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ATTITUDES OF SELECTED COLLEGE PROFESSORS AND COLLEGE
STUDENTS IN UTAH TOWARD LABOR UNIONS

by

Dwain Dee Stephenson

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF BUSINESS ADMINISTRATION

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1970


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Dwain Dee Stephenson

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ABSTRACT

Attitudes of Selected College Professors and
College Students in Utah Toward Labor Unions

by

Dwain Dee Stephenson, Master of Business Administration

Utah State University, 1970

Major Professor: Glenn F. Marston
Department: Economics

The attitudes of selected university professors and students in Utah toward labor unions were obtained through the medium of a questionnaire.

Most students and professors favored anti-trust laws for unions, were against the abolishment of the right-to-work law, and were evenly divided in their feelings concerning the settlement of strikes by compulsory arbitration.

A majority of students and professors were against an increase in overtime pay and a shorter work week. Students favored and professors opposed a raise in the minimum wage.

Professors and students anticipated growth in union membership as a percentage of the labor force.

Except for professors of Civil Engineering at Utah State University and Brigham Young University, all groups favored organized labor. Students and professors of Economics showed the strongest opinion in favor of unions. The summarized responses showed that 76.9 percent of all groups favored organized labor.

(78 pages)

CHAPTER I

INTRODUCTION

Various statements have been made concerning the economic force of labor unions. Mark Perlman believes that organized labor is:

An old institution, having appeared first in the seventeenth century and had its formal beginnings as a movement in 1827, only in the last nine decades has it begun seriously to affect the structure and operation of American industry. During this latter period it has experienced several waves of growth, has penetrated into virtually every sector of community life, and has come to affect the thinking as well as the economic well being of most Americans.¹

"Today, trade unionism represents a powerful force in the economic life of the United States."² Whether labor unions are detrimental or beneficial, their policies and actions seem to affect the American economy and society.

Public attitudes appear to influence organized labor's policies and actions. "There is a growing recognition of the importance of public attitudes toward labor-management relations as a determinant of both policy and actions."³ Many

¹Mark Perlman, Labor Union Theories in America (Illinois: Row, Peterson, and Co., 1958), p. vii.

²Robert D. Leiter, Labor Economics and Industrial Relations (New York: Barnes and Noble, 1962), p. 12.

³E. L. Warren, The Role of Public Opinion in Relation to the Mediator (Los Angeles: University of California, 1953).

mediators and conciliators tend to function with an eye on the public; the company and union generally evaluate their demands and settlements in terms of public approval or disapproval.⁴ "It seems important to see something of the nature of the public's perception of labor and management, so that we may understand them better."⁵

Since public attitudes seem to influence organized labor's policies and actions, the writer was interested in finding out some of the attitudes. A personal interest in the attitudes of university professors and students in Utah toward labor unions was the motivation for this study.

The Study

Statement of Purpose

The purpose of this study is to determine the attitudes of selected college professors and students in Utah toward labor unions.

Justification

It is the contention of the writer that a knowledge of university professors' and students' attitudes toward organized labor provides labor and those concerned with the labor movement useful insight. University professors' and students' attitudes toward labor are important because they are

⁴Mason Haire and Florence Morrison, School Children's Perception of Labor and Management (Berkeley: University of California, 1958), p. 179.

⁵Ibid.

indicative of labor's image, labor's future, and the acceptance of labor's proposals. An analysis of these attitudes might also yield valuable information which can point to areas of unusual strength or weakness within labor unions, as its activities and policies are conceived by members of a university. Moreover, information so obtained could be of very real importance to labor in determining its own public relations programs or in evaluating its policies. These contentions are based on various statements and writings which seem to indicate that university professors' and students' attitudes have an influence on labor relations.

Objective of Study

The objective of this study is (1) to determine the attitudes of selected college professors and students toward organized labor, its future, and some of its important problems, (2) to show organized labor's and management's views as to the importance of university professors' and students' attitudes toward organized labor; and (3) to depict any differences in attitudes among the university groups surveyed.

Definitions

The terms used throughout this study are in accordance with the following definitions:

The term labor means "organized" labor. The words union and labor will be synonymously used.

The term attitudes is used to agree with Thurstone's concept of attitudes "the sum total of a man's inclinations

and feelings, prejudices and bias, preconceived notions, ideas, fears, threats, and convictions about any specified topic."⁶

It is recognized by the writer that a university does not have attitudes. Those people within the university have attitudes. However, throughout this study reference to university or college attitudes will refer to the collective attitudes of professors and students from colleges and universities.

Source Material

Information about university attitudes toward labor has been gleaned from several sources. However, written information on this subject was very scarce. The sources used include articles from various periodicals, publications from the AFL-CIO and the American Management Association, and letters from the national leaders of these two organizations. The American Management Association presently has more than 44,000 national members.⁷ Interviews with representatives from the Utah AFL-CIO and the Utah Industrial Relations Council were also very helpful. The Industrial Relations Council of Utah has 275 firms that are members.⁸ There

⁶L. L. Thurstone, "Attitudes Can Be Measured," American Journal of Sociology, (January, 1928), p. 531.

⁷American Management Association, AMA: A Brief Description, A Report Prepared by the Board of Directors of the AMA (New York).

⁸Interview with Steve Beeley, Representative of the Utah Industrial Relations Council, January 23, 1968.

are 55,000 union members in Utah; 26,000 belong to the Utah AFL-CIO.⁹

Limited information pertaining to this specific area of study was found in published books. The major source of information was a questionnaire.

Method of Procedure

Attitudes of the university toward labor were obtained through the medium of a questionnaire which was hand carried to the University of Utah, Utah State University, Brigham Young University, and Weber State College during the spring of 1966. The survey was composed of university professors and students majoring in Personnel or Labor Relations, Economics, English, and Civil Engineering. These fields were selected because they represent a cross section of the university, that is, social science, humanities, and exact science. A major in Personnel and Industrial Relations is only offered at Utah State University; subsequently, there was no response in this area from the other universities. Also, at the time of this survey, Weber State College did not have a Civil Engineering program.

The students polled were limited to juniors, seniors, and graduates, because the writer felt that they were better oriented in their field of study than freshmen or sophomores.

Response to each questionnaire was transferred to a punched data card to facilitate computation and tabulation by

⁹Interview with C. E. Burger, President of Utah AFL-CIO, and Ormond Konkle, Secretary and Treasurer of Utah AFL-CIO, January 23, 1968.

electronic data processing equipment. A copy of the questionnaire used may be found in the Appendix.

Delimitations and Organization

This study is limited to the attitudes of selected students and professors of the four major colleges in Utah and does not propose to be the attitudes of all colleges.

It is assumed that national labor policy becomes local policy. "Any national commitments become the policy of state organizations and indicate the attitude of the state labor movement."¹⁰ Throughout this study, national opinions and policies of labor unions constitute the opinions and policies at the state level. It is also assumed that the attitudes of labor and management are expressed by their leaders and representatives. Statements by these leaders are accepted as the opinions of their respective groups.

Only those problems which follow are considered in this thesis. First, a review of related literature and a discussion of labor's and management's views on the importance of university attitudes is presented. Next, the response to each question from the questionnaire will be analyzed. The attitudes in four main areas will be shown: (1) general attitudes toward unions, (2) attitudes toward labor proposals, (3) attitudes toward government's role, and (4) attitudes toward the future of unionism. Finally, any significant findings and conclusions will be summarized by the writer.

¹⁰Hyrum W. Loutensock, "A Study of the Relationship Between Labor and Education in Utah," Unpublished Master's Thesis, University of Utah, 1949, p. 3.

CHAPTER II

REVIEW OF RELATED LITERATURE

Very little has been written regarding university students' or university professors' attitudes toward labor. A brief summary of the work done on similar studies and writings pertaining to the influence of university attitudes on public attitudes will be given.

Related Studies

In 1955 Mason Haire and Florence Morrison made an investigation of the way school children see labor-management relations. The groups surveyed were between the ages of eleven and sixteen.¹¹ The results showed that even at the ages of eleven and sixteen, "there is already a well-established difference in what children say in response to stimuli having to do with industrial relations."¹² The lower socio-economic group tends to be much more strongly pro-labor than the high socio-economic group. Both groups move in the direction of making more pro-labor statements as they get older. Haire and Morrison believed that public attitudes influence organized labor's policies and actions.¹³

¹¹Haire and Morrison, loc. cit.

¹²Ibid., p. 184.

¹³Ibid.

In the summer and fall of 1960, a labor-management attitude scale was administered to a group of students majoring in teaching at a New York state teacher's college. Robert Doherty's study showed that anti-labor hostility was less pronounced among English and social studies majors than students who were not majoring in these two areas. The results of Doherty's findings showed that there is a negative attitude toward labor on the part of blue-collar students studying to become teachers.¹⁴

What College Students Think was published in 1960. This book reported general beliefs and ideas of college students. The areas discussed included college education, careers, fraternities, men and women, politics, economics, national and international attitudes, and religion. The college students surveyed represented different regions throughout the United States. Only a very small segment of the book was concerned with college students' attitudes toward labor unions. These findings showed that 40 percent of the college students agreed that "the laws governing labor unions are not strict enough." There were 48 percent of the students who disagreed that "labor unions in this country are doing a fine job." When asked "if people are certain of a minimum wage they might lose their initiative," 35 percent of the students surveyed agreed. When it came to current economic issues involving

¹⁴Robert Doherty, Attitudes Toward Labor: When Blue-Collar Children Become Teachers (New York: New York State School of Industrial and Labor Relations, Cornell, 1963), p. 90.

business and labor, about half the students consistently expressed conservative attitudes.¹⁵

George Strauss wrote an article dealing with the changing relations between labor and those academicians (both students and faculty primarily in the fields of industrial relations or economics) who have been concerned with labor. Liberal intellectuals and labor leaders have cooperated only where their interests have overlapped.¹⁶

Liberals, academic and otherwise, have tended to have political interest; labor, during most periods, has had narrowly defined interests, the betterment of its own members. Nevertheless, even though liberal academicians might criticize the selfish, limited and sometimes corrupt activities of certain labor leaders, by and large they supported labor as a healthy force in our society. Similarly, labor leaders, for all their suspicions, recognized the value of intellectuals, particularly academicians, in creating a political and legal atmosphere favorable to union growth.¹⁷

The interest of the liberal students today is focused on concerns other than labor. The union movement has lost much of its excitement.¹⁸ Strauss concludes that:

Liberals still need labor--in part because the liberal objectives of today can hardly be obtained without labor's support--and in part because the great dreams of the 1930's are still good dreams and labor is still a great leavening force in our democracy. Still, it may be

¹⁵Rose K. Goldsen and Morris Rosenberg, What College Students Think (New Jersey: D. Van Nostrand Co., Inc., 1960), p. 108.

¹⁶George Strauss, Labor and the Academicians (Berkeley: University of California, 1964), p. 1.

¹⁷Ibid.

¹⁸Ibid., p. 7.

healthy for both sides to recognize that their interests no longer overlap as much as they once did . . . Unions should not be too upset if intellectuals, realizing that unions are not all-purpose agencies designed to solve every social problem, transfer part of their attention elsewhere. But liberal academicians will continue to support the union movement to the extent that movement supports the liberal's values--which is to a very considerable extent.¹⁹

Hyrum Loutensock's Master's thesis was a study of the relationship between labor and education in Utah. His findings showed that labor in Utah generally has been favorable to and supported public education. Labor would like more of their points of view presented in the school curriculum.²⁰

University Influence on Public Attitudes

Research shows that the university influences public attitudes in several ways. First, a large percentage of scholars and intellectuals are from the university. As early as 1837, Ralph Waldo Emerson told the members of Phi Beta Kappa at Cambridge: "The office of the scholar is to cheer, to raise, and to guide men by showing them facts amidst appearances."²¹ In his book The Worldly Philosophers, Robert Heilbroner states that scholars shape and sway men's minds. "And because he who enlists a man's mind yields a power even greater than the sword or the scepter, these men shape and sway the

¹⁹Ibid., p. 11.

²⁰Loutensock, op. cit., p. 133.

²¹Ralph Waldo Emerson, Essays and English Traits, ed. Charles W. Eliot (New York: Collier and Son, 1909), p. 16.

world."²² Scholars can affect and guide the general public's thinking and disposition.

Second, many of the leaders of business, labor, and professional groups come from the universities. "The attitudes of university students are definitely significant to industrial relations. It (university) is where the future leaders come from."²³ A testimony that future leaders come from the university is the number of job interviewers who throng into the university each year seeking applicants. When university students complete their education, their attitudes will have a definite bearing on their career."²⁴ In their leadership positions, university students influence public attitudes.

Thirdly, professors transmit many of their ideas, philosophies, and views to their students. Robert Doherty believed that the attitudes of social studies teachers "is crucial to labor."²⁵ He also stated:

It is in their (social studies teachers) courses that organized labor receives the most attention. How thoroughly the subject is treated and how objectively it is handled depend in no small part on the biases of the teachers. The views these teachers bring into the classroom, whether they impart them deliberately or unconsciously, have some effect on the perspective of their students.²⁶

²²Robert L. Heilbroner, The Worldly Philosophers (New York: Simon and Schuster, 1966), p. 1.

²³Interview with Ross Thoresen, Manager of the Utah Industrial Relations Council, January 23, 1968.

²⁴Beeley, loc. cit.

²⁵Doherty, op. cit., p. 90.

²⁶Ibid.

Haire and Morrison pointed out that "where possible to attempt a differentiation of the effect of schools and homes on children's perception of this area (labor relations), the evidence suggests that the school is determinant."²⁷ Ross Thoresen, Manager of the Utah Industrial Relations Council, felt that parents, fellow students, and professors influence university students' attitudes.²⁸ "Many experiments and studies bear out the belief that the school is instrumental in the formation and changing of attitudes."²⁹ "Education is a dynamic force in American society."³⁰

²⁷Haire and Morrison, op. cit., p. 186.

²⁸Thoresen, loc. cit.

²⁹Arthur Manske, The Reflection of Teachers' Attitudes in the Attitudes of Their Pupils (New York: Columbia University Publications, 1936), p. 10.

³⁰Robin M. Williams, Jr., American Society--A Sociological Interpretation (New York: Alfred A. Knopf, 1961), p. 321.

CHAPTER III

LABOR'S AND MANAGEMENT'S VIEWS OF UNIVERSITY ATTITUDES

This chapter is primarily concerned with labor's concept of university attitudes. Management's views toward university attitudes are also considered.

The writer believes that by considering statements from a sampling of prominent leaders of management and labor organizations, it is possible to see how the group as a whole feels about university attitudes toward labor.

Officers of the American Management Association and the Utah Industrial Relations Council were interviewed as key representatives of management. Labor's views are primarily portrayed by officials of the Utah and National AFL-CIO.

Management

Edwin Gay stressed the value of the university when he said, "The universities may be even more valuable to society in the future than they have been in the past."³¹ Management generally agrees with this philosophy and realizes the importance of the university to society. Management also appreciates the significance of university attitudes toward

³¹Edwin Francis Gay, The University and the Future of America (California: Stanford University Press, 1941), p. 241.

labor-management relations. Several prominent leaders in management expressed their opinions supporting this statement. When Steve Beeley, Representative of the Utah Industrial Relations Council, was asked if attitudes of university students and professors are important to labor-management relations, the reply was, "Definitely."³² Mr. Beeley further stated that "university attitudes are significant only in the general sense that they (University students) understand how the system (industrial relations) is supposed to work."³³ He also believed students in the university are oriented to the union cause and, therefore, are more sympathetic to unions. "Until they have experience in management, they (university students) will lean toward union sympathy."³⁴ Ross Thoresen, Manager of the Utah Industrial Relations Council, said that "their (university) attitudes are definitely significant."³⁵ Don Lilenfeld, Counselor for the American Management Association, when asked if he felt university attitudes are important to management, especially in its dealings with labor, replied: "The academic world is of great importance to us."³⁶

³²Beeley, loc. cit.

³³Ibid.

³⁴Ibid.

³⁵Thoresen, loc. cit.

³⁶Letter from Don Lilenfeld, Management Information Counselor, American Management Association, New York, N.Y., February 1, 1968.

In general, management wants university attitudes to favor their point of view as opposed to labor's. Many future white-collar workers receive some university education. This is one reason management wants to be viewed favorably by the university. "White-collar workers still identify themselves more closely with management (in comparing management and labor),"³⁷ and management wants this idea to continue. Accordingly, management seeks to maintain a good image with the college personnel.

Management is not just content with white-collar workers identifying with management. There is an active campaign to keep any non-union personnel friendly with management and aloof from organized labor. "The business press has been keen to show up sporadic pilfering of union welfare funds and to front-page the mansions of a few labor leaders. If the labor movement can be reduced in public estimation . . . the vast majority of men and women still outside the House of Labor will remain there . . ."³⁸

Another reason management is concerned about university attitudes is "the intellectual climate generated (referring to higher education) . . . and the degree to which we can commit our students to a scholarly approach will have direct bearing upon the contribution of the industrial and labor

³⁷American Management Association, Looking Ahead in Labor Relations, Report No. 50, prepared by the Personnel Division of the American Management Association (New York: American Management Association, 1960), p. 18.

³⁸Leon Litwack, The American Labor Movement (New Jersey: Prentice-Hall, 1964), p. 163.

relations field."³⁹ Management seems convinced that university students are important in future industrial relations.

Management seeks to gain favorable attitudes of the university in several specific ways. Many of the larger companies each year award university grants and scholarships to deserving individuals. Many industries also pay the tuition for any of their personnel enrolled in university classes.

Further evidence that the American Management Association is concerned about college attitudes toward management is indicated in several pamphlets directing students to choose management as their field of study. One pamphlet, for example, is titled Invitation to Achievement, Your Career in Management. The AMA also sponsors a summer program for college and high school men called Camp Enterprise. "The purpose of Camp Enterprise is to give college men a clear and balanced picture of what the world of management is really like."⁴⁰ "Through such publications as Invitation to Achievement and programs such as our Camp Enterprise, we bring the world of business to the student."⁴¹ At times, the American Management Association "draws upon representatives of the

³⁹Robert L. Aronson, Research and Writing in Industrial Relations--Are They Intellectually Respectable? (Ithaca, New York: New York State School of Industrial Relations), May 1961.

⁴⁰American Management Association, Camp Enterprise, report prepared by the President's Association of the American Management Association (New York: American Management Association), p. 7.

⁴¹Lilenfeld, loc. cit.

academic world to act as speakers and as authors of many of our (American Management Association) publications."⁴²

The Utah Industrial Relations Council has no formal program to promote management's image at the universities. However, they do "speak in the classroom to improve their (Industrial Relations Council) relationship."⁴³

"The educational system is subject, of course, to attempted influence by organized associations of laymen, whose activities testify to a belief in its importance."⁴⁴

Labor

"The feeling is that education is the greatest stake the laborer has."⁴⁵ Labor feels that through education, class lines can be dissolved. "Labor sees in education a chance to rise, to achieve for its children a status better than they have attained."⁴⁶ Labor is beginning to realize that if unions are to continue to play an influential role in society, labor's members and especially its leaders must be educated. "Programs of liberal education for labor have come into being and continue to grow, largely as an effect of the recognition that the more direct and more influential role today played by unions within the society as a whole requires a leadership

⁴²Ibid.

⁴³Beeley, loc. cit.

⁴⁴Williams, op. cit., p. 309.

⁴⁵Loutensock, op. cit., p. 43.

⁴⁶Ibid., p. 30.

broadly educated."⁴⁷ A. A. Liveright reports forthright agreement among writers "that their experience supports the idea that university liberal education for labor is both necessary and feasible."⁴⁸ Labor is beginning to require their leaders to have some education from the universities. There is "an increasing demand by unions for liberal education for union leaders from the university."⁴⁹ Universities and colleges are now the major non-labor agencies carrying on programs of labor education for union members. William H. Higginbotham stated, "I think we are going to be dealing with better-informed and better-educated union representatives in the next ten years. The rough-and-tumble type of labor organizer will fade into the background . . . and his place will be taken by a better-informed, better-educated, and more sophisticated individual."⁵⁰

Labor realizes that if there is to be a continued expansion of union membership, white-collar workers must be inducted into these organizations. "Year by year the number of white-collar workers has been growing, until they outnumber the blue-collar workers in the economy."⁵¹ C. E. Burger,

⁴⁷Freda Goldman (ed.), Reorientation in Labor Education (Illinois: Adult Education, 1962), p. 1.

⁴⁸Ibid., p. 11.

⁴⁹Ibid., p. 89.

⁵⁰American Management Association, op. cit., p. 6.

⁵¹Joel Seidman, The Sources for Future Growth and Decline in American Trade Unions (Berkeley: University of California, 1965), p. 6.

President of the Utah AFL-CIO, said, "Unions are interested in getting white-collar workers, except for the highly professionals."⁵²

Unions are especially seeking membership from one large group of white-collar workers--the teaching profession. "Organized labor has been interested in organizing teachers so as to keep education in close sympathy with organized labor."⁵³ "It is almost certain that the college professor will not remain untouched by collective bargaining."⁵⁴ Some professors already belong to the American Federation of Teachers.

When Mr. Burger of the Utah AFL-CIO was asked if he considered the attitudes of university students and professors important to labor, he replied, "Very important."⁵⁵ He clarified his answer by saying that "if the professors will show both sides of the story, they (attitudes of universities) are more important than those of the general public."⁵⁶ Many labor leaders believe some college texts and courses do not give a clear and true picture of the unions. "They (unions) contend that most university governing boards and far too many administrative officers and faculty members have

⁵²Burger and Konkle, loc. cit.

⁵³Loutensock, op. cit., p. 66.

⁵⁴David Hamilton, "Will the College Teacher Organize?" I.U.D. Digest, Spring, 1962, p. 8.

⁵⁵Burger and Konkle, loc. cit.

⁵⁶Ibid.

management orientation."⁵⁷ However, Mr. Burger feels that universities are better explaining unions and all their aspects, history, and benefits. He feels certain this will be an aid to labor, especially if the teachers present both union's and management's viewpoints--"giving an even break in furnishing union knowledge."⁵⁸ Ormond Konkle, Secretary of the Utah AFL-CIO emphasized the importance of university attitudes toward labor, "University attitudes are leaning more toward labor and will help unions grow by not having anti-attitudes and by being more sympathetic to labor's cause."⁵⁹

Labor realizes the value of the universities and colleges--and wants their support. Labor knows that they can gain favor from the universities by supporting the universities in return. "Liberal academicians will continue to support the union movement to the extent that movement supports the liberal's values--which is to a very considerable extent."⁶⁰ The unions have attempted to support educational legislation that would win favor of the teachers. There is question in the minds of some whether the motivation is to better the teachers' conditions or to win their favor and thus gain their support."⁶¹

⁵⁷Vidkunn Ulriksson, "The Scope, Function, and Limitations of University Workers' Educational Programs," Industrial and Labor Relations Review, Vol. 5, No. 2 (January, 1952), p. 223.

⁵⁸Burger and Konkle, loc. cit.

⁵⁹Ibid.

⁶⁰Strauss, op. cit., p. 11.

⁶¹Loutensock, op. cit., p. 69.

Labor in Utah has been favorable to public education, and they have usually been in accord with education on most educational issues. "Labor, then, in general, has supported the educators in the state of Utah."⁶² "Labor feels that it has encouraged it (education), fought for it, and supported it in the nation and state."⁶³ Labor has also "worked legislatively with people in the ranks of higher education. We (labor) have continually supported Federal Aid to Education at all levels and all programs for scholarships, aids, and other forms of subsidies."⁶⁴

Labor seeks to gain favorable attitudes from the universities by providing scholarships. "Labor has supported moves to extend higher education in the state (Utah). It has also supported moves to obtain scholarships for needy and desirous students."⁶⁵ The national AFL-CIO awards six merit scholarships each year to high school students of exceptional ability. The scholarships cover four years of study at the university of the student's choice. This scholarship is conducted in cooperation with the National Merit Scholarship Foundation. A Citizens Scholarship Foundation sponsors a nation-wide movement called Dollars for Scholars. Many local unions of

⁶²Ibid., p. 75.

⁶³Ibid., p. 40.

⁶⁴Letter from Tilford E. Dudley, Director of Speakers Bureau, AFL-CIO, Washington, D.C., December 13, 1967.

⁶⁵Loutensock, op. cit., p. 119.

the AFL-CIO are active participants of this program. Grants from the AFL-CIO are also given to the Citizens Scholarship Foundation. Labor unions provide scholarships for some of their members' children and other youngsters of the community. The National AFL-CIO awards about 1,000 scholarships each year.⁶⁶ The AFL-CIO also sends out a Higher Education Kit which explains the Merit Scholarship, lists special books that deal with problems of college admission, and outlines various grants, scholarships, and loans available to interested students.⁶⁷

A most significant indication of labor's concern about attitudes is their public relations program. It is only logical that establishing a public relations program demonstrates labor's interest in promoting a good image with the public. The National AFL-CIO's public relations program is "designed to influence the attitudes of those it reaches."⁶⁸

Part of the AFL-CIO's public relations policy is the labor literature available to colleges and college teachers. The bureau will supply union publications to any interested group--free of charge. Tilford E. Dudley, Director of the Speakers Bureau of the AFL-CIO, said: "Apparently, many teachers suggest to students preparing papers that they might

⁶⁶Sidney Margolious, Labor's Stake in the College Price Tag (Washington, D.C.: Office of Research, National Association of State Universities, 1965), p. 8.

⁶⁷AFL-CIO, Excerpts from AFL-CIO Executive Council Report to the Fourth Convention (Miami Beach, Florida, 1961), p. 281.

⁶⁸Ibid.

write us (AFL-CIO) for publications on points of view. I try to study each of these requests and assemble material that might be helpful."⁶⁹ Mr. Dudley also stated: I feel that if we can get non-union people to read our literature, we are doing pretty well."⁷⁰

Another program sponsored by the AFL-CIO is a speakers Bureau. The AFL-CIO Speakers Bureau "assists non-labor groups desiring union speakers for meetings, seminars, forums, convocations, and similar groups. Special attention is given to college gatherings."⁷¹ Labor unions will supply union speakers for meetings anywhere across the nation. There is no charge for this service. These speakers are supplied in Utah.⁷² "The Speakers Bureau was established to encourage the appearance of union officials before college and community groups and has grown in popularity."⁷³

The AFL-CIO has produced special public affairs programs in conjunction with National Education Television and Radio Center.⁷⁴ The AFL-CIO also sponsored "Edward P. Morgan and the News." These various programs demonstrate labor's concern and interest in gaining a favorable image with the

⁶⁹Letter from Dudley, loc. cit.

⁷⁰Ibid.

⁷¹Tilford E. Dudley, AFL-CIO Speakers Bureau (Washington, D.C.: AFL-CIO), p. 1.

⁷²Burger and Konkle, loc. cit.

⁷³AFL-CIO, op. cit., p. 282.

⁷⁴Ibid.

public--especially with the university professors and students. ". . . We (AFL-CIO) make a special pitch to the college audience, because they will be the opinion makers of tomorrow."⁷⁵

⁷⁵Letter from Dudley, loc. cit.

CHAPTER IV

PROFESSOR AND STUDENT RESPONSE TO QUESTIONNAIRE

Chapter IV consists of the tabulated results of the professor and student response to the questionnaire. The questionnaire used may be found in the Appendix.

The subjects of this study were professors and students from the four major colleges in Utah. The colleges surveyed were Utah State University, University of Utah, Brigham Young University, and Weber State College. The students were limited to junior, senior, or graduate students majoring in Personnel or Industrial Relations, Economics, Civil Engineering, and English. There were 1,200 questionnaires distributed. Of this number, 862 usable forms were returned. Some questionnaires were only partially answered, were from students majoring in other fields of study, or were answered by freshman or sophomore students. These questionnaires were eliminated and were not used. An analysis of the 862 questionnaires showed them to represent 734 students and 128 professors. Table 1 shows the summary of the total enrollment of each group and the number of usable questionnaires returned.

The questionnaire used in making the study consisted of twenty questions. The first five items on the questionnaire described the person sampled and eliminated the participation

TABLE 1

THE POPULATION AND RESPONSE OF SURVEY TAKEN IN SPRING 1966

Group Surveyed	Personnel or Labor Relations		Economics		Civil Engineering		English		Total	
	Pop.	Resp.	Pop.	Resp.	Pop.	Resp.	Pop.	Resp.	Pop.	Resp.
U.S.U. Professor	1	1	11	7	12	9	25	12	49	29
U.S.U. Student	35	24	49	30	127	46	135	62	346	162
U. of U. Professor			15	10	15	10	30	16	60	36
U. of U. Student			106	64	108	52	260	67	474	183
B.Y.U. Professor			13	6	14	11	58	26	85	43
B.Y.U. Student			135	57	131	43	428	126	694	226
Weber St. Professor			4	4			23	16	27	20
Weber St. Student			118	53			207	110	325	163
Total Professors	1	1	43	27	41	30	136	70	221	128
Total Students	35	24	408	204	366	141	1030	365	1839	734
Total	36	25	451	231	407	171	1166	435	2060	862

of freshmen, sophomores, or any students majoring in other fields of study.

Questions numbered 6, 8, 9, 11, 12, 17, 19, and 20 were designed to determine professors' and students' general attitudes toward labor unions.

Questions numbered 14, 15, and 16 were formulated to discover professors' and students' attitudes toward some of labor's proposals.

Questions numbered 7, 10, and 13, were composed to ascertain professors' and students' attitudes toward government's role and intervention in labor-management relations.

Question number 18 was designed to disclose professors' and students' attitudes toward the future of unionism.

The data in this chapter reports the answers to each question.

Response to QuestionsQuestion 5

"Have you ever belonged to a labor union?" The data within Table 2 shows the results of this question in each category.

Of the 862 persons responding to this item, 164 responded in the affirmative. There were 698 negative replies. By converting the foregoing figures to percentages, it was found that 19 percent of the respondents had belonged to labor unions, and 81 percent had never belonged to a union. A total of 36 professors replied in the affirmative. There were 92 professors who answered in the negative. The tabulated response of the students revealed that 128 had belonged to a labor union; 606 had never belonged to a union.

TABLE 2

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 5,
"HAVE YOU EVER BELONGED TO A LABOR UNION?"

Group Surveyed	Personnel or Labor Relations		Economics		Civil Engineering		English		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
U.S.U. Professor	1	0	1	6	2	7	3	9	7	22
U.S.U. Student	7	17	7	23	8	38	2	60	24	138
U. of U. Professor			2	8	1	9	3	13	6	30
U. of U. Student			20	44	10	42	7	60	37	146
B.Y.U. Professor			0	6	1	10	15	11	16	27
B.Y.U. Student			14	43	8	35	21	105	43	183
Weber St. Professor			4	0			3	13	7	13
Weber St. Student			9	44			15	95	24	139
Total Professors	1	10	7	20	4	26	24	46	36	92
Total Students	7	17	50	154	26	115	45	320	128	606
Total	8	17	57	174	30	141	69	366	164	698

Question 6

"For the most part, labor's demands in terms of wages and conditions of work are reasonable." Details of the response to this question are shown in Table 3.

A majority of those responding agreed that labor's demands are reasonable. However, professors of Civil Engineering disagreed by a two to one ratio.

Of the total professors, 88 agreed and 40 disagreed with the statement. The student total shows 456 agreed while 278 disagreed.

The total of professors and students indicates that 544 or 63.1 percent agreed and 318 or 36.9 percent disagreed.

TABLE 3

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 6, "FOR THE MOST PART LABOR'S DEMANDS IN TERMS OF WAGES AND CONDITIONS OF WORK ARE REASONABLE?"

Group Surveyed	Personnel or Labor Relations		Economics		Civil Engineering		English		Total	
	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.
U.S.U. Professor	1	0	6	1	2	7	10	2	19	10
U.S.U. Student	18	6	20	10	17	29	38	24	93	69
U. of U. Professor			8	2	3	7	15	1	26	10
U. of U. Student			48	16	42	10	39	28	129	54
B.Y.U. Professor			5	1	4	7	21	5	30	13
B.Y.U. Student			34	23	22	21	71	55	127	99
Weber St. Professor			2	2			11	5	13	7
Weber St. Student			33	20			74	36	107	56
Total Professors	1	0	21	6	9	21	57	13	88	40
Total Students	18	6	135	69	81	60	222	143	456	278
Total	19	6	156	75	90	81	279	156	544	318

Question 7

"Anti-trust laws should be applied to unions." The data shown in Table 4 shows the detailed results of this question.

There were 633 professors and students who agreed with question 7. There were 229 who disagreed. Changing these results to percentages, 73.4 percent of the students and professors agreed, and 26.6 percent disagreed.

A total of 97 professors felt that anti-trust laws should be applied to unions. A total of 31 professors disagreed. The students' response showed that 536 agreed, compared to the 198 students who did not want anti-trust laws applied to unions.

TABLE 4

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 7,
"ANTI-TRUST LAWS SHOULD BE APPLIED TO UNIONS."

Group Surveyed	Personnel or Labor Relations		Economics		Civil Engineering		English		Total	
	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.
U.S.U. Professor	1	0	3	4	8	1	9	3	21	8
U.S.U. Student	13	11	14	16	35	11	47	15	109	53
U. of U. Professor			4	6	9	1	12	4	25	11
U. of U. Student			36	28	37	15	54	13	127	56
B.Y.U. Professor			3	3	10	1	20	6	33	10
B.Y.U. Student			42	15	34	9	106	20	182	44
Weber St. Professor			4	0			14	2	18	2
Weber St. Student			49	4			69	41	118	45
Total Professors	1	0	14	13	27	3	55	15	97	31
Total Students	13	11	141	63	106	35	276	89	536	198
Total	14	11	155	76	133	38	331	104	633	229

Question 8

"If it were not for the existence of a strong labor movement, the American worker's standard of living would be considerably lower." Table 5 reveals the detailed results of this question.

Of the 862 students and professors answering this question, a total of 723 agreed, and 139 disagreed. Transforming these statistics to percentages revealed that 83.9 percent of the professors and students agreed, and 16.1 percent disagreed.

The reaction of professors to this question disclosed that 112 believed that the worker's standard of living would have been lower if there had not been a strong labor movement. Only 16 professors disagreed. There were 611 students who indicated agreement with the statement, while 123 differed.

TABLE 5

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 8, "IF IT WERE NOT FOR THE EXISTENCE OF A STRONG LABOR MOVEMENT, THE WORKER'S STANDARD OF LIVING WOULD BE CONSIDERABLY LOWER."

Group Surveyed	Personnel or Labor Relations		Economics		Civil Engineering		English		Total	
	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.
U.S.U. Professor	0	1	5	2	8	1	12	0	25	4
U.S.U. Student	13	11	18	12	35	11	54	8	120	42
U. of U. Professor			8	2	8	2	16	0	32	4
U. of U. Student			56	8	52	0	55	12	163	20
B.Y.U. Professor			6	0	7	4	26	0	39	4
B.Y.U. Student			45	12	32	11	111	15	188	38
Weber St. Professor			2	2			14	2	16	4
Weber St. Student			40	13			100	10	140	23
Total Professors	0	1	21	6	23	7	68	2	112	16
Total Students	13	11	159	45	119	22	320	45	611	123
Total	13	12	180	51	142	29	388	47	723	139

Question 9

"There is more corruption in the labor unions than in business and industry." Details of the response to this question are shown in Table 6.

Of the 862 persons responding to this item, 335 agreed that there was more corruption in labor unions. However, 527 disagreed with the statement. The percentages of these results show 38.9 percent in agreement and 61.1 percent in disagreement.

Thirty-two professors answered in the affirmative, compared to 96 dissenting professors. Civil Engineering professors and students were the only groups where a majority thought there was more corruption in labor unions than industry. All of the professors of Personnel and Economics were unanimous in their opinion. They did not believe there was more corruption in labor unions.

The students were more evenly divided in their beliefs. There were 303 students who agreed and 431 who disagreed.

TABLE 6

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 9,
 "THERE IS MORE CORRUPTION IN THE LABOR UNIONS
 THAN IN BUSINESS AND INDUSTRY."

Group Surveyed	Personnel or Labor Relations	Economics	Civil Engineering	English	Total
	Agr. Dis.	Agr. Dis.	Agr. Dis.	Agr. Dis.	Agr. Dis.
U.S.U. Professor	0 1	0 7	7 2	4 8	11 18
U.S.U. Student	5 19	9 21	23 23	26 36	63 99
U. of U. Professor		0 10	6 4	1 15	7 29
U. of U. Student		20 44	30 22	30 37	80 103
B.Y.U. Professor		0 6	9 2	0 26	9 34
B.Y.U. Student		21 36	28 15	56 70	105 121
Weber St. Professor		0 4		5 11	5 15
Weber St. Student		18 35		37 73	55 108
Total Professors	0 1	0 27	22 8	10 60	32 96
Total Students	5 19	68 136	81 60	149 216	303 431
Total	5 20	68 163	103 68	159 276	335 527

Question 10

"Strikes over seven days in length should be settled by compulsory arbitration." The data within Table 7 gives the specific answers to this question.

The total opinions on this issue were very evenly divided with 60 professors agreeing and 68 disagreeing. There were 374 students who favored compulsory arbitration after seven days, compared to 360 who opposed this solution to strikes.

When the disciplines are viewed separately, Personnel and Economics strongly disagreed, Civil Engineering strongly agreed, and English was evenly divided.

The total response to this question shows 434 in the agree column and 428 in the disagree column. These numbers convert to 50.3 percent and 49.7 percent, respectively.

TABLE 7

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 10, "STRIKES
OVER SEVEN DAYS IN LENGTH SHOULD BE SETTLED BY
COMPULSORY ARBITRATION."

Group Surveyed	Personnel or Labor Relations		Economics		Civil Engineering		English		Total	
	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.
U.S.U. Professor	0	1	0	7	6	3	8	4	14	15
U.S.U. Student	8	16	14	16	32	14	34	28	88	74
U. of U. Professor			2	8	7	3	7	9	16	20
U. of U. Student			16	48	33	19	40	27	89	94
B.Y.U. Professor			2	4	5	6	15	11	22	21
B.Y.U. Student			21	36	27	16	60	66	108	118
Weber St. Professor			0	4			8	8	8	12
Weber St. Student			29	24			60	50	89	74
Total Professors	0	1	4	23	18	12	38	32	60	68
Total Students	8	16	80	124	92	49	194	171	374	360
Total	8	17	84	147	110	61	232	203	434	428

Question 11

"Labor unions have outlived their usefulness in the United States." Details of the response to this question are shown in Table 8.

Professors and students in general disagreed with this statement. Of the 862 answering, 704 or 81.7 percent disagreed. However, 158 or 18.3 percent agreed that labor unions have outlived their usefulness.

The Civil Engineering group is conspicuous by the high percentage agreeing with this question.

Professors who thought labor unions have outlived their usefulness numbered 14, while 114 indicated the opposite point of view. Student totals showed 144 agreed that unions are no longer useful, and 590 disagreed.

TABLE 8

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 11,
 "LABOR UNIONS HAVE OUTLIVED THEIR USEFULNESS
 IN THE UNITED STATES."

Group Surveyed	Personnel or Labor Relations	Economics	Civil Engineering	English	Total
	Agr. Dis.	Agr. Dis.	Agr. Dis.	Agr. Dis.	Agr. Dis.
U.S.U. Professor	0 1	0 7	3 6	2 10	5 24
U.S.U. Student	5 19	2 28	12 34	12 50	31 131
U. of U. Professor		0 10	2 8	0 16	2 34
U. of U. Student		0 64	36 16	15 52	51 132
B.Y.U. Professor		0 6	5 6	0 26	5 38
B.Y.U. Student		6 51	18 25	25 101	49 177
Weber St. Professor		0 4		2 14	2 18
Weber St. Student		2 51		11 99	13 150
Total Professors	0 1	0 27	10 20	4 66	14 114
Total Students	5 19	10 194	66 75	63 302	144 590
Total	5 20	10 221	76 95	67 368	158 704

Question 12

"Labor unions are too powerful." The tabulated response to this question is shown in Table 9.

There were 583 professors and students who agreed with question 12, and 279 who disagreed. Converted to percentages, these numbers show that 67.6 percent of the total agreed and 32.4 percent disagreed.

The tally shows that 75 professors thought unions are too powerful and 53 did not. Five hundred and eight students affirmed the too powerful opinion, while 226 disagreed.

Professors of Personnel and Economics were the only groups who did not believe labor unions are too powerful.

TABLE 9

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 12,
"LABOR UNIONS ARE TOO POWERFUL."

Group Surveyed	Personnel or Labor Relations		Economics		Civil Engineering		English		Total	
	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.
U.S.U. Professor	0	1	2	5	9	0	8	4	19	10
U.S.U. Student	15	9	17	13	39	7	41	21	112	50
U. of U. Professor			2	8	8	2	4	12	14	22
U. of U. Student			28	36	30	22	47	20	105	78
B.Y.U. Professor			1	5	11	0	19	7	31	12
B.Y.U. Student			38	19	36	7	111	15	185	41
Weber St. Professor			2	2			9	7	11	9
Weber St. Student			42	11			64	46	106	57
Total Professors	0	1	7	20	28	2	40	30	75	53
Total Students	15	9	125	79	105	36	263	102	508	226
Total	15	10	132	99	133	38	303	132	583	279

Question 13

"Right-to-work laws should be abolished." Table 10 shows the results of this question.

This question has special interest, since Utah is one of a minority of states which has the right-to-work law. This question has been a political issue for some time in Utah.

Professors indicated opposition to abolishment of the laws by disagreeing 106 to 22 agreeing. Student totals showed that 547 disagreed and 187 agreed. When combined, 209 or 24.2 percent of the professors and students thought the right-to-work laws should be abolished. The total against abolishing the laws was 653 or 75.8 percent.

TABLE 10

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 13,
"RIGHT-TO-WORK LAWS SHOULD BE ABOLISHED."

Group Surveyed	Personnel or Labor Relations		Economics		Civil Engineering		English		Total	
	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.
U.S.U. Professor	0	1	3	4	0	9	1	11	4	25
U.S.U. Student	3	21	11	19	5	41	10	52	29	133
U. of U. Professor			4	6	3	7	6	10	13	23
U. of U. Student			32	32	13	39	14	53	59	124
B.Y.U. Professor			3	3	0	11	1	25	4	39
B.Y.U. Student			11	46	10	33	45	81	66	160
Weber St. Professor			0	4			1	15	1	19
Weber St. Student			7	46			26	84	33	130
Total Professors	0	1	10	17	3	27	9	61	22	106
Total Students	3	21	61	143	28	113	95	270	187	547
Total	3	22	71	160	31	140	104	331	209	653

Question 14

"The work week in most industries should be reduced from 40 to 35 hours." Details of the response to this proposal are shown in Table 11.

Opposition to a reduction in the work week was most marked among professors. No professors of Personnel or Economics thought that the work week should be shortened. Only 21 professors agreed and 107 disagreed with the statement.

Students were not as strongly opposed to the shorter work week. Of the 734 students responding, 182 agreed that the work week should be shortened, and 552 disagreed.

The total of professors and students showed that 203 or 23.5 percent agreed and 655 or 76.5 percent disagreed.

TABLE 11

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 14,
 "THE WORK WEEK IN MOST INDUSTRIES SHOULD
 BE REDUCED FROM 40 TO 35 HOURS."

Group Surveyed	Personnel or Labor Relations	Economics	Civil Engineering	English	Total
	Agr. Dis.	Agr. Dis.	Agr. Dis.	Agr. Dis.	Agr. Dis.
U.S.U. Professor	0 1	0 7	3 6	3 9	6 23
U.S.U. Student	6 18	8 22	11 35	11 51	36 126
U. of U. Professor		0 10	3 7	6 10	9 27
U. of U. Student		36 28	16 36	13 54	65 118
B.Y.U. Professor		0 6	0 11	0 26	0 43
B.Y.U. Student		7 50	10 33	27 99	44 182
Weber St. Professor		0 4		6 10	6 14
Weber St. Student		11 42		26 84	37 126
Total Professors	0 1	0 27	6 24	15 55	21 107
Total Students	6 18	62 142	37 104	77 288	182 552
Total	6 19	62 169	43 128	92 343	203 659

Question 15

"Rate of pay for overtime required by law should be changed from time-and-a-half to double the regular rate." The data within Table 12 shows the detailed results of this question.

Opposition to this proposal of organized labor, double pay for overtime, was even stronger than to question 14. Of the 862 answers, only 158 or 18.3 percent were in favor, while 704 or 81.7 percent were opposed to the increase in overtime rate.

There were 15 professors who favored and 113 who opposed the suggested increase in required pay for overtime. The tabulated response of students revealed that 143 students agreed and 591 disagreed.

TABLE 12

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 15, "RATE OF PAY FOR OVERTIME REQUIRED BY LAW SHOULD BE CHANGED FROM TIME-AND-A-HALF TO DOUBLE THE REGULAR RATE."

Group Surveyed	Personnel or Labor Relations	Economics	Civil Engineering	English	Total
	Agr. Dis.	Agr. Dis.	Agr. Dis.	Agr. Dis.	Agr. Dis.
U.S.U. Professor	0 1	0 7	1 8	3 9	4 25
U.S.U. Student	2 22	2 28	14 32	6 56	24 138
U. of U. Professor		3 7	3 7	3 13	9 27
U. of U. Student		16 48	7 45	6 61	29 154
B.Y.U. Professor		0 6	0 11	0 26	0 43
B.Y.U. Student		13 44	16 27	21 105	50 176
Weber St. Professor		0 4		2 14	2 18
Weber St. Student		9 44		31 79	40 123
Total Professors	0 1	3 24	4 26	8 62	15 113
Total Students	2 22	40 164	37 104	64 301	143 591
Total	2 23	43 188	41 130	72 363	158 704

Question 16

"The minimum wage per hour should be raised above the present \$1.25." Details of the response to this question are shown in Table 13.

Opinions on this issue were evenly divided. Of the 862 total, 435 or 50.5 percent agreed that minimum wage should be increased. The tally shows that 427 or 49.5 percent disagreed. Professors, however, showed a greater opposition than the integrated total. By more than two to one, professors disagreed that the minimum wage should be increased with only 38 agreeing and 90 disagreeing.

Students were fairly evenly divided in regards to an increase in minimum wage. Three hundred and ninety-seven students agreed, and 337 disagreed. The Economics students showed the greatest margin agreeing to an increased minimum wage than any other group.

TABLE 13

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 16,
 "THE MINIMUM WAGE PER HOUR SHOULD BE
 RAISED ABOVE THE PRESENT \$1.25."

Group Surveyed	Personnel or Labor Relations		Economics		Civil Engineering		English		Total	
	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.	Agr.	Dis.
U.S.U. Professor	0	1	2	5	4	5	7	5	13	16
U.U.S. Student	13	11	22	8	25	21	39	23	99	63
U. of U. Professor			6	4	2	8	8	8	16	20
U. of U. Student			56	8	35	17	27	40	118	65
B.Y.U. Professor			0	6	1	10	0	26	1	42
B.Y.U. Student			21	36	22	21	46	80	89	137
Weber St. Professor			2	2			6	10	8	12
Weber St. Student			28	25			63	47	91	72
Total Professors	0	1	10	17	7	23	21	49	38	90
Total Students	13	11	127	77	82	59	175	190	397	337
Total	13	12	137	94	89	82	196	239	435	427

Question 17

"Most labor strikes should be outlawed." The data within Table 14 shows the detailed breakdown of opinions toward this question.

Generally, there was strong disagreement to this statement. A total of 685 or 79.5 percent disagreed and 177 or 20.5 percent indicated their agreement to the outlawing of strikes. However, both professors and students in Civil Engineering were evenly divided in their opinions toward this question.

As a group, 31 professors agreed and 97 disagreed that most strikes should be outlawed. Student response showed there were 146 who agreed and 588 who disagreed.

TABLE 14

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 17,
"MOST LABOR STRIKES SHOULD BE OUTLAWED."

Group Surveyed	Personnel or Labor Relations	Economics	Civil Engineering	English	Total
	Agr. Dis.	Agr. Dis.	Agr. Dis.	Agr. Dis.	Agr. Dis.
U.S.U. Professor	0 1	0 7	5 4	2 10	7 22
U.S.U. Student	1 23	4 26	14 32	13 49	32 130
U. of U. Professor		0 10	5 5	1 15	6 30
U. of U. Student		4 60	37 15	16 51	57 126
B.Y.U. Professor		2 4	6 5	5 21	13 30
B.Y.U. Student		4 53	15 28	16 110	35 191
Weber St. Professor		0 4		5 11	5 15
Weber St. Student		5 48		17 93	22 141
Total Professors	0 1	2 25	16 14	13 57	31 97
Total Students	1 23	17 187	66 75	62 303	146 588
Total	1 24	19 212	82 89	75 360	177 685

Question 18

"Do you anticipate decline or growth in union membership as a percentage of the labor force?" Details of opinions toward this question are shown in Table 15.

Professors' response to this question showed that 55 anticipate decline, while 73 believe there will be growth. The student total showed that 255 anticipate decline and 479 foresee growth. When these figures are summarized, they show 310 or 36 percent anticipate decline, and 552 or 64 percent predict growth in the union membership as a percentage of the labor force.

An interesting observation which should be made is that in Personnel or Labor Relations and Economics, those who predict decline significantly outnumber those who predict growth. These disciplines should be most knowledgeable as to what factors might bring about change in the percentage of the labor force which is organized.

TABLE 15

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 18, "DO YOU ANTICIPATE DECLINE OR GROWTH IN UNION MEMBERSHIP AS A PERCENTAGE OF THE LABOR FORCE?"

Group Surveyed	Personnel or Labor Relations		Economics		Civil Engineering		English		Total	
	Dec.	Grth.	Dec.	Grth.	Dec.	Grth.	Dec.	Grth.	Dec.	Grth.
U.S.U. Professor	1	0	3	4	6	3	4	8	14	15
U.S.U. Student	15	9	24	6	17	29	13	49	69	93
U. of U. Professor			8	2	4	6	5	11	17	19
U. of U. Student			36	28	7	45	18	49	61	122
B.Y.U. Professor			4	2	8	3	5	21	17	26
B.Y.U. Student			31	26	12	31	25	101	68	158
Weber St. Professor			2	2			5	11	7	13
Weber St. Student			30	23			27	83	57	106
Total Professors	1	0	17	10	18	12	19	51	55	73
Total Students	15	9	121	83	36	105	83	282	255	479
Total	16	9	138	93	54	117	102	333	310	552

Question 19

"Have labor unions in general helped or hindered the American economy?" The data within Table 16 illustrates the answers to this question.

Of the 862 total, 793 or 88.5 percent believed that labor unions have helped, while only 99 or 11.5 percent believed that unions have hindered the economy. The single group in which opinions were evenly divided was the professors of Civil Engineering. The total professor tally showed that 107 believed the economy had been helped and 21 thought it had been hindered. Student response indicated that 656 thought labor unions have helped and 78 thought they have hindered the American economy.

TABLE 16

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 19,
 "HAVE LABOR UNIONS IN GENERAL HELPED OR HINDERED
 THE AMERICAN ECONOMY?"

Group Surveyed	Personnel or Labor Relations		Economics		Civil Engineering		English		Total	
	Hlp.	Hind.	Hlp.	Hind.	Hlp.	Hind.	Hlp.	Hind.	Hlp.	Hind.
U.S.U. Professor	1	0	7	0	4	5	12	0	24	5
U.S.U. Student	22	2	30	0	34	12	53	9	139	23
U. of U. Professor			8	2	9	1	15	1	32	4
U. of U. Student			64	0	42	10	56	11	162	21
B.Y.U. Professor			6	0	4	7	26	0	36	7
B.Y.U. Student			49	8	40	3	116	10	205	21
Weber St. Professor			4	0			11	5	15	5
Weber St. Student			50	3			100	10	150	13
Total Professors	1	0	25	2	17	13	64	6	107	21
Total Students	22	2	193	11	116	25	325	40	656	78
Total	23	2	218	13	133	38	389	46	763	99

Question 20

"Do you generally favor or oppose organized labor?"

Details of the response to this question are shown in Table 17.

This question was used somewhat as a summary and as a tie-breaker for the group of questions aimed at determining how many favored or opposed organized labor.

The tide of opinion was in favor of organized labor with 590 or 68.4 percent favoring and 272 or 31.6 percent opposing. The professor totals showed 104 in favor and 24 generally opposed to unions. Students as a group indicated that 486 favored and 248 opposed organized labor. Conspicuous because of their strong favorable opinion were professors and students of Economics.

TABLE 17

RESPONSE OF STUDENTS AND PROFESSORS TO QUESTION 20, "DO
YOU GENERALLY FAVOR OR OPPOSE ORGANIZED LABOR?"

Group Surveyed	Personnel or Labor Relations		Economics		Civil Engineering		English		Total	
	Fav.	Opp.	Fav.	Opp.	Fav.	Opp.	Fav.	Opp.	Fav.	Opp.
U.S.U. Professor	1	0	7	0	4	5	10	2	22	7
U.S.U. Student	15	9	22	8	22	24	44	18	103	59
U. of U. Professor			10	0	6	4	16	0	32	4
U. of U. Student			56	8	32	20	40	27	128	55
B.Y.U. Professor			6	0	5	6	26	0	37	6
B.Y.U. Student			44	13	28	15	71	55	143	83
Weber St. Professor			2	2			11	5	13	7
Weber St. Student			38	15			74	36	112	51
Total Professors	1	0	25	2	15	15	63	7	104	24
Total Students	15	9	160	44	82	59	229	136	486	248
Total	16	9	185	46	97	74	292	143	590	272

Attitude Summary

The data within Table 18 summarizes the answers to questions 6, 8, 9, 11, 12, 17, 19, and 20. Answers from each questionnaire were automatically tabulated as a combined general response either in favor or opposed to organized labor.

The combined response shows that 663 professors and students were in favor of organized labor, and 199 were against it. Converted to percentages, these numbers show that 76.9 percent favored unions and 23.1 percent opposed them. The professor totals showed 103 in favor, and 25 opposed to unions. The student totals indicated that 560 favored and 174 opposed organized labor. The Economics group indicated the strongest opinion in favor of unions. The Civil Engineering group totals showed the closest division of opinions in favor or opposition of unions. Within Civil Engineering two segments, professors at Utah State University and Brigham Young University, showed that a higher number opposed unions than favored them.

The summarized results of the responses of all groups showed an attitude in favor of organized labor.

TABLE 18

SUMMARY OF GENERAL ATTITUDES OF PROFESSORS AND
STUDENTS TOWARD ORGANIZED LABOR

Group Surveyed	Personnel or Labor Relations		Economics		Civil Engineering		English		Total	
	Fav.	Opp.	Fav.	Opp.	Fav.	Opp.	Fav.	Opp.	Fav.	Opp.
U.S.U. Professor	1	0	7	0	4	5	10	2	22	7
U.S.U. Students	19	5	22	8	27	19	48	14	116	46
U. of U. Professor			10	0	6	4	16	0	32	4
U. of U. Student			60	4	32	20	47	20	139	44
B.Y.U. Professor			6	0	4	7	26	0	36	7
B.Y.U. Student			48	9	28	15	101	25	177	49
Weber St. Professor			2	2			11	5	13	7
Weber St. Student			44	9			84	26	128	35
Total Professors	1	0	25	2	14	16	63	7	103	25
Total Students	19	5	174	30	87	54	280	85	560	174
Total	20	5	199	32	101	70	343	92	663	199

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the attitudes of university professors and students toward organized labor. The attitudes of professors and students toward labor were obtained through the medium of a questionnaire which was hand carried to the University of Utah, Brigham Young University, Utah State University, and Weber State College. The survey was composed of University professors and students majoring in Personnel or Labor Relations, Economics, English, and Civil Engineering. The students polled were limited to junior, senior, and graduate students. There were 1,200 questionnaires distributed. Of this number, 862 usable forms were returned. The questionnaires represented 734 students and 128 professors in Utah universities. The data from the questionnaires were analyzed.

Summary

The first part of the questionnaire asked for a description of the person sampled and eliminated the participation of freshmen, sophomores, or any students majoring in other fields of study. Over one-third of the professors and about

one-fifth of the students questioned had belonged to a labor union.

Seventy-six and one-half percent of the students and professors opposed labor's proposal of a shorter work week. These people were also against labor's proposal of double pay for overtime. There were 81.7 percent who opposed this increase. Only 49.5 percent of the students and professors disagreed with labor's proposal of raising the minimum wage above \$1.25. Professors, however, showed a much greater opposition than the students. Therefore, the majority of the students and professors questioned were against an increase in overtime pay and a shorter work week. The majority of students favored a raise in the minimum wage while the professors were in opposition.

A total of 73.4 percent of students and professors thought anti-trust laws should be applied to unions. The students and professors were evenly divided in their opinions regarding the settlement of strikes over seven days in length by compulsory arbitration. There were 75.8 percent of the students and professors who opposed the abolishment of the right-to-work law. Therefore, most students and professors favored anti-trust laws for unions, were against the abolishment of the right-to-work law, and were evenly divided in their feelings concerning the settlement of strikes by compulsory arbitration.

A total of 64.0 percent of professors and students predicted growth in union membership as a percentage of the

labor force. However, Personnel or Labor Relations and the Economics groups anticipated a decline in union membership.

There were 63.1 percent of the professors and students who thought labor's demands were usually reasonable. Civil Engineering professors were the only group who disagreed. A total of 83.9 percent of the professors and students felt that without the existence of a strong labor movement, the American worker's standard of living would be considerably lower. There were 61.1 percent of the students and professors who did not believe there was more corruption in labor unions than in business or industry. Civil Engineering professors and students were the only groups where a majority thought there was more corruption in labor unions than industry. A total of 81.7 percent of the professors and students felt that labor unions have not outlived their usefulness in the United States. Again, it was the Civil Engineering group who had a conspicuously high percentage of people who felt that labor unions have outlived their usefulness. There were 67.6 percent of the total of professors and students who agreed that labor unions are too powerful. The Personnel and Economic professors, however, did not believe labor unions are too powerful. Seventy-nine and one-half percent of the students and professors opposed the outlawing of labor strikes. Civil Engineering professors and students were more evenly divided concerning this declaration. A total of 88.5 percent of the students and professors believed that labor unions have helped the

American economy. There were 68.4 percent of students and professors who stated they generally favor organized labor. Professors and students in Economics, when compared to the other groups, were most in favor of labor unions.

When questions numbered 6, 8, 9, 11, 12, 17, 19, and 20 were combined to obtain a consensus of the general attitudes toward labor, 76.9 percent of the professors and students favored unions. Except for professors of Civil Engineering at Utah State University and Brigham Young University, all groups favored organized labor. The Economics group showed the strongest opinion in favor of unions. The summarized results of the responses of all groups showed an attitude in favor of organized labor.

Conclusions

From the findings, the following conclusions were drawn:

1. Students and professors were opposed to an increase in overtime pay.
2. Students and professors were strongly opposed to a shorter work week.
3. Students favored a raise in the minimum wage; professors opposed the proposal.
4. Students and professors were in favor of the application of anti-trust laws to unions.
5. Students and professors were evenly divided concerning adoption of compulsory arbitration.

6. Students and professors opposed the abolishment of the right-to-work law.

7. Students and professors anticipated a growth in union membership as a percentage of the labor force.

8. Students and professors felt that labor's demands are usually reasonable.

9. Students and professors believed that organized labor has helped the economy and the worker's standard of living.

10. Students and professors did not believe there is more corruption in unions than in business or industry.

11. Students and professors did not think that labor unions have outlived their usefulness.

12. Students and professors believed that labor unions are too powerful.

13. Students and professors were opposed to strikes being outlawed.

14. Students and professors showed an attitude in favor of organized labor.

Recommendations

From this study, it could be recommended to labor that they continue to promote a good image at the university. A favorable acceptance of organized labor has developed within the university. It appears advantageous to organized labor to maintain the favorable attitude. Management should also be aware of this fact and use every opportunity to promote their own cause.

This study has shown that labor could concentrate on more goals and proposals that appeal to the university. An apparent weakness is labor's failure to recognize that their pursuit of the same old goals and proposals is not justified in the minds of today's university professors and students.

A majority of the students and professors are of the opinion that labor has helped the economy and the worker's standard of living. However, the economy and labor force are changing. It is necessary that organized labor change its pursuits and composition of membership. Labor's public relations program could be slanted more toward the white-collar worker, since they are a growing percentage of the work force. If labor is to continue to grow, they must appeal more to white-collar workers.

A preponderance of professors and students expressed opinions that labor unions are too powerful and that anti-trust laws should be applied to them. These strong attitudes imply that organized labor is viewed as a mature institution and is considered an equal to big business in the American economy. The recommendation might be made that labor attempt to change its image of being too powerful.

Only one university out of the schools sampled offered a major in Personnel or Labor Relations. It might be recommended that a major in Personnel or Labor Relations be offered at the other universities. Labor Relations classes could also be encouraged in areas of study other than Business Administration and Economics.

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APPENDIX

QUESTIONNAIRE

INDICATE YOUR OPINION BY PLACING THE PROPER NUMBER IN THE BLANK AT LEFT

- ___ 1. What is your present position? 1. Professor 2. Student.
- ___ 2. If you are a student indicate your class rank. 1. Junior, Senior/Graduate
2. Freshman/Sophomore.
- ___ 3. What is your major area of instruction or study? 1. Personnel or Labor
Relations, 2. Economics, 3. Civil Engineering, 4. English, 5. Other.
- ___ 4. At which institution are you an instructor of student? 1. USU, 2. U of U,
3. BYU, 4. WSC.
- ___ 5. Have you ever belonged to a labor union? 1. Yes 2. No.
- ___ 6. For the most part labor's demands in terms of wages and conditions of
work are reasonable. 1. Agree 2. Disagree.
- ___ 7. Anti-trust laws should be applied to unions. 1. Agree 2. Disagree.
- ___ 8. If it were not for the existence of a strong labor movement, the American
worker's standard of living would be considerably lower. 1. Agree 2. Disagree
- ___ 9. There is more corruption in the labor unions than in business and industry.
1. Agree 2. Disagree.
- ___ 10. Strikes over 7 days in length should be settled by compulsory arbitration.
1. Agree 2. Disagree.
- ___ 11. Labor unions have outlived their usefulness in the United States. 1. Agree
2. Disagree.
- ___ 12. Labor unions are too powerful. 1. Agree 2. Disagree.
- ___ 13. Right-to-work laws should be abolished. 1. Agree 2. Disagree.
- ___ 14. The work week in most industries should be reduced from 40 to 35 hours.
1. Agree 2. Disagree.
- ___ 15. Rate of pay for overtime required by law should be changed from time-and-a-
half to double the regular rate. 1. Agree 2. Disagree.
- ___ 16. The minimum wage per hour should be raised above the present \$1.25.
1. Agree 2. Disagree.
- ___ 17. Most labor strikes should be outlawed. 1. Agree 2. Disagree.
- ___ 18. Do you anticipate decline or growth in union membership as a percentage of
the labor force? 1. Decline 2. Growth.
- ___ 19. Have labor unions in general helped or hindered the American economy?
1. Helped 2. Hindered.
- ___ 20. Do you generally favor or oppose organized labor? 1. Favor 2. Oppose.

COMMENTS: (Please use the back for any questions or comments concerning the above.)
