A history of teacher organization

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from maturity, discipline and particularly from an understanding of the human principles described earlier in this review.

There are four universals which form the foundation for management of any institution. (1) The Law of Origin—the institution must operate within the reason for its origin or existence. (2) The Law of Total Responsibility—the administrator is responsible for everything that happens within the organization which he or she directs. (3) The Law of Top-down Management—leadership is a management responsibility and filters through the organization from the top down. (4) The Law of Everpresent Leadership—if the appointed manager is to be successful in goal achievement, his or her leadership is continuous or it is lost in the informal structure.

To maintain oneself in a positive relationship with these principles, DeBruyn provides seven fundamental truths of self-management of one’s work as an executive. These fundamentals are: (1) The Law of Managerial Survival—successful managers deal honestly and sincerely with those they lead; (2) The Law of Whole Truth—expressions of no truth or half-truths result in loss of staff confidence; (3) The Fallacy of Standardized Procedure—contrary to popular belief, standard operating procedures are important for all projects and responsibilities; (4) The Law of Management’s Measurement of Achievement—the only practical goal of management is improvement; (5) The Law of Planning—planning is a condition precedent to organizational success; (6) Myth of the Perfect Plan—most plans are never without some imperfection; (7) The Principle of Management Adjustment—to be an effective leader one must adjust one’s own behavior in relation to that of the employees.

The most essential chapter in the book is Chapter 7—The Laws and Principles of People Management. Here DeBruyn sets forth important guidelines for working successfully with people. Briefly, these 12 principles remind the Practitioner that: (1) people are more important than things; (2) in every administrator-employee relationship a blended or third personality emerges; (3) when positive reinforcement is absent, negative attitudes emerge; (4) administrator appreciation of employee effort develops loyalty; (5) pride is essential to organizational effectiveness; (6) mutual trust is a basic requirement in effective administrator-employee relationships; (7) delegation is a requirement for effective organizational (and project) success; (8) dominance is a destructive managerial technique; (9) information received from employees is usually filtered in favor of the sender; (10) the attitudes and opinions of staff members must be known and understood by the leader; (11) messages communicated by the administrator must be personalized for employee appeal to be accepted; and (12) problems magnify with the passage of time.

The final part of the book (Part III) is devoted to blending the fundamental truths, principles and laws about people and management into a workable plan for utilization by executives. Here DeBruyn provides his readers with a rationale for developing a personal leadership plan, and a rationale for the necessity to base this plan on a thorough understanding of human motivation and human management. Finally, he provides five key ingredients of successful administration—competency, cooperation, control, communication and caring—and challenges the executive to provide a continuous training program for everyone associated with the organization.

Conclusion

Causing Others To Want Your Leadership should be required for every potential and every practicing executive. It is an outstanding deskbook for managers.

Success in administration is derived through, by, with and because of other people. Yet, many administrators are not aware of this concept. Consequently, some are forced to move so often that they make a life-long success of a series of failures. Still others struggle at a level of mediocrity while a king’s ransom begs to be embraced.

As administrators and as trainers of administrators, we are in the people business. Unfortunately, many executives and managers have yet to accept this universal principle. But let us begin.

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Review

A history of teacher organization


Power, a dynamic term—very direct, forceful and aggressive—sets the stage for this text on teacher militancy. Donley has provided the reader with an exceptionally well organized and presented work dealing primarily with the history of teacher organization. The book is comprehensive yet gives a plethora of specific information. It extends the history of teacher activism into the 1970’s, and offers insights into reasons teachers organized, how their unions and associations evolved, and where teachers and their groups are directing their efforts.

The author has provided a more than adequate discussion of the Society of Associated Teachers of New York City, the National Teachers Association (NEA), the American Federation of Teachers (AFT), the United Federation of Teachers and the National Education Association. He also identifies contributions made by Harris, MoAndrew, Cruikshank, Crabtree, DuShans, Young, Philbrick, Shanker, Cogan, Selden, Koortz, the Taylor Laws and many more. Furthermore, numerous examples of early strikes and rallies (including those in Virginia, Tennessee, New York and Illinois) are discussed and the conflict between in NEA and the AFT is analyzed in detail.

As a history text, the book by Donley is exceptional. Although the author appears at point blank range on his in-
formation, however, his aim at interpretation and 
prognostication may be nearsighted. Donley, in his 
preface, stated that he had hoped to maintain an in-
dependent, interpretive view of the subject, but concluded that
he accepted the blame for any prejudices that 
appeared in his projections—and so he should, for the text
most assuredly is directed toward the reader in support of
aggrandizing the political/economic/social status of
teachers through unionism, sanctions, strikes and the
like. The reading was intended to be one-sided, and, as a
two-sided coin, it is.

The author, through his historic, yet at times esoteric,
rhetoric examines the ever-expanding role of unions and,
in his opinion, their positive influence on the teacher and
on the educational system. Unfortunately, the average
reader, or even average teacher for that matter, is aware of
a more controversial side to the movement which, inimical
to the musical Gypsy, may not all be coming up roses. A
union (UFA, AFT, NEA), like a rose, by any other name
remains just a union.

Donley suggests that there are five principal causes
of teacher militancy, which include economic injustices,
growing professionalism, growth in school size and
bureaucracy, changes within teachers' groups and the
availability of mechanisms such as negotiations
agreements, sanctions and legal counsel to enable
teachers to fight for their goals. He concludes, however,
that although each of these issues may play a vital role in
the organizing of teachers, the primary areas of interest
were those affecting the all-too-worn purse strings. It is
interesting to note that documentation indicates the refusal
of the NEA to discuss the money basis of education in the
early 1900's, for it was assumed to be beneath their
dignity—ah, how things have changed!

Teacher organizations (national and state), however,
have pressed for non-monetary advances in education.
Within various states, the acquisition of kindergartens,
free textbooks and schools, normal schools, compulsory
attendance laws, codes of ethics, certification regulations
and much more, have been promoted by the local teacher
groups. Organized teachers, like any organized group,
have the ability to press for change and may win, with
varying degrees of social cost. The NEA found this all too
true, with its statewide actions in Utah, Oklahoma and
Florida. The author accurately concluded that the
"American public was not so fully on the side of its
teachers that it would place their needs first" (p. 94). The
NEA learned as well that "prestige of the national
organization should not be put irreversibly on the line in
any single struggle...to fight where it had to and in a way
required, knowing that if it lost one battle, it would survive
to fight again" (pp. 94-95).

In this reviewer's opinion, an analogy for organized
labor is one related to the U.S. military—that of winning
the war, but losing the peace. The author does not observe
the national (or international) economic effects of the
labor movement. Perhaps it is a movement of increasing
wages, but it may as well be one of higher consumer
prices, inflation and increased government spending.
Although data are not conclusive on this subject, it is ob-
viously of sufficient magnitude to merit discussion.
Although Donley may have implicitly addressed these
topics, he appears, at best apoplositic on the sub-
ject—leaving far too much to the reader.

It is also interesting to note the "results of bargaining"
as proposed in this text. The act of negotiation (apparently

almost panacea) will lead to fewer strikes by teachers,
greater professionalism of educators, higher teacher
morale, an expanded role in the school for the teacher and
higher salaries for school personnel. As the aforesaid
would demonstrate, we may all rest a little easier, things
will work out—just as Donley has been independent and
interpretive, without bias and totally, almost adalmanly.

Donley, much like Darwin, had to search a long time
to provide the reader with such a selection of examples.
What happened to the examples of schools closing due to
limited budgets, those of shortened school years, those of
increasing animosity toward public education in general,
those of defeated bond elections and those of resistance
to increased taxation? Where, also, are the examples of
conflicts between parents/teacher, teachers/administra-
tors, teachers/school boards and teachers/teachers over
organizing negotiating and striking? Are teachers truly more "professional" because
they join a union? Is the working environment one of team-
work and brotherhood (perhaps one of internal union)?
And, finally, within Donley's "results" where are the
children?

Donley's book may perhaps be the exception to the
rule—you can tell this book by its cover. It would appear to
be pro-organization and in reality, it is. For the reader in
quest of a history of the teacher/labor movement, I would
most definitely suggest this text. However, the educator
who would like to develop his own opinion by gleaning
data from the comprehensive reporting of fact may have to
look beyond this book. Somewhere beneath the rubble of
academically oriented publications, such a text may exist.

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