The purpose of this study was threefold: (1) to give a historical overview of labor education, culminating in present efforts of eight colleges and universities offering credit in labor education programs for industrial people in Michigan; (2) to describe academic programs that relate to the industrial community and are supported by the United Automobile Workers in Michigan; and (3) to survey people involved in Michigan labor studies programs, to assess their attitudes about these programs.

The first purpose was addressed in Chapter II, to provide the proper historical perspective. Early prototypes of labor education models, both in the union setting and in university centers, gave needed insight into some of the reasons why unions, specifically the United Automobile Workers, desire college training for their members.

Second, the need to describe the labor education programs that are presently being offered in eight

colleges and universities in Michigan was critical to the study for at least two reasons:

1. Several community colleges offer courses that were originally suggested by the UAW as being important to the labor field. A description of the two-year programs yielded insight into the academic content of these programs.

2. Throughout the history of the labor education movement, evaluating credits for transfer between colleges has posed problems. These problems were tentatively identified by reviewing the academic programs of the eight institutions. To alleviate the problems encountered in transferring from one institution to another offering a higher degree, students could use the academic program descriptions in the present document to trace their academic programs from their freshman year through graduate school. College credits could be used to the best advantage as students avail themselves of labor-related courses. Union educational leaders also would be aided in clarifying academic goals for their members through the transfer process.

The third purpose of this study was accomplished by using a fact-finder sheet comprising 21 questions, which was distributed to people involved with labor studies programs. Union education representatives, professors of courses related to labor

studies, and students taking classes in the academic programs outlined in this document were asked to respond to the question, to determine their attitudes about existing educational possibilities for union members. Data gleaned from the survey were explored in a comparative analysis among union educational representatives, professors, and students, as well as among schools.

### Purpose 2: Description of Programs

#### Identification and Selection of Schools

The eight schools whose academic programs have been recorded in this document were chosen from a field of 12 institutions. Four schools were not included in the study because their programs were under development and hence were not available for review. Finding the classes related to labor education in the various college catalogs was sometimes difficult. Most of the programs were just being initiated or were only a few years old. Several had originally been listed as noncredit courses in institutes, whereas others actually began at union locals and moved into the college as they matured.

#### Data-Collection Procedures

To obtain printed materials from the colleges, each institution was asked to send the researcher its official catalog. Two of the universities, Michigan

State and Eastern Michigan, defined their labor programs within the appropriate department. Oakland University and Wayne State University were asked to provide catalog inserts specifically related to the degrees that were too new to have been included in the catalog. The community college had programs in various stages of completion; hence both the catalog and brochures were needed to gain a full understanding of institutional and program requirements.

When the academic materials from the 12 colleges were compiled, it was found that four of the schools did not have programs or students within the parameters of the study. That is, programs had to have been underway at least one year, with college credit given, and there had to be some students presently involved in labor studies classes.

### Data Analysis

Programs were analyzed by comparing the community college programs with educational materials distributed by the union to determine their similarities. The different types of programs were studied and categorized according to the type of degree granted. The UAW educational staff in Detroit was extremely helpful in explaining the educational needs of the union membership



and the role the union has played in initiating classes in local union halls and on campuses throughout Michigan.

### Purpose 3: Attitude Survey

#### Identification and Selection of the Population

The survey method was used to determine attitudes that union education staff, professors, and students who were union members themselves had about existing educational programs and potential upward mobility through college classes.

The union education representatives who were principally involved with the education of their memberships seemed to be the logical ones to survey concerning their attitudes about the value of the college credit programs. Hence the union's regional educational representatives in the Detroit area were chosen, along with the national education representatives who were in charge of college coordination.

#### Sampling Procedures Used

Sampling from the target population took place as follows:

Union educational representatives.--Regional union education representatives who worked with education advisory boards of colleges within their geographic area were considered important in the study of attitudes.

However, only those individuals in the union education department who had direct contact with labor studies programs were asked to complete the survey fact-finder sheet.

Eight responses came from personnel immediately involved with workers' education related to college credit programs. Determination of potential respondents in this category was made in consultation with national educational representatives, who know the people and helped distribute the survey sheet. All representatives at the national level were included; however, only Detroit-area local educational representatives were surveyed.

Professors.--In some schools the labor studies program was just being initiated; thus only a few persons were available for sampling. Generally, instructors were considered to be the most knowledgeable individuals to answer a fact-finder sheet. Instructors were chosen from both the academic and the labor communities. The criterion for choice was that they be presently involved in a credit course in labor studies, provided primarily for union people's educational needs.

Nine instructors were used because that was the total response to the survey. Instructors who were teaching classes at Delta College, Macomb County Community College, and Wayne State University completed the

survey simultaneously with their classes. Surveys were also sent to the directors of programs at Eastern Michigan University and Wayne State University.

Students.--The researcher administered questionnaires to classes at Macomb County Community College and Wayne State University. Since the academic programs were new, class sizes were small, ranging from 4 to 18 students. Program directors stated that spring term classes tended to be smaller than those fall term. The instructor of the labor studies class at Delta Community College administered the surveys at his campus; this class was the smallest. Students received credit through Delta College, but Michigan State University, through its School of Labor and Industrial Relations, administered the program. Eastern Michigan University students received mailed questionnaires. Only 6 of the 24 questionnaires were returned; because of this small response, only Macomb and Wayne State University students were included in the comparative study.

It was difficult to determine the number of students taking labor studies classes at the four schools surveyed. The two universities could not furnish a print-out of the labor-oriented individuals in the Bachelor of General Studies programs. The community colleges maintained only departmental numbers, and their labor programs were housed in large departments. Therefore, it

was not possible to estimate the total number of students involved in labor studies programs. Fifty-seven students from the four participating post-secondary institutions returned survey sheets.

The number of respondents in each of the three study populations is shown in Table 3.1.

Table 3.1.--Total number of respondents by category.

| Category                        | Number    |
|---------------------------------|-----------|
| Union education representatives | 8         |
| Professors                      | 9         |
| Students                        | <u>57</u> |
| Total                           | 64        |

Institutions whose academic programs were reviewed in Chapter II differed in the types of degrees or certificates offered. This is illustrated in Table 3.2, which shows the institutional characteristics and number of student respondents in each program.

#### Instrumentation and Data Collection

The survey research approach was used to collect and analyze data from the three classes of respondents. The research instrument, called a fact-finder sheet,

was used to collect data relating to labor studies programs.

Table 3.2.--Total number of student respondents by school.

| Institution                 | City      | Program     | Number of Respondents |
|-----------------------------|-----------|-------------|-----------------------|
| Delta Community College     | Saginaw   | Certificate | 4                     |
| Macomb County Comm. College | Warren    | Associate   | 25                    |
| Wayne State University      | Detroit   | B.G.S.      | 22                    |
| Eastern Michigan University | Ypsilanti | B.A.        | <u>6</u>              |
| Total                       |           |             | 57                    |

Before the research instrument was developed, considerable background information was collected through interviews with individuals in each of the three target populations. This material was compiled throughout 1975 and 1976. The preliminary phases of the study were carried on through correspondence, personal visits, and telephone conversations. Personal interviews were held with representatives in all three categories because it was felt that the success of the study depended upon the researcher's familiarity with the needs and opinions of

these individuals. To gain this knowledge, each target population center was visited, with the following objectives:

1. To generate, from a small sample of the population, a list of questions about the labor study program.
2. To compile a sample questionnaire.
3. To validate the questionnaire with a second group of experts from a subgroup of the population.
4. To understand the union's needs and students' desires.
5. To understand the labor studies programs from the viewpoint of the academic community.

Several conversations related directly to the data-collection process, and provided other pertinent information as well. This information gave the essential background to comprehend the labor studies program and was helpful in constructing the survey instrument. Part of the recent history of the labor studies program appearing in Chapter II was based on data gleaned from these interviews.

The survey boundaries were not set until the writer had driven to Detroit several times to talk with individuals at UAW headquarters. After these visits to Detroit, consultation with knowledgeable people in the

College of Education and School of Labor and Industrial Relations at Michigan State University, and extensive research in the field of labor studies, the choice of boundaries was made.

The questions were chosen so that all three sample populations would be able to answer from an experiential background. The 21-question fact-finder sheet comprised three types of questions. Twelve questions had an "a/b" format, which allowed the respondent to make an either/or, or both choice. Eight questions had a "yes/no" format. One question sought a fill-in response.

Before general testing, sample tests were administered to selected individuals from all three categories. These people were (1) a director in the union education headquarters, (2) a chairperson in the labor program at Michigan State University, and (3) a student not enrolled in labor studies. After the fact-finder sheets were returned, questions were rewritten as suggested by the people involved, to give better clarity. The survey was then administered to another sample of three people uninvolved in labor studies, to check for clarity. After the second group of questionnaires was returned, with suggestions for corrections and additions, the survey was administered to the sample studied.

### Data Analysis

To compare the attitudes of union representatives, professors, and students, responses to each of the attitude items on the questionnaire were analyzed using a chi-square test. Several of the items had subquestions; hence this comparison involved 25 chi-square tests. To meet the assumptions of the chi-square test, tables in which empty cells occurred were collapsed to eliminate this problem. This was accomplished by eliminating the group of respondents creating the empty cell. On other occasions, however, where the empty cell was created by subjects responding to both parts of an item, this category of response, namely "both," was eliminated. To control for the overall Type I error rate, the .10 alpha level was set for this part of the study and was then divided equally across the 25 tests. Thus, each item or subitem was significant if  $p \leq .004$ .

Comparisons among schools were made using only the data from those schools having responses from more than 20 students. Thus, Wayne State University and Macomb Community College were compared. Since this comparison was of an exploratory nature, the data were first tabulated. Chi-square tests at the .005 alpha level were computed on only those items on which differences were sufficient to warrant further investigation.



## CHAPTER IV

### ANALYSIS OF THE RESULTS

#### Introduction

Purpose three of this study--assessing the needs of three target populations through the use of a fact-finder sheet--was completed by taking the data sheet personally to some test sites and mailing it to other sample populations.

Responses to the 21-question fact-finder sheet were processed through computer analysis, and comparative analyses were performed among the union education representatives, professors, and students who composed the study population. These three target groups had been selected for use in the study because each represented a different level of participation in or administration of labor studies programs and thus contributed to a study that would identify attitudes important in strengthening worker education.

Frequencies of responses and percentages for each group were compared to determine if significant divergent attitudes did emerge from questions on the fact-finder sheet. Chi-square tests were used to determine if differences in responses were significant.

Beyond the comparison among the three sample groups, attitudes of students at different schools were compared. Two schools at which more than 20 students replied to the fact-finder sheet were chosen for this analysis. Hence Wayne State University and Macomb County Community College students were compared to determine if there were differences in student attitudes between a community college two-year academic labor studies program and a university labor-based academic program.

Comparisons Among Union Educational  
Representatives, Professors,  
and Students

Chi-square values were computed on collapsed contingency tables. Items on which a whole group was eliminated to eradicate an empty cell imply one group was responding differently than the other two groups to that item. Therefore, these questions were explored to determine what was occurring.

Table 5.1 shows the comparison of responses of union educational representatives, professors, and students by use of the chi-square statistic. Degrees of freedom and evaluation of significance at  $p \leq .004$  are also reported. Responses to the questions on the fact-finder sheet, as compared among the three populations, showed no significant difference.

Table 4.1.--Chi-square table for responses of union educational representatives, professors, and students.

| Question | $\chi^2$ | Degrees of Freedom | Significant at $p \leq .004$ |
|----------|----------|--------------------|------------------------------|
| 1        | 0.11     | 2                  | No                           |
| 2        | 9.59     | 2                  | No                           |
| 3        | 6.65     | 4                  | No                           |
| 4        | 0.95     | 2                  | No                           |
| 5        | 7.70     | 2                  | No                           |
| 6        | 1.40     | 4                  | No                           |
| 7        | 0.92     | 2                  | No                           |
| 8        | 4.36     | 4                  | No                           |
| 9        | 2.84     | 4                  | No                           |
| 10       | 0.36     | 2                  | No                           |
| 11A      | 1.82     | 1                  | No                           |
| 11B      | 0.65     | 1                  | No                           |
| 12A      | 0.04     | 1                  | No                           |
| 12B      | 0.86     | 1                  | No                           |
| 13       | 5.17     | 2                  | No                           |
| 14       | 0.21     | 2                  | No                           |
| 15       | 2.40     | 2                  | No                           |
| 16       | 3.56     | 2                  | No                           |
| 17       | 0.58     | 1                  | No                           |
| 18       | 8.79     | 2                  | No                           |
| 19       | 0.01     | 1                  | No                           |
| 20A      | 0.04     | 2                  | No                           |
| 20B      | 1.05     | 2                  | No                           |

### Comparison of Individual Questions

Sample size and other pertinent information are included with the tables; discussion and interpretation of the questions are included in Chapter V. In the frequency tabulation, responses of the three sample groups to 10 items on the fact-finder sheet produced tables with empty cells. These items were explored to determine if the empty cells had been created by one sample group responding differently than the other two groups to a particular item. Findings of these analyses are reported on the following pages.

#### Item Two

Do you believe that instructors should have previous on-the-job union experience?

Yes \_\_\_\_\_ No \_\_\_\_\_

Table 4.2.--Response categories for Item 2.

| Response Group  | Yes         | No          |
|-----------------|-------------|-------------|
| Union personnel | 7<br>87.5%  | 1<br>12.5%  |
| Professors      | 1<br>12.5%  | 7<br>87.5%  |
| Students        | 26<br>54.2% | 21<br>43.8% |

Examination of Table 4.2 indicates that union representatives responded differently to the question

than did professors, with the majority of union personnel responding "Yes," and the professors responding "No." The students' responses were almost equally split between "Yes" and "No." Thus, the three groups responded differently to this item.

#### Item Four

Do you consider participants in the Labor Studies Programs to be: exclusively interested in classes for personal satisfaction (a)\_\_\_\_, or, applying their knowledge in job-related desires (b)\_\_\_\_?

Table 4.3.--Response categories for Item 4.

| Response Group  | a           | b           | Both       |
|-----------------|-------------|-------------|------------|
| Union personnel | 0<br>0.0%   | 6<br>75.0%  | 2<br>25.0% |
| Professors      | 3<br>37.5%  | 3<br>37.5%  | 2<br>25.0% |
| Students        | 13<br>26.0% | 28<br>56.0% | 9<br>18.0% |

Union representatives responded differently than the other two respondent groups, as none chose response "a." Basically, students responded with choice "b." However, professors' responses were split across all three categories.

Item Five

Is the Labor Study Program of value to strengthen union skills (a)\_\_\_\_ or, does it lead the student to a new vocation not necessarily related to the union (b)\_\_\_\_?

Table 4.4.--Response categories for Item 5.

| Response Group  | a           | b           | Both       |
|-----------------|-------------|-------------|------------|
| Union personnel | 7<br>87.5%  | 0<br>0.0%   | 1<br>12.5% |
| Professors      | 1<br>14.3%  | 2<br>28.6%  | 4<br>57.1% |
| Students        | 28<br>54.9% | 16<br>31.4% | 7<br>13.7% |

The union representatives responded differently than the other two groups, as none chose response "b"; this indicated they believed the program strengthened union skills. Professors believed the labor studies program was of value both in strengthening union skills and in leading to vocations not necessarily union related. The majority of students believed the labor studies program strengthened union skills.

Item Seven

Does the Labor Studies Program for credit seem to appeal to the student who would not otherwise consider non-credit classes (a)\_\_\_\_ or, is there a possibility that non-degree participants might be unable to compete in degree classes (b)\_\_\_\_?

Table 4.5.--Response categories for Item 7.

| Response Group  | a           | b           | Both       |
|-----------------|-------------|-------------|------------|
| Union personnel | 7<br>87.5%  | 1<br>12.5%  | 0<br>0.0%  |
| Professors      | 6<br>85.7%  | 0<br>0.0%   | 1<br>14.3% |
| Students        | 31<br>63.3% | 14<br>28.6% | 4<br>8.2%  |

The students responded differently, in that they chose the "b" response more frequently than did the other two response groups. However, a majority of all three groups chose response "a," indicating they felt the labor studies program for credit appealed to students who would not consider non-credit classes.

#### Item Eleven A

Are your parents from a blue-collar background?  
Yes \_\_\_\_\_ No \_\_\_\_\_

Table 4.6.--Response categories for Item 11A.

| Response Group  | Yes         | No          |
|-----------------|-------------|-------------|
| Union personnel | 3<br>50.0%  | 3<br>50.0%  |
| Professors      | 3<br>100.0% | 0<br>0.0%   |
| Students        | 32<br>76.2% | 10<br>23.8% |

Professors all answered this question affirmatively, but it should be added that only one-third of the professors in the sample responded. The union representatives were split on this item, whereas a majority of the students said their parents were blue-collar workers.

Item Eleven B

Are your grandparents blue-collar? Yes \_\_\_\_\_  
No \_\_\_\_\_

Table 4.7.--Response categories for Item 11B.

| Response Group  | Yes         | No          |
|-----------------|-------------|-------------|
| Union personnel | 3<br>60.0%  | 2<br>40.0%  |
| Professors      | 1<br>100.0% | 0<br>0.0%   |
| Students        | 32<br>76.2% | 10<br>23.8% |

Only one of the nine professors responded to this question; he answered affirmatively. The consensus of those who responded to this question seemed to be that their grandparents were blue-collar workers. About three-fourths of the students said their grandparents were blue-collar workers.



Item Twelve A

Do you see participants in the Labor Studies  
Program continuing to be blue-collar people?  
Yes\_\_\_\_\_ No\_\_\_\_\_

Table 4.8.--Response categories for Item 12A.

| Response Group  | Yes         | No         |
|-----------------|-------------|------------|
| Union personnel | 6<br>85.7%  | 1<br>14.3% |
| Professors      | 5<br>100.0% | 0<br>0.0%  |
| Students        | 30<br>88.2% | 4<br>11.8% |

A large majority of the union representatives believed participants in the labor studies program would remain blue-collar people. All responding professors answered affirmatively, but only five out of nine responded. Of the 34 students responding, the majority believed program participants would remain blue-collar workers.

Item Twelve B

Will the program eventually change the participant to white-collar supervision, etc? Yes\_\_\_\_\_  
No\_\_\_\_\_

Table 4.9.--Response categories for Item 12B.

| Response Group  | Yes         | No         |
|-----------------|-------------|------------|
| Union personnel | 2<br>50.0%  | 2<br>50.0% |
| Professors      | 2<br>100.0% | 0<br>0.0%  |
| Students        | 22<br>78.6% | 6<br>21.4% |

There were very few responses to this question. Those responding in the professor and student groups tended to answer affirmatively. In answering this question, it might have been difficult for students to project themselves several years into the future to evaluate the results of their education.

#### Item Fourteen

Does the Labor Studies Program give an immediate realization of experiences that would be applicable to local union jobs, such as collective bargaining and/or other related work? Yes \_\_\_\_\_  
No \_\_\_\_\_

Table 4.10.--Response categories for Item 14.

| Response Group  | Yes         | No         |
|-----------------|-------------|------------|
| Union personnel | 5<br>83.3%  | 1<br>16.7% |
| Professors      | 7<br>100.0% | 0<br>0.0%  |
| Students        | 39<br>83.0% | 8<br>17.0% |

Professors answered this question quite differently than the other two groups, but only two-thirds of the professors responded. The difference in responses by the professors may have shown their lack of understanding of work relating to the unions.

#### Item Nineteen

Do you see the majority of participants in the Labor Studies Program returning to the union?

Yes \_\_\_\_\_ No \_\_\_\_\_

Table 4.11.--Response categories for Item 19.

| Response Group  | Yes         | No         |
|-----------------|-------------|------------|
| Union personnel | 7<br>85.5%  | 1<br>12.5% |
| Professors      | 7<br>100.0% | 0<br>0.0%  |
| Students        | 40<br>88.9% | 5<br>11.1% |

Very little contrast in responses was noticed among the three respondent categories. Only five of the students thought participants might leave the union, but six students did not respond to this question.

#### Summary

The frequency tables, contrasting data from the three groups of participants, all tended to reflect

attitudes about life/work relationships. The questions related to job mobility, parental influence on workers, and job security.

The fact-finder sheet was developed in an attempt to discover if there were divergent attitudes among the people who initially were influential in creating the programs (union education officials), the people with whom they worked to implement the academic program (the professors), and the students themselves. Questions were asked to gain insight about whether the programs were relevant to the student's educational aspirations. It was expected that some parts of the fact-finder sheet would aid in evaluating the educational program offered to labor people. Conclusions based on responses to this survey are discussed in Chapter V.

#### Comparison of Wayne State University and Macomb County Community College

The value in presenting a comparison of Wayne State University and Macomb County Community College is that they are two different types of colleges and supposedly serve the needs of different types of students. Wayne State University is a large city university, maintained to conduct research and educate large numbers of people. Macomb County Community College, on the other hand, was created to provide educational services to the

man-on-the-street. Questions were formulated in an attempt to see if students at these two dissimilar schools would answer questions similarly.

Only three questions had interesting implications when the data were tabulated. None was significant at the .004 alpha level, but data provided a valuable tentative explanation of student attitudes. The comparison of the two schools on all questions in the fact-finder sheet is shown in Appendix D. Tables 4.12, 4.13, and 4.14 contain tabulations of responses to the three items on which interesting implications were found.

#### Item 2

Do you believe that instructors should have previous on-the-job, union experience?  
Yes\_\_\_\_\_ No\_\_\_\_\_

Table 4.12.--Response categories for Item 2.

| Response Group | Yes         | No          | No Response | Total Students |
|----------------|-------------|-------------|-------------|----------------|
| Wayne          | 5<br>25.0%  | 14<br>70.0% | 1<br>5.0%   | 20             |
| Macomb         | 17<br>70.8% | 7<br>29.2%  | 0<br>0.0%   | 24             |

The chi-square statistic for question two was 8.41. The Wayne State students did not feel it was necessary for a professor to have on-the-job experience.

On the other hand, Macomb students tended to see a need for professors to have had such experience.

#### Item Four

Do you consider participants in the Labor Studies Programs to be: exclusively interested in classes for personal satisfaction (a)\_\_\_\_ or, applying their knowledge in job-related desires (b)\_\_\_\_?

Table 4.13.--Response categories for Item 4.

| Response Group | a           | b           | Both       | Total Students |
|----------------|-------------|-------------|------------|----------------|
| Wayne          | 10<br>47.6% | 6<br>28.6%  | 5<br>23.8% | 21             |
| Macomb         | 3<br>13.6%  | 19<br>84.4% | 0<br>0.0%  | 22             |

The chi-square statistic for question four was 9.84, which was not significant at the .004 alpha level. Wayne State students felt personal satisfaction in college classes was important, whereas Macomb students believed the knowledge gained would be of value in job-related activities.

#### Question Eight

Does the course work in the designated labor studies classes make the participant more knowledgeable in union needs (a)\_\_\_\_ or, does the program give tools to use in other than union needs (b)\_\_\_\_?

Table 4.14.--Response categories for Item 8.

| Response Groups | a           | b          | Both        | Total Students |
|-----------------|-------------|------------|-------------|----------------|
| Wayne           | 4<br>18.2%  | 8<br>36.4% | 10<br>45.4% | 22             |
| Macomb          | 15<br>68.2% | 7<br>31.8% | 0<br>0.0%   | 24             |

The chi-square value for question eight was 5.49. The students at Wayne responded that labor studies classes help a person become capable of working both within and outside a union, whereas Macomb students answered that the greater value of the class was in preparing students for union needs.

### Summary

The three questions that yielded contrasting data reflected differences in attitudes between students at Macomb County Community College and Wayne State University. As shown in Table 4.12, students at Macomb felt instructors should have had on-the-job union experience, whereas students at Wayne did not perceive such a need. Perhaps Wayne students did not feel it necessary for instructors to have on-the-job training because they were in an academic setting that emphasized the traditional arts and sciences, whereas Macomb

students seemed to be learning union-related skills such as bargaining.

The contrast between these two types of students was again reflected in Table 4.13; personal satisfaction was important to the Wayne students, whereas the Macomb students wanted information that would help them in their jobs. Macomb students rated satisfaction secondary to need.

The final question reflected the types of coursework in which the students were engaged. The Wayne students, taking a more liberal education than Macomb students, felt their classes were going to make them knowledgeable about nonunion as well as union needs (Table 4.14). A majority of Macomb students responded that their classes would help them primarily in union jobs.

The fact-finder questions were designed to assess if there were, in fact, differences in union people's attitudes toward their schooling that would be related to the institutions they attended. Some evidence did seem to suggest that union-affiliated people attended college for quite different reasons than nonunion people. A more complete discussion of the findings is contained in Chapter V.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FUTURE RESEARCH

#### Summary of the Problem

There does not seem to be any easy solution to the problem of making the labor studies educational experience accessible to workers and getting the people from that group to participate. Several new programs have been initiated by the UAW in Michigan colleges; they were summarized in this study. Eight institutions of higher learning in Michigan were cited for their efforts to serve union people. Labor leaders and educators agree that the effective use of these programs has hardly been tapped. One of the greatest needs in this sector of higher education is communication between institutions having such programs and those initiating them.

What is urgently needed is a mechanism for interchange of experience towards the goal of developing and testing curriculum models and course materials. As modest first steps in this direction Illinois and Michigan State Universities have held conferences of heads of labor studies programs in their respective states (18:7).

One of the concerns voiced in many of the writings and conferences studying this new field is the need to achieve a degree of academic quality for the new programs.

The other problem is getting people to participate in these programs. Yet, in contrasting the labor studies programs with other innovative programs such as the British Open University and the University Without Walls in the United States, there is an appreciable difference. Grey, of Cornell University, stated:

In a time of generally declining economic activity, labor studies for college credit is a flourishing enterprise. While college enrollments are dropping, budgets cut back and new or marginal programs disappearing, labor studies degree programs are expanding. . . . This may reflect, in part, the influence of credential conscious public sector and professional employees who constitute a growing sector of union membership. In a broader sense, it may indicate that the recognition which goes with college credits and degrees is a consumer good which has been added to labor's never ending quest of more of what society has to offer (26:34).

#### Method of Investigation

The labor studies programs and the people involved in them were investigated through review of available published materials, interviews with knowledgeable individuals in the field, and a fact-finder sheet mailed to participants in labor studies programs for college credit. The purpose of the study was to give a brief history of labor education and to describe the present efforts of colleges and universities that offer credit in labor studies programs for industrially oriented union people in Michigan. It was felt that this purpose could not be achieved completely without a study of attitudes of the union education representatives,

professors, and students presently involved with these programs. Finally, it seemed important to assess the value of Michigan labor education for college credit in the post-secondary community and to attempt to understand more fully its relation to the union member.

As it does not appear that any comprehensive study of this nature has been conducted in this decade, background material was gathered from studies that supported the over-all labor education programs offered by the union. Summaries and reviews of what has taken place in labor studies programs during the last five years were used as foundation material.

#### Findings and Conclusions of the Fact-Finder Survey

Significant chi-square test results were summarized in Chapter IV. The computer analysis provided a comparative print-out of the responses of union representatives, professors, and students. The purpose of this analysis was to determine whether responses to individual questions on the fact-finder sheet were statistically significant. The 21-question survey was developed to ascertain whether there were attitude differences among the three sample populations.

Question 2 asked, "Do you believe that instructors should have previous, on-the-job union experience?" Union representatives and professors differed on this

question. Student differences seemed to be insignificant. One might conclude from this contrasting response that union education representatives were very concerned that classes relating to union philosophy not only be taught by people from their own ranks but also that they be taught from a union rather than a management perspective. Classes such as labor history, bargaining, and arbitration generally are taught according to the instructor's background. Bruce Kingery, post-secondary coordinator at Solidarity House in Detroit, stated, "It is a must [for instructors to have union experience] if the instructor is going to teach the core labor courses" (24:1).

Contrasting the professors with the union personnel, one notices that their responses were exactly opposite. Whereas 87.5 percent of the union educational representatives felt it was necessary to have people with union backgrounds teach labor classes, 87.5 percent of the professors felt it was not necessary. This would seem to indicate that professors did not value union experience for themselves.

Question 4 asked, "Do you consider participants in the Labor Studies Programs to be: exclusively interested in classes for personal satisfaction or applying their knowledge in job-related desires?" The importance of this question is reflected in the responses by 75

percent of the union personnel, that knowledge should be job-related. In their eyes, the main purpose of union education seemed to be so that the union membership would know how to preserve its identity. The union-educated leaders who were interviewed for the study all expressed the need for union people to understand their history and to know how to work within the union organization.

Question 5 asked, "Is the Labor Studies Program of value to strengthen union skills or does it lead the students to a new vocation not necessarily related to the union?" This question was asked to find if there would be a difference in opinion on mobility from the union to other jobs. The differences were between the union representatives, who felt that the value of the labor studies program was to strengthen union skills, and the professors, who felt the program could either strengthen union skills or lead students to non-union vocations. A majority of students believed the program would strengthen union skills as well as lead toward a vocation not necessarily related to the union.

Question 7 asked, "Does the Labor Studies Program for credit seem to appeal to the student who would not otherwise consider non-credit classes, or is there a possibility that non-degree participants might be unable to compete in degree classes?" The union representatives

(87.5 percent) answered that students who would not otherwise consider non-credit courses would be attracted to the credit program. Professors also felt that students wished to take classes for credit or recognition rather than for no credit. A few professors felt some students might not be able to compete in degree programs, but the majority of professors believed they could. A majority of the students also felt people wanted college credit for their studies.

Questions 11A and 11B asked, "Are your parents/grandparents from a blue-collar background?" These questions were asked to determine whether there were upward mobility trends in the three groups of respondents. The students appeared to be from at least a second-generation blue-collar background. As not all of the professors answered the question, a generalization about that group can not be made. The union representatives' responses concerning leadership in the union might have been a result of earlier cultural training. Rather than the upward mobility of blue-collar to white-collar, there may have been a change from white-collar to blue-collar leadership.

Question 12 was designed to gather information on mobility patterns. The union representatives, professors, and students believed that labor studies people would continue to be blue-collar workers after their

training. Responding to Part B, a majority of the students said that training would eventually make the student a white-collar supervisor. This may reveal a long-range goal for people desiring to better themselves.

Question 14 asked, "Does the Labor Studies Program give an immediate realization of experience that would be applicable to local union jobs, such as collective bargaining and/or other related work?" Responses to this question suggested that the labor studies program is meeting the immediate needs of the majority of students enrolled. Over 75 percent of the students and union officials believed the classes were immediately useful in union jobs.

Question 19 asked, "Do you see the majority of participants in the Labor Studies Program returning to the union?" There seemed to be strong support for a student's return to the union after completing the Labor Studies Program. Questions such as this one were asked to ascertain if there would be differences among the answers of the three categories of respondents. Sexton and Brendon, in Blue Collars and Hard-Hats (41), expressed concern about possible migration of blue-collar people to white-collar jobs. Responses to this question may confirm that there is not the upward social mobility that has commonly been thought to exist.

The comparisons between Wayne State University and Macomb County Community College labor studies students were valuable in determining differences in attitudes between students from the two schools. Two items in particular showed attitude differences between students who attended university classes and those who attended a community college. Students from Wayne State did not consider it necessary for their instructors to have had union experience, whereas Macomb students believed union experience was necessary. The reason for such contrasting views might have been that Wayne students were enrolled in a 2 plus 2 program, which allowed for transfer of labor-oriented classes to the Bachelor of General Studies degree. Thus, these students were taking their core curriculum in the last two years, which made for an emphasis on the arts and sciences, and teachers would not need a union background to teach these classes. The Macomb students, on the other hand, were engaged in labor-oriented classroom experiences, such as bargaining, arbitration, and labor law; for this reason they might have been more inclined than Wayne students to feel professors should have had union experience.

The majority of Wayne State students considered their studies of value for personal satisfaction, whereas the Macomb students said they wanted the classes to relate directly to their job needs. These attitude



differences suggested that the Wayne students viewed education as valuable in and of itself, whereas the Macomb students viewed it as an immediate step toward a better job.

### Strengths and Weaknesses of the Programs

One of the most difficult aspects of the study was locating the department in which colleges and universities offered labor studies programs. Such programs were found in social science, economics, or business studies departments. Generally, union education personnel prefer to have them organized in the social science department, because they feel that labor studies programs located in business or management schools tend to reflect the position of management rather than labor.

On the institutional level, much of the strength of these programs appeared to come through the union education representatives. Where there was a strong representative who understood what the labor studies program for college credit should do, the program was active. Labor advisory boards also seemed to have an influence on the programs.

Apparently because of a lack of maturity and leadership strength, programs that were initiated in four or five of the institutions never were successfully continued. Labor advisory boards seemed to be necessary

for successful community college programs. Where they did not function in a strong support role, and where the union representatives did not offer active leadership, the programs tended to be weak. In the Detroit metropolitan area, union halls have been used successfully as centers for community college and university credit classes.

Wayne State University does not emphasize the labor studies program, but offers classes leading to a Bachelor of General Studies degree. This degree was instituted to allow credit for nontraditional studies and also transfer of credits from labor studies classes from Detroit community colleges. The program, managed by the College of Weekend Learning, seems to be satisfying the union's needs in building a bachelor's degree program for workers.

The four community colleges surveyed--Mott, Jackson, Delta, and Macomb--seemed to have a common problem of attracting the blue-collar worker back into the classroom. One solution to this problem might be to distribute brochures on labor studies programs to the types of people who would be interested in such education. These materials should clearly explain methods of reimbursement for classes and means by which students enter these classes.

Studies by Cross (10) and Hodgkinson (21) indicated that blue-collar people have special learning problems; hence appropriate methods for both recruiting and retaining these students are necessary. The Carnegie Commission on Higher Education in 1973 anticipated this need when it stated,

Higher education has moved from its elite state to its mass stage, and is now moving to the state of universal access. This has many impacts on total numbers, on the size of institutions and their subsequent lesser community, on the interest of the student--more technical and less strictly academic--and labor market opportunities for those who had attended college. The revolution of rising expectations for access to higher education is reaching its final climax (9:105).

The American Council on Education, in a 1972 national study, showed that not only are more high school graduates going to college, but also the majority of college freshmen in the 1970s are the offspring of parents who have had no college experience. Hodgkinson provided insight into this new college population, in describing the type of student who is attending college:

Nationally, the largest number of students walking through the open doors of colleges today are poor students--academically as well as financially. They do not enter college because they have enjoyed school in the past or because they expect to enjoy their college study. As a matter of fact, they are more likely than traditional college students to say that the classroom makes them nervous. What they hope to get out of college is a passport to a good job and some of the material benefits that traditional college students are renouncing (21:210).

There is a definite need to understand these new students, in order to attract them into the classroom. Grey stated that "labor studies for college credit are a flourishing enterprise" (28:1). At the Organized Labor and Community Colleges meeting in 1975, Hutton stated that only 1 percent of the blue-collar workers were taking advantage of tuition-refund plans (35:13). He felt the reason for this low rate of participation was "the lack of relevant programming; courses haven't met the needs and desires of working people" (35:13). Hutton also stated that "working people often remember schooling as a negative experience" (21:210). In addition, "unions have failed to identify career opportunities and advancement paths open to workers to enter these programs. Labor groups should generate more information on these issues" (35:13). These are only a few of the problems that colleges, especially community colleges, face in drawing working people into higher education.

Oakland University and Wayne State University both offer blue-collar education through the Bachelor of General Studies degree. This program is different from the typical college sequence, in which freshmen receive an introduction into various fields of learning, and during their junior and senior years concentrate on studies in their chosen fields. In contrast, students undertaking the Bachelor of General Studies degree quite

often have completed courses in their major area of interest. They then take general studies classes, many times in the arts and sciences, to fill out the 120-hour requirement for the bachelor's degree. It is commonly accepted among academic deans and registrars that older citizens do not wish to take introductory classes upon beginning their college education. They are already successfully satisfying their vocational desires and wish to take courses specifically related to their field.

The Eastern Michigan University program also came about as a result of labor's needs. According to union publications (22:7), it was one of Michigan's first four-year baccalaureate degree programs in labor studies. The program was built on the 2 plus 2 principle: the first two years could be taken at a community college and the last two years at Eastern Michigan University. Again, one of the important factors is that the students are completing coursework in their major fields during the first two years and then strengthening themselves or adding to degree requirements in the last two years. Eastern Michigan University does seem to be the only midwestern college that offers a bachelor's degree specifically in labor studies.

The program at Michigan State University is strictly a graduate degree program, and was created to serve Michigan's labor personnel. Its purpose is "to

serve the needs of students, faculty, labor, management and public by offering graduate instruction, conducting research and making available extension courses, conferences, workshops and special institutes" (56:283). The purpose of this program is not for "nuts and bolts" types of classes, but rather to serve the industrial community in advanced studies and research. This program was included in the present study to develop a total picture of the post-secondary community's commitment to labor education. By its very nature, Michigan State's labor studies program would not attract those people initiating their educational pursuits. Yet it would attract that select group of students interested in continuing into graduate work. The need is apparent for at least one institution in Michigan to offer a graduate degree in labor-related fields. Michigan State University fills that need.

#### Implications for Practice

Those who have observed the United Auto Workers union's struggle to provide higher education for its members believe that this union will eventually find the solution to its workers' post-secondary education problems.

One of the greatest needs now being faced in labor education is for a system of evaluation of workers

who have had in-depth study on the subjects that are presently given for credit, such as bargaining, negotiation, and arbitration. Noncredit classes have been a part of union education for many years. As a result, many union members have actually had classroom experience and could receive credit for knowledge gained if there were a uniform method of evaluation.

College Level Entrance Participation people should become involved with this large segment of the population. CLEP tests cover most of the introductory liberal arts field and also many applied technical areas such as business. It should pose no major problem to devise tests that would cover topics the union feels are necessary and important for its membership. If a student achieved a satisfactory score on these tests, he would receive college credit, which would then be transferable to any two- or four-year college honoring the CLEP program. At present, most post-secondary institutions in the United States accept such credits.

A state-wide coordinator for the labor studies programs is also needed. The union, like the farm extension service, elects people to social service areas and education committees. The similarity between the two organizations stops at that point. Whereas Michigan State University has done exceptional work in its state-wide agricultural program, no school or governmental

agency has filled the role of serving the industrial community through public funds. Carroll Hutton, Education Director of the UAW, summed up the problem:

Unfortunately, the rich promise of the land grant college act to the farmers and mechanics of the nation was only half fulfilled. American agriculture and the American people have been superbly served by the land grant colleges, but little or no effort was made to cultivate the hidden harvest in the urban centers by the extension method (46:77).

There is no comprehensive state-wide agency to unify the post-secondary credit programs for industrial people. As these programs are still quite small and few institutions are participating in them, one person could effectively give direction and guidance to labor studies throughout Michigan.

As least two criticisms have been voiced about the strong influence of the United Auto Workers on labor studies programs. One statement has come from the unions themselves. Unions other than the United Auto Workers have felt the philosophy of the UAW was promoted in the classroom because of the teacher's UAW background, and that this did not promote unbiased discussion. This condition might have occurred if most of the class was from a UAW local and another student felt it was an in-shop classroom setting. A difficult situation might arise if people from other unions took the class for college credit and were propagandized by a UAW teacher.



The second criticism concerned the UAW's strong desire to have labor studies programs taught by union people in a setting that would be sympathetic to the union. At least one college administrator stated that his college was a public institution and no individual or organization could dictate the policies for the use of public funds or construction, and no classes would be taught that violated such policies.

The criticisms seemed to come as the result of an organization attempting to meet the needs of the industrial person. Generally, when an organization promotes a program that might also serve others, criticism comes. This seemed to be the case with these two complaints.

Some academicians raised questions about the possibility of the labor studies curriculum being a "flash in the pan" program. Since such programs are only as strong as the individuals or organizations promoting them, some wondered whether labor studies endeavors would continue if the UAW's efforts were terminated. Pressure imposed by a union education leader in a politically sensitive region could force a college to cooperate in academic ventures that might terminate when the pressure was relieved.

Union officials, in contrast, see the union as a service organization intended to fulfill members'

needs. Since taxes pay for public education, they believe academic programs should be provided to benefit their members. Union criticism is primarily that academic people in state-supported institutions, whose wages are paid largely by UAW workers' taxes in high-work-concentration areas, should desire to meet union people's educational needs. They often refer to the emphasis on agricultural education and the personnel and finances used to support that program. Union education representatives want equal recognition and disbursement of tax dollars for educating their members. It appears that this desire may be justified when one realizes that in Michigan industrial workers far outnumber agricultural people, yet much more money is spent on agricultural education and extension efforts than on labor studies programs.

In addition to the aforementioned criticisms, the academic community, as well as the unions, is questioning the value of labor studies programs. The schools are asking if industrially oriented people really need to have a college degree. Some unions, such as the steel workers, want nothing to do with the academic community. Such negative reactions were prevalent during the meeting of the AACJC-UAW-AFL-CIO-UCLEA in Washington in 1976. Some union education representatives were skeptical about allowing their members to be taught by individuals who might not have a union bias.

Some union people and many academic leaders questioned what a person could do with a labor degree that he could not do otherwise. Might not the degree produce more frustration than usefulness, because of its terminal nature? At this time, no position in the union structure requires a college degree as a prerequisite for advancement.

The possibility of actually obtaining a degree after starting a one-year labor studies certificate course might be questionable. Eight schools in Michigan cooperate in different types of educational programs for industrially oriented people. Schools such as Michigan State University do not accept transfer of credits from certificate programs. Such credits must be transferred to a community college or Wayne State University. Eastern Michigan excludes many of the labor studies classes on the certificate level, and requires certain other types of classes for the labor studies degree. Wayne State University is the only senior college in Michigan that transfers credits from labor studies classes for junior-class entrance into the Bachelor of General Studies program.

College and university personnel question the quality of teaching by people who lack academic credentials. They believe that people who might not even have

completed high school generally cannot prepare the student for future classes that demand an academic outlook.

In spite of the aforementioned difficulties, post-secondary education of industrial workers is one of the most fertile areas of expansion for colleges and universities. Employers have made available tuition monies to retrain and educate their workers. Classes have been located where they are easily accessible to students. Instructors with a sensitivity to the labor-oriented student are involved in these programs. The combination of these three points suggests that the Michigan post-secondary community could see a wide expansion in workers' education for credit throughout the coming decade.

## APPENDICES

APPENDIX A

EIGHT MICHIGAN COLLEGES' ACADEMIC PROGRAMS  
RELATING TO THE INDUSTRIAL COMMUNITY

## APPENDIX A

### EIGHT MICHIGAN COLLEGES' ACADEMIC PROGRAMS RELATING TO THE INDUSTRIAL COMMUNITY

#### Michigan State University

The Michigan State University School of Labor and Industrial Relations was created in 1956 to serve Michigan's labor personnel.

In recognition of Michigan's position as one of the foremost industrial states in the nation, Michigan State University has established a school of Labor and Industrial Relations in the College of Social Science. The school's objective is to serve the needs of students, faculty, labor, management and public by offering graduate instruction, conducting research and making available extension courses, conferences, workshops and special institutes (56: 283).

The University confers only the Master of Labor and Industrial Relations degree. Two options are offered for this degree.

The first option is for students interested in labor management relations who plan to pursue careers in business, government or unions. In industry there are opportunities for men and women in industrial relations or personnel departments. Government agencies at the federal and state levels employ trained specialists to administer laws and programs dealing with labor management relations, social security, workmen's compensation, and other aspects of labor and industrial relations. Labor unions seek trained people for staff positions in their education and research departments and in other activities.

The second option is for students seeking careers as specialists dealing with manpower problems. The primary employers for these students will be government agencies at the federal, state and local levels, which seek to employ persons with knowledge of the relevant economic and social institutions, who are also well-trained in the theoretical framework and research techniques necessary to understand and solve manpower problems. There are also opportunities for manpower specialists in private industry and in unions (56:283).

| <u>Required Courses</u>                           | <u>Credits</u> |
|---|----------------|
| LIR 801 Labor in Twentieth Century America        | 4              |
| LIR 809 Labor Markets                             | 4              |
| LIR 823 Organized Behavior in L.I.R.              | 4              |
| LIR 824 Employment Relations                      | 4              |
| LIR 833 Data Services and Research Methods/L.I.R. | 4              |
| LIR 858 Industrial Relations                      | 3              |
| LIR 863 Law of Labor-Management Relations         | 4              |
|   | <u>27</u>      |
| Electives thesis and course credits               | 18             |

#### Manpower Policies and Program Option

| <u>Required Courses</u>                           | <u>Credits</u> |
|---|----------------|
| LIR 809 L.M.                                      | 4              |
| LIR 811 Manpower Programs and Institutions        | 4              |
| LIR 813 Income Maintenance Programs               | 4              |
| LIR 815 Labor Force Behavior                      | 4              |
| LIR 817 Methods of Program Evaluation             | 4              |
| LIR 833 Data Services and Research Methods/L.I.R. | 4              |
| LIR 858 Industrial Relations                      | 4              |
|   | <u>28</u>      |
| Electives thesis and course credits               | 18             |

The School of Labor and Industrial Relations cooperates with the College of Social Science in offering a Doctor of Philosophy in a Social Science program with a concentration in labor and industrial relations.



Eastern Michigan University

Economics Department

The Labor Studies Program is housed in the economics department. The study of economics can contribute to the liberal education of all students; it also prepares them for careers in business and government, whether as professional economists or in other positions (53:67).

The Economics Department administers the inter-disciplinary major and minor in Labor Studies.

The program was begun in 1973, and appears to be the only undergraduate labor studies program in the Midwest.

Labor Studies

The Labor Studies Program offers students an interdisciplinary major and minor in labor relations courses to meet the needs of those attracted to careers in the field of labor and industrial relations or in graduate programs in labor relations. The program should also interest older students returning to the University while continuing full-time employment. For students intending to pursue graduate studies, a minor in the intended graduate field is recommended (53:67).

Major (30 semester hours):

| <u>Required Courses</u>            | <u>Semester Hours</u> |
|------------------------------------|-----------------------|
| Econ. 310 Economics Statistics     | 3                     |
| Acct. 240 Principles of Accounting | 3                     |
| Econ. 320 Labor Economics          | 3                     |
| Econ. 424 Seminar in Labor Issues  | 3                     |

Minor (20 semester hours):

Any 20 hours from the list of courses in the Labor Studies program.

## Labor Studies Courses (53:67)

| <u>Required Courses</u> |  | <u>Semester<br/>Hours</u> |
|-------------------------|--|---------------------------|
| Econ. 310               | Economic Statistics                          | 3                         |
| Econ. 320               | Labor Economics                              | 3                         |
| Econ. 321               | Black Workers and Labor Market               | 3                         |
| Econ. 322               | American Labor Unions                        | 3                         |
| Econ. 323               | Labor and Government                         | 3                         |
| Econ. 420               | Comparative Labor Unionism                   | 3                         |
| Econ. 422               | Union Leadership                             | 3                         |
| Econ. 424               | Seminar in Labor Issues                      | 3                         |
| Econ. 522               | Collective Bargaining                        | 3                         |
| Econ. 524               | White Collar and Public Employee<br>Unionism | 3                         |
| Acct. 240               | Principles of Accounting                     | 3                         |
| Soc. 307                | Industrial Sociology                         | 3                         |
| Psy. 351                | Industrial Psychology                        | 3                         |
| Hist. 360               | United States Labor History                  | 3                         |
| Mgt. 384                | Personnel Administration                     | 3                         |
| Ads. 403                | Labor Law                                    | 3                         |
| Pls. 335                | Labor in American Politics                   | 3                         |

Oakland UniversityBachelor of General Studies

Oakland University adopted guidelines for the conferring of the Bachelor of General Studies degrees in January, 1976. Students with a two-year labor studies concentration at community colleges are able to transfer all classes in the 2 + 2 cooperative effort between this University and community colleges.

Bachelor of General  
Studies Degree (B.G.S.)

The B.G.S. degree is a university-wide baccalaureate program that offers maximum flexibility and opportunity for student decision making about courses of study

and other educational experiences at Oakland University. The degree allows students to specialize and select areas of study according to their unique educational and career objectives. The B.G.S. degree is primarily for those students interested in obtaining a broad liberal arts education without specializing in a particular discipline. Students may select courses from any field of study or academic department which enables the student to develop desired knowledge and competencies. Courses offered in the Bachelor of General Studies program are also offered for students enrolling in other major fields.

Requirements for the B.G.S.

Students eligible for the B.G.S. degree must:

1. complete 124 semester credits.
2. complete 32 credits of the 124 credits required for graduation at the 300 or 400 level.
3. complete 32 credits at Oakland University and successfully complete the last 8 credits at Oakland University.
4. achieve a minimum cumulative grade point average of 2.00 in courses taken at Oakland University.
5. demonstrate writing proficiency by meeting the University standards in English composition.

6. be in substantial agreement with legal curricular requirements of the State of Michigan.
7. have been admitted to candidacy; this will require student participation in a system of faculty advising (58:app.).

### Wayne State University

#### Bachelor of General Studies

A part of the educational scope of Wayne State University has been directed to a field of educational need that specifically relates to blue-collar people. The Weekend College was designed to meet the needs of employed persons desiring educational experience beyond the traditional day or evening classes.

Students who enter Wayne State University in its Weekend College enter the Bachelor of General Studies program. The University does not have a labor studies program for credit but maintains a two-year transfer program (2 + 2) in which it accepts all credits from the community college offering labor studies.

Students may specialize and select areas of study according to their unique educational and career objectives. Students with labor backgrounds enter academic concentrations that satisfy total credit requirements for the University.

The Labor Studies Center in the Institute of Labor and Industrial Relations is a joint Wayne State University and University of Michigan program. This Center offers no credit program but it is significant to realize that hundreds of its graduates go into Monteith College at Wayne State University to work for a degree (29:1). There seems to be no written policy about credit given for work done at the Center.

#### General Studies Degree

The University Studies and Weekend College Program offer a program leading to the Bachelor of General Studies degree. This program is designed to meet the educational needs of working adults. Most University Studies and Weekend College students hold full-time jobs, have families, and take a full course load of three courses (12 credits) during each quarter. Students who are unable to manage a full course load may take fewer courses per quarter, depending on their individual time requirements.

University Studies and Weekend College employ a combination of techniques to carry "classroom" instruction to students: television courses, once-a-week workshops, weekend conferences. Television courses are aired over local Detroit TV stations during early morning hours and/or early evening hours. Workshops, small

discussion groups of 12 to 20 students, meet once a week with an instructor. Workshops are scheduled for maximum student convenience--any day of the week, any time of the day, at a location on or off campus, selected by the student group. Weekend conferences are usually held on the Wayne State University campus and scheduled once or twice during the quarter.

The program can be completed in four years, although five years are recommended. The program is organized around three basic areas of study corresponding to an academic year: social science, urban humanities, and science and technology. The final year is devoted to advanced studies which allow the student to pursue an individually tailored program of study designed to concentrate the learning of the previous three years, identify personal and professional goals, and prepare a senior essay-thesis project (39:415).

#### Macomb County Community College

##### Certificate and Associate Degree Labor Studies

The Labor Studies Program was developed to equip members of labor organizations with technical skills and social understandings needed to exercise their union and civic responsibilities. One of the main aspects of the program is the general education curriculum that is geared to develop in the student an understanding and

appreciation of the American economic system, the social responsibilities of individuals and institutions in a democratic society, and a basic competency in communication skills.

An Associate Degree in Applied Science in Labor Studies will be granted students who successfully complete the program. Those students who complete the required core courses only will be eligible for a Certificate of Applied Science in Labor Studies.

| <u>Required Core Courses (55:47)</u>                           |                           | <u>Semester<br/>Hours</u> |
|--|---------------------------|---------------------------|
| LS 103   | Organization of Labor     | 3                         |
| LS 105   | Collective Bargaining     | 3                         |
| LS 107   | Labor and the Law         | 3                         |
| LS 109   | The Arbitration Process   | 3                         |
| LS 121   | History of American Labor | 3                         |
| LS 201   | Labor Administration      | 3                         |
| LS 210   | Seminar in Labor Studies  | 3                         |
| BC 290   | Business Communications   | 4                         |
| Subtotal   |                           | <u>25</u>                 |
| Electives (Associate Degree only)                              |                           | <u>21</u>                 |
| Minimum for an Associate of Applied Science<br>(Labor Studies) |                           | 62                        |

### Delta College

#### Certificate Program

The College program in Labor Studies at Delta is maintained through a cooperative effort with Michigan State University.

Labor Leadership Specialist  
Certificate Program

The Labor Leadership Certificate Curriculum is designed to provide individuals with the skills required for advancement to leadership positions in unions. It provides an understanding of the economic, social, and political factors which influence the individual and the group in the American labor movement.

Although the Social Science Division program is designed for current union members and others who are interested in future labor leadership roles, any qualified college student is eligible. A Labor Leadership Specialist Certificate is granted upon completion of the one-year program.

| <u>Required Basic Courses</u> |  | <u>Semester<br/>Hours</u> |
|-------------------------------|--|---------------------------|
| Lab Rel 101                   | (89101) Development of the Labor Movement and Labor Legislation    | 2                         |
| Lab Rel 102                   | (89102) Labor and the Political System                             | 2                         |
| Lab Rel 103                   | (89103) Economics of Income, Employment, and Collective Bargaining | 2                         |
| Lab Rel 104                   | (89104) International Issues                                       | 2                         |
| Lab Rel 105                   | (89105) Collective Bargaining in Theory and Practice               | 2                         |
| Lab Rel 106                   | (89106) Seminar in Labor Problems                                  | 2                         |
| Lab Rel 107                   | (89107) Social Psychology in Industry                              | 2                         |
| Soc 101                       | (88101) Problems of the Community                                  | 2                         |
| Eng 122                       | (20122) Effective Reading  | 2                         |
| Human 101                     | Communications Process   | 2                         |



| <u>Suggested Electives</u> |     |         |  | <u>Semester<br/>Hours</u> |
|----------------------------|-----|---------|--|---------------------------|
| Econ                       | 114 | (81114) | Consumer Economics                     | 3                         |
| Econ                       | 221 | (81221) | Principles of Economics                | 4                         |
| Hist                       | 113 | (83113) | History of Michigan                    | 2                         |
| *Hist                      | 224 | (83224) | History of Urban America               | 3                         |
| *Pol Sc                    | 212 | (85212) | State and Local Government             | 3                         |
| *Pol Sc                    | 220 | (85220) | Minority Politics                      | 3                         |
| *Pol Sc                    | 221 | (85221) | Comparative Government                 | 3                         |
| Soc                        | 150 | (88150) | Community Organization and<br>Analysis | 3                         |
| *Soc                       | 215 | (88215) | Sociology of Minority Groups           | 3                         |
|                            |     |         |  | <u>27</u>                 |

In order to complete the certificate, each student may select 10 elective credits from the above regular Delta courses in addition to the required courses listed (52:57-58).

### Mott Community College

#### Associate Degree Program

The Division of Social Sciences is responsible for liberal arts and secondary education majors in the social sciences, for pre-law and public-service students.

The division is responsible for courses in anthropology, child development, community development, economics, education, geography, history, political science, psychology, social science, social work, and sociology and in the public service fields of fire administration,

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\*The courses bearing an asterisk require a pre-requisite or permission from the instructor.

labor studies, criminal justice, and public administration (57:201-202).

### Labor Studies

The labor studies curriculum is designed to provide individuals with the skills required for advancement to leadership positions in unions. It provides an understanding of the economic, social and political factors which influence the individual and the group in the American labor movement.

Although this program is designed for current union members and others who are interested in future labor leaderships, any qualified college student is eligible. An Associate Degree in Applied Science in Labor Studies is granted upon completion of the two-year program.

### Courses

Sixty-two credit hours are required for the Associate Degree in Applied Science in Labor Studies, distributed as follows:

#### General Courses--Required

These courses totaling 12 credits must be taken for general education.

|                     | <u>Credit Hours</u> |
|---------------------|---------------------|
| English Composition | 6                   |
| Political Science   | 4                   |
| Physical Education  | <u>2</u>            |
| Total               | 12                  |

## Occupational Courses--Required

The Labor Studies student must complete 24 credit hours of occupational courses. Eighteen of these required credits are specified below:

|   | <u>Credit Hours</u> |
|---|---------------------|
| LS 101 Development of American Labor      | 3                   |
| LS 102 Development of International Labor | 3                   |
| LS 103 The American Labor Institution     | 3                   |
| LS 104 Labor and the Law                  | 3                   |
| LS 105 Collective Bargaining              | 3                   |
| LS 106 The Arbitration Process            | 3                   |
| Total                                     | <u>18</u>           |

## Optional Courses

The remaining 6 credit hours (or more if desired) of the 24-credit occupational core may be chosen from the following, or by approval of the Division of Social Sciences:

|                               |             |
|-------------------------------|-------------|
| 181 Principles of Management  | 3           |
| 201 Principles of Accounting  | 4           |
| 131 Fundamentals of Speech    | 3           |
| 231 Community Recreation      | 3           |
| 219 Current Economic Problems | 4           |
| 281 General Psychology        | 3           |
| 289 Psychology in Industry    | 3           |
|                               | <u>6-23</u> |

## Electives

Remaining credits of the 62-credit degree requirements may be chosen from other related and nonrelated areas. For the student wishing to transfer to a 4-year college or university, these courses should be chosen to fulfill the science and mathematics requirements of the transfer college (57:201).

Total 4-26

Jackson Community College

Associate Degree Program

The Labor Studies program, culminating in either a one-year certificate or the Associate Degree, is a cooperative program of the United Labor Education Committee and Jackson Community College Occupational Division within the Business Department.

The certificate program is 32 hours and the associate program is 62 hours.

The program began in 1974 after a joint meeting with Eastern Michigan University.

The curriculum represents a nationwide effort on behalf of labor organizations to better prepare their membership for effective leadership. The program may be taken part-time or full-time and coordinated with credit evaluation for previous work experience as well as credit for previous education taken either at Jackson Community College or elsewhere.

| <u>Required Courses (54:B)</u>                |                                     | <u>Credit Hours</u> |
|---|-------------------------------------|---------------------|
| LS 103  | Organization of Labor               | 3                   |
| LS 105  | Collective Bargaining: Negotiations | 3                   |
| LS 107  | Collective Bargaining: Arbitration  | 3                   |
| LS 108  | Labor and the Law                   | 3                   |
| LS 201  | Labor Administration                | 3                   |
| LS 203  | Psychology of Leadership            | 3                   |
| Electives are chosen from related departments |                                     | 7                   |

**APPENDIX B**

**JOINT PUBLICATION FROM UCLEA-AACJC-UAW-AFL/CIO:  
UPDATE OF STATEMENT FOR COLLEGE CREDIT, 1976**

## APPENDIX B

JOINT PUBLICATION FROM UCLEA-AACJC-UAW-AFL/CIO:  
UPDATE OF STATEMENT FOR COLLEGE CREDIT, 1976

Labor Education: Effective Cooperation Between  
Labor Organizations, Universities, Community  
Colleges and Other Post-Secondary  
Institutions\* in Labor Education

### Background

The relationship between the labor movement and higher education in the United States can be traced to the early years of the Twentieth Century. Although the oldest currently operating labor education program, the University of Wisconsin's School for Workers, began in 1924, most university-based programs emerged after World War II. During the ensuing 30 years, 37 such programs have been established in 25 states, the District of Columbia and Puerto Rico.

The traditional emphasis of labor education has been on providing non-credit educational programs and resource services that meet the specific needs of labor organization leadership. In many states, these programs

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\*The phrase "post-secondary educational institutions," as used herein, means any degree-granting institution at the collegiate and graduate level.

parallel in design, although not in size or scope, adult education systems fashioned to meet the needs of business and agriculture.

During the past decade, a number of undergraduate and graduate degree programs in labor studies have evolved as a logical extension of existing university programs. At the community colleges, certificate and associate degree programs have also been developed to meet the needs of organized labor.

In 1962, as university programs expanded, the labor movement and academic labor educators drafted the first statement defining their respective roles in developing educational services. The expansion of traditional labor education and the emergence of new forms of labor education were the motivating forces behind this restatement of guidelines for effective cooperation.

### Premises

Labor education is a highly specialized area of academic competence because it deals with a unique segment of the general population of adult learners, and because it is inexorably related to institutional structures in the collective bargaining system. Labor leaders and potential leaders, who are at the core of labor education's clientele, generally rise to positions of influence and prestige outside the traditional educational

system. Although there is no specific training or degree structure which establishes a base from which labor leadership evolves and develops, labor leaders enter the decision-making processes of society in a wide array of economic, political and community affairs.

Thus labor education must be structured to meet the needs of its clientele, both in terms of their diverse educational backgrounds and in terms of the character of their organizational functions. The traditional modes of the formal education system, as well as the general continuing education system, are not designed to meet the needs of officers and members of labor organizations.

Cooperation between labor organizations and institutions of higher learning must take place in a climate of trust and mutual respect. It must be based upon a recognition by the educational community that labor organizations and collective bargaining play a vital and constructive role in a modern democratic society. Such a cooperative relationship further requires that educators fully understand the principles and methods of labor education, and that labor organizations recognize the need of educational institutions to maintain objectivity, intellectual integrity, academic freedom and accepted standards of teaching and research.



### Scope

The purpose of labor education is to prepare labor leaders, potential leaders and interested members for more effective participation in their organizations and, as citizens, in a democratic society. To this end, post-secondary institutions have developed educational delivery systems which embrace all or part of the functions outlined below.

Labor Extension Programs--Courses, conferences, institutes and seminars, either credit or non-credit, designed to meet specific practical and professional needs of officers, members and staff representatives of labor organizations.

Service and Resource Functions--A broad spectrum of activities, including consultation with labor organizations on educational program development as well as the substantive application of the relevant body of academic knowledge; theoretical and empirical research; educational materials development, including audio-visual aids; and basic library resources and references.

Labor Studies Programs--Credit curricula designed to produce certificates, and associate, baccalaureate and graduate degrees. Such programs may be relevant to leadership development as well as to intensive study of the economic, social, political, ideological and historical basis of the labor movement.

It may not be possible to draw an exact line between post-secondary labor education programs and those administered directly by labor organizations. Although there are a few educational goals outside the post-secondary province, such as building loyalty or implementing specific policies of labor organizations, the subject matter areas outlined above are clearly appropriate to such institutions. The character of a post-secondary program will depend on the needs of its client groups, as developed in the cooperative relationships described below, and on the specific interests of the labor education staff.

Where two or more post-secondary institutions serve segments of the same constituency, particular attention must be directed to the development of complementary programming. The expertise of established programs should be utilized in the evolution of new delivery systems, and every effort should be made to insure that emerging programs do not reduce the resources available to existing programs. The total impact of all institutions should be evaluated in the context of providing a coherent statewide educational system for the labor organization constituency.

#### Administration

Labor education programs should have a separate administrative identity, as well as an independent budget.

These elements of administrative autonomy contribute to the development of specialized personnel, familiar with the structure and goals of labor, who can establish an effective working relationship with labor organizations. The staff should not only have expert knowledge in relevant subject areas, but it should also be experienced in adult worker education and be capable of administering a variety of programs with competence and imagination. Both the program and the staff should have recognition within the institution based upon criteria relevant to the goals and objectives of labor education.

It is strongly urged that instructional faculty, either for ad hoc or permanent positions, have significant labor organization experience to complement their academic training.

#### Labor Advisory Committees

Labor education programs, as a matter of policy, should involve labor representatives in planning specific activities as well as an overall program. Such a relationship can be assured by establishing an advisory committee representative of the organizations in the service area. The following guideposts for the operation of such a committee are recommended.

The selection of labor representatives should result from consultation between the educational

institution and labor organizations. State and local central bodies are a logical, but not exclusive, source of advice about appropriate representation. Union education professionals, some of whom may be drawn from national organizations, are also desirable appointees.

Advisory committees are the most effective when labor organization representatives have a direct working relationship with the professional labor education staff. In this way the advisory committee can be more than a watchdog for labor, or a promotional agency for the institutions. As a guideline to the proper role of a labor advisory committee, some of the more common functions are listed below.

1. To interpret the educational needs of the labor movement, including the types of programs, the teachers and the materials required to make programs effective.

2. To review and evaluate programs and proposals for projects developed by the labor education faculty.

3. To interpret post-secondary programs within the labor movement, including the promotion of labor education activities.

4. To interpret the program to the community, so that there is public understanding of the role of labor education.

5. To support labor education within the institutions, including provisions for adequate financing.

6. To promote an interchange of ideas which will lead not only to experiments in education, but also to research opportunities of mutual benefit.

Advisory committees must be broadly representative of the labor organizations in the area served by a post-secondary institution. Labor leaders and educators should draft guidelines for the committee, which set forth its purposes and functions, the method and terms of appointment, and relevant operational procedures. New committee members should be carefully oriented to the duties and responsibilities associated with membership, and labor organizations should encourage active participation of their appointees.

### Costs

The principle of free public education has been unwaveringly supported by the American labor movement for over 150 years. Although this concept was not successfully established in the post-secondary system, the continuing advocacy of labor organizations for scholarship programs and for adequate funding of public institutions has significantly expanded educational opportunities in the United States.

Since public funds and/or endowments are the primary sources of financing in post-secondary

institutions, a substantial share of the cost of labor education should also come from sources other than tuition and fees. The level of funding should be adequate to support a comprehensive labor education system, which includes administrative expenses and at least part of instructional costs.

### Credit Programs

Credit and degree programs with curricula relevant to the needs of labor should be available at all levels of the post-secondary education system: community colleges, four-year colleges and universities. Support and encouragement should be provided to innovative concepts which assist labor leaders and workers to enter the mainstream of educational opportunity; specifically, credit for life experience, credit by examination, external degree programs, and independent study are illustrative of such concepts. A commitment must also be made to develop credit transferability among institutions in the post-secondary system.

### New Programs

In the past few years, increasing numbers of community colleges, four-year colleges and universities have requested assistance from the labor movement and the University and College Labor Education Association to develop labor education programs. Substantial

preparation and consultation is required before a labor education program can be started and become successful. Therefore, we support and endorse the following propositions: (1) The principles outlined in this statement should serve as a basis of understanding among the American Association of Community and Junior Colleges, the University and College Labor Education Association, the AFL-CIO and its affiliates, and the United Auto Workers and other unaffiliated labor organizations. (2) Before labor education programs are started, consultation should occur among the educational institution involved and the relevant associations and labor groups named above.

These consultations should utilize the multiple expertise of all relevant organizations in a continuing, expanding, cooperative effort to provide the most effective and comprehensive labor education system within our combined capabilities. To this end, we pledge our support and dedicate our efforts.

**APPENDIX C**

**FACT-FINDER SHEET**



## APPENDIX C

### FACT-FINDER SHEET

#### Labor Studies Programs (L.S.P.)

Please check your category: Union Representative \_\_\_\_\_, Professor \_\_\_\_\_, Student \_\_\_\_\_. A person may write pertinent comments after the questions.

If student, please give age: \_\_\_\_\_  
Students are asked to respond to group questions in a personal way.

1. Does it appear to you that students enrolled in the Labor Studies Program are in the 18-19 year old bracket? Yes \_\_\_\_\_ No \_\_\_\_\_
2. Do you believe that instructors should have previous, on-the-job, union experience? Yes \_\_\_\_\_ No \_\_\_\_\_
3. Does it seem to you that the Labor Studies Program reaches: the person who has not extensively participated in either credit or non-credit labor education programs \_\_\_\_\_(a) or, those who wish to consolidate all previous educational experience \_\_\_\_\_(b)?
4. Do you consider participants in the Labor Studies Programs to be: exclusively interested in classes for personal satisfaction \_\_\_\_\_(a) or, applying their knowledge in job-related desires \_\_\_\_\_(b)?
5. Is the Labor Studies Program: of value to strengthen union skills \_\_\_\_\_(a) or, does it lead the student to a new vocation not necessarily related to the union \_\_\_\_\_(b)?
6. Does the culmination in participation in the Labor Studies Program resulting in the A.A. or B.A. degree ensure an upward mobility pattern in the industry \_\_\_\_\_(a) or, create openings other than industry for the bearer \_\_\_\_\_(b)?

7. Does the Labor Studies Program for credit seem to appeal to the student who would not otherwise consider non-credit classes \_\_\_\_ (a) or, is there a possibility that non-degree participants might be unable to compete in degree classes \_\_\_\_ (b)?
8. Does the course work in the designated Labor Studies classes make the participant more knowledgeable in union needs \_\_\_\_ (a) or, does the program give tools to use in other than union needs \_\_\_\_ (b)?
9. Are the benefits from the class valuable in a noticeable way for industry needs \_\_\_\_ (a) or, does the educational experience tend to direct the participant away from the union parent \_\_\_\_ (b)?
10. Do the "academically" oriented liberal arts classes create a "thinker type" of product \_\_\_\_ (a) or do they relate more to industry \_\_\_\_ (b)?
11. (Students) Are your parents from a blue-collar background? Yes \_\_\_\_ No \_\_\_\_ Are your grandparents blue collar? Yes \_\_\_\_ No \_\_\_\_
12. Do you see participants in the Labor Studies Program continuing to be blue-collar people \_\_\_\_ (a). If so will the program eventually change the participant to white-collar supervision, etc. \_\_\_\_ (b)?
13. Do you see, or does your experience suggest, an evaluation of the participant in the L.S.P. from blue collar to white \_\_\_\_ (a) or instead does the program feed the growing needs of the union \_\_\_\_ (b)?
14. Do the Labor Studies Programs give an immediate realization of experiences that would be applicable to local union jobs, such as collective bargaining and/or other related work? Yes \_\_\_\_ No \_\_\_\_
15. Do you believe that L.S.P. should have a large personal, social experience in the social sciences and humanities \_\_\_\_ (a) or, would advanced specialized courses in the student's union experience be of more benefit \_\_\_\_ (b)?
16. Would a tutorial and remedial program be of benefit to assist the undergraduate student to prepare himself for degree activity \_\_\_\_ (a) or, should credit programs begin for those who have already obtained needed skills \_\_\_\_ (b)?

17. Would you consider the first year of the L.S.P. more accessible if professors would come to the industrial site for the classes rather than the students commuting to the college? Yes\_\_\_\_\_ No\_\_\_\_\_
18. Is the transition from the work plant to the classroom a social barrier to the participant? Yes\_\_\_\_\_ No\_\_\_\_\_
19. Do you see the majority of participants in the L.S.P. returning to the union? Yes\_\_\_\_\_ No\_\_\_\_\_
20. Do you believe that the present curriculum satisfies the basic educational needs to understand:
- |                                 |          |         |
|---------------------------------|----------|---------|
| (a) collective bargaining       | Yes_____ | No_____ |
| (b) union administration        | Yes_____ | No_____ |
| (c) government relations        | Yes_____ | No_____ |
| (d) the American Labor Movement | Yes_____ | No_____ |
21. Union membership in which union\_\_\_\_\_ Region\_\_\_\_\_

## APPENDIX D

### TABULATION OF RESPONSES BY STUDENTS AT WAYNE STATE UNIVERSITY AND MACOMB COUNTY COMMUNITY COLLEGE TO THE FACT-FINDER SHEET

# APPENDIX D

Table D.1.--Tabulation of responses by students at Wayne State University and Macomb County Community College to the fact-finder sheet.

| Question | School | "a"         | "b"          | Both       | Total |
|----------|--------|-------------|--------------|------------|-------|
| 1        | Wayne  | 0           | 22<br>100.0% | 0          | 22    |
|          | Macomb | 0           | 25<br>100.0% | 0          | 25    |
| 2        | Wayne  | 5<br>25.0%  | 14<br>70.0%  | 1<br>5.0%  | 20    |
|          | Macomb | 17<br>70.8% | 7<br>29.2%   | 0          | 24    |
| 3        | Wayne  | 10<br>47.6% | 8<br>38.1%   | 3<br>14.3% | 21    |
|          | Macomb | 11<br>52.4% | 10<br>47.6%  | 0          | 21    |
| 4        | Wayne  | 10<br>47.6% | 6<br>28.6%   | 5<br>23.8% | 21    |
|          | Macomb | 3<br>13.6%  | 19<br>86.4%  | 0          | 22    |
| 5        | Wayne  | 9<br>40.9%  | 9<br>40.9%   | 4<br>18.2% | 22    |
|          | Macomb | 15<br>68.2% | 7<br>31.8%   | 0          | 22    |
| 6        | Wayne  | 5<br>23.8%  | 7<br>33.3%   | 9<br>42.9% | 21    |
|          | Macomb | 16<br>69.6% | 7<br>30.4%   | 0          | 23    |
| 7        | Wayne  | 11<br>52.4% | 8<br>28.1%   | 2<br>9.5%  | 21    |
|          | Macomb | 18<br>81.8% | 4<br>18.2%   | 0          | 22    |

Table D.1.--Continued.

| Question | School | "a"         | "b"        | Both        | Total |
|----------|--------|-------------|------------|-------------|-------|
| 8        | Wayne  | 4<br>18.2%  | 8<br>36.4% | 10<br>45.4% | 22    |
|          | Macomb | 15<br>68.2% | 7<br>31.8% | 0           | 22    |
| 9        | Wayne  | 14<br>66.7% | 5<br>23.8% | 2<br>9.5%   | 21    |
|          | Macomb | 17<br>85.0% | 3<br>15.0% | 0           | 20    |
| 10       | Wayne  | 16<br>72.7% | 2<br>9.1%  | 4<br>18.2%  | 22    |
|          | Macomb | 18<br>85.7% | 3<br>14.3% | 0           | 21    |
| 11A      | Wayne  | 16<br>88.9% | 2<br>11.1% |             | 18    |
|          | Macomb | 14<br>63.6% | 8<br>36.4% |             | 22    |
| 11B      | Wayne  | 15<br>78.9% | 4<br>21.1% |             | 19    |
|          | Macomb | 15<br>71.4% | 6<br>28.6% |             | 21    |
| 12A      | Wayne  | 14<br>87.5% | 2<br>12.5% |             | 16    |
|          | Macomb | 12<br>85.7% | 2<br>14.3% |             | 14    |
| 12B      | Wayne  | 9<br>100.0% | 0          |             | 9     |
|          | Macomb | 11<br>68.8% | 5<br>31.3% |             | 10    |

Table D.1.--Continued.

| Question | School | "a"         | "b"         | Both       | Total |
|----------|--------|-------------|-------------|------------|-------|
| 13       | Wayne  | 7<br>35.0%  | 10<br>50.0% | 3<br>15.0% | 20    |
|          | Macomb | 5<br>22.7%  | 17<br>77.3% | 0          | 22    |
| 14       | Wayne  | 17<br>81.0% | 4<br>19.0%  |            | 21    |
|          | Macomb | 18<br>81.8% | 4<br>18.2%  |            | 22    |
| 15       | Wayne  | 17<br>77.3% | 4<br>18.2%  | 1<br>4.5%  | 22    |
|          | Macomb | 12<br>54.5% | 10<br>45.5% | 0          | 22    |
| 16       | Wayne  | 15<br>68.2% | 5<br>22.7%  | 2<br>9.1%  | 22    |
|          | Macomb | 10<br>50.0% | 10<br>50.0% | 0          | 20    |
| 17       | Wayne  | 13<br>59.1% | 9<br>40.9%  |            | 22    |
|          | Macomb | 6<br>25.0%  | 18<br>75.0% |            | 24    |
| 18       | Wayne  | 4<br>18.2%  | 18<br>81.8% |            | 22    |
|          | Macomb | 4<br>17.4%  | 19<br>82.6% |            | 23    |
| 19       | Wayne  | 20<br>90.9% | 2<br>9.1%   |            | 22    |
|          | Macomb | 16<br>84.2% | 3<br>15.8%  |            | 19    |

Table D.1.--Continued.

| Question | School | "a"          | "b"        | Both | Total |
|----------|--------|--------------|------------|------|-------|
| 20A      | Wayne  | 18<br>81.8%  | 4<br>18.2% |      | 22    |
|          | Macomb | 20<br>95.2%  | 1<br>4.8%  |      | 21    |
| 20B      | Wayne  | 10<br>72.7%  | 6<br>27.3% |      | 22    |
|          | Macomb | 16<br>76.2%  | 5<br>23.8% |      | 21    |
| 20C      | Wayne  | 18<br>81.8%  | 4<br>18.2% |      | 22    |
|          | Macomb | 16<br>76.2%  | 5<br>23.8% |      | 21    |
| 20D      | Wayne  | 22<br>100.0% | 0          |      | 22    |
|          | Macomb | 19<br>90.5%  | 2<br>9.5%  |      | 21    |



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