

COURSES AND PROGRAMS IN LABOUR STUDIES AT CANADIAN
UNIVERSITIES AND COLLEGES: AN ANALYSIS

by

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COURSES AND PROGRAMS IN LABOUR STUDIES AT CANADIAN UNIVERSITIES

AND COLLEGES: AN ANALYSIS

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ABSTRACT

The purpose of this study is to identify and analyze the curriculum options of Canadian universities and colleges which provide credit bearing courses and programs in labour studies. Credit bearing courses and programs are considered to reflect a more serious and continuing institutional interest. Therefore, all non-credit and all non post-secondary courses, workshops, and similar types of programs, regardless of their value, have not been considered in this study.

Programs of a scientific, social, and professional nature are among the many studies carried out in our universities and colleges. Studies of this nature are the standard methods of developing and broadening understanding in any field of knowledge. These studies delve into a variety of aspects of our national socio-economic framework.

The labour movement is an integral part of our socio-economic framework, therefore, logically it should receive academic attention through serious study. This study is an investigation into the current status of labour studies at our post-secondary institutions.

The course and program choices of a credit bearing nature in labour studies were discovered through an examination of the calendars of Canadian universities and colleges. These choices were categorized in order that appropriate analyses could be conducted.

The analyses show that credit courses in labour studies are largely missing from our universities and colleges. The universities present the largest selection of choices. These choices are reasonably comprehensive, but they generally lack sophistication and cohesiveness.

On the other hand, the colleges, as well as offering a very limited number of choices, generally lack sophistication, comprehensiveness, and cohesiveness. It appears that labour studies receives less emphasis than is warranted given the relative significance of labour in society.

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CONTENTS

	Page
ABSTRACT.	iii
ACKNOWLEDGEMENTS.	v
LIST OF TABLES.	ix
Chapter	
1. THE INTRODUCTION	1
The Preamble.	1
The Problem	2
Limitations and Definition.	2
The Organization of the Study	4
2. THE LITERATURE REVIEW.	5
Workers' Education Outside Canada	5
International Organizations	5
Trade Union Education	6
Institutions of Higher Learning	8
Summary	11
Workers' Education In Canada.	12
Trade Union Education	12
The Federal Government and Workers' Education	16
Post-secondary Institutions	18
Summary	20
3. METHODOLOGY.	22
The Data Collection	22
The Categories.	24

Chapter	Page
3. The Preparation of the Data	28
Summary	29
4. THE FINDINGS	30
The Descriptive Categories.	30
Universities	30
Colleges	34
The Analytical Categories	35
Sophistication	35
Comprehensiveness.	38
Cohesiveness	40
Summary.	42
5. SUMMARY, CONCLUSIONS, DISCUSSION, AND SUGGESTIONS.	44
Summary	44
Conclusions	46
Discussion.	48
Universities	49
Colleges	52
Unions	54
Suggestions for Further Study	57
 APPENDICES	
A. UNIVERSITY CALENDARS USED IN THE STUDY	59
B. COLLEGE CALENDARS USED IN THE STUDY.	60
C. COURSE TITLES IN LABOUR STUDIES - RUSKIN COLLEGE.	62
D. COURSE TITLES IN LABOUR STUDIES - RUTGERS UNIVERSITY	63
E. CANADIAN LABOUR CONGRESS GUIDELINES FOR LABOUR STUDIES AT UNIVERSITIES AND COLLEGES.	65

APPENDICES

Page

F. LEVELS OF SOPHISTICATION, COMPREHENSIVENESS, AND
COHESIVENESS FOR UNIVERSITIES OFFERING LABOUR STUDIES .• 66

G. LEVELS OF SOPHISTICATION, COMPREHENSIVENESS, AND
COHESIVENESS FOR COLLEGES OFFERING LABOUR STUDIES . . . 67

REFERENCES. 68

LIST OF TABLES

Table	Page
1. Universities - Sociology	24
2. Analytical Categories	27
3. Labour Studies at Universities and Colleges by Descriptive Categories	31
4. Universities with Random Courses	33
5. Labour Studies at Universities and Colleges by Level of Sophistication	36
6. Courses in Labour Studies at Universities and Colleges by Level of Sophistication	37
7. Labour Studies at Universities and Colleges by Level of Comprehensiveness	40
8. Labour Studies at Universities and Colleges by Level of Cohesiveness	42
9. Levels of Sophistication, Comprehensiveness, and Cohesiveness for Universities Offering Labour Studies	66
10. Levels of Sophistication, Comprehensiveness, and Cohesiveness for Colleges Offering Labour Studies	67

CHAPTER I

THE INTRODUCTION

The Preamble

One of the characteristics reflected in the curricula of Canadian universities and colleges is the ever expanding spectrum of subjects. These fields of inquiry are the building blocks for the development and broadening of knowledge. Canadian post-secondary institutions, through the medium of their curricula, delve into an increasing variety of aspects of our national socio-economic framework, including labour. Nevertheless, a brief scrutiny of the calendars of the Canadian post-secondary institutions presents the impression that labour is regarded as having little significance as a field of study. The curricular offerings available in this subject area appear to be sparse, and lacking in continuity. Yet, since labour studies are found within the aforementioned spectrum of subjects, this important field of inquiry should receive greater attention.

Both the worker and workers' organizations (the labour movement) are an integral part of our socio-economic framework. As a result, when considering future societal goals, labour must be involved in the decision-making process. It follows that the study of the worker and his/her institutions (labour studies) warrant more serious attention by universities and colleges than currently appears to be the case.

These points raise a number of questions concerning the treatment of labour studies at our institutions of higher education. What courses

and programs are offered? Where are these courses and programs offered? Do the offerings have any apparent coherence and sophistication? This study seeks to answer these and other questions. From the answers, suggestions for future directions and actions will be presented.

The Problem

The purpose of this study is to discover the current place of labour studies in the formal curricula of Canadian universities and colleges. First, the credit bearing curricular offerings in labour studies will be identified. Second, these courses and programs will be analyzed using specific criteria designed to focus upon the levels of sophistication, comprehensiveness, and cohesiveness. From the data and the analysis a clear picture of the current status of labour studies, as a credit bearing subject in our post-secondary institutions, should be provided.

Limitations and Definition

This study ignores the less formal curricula as found in departments of continuing studies and similar educational bodies, and focuses upon the credit bearing offerings of universities and colleges. The reason for this limitation is the difference between the credit courses and the non-credit courses. Credit courses are acknowledged to be founded on a sound intellectual base reflecting a standard of constancy. Courses and programs of this nature require serious academic attention, and unlike most non-credit offerings must obtain the approval of the university senate or a senior academic body.

Since this study is primarily concerned with subjects that relate

to workers, workers' organizations, and working conditions, it ignores courses and programs designed to train workers for the workplace - such as apprenticeships, or any subjects of a similar nature.

No attempt will be made to evaluate course or program materials, teachers, and locations. As well, there will be no evaluation of the quality of courses and programs, with the exception of noting defined levels of sophistication, comprehensiveness, and cohesiveness.

Another limitation concerns the major ideological differences between the east-west power blocs regarding labour movements. Any discussion about these ideological differences are outside the realm of this study, and only labour studies from a western point of view are presented. To be more specific, beside Canada, only examples chosen from the U.S.A. and the U.K. will be used.

A further limitation relates to the universities and colleges whose curricula have been examined. Only the universities that have ordinary membership in the Association of Universities and Colleges in Canada (AUCC) are considered for this study (Appendix A). The colleges (Appendix B) given attention in this study may or may not have membership in the Association of Canadian Community Colleges (ACCC).

A final limitation is the definition of the expression labour studies course or program. Labour studies refer to topics related to workers, workers' organizations, and working conditions, and possesses the following characteristics:

1. a course or program title that refers to the labour movement, the workplace, and workers in a manner of words such as "The History of Working People and Labour Movements";
2. a course or program that deals with a process of major

consequence to the labour movement eg: "Collective Bargaining";

3. courses and programs which direct themselves to groups of workers rather than the individual worker eg: "Labour Organizations".

The Organization of the Study

This study has been organized into five chapters. The first chapter introduces and identifies the problem, sets out the limitations including the definition of labour studies, and outlines the remainder of the study.

In chapter two, the literature is reviewed. This review is divided into two parts: workers' education outside of Canada, and workers' education in Canada.

The third chapter is a description of the methodology. Included in this description are the data collection process, the categories, and the data analysis procedure.

Chapter four is a presentation and discussion of the data. The findings are included in this chapter.

The Final chapter includes a summary of the study, the conclusions, a discussion of the conclusions, and recommendations drawn from all of the foregoing.

CHAPTER II

THE LITERATURE REVIEW

This chapter will examine some of the literature on workers' education. The review is divided into two major parts: workers' education outside Canada; and workers' education in Canada.

Workers' Education Outside Canada

International Organizations

A few international organizations have educational departments, or branches, that deal directly with workers' education. The International Confederation of Free Trade Unions (ICFTU), and the International Federation of Workers' Education Associations (IFWEA) are two such organizations. The United Nations Educational, Scientific, and Cultural Organization (UNESCO), and the Food and Agricultural Organization (FAO) are other world bodies working in this field. These organizations have aided the development and implementation of workers' education programs, generally in less developed countries. However, the most important world body in this respect is the International Labour Organization (ILO).

From an educational standpoint, the ILO has three separate functions: management training, vocational training, and workers' education. Naturally, to the labour movement and most workers, workers' education is the most important function. To aid the growth of workers' education, the ILO created the Workers' Education Branch (WEB),

approximately thirty years ago, chiefly as an educational resource centre.

In his review of the educational contributions of the ILO to workers' education, Guigui (1972) states that the programs are "activities of a direct and unmistakable educational nature" (p.1). The numerous functions of the Workers' Education Branch verify the observation by Guigui and include activities such as conferences related to education, summer schools, and a library service. It is also a publishing house for books, manuals, and journals about the field of workers' education, as well as being a centre for audio-visual materials. Another function of the WEB is to maintain close cooperation with the international labour movement concerning the development of educational opportunities for trade unionists. According to Guigui (1972), it is through these various links, such as the WEB, that the ILO has attempted to foster equality of education and opportunity.

In 1974, the WEB held an international symposium for the purpose of discussing education and work opportunities for workers. One of the conclusions reached by that forum pertained to some new directions in workers' education. Special attention was given to topics relating the worker to his/her role as a citizen, a producer, and a consumer, "embracing that group of goals which generally come under the notion of quality of life" (ILO, 1974. p.9). The task of developing these new educational programs became the responsibility of the trade union organizations.

Trade Union Education

It was suggested by Boyle in 1970 that the labour movement was

possibly the largest untapped educational pool. This large group of potential students fits very well into the new educational directions expressed by the WEB symposium of 1974. In fact, since that conference, the idea of "quality of life" has been stressed in various ways by such writers as Gray (1976), and Whithouse (1978). In reviewing the possible realm of subjects on labour questions, Bergmann (1977) expressed the opinion that subjects of this nature could range "from labour economics to union organization, from collective bargaining to social legislation" (p.322). However, in reviewing educational material produced by, or for, trade unions during the past decade, a somewhat different view of workers' education is obtained.

Generally, education at the trade union level appears to be only functional in nature, and short courses, of week-end or week-long duration, are predominant. According to Whitehouse (1978) the union education system is "designed to involve trade union members in educative programmes and activities directly through their trade union" (p.4). However, Draves (1980) pointed out that "unions have been only peripherally involved in offering education to their members" (p.214). To be effective in our complex society as Gelpi (1979) observed "the workers cannot permit themselves to remain in a static position" (p.21). They will require more tools than the basic fundamentals of shop steward training, parliamentary procedure, and the like. Whithouse (1980) hammered this point home, and added insight by stating that educative needs, "... with respect to research functions of trade unions will be of mounting importance to trade unions in the future" (p.7).

A decade earlier, Lawson (1970) presented the idea that for informed participation in the society "a society cannot afford to ignore

the educational needs of any section of the population" (p.4). One method of ensuring this is to add institutions of higher learning to the existing system of workers' education.

Institutions of Higher Learning

Ideas about the possible merging of workers' education with the institutions of higher learning have been stated in many countries. From an American point of view, Levine (1970) suggested that:

the broad goals of university labour education in the United States are to help the worker to become (i) an active member of his own union group, (ii) a better individual, and (iii) a participating citizen in his community (p.498).

Throughout the past decade, many writers, including Narasimhan (1971), Schwartz (1974), and Dwyer (1976), have expressed similar opinions. If these writers are correct in their belief that there is a need for cooperation between higher and workers' education, (and there is no evidence to believe otherwise) then directions for attaining these goals should be presented. To date, it appears that no one has attempted to present possible solutions to the problem of cooperation between these two institutions. In fact, in 1980, Pineau stated that the need to reorganize the relationship between unions and labour congresses and colleges and universities, still existed.

In the 1974 ILO report on the universities and workers' education, it was stated that the universities and workers' education movement share a common culture. Whitehouse (1979) suggested that labour studies are "a unique, separate, identifiable, and discrete body of research and researchable knowledge" (p.2).

While these points may be true, they do not aid in generating

new conditions for cooperation between the post-secondary institutions and the labour movement. Perhaps instead of searching for a new direction for cooperation, we should examine carefully what already exists.

Certain institutions of higher learning, in both the U.K. and the U.S.A., have been successful in developing programs designed to meet the needs of the labour movement. In references dealing with higher education institutes and workers' education, two institutions are repeatedly singled out as the best examples. As Whitehouse (1979) indicated, these programs deal with "workers, their unions, and the organizational policies, practices, structures, and activities" (p.2). These institutions are Ruskin College, U.K., (see Appendix C for a curriculum outline), and Rutgers University, U.S.A., (see Appendix D for a curriculum outline). As a result, it seems logical to present a brief overview of these two institutions.

Ruskin College, located in Oxford, England, was founded in 1899. Providing working men and women with the opportunity of attaining some higher education is the continuing purpose of Ruskin College. It appears probable that all the students attending the College's labour studies program lack formal qualifications as to their educational standards. The students are selected for entrance into Ruskin College through criteria that include labour movement service, community service, and previous efforts for further education through adult education courses.

Since Ruskin College has a close association with the trade union movement, labour is represented on the College's governing council. This representation includes the Trades Union Congress and individual unions both of which contribute substantial funds to the college, as well

as other individuals and groups.

The College's labour studies diploma program is of two years duration. The program permits students to concentrate their studies on labour movement topics, as well as being introduced to subjects of a broader economic, social, and political nature. The curriculum includes economics, history, politics, sociology, communications, industrial relations, and statistics. The subjects are usually instructed in a tutorial fashion with the student having some choice in the subject matter. However, communications, industrial relations, and statistics are compulsory subjects with a prescribed format. The submission of an approved research project is also required for completion of the diploma program.

The second example, Rutgers University, located in New Brunswick, New Jersey, U.S.A., was founded in 1766. Rutgers has been directly involved in labour studies education since 1931, the year the first Labour Institute was held. By 1967, Rutgers had created a degree program with a major in labour studies. From the early seventies, the university has assisted other institutions and labour groups in establishing labour studies programs.

The curriculum of the degree program consists of thirty-six credits in the major area of labour studies, plus other minor subjects as prescribed by the university. The subjects incorporated in the program are history, political science, sociology, economics, and labour studies. Topics of the labour studies program include workers, workers' organizations, and other related material. Graduates of the program are suited for employment in a number of different areas including unions, and government agencies dealing with labour related matters.

Ruskin and Rutgers do not necessarily provide an ideal model for the improvement of labour studies, but they seem at present to be the best programs available. Their experience in dealing with this subject over the years has to be an invaluable asset to both the labour movement and the other institutions of higher education. A possible way to advance labour studies would be for the Workers' Education Branch to create a model based upon the experience of these two schools. This would be an important means for the establishment of concrete links between post-secondary education and the trade union movement.

Summary

From a global perspective, the ILO, through its Workers' Education Branch, is the most important international organization for workers, and workers' organizations. By attempting to create linkages of cooperation with other international organizations, with ILO member states, with union organizations, and sometimes with institutes of higher learning, the WEB has tried to improve and expand workers' education. It is necessary for the ILO to carry out its educational activities in a collaborative manner; any direct attempt at influence or authority over workers would be a violation of its constitution.

As a result of this constitutional consideration, extensions of workers' education programs and services will vary from nation to nation. In some cases, the overall view of workers' education will vary from union congress to union congress. Generally, this means that the development processes in workers' education are very slow, and may give the impression that Gelpi (1979) saw that a static state had been reached in this educational system.

In reviewing post-secondary institutions, we find numbers of colleges and universities that have labour studies courses and programs at some level, the majority of which are of a non-credit nature. As a result, the labour movement pays little attention to them. The courses of a credit bearing nature that are offered are usually encompassed in another degree program, eg: economics. As stated previously, Ruskin and Rutgers seem to be forerunners of the credit bearing programs resulting in a degree or diploma.

So far, the literature review has considered only matters outside Canada. Yet, is the overall situation of workers' education different in Canada? The following section will attempt to review, in a general way, workers' education in Canada.

Workers' Education In Canada

At the outset, it must be stated that sources of information about workers' education in Canada are limited. The majority of the information concerning workers' education was located in two journals, Labour Education (an ILO publication), and the Labour Gazette (a former publication of Labour Canada). Within the various trade union papers and journals, little attention is paid to the subject of workers' education.

Trade Union Education

Part of an Organization for Economic Co-operation and Development (OECD) (1977) study on adult education referred to workers' education in Canada. This study pointed out that from a union perspective workers' education "is intended to further the goals of the labour movement", and

is generally "offered in week-end and week-long schools" (p.91). The OECD continued its criticism by noting that:

union education is dominated by such programs as shop steward training, collective bargaining, union administration, parliamentary procedure and similar topics (p.91).

However, Wagg (1977), Markle (1978), and others, agree that an informed membership is most important to the labour movement. Further, the education committee of the Canadian Labour Congress (1980) concurs with this opinion, and states that "the members must be given stimulating educational opportunities" (p.20). Unfortunately, workers' education, and the labour movement's approach to it, seem to remain static. The major criticisms by the OECD of workers' education appear to remain valid. It is true that some educational courses do exist in consumerism, citizenship, and the like; however, these particular courses are few in number, and have a definite trade union bias. In order to achieve the broader aims of workers' education, the existing trade union education system must be expanded beyond the fundamental courses and the week-end and week-long schools.

Perhaps the foregoing criticisms are too strong, the statements too general. In any case, the current workers' education system would be difficult to change. A Manitoba Federation of Labour report (1976) bluntly stated that the "control of labour education must stay within the labour movement". The report continued by emphatically claiming that the labour movement "takes sole responsibility for education that enables its members to properly represent the needs and the interest of the working class" (p.22). Over the past few years, this statement has been reiterated in other forums including the address to trade union educators by Kube (1979) in which he stated that "control of labour

education is the sole responsibility of the trade union movement" (p.10). However, the debate focusses not so much on who should control workers' education, but that it should be changed. This last point, the need for change in the system, is stressed by Schachhuber (1976), Maynard (1972), and Brown (1972).

Schachhuber is probably the most outspoken critic of education within the trade union movement. Among his criticisms are comments about the types of programs. Schachhuber (1976) argued that "programs generally offered are becoming increasingly inappropriate" (p.650). His overall view of workers' education by trade unions, continued as he directed his attention towards the emphasis placed upon the educational activities. He claimed that:

the emphasis is generally on tradition rather than innovation. Education too often is a vehicle for the maintenance of the status quo and too infrequently helps members cope with change (p.650).

He added that, in general, workers' education "has achieved only limited and sometimes questionable goals" (p.650). Schachhuber may have been too harsh in his criticism, but it is important to note that some writers feel that this educational system should be changed. For example, Maynard (1972) noted that "union education curriculum geared historically to blue collar workers, will require modifications to accomodate the new work force" (p.98). Brown (1972) was also thinking of these general problems in workers' education, when she observed that "as long as union members do not perceive education to be the legitimate concern of their union they are not likely to participate in labour union sponsored education" (p.16). The need for change in the workers' education system was again stressed by Adams, Draper and Ducharme (1980), when they stated that "most of the education available to local union officers

is probably of too short duration to adequately provide them with the requisite skills" (p.131).

Not unexpectedly, some writers consider that matters of an educational nature are evolving in the right direction. Alexander (1976) agreed with this view when he pointed out that "providing leadership training for members of the union movement . . . is a step in the right direction" (p.646). Thomas and Abbey (1980) concurred with Alexander, and other writers, about the direction of workers' education by concluding that "to a substantial degree . . . there is a record of progress" (p.72).

As with other educational systems, the debate about the direction being taken and the purpose is a never ending process. As long as the criticisms are constructive and aid in the development of workers' education, the debate should be encouraged. This debate should include the capstone of workers' education in Canada, the Labour College of Canada.

The first attempt in Canada at cooperation between higher education and the labour movement began in 1963, when the Labour College of Canada was founded. This residential college of the Canadian Labour Congress is co-sponsored by McGill University and Université de Montreal. The program is held annually for an eight-week period (May-June) on the campus of the University of Ottawa.

The purpose of the College is to give the trade unionist an opportunity to increase his/her awareness and understanding of issues and problems within the Canadian society. In order to accomplish this task, the program is a blend of theoretical knowledge and practical experience, with a trade union perspective added where the course content permits. The subjects offered by the College are economics,

industrial sociology, labour history, labour law, and political science.

Since the College does not try to emulate traditional schools, practical experience, motivation, and union approval are the key entrance requirements. However, prospective students are strongly urged to take the College's correspondence course as a preparation for the residential program. The correspondence course consists of twelve lessons in four subject areas: economics, political science, sociology, and graphs.

The College is now entering its twenty-first year of operation. Many groups of students have graduated and returned to their unions and their work. Yet, one must wonder about the success of the College in relation to its objectives for the labour movement and the unionist. This relationship is most important in the light of the observation by Thomas and Abbey (1982) that:

there still remains some concern on the role which the Labor College plays within the context of the overall education activities of the Congress (p.210).

The only method of clarifying any concern about the College's role is to have an independent and detailed evaluation of the Labour College. An evaluation of this nature could be conducted by Labour Canada as part of the federal government's interest in workers' education.

The Federal Government and Workers' Education

The second national conference on workers' education was held in 1975 at Ottawa. This conference differed from the first one in that Labour Canada (a ministry of the federal government) was a co-sponsor with the Canadian Labour Congress, the Canadian Association for Adult

Education, and the Institut Canadien de l'Education des Adults.

The primary goal of the conference was to develop methods of cooperation among the unions, adult education associations, colleges, universities, and governments, in the promotion of workers' education. The conference established four recommendations concerning this goal. These recommendations are as follows:

One stressed that labour education is an essential right, not only for workers, but for the full development of a just and democratic society. A second recommendation recalled that the primary responsibility for workers' education and training lies with the labour organizations. Third, it was recommended that the need for collaboration between trade union and post-secondary institutions in the field of workers' education must be recognized. A fourth recommendation invited governments to assist labour unions with education and training programs which they develop on their own or in co-operation with public institutions (Labour Canada, 1982, p.2).

The fourth recommendation was of major interest to the federal government. However, all recommendations were used in forming the Labour Canada Advisory Council, created in 1977. This Council directs its work from the following guidelines:

(a) to advise the minister with respect to the needs, emphasis and directions, and other matters relating to labour education policy in Canada;

(b) to advise and recommend appropriate subjects for study and research with respect to the above;

(c) to advise and assist with the assessment and evaluation of programs and projects;

(d) to advise on the distribution of grants and contributions to labour department regions for programs and projects other than those under the direction of the Canadian Labour Congress;

(e) to provide links to related areas such as Workers' Education, Vocational Training, Occupational Health and Safety, General Adult Education, etc.;

(f) from time to time, to plan and conduct national conferences on labour education. (Thomas and Abbey, 1980, p.160).

These six points are a clear summary of the current approach by the federal government to workers' education. Labour Canada is the liason between the labour movement and the remainder of the government.

The Ministry's liason officers often have representation on various workers' education boards, but they lack voting priviledges. However, they frequently advise about matters concerning expenditures and the general direction of educational activities. An example of this advise-ment is stated by Thomas and Abbey (1980):

the congress should use its unique opportunity in having created perhaps the largest adult education system of the decade, to gather adequate information to assess the results fully (p.79).

The next renewal of federal funding may bring a change to the workers' education process. It remains to be seen if this will mean a greater involvement at the post-secondary level.

Post-secondary Institutions

In the area of post-secondary education, tracking down material about labour studies with a Canadian perspective has proven to be most difficult. The Universities of Manitoba, McMaster, and Windsor are the only three universities in the country with a degree or certificate programs in labour studies. Except for the information in the univer-sity calendars, nothing appears to be written about these labour studies programs. It seems that Niagara College of Applied Arts and Technology, in Ontario, is the only college with a labour studies program. While this program is cited by some writers, except for the college calendar, descriptive literature is unavailable. As expected, references pertain-ing to the universities and colleges with only one course, or a few courses, do not exist.

A review of the calendars listed in Appendix A and Appendix B point to the fact that approximately two hundred and forty courses fitting the definition of labour studies are offered in all the univer-

sities and colleges in Canada. This is a very small number of courses for any subject. The reasons for this state of affairs cannot be blamed on any one organization. Simply, the reasons are historical. For many years, the labour movement distrusted the motives of higher education; in some quarters this situation has not changed today. The true reasons for this perception of higher education have been lost in the early years of this century. On the other hand, until recent years, institutions of post-secondary education have shown little interest in labour education or the study of labour as a topic. Slowly during the last twenty years, matters have begun to change, but both parties are still a long way apart in their respective views about workers' education.

Many writers across the entire international spectrum of workers' education have stressed the importance of cooperation between institutions of higher learning and the unions. From a Canadian view, Bannon (1975) was thinking about this matter of cooperation when she expressed the opinion that:

Canadian trade unionists are faced with the decision of whether or not they want Canadian universities and colleges to establish degree and diploma labour studies courses (p.499).

Perhaps, Bannon should have asked whether the labour movement was ready to embrace the available programs at the universities and colleges. Her discussion should have continued by attempting to find channels of concurrence if these programs were unacceptable. Levine (1976) was obviously thinking about these matters when he stated that the cooperation "may help to achieve more rational relationship between the worlds of work and education in Canada" (p.639). Levine continued by pointing out that the reasons for the cooperation between these parties are twofold. He stressed that the unions gain from this

partnership was generally that:

union-university co-operation permits the application of information and insight derived from academic disciplines to problems faced by union leadership (p.639).

Levine also sees opportunities for the universities, when in the same article he states:

universities in turn, can benefit from an effort to analyze problems of industrial democracy . . . the economic, social and political roles of unions in Canada and the world (p.639).

Thomas and Abbey (1980) have indicated that perhaps the non-credit courses on a contract basis would be the best method for commencing any form of cooperation between the unions and post-secondary education. In any case, it appears that progress in labour studies at the universities and colleges, which meets with union approval, will be very slow.

Summary

Education as conducted by the trade union movement has received comments from praise to stern criticism. Some writers consider the current direction of workers' education as the correct way for any future developments. Yet, the OECD report described the nature of the courses offered to the membership as being too narrow in scope and too short in duration.

The debate does not end at this point, but continues on a different topic level. Both within the labour movement and outside it, there is considerable agreement that an informed labour movement is very important. To create this informed membership, change at all levels of workers' education are necessary. Although within the labour movement, there are some groups of union educators that maintain the field of

workers' education must remain solely with the unions. Naturally, this particular attitude leads to further criticisms.

No matter how the debate about workers' education develops, the current centre piece of trade union education is the Labour College. The College, an eight-week residential school, introduces unionists to certain subjects within the social sciences, and where possible the trade union perspective is added.

The federal government aided by all participants of the second national conference on workers' education received recommendations for the promotion of this type of education. From these recommendations, guidelines for aiding the development of workers' education were established.

In reviewing the universities and colleges, we find that only three universities and one college have programs in labour studies that culminate in a degree or certificate. In fact, of the total number of post-secondary courses available only a few are in the subject area of labour studies. This is a result of a basic lack of interest in the topic by both parties. This situation points to the need for greater cooperation between the universities and the colleges and the labour movement.

CHAPTER III

METHODOLOGY

This chapter is divided into four parts: data collection, the categories, the preparation of the data, and a summary.

The Data Collection

The calendars of the universities and colleges, listed in Appendix A and B respectively, were the primary data source. The reasons behind the choice of this data base were twofold. First, the calendars contained the course and program descriptions needed for the analysis in this study. Second, there was fairly easy access to the institutional calendars. The calendars examined in the process of collecting the data were found in the libraries of the universities, various community colleges, and the local libraries of the lower mainland area of British Columbia. Other information was obtained by direct mail request to the institution in question.

It was unnecessary to review all the course and program descriptions in the calendars. Only those related to labour studies were examined. The subjects selected for review were developed from a careful review of the labour studies curriculum of five post-secondary institutions: Rutgers University in the U.S.A.; Ruskin College in the U.K.; and in Canada, the universities of Manitoba, McMaster, and Windsor; and, in conjunction with the definition of labour studies in chapter one. The review of the curricular offerings, and the definition, indicate

that the subjects selected, ie: economics, history, political science, sociology, and labour studies, were the most prevalent titles used in this field of study.

The following is an example of how courses were accepted for inclusion in this study. "Labor in Canadian Society", a four hundred level sociology course fits the definition of labour studies very well. The course description refers to topics such as the role of the working class, past, present, and future, which agrees with characteristic one - "a course or program title, that refers to the labour movement, the workplace, and workers in a manner such as "The History of Working People and Labour Movements"". The second characteristic, dealing with processes of major consequence to the labour movement, involved such topics as labour in struggle, and union aristocracy. National and international unions relates to the third characteristic which deals with groups of workers rather than the individual.

An example of a rejected course is "Labour Economics", a three hundred level economics course. The topics found within this course do not fit any of the characteristics of the definition of labour studies. Instead the course features topics about economic analysis and the concept of manpower policies and similar themes.

In the next step, pages were prepared in a prescribed manner for the recording of the data. These pages were titled either "universities" or "colleges", followed by the subject heading. The columns on the page indicated the institution, course number, and the course title. By the use of this method, the data on approximately two hundred and forty courses, in five subject areas, was gathered. For an example see Table 1.

Table 1

Universities - Sociology

University	Course Number	Course Title
Simon Fraser	405	Labour in Canadian Society

The Categories

In order to organize the data in a clear, logical format, it was necessary to devise a framework into which the data could be placed. For this purpose, two groups of categories were created. These groups were descriptive and analytical.

The first group of categories, descriptive, had to satisfy two conditions. One, the scope of these categories must embrace all possible courses and programs; and two, the categories must be specific in nature to be of value as a tool in the analysis. The descriptive categories with definitions are as follows:

1. major degree concentration - a program of study at the latter stages of a degree leading to a bachelors degree in labour studies;
2. minor degree concentration - a program of study of less magnitude than a major in labour studies which is utilized as part of the requirements of a degree in a discipline other than labour studies;
3. university certificate or diploma - a program of study of

lesser duration than a degree which results in the award of a diploma or a certificate;

4. random university courses - courses that fit the definition of labour studies but not sufficient in number and form to constitute a major, minor, diploma, or a certificate;

5. random college courses with university transferability - courses that may be accepted by a university for credit, insufficient in number to constitute a diploma or a certificate;

6. college certificate or diploma - a program in labour studies that leads to a certificate or a diploma; individual courses may or may not be accepted by a university for credit;

7. random college courses - courses that fit the definition of labour studies but lack university transferability and are not found in a diploma or certificate program;

8. no courses - no courses meeting the requirements of the definition of labour studies.

Table 1 can be used as an example of how the descriptive categories are applied to the data. This example fits the fourth category. It is classified as "random university courses" because, being a single course, it fails to form a degree, diploma, or a certificate, although the course does fit the definition of labour studies.

The next step in the methodology was to create the analytical group of categories. In this particular study, the analytical categories are in three parts: 1) sophistication, 2) comprehensiveness, and 3) cohesiveness. The operational definitions applied to these three terms are described below.

The first of the analytical categories is sophistication.

In this study, sophistication refers to the year-level at which courses are offered. Upper level courses are considered to be more sophisticated than lower level courses.

Comprehensiveness is the second of the analytical categories. In this study, comprehensiveness refers to the variety of topics dealt with in labour studies courses and programs. A wide range of topics is considered more comprehensive than a narrow range of topics.

The final part of the analytical categories is cohesiveness. In this study, cohesiveness refers to the extent to which courses, and courses within programs, are linked or integrated. Cohesiveness may be indicated by prerequisites, corequisites, sequences, or patterns of requirements, or by a combination of these. Offerings of institutions exhibiting one or more of these linkages are considered to be more cohesive than institutions having none of these linkages.

In order to present the analytical categories in more detail, sub-divisions were created. These sub-divisions are divided into six numerical sections ranging from zero to five. Under each term of the category, the numerals have a different meaning. The operative meaning in this study of the numerical values of sophistication, comprehensiveness, and cohesiveness are outlined in Table 2, "Analytical Categories".

On page twenty-four, Table 1 can be used to show how the analytical categories are applied. In the area of sophistication, this course would rank high since it is a four hundred level course. The analytical value of sophistication is a number four because it is a single fourth year course. In order to obtain the analytical numerical value of comprehensiveness, it was necessary to review all the data for this

Table 2
Analytical Categories

Sophistication Year-level	Comprehensiveness Topics per Institution	Cohesiveness Linkages in Programs
0) no courses	0) no topics	0) no courses
1) first year courses or a single first year course	1) one topic	1) no linkages
2) first and second year courses or a single second year course	2) two topics	2) prerequisites but no pattern of study
3) second and third year courses or a single third year course	3) three topics	3) prerequisites and a pre- scribed pattern of study
4) third and fourth year courses or a single fourth year course	4) four topics	4) diploma or certificate
5) first to fourth year courses	5) five topics	5) degree

particular institution. The review of the data pointed out that only one course was offered by the institution and the analytical numerical value would be a number one. The analytical numerical value, in this particular example, of cohesiveness was a number three. This ranking was obtained from the nature of the prerequisites and the pattern of study required.

The Preparation of the Data

The first step in the preparation of the data for analysis was to establish two major groups: 1) universities, and 2) colleges. Following this division, the next step was to place the course of each institution into one of the sections of the descriptive categories. As shown in chapter four, this provided a means of discovering the general nature of the courses and programs in labour studies offered at our post-secondary institutions.

To begin the analysis, it was necessary to arrange the data by subject. This procedure was used as a quick reference to the number of courses and year-level offered in each subject by the institutions examined in this study. Some degree of sophistication levels were discovered through this arrangement of the data. However, a review of the data was necessary for uncovering the details of the levels of sophistication, comprehensiveness, and cohesiveness.

The tabulation of the data by descriptive category and by the various levels of the analytical categories are shown and discussed in chapter four.

Summary

The chapter began with a brief discussion of the method adopted for the collection of the data. This discussion set out the reasons for the use of this particular data base. The discussion continued by establishing criteria for the selection of the subjects. Both of these factors were needed in order to ensure that unnecessary, or unwanted, data would not be gathered.

The chapter continued with a discussion of the categories, and the preparation of the data for the analysis.

With the methodology of the study established, the tabulation and the analysis of the data could commence. The results are presented in the following chapter.

CHAPTER IV

THE FINDINGS

In this chapter, the findings of the study are presented. The labour studies offerings of the universities and colleges are placed in descriptive categories and are then analyzed under the categories of sophistication, comprehensiveness, and cohesiveness.

The data relating the universities and colleges to the categories are frequently shown in the same table. This format had the advantage of brevity in the number of tables, and ease of comparison of the data.

The Descriptive Categories

The eight descriptive categories are defined in Chapter III. Table 3, "Labour Studies at Universities and Colleges by Descriptive Categories", shows the number of universities and colleges that fall into each of the defined categories. It is in this manner that the major focus, or lack of focus, in labour studies at Canadian post-secondary institutions can initially be identified. The degree of focus is discovered by relating the data first to the universities and second to the colleges.

Universities. The data displayed in Table 3 indicates that the labour studies offerings of the universities were found in four of the eight descriptive categories. These categories were as follows: number one - degree concentration; number three - university diploma or

Table 3

Labour Studies at Universities and Colleges
by Descriptive Categories

Category	Number of Universities	Number of Colleges
1. major degree concentration	2	0
2. minor degree concentration	0	0
3. university certificate or diploma	1	0
4. random university courses	34	0
5. random college courses with university transferability	0	1
6. college certificate or diploma	0	1
7. random college courses	0	7
8. no courses	11	69
Total	48	78

certificate; number four - "random university courses"; and number eight - "no courses".

The largest group of universities, thirty-four, were located under the fourth category, "random university courses". The names of these universities and the number of courses by each university are listed in Table 4, "Universities with Random Courses". The definition of this category presented a rather large scope. As shown in Table 4, it ranges from institutions offering one course to institutions offering a number of courses in labour studies. Two examples of this range in the random courses are as follows: (a) one history course at the University of Ottawa, and (b) nine courses in four subjects, economics, history, political science, and sociology at the Université du Québec.

Category number eight, "no courses", was the next largest group of universities, eleven in total. Six of the universities are located in Eastern Canada - Acadia, Memorial, Mount Saint Vincent, Sainte Anne, Saint Francis Xavier, and the University College of Cape Breton. Three institutions that fit this category, Lakhead, Ryerson, and Trent, are found in Ontario. The two remaining universities in this category are located in Western Canada - Athabasca University, in Alberta, and the University of Saskatchewan, in Saskatchewan.

Two universities were found under category number one, "major degree concentrations". These universities, Manitoba and McMaster, offer programs leading to a Bachelor of Arts degree in labour studies. These schools also offer minor degree concentrations in their labour studies programs, but these are not shown in Table 3, because the institutions were categorized on the basis of the highest category into which they fell.

One university was found under category number three, "certificate

Table 4
Universities with Random Courses

Institution	Number of Courses	Institution	Number of Courses
Alberta	2	Bishop's	2
Brandon	4	British Columbia	1
Brock	1	Calgary	2
Carleton	2	Concordia	5
Dalhousie	3	Guelph	2
Laurentian	2	Laval	12
Lethbridge	1	McGill	1
Moncton	5	Montreal	14
Mount Allison	1	New Brunswick	2
Ottawa	1	Prince Edward Island	2
Quebec	9	Queen's	1
Regina	1	Sherbrooke	2
Simon Fraser	1	St. Mary's	2
St. Thomas	1	Toronto	6
Victoria	1	Waterloo	1
Western Ontario	2	Wilfrid Laurier	3
Winnipeg	5	York	1

or diploma program". This program was conducted at the University of Windsor.

Thus, it can be seen that labour studies courses and programs at our universities, when they are offered, are generally of a random nature. Only three universities offered majors or certificate.

Colleges. The credit bearing courses and programs in labour studies offered by the colleges are limited in number. The nine colleges, out of a total of seventy-eight, offering courses and programs were found in the following categories: number five - "random courses with university transferability"; number six - "certificate or diploma programs"; number seven - "random college courses". The majority of the colleges were found under category eight - "no courses".

In Table 3, one college, Northwest, is found under category number five. This category is for random courses that are transferable to university credit. In this particular case, the courses are transferable to the universities in the province of British Columbia.

The table shows that in category six, there was one college offering certificate or diploma programs. Niagara College in Ontario was the college placed in category number six.

Seven colleges offered courses under category number seven, "random college courses". These colleges are Dawson in Quebec, Mohawk, Durham and Confederation in Ontario, and Capilano, Douglas, and Fraser Valley Colleges in British Columbia. The range of the random courses offered are given in the following examples: (a) one economic course at Durham College, and (b) seventeen courses in the subjects of economics, history, political science, and labour studies at Capilano College.

Of the seventy-eight college calendars examined in this study, a total of sixty-nine colleges were found in category eight, "no courses".

Thus as with the universities, the course offerings in labour studies at the colleges, where they are offered, are of a random nature. Although unlike the universities, only nine of the seventy-eight colleges in this study offer any courses and programs in labour studies.

The Analytical Categories

The analytical categories were created in order that an analysis of the offerings in labour studies at Canadian post-secondary institutions could be attempted. These categories are sophistication, comprehensiveness, and cohesiveness, and are defined in Chapter III. To expand the analysis beyond general statements, each of the categories is divided into six parts and numbered from zero to five. These parts of the categories are also defined in Chapter III.

Sophistication. The data related to the category of sophistication were tabulated and displayed in Table 5, "Labour Studies at Universities and Colleges by Level of Sophistication". This table shows the data arranged by the number of universities and colleges in each of the subdivisions of the category. In Table 6, "Courses in Labour Studies at Universities and Colleges by Level of Sophistication", shows the number of courses in each subject by year-level.

There are one hundred and sixty-four course offerings within the universities' curriculum that fit the definition of labour studies. These courses range from category one, "first year courses or a single

Table 5

Labour Studies at Universities and Colleges
by Level of Sophistication

Year-Level	Number of Universities	Number of Colleges	Total
5. first to fourth year courses	4	1	5
4. third and fourth year courses or a single fourth year course	9	2	11
3. second and third year courses or a single third year course	16	1	17
2. first and second year courses or a single second year course	6	5	11
1. first year courses or a single first year course	2	0	2
0. no courses	11	69	80
Total	48	78	126

Table 6
 Courses in Labour Studies at Universities and Colleges by Level of Sophistication

Subject	Universities - Year-level				Subject	Colleges - Year-level					
	100	200	300	400		Total	100	200	300	400	Total
Economics	8	15	22	4	49	Economics	10	0	0	2	12
History	4	10	13	6	33	History	4	2	1	0	7
Political Science	3	3	4	2	12	Political Science	8	0	0	0	8
Sociology	1	10	13	6	30	Sociology	6	2	1	0	9
Labour Studies	9	10	13	8	40	Labour Studies	37	5	1	5	48
Total	25	48	65	26	164	Total	65	9	3	7	84

first year course", to category four, "third and fourth year courses or a single fourth year course". Table 5 indicates that the largest group of universities, sixteen, offer second and third year courses. Yet, Table 6 shows that of the total number of university course offerings, seventy-three courses are at the lower levels, and ninety-one courses are at the upper levels.

The course offerings of the colleges in labour studies present a very different picture. Table 5 shows that the majority of the colleges offer first and second year courses. Of the eighty-four courses tabled in Table 6, sixty-five are of the first year level. It must be pointed out that about half the course offerings in labour studies at the colleges are found at one college, Niagara College in Ontario.

Another method of reviewing the levels of sophistication is through the programs in labour studies. In this study, a program is any group of seven or more courses which may or may not culminate in a degree, diploma, or a certificate. The reason for this choice is that the smallest group of courses labelled a program was seven.

The universities have four programs that would be found in sub-category number five, "first to fourth year courses". These programs are a degree concentration at the University of Manitoba, and a certificate offering at the University of Windsor. The other two programs are nine courses at the Université de Quebec, and at the Université du Laval, twelve courses. Under category sub-division three, "second and third year courses or a single third year course", the other universities with programs are found. These universities are McMaster with a degree program, and the Université de Montreal with fourteen courses.

Programs in labour studies can be found at four colleges. The highest ranked in relation to sophistication is Confederation College

with seven course offerings. This program would be found in sub-category number five, "first to fourth year courses". The program at Northwest Community College, also seven courses, was found in sub-category number two, "first and second year courses or a single second year course". Both Niagara, a certificate program, and Capilano, seventeen course, were found in sub-category one, "first year courses or a single first year course".

Comprehensiveness. The data pertaining to this category were tabulated and displayed in Table 7, "Labour Studies at Universities and Colleges by Level of Comprehensiveness". This table shows the data by the number of universities and colleges in each topic area. This part of the analysis does not concern itself with courses, only programs and institutions.

Table 7 indicates that most of the universities, twenty-seven in total, offer one or two topics in labour studies. Of the remaining ten universities that have offerings in labour studies, five universities offer three topics, four topics are offered at two schools, while three institutions offer five topics.

Of the six programs in labour studies at the universities, three show a level of comprehensiveness of sub-category five, "five topics". These are the degree programs at Manitoba and McMaster, and the certificate program at Windsor. Two of the universities are in sub-category four, "four topics", are Montreal with fourteen courses, and Quebec with nine courses. The Université du Laval with twelve courses was found in sub-category three, "three topics".

Each of the four college programs in labour studies were found

Table 7

Labour Studies at Universities and Colleges
by Level of Comprehensiveness

Level of Topics by Random Courses and Programs	Number of Universities	Number of Colleges	Total
5. five topics	3	1	4
4. four topics	2	1	3
3. three topics	5	2	7
2. two topics	10	1	11
1. one topic	17	4	21
0. no topics	11	69	80
Total	48	78	126

in different sub-categories. The certificate program at Niagara College had five topics, while Capilano College with seventeen courses had four topics. Both the remaining programs are comprised of seven courses. At Confederation, the program had two topics, and there were three topics in the Northwest program.

Cohesiveness. The data concerning cohesiveness were tabulated and set out in Table 8, "Labour Studies at Universities and Colleges by Level of Cohesiveness". This table illustrates the number of universities and colleges in each sub-category. As with comprehensiveness, this category is only concerned with institutions and programs.

Table 8 shows that most of the universities are in sub-category one, "no linkages", and two, prerequisites but no pattern of study". Only a few universities are found at the higher levels of cohesiveness.

The programs in labour studies at the universities are found in the following sub-categories. Two of the programs, degree concentrations, are in sub-category five, "degree", while the only certificate program is in sub-category four, "diploma or a certificate". The other three university programs, not awarding a degree, diploma, or a certificate, are found in sub-category number two, "prerequisites but no pattern of study".

The table shows that the colleges are found at only two levels of cohesiveness. One college, Confederation, is found in sub-category number two, "prerequisites but no pattern of study". All the other colleges offering labour studies courses including labour studies programs are in sub-category one, "no linkages of any type".

The programs in labour studies at the college indicate that the Niagara College program culminates in a certificate. However, this

Table 8
 Labour Studies at Universities and Colleges
 by Level of Cohesiveness

Level of Linkages	Number of Universities	Number of Colleges	Total
5. degree	2	0	2
4. diploma or a certificate	1	0	1
3. prerequisites and a prescribed pattern of study	0	0	0
2. prerequisites but no pattern of study	22	1	23
1. no linkage of any type	12	8	20
0. no courses	11	69	80
Total	48	78	126

college is listed in sub-category number one because all of the courses are listed as having no prerequisites. Except for the course offerings at Confederation College, all the labour studies offerings at the colleges require no prerequisites.

Summary

The description of the data pointed out that at both the universities and the colleges, the majority of the institutions have random offerings in labour studies.

A more detailed picture was provided through the use of the analytical categories. In the case of sophistication, it was shown that the majority of the universities offer upper level courses. At the colleges, lower level courses are most numerous of the course offerings in labour studies.

The comprehensiveness levels at the universities showed that most of these institutions are found at the lower ranges of this category. This same situation applies to the colleges.

At the level of cohesiveness, the universities appear to be predominantly at the lower levels. Yet the programs offered at the universities seem to be evenly divided between the higher and lower levels of this category. On the other hand, the programs at the colleges are all found at the lower levels of cohesiveness.

In the following chapter, the conclusions will be presented along with any recommendations for further study. This chapter will also include a summary and discussion of the study.

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION, AND SUGGESTIONS

Summary

The purpose of this study was to identify and analyze the credit bearing courses and programs in labour studies at Canadian universities and colleges.

Considering the importance of the labour movement within our national socio-economic framework, it appears that labour studies should receive serious study at our institutions of higher learning. From the literature review, it was discovered that most writers see the universities and colleges playing a key role in workers' education. Discussions by these writers are continued by stating the need for cooperation between the post-secondary institutions and the labour movement. Yet, none of them suggest methods for achieving possible cooperation between the two parties. With the exception of briefly mentioning non-credit courses, there was no discussion about types of courses and programs that would meet the labour studies requirements. Some writers suggest the importance of cooperation is necessary because the current role of education within the labour movement appears to be peripheral in scope, functional in nature, and too short in duration to meet union needs.

To discover the current status of labour studies at Canadian universities and colleges, three steps were taken. A definition of labour studies relating topics about workers, workers' organizations,

and working conditions was proposed, information on curricular offerings was obtained, and descriptive and analytical categories were developed.

By applying the definition of labour studies to the calendars of the universities and colleges in this study, two hundred and forty-eight course offerings were found. Of this total number of courses, one hundred and sixty-four were university courses, while the remaining eighty-four offerings were found at the colleges.

The descriptive categories indicated that thirty-four of the forty-eight universities in this study offered courses of a random nature and offered no specific program of study in labour studies. Two universities offered degree programs, while one university had a certificate program. The remaining eleven universities in this study had no curricular offerings that fit the definition of labour studies.

The college data applied to the descriptive categories presented a much different set of results. Only nine from the total number of seventy-eight colleges offered any courses and programs in labour studies. Of these, only one had a certificate program. Three other colleges had programs, but a certificate or diploma in labour studies was not granted upon completion. Five colleges had courses of a random nature, and the majority of the colleges, sixty-nine, offered no courses and programs in labour studies.

The analytical categories focussed on the levels of sophistication, comprehensiveness, and cohesiveness of the institutional offerings. Although there was a limited number of programs in labour studies, these categories showed clear differences between institutions.

The course offerings of the universities are found in all the

sub-categories of sophistication. Of these offerings, the largest group is found in sub-category number three, "second and third year courses or a single third year course". The remaining institutions are evenly divided among the other sub-categories. In the case of the colleges, the majority are found in sub-category two, "first and second year courses or a single second year course", and the remaining colleges are found about equally distributed in the other sub-categories.

In terms of comprehensiveness, the majority of the universities, seventeen, are found in sub-category one, "one topic". The other twenty universities in this study that have courses and programs in labour studies are found within the remaining sub-categories. For the colleges, four schools are also in sub-category number one. The five other colleges with courses and programs are found in the other sub-categories.

The levels of cohesiveness show that the majority of the universities are found in sub-category two, "prerequisites but no pattern of study". Only degree and certificate programs are shown to have higher levels of cohesion. All the colleges in this study are found in sub-category one, "no linkages of any type".

It is concluded that labour studies of a credit bearing nature are generally not available at Canadian universities and colleges. Where courses and programs are offered, they usually lack sophistication, comprehensiveness, and cohesiveness. The conclusions were unexpected given the importance of the labour movement within our societal fabric.

Conclusions

This study was an attempt to identify and analyze the labour

studies offerings at the universities and colleges. From the data collected in the study, the following conclusions seem justified.

First, the number of courses and programs at the universities and colleges was very limited. In fact, at both types of educational institutions, there were only two hundred and forty-eight course offerings. The universities offered almost twice the number of courses as the colleges. However, relatively large numbers of courses are found at a relatively few institutions. Six of the universities, for example, offered over half of the offerings in labour studies, ninety-six courses of a total of one hundred and sixty-four. Thirty-one universities share the remaining sixty-eight courses in labour studies. Eleven universities had no courses at all. At the colleges, forty courses are offered among eight schools, while one college had forty-four curricular offerings in labour studies. Sixty-nine colleges had no courses at all. In brief, offerings in labour studies at the universities are sparse, and the great majority of colleges have no offerings at all.

Second, it should be noted that the definition of labour studies developed for this study was restrictive. An expansion of the definition would have included many courses bearing upon but not centrally concerned with labour studies. A course in industrial psychology or a course about literature and society would be examples, but such a broadening of the definition would be less than helpful for the purpose of the study. It seemed important not to lose the main features of the definition of labour studies as set out in this study.

Third, labour studies offerings are few in absolute numbers, and lack sophistication, comprehensiveness, and cohesiveness. In general, offerings consisted of one or a small number of courses, and thus failed

to produce a pattern of offerings which suggested that the topic was the object of serious and systematic study.

Finally, it may be concluded that the findings were unexpected. Since the labour movement plays an important part in our societal fabric, it was expected that more attention would be paid to this topic than is the case at our universities and colleges.

The small number of programs in labour studies culminating in a degree, diploma, or certificate available at our universities was actually not too much of a surprise because these programs are fairly well known. However, the number of courses available in the majority of institutions was unexpected. Given the interest in the social sciences by our universities, it was expected that the number of courses relating to labour studies in economics, political science, and sociology would have been considerably greater than what is currently offered.

The results obtained from the data concerning the colleges were very surprising. It was expected, since the colleges are more vocationally oriented than the universities with more work related subjects, that substantial offerings of courses and programs would be found. As it turned out, the exact opposite is true.

The question "Why" remains. Speculation concerning this question is offered in the next section.

Discussion

This study confirms the statement of Adams, Draper and Ducharme (1979) that "although university and college labour programs have recently expanded, their availability is still very limited" (p.125).

Why are so few offerings in labour studies available? Should measures be taken to correct this problem? How would these measures be implemented? This discussion will attempt to answer these and other questions by focussing on three areas: universities, colleges, and unions.

Universities. In Canada, there are two broad categories or levels of universities. One level of university, as well as offering the conventional disciplines, offers a large range of disciplines arrayed in a number of professional faculties and schools such as medicine and commerce. The other level of university, generally smaller in size, is not unlike the American liberal arts college. These institutions have a good range of arts and science programs in faculties of this nature and perhaps a few professional faculties such as education. Based on the idea that the university is a collector of knowledge, a place for research into a variety of fields of inquiry, it would be logical to find labour studies within both categories of institution. It would also seem natural to find labour studies better represented at the more diversified schools than the others since the larger institutions have the potential for obtaining greater outside funding because of their prestige.

The idea that the larger institutions would offer the larger number of courses and programs in any subject does not always apply. In the case of labour studies, the offerings are found at both levels of institutions. For example, a large institution, the Université du Laval offered twelve courses in this subject area, and Trent University, a small university, had no courses at all. On the other hand, a small institution, the University of Winnipeg offered five courses in labour studies, and no course offerings were available at a large institution,

the University of Saskatchewan.

Why are so few offerings available in labour studies? The absence of particular fields of study from the curricula does not result solely from the failure to secure their inclusion. In this particular case, a lack of interest in labour studies by the universities may have a valid academic base. The literature suggest that the institutions, until recent years, did not consider labour studies as an area for serious study. In fact, it is only in the last twenty years that it has gained any significance as a field of inquiry. The reasons behind this apparent lack of interest in labour studies are perhaps not deliberate, but result from the fact that labour studies to this point has failed to prove itself as a legitimate field of study.

There are two basic methods by which a topic can gain acceptance into the curricula - the natural growth of a discipline, and pressures applied from inside and outside the institutions. An example of the natural growth of a discipline could be a discovery in science that leads to the expansion of existing programs or the development of new programs. The pressures from inside and outside the institutions come from the students, faculty, and the public. Examples of these pressures are seen in the expansion of business and engineering faculties in recent years. Part of this pressure came from the public domain and their desire for more serious study in these areas. Another part of the pressure in these cases came from the students through increased enrollments and a demand for more courses and programs in these areas.

It should be noted that the motivation of the students for courses and programs sometimes differ from the university's motives. The goals of the students are usually for academic and professional standing in order

to enhance future careers. Therefore, their pressures for courses and programs are generally applied to high profile disciplines or disciplines in which demands for graduates appear to be evident.

On the other hand, universities may resist the demand for high profile programs for any of several reasons. New programs may lack the basis for research developments. New programs may fail to be sustained by student interest over time. New programs may divert resources from foundational disciplines.

Another factor related to program expansion is the availability of research grants and like monies from outside sources such as foundations and industry. Acknowledged disciplines attract funds more readily than obscure ones.

It appears that the low profile of labour studies as a field of inquiry in universities is the result of little interest among academics, lack of pressures from inside and outside the institutions, and little or no funding from outside sources. Should measures be taken by the institutions to correct this problem? One of the main goals of the university is the development and broadening of knowledge. These processes are usually carried out by research. A second goal is to disseminate knowledge to students and others.

On the face of it, labour studies has the potential to become an important field of research activity and teaching because it is related to significant and widespread human activity. As noted, it has failed to enter the university curriculum in a manner commensurate with its importance. What conditions would change the situation?

One possible measure would be for the federal government to offer direct funding to universities for labour studies programs. Programs

could initially be conducted as minors or certificate programs with an interdisciplinary approach. It might be advantageous to offer certain courses on a non-credit basis because more students from the labour movement may be willing to begin studies at the non-credit level. Credit courses in labour studies should have equal standing with other courses. A certificate program, if such were offered on a credit basis, would have to meet all the necessary requirements of the university conducting the program.

Another measure could be the establishment of a chair in labour studies. Since the term labour studies may be perceived as sounding too narrow in scope, perhaps this chair could be created in industrial democracy. The initial funding for this chair could be by the federal government, through Labour Canada, as a means for studying all aspects of work, workers, and the multitude of related topics. The soliciting of funds from the labour movement, and public and private sources is another way in which a chair in this field can be created.

A chair, say, in industrial democracy, would greatly enhance the prestige of this subject by attracting national and international scholars. This in turn would attract funding and students. Conferences and special topic workshops would be attracted to the university that has a chair in this field of inquiry.

What is the role of the labour movement in the overall university labour studies program? A brief discussion about this relationship between the universities and the unions will be presented under the later heading of unions. The next topic in this discussion is the colleges.

Colleges. The colleges are relatively new institutions with their major growth occurring over the past two decades. The educational mission of the colleges is very different from that of the universities being more clearly vocationally oriented. These institutions are primarily concerned with the direct training of individuals for jobs rather than with the study of broader contexts in which jobs are performed. From province to province, the mission of the colleges may differ, and this has a direct bearing on the course and program offerings. In some provinces, colleges deal exclusively with technical, commercial, and vocational training. In other provinces, the colleges have liberal arts programs in addition to vocational preparation.

At colleges as at universities, programs are expanded or developed by internal and external pressures. As in the case of the universities, these pressures are the demands of the student body or the public.

Since the colleges, more than the universities, are directing their courses and programs more towards work, it would seem logical that labour studies be found within their curricula. However, there appears to be a lack of interest in this subject. The reasons for this are unclear, but it could be the simple lack of demand for such courses and programs. The fact that this subject is not seen to be of direct vocational relevance might be another reason.

What methods could be used to aid in the implementation of a labour studies program at a college? The program would probably be more work related than the university program. The courses may be more in line with the basic tool courses of the labour movement, such as union administration and shop steward training. Funding for such a program may be obtained from Labour Canada as an educational grant. Naturally, this

would be for a short period of time, so it would be necessary to secure long term funding.

There are a number of objectives that a college's labour studies program might seek to achieve. One might be to provide students with basic information on unions and the labour movement in order to assist their transition from school to the workplace. A second objective might be to provide to the members of the labour movement information about training needs and processes so that their effectiveness can be improved.

What kind of relationship exists between the colleges and the universities and the trade unions? A brief discussion of this relationship will be presented in the next section.

Unions. Since the universities and colleges have been slow in developing labour studies courses and programs, it would be seen logical for the labour movement to push hard for learning opportunities in this subject. Yet, the labour movement gives the impression of a lack of interest in university and college credit courses and programs in labour studies. This is hard to understand, since the labour movement would benefit from such courses and programs and from the research related to them. What are the reasons for this apparent shunning of post-secondary education?

Historically, the labour movement has considered the motives of the universities as being different from their own. In the modern era, since 1960, the colleges can be added to the list. Although there have been attempts to collaborate, the labour movement has tended to establish its own educational directions and programs. Until recently, the educational interests of unions have been restricted to the basic union

needs of shop steward training, parliamentary procedure, and union administration. Other courses of a similar nature have also been offered in week-end and week-long schools. Only in recent years have courses of a broader nature begun to appear, an example of which is to be found in the Labour College of Canada.

In recent years, the Canadian Labour Congress has created a set of guidelines for labour studies at post-secondary institutions (Appendix E). These guidelines, on the surface, appear to reinforce the view of a lack of interest in post-secondary education. Actually, they are an indication of the concern pertaining to the directions of labour studies at our universities and colleges. It is an attempt to address the needs of the labour movement in the area of higher education.

What should be the relationship between the unions and the universities, and the unions and the colleges? Many writers have stressed the need for cooperation. In 1980, Pineau suggested there was a need to reorganize the relationship between higher education and the labour movement. Prior to Pineau's view, the Manitoba Federation of Labour report (1977) on post-secondary education recommended that the labour movement "encourage and assist post-secondary educational institutions to offer courses and programs for members of trade unions" (p.22). These views indicate that a relationship exists and that changes are needed. Generally, the current perception of the relationship between the unions and higher education is that it is viable. In reality, the relationship between these parties appears to be dead. The following is a brief outline as to "why" the unions should turn more to higher education. The outline continues with a possible way that cooperation between these parties can be achieved.

Should the unions do anything about the current relationship that exists between themselves and higher education? As our world grows more complex, the unions will need some of the expertise found at the universities and colleges in all aspects of work and like topics. The growing cost of the Labour College of Canada is another reason the unions should turn more towards traditional elements of higher education.

How could a working relationship be accomplished? At present, two major problems appear to block any attempts at cooperation. In 1978, Whitehouse expressed one problem clearly when he stated that the "most formidable obstacle to university centred labour education in Canada has been acceptance of the traditional university role" (p.176). Another major block to any cooperation is the CLC guidelines for labour studies at post-secondary institutions.

One method of proceeding would be to drop all preconditions by either party. Following this action, negotiations could be conducted with each institution about the labour movement inputs into a labour studies program. If this procedure seems to be too slow and cumbersome, perhaps, a third party could assist in resolving the problems.

In this case, the Labour Canada Advisory Council could be of assistance. One of their responsibilities is to plan and conduct national conferences on labour education, while another responsibility is to provide links in workers' education. Somewhere within these guidelines, Labour Canada could convene a series of discussions with the interested parties as a method of establishing new procedures for the expansion of labour studies at the post-secondary institutions.

It should be pointed out that twice in the past, 1957 and 1975,

conferences have been convened with one of the topics being cooperation between higher education and the unions. Recommendations, from past conferences, concerning types of cooperation have been generally ignored. Perhaps now these parties, for various reasons will see the need for cooperation.

Suggestions for Further Study

This study has shown that the credit course offerings in labour studies at Canadian colleges and universities are very limited. It appears that there is little interest on the part of the labour movement or the post-secondary institutions in changing the situation.

It would seem useful to examine the apparent reluctance of the labour movement and the universities in developing labour studies programs. What are the perceptions of the universities currently held by the unions? Under what conditions would the universities develop labour studies programs? What possible methods are needed in order that a dialogue between the labour movement and the universities could develop which had the potential for developing the field of labour studies?

To determine the educational goals would also seem useful. To the present, trade unions appear to be interested only in the functional aspects of union operation and not in the broader issues which surround the workers, the organizations, and the workplace.

Research should be conducted into the difference between labour studies and industrial democracy. A study of this nature would discover where within the field of industrial democracy that labour studies should be placed.

The findings of this study were very limited. A study using an enlarged definition of labour studies may present a clear picture of the course and program offerings related directly and indirectly to this topic.

Finally, similar studies of universities and colleges outside of Canada may give more general information about this topic.

APPENDIX A

UNIVERSITY CALENDARS USED IN THE STUDY

Acadia University	Athabasca University	Bishop's University
Brandon University	Brock University	Carleton University
Concordia University	Dalhousie University	Lakehead University
Laurentian University	McGill University	McMaster University
Memorial University of Newfoundland	Mount Allison University	Mount Saint Vincent University
Queen's University at Kingston	Ryerson Polytechnical Institute	St. Francis Xavier University
St. Mary's University	St. Thomas University	Simon Fraser University
Trent University	University of Alberta	University of British Columbia
University of Calgary	University College of Cape Breton	University of Guelph
Universite du Laval	University of Lethbridge	University of Manitoba
Universite de Moncton	Universite de Montreal	University of New Brunswick
University of Ottawa	University of Prince Edward Island	Universite de Quebec
University of Regina	Universite du Sainte-Anne	University of Saskatchewan
Universite de Sherbrooke	University of Toronto	University of Victoria
University of Waterloo	University of Western Ontario	University of Windsor
University of Winnipeg	Wilfrid Laurier University	York University

APPENDIX B

COLLEGE CALENDARS USED IN THE STUDY

Algonquin (a)	Alma	Assiniboine	BCIT
Cambrian	Camosun	Canadore	Capilano
Cariboo	Centennial	Champlain Regional (a)	Concordia
Conestoga (a)	Confederation	Coteau Range	Dawson (a)
Douglas	Durham	East Kootenay	Edouard-Montpetit
Fairview	Fanshawe	Fraser Valley	George Brown
Georgian	Grande Prairie Regional	Grant MacEwan	Holland
Humber	John Abbot	Jonquiere	Keewantin
Kelsey Institute	Keyano	Kwantlen	Lakeland
Lambton	Lethbridge	Loyalist	Malaspina
Marianopolis	Medicine Hat	Mohawk	Mount Royal
NAIT	New Brunswick (a)	New Calendonia	Newfoundland and Labrador
Niagara (a)	North Island	Northern (a)	Northern Lights
Northwest	Okanagan	Olds	Open Learning Institute
Prince Albert Regional	Red Deer	Red River	SAIT
Saskatchewan Institute	Sault	Selkirk	Seneca (a)

(a) denotes more than one campus

APPENDIX B (continued)

Sept-Îles	Sheridan (a)	Sir Sandford Fleming (a)	South East Region
St. Clair	St. Jean-sur- Richelieu	St. Lawrence (a)	Thebaca
Trois-Rivieres	Vancouver (a)	Vanier	Vermillion Regional
Wascana Institute		Yukon	

(a) denotes more than one campus

APPENDIX C

COURSE TITLES IN LABOUR STUDIES - RUSKIN COLLEGE*

English	Mathematics
Communications	Methods of Study
Industrial Relations	Statistics
Economics	Politics
Literature and Society	Development of Socialism
Sociology of Work	Historical Development of Labour Movements
Labour Economics	Social and Political Theory and Institutions
Management of the National Economy	Labour Law
Industrial Economics	Comparative Industrial Relations
British Trade Union Movement	Methods and Sources of Labour Statistics
Research Project	

* Ruskin College - Labour Studies Prospectus p.2-6

APPENDIX D

COURSE TITLES IN LABOUR STUDIES - RUTGERS UNIVERSITY*

Introduction to Labor Studies	Foundations of Labor Studies
Development of the Labor Movement	American Labor before 1945
American Labor after World War II	International Labor Organizations and the American Worker
Comparative Labor Movements	Comparative Social and Labor Legislation
Black Workers in American Society	Organized Labor and the Hispanic Worker
Dynamics of Work and Work Organizations	Working Women in American Society
Labor Relations in the Criminal Justice System	Conflict and Conflict Resolution in the Work Place
Collective Bargaining	Literature in the Lives of Working People
Trade Union Structure and Administration	Women and Work: A Historical Perspective
American Labor Unions in the Political Arena	Occupational Safety and Health
Comparative Study of Labor and Human Rights	Labor and the Urban Crisis
Organized Women at Work	American Labor Law and Social Legislation

* Calendar of the State University of New Jersey - RUTGERS p. 91-93

APPENDIX D (continued)

Public Sector Collective
Bargaining

Current Labor Problems

Labor Unions and Multinational
Corporations

Grievance Administration and
Dispute Settlement

Research Methods in Labor
Studies

Theories of the Labor Movement

Workers' Movements in
New Jersey

Seminar in Theories of the Labor
Movement

Ideological Views of the
Labor Movement

Nuts and Bolts of Unionism

Topics in Labor Studies

Independent Study in Labor Studies

Honors in Labor Studies

APPENDIX E

CANADIAN LABOUR CONGRESS GUIDELINES FOR LABOUR STUDIES AT UNIVERSITIES AND COLLEGES

1. The labour studies programs offered by post secondary institutions will be the responsibility of a committee appointed by a labour council or federation working under the direction of the CLC Education Department.
2. The labour council or federation will appoint a committee of union officials who shall be responsible for all aspects of the program, with the authority to plan and develop programs for the local membership.
3. Selection of the instructors rests with the committee.
4. The committee shall be a separate administrative entity from the college or university with its own independent budget.
5. Where the scope of the program is such that a full time administrator is necessary the appointment shall be made by the union committee although consultation will take place with the institution involved.
6. Course content and materials shall be the responsibility of the union committee in conjunction with the full time administrator or instruction personnel.
7. Where it will be necessary for the program participants to incur a registration fee, the fee shall be set by the union committee.

APPENDIX F

Table 9. Levels of Sophistication, Comprehensiveness, and Cohesiveness for Universities Offering Labour Studies

Institution	Sophistication			Comprehensiveness			Cohesiveness		
	H*	M**	L***	H*	M**	L***	H*	M**	L***
Manitoba, McMaster, Windsor	X			X			X		
Montreal, Quebec	X			X					X
Laval, Moncton, Toronto	X				X				X
New Brunswick, Ottawa, Alberta, York, Simon Fraser		X				X			X
Wilfrid Laurier, Winnipeg		X			X				X
Brock, Calgary, Carleton, Concordia, Dalhousie, Guelph, Mount Allison, Sherbrooke, St. Mary's, St. Thomas, Laurentian, Victoria, Waterloo, British Columbia									X
Bishop's, Brandon, Lethbridge, McGill, Prince Edward Island, Queen's, Regina, Western Ontario			X						X

H - High
M - Medium
L - Low
* - sub-categories 4,5
** - sub-category 3
*** - sub-categories 1,2

Table 10. Levels of Sophistication, Comprehensiveness, and Cohesiveness for Colleges Offering Labour Studies

Institution	Sophistication			Comprehensiveness			Cohesiveness		
	H*	M**	L***	H*	M**	L***	H*	M**	L***
Capilano			X	X					X
Confederation	X					X			X
Dawson		X			X				X
Douglas	X					X			X
Durham			X		X				X
Fraser Valley	X					X			X
Mohawk			X		X				X
Niagara			X	X					X
Northwest			X		X				X

H - High
M - Medium
L - Low
* - sub-categories 4, 5
** - sub-category 3
*** - sub-categories 1, 2

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