

FEDERAL WORKS AGENCY
WORK PROJECTS ADMINISTRATION
1734 NEW YORK AVENUE NW.
WASHINGTON, D. C.

August 12, 1942

[REDACTED]

Mrs. Franklin D. Roosevelt:
The White House
Washington D.C.

Dear Mrs. Roosevelt:

Thank you for your note of August 3rd, in regard to an appointment for me with Mr. Wallace.

I could see him at any time, as I expect to be here until September. Mrs. Kerr has advised me to see him without her, as she is still recovering from her recent operation.

Everyone whom I have seen about a more permanent plan for a Workers Service program has been enthusiastic about the idea. There is of course a good deal of difference of opinion about the actual location of these services in some Federal agency. When enough preliminary contacts have been made, I am hoping we can call a small group together to make some definite decision.

Both A.F.L. and C.I.O. organizations are considering this question at various conventions and local meetings during the next two months. I enclose a copy of a tentative resolution which some of these labor groups are using as the basis for discussion.

The bulletin from Indiana which I enclose is proving useful. The material from State College shows the sort of thing that might be done by other colleges and universities. Recently I have talked with Dr. Studebaker about getting some help from the Office of Education in a more systematic plan of developing workers' education through University Extension Departments. He and several of his staff seem much interested.

Cordially yours,

Hilda M. Smith

Consultant in Labor Education



July 24, 1942

Subject: Suggested Resolution on a Labor-Education Commission

WHEREAS, the Workers' Service activities of the WPA have been of value to educational programs of organized labor and

WHEREAS, this project of WPA can no longer be extended or in some cases even maintained now that WPA funds are drastically reduced, and

WHEREAS, labor unions realize the need of education to inform their members on questions important to labor in relation to industry, the community and to Government departments, and

WHEREAS, Federal funds are used to offer trade training and to develop educational work for farmers and no comparable program with Federal aid exists to assist industrial workers in functioning adequately in industry, in community relations, in labor management committees and other activities closely related to the War Production Program; therefore be it

RESOLVED, that a Commission on Labor Education and Morale be set up by the President under some appropriate agency of the Federal Government to initiate and operate a broad educational program, assisting labor to understand and to take part in the war effort and in the post-war period, thus strengthening labor's cooperation with the community and with Government departments and strengthening the war effort; and be it

in
RESOLVED, that the organization and conduct of this Commission, the active help of organized labor be used, both in the initial stages of planning and policy making and in the operation of the program; and be it

FURTHER RESOLVED, that this (local or International) offer its full cooperation to the President in establishing such a Commission, and in carrying on its activities.

(S E A L)

August 10, 1942.

My dear Miss Smith:

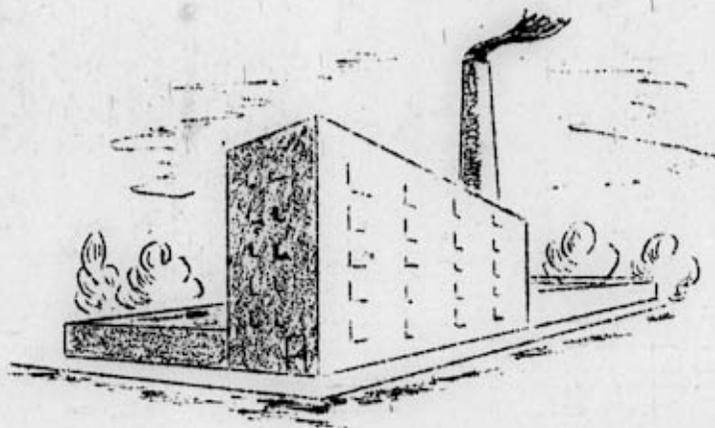
Mrs. Roosevelt has asked me to send you the enclosed copy of a letter to the Vice President. She wanted you to know what she had said to him.

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

Miss Hilda Smith
1457 Belmont Street, N. W.
Washington, D. C.

VDS



A MESSAGE TO UNION LEADERS

ABOUT THE WORKERS SERVICE DIVISION.

EDUCATION
LABOR PROBLEMS
UNITED ACTION
RECREATION

A W.P.A. PROGRAM FOR -
ALL WORKERS THROUGH
LABOR HALLS

AS A LEADER IN THE LABOR MOVEMENT YOU WILL
BE ASKED QUESTIONS. THIS BULLETIN WILL HELP
YOU ANSWER.

Produced by
WORKERS' SERVICE PROJECT

WORK PROJECTS ADMINISTRATION
STATE OF INDIANA

WHAT IS WORKERS SERVICE ?

Several years ago a number of progressive and far sighted labor leaders advanced the already existing doctrine that a man's union should do more than become his organization for better conditions during working hours. They believed that the duty of a union was to make the workers' life a better one both off as well as on the job. These men also realized that a union which reaches all its members with a program of interest is a union that continues to grow stronger and stronger.



So we find unions extending to their members educational classes, health service, recreation and athletic programs, and other activities. All America knows the I.L.G.W.U.'s "Pins and Noodles" which has run for 4 years on Broadway proving that people who work in shops and mills have the talent and ability to do anything if given an opportunity.

Thus unions are becoming not only economic safeguards, but the center of workers' educational, recreational and cultural life. When union members enter into these various activities, not only is the union built stronger, not only does it make for a better informed, happier worker, but the community, the state, our nation also benefits.

Now, while most union leaders agree that such things as classes in Parliamentary Law, public speaking, etc., as boxing teams, baseball teams and bowling leagues, such activities as a band, orchestras, and drama groups are beneficial to their members and a good thing for the unions to sponsor, yet when compared with the total number of locals in America, few had such activities. The chief reason seems to be that the leaders were so busy with regular union duties that they did not have time to promote such a program.

Today Workers' Service has come into the picture. Workers' Service is simply a program to give workers an opportunity to study in adult classes, to participate in recreation, etc. Since a man's union is the logical place to reach large numbers of workers, the Workers' Service Program is carried on through local unions with activities, when possible, in the union halls. The employees of Workers' Service come from the relief rolls and are selected because they are able to do the thing they are to work on. These employees are then given additional training that they may become familiar with working in this service. Thus, an unemployed teacher is placed on the program to teach classes for workers, an unemployed librarian is given a job of helping set up reading rooms and libraries for workers, etc.



WHAT DOES WORKERS SERVICE DO ?



Establishes Libraries.

Union headquarters whenever possible should have libraries. Here Workers' Service can catalogue books, pamphlets and magazines and check out such material to borrowers. Advice and help in collecting pamphlets may be secured from experts in library science. Workers' Service libraries care for and service these libraries.

Establishes Educational Classes.

Establish and maintain Educational Classes and discussion groups in current, social and labor problems, English, parliamentary law, public speaking, sciences, the arts, and other fields of study of interest to workers. These are carried out on an adult basis with teachers supplied by the Workers' Service.

Conferences and Forums.

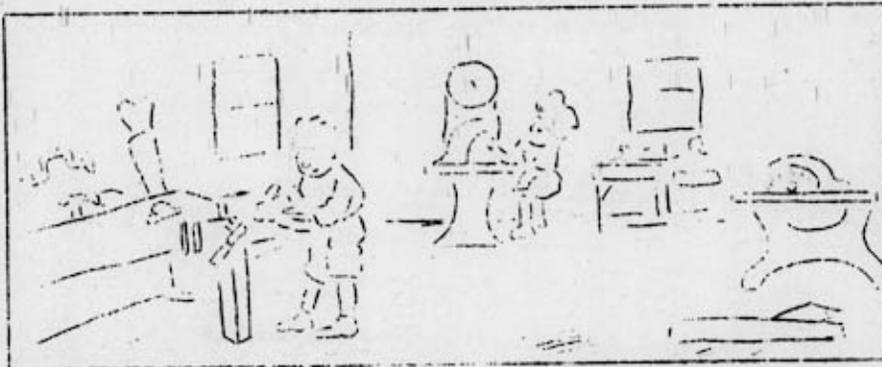
Workers receive information, through large group gatherings known as labor forums, open to the public that will bring information of a timely nature to workers. Here leaders are supplied by Workers' Service who can secure speakers, set up by the forum and publicize it.

Recreation and Craft Activities.

Recreation and craft activities must be adjusted to the interest of workers and held in places convenient for workers. Workers' Service helps organize athletic teams and recreational activities. It furnishes leaders for a craft program for women and children. Bowling leagues, baseball teams, etc. may be organized.

When the local union has a sufficient space a game room may be set up with ping pong tables, shuffleboard courts, check-or tables, etc. Here workers and their families may join together in recreational activities.





Research and Social Science Workshop.

For the purpose of planning, promoting and evaluating an activity program for specific workers' groups and gathering information about the industry and local conditions related to general and specific needs of workers in their own community, Social Science Workshops may be set up.

Advisory and Health Service.

Workers' Service furnishes counselors who make available reports on health, housing, employment and other individual and group problems. Health problems are very important and workers must become cognizant of the health hazards and various conditions under which they live that are conducive to poor health. Workers must guard against industrial diseases particularly.

Drama.

Drama is recognized as having a definite place in workers' lives and here Workers' Service can supply leaders who know the stage and play production. These leaders can aid in organizing drama or talent clubs and teaching acting, stage craft, make-up, play-writing, play production, etc., to the end that workers can put on their plays, through their unions.

Children Activities.

This service made available leaders for children's groups. The parents of children can bring them to the union hall and there a leader conducts a program of arts and crafts, recreation, etc., specially designed for these youngsters. Perhaps Women's Auxiliaries could meet at the same time and thus bring their children to the meeting knowing they will be well taken care of in some organized activity.



DOES IT WORK ?



In the short period of only 20 months that the Workers' Service Division has been in operation, unions have responded to the extent that thousands of workers have received the benefits of this program.

Innumerable classes have been held with a total attendance of over 100,000 members of unions taking part. These classes have been conducted by teachers who know how to teach adult workers and have been so successful that calls are coming daily for teachers to set up and start new classes.

Libraries and reading rooms have been established in numerous union halls and are rapidly growing in popularity. Thousands of people, workers and their families, have used these reading rooms and libraries serviced by employees from the Workers' Service Project.

Recreational programs have been instituted in a number of places and these programs are attracting large numbers of workers.

A number of conferences and forums have been held in various parts of the state and have been well received. The demand for this type of service has been far greater than even the most optimistic had foreseen.

A great amount of research has been done and charts have been made to give a graphic picture of the data collected.

The Workers' Service Program has already won, by showing what can be done, the praise of labor leaders and rank and file. The State Conventions of 1940 and 1941 adopted the reports of the Education Committees in which said Committees recommended the use of this service. All labor leaders who have had an opportunity to see first hand what Workers' Service is doing, have recommended that it be expanded as rapidly as possible to every local union in the state that all workers may be able to take advantage of the services of this project.

THE PROOF
OF THE
PUDDING



HOW YOUR UNION CAN



GET
THIS

How Can Your Union Get This Service? First, get the leaders of your union to call in an expert on Workers' Service to plan a program with them. Every district supervisor and all members of the state staff of the Workers' Service Division, W. P. A., are people who not only have college degrees and theory, but have actual practical experience in this work with organized labor. After mapping out a program together, the union will set up a committee to work with the Workers' Service Division. Workers' Service will then endeavor to put such employees as are necessary to work on the programs through your unions. Write today for any additional information and a representative will be glad to discuss Workers' Service with your local. Letters may be addressed to the person in charge of the Workers' Service Program in each district. Those people and the district they represent will be found on the back cover of this announcement.

PROGRAM



WORKERS' SERVICE ACTIVITIES.

IN INDIANA A. F. OF L.,

UNION CENTERS.

The Workers' Service Program is a part of the War Service Section of the Service Division of W.P.A.

Educational Services are available to all Labor Unions of the American Federation of Labor, that are located in Certified Defense Areas. Service includes Libraries, Consumer Information Centers, Classes and Group Discussion Leadership Training, Motion Pictures, Recreation, Health and Safety Training.

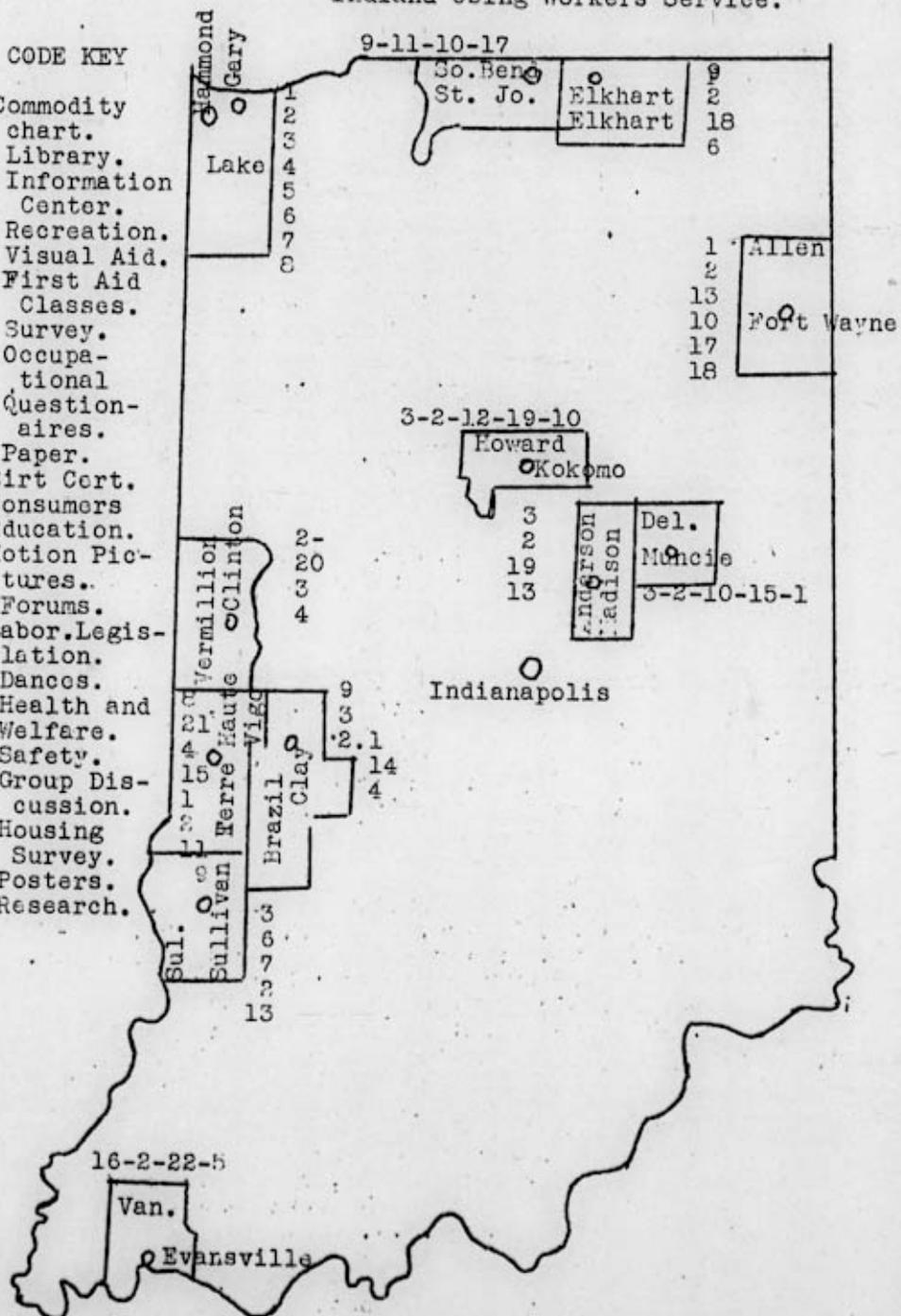
Programs are now in operation in Lake, St. Joseph, Elkhart, Allen, Howard, Madison, Delaware, Vermillion, Vigo, Clay, Sullivan and Vanderburg Counties. The official Sponsor of the Workers' Service Program is the Labor Division of the Bureau of Commerce and Industries. Mr. Thomas Hutson is the Commissioner of Labor.

Co-Sponsors of Labor Unions desiring to use the Workers' Service provide the place, supplies and the equipment with which to work. The workers and supervision are supplied by the W.P.A.

Further information may be obtained from Mr. Walter J. Wolpert, State Supervisor Workers' Service, 429 N. Pennsylvania St. Indianapolis.

Workers Service Activities
 Location of A.F.L. Centers In
 Indiana Using Workers Service.

- CODE KEY
1. Commodity chart.
 2. Library.
 3. Information Center.
 4. Recreation.
 5. Visual Aid.
 6. First Aid Classes.
 7. Survey.
 8. Occupational Questionnaires.
 9. Paper.
 10. Eirt Cert.
 11. Consumers Education.
 12. Motion Pictures.
 14. Forums.
 15. Labor Legislation.
 16. Dances.
 17. Health and Welfare.
 18. Safety.
 19. Group Discussion.
 20. Housing Survey.
 21. Posters.
 22. Research.



Labor Education and its Role in Helping

Labor Function in our Democracy

Address by Hilda W. Smith
Director, Workers' Service Program, WPA
At Fifteenth Anniversary Dinner
American Labor Education Service
October 24, 1941
-ooooooooooooooooo-

Since 1927 when American Labor Education started, under the name of the Affiliated Schools for Workers, many changes have taken place in workers' education, and in the labor movement itself. The number of people taking part in these movements has increased and the kinds of people are more diversified. We used to think of workers' education as confined to classes among industrial workers, in the cities. Now we know that there is equal interest and just as great an opportunity among agricultural workers, -- farmers, farm laborers, share croppers, people in migrant camps, -- and also among office and professional workers, household employees and among many other groups. In fact, one can hardly draw a line and say, "Here workers' education stops." On every side the doors are open and people are ready to help.

In another way also, workers' education, having its roots in the labor movement, has changed. We no longer think only of classes and forums as the only way in which workers may educate themselves. Indeed, we have learned that it is harder to start with classes, harder to reach workers and to hold their interest, than to begin in some other way. We have learned how "to put the oil where the squeak is." So now we find that within the scope of workers' education are information services, libraries, health programs, social studies and surveys, editorial work, children's

activities, recreation, music, art and drama—a rich and varied program of activities, by means of which workers may learn to analyze facts, to understand economic and social situations, enjoy their own leisure, and take part in all kinds of labor and community responsibilities. Education has come out of the classroom and has become a dynamic factor in everything the worker is thinking and doing, every day of his life. Teaching methods are improving. Oh yes, we still have some teachers like one who wrote "What shall I do next? I'm running out of economics?" We still hear of leaders who are planning to lecture on the discussion method. But on the whole we have all learned something about teaching.

American Labor Education Service has had its part in broadening and vitalizing this movement. To think back to the first years of this organization, and to remember its struggles to survive the long drawn out depression is to realize a miracle. It seems a miracle that this organization has survived at all, and has been able to expand to greater usefulness. As a result there is more work; there are wider opportunities.

In a third way changes have taken place, for workers' education has found increased resources, not only financial. Many new friends have been found in the labor movement itself, in public schools, community agencies, colleges and universities, and state and federal departments. The Government program, while still a part of an emergency relief program for unemployed people, has provided new resources, undreamed of

even ten years ago, and given a chance to show what may be done with the help of Federal and state funds. Organizations like the Y.W.C.A., a pioneer in workers' education, the Y.M.C.A. settlements, churches, groups of foreign born, youth organizations and many others are coming into the picture, bringing fresh impetus, new leadership, new ideas.

About the only thing that has not changed in workers' education in the past 15 years is its purpose; a purpose more needed than ever in a world shaken by wars with their tragic deaths and complete disruption of normal living. Tonight I have been asked to say, if I can, what seems to be involved in the purpose of workers' education; what we mean when we say we believe in workers' education.

This I shall try to do, though it will not be an attempt to summarize the opinions of many others, sometimes conflicting. What I shall say is what I myself believe; what I think is implied in workers' education, as a living, growing educational movement.

In this movement, we believe in the power of the individual, and in his ability to develop and to contribute something of use to others. No one need be useless, no talent should go undiscovered. In addition, we believe in the power of groups, and what may be achieved through responsible, intelligent group action. To learn to work together in groups becomes, therefore, a cornerstone of workers' education, as it is a foundation of all democracy.

In workers' education people are free to think for themselves and to say what they think. There is no limitation to this freedom, which is taken for granted by teachers and worker students. This freedom, which is genuine, is not attained without risk and sacrifice. These risks people in workers' education are prepared to take. Many of them have made sacrifices.

We believe that the Supreme Court of the United States was on the right track when it confirmed the National Labor Relations Act in its recognition of collective bargaining, even though in some places public opinion has not yet caught up with the Supreme Court. We believe that the control of workers' education should rest with the labor movement, using all possible resources of that movement, of community agencies and government departments.

Only on the basis of a sure knowledge of facts, we believe, should action of any sort be taken, either by an individual or by a group. A program confined to classrooms becomes sterile, remote from actual situations. Workers' education, translating the studies of the classroom into practical action, has a quality of immediate and far-reaching usefulness inherent in all genuine education. We believe in this process of studying, analyzing all the facts, using them as the basis for doing something that needs to be done.

We believe that in the broader field of community life, labor has something to contribute, and that the community cannot afford to

do without this contribution. Too often we see school boards, community committees, civic groups of all kinds organized with representatives from every group except labor. We believe that as representatives of the majority of the population—the wage earners—men and women from the labor movement should always be included in the affairs of the community at large. Only through taking part in these affairs can workers develop ways of understanding, both of people and issues, and make their own valuable contribution in local, national and international affairs. These things we believe when we say that we believe in workers' education.

We must make sure of more extended resources if workers' education is to survive depressions, war emergencies, the ups and downs of the labor movement, of community agencies and of government departments. We should further explore the possibilities of educational funds, built up in trade unions, the facilities of colleges and universities, of states and Federal departments. As we all know, the United States is far behind those European countries which before the war had adequate financial support from government departments for all types of workers' schools and classes.

What are the needs of this movement for the immediate future? A sense of unity is needed among all those in workers' education. Whether we as individuals are working in a trade union, a coordinating agency, in a community group or in a government department, we are working toward the same objectives, following the same roads to reach them. It is

essential therefore that we should be working in unity, however many separate groups there might be. Only through a sense of one unified workers' education movement shall we make our various inter-related efforts really effective.

Whatever the future holds, we are not afraid of it. It would be impossible to stop the forward progress of workers' education. As the chorus of garment workers tonight reminded us in their song:

"You can't stand still on freedom's track
If you don't go forward, you'll go back."

In workers' education, we are going forward, together.

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A REPORT TO THE LABOR ADVISORY COMMITTEE
ON AN EXPERIMENT IN
WORKERS' EDUCATION UNDER AUSPICES OF
PENNSYLVANIA STATE COLLEGE EXTENSION SERVICES

The plan is to establish an institute under union and state college auspices to train trade unionists for effective activity in their own unions and with management on problems affecting labor and the nation in wartime.

Origin of the Plan: Many problems were raised in relation to labor's responsibility in defense industries at a conference called by government agencies and colleges in Philadelphia in February. - - - Donald Nelson raised the slogan of labor-management cooperation on production -- unions in defense industries offer plans for improving production -- Out of this setting grew a fresh discussion of the possibilities of workers' education directed toward training union leadership to cope with the responsibilities with which war faces labor.

Production expansion for war needs has meant tremendous manpower expansion, thus bringing a greatly increased membership to the unions and presenting them with the need for an enlarged leadership group -- more shop stewards, assistants, organizers, etc. At the same time many union leaders are being promoted to sub-foremen and foremen or are being drafted, so that just when the labor movement needs more trained leaders, it has fewer experienced men to call on.

The Shipyard Workers' Institute:

The Industrial Union Marine and Shipbuilding Workers was the first union to make a request for an institute of the type described. A letter was sent by the union's national office to State College, requesting that

such a course be set up in the Philadelphia area where the union has 30,000-40,000 members in five local unions.

Two planning meetings were held with a committee of 15 men representing all the locals in the area. The situation as outlined here was presented while the union representatives made a statement of their educational needs. A plan was worked out for holding institutes in at least two locations so that persons living on both sides of the river might have a convenient school to attend.

It was agreed to set up an eight weeks' institute meeting for two and a half hours on Monday evenings. The whole group meet together for the first hour for a presentation of economics or labor history. The second period is divided into workshop groups in labor-management relations, legislation and parliamentary law, and consumer problems. The content of these classes is briefly outlined below:

Industry Economics: The evolution of American enterprises; Labor's struggle for status and the good life; the science of industrial organization; production consumption; how can there be more to divide: tool power, labor power, financial concentrations; joint union-management responsibilities -- techniques of accomplishing common goals in crucial situations; tapping labor's brains: vocational education, cultural education, functional education for labor; labor's place in building a free society of the future; government, labor and industry in wartime.

Public Speaking, Parliamentary Law and Labor Legislation: (Workshop I) How to speak loud and clear, sticking to a main point, handling argument interesting an audience; constitution and by-laws of the local union; officers' duties, motions, amendments; points of privilege, voting, referring, tabling, adjournment. How a bill becomes a law. What bills are before Congress, their provisions, their significance. What can a local legislative committee do: letters to Congressmen, resolutions, leaflets, newspaper articles, speakers before meetings.

Consumer Problems: (Workshop II). Prices and wages. The rising cost of living and inflation. What laws protect the consumer. How can the union help enforce the rent law, food rationing, Resources in leaflets and speakers. How to separate truth from propaganda in advertising - how to get your money's worth when you buy. Consumer cooperatives.

Labor Management Relations in Wartime: (Workshop III). Wage incentive. In increasing production; organization of the shipbuilding industry; what joint labor management committees can do on apprenticeship, safety, health, breaking bottlenecks; what pressures the unions can exert when

they cannot strike; what kind of committee to have. What rights must the unions reserve. How enforce the decisions of such committees.

The Education Committee of Local 1, New York Ship, was ready first to set up an institute, and it was agreed that the Education Committee of the much newer Local 42 at Cramps should visit this project for a few weeks before organizing their own. Sun Ship Workers (Local 2) agreed to follow the same plan.

STUDENTS

On March 30, the first meeting was held at Local 1 with 77 men in attendance. At the succeeding five meetings enrollment has never fallen below 35. The plan for the institute as outlined with the committee has been modified in only one particular -- less time is devoted to the general session to allow more time for the elective groups. In addition to union members, five members of the Ladies Auxiliary have joined the classes. The overwhelming majority of the students are department officers and executive board members. About one-third live in Pennsylvania and work in Jersey. At least three live in Jersey and work at Cramps'; four members of the education committee of Local 42 and one organizer from Local 2 have attended regularly.

While a majority of the students are old union members, many are new union officers with union membership of two years or less. Most of these new members come from other trades and a number are former white collar workers -- a bank clerk, a social worker and a WPA timekeeper among them.

FACULTY

Dr. B. W. Barkas, formerly with the Philadelphia Labor College, recently coordinator of industrial education and the program of Vocational Education for National Defense, and a teacher in the Philadelphia public schools has taught economics, labor history, and labor management relations.

Alice Hanson, Amalgamated Clothing Workers and American Federation of Teachers, formerly education director for the Textile Workers' Union and Local 1, Shipyard Workers, has handled discussions in legislation, parliamentary law and public speaking with some assistance in labor history

Dr. Duane Ramsey, State College, has come in regularly as liaison office from State College, and has conducted the group in Consumer Problems.

THE LOCAL COMMITTEE

A strong local education committee handled recruiting and has carried responsibility for keeping attendance, checking with teachers on criticisms of their work, managing the library, sale of pamphlets, distribution of syllabi, etc. They have prepared publicity for the union newspaper as well as leaflets and bulletin board notices.

LIBRARY

36 bound books and pamphlets were loaned by State College for use in the project and have been introduced in lots of a half dozen or so in connection with class subjects. The Union Research Director, Elwood Peoples, has been helpful in supplying teachers with current materials on industry problems.

EXTENSION OF THE PLAN

On two successive Tuesday evenings, attempts were made to get together a group from Local 42, 14 and 101 but without noteworthy results. The reason may be that these organizations are absorbed in organization and negotiation of first contracts. However, a functioning education committee is being organized and the teachers have agreed to work with this committee during the summer looking toward the establishment of a full-fledged education program in the fall.

Plans are now under way for the organization of a short institute at Local 2, Chester, Pa. to begin within the next two weeks. The help of the WPA Workers Service Program in Delaware County has been enlisted for promotion, clerical assistance. etc.

Discussions with the United Electrical and Radio Workers district office brought requests for institutes at Exide Battery in Philadelphia, and Lancaster, Pa. Dr. Barkas opened a training class for shop stewards at Exide on Monday, April 20 with 114 shop stewards present. The plan is to conduct a similar meeting at the regular monthly meeting of shop stewards over a period of four to six months.

CARRYING THE PROGRAM TO THE MEMBERSHIP

The institute is set up to culminate in a program available to a large portion of the membership. The workshop groups are preparing panel discussions for presentation at shop and membership meetings of material covered in the classes. The possibility of a weekend conference open to the membership at large and built around the institute subjects has been discussed. The teachers are assisting the education committee in preparing leaflets and selecting other materials for general distribution. The library and supervised reading is to become a permanent feature of the union educational program.

II

THE POSSIBILITIES OF SUCH A PROGRAM IN THE PHILADELPHIA AREA

A list of courses we are proposing to unions in our promotional work includes:

1. Science of industrial organization (for members of labor management committees): Development of modern enterprise and scientific management; organization and operation of industry; line and staff organization; function of the board of directors, president manager; organization of the plant from which group is recruited; handling materials, product and process planning, production control, time and motion studies, plant equipment, personnel procurement, industrial health and safety, labor relations and morale.

2. Backgrounds and philosophy of labor movement: evolution of labor organization and tactics, business unionism and labor management cooperation; policies for peace, universal education, labor and political action, social security.

3. Labor and social legislation: A survey of current labor laws and proposed legislation; how bills become laws; what organized labor can do to obtain and enforce labor legislation. Practice in using legislative materials. Community groups interested in legislation.
4. Economics of Industry: Principles of production, distribution, markets, profits, wages, standards of living, technological changes, war economy and post war planning.
5. Union skills: The union office, duties of the shop steward, negotiations, the union meeting, the union committee, union research, labor journalism, labor organizing, the union in the community.
6. Government and Labor in Wartime: Government agencies dealing with labor. Labor sacrifices in wartime; organized labor and production. Government control of industry.
7. Labor Management Committee at Work: (For representatives of both management and labor). Isolating problems for discussion at committee meetings. Research and investigation. Development of techniques and procedures. Achievement study and analysis. The instructor should sit as an unofficial observer at committee meetings or have access to the minutes and meet smaller groups to guide them through study and analysis of problems. If possible the instructor should act as summarist at regular meetings
8. Union in the Community: Social agencies; schools, civic affairs, state and federal government relations.
9. Structure of the Union: Officers, committees, local vs. regional and national powers; affiliations. The union in relation to its industry. Relation to management. Finances. The convention.
10. Worker as Consumer. Money wages and real wages. Inflation. Protective legislation. The consumer movement. Cooperatives. Rationing and price fixing. Post war planning.

Institute Leadership:

The type needed must be familiar with everyday problems and function of the labor movement, some academic training, considerable experience in teaching adults, knowledge of the psychology of the worker, and his aspirations, considerable familiarity with industrial processes and union techniques.

In the Philadelphia area we have thus far established contacts with a number of persons who in our opinion meet these requirements. Among these with whom we have held a number of conferences and who have expressed themselves willing to follow this experiment as a background for

teaching themselves, are:

TEACHERS

Michael Ross, work experience in England and a number of European countries, Swarthmore College, Ruskin College, Oxford, research worker for the Senate Committee on Labor and for the Public Works Administration, lecturer in labor problems, Pennsylvania School of Social Work.

Dorothy Bishop, formerly national industrial secretary, YWCA, Michigan State administrator WPA Workers Education, director YWCA Industrial summer conferences. Wide editorial and teaching experience with workers

George Cary White, University of Richmond, Johns-Hopkins and Temple, teacher training for WPA Workers Education and at Hudson Shore Labor School, director of adult activities International Institute, lecturer, Temple University.

Ernest Palmer, University of Pennsylvania. At present employed as experimenter, Westinghouse Electric, Essington. Formerly teacher, WPA Workers Education, education director, Textile Workers Union, Local 176; secretary Democratic Committee for Liberal Action, Delaware County.

ASSISTANTS AND TUTORS

Wanda Wosnak, formerly hosiery worker, graduate Vineyard Shore Labor School and Bryn Mawr Summer School. Organizer, Amalgamated Clothing Worker. At present, office assistant, Local 42, IUMSWA.

Miriam Axelrod, Temple University, Library School, Drexel Institute. Teacher, Secretary, Librarian, Philadelphia Public Schools.

TRAINING LEADERS

As these institutes develop, we propose to form a seminar group to give training for our prospective leaders. Some of this training will be developed in actual observation and assistance in classes.

Resources for training at Penn State both in residence and in extension will be utilized.

SUPPORT NEEDED FOR THE PLAN

Although State College has generously provided the funds for organizing this experiment as a demonstration, a permanent program must look for wider support. We suggest the following:

1. Federal Support. It is necessary to broaden the present interpretation of ESMDT allocations so as to provide for training of labor under

union as well as management auspices. This may involve labor representations to the proper authorities in the Office of Education.

2. State Support. We believe that a special item should be included in the State College Budget for conduct of experimental work in labor education under joint union-college auspices. This may mean that labor will have to be prepared to work in the State Legislature for approval of such an item.

3. Union Support. As the college demonstrates its ability to handle programs of this type to the satisfaction of the unions, it may look for increased financial support for such a program on a supplementary basis from the unions.

-- B. W. Barkas

Alice Hanson

April 28, 1942

Mrs R says write again -
but I think we can
wait a few days for an
answer. He is so busy
I hate to bother him
We still have no
answer from the A.P. should we
write again now?

DONE
8/27/42

Dad the Vice President
and Mrs. A. S. J. J.
about Miss Hilda Smith

No answer as yet.

FEDERAL WORKS AGENCY
WORK PROJECTS ADMINISTRATION
1734 NEW YORK AVENUE NW.
WASHINGTON, D. C.

September 16, 1942

Mrs. Franklin D. Roosevelt,
The White House,
Washington, D. C.

Dear Mrs. Roosevelt:

Enclosed is a suggested list of people to be invited for the September 25th meeting on the Workers' Service Program. After talking with you on the telephone the other day and conferring with Mrs. Kerr, I've decided to include only representatives of organized labor who have actively cooperated with the Workers' Service Program.

If at this meeting we can have a full discussion of what labor organizations want in a new program, I believe we shall have a firm basis for further discussions with interested Federal Agencies.

It is good of you to arrange this meeting for us and I am sure that it will be useful, coming just at this time.

Cordially yours,

Hilda W. Smith

Hilda W. Smith
Consultant in Labor Education

Hilda Smith/ nmf
Encl.

September 24, 1942

MEMO FOR MR. CRIM:
MR. TOLLEY:
MISS THOMPSON:

The following people will come to the meeting on September 28th at 4 p.m.

✓ Miss Hilda Smith
✓ Mr. David K. Miles
✓ Mr. Henry Melnikow
✓ Mrs. Florence Wykoff
✓ Miss Eleanor G. Coit
✓ Mr. Spencer Miller, Jr. *Ten.*
✓ Mr. George Adde
✓ Mr. James Carey
✓ Mr. Stanley Mattenberg
✓ Mr. John Edelman
✓ Mr. Frank Fenton
✓ Mr. Clinton Golden *Ten.*
✓ Mrs. Florence Kerr
✓ Mr. Irvin Keunali
✓ Mr. Martin Miller
✓ Mr. Lawrence Rogin
✓ Mr. Ted Silvey
✓ Mr. Robert Watt
✓ Mr. Edward Connor
✓ Miss Eleanor Emerson
✓ Mr. George Gage *Ten.*
✓ Mr. J. B. S. Harchan
✓ Mr. Joseph Kowalski *Tentative acceptance*
✓ Mr. James Maldevitt *Regrets*
✓ Mr. Carl Mullen *Tentative acceptance*
✓ Mr. Boris Shiskin *Tentative acceptance* *Regrets*

THE WHITE HOUSE
WASHINGTON

September 22, 1942

MEMO FOR MR. GRIM:
MR. TOLLEY:
MISS THOMPSON:

Mrs. Roosevelt will meet
with a group on September 25th, at
4 p.m. and tea will be served at
5 p.m.

Miss Hilda Smith has suggested
the people to be invited - there will be
about 25.

I will send the names over when
the acceptances have been received.

M.T.L.

THE WHITE HOUSE
WASHINGTON

September 22, 1942

MEMO FOR MRS. NESBITT:

Mrs. Roosevelt will have
a tea for approximately 25 people
on September 25th, at 5 p.m.

M.T.L.

THE WHITE HOUSE
WASHINGTON

Mr. Henry Melnikow
Director of the Pacific Coast Labor Bureau
San Francisco, Calif.

Mrs. Florence Wykoff
Pacific Coast Labor School

Miss Eleanor G. Coit
Director of American Labor Educational Service
437 W. 59th Street

Mr. Spencer Miller
New Jersey Highway Commission
Trenton, New Jersey

Mr. Miller
→

Suggested List for Invitations

Workers' Service Meeting, September 25, 1942

From Hilda W. Smith

✓ Mr. George Addes <i>a i</i>	Secretary-Treasurer United Automobile Workers of America Detroit, Michigan
✓ Mr. James Carey <i>a i</i>	Congress of Industrial Organizations Jackson Place, Washington, D. C.
✓ Miss Elisabeth Christman <i>R</i>	National Womens' Trade Union League Machinists Building, Washington, D.C.
✓ Mr. Edward Connor <i>a</i>	Work Projects Administration Washington, D. C.
✓ Mr. John Edelman <i>a</i>	C.I.O. Representative, Office of Price Administration 4th and Independence Avenue Washington, D. C.
✓ Miss Eleanor Emerson <i>a</i>	State Supervisor, Education and Recreation 2020 North Third Street, Harrisburg, Pennsylvania
✓ Mr. Frank Fenton <i>a</i>	American Federation of Labor Washington, D. C.
✓ Mr. Clinton Golden <i>a</i>	United Steel Workers of America 1500 Commonwealth Building Pittsburgh, Pennsylvania
✓ Mr. George Googe ✓	American Federation of Labor Atlanta, Georgia
✓ Mr. J. B. S. Hardman ✓	Educational Director, Amalgamated Clothing Workers of America 15 Union Square, New York City
✓ Mr. Marion Hedges <i>R</i>	Director of Research, International Brotherhood of Electrical Workers 1200 15th Street, NW Washington, D. C.
✓ Mr. Ralph Hetzel <i>R</i> <i>Ralph Hetzel</i>	Congress of Industrial Organizations Jackson Place, Washington, D. C.

✓ Mrs. Florence Kerr <i>a</i> ✓	Work Projects Administration Washington, D. C.
✓ Mr. Joseph Kowalski ✓	State Supervisor, Workers' Service 15328 Coyle Avenue, Detroit, Michigan
Mr. Irvin Kuenzli <i>a</i> ✓	Secretary-Treasurer, American Federation of Teachers 506 S. Wabash Avenue Chicago, Illinois
✓ Miss Lucy Mason <i>R</i> ✓	Congress of Industrial Organizations Atlanta, Georgia
✓ Mr. James McDevitt ✓	President, Pennsylvania State Federation of Labor Harrisburg, Pennsylvania
✓ Mr. Martin Miller <i>a</i> ✓	National Legislative Representative Brotherhood of Railroad Trainmen 10 Independence Avenue, SW Washington, D. C.
✓ Mr. Carl Mullen ✓	President, Indiana State Federation of Labor 701 Peoples Bank Building Indianapolis, Indiana
✓ Mr. A. Philip Randolph <i>R</i>	President, Frotherhood of Sleeping Car Porters 217 West 125 Street, New York City
Mr. Lawrence Rogin <i>a</i> ✓	Educational Director, United Textile Workers of America 15 Union Square, New York City
✓ Mr. Boris Shiskin ✓	American Federation of Labor Washington, D. C.
✓ Mr. Ted Silvey <i>a</i> ✓	Secretary-Treasurer Ohio State Industrial Union Council 79 East State Street, Columbus, Ohio
Hilda W. Smith <i>a</i> ✓	Consultant in Labor Education Work Projects Administration Washington, D. C.
✓ Mr. Robert Watt <i>a</i> ✓	American Federation of Labor Washington, D. C.

Mr. Mark Starr has a previous speaking engagement in the South on this same day, and therefore will not be able to attend. As he is Chairman of the Nat. Labor Advisory Council for Workers Service, I am sorry that he cannot come. I have therefore omitted his name.

FEDERAL WORKS AGENCY
WORK PROJECTS ADMINISTRATION
1734 NEW YORK AVENUE NW.
WASHINGTON, D. C.

October 1, 1942

PERSONAL

Mrs. Franklin D. Roosevelt
The White House

My dear Mrs. Roosevelt:

This is to tell you how much every one appreciated the opportunity you gave us at The White House last Friday to have a full discussion of the Workers' Service Program.

In talking with a number of the people after the meeting I found that every one was enthusiastic and hopeful about the actual results of this discussion. There is no question now, I believe, but that active support will be given to this proposed new plan by both labor conventions during this month. If each convention appoints a follow-up committee to consider the next steps in a definite plan, I hope we may be able to arrive at some decision before too long.

It was good of you to arrange the meeting for us at just this time when a full discussion by representatives of the labor movement was essential.

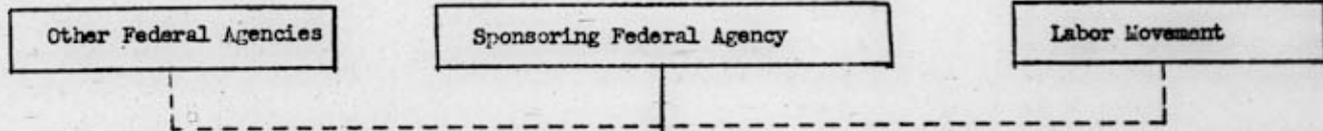
Cordially yours,

Hilda W. Smith

Hilda W. Smith
Consultant in Labor Education



PROPOSED PLAN FOR LABOR EXTENSION SERVICE



THE POLICY COMMITTEE FOR LABOR EXTENSION SERVICE

Railway Brotherhoods 2 Members	American Federation of Labor 2 Members	C. I. O 2 Members
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FUNCTIONS

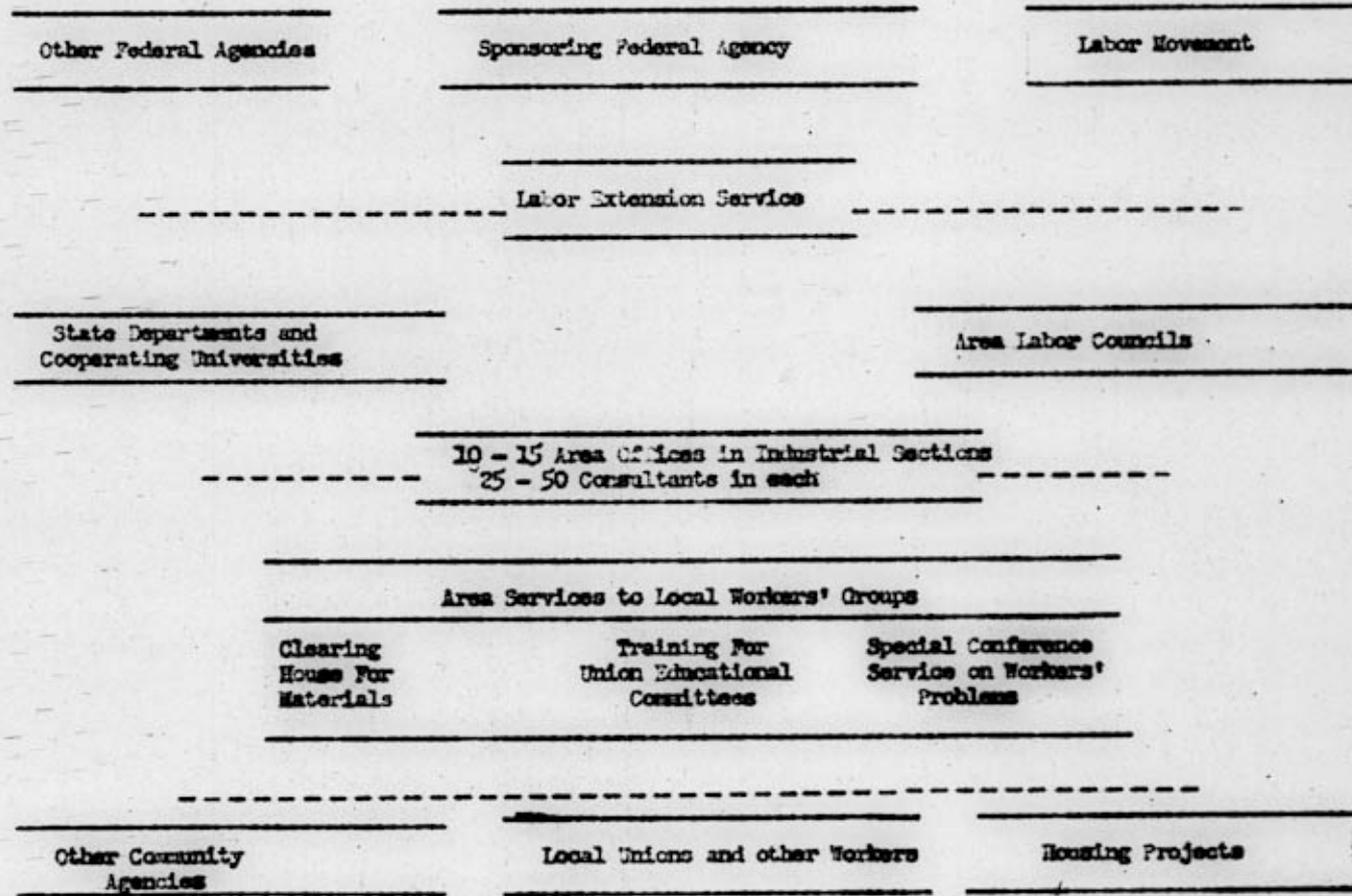
Decision of General Policies	
Purposes of Program Extent of Program	Selection of Key Personnel Direction of Washington Staff
Financial Policies Method of Operation Conferences	Research and Materials

Area Offices (10 or 15)

EDUCATIONAL SERVICES IN COOPERATION WITH

Local Unions and Other Groups of Workers

AREA ORGANIZATION LABOR EDUCATION COMMISSION



WHAT IS NEEDED IN A LABOR EXTENSION SERVICE?

(Check List)

A. TECHNIQUES FOR THE PRESERVATION OF THE DEMOCRATIC PROCESS
IN GROUP ACTIVITIES

1. Parliamentary law
2. Public Speaking
3. Use of committees, minutes, etc.
4. Workers' Education methods:
 - a. How to handle a discussion group
 - b. Propaganda analysis
 - c. Publicity and journalism
 - d. Visual education, movies, exhibits
 - e. Radio, labor drama, etc.

B. LABOR INFORMATION CENTERS
(In cooperation with State Labor Departments)

1. Information on labor laws
 - a. Workmen's Compensation
 - b. Unemployment Compensation
 - c. NLRA
 - d. Wages and Hours Act
 - e. Birth registration
 - f. Health and Safety laws
2. Industrial Safety Education
3. First Aid (OCD, Red Cross)
4. Consumer Education and Consumer Information Centers
(OPA, OCD)
5. Air Raid Protection (OCD)
6. Current affairs, foreign affairs
7. Welfare, public assistance, immigrant aid,
citizenship, orientation of new citizens

C. LABOR RELATIONS

1. Trade Union principles and practices
2. History of the Labor Movement
3. Labor Economics

4. History of a special industry, its union contracts, and the laws affecting it.
5. Negotiation, arbitration and collective bargaining methods.
6. Technique of labor-management cooperation for production in the war effort.

D. TRADE UNION METHODS.

1. Shop Stewards' courses
2. Bookkeeping, filing and union office management

E. RESEARCH AND STUDIES

1. Lessons in how to make accurate surveys. (Housing, health, union dues, activities, etc.)
2. The setting up and use of labor libraries
3. Public information resources

F. RECREATION

1. Music
2. Drama
3. Singing (choral and community)
4. Sports, games, etc.

WHAT NEXT FOR WORKERS' SERVICE

CAN WE HAVE A LABOR EXTENSION SERVICE IN THE U.S. GOVERNMENT?

As WPA rolls are reduced and WPA funds cut throughout the country, the Workers' Service Program in state after state is being discontinued. Active programs still remain in nine states. At the height of the program, there were projects in workers' education in 36 states. In 15 states reporting in 1941, 2000 project workers were employed for Workers' Service, which since 1937 has covered a variety of services to workers' groups. There is hardly a union in the country which has not taken advantage of this service in one state or another,—for classes, for library aid at union halls, for recreation leadership, to run an information booth at the union hall, to prepare popular educational material, posters, or displays—in fact to fill any need for which workers in WPA community service projects could be found.

Wherever this service still exists, the unions are eager that it be retained and fearful lest it be discontinued. Wherever it has been stopped, unions are clamoring for its restoration. The question is, how?

Workers' education was included in the original Federal relief program to give employment to teachers without jobs. It has grown into something quite different,—a project to meet a real need and perform a real service, not simply to give employment. The time has come when it must shift onto a new basis—the merit of the service, not the need of the participants. What are the possibilities?

For many years, American farmers have been served through the Extension Service of the Department of Agriculture. In every county, farmers, and usually also their wives and children, have the latest information on farming and on rural life made available to them through the services of county agents, home demonstration agents, and 4H club leaders. According to the Department of Agriculture's estimates, 7 million farm adults and young people are served through Extension. There is no comparable service available from their government to the millions of industrial workers. Why not? The Workers' Service Program has been the beginning of such a service. Can it be put on a footing similar to that of agriculture?

The time is now. War has brought new responsibilities to labor. On the production line, through labor-management committees, and in the communities where the home front must be kept strong, labor is carrying the major load. Workers have ever greater need for knowledge and understanding as their responsibilities grow. New regulations, new conditions confront them from day to day. The need for workers' education is greater than ever before, and is a direct part of participation in the war effort.

The British have recognized these facts. In England, under bombardment, workers' education has grown, not languished. More workers are learning through classes, correspondence courses, and other programs of the British Workers' Education Association than ever before. Workers' education extends through the armed forces.

Can we not do the same here?

ANNUAL REPORT OF THE WORKERS SERVICE PROGRAM
OF THE
MICHIGAN WORK PROJECTS ADMINISTRATION

Sponsored by the Michigan State
Department of Labor and Industry

July 31, 1941 to July 31, 1942

ANNUAL REPORT OF THE WORKERS SERVICE PROGRAM
OF THE
MICHIGAN WORK PROJECTS ADMINISTRATION

Sponsored by the Michigan State
Department of Labor and Industry

July 31, 1941 to July 31, 1942

Abner E. Larned, State Administrator
Michigan Work Projects Administration

Besse M. Garner, State Director
Service Division

Joseph J. Kowalski, State Supervisor
Workers Service Program

I. INTRODUCTION

During the first five months of the Michigan WPA Workers Service Program, America was making tools for defense, and during the remaining months that the Program has been in operation the armaments of actual war have been and are being produced. Defense production and war production --and peace time production-- all are dependent on the workers of the nation. The workers of Michigan make up a large proportion of the producers in our country, and it is for the benefit of this group that the Michigan WPA Workers Service Program has been operating. The purpose underlying all activities of Workers Service is to challenge and put into use the imagination and initiative of democratic groups of workers and to help these workers achieve the fullest possible understanding of their rights and responsibilities in the local community and in the nation.

This report presents an evaluation of the activities undertaken and carried through on the Workers' Service Program of the Michigan Work Projects Administration during its first year of operation. Included also are a general description of Workers Service as well as an outline of some of the problems it had to deal with, and the methods of approaching and solving those problems. This is followed by a statistical report of results, with a narrative analysis of activities involving representative workers' groups, and a list of significant conclusions reached.

II. WHAT WORKERS' SERVICE IS

One of the recognized functions of the federal government has been that of helping the occupational groups of our society with their educational needs. For a long time the Department of Agriculture has helped the farmer study everything from the sowing of crops to getting credit, the Department of Commerce has advised business men on general and specific business conditions, and state colleges and universities have offered special training to those aspiring to be engineers, doctors, and lawyers, and have even provided refresher courses for professional workers after they have been practicing for years. These educational activities are justified because they not only help the individual to realize his full ability, but they also help the whole community by making available adequately trained people to serve the nation, in the professions, in agriculture, and in the business world. Although a limited amount of vocational training in the trades has been given to youth through the cooperation of state and city school systems and federal government, no organized attempt has been made to help industrial workers to learn how to solve their problems. Many of these workers of Michigan have barely an eighth grade education, often through no fault of their own but simply because they were forced to begin working at an early age. Yet these people,

What Workers Service Is

who have been deprived of education and, to a certain extent, have been socially ostracized in many communities, are the very citizens upon whom America is depending to man the arsenal of democracy and provide the means of winning the war. These men and their children are supplying a large portion of the man power in the armed forces. In many instances, however, these workers feel that they are being neglected by the rest of the community. Their experiences in the depression of the 30's heightened this feeling. When workers met together to discuss the questions confronting them they were frequently discharged, black listed, and occasionally beaten by thugs for simply trying to find a solution to their own problems.

The Workers Service Program has performed a valuable function if it has done nothing more than aid the workers of America to realize that their government is interested in helping them solve their problems. Experience shows that when industrial workers receive the recognition they merit in American society, when they are allowed to participate in community decisions-- then no one except the Axis need worry about their morale or the extent of their production. Workers' Service was created to help the workers of America solve their problems democratically. The functions of Workers' Service, as outlined in the presidential letter authorizing the Workers' Service Program of the Michigan Work Projects Administration, are:

To establish and coordinate activities in education, recreation and other related fields designed to meet the needs of the workers in the State of Michigan. Work includes:

- (1) Arranging short courses in fields of interest to groups of workers.
- (2) Securing the services of recognized authorities for extension service to labor groups.
- (3) Promoting classes in education.
- (4) Establishing discussion groups in current social and labor problems. English, parliamentary law, public speaking, science, the arts, and other fields of value to workers.
- (5) Conducting recreation, art and craft activities.
- (6) Arranging conferences and forum groups.
- (7) Operating an information service in health, housing, employment.
- (8) Establishing work shops for graphic presentations of service and labor problems and preparing materials for classes and visual aids.
- (9) Extending library and other services related to this work, including the presentation of motion pictures.
- (10) Conducting research in developing the best techniques for carrying out this program.

The activities of the Workers' Service Program in Michigan during the past year have included:

Initial Problems and What Was Done About Them

- (1) Courses in labor history, budgeting, and nutrition.
- (2) Establishment of cooperative relations with the Office of Price Administration, the National Labor Relations Board, the Detroit Federation of Teachers, and the Extension Division of the University of Michigan, and securing the services of these agencies for workers' groups.
- (3) Courses in educational techniques for educational leaders of workers' groups; development of the Educational Flying Squadron technique in connection with the larger local unions.
- (4) Establishment of discussion groups dealing with grievance procedure, parliamentary procedure and the relationship of labor to the war effort and to community agencies.
- (5) Development of recreational activities, varying from bowling and ball games to family fun nights designed for men, women, and children.
- (6) Conferences and forums for various groups of workers dealing with the role of labor in the war effort and related subjects.
- (7) Establishment of information-library centers offering information services on sugar rationing and civilian defense problems, and referrals and direct answers on matters pertaining to defense training, unemployment insurance, and health problems.
- (8) Work shops for the preparation of materials graphically presenting numerous subjects ranging from bond sales to grievance structures.
- (9) Development of library services in connection with the information centers and in many cases with the assistance of the City Libraries which lend books to workers' centers. Arranging and developing educational films.
- (10) Special courses and conferences for educational leaders on how best to develop workers' education in a war period.

III. INITIAL PROBLEMS AND WHAT WAS DONE ABOUT THEM

How were these things accomplished in a year's time? Only one member of the Workers' Service Program in Michigan (the State Supervisor) had had previous experience in Worker's Service. However, in a period of a year more than two hundred people were trained to perform ten or twenty different functions to the satisfaction of organizations as varied as the Congress of Industrial Organization, Housing Projects, the American Federation of Labor, and the National Association for the

Initial Problems and What Was Done About Them

Advancement of Colored People. All these were developed within the framework of Work Projects Administration rules and regulations. This gratifying achievement was made possible largely through emphasis and re-emphasis throughout the training program on the principle of working with people rather than with subject matter. This report will show to what extent the success of the program has been dependent upon the fact that this principle underlay every activity of the program.

It was borne in mind constantly that the WPA Workers Service Program is a supplementary service to help workers solve their problems, not to tell them what to do, nor to "uplift" them. The implications of this statement will be apparent throughout this report and stated again in the conclusion. Also, it was realized, from the outset, that people with little or no experience in working with groups and having a limited amount of formal education would have to undergo considerable change in attitudes if they were to do this type of work successfully. The problem of training workers many of whom had for forty years or more been taught to work only as they were told to work, never to use their initiative, and whose experience had dealt with tangible things rather than with intangibles, offered a tremendous challenge to Workers' Service.

Training of workers is not a problem to be solved ~~to be solved~~ in a vacuum. The question is, training for what? It was necessary to find the specific needs of workers' groups for supplementary educational services, before outlining a training course for Workers' Service personnel. Training workers and finding the needs of the groups with whom they will work, go hand in hand and must be done concurrently. It is regrettable that in writing a report, one section must be prepared on training and another section on finding the needs of workers' groups, which seems to imply that these two processes are separate when in reality they are integral parts of one activity.

A. Locating the Groups of Workers in Michigan

It was necessary to locate the main groups of workers in Michigan before their educational wants could be determined. These groups were found to be:

1. Union Groups. The labor movement in Michigan is well organized with several hundred thousand members in the American Federation of Labor and 700,000 members in the Congress of Industrial Organizations.
2. Negro Groups. Over nine percent of Detroit's population are Negroes, who are almost all workers. A large proportion of the Negro population is connected with the labor movement and the National Association for the Advancement of Colored People, and a few Negroes live in housing projects. There are small Negro settlements in Pontiac, Grand Rapids, Flint, and other Michigan Cities.
3. Housing Projects. In July, 1941, there were five housing projects with 3,191 families. These workers, though few

Initial Problems and What Was Done About Them

in number, can easily be reached because of their concentration and the educational facilities available in the housing projects.

4. Agricultural Workers. In July, 1941, there were about 141,875 agricultural workers, 30% of whom were migratory workers. These workers were spread throughout the state and very few facilities were available for reaching them.

5. Other Unorganized Workers. This group includes an indefinite number of domestic workers, clerks, and factory workers in small towns. These unorganized workers form a large section of Michigan's population, yet they have had little experience in working as groups and have practically no meeting places.

The total membership of these groups amounts to several hundred thousand. It is readily seen that Workers' Service because of limited staff and time could not attempt to reach all the workers in these various groups within a year. It was necessary, therefore, to limit the scope of activities. The problem of how to de-limit activities practically solved itself, simply because Workers' Service requires a formal requisition for assistance before any group can be served. This meant that from the outset, areas in which the recognized need was the greatest were the first to demand services.

Among the first of the workers' groups to ask for aid were the housing projects where, because of the concentrated settlement of workers and their families, plus a progressive housing management, the value of aid such as that offered by Workers Service was immediately recognized. Also included were the National Association for the Advancement of Colored People and labor organizations, all of which had been doing educational work for some time and realized the need for supplementary services. It was encouraging that these requests came particularly from those sections of the Michigan economy dealing directly with defense and war production.

B. Determining and Providing Supplementary Educational Services Needed.

Once these sections of workers were located and they had begun to ask what Workers' Service could do to help them, the next big problem was that of determining specifically what activities were basic. The WPA Workers Service at no time has tried to duplicate any work already in existence, but has served only to supplement activities already in operation at the location of the sponsoring group. The practice has been first to analyze, in cooperation with the cooperating sponsor, the educational needs and wants of the group; second, to determine which of those needs and wants are already being met by the cooperating sponsor; third, to analyze the needs and wants not being provided for by the cooperating sponsor; and fourth, to determine to what extent Workers' Service can, in cooperation with the cooperating sponsor, meet the expressed needs and wants which are not already being satisfied.

Initial Problems and What Was Done About Them

Workers' Service has developed a staff capable of helping workers' groups analyze their general educational needs and then providing specialists to fulfill various specific needs. Certain members of the staff have been trained to meet with committees of workers to discuss their needs in general. The importance of this procedure cannot be over-emphasized for only too often in the past workers' groups have prepared educational programs with little or no reference to whether or not they met the needs of the group. The committee representing the workers' group may, with the expert advice of a Workers' Service staff member, decide that an interest survey is needed. At this point the Workers' Service member offers the skill of the staff member who is a specialist in survey work. The committee may agree that a conference is advisable. In that case the Workers' Service representative arranges to have another Workers' Service staff member who is a specialist in conference planning meet with the group for this particular activity.

The ability to perform this two-fold service -- aid in analyzing needs and aid in carrying out and evaluating the program to meet these needs -- is absolutely essential to the successful functioning of any agency set up for the purpose for which Workers' Service was organized.

The following methods were used to determine the expressed needs and wants of groups:

1. Questionnaires. Questionnaires were used extensively to find the general wants of groups. It is significant that these questionnaires show that people want specific answers to specific problems rather than general theoretical analyses. These questionnaires were worked out in cooperation with a representative committee from the cooperating sponsor. It was found that those who know best the needs and wants of workers are the workers themselves, and consequently the best questionnaires are those prepared by the workers themselves, with the advice of the Workers' Service specialist in that field.

2. Conferences with the Cooperating Sponsor. Informal meetings were held with the sponsor to discuss the results of questionnaires, existing activities, and proposed activities. It was always stressed that Workers' Service did not propose to tell any group what it should do but simply to assist, so far as possible, in helping people carry out the policies they themselves had determined. Time and time again it was found that the rank and file groups were suspicious of any outside agency. This suspicion continued until the group was convinced that Workers' Service was sincere when it said it was not going to function in a policy-making capacity but was there simply to help them help themselves in their educational activities. It has always been understood that whenever the cooperating sponsor disapproved of Workers' Service it had the power immediately

Initial Problems and What Was Done About Them

and without question to discontinue its services. It was likewise made clear that any time Workers' Service was dissatisfied with the attitude of the cooperating sponsor, connections with the group could be promptly broken. It has never been necessary to take such action, and one of the main reasons that no unpleasant incidents have occurred is that the relationship between sponsor and Workers Service is completely understood by both parties.

3. Studying the Activities Carried on by Other Workers' Groups. Often a group develops an educational technique which could profitably be used by some other group. It has been one of the functions of Workers' Service to disseminate information about such techniques, always, of course, giving full credit to the group which originated the idea. For example, a small local union developed the idea of putting a bulletin board in the plant to display educational materials and to publicize the union's drive to get union members to buy war bonds. Through the efforts of Workers' Service this novel idea was brought to the attention of larger unions which readily adopted the plan.

4. Recognizing the Dynamics of Workers' Education. Once the supplementary educational services of a particular group were analyzed, Workers' Service did not feel the job was done. If education is to meet the needs of people, it must be adaptable to the changing needs, economic and social, of people. Therefore, Workers Service has demanded that regular meetings be held with the sponsoring groups to analyze the educational needs that may develop within each group served. This has meant that one month the emphasis was put on unemployment compensation; a second month, on how to get defense training; a third month, on how to provide educational programs for men who are working long hours and cannot attend meetings; a fourth month, on how to help set up civilian defense programs and how to share rides.

C. Getting and Training Personnel.

As men have left the Work Projects Administration for the armed forces, and both men and women have taken jobs in war industries, adjustments in the Workers Service Program have had to be made. For example, recreational programs for war workers have had to be curtailed considerably because the young men on Workers Service formerly in charge of these programs are no longer available.

So far as possible, however, training of available personnel was geared to existing and anticipated needs among the groups requesting services. For instance, in 1941, when an increase in unemployment seemed imminent because of plant conversions to war work, with the aid of the Michigan State Employment Service twenty-five people were given special training on unemployment compensation. As a result when layoffs came Workers Service had trained people available to help workers with questions on employment, and unemployment compensation.

Initial Problems and What Was Done About Them

The Employment Division of the Work Projects Administration understood the problems of this nature faced by Workers Service, and fully cooperated in finding available personnel for the work. Without such cooperation on the part of other divisions of the Work Projects Administration it would have been very difficult to operate the Workers Service Program.

The training program was designed primarily to develop such attitudes in Workers Service personnel as would help them to think in terms of people rather than subject matter. Housing project managers, union educational leaders, Negro leaders, and other representatives of the groups served came to the training meetings for Workers Service personnel, and led discussions regarding the problems of the groups they represented. In other training meetings the workshop method was used, and an imaginary "grass cutters' union" was set up, wherein the "union members" discussed the problems facing them as grass cutters and decided how, as a group, they would solve such problems. Before long these people had organized themselves to set minimum wages, to try to find something to do in the winter, and to set up means whereby they could jointly buy lawn mowers and other equipment. The device of the "grass cutters' union" had a two-fold purpose in that it helped the "members" study workers' attitudes while it gave them an actual experience in working as a group. It is significant that when the project personnel were first asked what Workers Service was, they invariably answered that it "took charge of handing out books to workers," "showed government movies," and similar specific things. Today when they are asked the same question they answer, "Workers Service works with people," "the important thing in library work is to know how to work with people — books aren't as important as people," and similar remarks that definitely show that in less than a year's time a great number of them have substantially changed their outlook. A year ago many of them thought in terms of subject matter but now, as a result of the training program, most of them relate their work first of all to people and their problems.

Most of the personnel assigned to Workers Service knew very little about the fields in which they were to operate, and it was necessary not only to train them to new attitudes, and in techniques of working with people, but also to give them information regarding the subject matter they were to deal with in the various locations.

1. General Pre-Service Training. Sixty hours were devoted to training each new group of workers to think in terms of people rather than subject matter, and in how to work as members of groups. A large section of this training was done by the workshop method. Small groups of five or six trainees worked on problems confronting them as prospective members of Workers Service personnel. This method — called by some the "conference-shock-method" — forced individuals who at no time in their life had studied the problem of how to work with people, to figure out what kinds of things people like or dislike, and how to get along in

Initial Problems and What Was Done About Them.

varying circumstances. Before the 60-hour training period was over, some workers asked to be transferred to other projects but this very fact demonstrated the suitability of the training method used; that is, in a program that had to be highly flexible and demonstrate its usefulness in less than a year [REDACTED] it was absolutely necessary to eliminate those not suited to the kind of work the Program was to do.

2. Specific Pre-Service Training. When the workers had shown their ability to adjust themselves to the pre-service training program, some area of work was selected for each. Assignment to fields of work was made according to the results shown by questionnaires and conferences held with the new trainees. Training in specific subject matter was then given the workers. In some cases this consisted of group training at the Workers Service headquarters. In other cases the worker was apprenticed to assist a group leader who was operating a movie machine, and thus learned not only how to run a movie machine but also how to lead a discussion on the picture shown and how to select and distribute pamphlets on related matters. Whether or not the trainees had been adequately trained was determined through the use of a job sheet.

The Workers Service Program has developed at the present time to the point where each location leader is capable of training workers in several different skills. It is not uncommon now to see a worker answer questions one minute, charge out a book the next minute, next arrange to distribute pamphlets, and then sit in on a meeting with the cooperating sponsor to analyze activities. Such versatility is absolutely necessary because of the varied nature of the services demanded of Workers Service.

3. In-Service Training. All the personnel attended general in-service training meetings about twice a month throughout the year. The purpose of these in-service training meetings was to give the workers a broader understanding of the problems facing them and to develop their interest in meeting these problems. The problems to be discussed were determined through observation by the supervisor in the field and by requests from Workers Service personnel for specific help.

4. Specific In-Service Training. At these meetings people were trained in particular skills such as information-library work. The conference method was used largely and the meetings were held whenever occasion warranted. These special in-service meetings dealt with such matters as methods for conducting surveys to determine the need for child care centers, how to advise people on rationing, and how to help people with applications for defense training.

5. Training at the Location. (1) Workers Service functions where workers are most likely to congregate. These places are called locations and include housing projects, union halls, and community and nationality centers. The housing project, union local, or other center is called the cooperating sponsor. A joint responsibility always exists between the cooperating sponsor and the Workers Service Program for the operation of activities at a location. Meetings of all the workers at a location were held with committees

Initial Problems and What Was Done About Them.

of the sponsoring group, to review the work done in the previous period, plan future activities, and further coordinate work at the location. These meetings did much to create a group feeling among the Workers Service personnel and the cooperating sponsor and also helped solve particular problems at the locations.

6. Location Leaders' Meetings. One member of the Workers Service staff at each location served as location leader and coordinated all Workers Service activities at that location. The location leaders held meetings from time to time to deal with specific problems such as training personnel, making analyses of location reports, and ascertaining needs of specific locations. The location leaders felt that it would be well also to hold a special series of training meetings to review the actions of location workers and to plan programs for the future. Such a training course has been developed.

7. Meetings with Stewards. Meetings were held throughout the year with representatives of the UAW-WPA union to discuss problems arising in program operation. These meetings did much to establish sound relationships between the supervisory staff and other members of Workers' Service personnel. Not only were specific grievances ironed out quickly and satisfactorily but, in addition, much informal planning for program improvement was carried on at these meetings. The training experience shows definitely that, on the whole, men and women always have aptitudes and initiative that have not previously been tapped. People cannot be expected to develop their full capacities if they are simply told what to do. If, on the contrary, they are challenged by an opportunity to cooperate in working out and operating a program, they usually demonstrate that they have abilities of which even they themselves were not aware. The small number of people who try to shirk responsibility is many times outweighed by those who try to do more than their share. The Finance Officer reported that she had far more trouble with people trying to work over time than she did with "clock watchers." The significance of this statement can be appreciated when it is realized that there were over fifty locations covering the state of Michigan, which made it impossible to check workers personally every day. Without the responsibility and initiative of workers in the field it would have been utterly impossible even to have begun developing a Michigan WPA Workers' Service Program.

D. Organizing the Program.

1. General Structure. An organizational pattern had to be developed from scratch within the rules and regulations of the Work Projects Administration. The following chart shows the organizational structure as it finally evolved. Number 1 is the State Supervisor who was responsible to the State Work Projects Administrator as shown by "A" and to the State Sponsor, the Michigan State Department of Labor and Industry, as shown by "B."

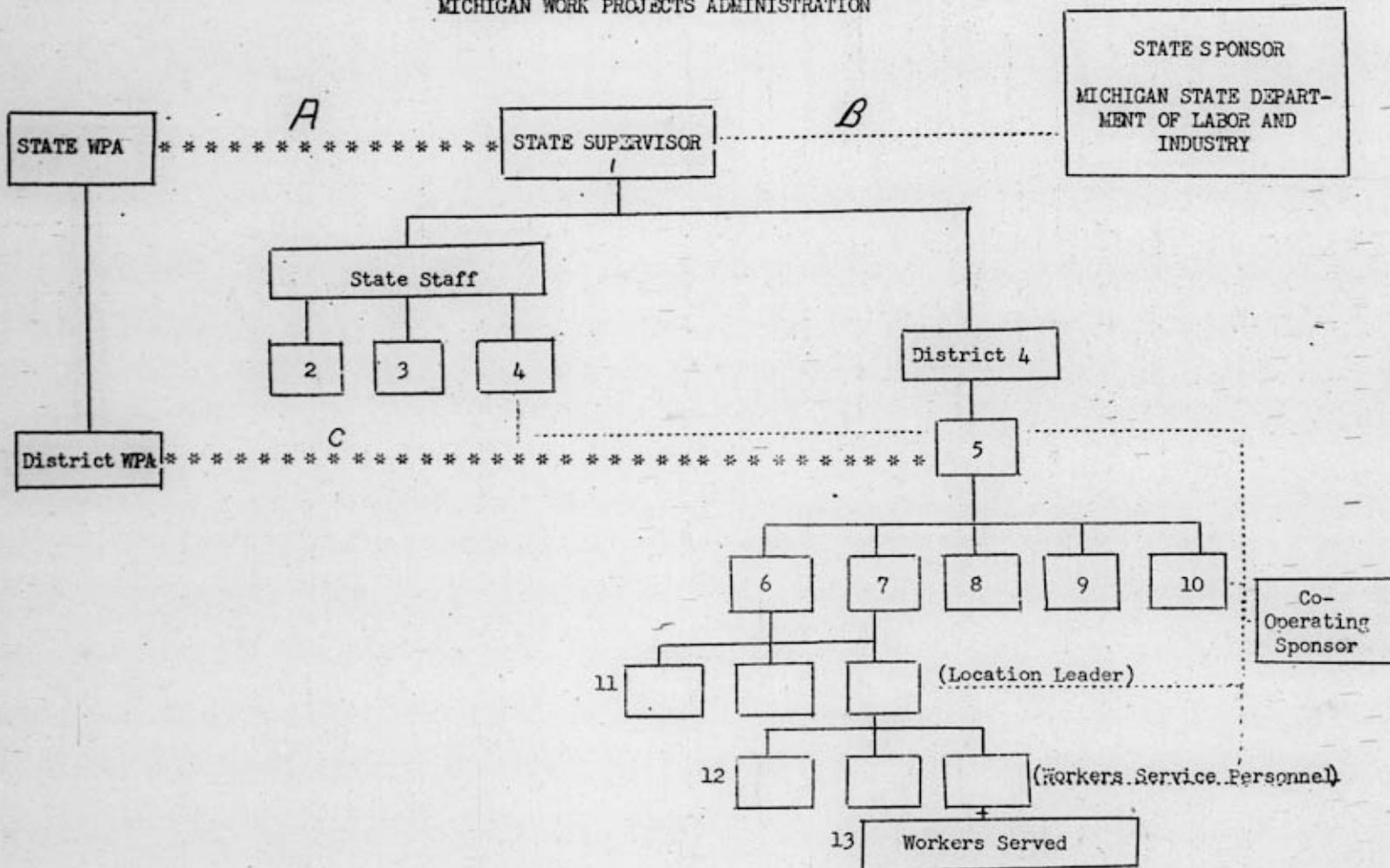
Initial Problems and What Was Done About Them

The project was organized primarily around the needs of the workers served (number 13). The efficient operation of the program demanded that there be a certain geographical breakdown in organization as well as division according to differences in skills. The type of breakdown to use was determined by deciding in each instance which served existing needs best. The main geographical division breakdown was that between District 4 (Wayne County) and the rest of the state. Supervisors 2 and 3 of the State Staff were primarily responsible for developing work outside Wayne County, but also assisted from time to time with training in District 4. Supervisor 4 of the State Staff was the State Supervisor's representative in District 4 and also the information specialist for the whole state. It can be seen that no mechanical separation between the Detroit area and the rest of Michigan was ever made; rather, an individual's activities were determined by the needs of the workers served and not by any arbitrary administrative chart. Supervisor 5 was in charge of work in District 4 and responsible to both the State Supervisor and the District Work Projects Administration as shown by line "C." Supervisors 6, 7, 8, 9, and 10 were also assigned to District 4. Each of these supervisors was in charge of a certain number of workers and was also responsible for a certain special skill. Supervisor 6 was responsible for all the work with housing projects and also advised other supervisors on recreational activities. Supervisor 7 was in charge of the visual aid section and visited different locations to advise on display work. Supervisor 8 was in charge of several locations and was also in charge of safety, giving all supervisors advice on that subject. Supervisor 9 was charged with responsibility for all clerical reports and office personnel. Supervisor 10 was in charge of several locations and also advised all supervisors in matters relating to finance.

The supervisor in charge of a location would have a location leader, number 11, with from one to seven members of the Workers Service personnel (number 12) assigned to her. The location leader and personnel assigned to the location had the most direct contact with the people actually served as shown in number 13. The cooperating sponsor provided facilities and supplies for the Workers Service personnel assigned to that location. All the Workers' Service personnel of number 5 through 12 were responsible to the cooperating sponsor to help formulate and plan programs.

This chart does not show the whole picture. In addition to the relationships indicated there was an informal advisory relationship among all sections of the personnel. Thus the State Supervisor, number 1, very often would visit a location in the state, observe it, talk things over with the Workers Service personnel and the cooperating sponsor, and then discuss

ORGANIZATIONAL STRUCTURE
OF THE
WORKERS SERVICE PROGRAM
OF THE
MICHIGAN WORK PROJECTS ADMINISTRATION



Initial Problems and What Was Done About Them

suggestions for improvements with the supervisor in charge.

Organizational structures are only means to help people to do their jobs. Throughout the year the Workers Service objective -- working with groups -- was emphasized, and if a particular organizational structure hindered such an objective, that structure was immediately changed. Planning was not done by a few people at the top; rather, those in charge of the program considered it one of their main functions to train others to analyze, plan, and evaluate work in the field. The result was that Workers Service workers in the field, numbers 11 and 12, increasingly developed their initiative and actively participated in developing new techniques.

2. Center for Consultation Services and Preparation of Educational Materials. Workers education must be given where workers gather even if this means that a program with a staff of less than two hundred must cover more than fifty different locations in the State of Michigan. Since there are usually only three or four Workers Service people at each location it is evident that each location cannot develop all its material. Central preparation of materials for all locations was needed while at the same time the nature of the materials prepared had to be entirely dependent on the varying needs of the groups served.

In the information field this problem was solved effectively. The state information technician trained information people at central points in Detroit, Flint, Pontiac, and elsewhere in the state. This meant that the Workers Service information specialists received competent training before being assigned to various locations. In the central office in the Detroit area a special telephone was put at the disposal of a qualified information assistant specially trained to handle referrals and problems from the field. Personnel assigned to locations were able to give general information but in case of special or new questions they called the central office. The information specialist would record the questions received from the field, and if many similar questions were asked, a special training course might be set up to deal with that particular problem. Workers in the field prepared weekly information reports on the type of activities they had carried on, which enabled the training staff, through observation of trends in kinds of information sought, to determine what special training the information workers should receive. Special in-service training courses of a half day or one day duration were set up about once a month to train the information field workers in new subjects they might be asked about. This training was supplemented with information bulletins issued whenever new matters developed.

In this way it was possible for the information service always to be accurate, to reflect changes, and to be centralized as to training and specialized information work yet de-

Initial Problems and What Was Done About Them

centralized in order best to serve the needs of the workers in Michigan. Participation by the workers in the field, through their suggestions for information training, did much to develop an understanding and feeling of unified purpose as well as to provide a constant check on the responsiveness of the training program to the needs of the field.

The preparation of educational materials presented a problem similar to that in the information field. The work had to be centralized and at the same time meet the needs of many different groups throughout the state. The Workers' Service staff in the field, in cooperation with the sponsoring group, made suggestions in regard to what was wanted in the way of educational materials. These suggestions were then given to the central office preparing educational material, where they were worked out in detail for the field staff. If some idea worked well in one location that idea was tried in other locations. For example, one of the newer local unions was troubled because its membership did not understand the grievance procedure. The Workers' Service staff at the local, in cooperation with the educational committee and some of the grievance men of the union, prepared a chart showing the grievance procedure. The idea was essentially sound but the color scheme, proportion, and size of the chart were not satisfactory from the viewpoint of either readability or esthetics. The central office re-designed the chart in a form which not only pleased the sponsor but also stimulated requests for two dozen similar charts for other plants. A department in one plant originated the idea of preparing an honor roll listing the names of the workers from that department who were in the armed forces. Once again the central Workers' Service office worked out the idea and saw it adopted by many other groups.

Centralized coordination of information services and preparation of educational materials proved very satisfactory. The next step was to have a centralized clearing house for ideas on how to develop new techniques in services to workers. A central location was needed where leaders in workers' education could come together, pool their ideas on the best way to develop workers' education, and then carry these ideas out in various workers' groups. A series of eight sessions was planned jointly by the UAW-CIO, the Extension Division of the University of Michigan, and the Workers' Service Program. This series of meetings was designed to bring out the ideas of people active in workers' education, coordinate and further develop these ideas, plan how best to spread them to other locations, and finally to evaluate their effectiveness. The meetings were so successful that a request has come to Workers' Service for two such sessions this fall and for follow-up meetings of those who took part in the first session.

Many union leaders were unable to come to the training center, in which case training was given at the locals to

Initial Problem and What Was Done About Them

which they belonged, through the Educational Flying Squadron (which will be discussed later).

3. Organizing Programs in Smaller Communities. The educational needs of a workers' group in a city of well over a million population are likely to differ from the needs of a group in a community of several thousand. The mechanical problems of operation of a program of over fifty workers spread over many different counties differ from the problems of the same or even greater number of workers concentrated in one county. In smaller communities there is likely to be a closer cohesion of different workers' groups than in large cities. This means that often in smaller communities the immediate cooperating sponsor will be the Industrial Union Council of the entire city rather than separate locals. Workers in smaller communities often share their meeting halls with one another or perhaps have one common meeting hall, so that the Workers' Service information center and other educational services can be centered in the one central meeting place rather than spread among several locals. Often the central meeting hall has a full-time information service and the locals have only half-time services. This contrasts with the work in an area like Detroit where full-time information services are concentrated in the large locals.

The training of Workers Service personnel in smaller communities must be adapted to existing geographical and time limitations. It is not possible to hold frequent meetings of the whole group. For this reason the sponsoring group must assume many supervisory responsibilities about which the sponsor in a large city need have no concern. Failure of the sponsor to realize these responsibilities is one of the main difficulties standing in the way of successful operation of a Workers Service Program in a small community. In such cases Workers Service depends heavily on bulletins and other written instructions for training purposes. And wherever it is possible to hold training meetings, the course of training is necessarily highly concentrated and the trainees are impressed with the necessity of devoting further careful study to the matters discussed. Obviously employment standards must be somewhat higher in these smaller groups. A particular worker might be satisfactory as an apprentice in a large metropolitan area and in time develop initiative and responsibility, yet that same person could not be used in a smaller community where he would have to show considerable initiative and responsibility immediately.

In spite of these difficulties it can be said that in general a Workers Service Program in a small community develops the same way as it does in a larger one. Specifically the work will start with information-library services and as time goes on educational conferences will be held and eventually requests for training courses for educational leadership will be met.

IV. STATISTICAL REPORT OF ACTIVITIES

The Workers Service Program has attempted in the past year to measure its activities statistically. Since the program is designed to stimulate the active participation of the workers, it should be possible to measure statistically how many people participate and what form their participation takes.

This reporting system has been in use since January 1, and has proved invaluable in making rough estimates of the effectiveness of different types of work. The figures for January through June are presented since they most accurately portray the program's activities and its growth. The statistical summary on the next two pages gives figures for different activities performed, and is followed by seven graphs for specific activities with the Workers Service Program. Training meetings, conferences, and planning and other committee meetings are not shown here but will be discussed in other parts of the report.

Statistical Summary of Activities from January 1, 1942
Through June 30, 1942, Workers Service Program
Michigan Work Projects Administration

	January 1 Through January 28	January 29 Through February 24	February 25 Through March 31	April 1 Through April 28	April 29 Through May 26	May 27 Through June 30	Totals
Number of Books Lent to Workers and their Families	3367	4090	4658	3358	4123	5079	24675
Number of Books Added to Library and Cataloged	335	505	863	1652	450	650	4455
Number of Books Available	20355	22266	22005	20312	26749	30284	23762*
Total Attendance in Library	6045	10528	23313	18376	20923	22997	102182
Number of Government and Labor Pamphlets Distributed	57707	76944	88643	121968	206962	124653	676877
Number of Governmental and Labor Films Shown	43	64	137	90	88	103	525
Number of Workers and Their Families Attending Educational Films	5455	10101	15375	11877	9730	8560	61098
Number of Observers of Gov- ernment and Union Displays	19835	28293	30149	21479	23618	31232	154606
Number of Information Inquiries by Workers and Their Families Regarding Defense Training, Citizenship, Compensation, Consumer Problems, etc.	8275	13219	31123	21789	21511	26043	121960
Number of Pieces of Workers Educational Material Planned, Prepared, and Produced.	12489	22792	68769	56058	40544	47793	248445
Number of Housing Unit Demon- strations and Information	856	1064	3070	1946	2923	2970	12829

* Average

Statistical Summary of Activities from January 1, 1942
 Through June 30, 1942. Workers Service Program
 Michigan Work Projects Administration

	January 1 Through January 28	January 29 Through February 24	February 25 Through March 31	April 1 Through April 28	April 29 Through May 26	May 27 Through June 30	Totals
Number of Participants in Workers Recreation	3841	3297	19198	12423	18592	22516	79867
Number of Discussion Groups and Workshops	113	119	172	169	194	189	956
Number of Participants at Discussion Groups and Work- shops	2348	1645	3542	3494	2448	2867	16344
Number of Visual Aids Completed	21	46	54	50	29	85	285
Number of Defense Training Cards Screened	4426	2635	6100	5152	4323	295	22931
Number of Locations	30	33	40	44	51	56	

Statistical Report of Activities

A. Information Inquiries by Workers and Their Families Regarding Defense Training, Citizenship, Compensation, Consumer Problems, Etc.

Most workers are confronted from time to time with personal problems involving such things as their rights under the Social Security Act, what they can do if their rent is higher than the law allows, how they can get defense training, how they can obtain health services when they are unemployed, etc. The private and public agencies whose purpose is to supply information on these questions or to provide the services needed are naturally limited to specific areas of information or aid. There has been in the past no agency whose purpose was either to answer the question received or to refer the questioner to the particular agency where his particular problem could be solved. Often for the lack of proper advice, workers have gone to the wrong agency for the information they needed. This has meant a loss of time and temper and has resulted in the feeling that agencies were "passing the buck". Then, when the worker finally found the right agency, he was so tired of going from one place to another that he often would fail to get the information that was rightfully his. Other workers expecting endless red tape have never even tried to get the information they needed.

One of the functions of Workers Service has been to answer questions or refer people to the right places for answers to their questions. Workers Service personnel are stationed in union halls and in nationality centers where workers naturally come and feel free to ask advice. The information specialists on Workers Service never turn away anyone seeking information. If they don't know the answer, they refer the questioner to the proper authority, or call the central Workers Service office for advice. Of 121,960 questions received in a six-month period, 82,754 or 68% were answered directly and 39,206 or 32% were referred to other agencies. A breakdown of the questions shows that 57,951 or 47.5% concerned governmental agencies (such as the Office of Price Administration, and the Michigan State Employment Service or requirements for birth certificates), 22,732 or 18.6% involved defense activities (such as Air Raid Wardens, Blood Donors, or Defense Training), 9,499 or 8.3% were referred directly to the union (such as when a certain department would be called back to work or what the union could do to get a man transferred to a defense plant), and 31,328 or 25.6% were unclassified. The last group of questions included such things as how and where to obtain health services.

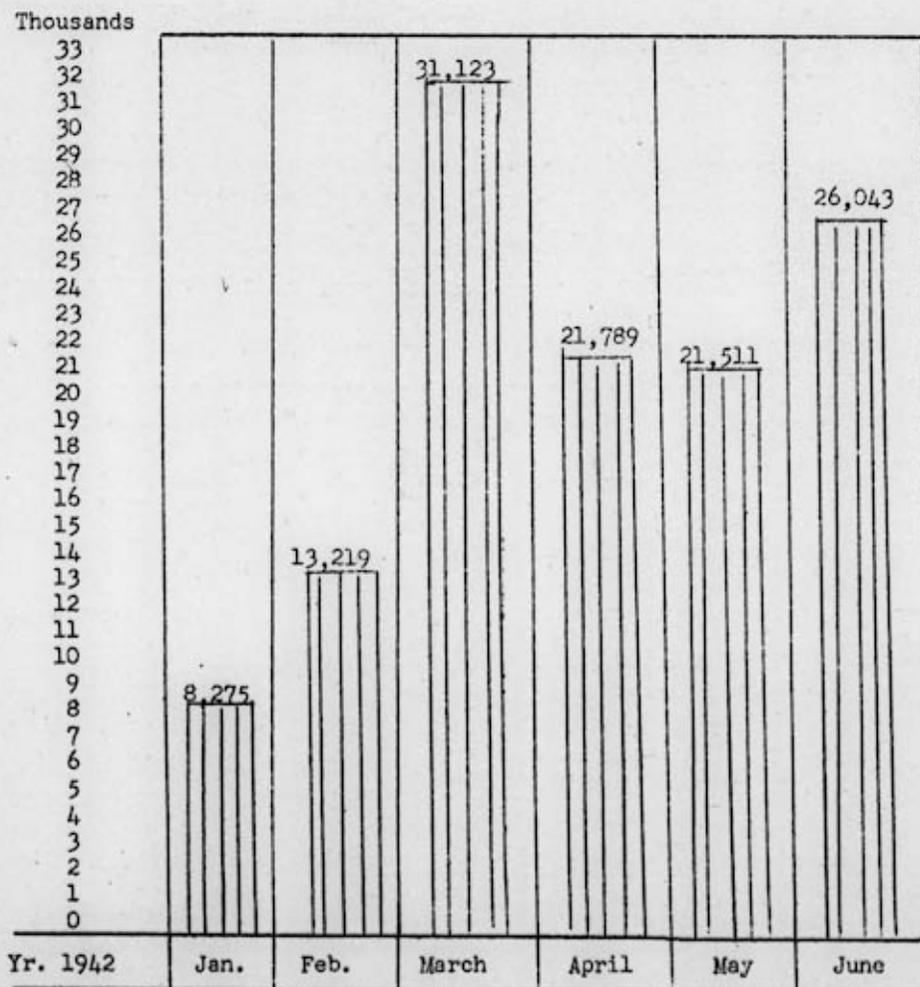
The questions also varied with different situations. When layoffs came, men wanted to know about unemployment compensation and defense training; rationing and rent control gave rise to many other questions; and today a demand for information on sharing rides is developing. This change in kind of inquiries meant that the number of questions of each type varied from month to month and also that the total number varied, as shown by the following graph.

Statistical Report of Activities

While the type of question answered varies, the basic idea underlying Workers Service--that of helping workers with individual problems--remains the same. The training program for information specialists emphasizes the responsibility they have in carrying out the general purposes of Workers Service as well as their responsibility for knowing answers to specific questions.

INFORMATION INQUIRIES BY WORKERS AND THEIR
FAMILIES REGARDING DEFENSE TRAINING, CITIZENSHIP,
COMPENSATION, CONSUMERS PROBLEMS, ETC.

Six Months Total - 121,960



Workers Service Program, Michigan
Work Projects Administration

Statistical Report of Activities

B. Government and Labor Films Shown.

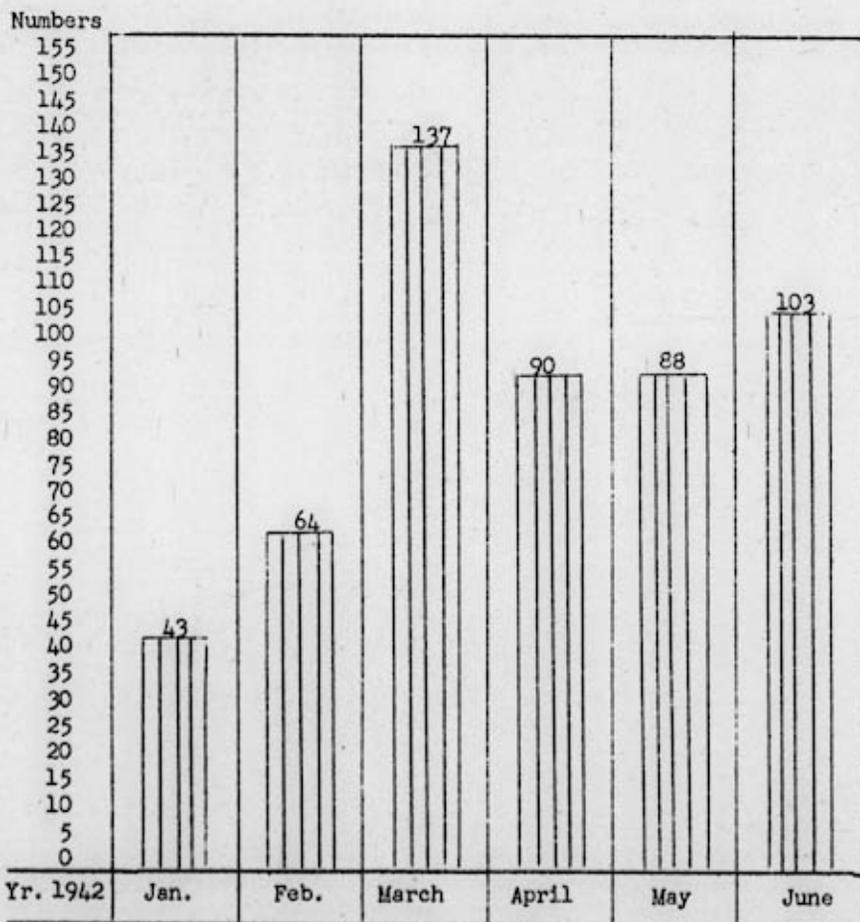
C. Number of Workers And Their Families Attending Educational Films.

Visual aids have long been recognized as one of the best methods for mass education. An extensive film program, including movies about consumer and health problems and films issued by the Office of Civilian Defense and other governmental agencies, has been developed. These movies are shown at regular and special meetings of workers' groups, in school buildings and other centers. This program is integrated with other activities, and discussion and pamphlet distribution often follow the showing of a film.

The following graph on attendance shows a decline in April, May and June. This decline was due to personnel who ran the movie machines leaving Workers Service and also represents a seasonal decline.

GOVERNMENT AND LABOR
FILMS SHOWN

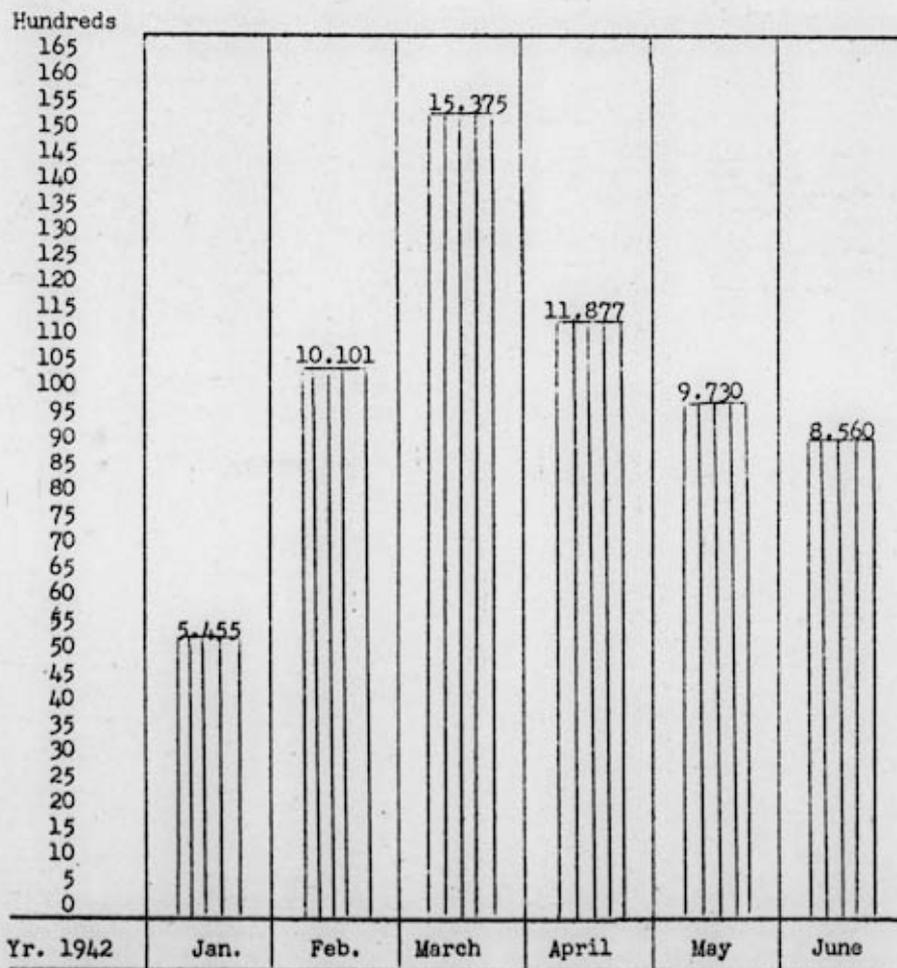
Six Months Total - 525



Workers Service Program, Michigan
Work Projects Administration

NUMBER OF WORKERS AND THEIR FAMILIES
ATTENDING EDUCATIONAL FILMS

Six Months Total - 61,098



Workers Service Program, Michigan
Work Projects Administration

Statistical Report of Activities

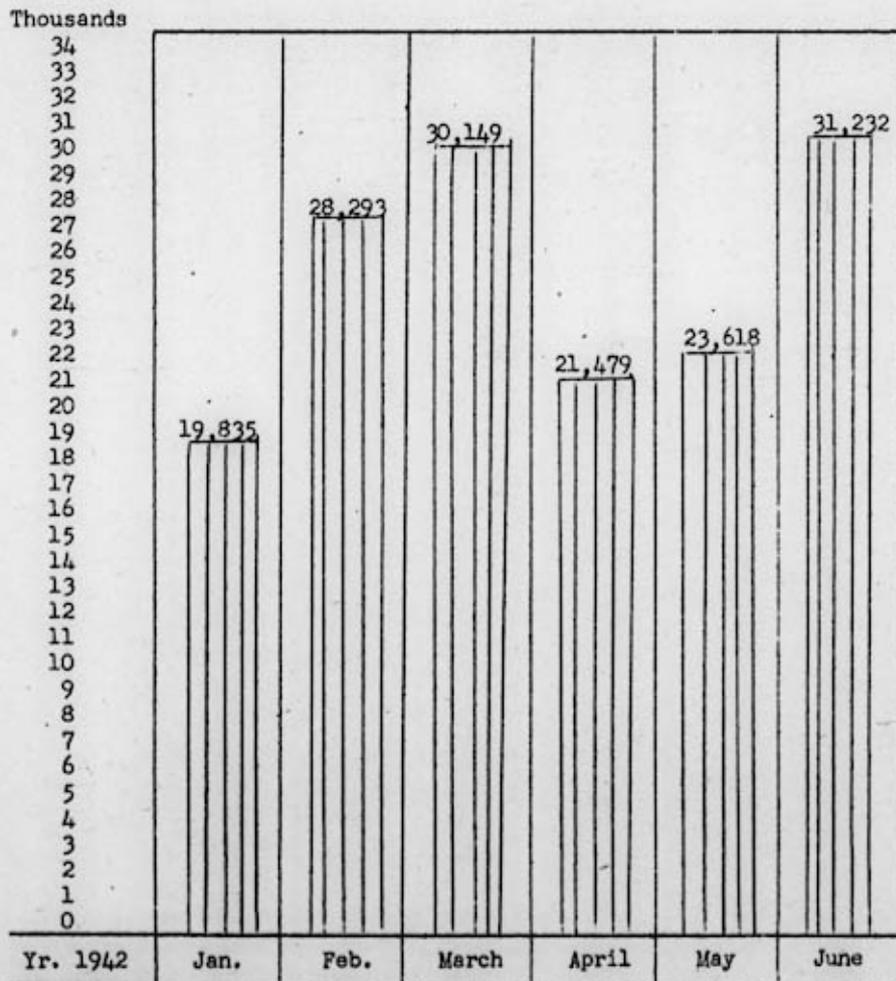
D. Observers of Government and Union Displays.

It is our experience that workers' groups do appreciate clean, light, and attractive meeting places, but often feel that they do not have the money to add color to their rooms. The Workers Service Program has helped various workers' groups arrange their meeting places in a more attractive manner and has at the same time developed interest in education. One of the best methods--and one which has proved educationally sound--has been that of arranging attractive wall displays. Some of these have consisted of government displays issued by the Treasury Department, the War Production Board, and the Office of Price Administration, but in each case we have found it advisable to work out additional individual displays to reflect the particular needs of each group. The workers will utilize displays which they have planned or worded much more readily than those which are merely handed to them. Especially good display work has been developed with one of the racial groups. This organization became so interested in wall displays that they worked out a special one for themselves for use during Negro History Week. The display was so attractive that it was rotated among various other Workers Service locations.

It has been our experience that on the whole posters should be changed every ten days or two weeks. Some locations did a very good job of trading displays with one another. One workers' group had an excellent consumer display which took up the whole front of what was formerly an advertising window. This display was used by various conferences and other meetings of workers' groups.

OBSERVERS OF
GOVERNMENT AND UNION DISPLAYS

Six Months Total - 154,606



Workers Service Program, Michigan
Work Projects Administration

Statistical Report of Activities

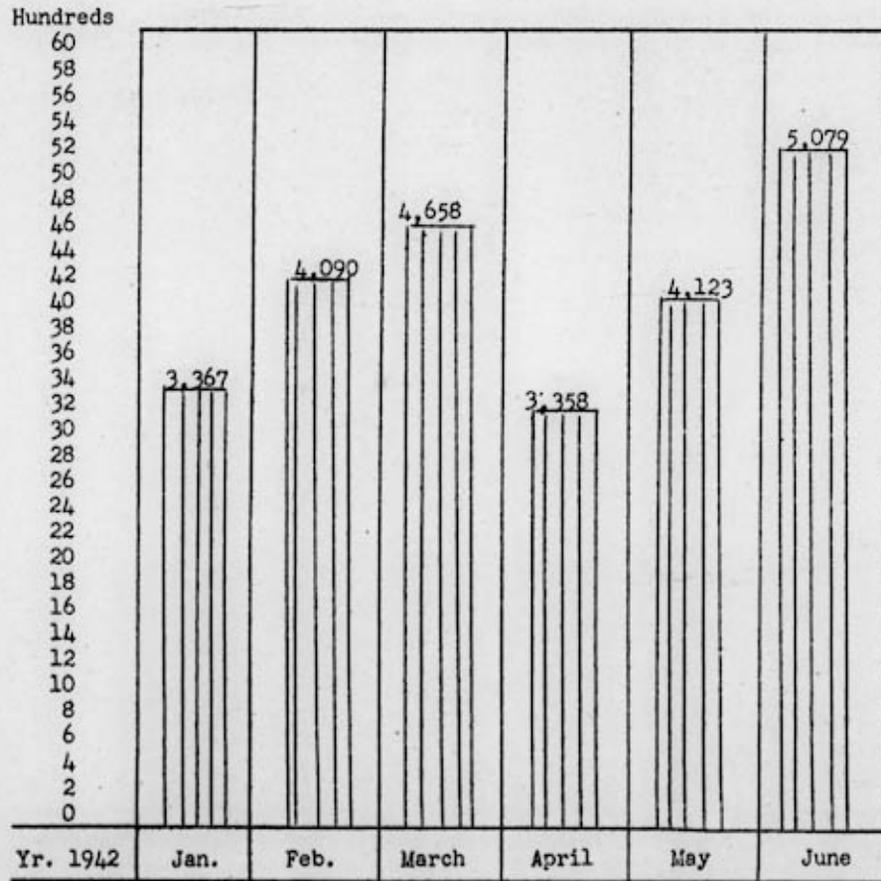
E. Books Lent to Workers and Their Families

Workers Service has always considered book circulation as an important activity of an information center and one that should be closely integrated with information work. At one community center, where the participants were keenly interested in literature and particularly in books dealing with the war and current social problems, it is significant that as wall displays and other informational activities increased, the number of readers of books likewise increased.

Many of the union halls with inadequate funds for buying books made arrangements with the aid of Workers Service to borrow books from the public library. This arrangement has worked out to the satisfaction of all concerned.

BOOKS ~~LOANED~~
TO WORKERS AND THEIR FAMILIES

Six Months Total - 24,675



Workers Service Program, Michigan
Work Projects Administration

Statistical Report of Activities

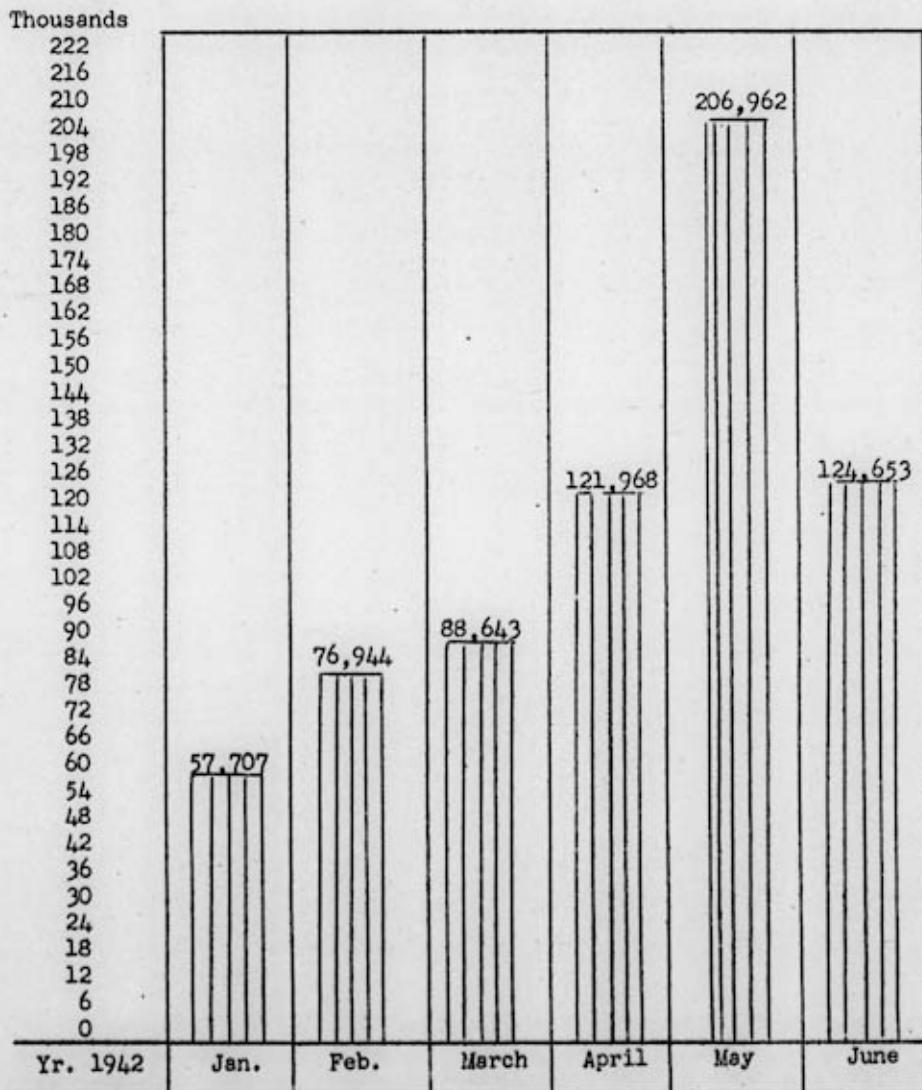
F. Government and Labor Pamphlets Distributed

One of the main problems facing the American democracy today is rapid dissemination to masses of people of accurate facts in readable form. Various governmental agencies such as the Office of Facts and Figures have been doing a commendable job of preparing vital information in readable form. But as yet no adequate system of distribution has developed.

Workers Service has done much to develop systems of pamphlet distribution. Selected pamphlets from governmental and other agencies are thoroughly discussed with educational leaders in workers' groups. If these educational leaders get the approval of their organizations for distribution of the pamphlets, the distribution system is worked out whereby these members who thoroughly understand the contents take the pamphlets to other members and hold informal discussions with their fellow workers as part of union meetings, during lunch periods in the shop, or while riding to and from work. Some educational leaders have gone so far as to prepare and distribute questions covering the material in the pamphlets so as to stimulate interest and discussions.

GOVERNMENT AND LABOR
PAMPHLETS DISTRIBUTED

Six Months Total - 676,877



Workers Service Program, Michigan
Work Projects Administration

V. REPORT ON ACTIVITIES AT DIFFERENT LOCATIONS

The activities of Workers Service developed organically and this report would not be complete if it did not describe the organic development of programs in specific locations. The following locations have been selected for description because each one typifies a certain kind of development: A. A large, well established union in a factory doing war work; B. A large local branch of a national racial organization; C. a union of municipal employees; D. a governmental housing project; E. a small well established union in factories doing war work; F. a very new and very large union in a factory doing war work; G. a new union particularly concerned with war problems. The union groups include affiliates of the American Federation of Labor and the Congress of Industrial Organizations.

A. A Large Well Established Union in Factories Doing War Work

This is one of the older mass production unions, having been chartered September 1, 1936 and consisting, at present, of about 40,000 members in about eighty different factories. The number of workers in each factory varies from 7 to 7,000. The local has purchased the Brookwood Library and its meeting hall and is equipped with movie and film strip machines. The local's newspaper has a full-time editor who also helps with educational activities. The Workers Service Program started here with an information-library. This activity was immediately followed with requests for someone to show educational movies and for various poster displays. The local frequently provides movies to be shown in school buildings and even near factories where its members work, as well as in its own and other union halls. This local has had a well established educational program for several years and has succeeded in drawing members' families into its activity program and in making a place for itself in the life of the whole community. Family Fun Nights were held regularly at which the union members and their families put on informal skits and arranged social activities. These meetings always included educational films which brought about a sound coordination between recreation and education. The local also conducted a conference for educational leaders from the shops with the advice of the editor of the local's paper and Workers Service. This conference not only was successful for the 300 people who attended it but did much to train educational leaders of the local in conference operation. The local was active in the union summer school held on the University of Michigan campus in June 1942. More than forty of its members were sent, expenses paid, to the summer school.

Locals with well established educational programs need supplementary educational services just as do new locals. Members of such local unions, with the tradition of education behind them, make a rapid transition from requests for simple information library services to more complex activities such as conferences and summer schools. Workers Service does not claim complete credit for all the educational activities at this local but it can justifiably say that through the help of its supplementary educational services many activities were carried out which might otherwise

Report on Activities

not have been introduced at all, and many activities were carried on more effectively because of the aid offered. The emphasis in the local during the past year has been on leadership work. This was facilitated both by the fact that the editor of the paper believed in this procedure and because the educational leaders of the local had a sound background of experience in group action. Their educational conference in particular demonstrated a close relationship between the educational leaders, the officers, and Workers Service.

E. A Large Local Branch of a National Racial Organization

This organization has long recognized education as one of the means for solving complex racial problems but, like many independent organizations financed by workers in lower income brackets, it was unable to carry out all the educational activities it would like to undertake. This limitation was due not only to lack of financial resources but also to lack of specialists in workers education who could help plan different activities on a consultant basis. This racial organization was one of the first groups in Michigan to recognize the need for educational services supplementary to an already existing program.

Once again Workers' Service started by setting up an information-library in space provided by the organization. Although the room was small and the books were few in number, an unusually good information-library service developed. The reason for this was that many of the people in that area were timid about going to public and semi-public agencies but did not hesitate to go to their own organization. Many came for information on rent control, housing, health, unemployment insurance, and similar problems which are daily concerns of workers in lower income groups.

The work was not confined to information service for individuals but included long-range educational programs. One of the first jobs done was the making of a map showing the geographical location of the membership so that a series of forums could be planned in the Detroit area to acquaint the membership and other interested people with current problems such as war questions, employment conditions, housing, and price policies of the government.

As stated above, this organization, in cooperation with Workers' Service, developed a display on Negro History which was shown not only at its offices but also at various other workers' groups in Detroit.

The experience of the WPA Workers Service program with this organization demonstrated that an information-library service dealing initially with individual problems is a basic start, and if it is carried on properly the workers will ask for more complex group activities such as forums.

Report on Activities

D. A Governmental Housing Project

This project houses 440 low income families in the city of Detroit, and was one of the first groups to request Workers Service aid. In anticipation of this request the staff of Workers Service tried to decide in advance what type of services would be wanted. It was thought these people, since most of them had a large number of children, would be interested in some kind of activity for children. However, Workers Service did not impose such a plan on the tenants, but sent questionnaires to various individuals and made personal interviews to find out just what was wanted. It was found that the tenants were not interested at first in child care but were vitally concerned with how to operate electric stoves and refrigerators and other gadgets they had never before used. Workers Service abandoned tentative plans for child care and instead arranged a special training course in how best to utilize the equipment in the project. This course led to requests for instruction in cooking and help with menu-planning and budgeting. As this work developed the parents gained more and more confidence in Workers Service and began to recognize the existence of problems involving housing project community activities. The result was the children's recreation, both organized and unorganized, was arranged and social gatherings for all the tenants were planned.

These people, who at first sought only solutions to individual problems, soon got together with their neighbors and began to realize that many of their problems were common instead of individual cases. As a result discussion groups on nutrition developed and at the present time leadership training is being started for the tenants.

Experience with this project has shown that it is easier and sounder to start work soon after a housing project is opened than after it has been in operation for some time; second, that Workers Service must work with the immediate problems of the group; thirdly, that organic growth inevitably takes place in properly functioning groups, whether union, racial, or housing; and finally, that a group will naturally grow to the point where it wants to do its own leadership work and requests training in solving its own problems.

E. A Small Well Established Union in a Factory Doing War Work

This is a small local with a union shop contract of approximately one thousand members. It was chartered in April 1937. These workers have established comparatively good wage rates and since they have a union shop contract, have no problem of organizing. The union is able to devote time to helping workers with the problems that confront them other than employment problems. The Workers Service staff has been very active in information work on questions dealing with matters such as registration for selective service, rent control, rationing, citizenship, and particularly birth certificates.

Report on Activities

This local has been much interested in helping maintain the morale of its members in the armed forces and is sending packages to them regularly, and has a large honor roll prepared by Workers Service listing their members in the armed forces.

Books have been borrowed from the public library for the membership. Cooperation with the sponsor is effected through the different committees of the local.

The work at this local shows that a Workers Service Program is needed with small locals as well as with large ones. It also shows that when a union has pretty well solved its wage rate and bargaining arrangements through a union shop, the union then moves into the field of providing its members with social services. At this point supplementary assistance from Workers Service of a consultative nature is requested.

F. A Very New and Very Large Union in a Factory Doing War Work.

The union has a union shop contract in one of the largest factories in the United States. After years of strife between labor and management, they finally agreed to settle their grievances over the conference table. This formal agreement could not take effect without a tremendous educational job for both labor and management in the mechanics of bargaining and also in a general change of attitude. The problem was made even greater by the fact that the local had more than 80,000 members, the majority of whom had had very little experience in working as a group. This local was suddenly faced with the tremendous problem of educating its workers as to their rights and responsibilities under a collective bargaining contract. We hope that Workers Service can claim a small share of the credit for the tremendous educational job that has been done with these 80,000 rank and file workers and especially with their committeemen.

The local has had an outstanding full-time Educational Director who at the very first worked out a cooperative educational program where- by Workers Service provided supplementary aid. The Educational Director quite naturally specialized at first in training the committeemen in grievance procedure. Workers Service helped by preparing charts and posters showing this procedure and aided in the preparation and distribution of tens of thousands of leaflets and pamphlets explaining the rights and responsibilities of committeemen and rank and file members. Although initial activities were centered on information and posters for committeemen, services for rank and file members were soon developed. The membership had questions about their citizenship which were answered by Workers Service personnel. Educational films were shown to union members and their families. The interest in and demand for workers' education grew so fast that an educational conference was held March 7, 1942. It was planned largely by rank and file workers with the advice and help of the union education department and Workers Service. One of the main reasons for the success of the conference was

Report on Activities

that the workers themselves helped select the members who attended. Nearly a thousand workers actively participated in the conference. These workers were not satisfied with merely attending a conference and then adjourning, but immediately set up committees to carry out the ideas presented at the meetings.

Educational meetings are held regularly by the Educational Department and parts of many other union meetings are devoted to workers' education. More than fifty of the most capable workers were sent, expenses paid, to the one-week summer school planned jointly by the UAW-CIO, Workers Service, and the Extension Division of the University of Michigan. This summer school and conference showed very well how cooperative educational programs can be planned and carried out by these three agencies, without jeopardizing the policy-making function of the union.

Forty members are now being trained to form an Educational Flying Squadron. It is extremely significant that not only have hundreds upon hundreds of these workers received educational services but that a nucleus of workers now exist who have participated in discussions on grievance procedure, seen educational film strips and movies, read union and government pamphlets and books, attended an educational conference and summer school, and are preparing themselves to do educational work with their fellow workers. It is also highly significant that a new local with all its problems has found time, with the aid of Workers Service, to develop leadership within the organization to carry out educational activities.

G. A. New Union Particularly Concerned with War Problems

The ABC Corporation is doing 100% defense work. The ABC union is well organized in this company and has set up an active Win the War Council. One of the functions of this Win the War Council is to work out, jointly with the management, plans for plant protection, in case of air raid, sabotage, or other emergencies. The corporation and the union have gotten along very well and realize their joint responsibility in the area of plant protection. They also realize that plant protection is not a matter of merely arranging mechanics for protection but that there also is an educational problem of getting full participation from all the workers.

Details of the work at the ABC for obvious reasons cannot be described here. However, it can be said that Workers Service has functioned not only in helping to arrange the required mechanical details but is also cooperating in providing an educational program that acquaints the workers with their rights and responsibilities in plant protection, and has succeeded in getting unusually good participation from the workers themselves.

This is one of the very few locations in which work started with an activity other than an information-library. Even in this case, however, the request came for an information-library after the plant protection work was well under way.

VI. CONCLUSIONS REGARDING THE RELATION OF
SUPPLEMENTARY EDUCATIONAL PROGRAMS TO WORKERS'
EDUCATION IN LABOR UNIONS AND OTHER WORKERS GROUPS

The WPA Workers' Service feels a justifiable pride in the fact that it has developed an original and successful program of considerable magnitude in a year's time. The experiences of the staff in carrying on the program and in evaluating it have led to a number of definite conclusions regarding workers' education which may be of benefit to others working in the field. Twelve conclusions are listed below, and in the following pages each is discussed.

1. An information-library center is a logical initial service.
 2. If the information-library center is handled properly activities on a higher level, such as conferences and leadership training, will naturally be requested.
 3. Programs naturally develop on an organic basis; that is, the program develops as a whole.
 4. The program must be designed to meet the expressed needs of the workers' groups served. These expressed needs change from time to time.
 5. The Educational Flying Squadron is probably one of the best techniques for workers' education.
 6. Discussion groups, to be successful, must be considered not ends in themselves but midway points between getting facts and action.
 7. An educational program, whether governmental or indigenous to the organization, need not and must not become involved in policy questions.
 8. Standards are being set in workers' education.
 9. The Workers' Education Program of the government must be supplementary to that of the workers' groups it serves.
 10. Need exists to develop more experimental activities in the field of workers' education.
 11. There is an expressed need for leadership training in educational activities that is not being met.
 12. A sound basis of coordinating activities has been worked out between workers' groups and the Workers' Service Program of the Michigan Work Projects Administration. It is important that in the future sound and well-planned relationships be maintained between workers' groups and others attempting supplementary workers' educational services.
1. An Information-Library Center Is a Logical Initial Service.

Workers first come into union halls and other workers' centers as individuals to find individual solutions to their particular problems. They think first of their problems as belonging to them as individuals rather than as a group. Consequently a governmental educational agency should begin its program by answering these individual problems. For example, the many Polish members of one large union, who were handicapped by language difficulties, were reluctant to apply

Conclusions

for help from governmental agencies when they were laid off at the time of factory conversion to war production. Workers' Service provided a sympathetic Polish-speaking worker to assist these people with their language problems, and they soon obtained the unemployment insurance that was rightfully theirs and, in addition, gained confidence in community and governmental agencies.

The information-library center does not raise any complex policy problems for the sponsor since the sponsor has already approved of the material used by the information-library center.

The information-library becomes increasingly important as workers' groups mature. Once questions of wages and hours are settled, workers turn to their Service center to help them in other ways such as personal problems.

2. If the Information-Library Center Is Handled Properly, Activities on a Higher Level, Such as Conferences and Leadership Training, Will Naturally Be Requested.
3. Programs Naturally Develop on an Organic Basis; That Is, the Program Develops as a Whole.

Since these two conclusions are closely related they will be discussed together. Programs develop from one level to another. A satisfactory information-library service will soon be giving people information on rationing and health problems. Requests will then develop for movies, posters, and group discussions on these and related problems. Educational conferences and leadership training will then follow. This growth is not merely a growth from one level to another but is a growth starting at a lower level and adding other levels. This addition of levels is not a mere matter of summation, but is an organic development with each part reinforcing all the other parts.

In a well-developed Workers' Service Program the information-library will be a means of ascertaining what educational films and other activities are wanted. An educational conference will stimulate long-range interest in different areas with the result that more people will utilize the information-library.

This organic development has certain inherent dangers. The information-librarian who was the main person at the first stage of development may feel somewhat slighted if the people planning the conference get the limelight six months later when the information-library has become an accepted institution. In order to have a smooth organic development of work the people assigned to do this work must also grow. For example, if the information-librarian in the case mentioned has not developed to the point where she takes an active part

Conclusions

in the conference and thus feels that she is still important to the program, she will be frustrated and the effectiveness of her work may suffer a serious decline. Regular location meetings and other in-service training have proved valuable in keeping such unhealthy situations from developing.

4. The Program Must Be Designed to Meet the Expressed Needs of the Workers' Groups Served. These Expressed Needs Change from Time to Time.

The fact that workers' education must be designed to meet the expressed needs of workers is apparent to anyone in the field. The penalty for failing to meet those needs is lack of participation on the part of the very people for whom the program is designed. The question to be asked must not be "What should workers be interested in?" but instead must be "What are workers interested in?"

These expressed needs, as mentioned in conclusion 2 and 3, show an organic growth resulting from the fact that satisfying one expressed educational need develops a desire for further education at a more advanced level.

But expressed needs change from another cause; namely, change in social and economic conditions. Subject matter dealt with varied from unemployment insurance in 1934 to winning the war in 1942, and, it is hoped, will change to post-war problems in the very near future. Leaders in workers' education must keep in touch with social and economic trends and their effect upon the interests of workers.

For educational purposes a functional breakdown of the membership of a workers' group must be made on the basis of (1) ability to take part in educational activities, (2) potential ability to do educational work, and (3) interest in educational activities.

Special programs must be developed for the workers in in each area. Thus a person who is interested in educational activities and has potential ability and plenty of time will attend educational leadership courses. If this same individual loses his means of transportation or works longer hours, he may have to cease attending such courses. In that case a mailing program and discussions during lunch hours or while the worker is riding to and from work must be developed. Other workers may shy away from anything called "education" or may have family responsibilities preventing their attendance at meetings. Educational posters and leaflets should be made available in the shop for such members. Other members have special problems they want discussed. A new steward might gladly attend a series of six discussions dealing with the union contract and his duties yet be bored with a film of a general educational nature.

Conclusions

All of this simply means that workers' education cannot lump together people because they are "workers" but must realize that different workers desire different educational programs. As stated, the workers' education leader must deal with people as they are, not as he thinks they should be.

5. The Educational Flying Squadron Is Probably One of the Best Techniques for Workers' Education.

Too often in the past well-meaning organizations and individuals have held meetings or conferences deciding what should be done, passed resolutions, and then gone home presuming that the resolutions would automatically put themselves into effect. Leaders in workers' education, however, are especially aware of the fact that resolutions do not automatically carry themselves out. The Workers' Service Program, in cooperation with union educational leaders, has developed a novel yet workable means for making good resolutions effective. This is the Educational Flying Squadron designed to take information to the workers wherever they are and to bring the ideas of the rank and file workers back to a central point. This Squadron is composed of people who come through a special training course where they developed an understanding of union policy and a knowledge of how groups work, and who have had practical experience in setting up structures to reach large numbers of people in a short time.

One Educational Flying Squadron faced the problem of how to hold discussion groups on current affairs with workers who were scattered over an entire county. This dilemma was solved by the simple expedient of preparing stimulating one-page leaflets and discussing these while the men rode to and from work.

6. Discussion Groups, to Be Successful, Must Be Considered Not Ends in Themselves But Midway Points Between Getting Facts and Acting.

Many people have realized the importance of democratic discussions on social problems by small groups of workers. But busy war workers who have a tradition of militancy are not going to spend an evening "discussing" just to be sociable or for lack of something else to do. They will gladly discuss their problems if and only if this discussion is followed by action. Stewards will give up an evening to education if they think it will help them to do a better job as stewards the next day. An inter-racial committee will discuss ways of educating workers to a better understanding of racial problems, if the members are convinced that action will follow from discussion. Housewives will gladly discuss grade labelling, rationing, or price control if that discussion will enable them to act more intelligently when they next do the family purchasing.

Conclusions

The educational leader has a dual responsibility in these discussion groups. He is responsible for showing the group how to get accurate information and how to discuss problems intelligently. He is also responsible for letting the group make its own decision, whether or not he agrees with it.

If accurate and adequate facts are provided, sound discussion follows, resulting in a decision, and action takes place; more facts will be found and more discussion will follow. Thus a cycle from facts to discussion with a decision, to action, to more facts is developed. Or, to be more exact, a spiral results with each cycle of the spiral on a higher level than the previous one.

7. An Educational Program, Whether Governmental or Indigenous to the Organization, Need Not and Must Not Become Involved in Policy Questions.

Workers' Education can legitimately function in several ways with organized groups: (1) educate the membership in general social problems, taking care not to contradict established policies of their organization, (2) educate members on how to approach their problems, and (3) help other departments of an organization in educational matters. Workers education with unorganized groups is more restricted because point (3) is not dealt with. The greater problem with unorganized groups is that of transferring the decisions into action. This is relatively simple in organized groups but most difficult in unorganized groups that must first organize in some form or other as a prerequisite to getting anything done.

As soon as workers' education tries to enter into policy formation it finds itself rightfully opposed by officers and members who are responsible for formulating and carrying out policies. The most an educational conference can do is to make a recommendation to the policy body asking it to consider specific questions.

8. Standards Are Being Set in Workers' Education.

The problem of setting standards in work involving human relationships, has always been considered difficult. Standards must be set. In the past there has often been a tendency for the few "professional" leaders in a field to set standards. This has sometimes resulted in improvement but only too often has laid the basis for a monopolistic freezing of jobs by those setting the standards.

In workers education this danger is not too serious at the present time. The reason is a sound yet simple one. Workers' education

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is designed for the workers themselves. Consequently those who should and do ultimately set standards are the workers involved. Standards are set in these ways:

a. Workers' Refusing To Participate in an Unsatisfactory Educational Program. The most effective way workers have of showing their disapproval of a certain activity is by simply refusing to participate in that activity. All people in workers' education talk about "How are we going to get the workers to participate in such and such a program". This universal recognition of the fact that any program to be successful must be accepted by the workers themselves has the very healthy effect of keeping workers' education down to earth. So long as workers' education remains a voluntary thing, this effective though somewhat negative procedure of refusing to participate in unsatisfactory programs will demand that one of the standards of workers' education be that it is acceptable to those for whom it is designed.

b. Workers' Participation in Planning and Evaluating Workers' Educational Activities. One of the methods of seeing that workers' education meets the needs of workers is to have representative committees of rank and file workers help in planning and evaluating educational programs. It is an accepted process when planning conferences or discussions to have representative rank and file members decide what they want and then meet regularly with the leaders to tell them how well or how badly they are meeting these needs. It is also a common practice to ask those present at the first meeting of a class just what they want to learn and proceed to adjust the plans to include the problems listed by the group.

c. Comparing Different Educational Programs. One of the major difficulties in having rank and file workers evaluate activities lies in the fact that the field of workers' education is so new that there is little opportunity for comparison. As charts, posters, and film strips are increasingly developed workers will be able to choose among these methods to decide which is most satisfactory.

d. Sessions on Educational Leadership for Rank and File Members Interested in Workers' Education. One eight-week course for rank and file members interested in education has been held with the cooperation of Workers Service, at which the whole field of workers' education was discussed, situations in the various locals to which the men belonged being used as sample problems.

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These four suggestions are doing much to set standards. The question will probably be raised as to the possibility of interesting programs acceptable to workers' groups being given in such a way that only propaganda results. Experience definitely shows that rank and file workers are far less susceptible to propaganda than are other groups of people who may have had more formal education and might be expected to be propaganda proof.

The question arises as to whether full-time educational functionaries should try to create standards. Naturally, educational functionaries can benefit by meeting together as a group and discussing their problems just as any other group can benefit by such a discussion. New techniques can be developed and experimental work can be performed much better by a group than by a single individual. However -- and this is an important point -- these full time educational functionaries must always bear in mind that any conclusions they arrive at are to be evaluated finally by rank and file workers for whom the activities were designed. There is little danger that educational functionaries can for very long violate this rule and still keep their jobs.

9. The Workers' Education Program of the Government Must Be Supplementary to That of the Workers' Group It Serves.

Workers' Service is designed to help people themselves. This implies that in no case should Workers' Service try to replace existing programs; rather, it should be supplementary. A supplementary educational program involves more than merely adding activities to the existing program. Workers' Service has interpreted the word supplementary to include a consultative staff of experts to assist workers in analyzing, integrating, and evaluating their programs. This consultative service has also provided experts in specific fields such as conference planning, leadership training, social studies, and information services. The carrying out of this approach has meant that the Workers' Service staff has never become involved in policy questions.

10. Need Exists to Develop More Experimental Activities in the Field of Workers' Education.

Workers' education is a new field. Leaders of workers' groups are so pressed to solve immediate problems that they have little time for long-range educational activities. Some workers' groups have full-time educational directors, but these directors are so busy with immediate and pressing educational needs and are so limited in staff that they have small opportunity to develop experimental work.

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Yet the need for experimental work in workers' education is already felt. The field of mass education through film strips, movies, radios, and posters has scarcely been touched. Leadership training in conferences, short courses, and summer schools has barely begun. Development of new techniques such as the Educational Flying Squadron for coordinating the membership and leadership is only now beginning. The matter of building sound relationships between labor and the rest of the community has been dealt with only in the most meager fashion.

The needs are great. Yet it is doubtful if workers' groups by themselves will be able to develop these new media as fast as it is necessary. Some sort of joint endeavor in this field between workers' groups and other agencies is needed. Suggestions on how to do this are listed in conclusion 12. Some of the results of such a program would be:

- (a) Better understanding and participation in the war effort.
- (b) Improvement of collective bargaining.
- (c) Bringing the elements of labor into closer relationship with one another.
- (d) Developing better understanding between labor and the public.
- (e) Equipping labor groups better to function democratically in terms of the total social situation.
- (f) Providing a channel through which various educational agencies and institutions may be brought into relationship with labor.
- (g) Equipping the rank and file of labor with tools of understanding in all phases of workers' education, including studies in government, in business, and in consumer relationships.

11. There Is An Expressed Need for Leadership Training in Educational Activities That Is Not Being Met.

The largest single area of workers' education needing development is that of training volunteer educational leaders. These men, fresh from the shop and giving their time freely and gladly to workers' education, must be shown how to analyze their problems, how to design programs to meet these problems, and how to evaluate the work done. These volunteer educational leaders have a tremendous advantage because they have their feet on earth and their roots in the community. They have firsthand knowledge of workers because they are workers.

It is up to the leaders in workers' education to provide opportunities for these rank and file educational

Conclusions

leaders to study and develop sound programs from their experiences and those of others.

12. A Sound Basis of Coordinating Activities Has Been Worked Out Between Workers' Groups and the Workers Service Program of the Michigan Work Projects Administration. It is Important That in the Near Future Sound and Well-Planned Relationships Be Maintained Between Workers' Groups and Others Attempting Supplementary Workers' Educational Services.

The need for educational assistance by governmental or private groups for workers' education is recognized. The Workers Service Program has developed methods of operating with workers' groups. Some of their methods, such as restricting activities to supplementary educational services, have been discussed in other parts of this report. Much more is needed to establish satisfactory relationships. The trend seems to be for other federal agencies, state colleges and universities, and private agencies to want to participate in workers' education. This is good providing these groups benefit from the experiences of those who have preceded them in workers' education. What, then, are some of the requirements for an agency outside the workers' groups to be successful in workers' education? The term workers' group is used to include any bona fide, independent, and democratically operated group of workers. It includes labor unions, nationality groups, and consumer groups.

a. The agency and the workers' group must be independent of each other. The workers must be convinced that the agency is not forcing itself upon them. The best way for the agency to develop this confidence is to make it thoroughly understood that the workers' group may at any time refuse to accept further assistance from the agency. This check is a negative one but is none the less effective. The agency must likewise feel independent. This independence will result when both parties concerned realize either may cease cooperating with the other if it feels that such action is desirable.

b. The agency and the workers' group must have a sympathetic understanding and respect for one another. A belief in democratic procedures and the ability of men and women to solve their problems by means of such procedures is absolutely necessary. An understanding by each party of the problems and a respect for the aims of the other is required. These attitudes must exist in all persons participating in a common program.

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Each party must respect the internal structure of the other and not try to influence policy or personnel of the other. The only "threat" either should have is that of non-participation with the other because of basic programmatic incompatibility.

c. The agency and the workers' group must realize that workers' education deals with people, not subject matter. This point has been emphasized throughout this report. It is included again as a final word of warning, especially for those who are expert in subject matter and may tend to ignore human factors.

d. The agency and the workers' group must fully understand that the relationship is one of group cooperation. The agency cannot think of its aid as being a mere addition to the work carried on by the workers' group. The relationship to be satisfactory must be one of equals working together as a group. The relationship must be such that when the ideas and experiences of the two parties are brought together, a synthesis occurs resulting in the creation of new ideas which could never have come into being except through the group process.

November 30, 1942

My dear Miss Smith:

I am enclosing Mrs. Roosevelt's check for \$100.00, which is her contribution to the ~~Board of Labor Education Service~~. This is in response to your letter of November 24.

Very sincerely yours,

Secretary to
Mrs. Roosevelt

Miss Hilda W. Smith
Consultant in Labor Education
Work Projects Administration
1734 New York Avenue, N.W.
Washington, D.C.

DU

Noted

FEDERAL WORKS AGENCY
WORK PROJECTS ADMINISTRATION
1734 NEW YORK AVENUE NW.
WASHINGTON, D. C.

*Added
11-30-42*

November 24, 1942

PERSONAL

Mrs. Franklin D. Roosevelt
The White House

My dear Mrs. Roosevelt:

You may remember that when I was at Hyde Park last summer with the Hudson Shore Labor School students we had a brief discussion of the need for pamphlet material in workers' education and the assistance which has been given by Labor Education Service in meeting this need.

At that time you said it might be possible for you to send a contribution to help meet the expenses of printing and distributing a recent pamphlet about the South. I believe you mentioned \$100 or \$200 which might be available for this purpose. If you still feel that you can help in this way, I know that the Board of Labor Education Service will be very glad to have any assistance toward expenses of publishing new materials.

Cordially yours,

Hilda W. Smith

Hilda W. Smith
Consultant in Labor Education



THE WHITE HOUSE
WASHINGTON

December 3, 1942

MEMO FOR MR. CARM;
MRS. HELM;
MR. TOLLEY;
MISS THOMPSON;

fu
100

Mrs. Roosevelt will see
Miss Hilda Smith on December 7,
at 12 noon.

M.T.L.

FEDERAL WORKS AGENCY
WORK PROJECTS ADMINISTRATION
1734 NEW YORK AVENUE NW.
WASHINGTON, D. C.

November 27, 1942

[REDACTED]

Y 33 ✓

bill by H. W. Smith
Nov 27, 1942

Mrs. Franklin L. Roosevelt
The White House
Washington, D.C.

Dear Mrs. Roosevelt:

All your friends in workers' education are delighted to know that you are safely back from your trip to England. I have read with great interest the reports of your many meetings and other contacts with the British. We shall wait eagerly for your suggestions as to what we should be doing here, especially in connection with workers' groups.

Since our meeting at the White House, I have attended both labor conventions, at Toronto and in Boston. Resolutions supporting a permanent labor extension service under government auspices were passed in these conventions. I am enclosing a copy of the resolution passed by the A.F. of L. The statement from the C.I.O. I have not yet received, but I will send you a copy a little later. Conferences with labor leaders of both groups indicated an almost unanimous opinion that we should place the Labor Department first on the list of agencies which might be asked to sponsor this program. I should like very much to talk with you about this whole question and to get your advice before we take up the matter with Miss Perkins. At the White House meeting David Niles told me there might be a possibility of special funds being allocated by the President to the Labor Department if we decided to approach this department for sponsorship. I have written Mr. Niles to ask if I could see him to discuss this financial question more in detail.

I have talked with Mrs. Kerr, who in general approves of approaching the Labor Department as our first choice. She suggested that she too would like to know your opinion before we acted. From what she told me of the rapid change of events in the W.P.A., I realize that there is every reason for an immediate decision while we still have W.P.A. resources and facilities.

Cordially ours,
Hilda W. Smith
Hilda W. Smith
Consultant in Labor Education

Presented to Exec. Council of C.I.O. Boston Convention
Nov. 1942

Need for a Labor Extension Service

in the Federal Government

Those familiar with the present situation in the organized labor movement, and with its new responsibilities agree that there is an urgent need for a broad program of education and information among union members.

Specifically, information is needed on labor laws affecting war industries; on labor relations, in connection with labor management committees and on problems of trade union organization. In every community workers are faced with acute situations involving health and safety, including civilian defense, housing shortages, and consumer problems, related to rationing and price control. The techniques of using visual materials, radio, moving pictures, exhibits, labor libraries should be more widely understood by union education committees and union members. Without this broad educational program labor is not prepared to meet the many new responsibilities it is asked to undertake, in cooperation with employers, government agencies, and various community organizations.

The Agricultural Department of the Federal government has for years furnished an extensive Agricultural Extension Service to the farmers of the United States. There is at present no similar service for industrial workers, over ten million of them in organized groups. Federal funds are used for every type of trade training and vocational education, but basic education in the problems of industry and of the labor movement is lacking, so far as a Federal department is concerned.

A new Labor Extension Service should be established immediately in some suitable agency of the Federal government, in order to assist labor in carrying its full share of responsibility in the war production program and in post war planning.

RESOLUTION AND STATEMENT ON EDUCATIONAL EXTENSION SERVICE
FOR ORGANIZED LABOR, ADOPTED AT THE ANNUAL CONVENTION OF
THE AMERICAN FEDERATION OF LABOR, TORONTO, CANADA, OCTOBER
5-14, 1942.

- - - - -

- WHEREAS, The activities of the Workers Service Project of the WPA have been of great value to the educational progress of organized labor, and
- WHEREAS, It now appears that this project can no longer be extended or in some cases even continued, now that WPA funds are so drastically reduced, and
- WHEREAS, Organized labor realizes the need of education to keep the membership informed on subjects vital to their various needs in industry, the community, and as citizens, and
- WHEREAS, Federal funds are being used to offer trade training to, and to develop educational work among farmers, and in many cases to aid in maintaining county offices in the interest of the farmers, and
- WHEREAS, No comparable program with federal recognition of Federal Aid exists to assist the industrial workers to function more adequately in industry, in the community, in labor relations and management, or other activities affecting his success as a loyal and good citizen, therefore, be it
- RESOLVED, That a Commission on Labor Education and Morale be set up by the President under some appropriate agency of the Federal Government to initiate and operate a broad educational program, assisting labor to understand and to take part in the war effort, and in the post-war period, thus strengthening labor's cooperation with the community and with Government departments and further strengthening the war effort, and be it further
- RESOLVED, That in the organization and conduct of this Commission, the active help of organized labor be used, both in the initial stages of planning and policy making, and in the operation of the program, and be it further
- RESOLVED, That the American Federation of Labor, assembled in 1942 Convention, go on record as being in favor of extending cooperation to the President in the establishment of such a Commission to carry on these activities.

The purpose of this resolution is to establish in some governmental agency an extension service for organized labor similar to that now in existence in the field of agriculture.

For many years organized labor has sought to secure adequate service from governmental agencies and state universities. Ironically some of the very institutions which have emanated from the organized labor movement have been used as agencies to oppose organized labor rather than to assist in implementing a sound and successful labor program. State universities and other tax supported agencies have been reluctant to include courses and services in their programs which are of benefit to organized labor. Universities especially have not extended to labor the type of service offered to agriculture and industry despite the fact that organized labor represents a large proportion of the population. The 1937 convention of the A.F. of L. in Denver, Colorado, emphasized the fact that the schools belong to all the people. Government agencies also belong to all the people and both universities and agencies of government should offer services to the millions of members of organized labor.

Resolution & Statement on Educational Extension Service
for Organized Labor, Adopted at A.F.L. Annual Convention,
Toronto, Canada, October 5-14, 1942.

2.

The American Federation of Labor was instrumental in establishing the United States Department of Labor, the only department of the federal government which is devoted entirely to human welfare. This department has rendered certain valuable services to the labor movement. These services should be supplemented by educational services by the universities and governmental agencies which should be made available to every bona fide trade union in the Nation.

The exact type of agency and the department of government under which to carry out such a service is a matter of further study and investigation. Experience has indicated clearly that such a service should parallel other governmental and educational services and not be organized on a relief basis. Had agricultural and industrial services been organized on a temporary relief basis some of the greatest accomplishments in these fields would never have come about.

However, the Committee desires to emphasize the fact that organized labor must organize and control its own educational program. It is the responsibility of labor to educate its own membership in the history and principles of organized labor. Labor's request to the universities and to state and national governments is that these agencies provide facilities for meetings, research services, and such information on social problems -- unemployment, social security, war problems, taxation, price controls, etc. -- as labor groups may request from time to time. The educational program, however, must remain in the hands of organized labor and be controlled by organized labor.

The Committee therefore recommends concurrence in the general objectives set forth in the resolution and that the whole matter be referred to the Permanent Committee on Education with a request that this committee make recommendations as to the immediate procedure necessary to carry out these objectives.

The motion to adopt the report of the committee was unanimously carried.

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N O T E ! On September 25 a group of leaders in adult education met at the White House -- upon invitation from Mrs. Roosevelt -- to discuss adult education and worker's education in the present crisis. In the group were representatives of the A. F. of L., the C. I. O., and the railroad brotherhoods. From the American Federation of Labor were Robert Watt, Director of International Relations; Frank Fenton, director of organization; Boris Shiskin, A. F. of L. economist; Spencer Miller, Jr., Director of the Workers Education Bureau, and Irvin R. Kuenzli, Secretary-Treasurer of the American Federation of Teachers. The above action taken at the A. F. of L. convention emanated in part from the discussion at the White House.

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December 31, 1942.

My dear Miss Smith:

Mrs. Roosevelt has asked me to thank you so much for your letter and your poem. She is so glad to know you saw Miss Perkins and that she was so interested.

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

Miss Hilda Smith
1457 Belmont Street, N. W.,
Washington, D. C.

VDS

my love to you : Hilda
I thought you would
like to know that I
had a very satisfactory
Hilda M. Smith

talk with Frances Perkins
this week. She says
she would like very

much to set up the
new Labor Extension
Service in the Labor Dept.
Some of the labor men
are asking her to meet
with a small conference
group, on this plan,
and she said she
would talk with the
Director of the Budget.
I saw Mr. Wayne Coy
yesterday, also Dave
Hiles. They both think
this program should go
in the Labor Dept, with
a minimum budget now,
just to get something in.

and started. Later, it
might be possible to finance
such a program more
adequately. I am to see
Byron Mitchell next, as
Mr. Coy suggests. The funds
even for a start, may be a
serious problem. Miss Perkins
said she might "squeeze out
a little" from her funds.

NEW YEAR IN WAR

1943

Cut to the bone, America!
Cut down desire to barest need,
Portion out to each his share--
We have a world to feed!

Where children are too weak to cry,
Where women search the fields again
For frozen weeds and stalks of rye;
Where hungry, fighting men
In blazing fort and foxhole wait
For that one order to advance
On jungle trail, by desert gate,
Or at the coasts of France.

A world where food is scarce and far,
Crushed by invasion's heavy heel,
Where ragged clothing is no bar
To winds that cut like steel.

Speed on the ships! Each gaping hold
Stuffed with the plenty of this land
To conquer hunger, fear and cold,
To show we understand
That all who have must give and give,
Strengthening courage to endure,
Till peace shall win the right to live,
And freedom is secure!

Hilda W. Smith

Hilda W. Smith

*Thank
you
Capt. James P. Cox
Southampton*

*Done
12/31/42*

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