PRODUCTION NOTE

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Labor-Management Relations and High School Pupils: A Survey of Communications Behavior

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One of the five great issues confronting America today, according to the American Library Association's Great Issues Program is labor-management relations(1). Probably no contemporary problem has a more direct and immediate effect on the American economy and on the lives of the nation's 150,000,000 people. And probably no problem is more controversial. Since this is an issue which is likely to dominate the American scene for generations to come, it is appropriate to consider the sources and nature of information on labor-management relations, and the effect that such information has on the thinking of high school pupils who will become the participants in labor-management relations of the next generation.

It will be apparent from this discussion that there are many areas in which little or no factual information is available. This paper, therefore, is intended to point up the need for further investigation as well as to summarize existing knowledge. In conclusion, the paper will discuss the function of the high school librarian and the social studies teacher in helping pupils to form more enlightened opinions on this controversial subject.

In a study of communications behavior of high school pupils made in 1947, the investigator found that the subject interest rather than the nature of the communications medium (radio, movies, magazines, and newspapers) attracted high school pupils during leisure hours(2). The three predominant subject interests, according to this study, were adventure, humor, and love in that order. The recreational interests of high school pupils were also noted by Lazarsfeld who pointed out that, although adolescents use all media to a great extent, their decided preference in each is for the lighter fare(3).

The exciting episodes of David Harding-Counterspy, and the smooth voice of Vaugh Monroe are likely to attract a wider listening audience among high school pupils than the most able commentator analyzing the factors in the pension settlement of Bethlehem Steel. Adventure and romance to the 15-year old are more compelling incentives to listening and reading than the thought of pensions at 65. Labor-management relations, therefore, is not a subject which can claim great adolescent interest although the concern with public affairs is not a dominant interest of high school pupils, it is part of the vast accumulation of ideas, impressions, and attitudes which an adolescent gathers from those about him and from the mass media of communications. It is appropriate, therefore, to examine the nature of the information on this subject that is available to high school pupils through the mass media - movies, radio, newspapers, magazines, and books.
**Movies**

It is a well-known fact that movies find their greatest audience among young people. The peak in movie attendance, according to Lazarsfeld, is with the 18-19 year old group. Movies, he indicates, provide escape and relieve tensions rather than offer sublimation in the political and social sphere. Movie makers, with an eye on the box office, cater to recreational interests. With a few notable exceptions, full-length movies have avoided the theme of labor-management relations. Even such controversial subjects as divorce, race relations, religion, and venereal diseases have been dealt with more frequently and with greater skill by Hollywood.

*Black Fury, Fame Is the Spur, Grapes of Wrath, How Green Was My Valley, and Valley of Decision* had strong labor plots although the treatment of some could be criticised. *Black Fury*, starring Paul Muni, was banned in Chicago when it was released in 1935 because of the violent strike scenes. For several years just before World War I there was a wave of movies which were sympathetic to the labor movement. Most of them constituted melodramatic love stories with a background of industrial strife: *How the Cause Was Won, The Strike at Coaldale, and The Struggle*. Motion Pictures and Books: 1947 listed only two movies for that year with a labor theme.

The movies have not only failed to treat labor issues but they have generally neglected the rank and file worker as a central character. Members of the laboring class may serve to provide authentic background, local color, humor, or pathos but seldom are heroes and heroines. The dignity of physical labor has not been reflected in the fiction presentations of the movies. The same can be said for radio soap opera which is discussed later.

Newsreels, by their very nature, give only fragmentary coverage of labor news, with occasional scenes of conflict and violence. During the recent war, the War Activities Committee of the Motion Picture Industry, working with the OWI and the Industrial Services Division of the Army, produced a number of short subjects dealing with labor on the home front. These films, which were given wide distribution through commercial movie houses, were intended to promote labor-management cooperation and thus increase war production. During the war, leaders of both labor and management appeared on the screen to endorse patriotic drives and campaigns. The war years represented an era of good labor-management public relations. Aside from these wartime efforts and the occasional exceptions noted, the movies have offered little constructive material. Among the factors which might have prompted the motion picture industry to ignore labor-management problems are the industry's ultra-conservative business interests, the political implications of labor themes, and the danger of alienating any large segment of movie patrons by offering unpopular fare.

**Radio**

Radio offers considerably more in the way of labor-management coverage than the movies. Radio's contributions in this area are largely through newscasts and discussion programs. General newscasts give very brief information, usually constituting spot news of strikes, government action, pending legislation, and personalities. News events are frequently reported without the background necessary for complete understanding. The interpretive reporting of commentators is only as good as the commentators themselves. Such analysts as Walter Winchell, Drew Pearson, Fulton Lewis, Jr., and Gabriel Heater - whose Hooper-ratings are high - strive for sensationalism, sometimes at the sacrifice of accuracy.

Radio's most significant contribution to labor-management information is through the several roundtable or panel discussion programs which have frequently taken la-
bor topics. Topics discussed during the past year have included: How Powerful Is Labor Leadership?, That Man John L. Lewis, What Sort of Labor Law Should We Have?, What Will Stop Strikes?, and Should the Taft-Hartley Act Be Repealed? These network-sustaining programs include: America's Town Meeting of the Air (ABC); Northwestern University's Reviewing Stand (Mutual); the University of Chicago's Round Table (NBC); and America's School of the Air (CBS).

In 1942 the public schools of Toledo, Ohio, developed a Junior Town Meeting program over a local station, with 16 Toledo schools participating. The idea spread rapidly and two years later the Junior Town Meeting League was established as a national non-profit agency with headquarters at Columbus, Ohio. The 1949 edition of Education on the Air reported 131 radio stations throughout the United States carrying locally-initiated high school discussion programs. Labor issues have been given frequent treatment on Junior Town Meeting programs, according to listings in issues of the League's Civic Training, a periodical which reports program news and suggests discussion techniques.

Evidence that radio dramatic serials neglect the working man as a character is indicated in the study made by Rudolf Arnheim.

The complete absence of the working class proper is striking. The characters of serials include small shopkeepers, business employees, a taxi driver, even one garage mechanic, and then there is a jump to a small group of destitute outcasts...There is no case of a factory worker, a miner, a skilled or unskilled laborer, playing an important role in any of the 43 serial samples.

Since high school pupils are not among the major consumers of the daytime serial this may not be a significant factor. No similar study is available for all radio drama.

Unions have complained bitterly that radio and newspapers represent big business and that news and even educational features, therefore, are slanted in favor of management. Although most commercially sponsored programs are designed to sell the sponsor's product, a number of companies use the device of a commentator on a musical or dramatic production to enlist public support of their industrial policies. There is no evidence to indicate the impact on the attitudes of young people created by such programs as The Telephone Hour and U. S. Steel's Theater Guild on the Air. Until the advent of FM, organized labor owned only one radio station (WCFL, Chicago). The high cost of standard-band broadcasting and the limitation of channels prevented further labor ownership. Today, about 75 FM stations are owned and operated by unions or friends of unions. Recently the first labor network was made possible with the securing of a Kaiser-Frazer program contract. A number of other unions buy commercial radio time. Among these is the American Federation of Labor which sponsors the news commentator, Frank Edwards, over the ABC network. No data are yet available for the analysis of the content or audience of these labor-sponsored programs. They could not, at any rate, compare in number or in influence with management-sponsored public relations programs.

Newspapers

The daily newspaper is probably the major source of current labor-management news for the majority of Americans. If amount of space were an adequate criterion of coverage, the average newspaper could be considered to have done an outstanding job in the labor-management relations field. According to an analysis made by the author, labor news ranked third in total number of front-page news stories in the
New York Times during 1949. Labor news was exceeded only by news of foreign affairs and domestic politics.

It is also important to look at the nature of labor news published. What proportion of the total labor news deals with labor conflict, strikes and threats of strikes, as against news of less spectacular but peaceful settlements under collective bargaining. An estimated 100,000 labor agreements are worked out annually through collective bargaining, compared with 3,000 to 5,000 stoppages annually during the 1949-50 period. Such an impartial chronicle as the New York Times gives a broad coverage of labor events with not undue emphasis on conflict. Many metropolitan papers that are unsympathetic with the labor movement and many smaller papers that are forced to be highly selective in their coverage of national news give a disproportionate emphasis to strikes. In an analysis of 1,673 labor stories in three metropolitan newspapers during 1927-29, Dickinson found that 44% of the stories dealt with strikes and lockouts(8). No more recent study is available, but a cursory examination suggests that there is now more attention to other phases of labor activity.

It should be pointed out that it is possibly inherent in the nature of newspapers to emphasize crisis news whether in labor-management relations, in foreign affairs, in politics, or in events of the home town. It is the unusual, not the commonplace, which becomes news. Complete suppression of labor news was rare, according to Dickinson, but there were occasional cases where the facts favorable to one party in a dispute were given unwarranted emphasis. Headlines in some cases failed to indicate accurately the content of stories. Inaccuracies were seldom brought about by outside pressure but were usually of an internal nature-careless reporting, unreliable sources, biased viewpoint of the publisher, and errors attributed to the speed in production.

Among the newspaper writers who are doing a creditable job of interpreting labor events in language which young people can understand are the New York Times' Louis Stark and A. H. Raskin, the Chicago Daily News' Edwin Lahey, and such columnists as Marquis Childs, the Alsop brothers, and Walter Lippman. Of recent years both management and unions (to a lesser degree) have inserted paid advertisements in newspapers to plead their respective cases in labor-management disputes. The effects of such campaigns have not been measured.

Schramm and White have shown in their study of newspaper audience that the amount of newspaper reading generally increases with age and that the percentage of news read by the 10-19 age group was the lowest (9%) of any group(9). In their sample of 746 newspaper readers not a single person between the ages of 10 and 15 was found who read any of the editorials. On the other hand, readership of comic strips was found to be at its height in the teens with little interest in newspaper coverage of public affairs aside from political cartoons. Schramm quotes a University of Minnesota survey of the Minneapolis Star-Journal for May 15, 1945, which indicated that men were about one-third more likely than boys to read something on the front page.

With this readership knowledge of young people, it is doubtful that the average high school pupil will get much beyond the headlines on labor items. The boring monotony of strikes, reflected in the headlines of many daily papers, will not attract the youthful reader. An additional factor to consider is the high percentage of distrust that high school pupils apparently have for the content of newspapers. In answer to the question, "Do you feel that you can believe what you read in the paper?" Purdue psychologists found that 29% of the high school pupils polled did not and 30% were undecided(10). This finding suggests that a large segment of the high school population does not have complete confidence in the daily press.
Magazines

Magazines, largely due to their advantage in the element of time, offer a more balanced and complete picture of labor-management relations than do newspapers. By and large, magazines are more likely than newspapers to stress the peaceful solution of labor problems, although their analyses of the problems involved in the settlements cannot always be relied upon.

Since November 1948 the Institute of Labor and Industrial Relations and the College of Education of the University of Illinois have been issuing a monthly annotated list of magazine articles and pamphlets suitable for the study of labor-management relations in high schools(11). The selection of articles is made by a committee of teachers, librarians, and labor specialists who give careful consideration to such factors as authenticity, readability, and availability of the publication. In the limited experience of this committee, the general periodicals which could be relied on to carry consistently the most useful and reliable articles on labor-management relations for high school use were Business Week, Fortune, and the New York Times Magazine(12). Other periodicals cited frequently in the selected lists were Atlantic Monthly, Christian Science Monitor Magazine, Harper's Magazine, Life, Nation, New Republic, and the United States News. Among the magazines written for high schools, The American Observer, Scholastic, and Our Times usually did a good job of summarizing current labor news. Among the popular magazines which were seldom cited were American Magazine, Collier's, Reader's Digest, Saturday Evening Post, and Time. Union or company magazines, even though they sometimes carried good articles, were seldom cited because they were not generally available in high school libraries.

It is not known whether magazine fiction, like the movies and radio daytime serials, neglects the worker or presents a biased picture of laboring people. An analysis of magazine fiction's treatment of the laboring man, similar to Berelson and Salter's study of minority Americans in magazine fiction, would be useful(13). Insufficient data are available to determine what magazines are available in the homes of high school pupils, which magazines they read, and to what extent. In a recent study of magazine audience it was found that Life reaches 25% of the 10 to 19-year old group, The Saturday Evening Post reaches 12%, and Collier's 9% of this group(14).

Books

Although the incidence of book reading among high school pupils is high, much of this reading is classroom-inspired. Except for the reading of social studies texts which sometime contain sections on labor-management problems, the high school pupil is not likely to have very wide contact with books which will contribute to his understanding in this area.

Since World War I a significant number of American and British literary works have treated social and economic themes with realism, frankness, and sympathy for the common man. A list of fiction, biography, and poetry dealing with social and economic problems was prepared in 1941 by the American Labor Education Service(15). The 1950 edition of A Basic Book Collection for High Schools lists one fiction title relating to labor, Llewelyn's How Green Was My Valley(16). The 1942 edition included Cronin's Stars Looked Down in addition to the Llewelyn book. Further study of fiction with social and economic themes is needed, especially in view of the new educational development of combining areas of the curriculum, in this case English and social studies.

Twenty-six non-fiction titles in labor and related fields are included in the 1947 Standard Catalog for High School Libraries and the 1948-49 Supplement. The
1950 Basic Book Collection for High Schools lists three non-fiction titles relating to labor—Faulkner and Starr's Labor in America, Barbash's Labor Unions in Action, and Peterson's American Labor Unions. It would be interesting to examine state high school reading lists to determine the extent to which both fiction and non-fiction works relating to labor are included.

Effects of the Mass Media

What has been the total effect of the mass media of communications on the opinions which high school pupils hold concerning labor-management relations? A large number of high school pupils were undecided on all questions concerning labor asked by Purdue psychologists over a period of a year(10); 41% were undecided as to the worth of the Taft-Hartley Act, 17% were undecided as to whether Congress should pass the minimum wage law, and 25% did not have an opinion as to whether labor laws were too strict, just right, or too lenient. The undecided vote was larger on labor-management issues than on most domestic issues. It has been said that because of the extent of mass communications young people today know a lot about many problems but understand few. This may be the case in labor-management relations.

Even those pupils who are reasonably well informed on news events in labor-management relations cannot be expected to have knowledge in depth of many of the issues which require advanced knowledge of economics, sociology, and psychology. Wage negotiations and pension issues, for example, involve considerably more economics than most high school pupils possess. Although little is known of the source of pupils' opinions on labor-management relations (i.e. what ideas come to them through the mass media and what ideas come to them through personal contacts), the Purdue psychologists have shown that economic and social points of view of high school pupils change substantially between the 9th and 12th grades, presumably as a result of school instruction(10). Opinions of pupils, the polling showed, moved closer to the point of view of independent adult experts.

Heller has cited two studies which indicated that reading interests and tastes of high school students improve under guidance and that interest in non-fiction (especially economic and social problems) increases with the higher grades in school even though the total amount of reading decreases(17). In the study by Doane(18), some 2,000 high school pupils were asked to select topics they would like to study in school. Out of a group of 159 topics, strikes and labor troubles ranked 150th in interest. More than twice as much interest was shown by boys than by girls. On a geographic basis, 16% of the pupils in the city of Pittsburgh were interested in the labor subject as against 8% in the state of Virginia. Although interest in strikes and labor troubles was close to the bottom in pupil consideration, such related topics as how to find a job, how to decide on a vocation, and similar vocational subjects accounted for 6 of the highest 12 topics. This suggests that if labor problems (not "troubles") were related to vocational interests, the teachability of the subject would be greatly increased.

William E. Barton, counsel for the Chamber of Commerce of the United States, has stated that controversial issues could best be introduced under conditions prevailing in a school classroom. Here partisanship and bias are less in evidence than outside; pupils should not be handed a mass of fixed conclusions, but should be provided with facts and background material and allowed to explore these and to draw their own conclusions. Such a procedure, he pointed out, is particularly difficult since much of the teaching material is of a partisan nature and would have to be used with great care and under the guidance of a competent teacher(19). The ineffectiveness of labor-management coverage by most mass media, the difficulties in popular presentation, and the indifference of the high school pupil to the subject
matter give high schools the responsibility for developing in young people a fair degree of understanding on this vital public issue. This is a responsibility that is shared by the social studies teacher and the high school librarian.

School Instructional Materials

Since it is not the purpose of this paper to examine or analyze high school studies curricula, it will suffice to call attention to a number of schools that have had considerable experience in teaching labor-management relations. According to Dagen, schools in Minneapolis, Gary, Fall River (Mass.), Portland (Ore.), Clayton (Mo.), and Topeka have prepared effective labor units through close cooperation between social studies teachers and the high school librarians(20). A number of Catholic high schools and colleges have maintained, for some years, a sympathetic attitude toward labor studies in accordance with the Rerum Novarum. This Encyclical issued by Pope Leo XIII in 1891 condemned the servitude into which workers at that time had degenerated and applied the teaching of the Church to the new industrial society(21).

In most schools, however, if labor-management relations is included in the curriculum at all, it is introduced during the 12th year. This is unrealistic since many pupils drop out of school in the lower grades to take work in industry and therefore need the training more than those who finish high school. Where a labor unit is a part of the curriculum the competent high school librarian must be alert to the contributions which can be made by the various media--film, radio, newspapers, magazines, and books.

In selecting suitable instructional materials to represent the points of view of both unions and management, librarians and teachers are confronted with a vast amount of propaganda material issued by the two protagonists in a bid for public approval. Of recent years an increasing amount of this propaganda has been directed to the younger generation through the schools. Much of it is spurious but in order to gain a fair appreciation of the issues, the best material from both parties must be considered along with the objective analyses of non-participants.

The National Association of Manufacturers, which represents more than 15,000 companies, entered the high school field in the 1930's to combat the new liberalism and to suppress the textbooks of Harold O. Rugg(22). It was during the Rugg campaign that the NAM began to issue publications for school use to counteract the liberal economic and social points of view of the New Deal which they feared were being spread in the classroom. Many of NAM's items have concerned labor-management relations. An example of an interesting and attractive NAM pamphlet is Employer-Employee Cooperation, a part of the You and Industry series(23).

Although unions have long decried the flooding of the public schools with pro-management materials, only recently have they offered any competitive propaganda. In an interview for Nation's Schools, William Green of the American Federation of Labor stated that the labor movement cannot hope to match the millions of dollars which industrialists are pouring into their educational and public relations programs (24). It should be noted, however, that most of the industry-sponsored publications and films used in public schools today are of the type which describe the technical processes of the industry. Such films as Meat for America (Armour); The Story of the Tire (Goodyear); and Steel; Man's Servant (U.S. Steel) are more concerned with occupational information than with labor-management relations.

The quality and appropriateness of union educational material for schools, for the most part, does not yet measure up to that issued by industry for reasons apart from money spent in production. Most unions, until recently, have not prepared
educational material expressly for high school use. Materials available to schools from union offices have generally been pamphlets which were written for union members or prospective members. They have been narrowly conceived, have been argumentative and slanderous rather than expository, or have failed to appeal to high school readers. Joe Worker and the Story of Labor is an example of a labor group's unsuccessful attempt to make use of the comic book idea. This publication is unnecessarily melodramatic, its characters are stereotyped, and the quality of illustrations and paper is inferior to commercial comic books which appeal to young people. Most films produced by unions, writes Irvine Kerrison of Rutgers University who has been experimenting with labor-management films, are "concerned wholly with the particular problems of the producing union and are therefore of little general interest. Others have as their major objective promotion of the sale of a particular article carrying the sponsoring union's label. Still others are colored not by Kodachrome but by the union's political philosophy".

Unions which have done outstanding jobs in preparing material for high school use include the United Automobile Workers (CIO); the International Ladies' Garment Workers Union, under the able direction of Education Director Mark Starr; the Textile Workers of America; and the Amalgamated Meat Cutters and Butcher Workmen. The Workers Education Bureau of the American Federation of Labor, and the Department of Education and Research of the Congress of Industrial Organizations have in recent years developed a number of publications of use to high schools. The CIO's monthly publication, Economic Outlook, is a readable, well-illustrated presentation of the union's message. The United Electrical Workers union, which was recently expelled from the CIO for its communist affiliations, has prepared a special educational kit for high schools. A useful source for names and addresses of unions is Directory of Labor Unions in the United States (Bulletin 980 of the U.S. Bureau of Labor Statistics, 1950). A useful source of information on what unions are publishing is Labor Education Guide (issued three times a year by American Labor Education Service, 1776 Broadway, New York, 19).

In addition to the NAM, those management agencies which have prepared material for schools include the Chamber of Commerce of the United States, most of the large companies (such as U.S. Steel, General Electric, and General Motors), and trade associations such as the Iron and Steel Institute. The National Industrial Conference Board's Road Maps of Industry series is especially appropriate for high schools. Name and addresses of trade associations are contained in National Associations of the United States (issued by the U.S. Department of Commerce, 1949).

The librarian should not only be concerned with having representative material from labor and industry, but should seek the best material issued by independent agencies such as Public Affairs Committee (Public Affairs Pamphlets), National Education Association (Building America series), National Planning Association, and various labor-management institutes which have been established in connection with universities. The U.S. Department of Labor issues a number of publications which might be useful for reference use in high schools. These publications can be located through the Superintendent of Documents' price lists on Labor and on Occupations.

Most social studies textbooks do not deal adequately with labor problems and the labor movement although some devote space to the subject. Many of these sections are limited to the incident or historical approach and fail to give a picture of labor problems in relation to other elements of American society. Such vital topics as collective bargaining, employment practices, union organization, pensions, wages and hours of work, and adjustment of worker grievances are generally neglected. There are several commercially issued books written on a high school level in the field of labor-management relations which should be made generally available: Labor Story:
A Popular History of American Labor by Aleine Austin (Day, 1949); Labor in America by William Faulkner and Mark Starr (2d ed.; Harper, 1949); and American Story of Industrial and Labor Relations by the New York State Joint Legislative Committee on Industry and Labor Conditions (1942). See also the titles noted in the Standard Catalog and in A Basic Book Collection for High Schools. The H. W. Wilson Company’s Reference Shelf includes a number of volumes on labor subjects including Trade Unions and Anti-Trust Laws, Federal Regulation of Labor Unions, Closed Shop, and American Labor Unions: Organization, Aims, Power. The last volume is a useful collection of source material from union, management, and government agencies, edited by the associate editor of Scholastic Magazine.

Because of the paucity of teachable material on labor, two state agencies are at present preparing labor-management study courses. The New York State Department of Labor has written a series of stories in which such topics as child labor, collective bargaining, and minimum wages are dramatized. This series, together with a syllabus, is being used experimentally in selected New York schools. The Institute of Labor and Industrial Relations and the College of Education of the University of Illinois, in addition to issuing a monthly high school bibliography in this field, are preparing a series of monographs on labor relations including the topics of labor history, the role of management, and collective bargaining with an accompanying teacher’s guide and bibliography.

Although there are many good industrial films there are few suitable films on labor-management relations. Educational Film Guide for 1949 lists 13 titles on labor subjects, 5 of which are Canadian productions. The American Library Association suggests 5 suitable films in this area in connection with the Great Issues program: Crossroads of America (Research Institute of America); Cumberland Story (British Information Service); For the Record, and Men Against Money (United Electrical Workers); and Partners in Production (Canadian Film Board). Crossroads and Men Against Money represent violently opposed views and should be shown together. The Educational Department of the New York Times recently issued a very effective film strip (with accompanying manual) entitled Labor in the News. Much remains to be done in this field, and high school librarians and teachers should seek the advice of competent authorities in the selection and use of such film.

Mention has been made of the several nation-wide radio discussion groups which frequently feature labor topics. Each of these programs issues useful transcripts of broadcasts which contain additional reference data. The Junior Town Meeting League has published a guide to Teaching Controversial Issues.

Librarians should make certain that students have access to such papers as the New York Times and the Christian Science Monitor for wide coverage of labor news. A valuable project in the high school study of labor problems is the analysis of a week’s labor news and a comparison of treatment in several papers including the partisan papers of labor and management. The New York Times’ study on the use of current materials in high school teaching is a worthwhile tool for such a project. This volume gives the experience of a number of high schools in the teaching of controversial issues and the effect of community pressures. In the teaching of propaganda techniques, care must be taken to develop a sense of evaluation without skepticism. The American Library Association’s Committee on Library Service to Labor Groups issues a monthly Newsletter which frequently lists materials and techniques which might be useful to high school groups. A series of case studies describing library service to labor groups in five metropolitan areas was recently issued by the Committee. Two education journals, Progressive Education (November 1948) and Journal of Educational Sociology (April 1947) devoted the entire issues to the teaching of labor topics.
Conclusion

In a three-year study of the use of current materials in the schools of California, it was found that the library played a central role. The real success of the program in vitalizing such issues as labor-management relations in the curriculum, the report pointed out, depended on the ingenuity of the librarian. "The staff must work closely with her and she, in turn, must acquaint them with what is available in their fields...Always she holds herself ready to direct and advise pupils as they search for materials in the library and to organize formal instruction as it is needed"(31).

The fact that the theme of labor-management relations does not contain the elements of love, adventure, or romance mentioned earlier should not be a deterrent to teachers, backed by librarians, in presenting the subject in an appealing manner. This area is more closely related to everyday living than many more generally acceptable areas in the curriculum. To ignore labor-management relations would be to ignore one of the major elements in the lives of a large percentage of pupils, especially where the school is situated in an industrial community. The importance of the study of labor-management relations in the high school can best be shown by the fact that six out of every seven high school pupils will go directly from high school into gainful employment as workers or managers; one in every three students will join a union; and all will become taxpayers, consumers, and citizens.

FOOTNOTES


(7) WFDR (New York) and KEMV (Los Angeles) both owned by the International Ladies' Garment Workers; WDET (Detroit) and WCUO (Cleveland) both owned by the CIO Auto Workers; and WCFM (Washington) and WFLN (Philadelphia).


(10) Purdue University Division for Educational Reference, Purdue Opinion Poll for Young People (Lafayette, Ind.: Purdue Univ., 1948-49) reports no. 18-19 (1948); 20, 22 (1949). (References in this paper are with permission.)

(11) University of Illinois Institute of Labor and Industrial Relations, Labor-Management Relations: List of Selected Readings for High School Students and Teachers (Urbana, Ill.: Univ. of Ill., published monthly during the school year since November 1948).

(12) Both Fortune and Business Week have regular labor sections which the committee found to be well-edited and generally unbiased despite the fact that the magazines are considered "business magazines" and are not entirely acceptable to organized labor.


(21) Catholic University of America, Commission on American Citizenship, Teaching of Current Affairs (Wash., D.C.: Catholic Univ. of America, 1946) p. 35-42.

(22) "Propaganda Over the School," Propaganda Analysis 4 (1941) 1-12.


(28) Junior Town Meeting League, Teaching Controversial Issues (Columbus, Ohio: JTML, 1948) 32p.


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Numbers in this series are issued at irregular intervals and no more often than monthly. Single copies of any issue are available free upon request; appropriate institutions wishing to receive a copy of all issues should so indicate in writing. The Occasional Papers will deal with some phase or other of librarianship, and will consist of manuscripts which are too long or too detailed for publication in a library periodical, or are of specialized or temporary interest. The submission of manuscripts for inclusion in this series is invited. Material from these papers may be reprinted or digested without prior consent, but it is requested that a copy of the reprint or digest be sent the editor. All communications should be addressed to Herbert Goldhor, Editor, Occasional Papers, University of Illinois Library School, Urbana, Illinois.