COLLECTIVE BARGAINING IN THE PUBLIC SCHOOLS**


Discusses briefly the outstanding characteristics of recent state legislation affecting teacher organization and bargaining as well as new developments in the contents of negotiated agreements and in negotiating procedures.


Presents arguments in favor of professional organizations of educators and against the organization of teachers into labor unions.

Moskow, Michael H. *Teachers and unions: the applicability of collective bargaining to public education*. Philadelphia. Industrial Research Unit, Wharton School of Finance and Commerce, University of Pennsylvania. 1966. 288 pp. $8.50, cloth; $5.95, paper.

A broad study of the modifications necessary in collective bargaining as practiced in private employment when it is used in the local school district. The author bases his conclusions on an intensive study of twenty local school districts which have had experience with "professional negotiations."


Summarizes the principles which were agreed upon at a National Study Conference held under the auspices of the National Education Association Department of Classroom Teachers.


Contains texts of twelve representative agreements arrived at through professional negotiation.

*Prepared by Hazel C. Benjamin, Librarian.

**Items from this list should be ordered directly from the publisher. Addresses are given in connection with each reference.

Presents in summary form information regarding the structure of, and procedures for, interaction between teacher organizations and school administration or board groups for 4308 local school systems with a 1963/64 enrollment of 1200 or more. The procedural and substantive contents of written agreements received from these same school systems are also analyzed. The authors believe that the future is likely to see increased competition between the two major teacher organizations, increased formality of relations between school administration and teaching staff, more numerous and more detailed collective agreements, and increased assumption of responsibility for negotiations by the school administrators rather than the school boards.


A good summary of speeches given at the National Institute on Collective Negotiation in Public Education which was held at the University of Pennsylvania in June, 1966. Various points of view were presented on such topics as legal principles, type of recognition, choice of representative, negotiating techniques, grievances, and the impact of collective negotiation on the role of school administrators.


The author, a Past President of the National School Boards Association, states the reasons for that organization's opposition to both collective bargaining and professional negotiations. She also discusses the reasons behind the growing militancy of teachers and ways in which board-staff relationships can be improved.


A fairly detailed account of the 1963 disputes between organized teachers and the public authorities in Utah and in New York City. Of interest for the light it throws on the NEA-AFT power struggle.


Enumerates power tactics which can be used by teachers and the conditions which make for the effectiveness or ineffectiveness of each. Tables appended to the article give statistics regarding work stoppages involving teachers, 1940-65.

The Assistant to the President of the American Federation of Teachers discusses the objectives and organizing problems of the union as well as such current issues as the comprehensive versus the procedural contract, power relationships in the schools, and the "institutionalization" of conflict.

Solomon, Benjamin. The role of the teacher in educational decision making. Reprint Series No. 125. Chicago 60617. Industrial Relations Center, University of Chicago. 1966. 6 pp. No price given.

Examines the effect of hierarchical organization in the schools on the role of teachers and the relationship of this power system to the aims and process of education. Concludes that the result of this system in education is a "low efficiency equilibrium" in which teachers are subservient and tend to preserve the status quo. The emergence of the collective bargaining movement, the author argues, presents an opportunity for teachers to seek responsible participation in the educational process through broadening the scope of their objectives.


The authors of this volume are on the staff of the National Education Association and have sought to reflect its official policies, although their views are not necessarily those of the Association. This is a comprehensive treatment covering the origin and development of professional negotiation, its legal status, elements of agreements arrived at by this process and methods of securing such agreements, the role of the superintendent in professional negotiation, sanctions, and major issues. The concluding chapter discusses the need for a new public policy regarding employer-employee relationships in the public schools. A number of pertinent documents, summaries of information regarding existing agreements and state laws, and a bibliography are appended to the volume.


The then presidents of the American Federation of Teachers and the National Education Association state the cases for the programs of their respective organizations as means of bettering conditions in the schools and in the teaching profession.

On the basis of information gathered from seven representative city school districts, this report examines the following questions: (1) what is the role of the superintendent? (2) how would an impasse between teacher organizations and school board be handled? (3) what is the composition of the negotiating unit? and (4) what topics are considered to be negotiable? Texts of representative statements on board-staff relationships are appended to the report.


The author discusses the legal framework within which collective action occurs, the relation of organized labor to the growth of unionization among teachers, and the respective programs of the American Federation of Teachers and the National Education Association. He concludes with suggested problems for research designed to throw light on similarities and differences between collective bargaining in the public and private sectors.

Wildman, Wesley A. *Implications of teacher bargaining for school administration*. Reprint Series No. 120. Chicago 60637. Industrial Relations Center, University of Chicago (1225 E. 60th St.). 1965. 7 pp. 50 cents.

Written primarily for school administrators, this article discusses the reasons why collective action by teachers is on the increase, the significance of increased power of teacher organizations and the emergence of bargaining, and what the administrator needs to know in order "to control and successfully conduct a collective bargaining relationship."


A discussion of institutionalization of group conflict within the schools which points out some "of the disutilities which can accompany the introduction of adversary procedures." The different approaches of the National Education Association and the American Federation of Teachers to the applicability of adversary procedures are analyzed, as are the issues over which conflict in the schools has actually arisen. In conclusion, the authors caution against "immediate, uncritical acceptance" of collective bargaining as a necessary feature of the school organization in the absence of more "hard evidence" as to its desirability.