They Say
THE HUDSON SHORE LABOR SCHOOL, formerly the Bryn Mawr Summer School for Women Workers in Industry, has been in continuous operation since 1921. Its educational programs are for union members and for those workers whose industries are not yet organized; for men and women; for workers from all branches of the labor movement. Students come from industry, agriculture, and the service occupations to the general sessions.

This general session is held during the summer—usually for six weeks. It is attended by workers from other countries in addition to the American students who come from many sections of the United States.

Leadership training and special short term projects are also included in the School's regular program. An example of the short term project is the student-worker weekend, held twice a year.

The following pages contain statements from:

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Chairman, Honorary Sponsoring Committee of the School.

Mr. Lester B. Granger.............................. 3
Executive Secretary, National Urban League member, Honorary Sponsoring Committee

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Director, Workers Education Bureau--AFL
Vice-President, Board of Trustees of the School

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Director, School for Workers, Frankfurt, Germany Member--1948 Training Program at the School

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"The HUDSON SHORE LABOR SCHOOL has long done remarkable work. Year after year I have seen young people come here and gain breadth of vision and knowledge which has enabled them to go back to their work and to do a better job. I am happy that they are now widening their field and I am sure that anything that they undertake will be well done. It is an honor to be the Chairman of the Honorary Sponsoring Committee."

ELEANOR ROOSEVELT
"Those who believe in democratic trade unionism and in democratic education have a double reason for supporting the Hudson Shore Labor School. For I know from personal observation that these two interests are joined in Hudson Shore's insistent stress on democracy in the labor movement. Since, unfortunately, this kind of education is seldom found in our formal schools and colleges, it is all the more important that Hudson Shore be supported as a vital adjunct to other educational forms."

LESTER B. GRANGER
Executive Secretary
National Urban League
"There is no greater need in America today than an informed, articulate and action-minded citizenry. And since the workers make up an ever-increasing number of that citizenry, it is mandatory that labor on all levels from membership to top leadership grow in vision and understanding. Because of our consciousness of these great demands on us and our country, we support all programs of education which develop informed and fair-minded human beings.

"Hudson Shore has pioneered in such programs. We supported Hudson Shore in the past; we will continue to do so in the future."

PHILIP MURRAY

PRESIDENT -- CIO
"I deem it a real privilege to serve as Vice-President of the Hudson Shore Labor School, as it is my considered judgment that Hudson Shore is carrying on the most realistic resident program of workers' education of any institution at the present time. In addition to the experience of many years, its faculty is exceptionally well qualified to present a factual and objective picture of American labor today."

JOHN D. CONNORS, DIRECTOR

WORKERS EDUCATION BUREAU
"In the very first weeks of my arrival in the United States, I had the chance to stay for quite awhile at Hudson Shore Labor School, West Park, N. Y. At that time I had no idea of the difficulties still to be overcome in many respects in the field of interracial relations. As at Hudson Shore teachers as well as students cooperated in the most perfect way without regard to race or color, I took it for granted that this relationship existed everywhere else.

"I think this is the best proof for the uniqueness of this interracial program, when a foreigner did not realize any signs of interracial tensions. I first assumed to find this atmosphere to be self-evident.

"When in the second part of the program, Mr. John Smith, the teacher who led the discussions on democratic practices, concentrated on minority problems and on methods and means how to promote interracial cooperation and mutual understanding, I began to realize the severity of the problem. And I must add that, in spite of the fact that I later on attended many other programs of the same kind in the course of my stay in the States, I never found another program in this field which might be compared to this one. This experience has been of the utmost value to me."

WILHELM BIRKELBACH,

DIRECTOR,

LANDESGEWERKSCHAFTSCHULE
FRANKFURT AU MAIN

Note:
As Director of a workers' school in Germany, Mr. Birkelbach has responsibility for conducting programs of denazification of young workers who have been subjected to considerable misinformation in the field of intercultural relations.
An Education Director reports on the activity of a garment worker who spent a summer at the School:

"______ is going to be a great help to me. She really has the "Union Bug" and I am going to see to it that she keeps it. She has already made posters for the shops and attended to the thousand and one things I can't find time to do."

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Below is a section of the RADIO BROADCAST which the above Education Director and student prepared and presented over the air.

"The individual attention given to each student by the teachers there (HSLS) made the classes so stimulating and interesting that it was really easy to absorb the subjects we had. When I talked to my fellow students who came from different Unions all over the nation and the world, I felt ashamed that I had neglected my own union education. I realized for the first time how important the Union was to me. I learned many things about my own Union and other Unions too, ........Now I am ready to do all that I can to help the girls I work with, and the members of my local, to become just as interested. Since I am a member of the Educational Committee, I can really get to work and apply all the knowledge I've had crammed into me in the past two months."

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IN ENGLAND, THERE IS A BRITISH COMMITTEE ON UNITED STATES SCHOLARSHIPS FOR WORKING WOMEN. This committee composed of British women who have attended Bryn Mawr Summer School/Hudson Shore Labor School, and other interested individuals, selects and pays travel for the British students who attend the School. The Committee has recently made a cooperative arrangement with the British Trades Union Congress, which organization will now participate in sending students to Hudson Shore.

A TEXTILE WORKER, SENT TO HUDSON SHORE BY THE BRITISH COMMITTEE, describes the School in her report of her visit to this country:

"We learned from each other in the School. There was no discrimination of religion, race or anything which caused one person to be different from another. This also applied to the character of individuals. It is very difficult to write down here the true value of the School, or to describe the unique method of teaching which was used. Every care is taken to keep up this method by careful selection of the tutors by the directors. As we in industry are realizing that we must be more careful in appointing the right type for a managerial post, to ensure that we have the most suitable personnel which will derive the best from the community in which he works, so for the staff at Hudson Shore....... "

"It was not only the actual class work from which we benefitted, it was the living and working together. This community life was a vital part of the program. Anything we did outside the classroom was as important as within..........
"...One thing I liked about the School was the way in which everyone had to participate in a way that brought out the best in everyone as an individual. In a very subtle way, which is very hard to describe, the "big noise" person was quietened down to allow the "quiet, non-pushing" person to be brought forward, so that by the end of summer, those who had very little confidence in themselves were feeling the value of their own individual character and to appreciate that of another person. We learned the importance of giving the best within ourselves to other people by not being self-centered. I only wish I could say more about this method of teaching, and that we had a similar technique in some of our schools in workers education. But it is not something which can be laid out straight out into a curriculum. It is a mental effort rather than a physical one....I must say here that it has been a wonderful experience for me to attend a School such as Hudson Shore. It has helped to strengthen many ideas I had previously and straighten out many conflicting thoughts which ran through my mind."

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STUDENTS FROM OTHER COUNTRIES travel different directions to get to the School, and are sent by a number of different agencies. The Division of Labor Standards, U. S. Department of Labor, initiated the plan for the attendance of the young man from the Philippine Islands, who wrote while he was at the School:

"Hudson Shore has the regular paraphernalia of a school: books, assignments, instructors and classrooms. It has much more than these—it has the kind of life rich in goodwill, in democratic participation, in the spirit of cooperation. Strange indeed how those values can make life so worthwhile, so full of fun.

"I learned at Hudson Shore that the process of workers' education is a technique; live the ideas as they are taught and realize the joys that come from it; live the democratic and cooperative way."

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A STEEL WORKER TELLS US:

"I have been quite busy with my trials and tribulations (in the union) since I left Hudson Shore. When I returned to my work, I spent many exciting moments—actually moments of suspense...they came out of problems resulting from our agreement with the Steel Corporation which bears a provision for posting all vacancies whereby workers are able to put in their bids, and are selected by their seniority merits.... It took me through all the stages..... incidentally, all grievance procedure is carried on in writing. In my work on this case...I was successful and was commended by the district office of our union. I sincerely think I would not have been able to endure my struggles if I hadn't been at Hudson Shore. I certainly wish I could have the opportunity of coming back some time."

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The School staff is frequently asked "WHY DO YOU INCLUDE WORKERS WHO ARE NOT MEMBERS OF UNIONS IN THE STUDENT BODY?" The YWCA Secretary who wrote this letter about a student of the general session answers the question:

 retourced filled with enthusiasm and very conscious that she had learned a great deal about such things as government, labor, economics, as well as about her own potentialities. She gave a very interesting report in October, to the Industrial Girls League of which she is an active member. She was so vitally concerned with what she learned at the School that she had no trouble conveying her enthusiasm to the group. After her talk several of the members of the group asked questions and a discussion of the Labor Movement followed. This was quite fascinating to me because any previous mention of the subject has not caught the interest of the members since few of them belong to unions. Since _______ herself is not a Union member, she could discuss the subject with them on an equal basis.

I must also tell you that the understanding fellowship among those at the School has really made quite a difference in ________'s life and in the life of the Industrial Girls' group as well as the total "Y" program. It was her committee which reflected best of all the kind of cooperation and understanding which should exist in a committee composed of girls from all parts of the association. ________ was not afraid to take the leadership of a committee on which there were board members, business girls and professional women. It was her leadership which helped them to work as a team for the good of the whole Association. We were quite thrilled with this and I thought you would like to hear about it."
THE UNITED RUBBER, CORK, LINOLEUM AND PLASTIC WORKERS OF AMERICA—CIO EACH YEAR SENDS STUDENTS to Hudson Shore Labor School. One of their members wrote—for the School Yearbook:

".............I am sure that most of us are anxious to get right down to business and put our knowledge to work in our Locals, and try to get some of the educational work under way.......The real importance of the training here lies in the fact that all the knowledge gained is valued only in proportion to our abilities to transmit it to our fellow workers. I do not think that I am alone when I say that one of the things that I am going to do is to publicize to the extent of my newly acquired abilities, the value of workers' education and the practical evidence of it here in Hudson Shore Labor School. I believe that it should be advertised among all the Locals by the people who have come here, and that every worker having the desires and abilities be allowed to acquire some of the basic and necessary education pertaining to the furtherance of constructive Labor-Management relations."

THE AUXILIARY TO THE BROTHERHOOD OF SLEEPING CAR PORTERS also sends students to the School. Excerpts from a letter written by a Union Auxiliary member:

"I have suggested to our Local President that we ask permission of the International Office to allow us to send at our own expense a member each year to the School. I have offered my services to be responsible for the raising of the necessary funds to defray student expenses. In that way the Auxiliary would benefit each and every year from a new student bringing material as well as the interest it would create for the members. I become breathless and speechless trying to convey the 'atmosphere' as well as the concrete work of the School to members who have not attended. I tell them 'You'll just have to go.'"
This one came from the deep south:

"I do not have words to express how I enjoyed my stay at Hudson Shore. Everyone was so nice and friendly. The beautiful surroundings, the recreational activities, and the interesting way in which classes were conducted, all helped to make my stay wonderful.

"The information which I received from the classes will be very helpful to me in the future. The faculty was very patient with us, and I am sure we all received much inspiration from them."

And from the middle west:

"It has been more than four weeks since I was at Hudson Shore with you, enjoying the never-to-be-forgotten experiences.......As I have said repeatedly, never before have I had the privilege of seeing democracy in action in such a heterogeneous setting. My only regret is that I didn't have the opportunity of spending the entire eight weeks there. But I am really planning to do it some day.

........Scores of people have asked me about the School and in each case I have tried to tell them something of its history, and its present services in Workers' Education. Those happy days I spent at Hudson Shore will never be forgotten."

From New England comes similar expression:

"You know I get a little tug at the heart whenever I hear from Hudson Shore Labor School. Everything experienced up there rushes over me in one great wave of pleasure. All the activities and the air of complete informality creates a natural ease that I very seldom experience anywhere else."
STUDENT WORKER WEEKENDS, held at the School twice each year, are planned as occasions when college undergraduate students and industrial workers may become acquainted and have opportunities to discuss subjects of mutual interest. Begun in 1945 these weekend programs have covered a wide variety of subject matter. They have brought together students and workers from a number of different campuses and workers groups.

A college student makes a typical statement: "I attended the Student Worker weekend only because it was part of the responsibility of the office I hold on campus. I did not want to attend and was prepared to dislike the whole thing. But now I am so enthusiastic about these programs that I want everyone on our campus to have a chance to take part in one of them."

A union member who attended a weekend says: "I wasn't sure the Student Worker weekend was going to be any good for me. I thought that all I would do was go and tell those college kids about unions. But after attending one I changed my mind. I found out that we had many things in common that we could talk about. I found out, too, that they knew some things that I didn't know about. These weekends are all right."
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