

The preparation of a volume of Collected Papers covering the first decade of Academy sessions is still under consideration.

### **III. Future Projects**

The Committee is planning another "Census" of the membership to be conducted during 1956.

#### **Summary and Recommendations**

As a result of our publication activities each Academy member was furnished at no expense to himself with published material which, if purchased at retail prices, would have cost more than \$12. The Chairman mentions this point only because of its relevance to the whole question of our dues policy which will be on the agenda of the Annual Meeting. It is clear that if we are to continue our program of publication on anything like its present scale, and indeed, if we are to expand it to cover the Umpire volume, it is essential that the Academy must have more revenue from dues payments than it presently receives.

Respectfully submitted:

Jean T. McKelvey, Chairman

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### **Interim Report of the Subcommittee on Education and Training**

1 October 1955

During the interim since the Annual Meeting last January the subcommittee has held additional discussions concerning a proposed Academy program for education and training in the field of labor arbitration. The recommendations set forth below are divided into three categories: (1) A statement containing a few general comments on the subject; (2) activities of other organizations which the Academy might encourage or officially sponsor (indirect activities); and (3) activities in which Academy members may engage directly (direct activities).

### General Comments

As indicated in our previous report to the Research and Education Committee, we are of the opinion that, while the labor arbitration profession, whether engaged in full-time or part-time, is a desirable goal for young people at the college and professional school level, the inherent factor of acceptability to the parties makes it unwise to represent the arbitrator's position as one that can be achieved solely by pursuing a given curriculum—as one may become a civil engineer, for example. The only significant exceptions of which we are aware are found in a few state agencies such as the New York State Board of Mediation, where staff mediators are designated by the agency to serve as arbitrators. But even in that instance, five years' experience in the labor relations field is one of the requirements for eligibility to take the Mediator civil service examinations, much to the dismay of recent graduates with arbitration aspirations. This point is again emphasized because we feel the growing interest in labor arbitration and the recent introduction of university courses in this field may inadvertently raise false hopes in the minds of young people unless this characteristic of the field is made clear by teachers and advisors.

Another consideration concerns the type of role the Academy should fulfill with regard to education and training. Should its endeavors be limited to encouraging certain types of activities by other organizations or to conducting particular activities itself or would it be more appropriate to undertake a varied program encompassing both forms of action? There is some division within the Subcommittee concerning the appropriate emphasis in this regard. One position is that the Academy should concentrate upon a program which it can perform directly. Another view contends the Academy can be more effective by placing primary emphasis upon encouraging universities, government labor relations agencies, et cetera to conduct certain programs. Listed below are the major types of activities falling into both of these categories which in our collective view the Academy should consider adopting.

### Indirect Activities

#### 1. *Interneship with "Arbitration" Agencies:*

While possessing a few inherent limitations, one of the best methods of securing "contact" with the arbitration process is through an interneship with agencies such as the Federal Mediation and Conciliation Service, State Mediation Boards, and the American Arbitration Association. The FMCS and the New York State Board of Mediation are now conducting such a program on a limited basis, and there may be other examples with which we are not now familiar. Young people assigned on this basis are able to obtain considerable familiarity with the arbitration process as well as a wide acquaintanceship with practitioners in the field. On the other hand, this program usually does not provide an opportunity for experience in the actual analysis and deciding of cases.

It would be desirable to request one of the industrial relations schools to conduct a survey on the extent to which the interneship device is currently being used by the various agencies. We are of the opinion that the Academy should encourage this type of program.

#### 2. *Teaching Arbitration:*

The formal teaching of courses in arbitration is of obvious value. Such activities fall into two general categories: (1) courses given as part of the regular curriculum of undergraduate and graduate schools; and (2) extension courses. Courses of the latter type are already very widespread. They are designed primarily for the union and management people working in the collective bargaining area, the emphasis being primarily upon how to prepare and present cases in arbitration proceedings. In a number of states various universities will present such courses upon demand by union or management groups. No Academy action in this particular area seems to be called for.

Nonexistent a few years ago, courses dealing either exclusively or in part with labor arbitration are now being given by a number of schools as part of their regular curriculum. We think this

development should be encouraged. It has been suggested that the Academy prepare a proposed course outline on arbitration, with an appended list of suggested readings, for circulation to the schools. Although not specifically labelled as the official Academy course, however, such a document would probably be considered in that light. It would therefore appear wiser to obtain a sample of outlines used in courses presently being given and to circulate to the schools a selected group of such outlines as examples of what is presently being done. In this connection, Academy members could assist more directly by making themselves available as guest lecturers to classes studying labor arbitration. This practice is already in effect to some extent. It is suggested that the Regional Chairmen advise colleges and universities in their respective areas that requests for such lecturers are welcomed. The Chairmen could establish local panels of members who are available for this purpose. This activity is closely related to the student consultation program discussed below.

### *3. Arbitration Conferences:*

It has also been suggested that the Academy encourage or sponsor conferences on arbitration specifically designed for college students. Many conferences on arbitration are already being conducted throughout the country. Practically all of these meetings are designed for labor relations practitioners. Considerable duplication of effort would probably result from conducting a second set of conferences designed primarily for students. Rather, it would seem wiser to encourage student attendance at the conferences presently being given. Since the schools who participate as sponsors or co-sponsors of such conferences are providing such encouragement in most instances, no additional Academy action appears necessary.

## **Direct Activities**

### *1. Consultation with Students:*

The Academy might establish a student advisory program for the purpose of assisting young people in a variety of ways. Each

Regional Chairman could contact the schools in the area, confer with teachers in the labor relations field regarding the type of assistance desired, and advise them of the availability of local Academy members who are willing to contribute some of their time to assist students in this fashion. The Regional Chairman might create a committee of consultants selected from the Academy's membership, with the committee chairman handling relations with the schools and administering the consultation program. As part of this activity it should be possible to arrange for interested students to attend arbitration sessions conducted by local arbitrators.

2. *Interneships with Individual Arbitrators:*

One of the most useful training devices consists of apprenticeships or interneships with individual arbitrators. Unfortunately, the arbitrator's role in most proceedings does not easily lend itself to this form of arrangement. It would appear that the apprentice procedure can be more readily employed in umpireships which are full-time appointments or part-time assignments in which there is a substantial volume of cases. Arbitrators should be encouraged to utilize the services of recent graduates on a somewhat formalized apprenticeship basis in those situations in which this device can be employed. A fixed term of one or two years would enable a larger number of young people to acquire some experience. The policy of the U. S. Supreme Court Justices with respect to law school honor graduates is an example.

It is much more difficult for arbitrators whose practice consists largely of ad hoc assignments to utilize apprentices. Further study might be given to this particular aspect, but we are not sanguine about its feasibility.

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