

# *Asilomar A. F. L. Labor Institute*

**JUNE 11-17, 1950**

**PACIFIC GROVE, CALIFORNIA**

*Sponsored by* **THE INSTITUTE OF INDUSTRIAL RELATIONS, UNIVERSITY OF CALIFORNIA  
LOS ANGELES AND BERKELEY**

in cooperation with

**THE CALIFORNIA STATE FEDERATION OF LABOR**

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**THE ASILOMAR LABOR INSTITUTE**

June 11-17, 1950

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# ASILOMAR LABOR INSTITUTE

June 11-17, 1950

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**ASILOMAR LABOR INSTITUTE**  
June 11-17, 1950

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### ACKNOWLEDGMENTS

Robert S. Bernstein, Graduate Research Assistant, Institute of Industrial Relations, University of California, Los Angeles, helped in the preparation of the material on Pensions and Health Plans.

Joyce-Anne Lewis, Illustrations and Charts.

Walter Polner, Graduate Research Assistant, Institute of Industrial Relations, University of California, Los Angeles, collected and prepared economic data.

Annette Sherwood, Extension Representative, Institute of Industrial Relations, University of California, arranged for the manual to be printed and helped to edit the material.

The entire manual was prepared under the direction and supervision of ARTHUR CARSTENS, Assistant Head of Extension Services, Institute of Industrial Relations, University of California, Los Angeles.

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# ASILOMAR A.F.L. LABOR INSTITUTE

June 11-17, 1950

<u>TIME</u>	<u>June 11</u> Sunday	<u>June 12</u> Monday	<u>June 13</u> Tuesday	<u>June 14</u> Wednesday	<u>June 15</u> Thursday	<u>June 16</u> Friday	<u>June 17</u> Saturday
8:30 to 9:25		Present Economic Outlook CLAGE (Entire Group) Class Room A	Present Economic Outlook CLAGE (Entire Group) Class Room A	Present Economic Outlook CLAGE (Entire Group) Class Room A	Present Economic Outlook CLAGE (Entire Group) Class Room A	Present Economic Outlook CLAGE (Entire Group) Class Room A	Summary CLAGE and CRUIKSHANK
9:30 to 10:25		Everyday Economics HEIER Class Room A	Everyday Economics HEIER Class Room A	Everyday Economics HEIER Class Room A	Everyday Economics HEIER Class Room A	Everyday Economics HEIER Class Room A	
10:30 to 11:25	Either	Human Relations WESCHLER Class Room A	Human Relations WESCHLER Class Room A	Human Relations WESCHLER Class Room A	Human Relations WESCHLER Class Room A	Human Relations WESCHLER Class Room A	Evaluation Room A
	Or	Union Administra- tion HENNING, FRISCH, COOPER Class Room B	Union Administra- tion HENNING, FRISCH, COOPER Class Room B	Union Administra- tion HENNING, FRISCH, COOPER Class Room B	Union Administra- tion HENNING, FRISCH, COOPER Class Room B	Union Administra- tion HENNING, FRISCH, COOPER Class Room B	
11:30 to 12:25		Labor Legislation BRUNDAGE Class Room A	Labor Legislation BRUNDAGE Class Room A	Labor Legislation BRUNDAGE Class Room A	Labor Legislation SCULLY Class Room A	Labor Legislation SCULLY Class Room A	Certificates Awarded Room A
12:30		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:30 to 2:25	Either	Collective Bargaining BERNSTEIN Class Room A	Collective Bargaining BERNSTEIN Class Room A	Collective Bargaining BERNSTEIN Class Room A	Collective Bargaining BERNSTEIN Class Room A	Collective Bargaining BERNSTEIN Class Room A	Departure
	Or	Advanced Economic Seminar HEIER Class Room C	Advanced Economic Seminar HEIER Class Room C	Advanced Economic Seminar HEIER Class Room C	Advanced Economic Seminar HEIER Class Room C	Advanced Economic Seminar HEIER Class Room C	
2:30 to 3:25	Registration	Basic Security Problems CARSTENS (Entire Group) Class Room A	Basic Security Problems CRUIKSHANK (Entire Group) Class Room A	Basic Security Problems CRUIKSHANK (Entire Group) Class Room A	Basic Security Problems CRUIKSHANK (Entire Group) Class Room A	Basic Security Problems CRUIKSHANK (Entire Group) Class Room A	
3:30 to 6:00	Political Action Session	Recreation	Recreation	Recreation	Recreation	Recreation	
6:00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
7:30	Information Please on Labor History HEIER Challenge of Old Age KERR	Conference on Wage Policy	Conference on Full Employment	Where is Labor Headed HAGERTY	Labor and Social Legislation Before Congress SHELLEY		



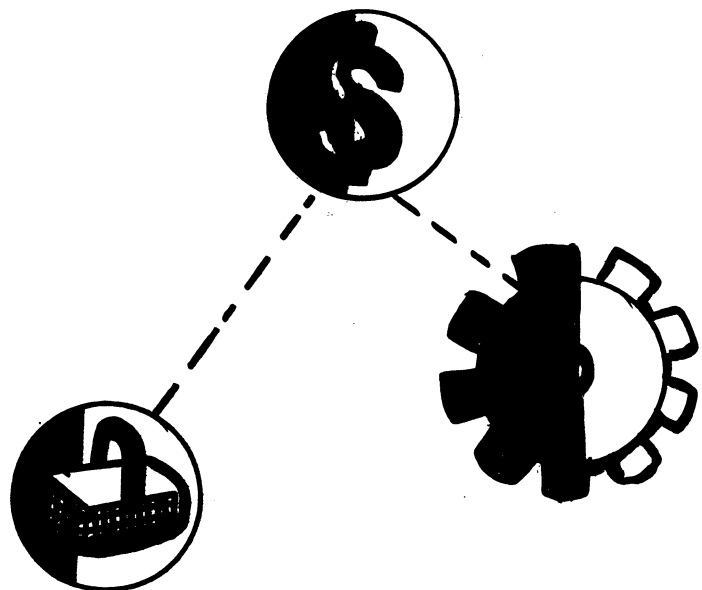
# SECTION B

## ASILOMAR A.F.L. LABOR INSTITUTE June 11-17, 1950

TIME	June 11 Sunday	June 12 Monday	June 13 Tuesday	June 14 Wednesday	June 15 Thursday	June 16 Friday	June 17 Saturday
8:30 to 9:25		Present Economic Outlook CLAGUE (Entire Group) Class Room A	Present Economic Outlook CLAGUE (Entire Group) Class Room A	Present Economic Outlook CLAGUE (Entire Group) Class Room A	Present Economic Outlook CLAGUE (Entire Group) Class Room A	Present Economic Outlook CLAGUE (Entire Group) Class Room A	Summary CLAGUE and CRUIKSHANK Room A
9:30 to 10:25		Federal Labor Legislation BRUNDAGE Class Room B	Federal Labor Legislation BRUNDAGE Class Room B	Federal Labor Legislation BRUNDAGE Class Room B	Federal Labor Legislation BRUNDAGE Class Room B	Federal Labor Legislation BRUNDAGE Class Room B	Summary CLAGUE and CRUIKSHANK Room A
10:30 to 11:25	Either	Human Relations WESCHLER Class Room A	Human Relations WESCHLER Class Room A	Human Relations WESCHLER Class Room A	Human Relations WESCHLER Class Room A	Human Relations WESCHLER Class Room A	Evaluation Room A
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**EVERYDAY ECONOMICS**

**FREDERICK BREIER**

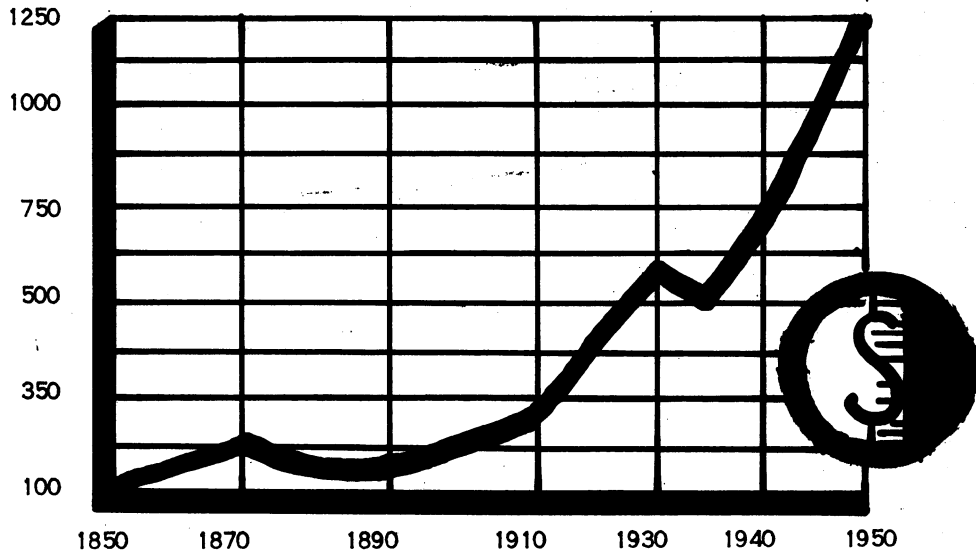


Charts: *joyce-anne lewis*

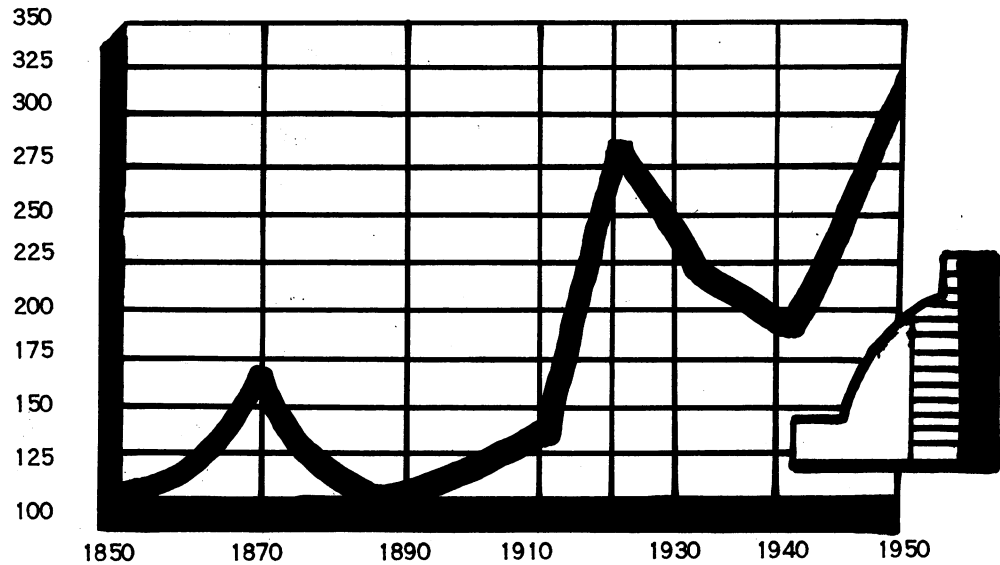
# A CENTURY OF MONEY WAGES, PRICES, AND BUYING POWER

1850 - 1950

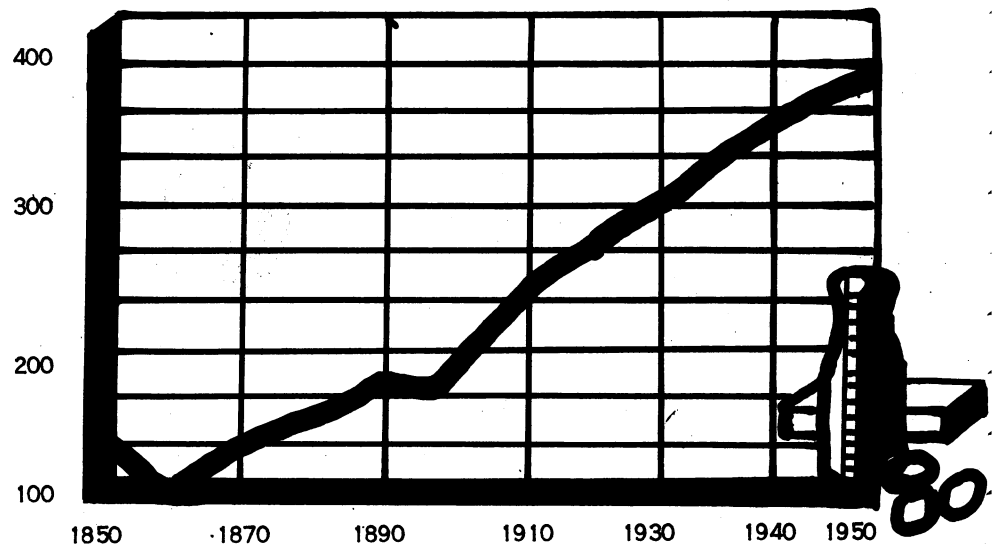
MONEY  
WAGES



PRICES



REAL WAGES



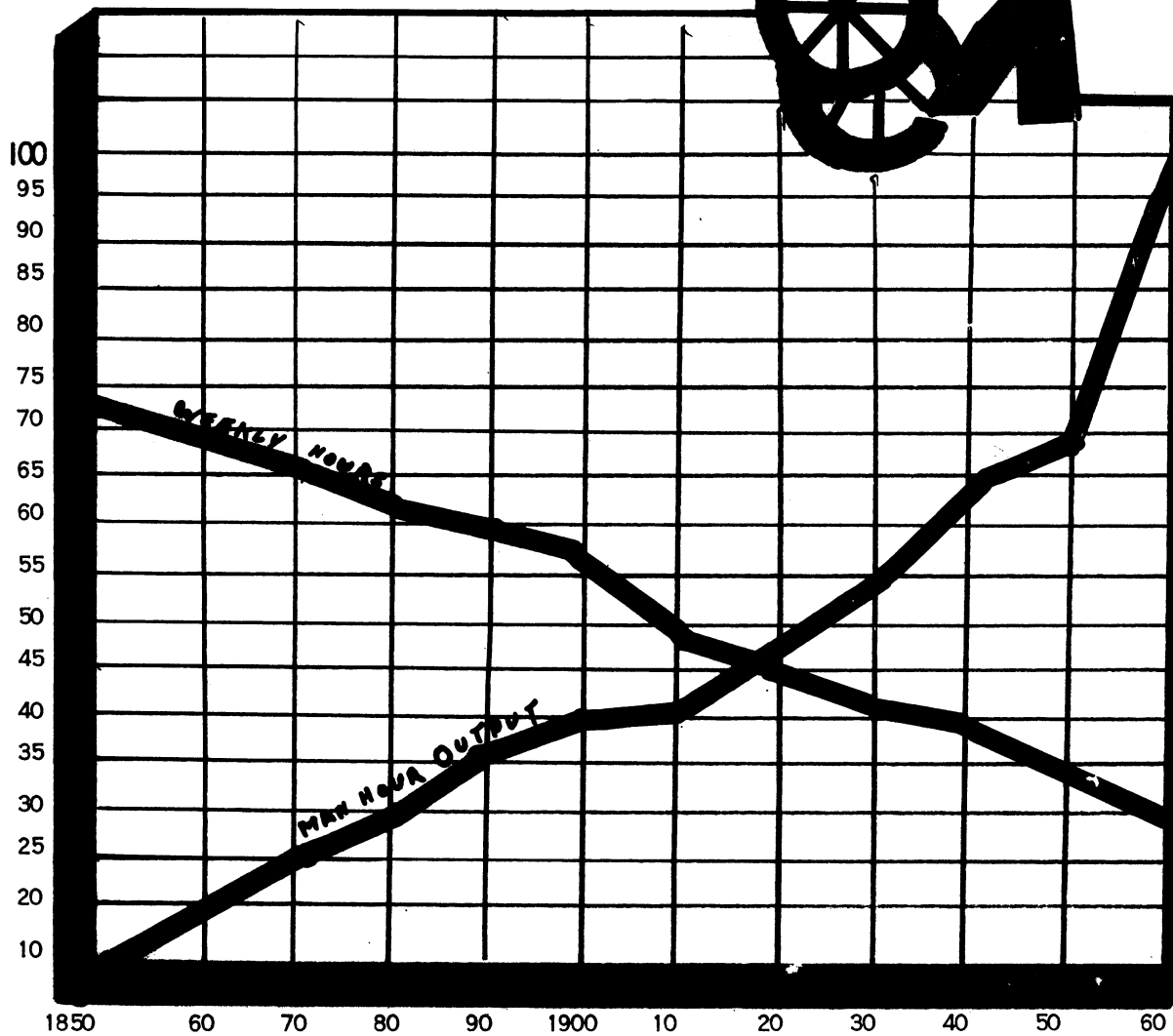
(1850 : 100)

SOURCE: DEWHURST, AMERICA'S NEEDS AND RESOURCES

JOYCE-ANNE LEWIS FOR LOCAL 770, RETAIL CLERKS

## DISCUSSION NOTES

# WEEKLY HOURS AND MANHOUR OUTPUT: 1850-1960

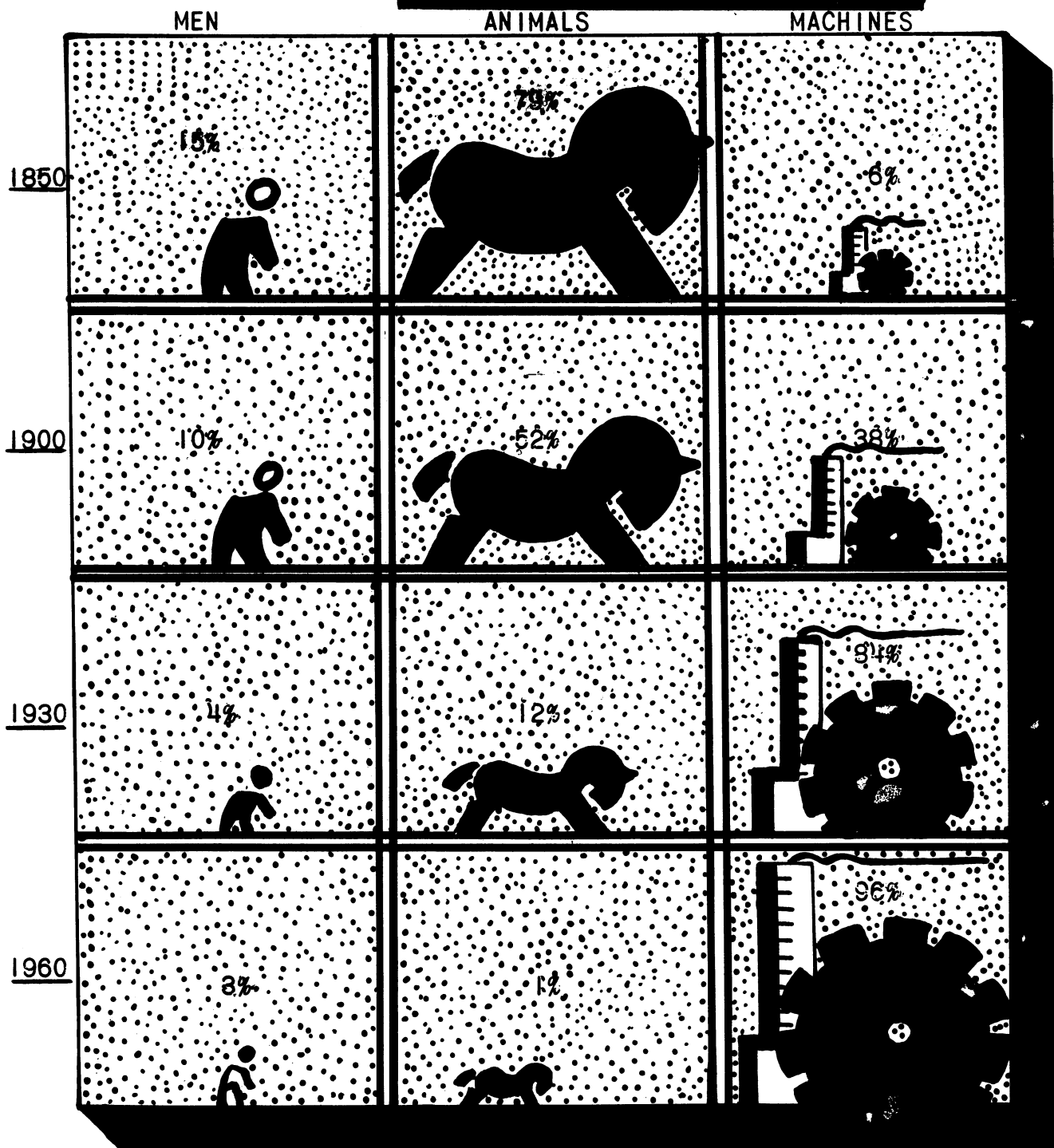


SOURCE: DEWHURST, AMERICA'S NEEDS AND RESOURCES.

JOYCE-ANNE LEWIS FOR LOCAL 770, RETAILCLERKS

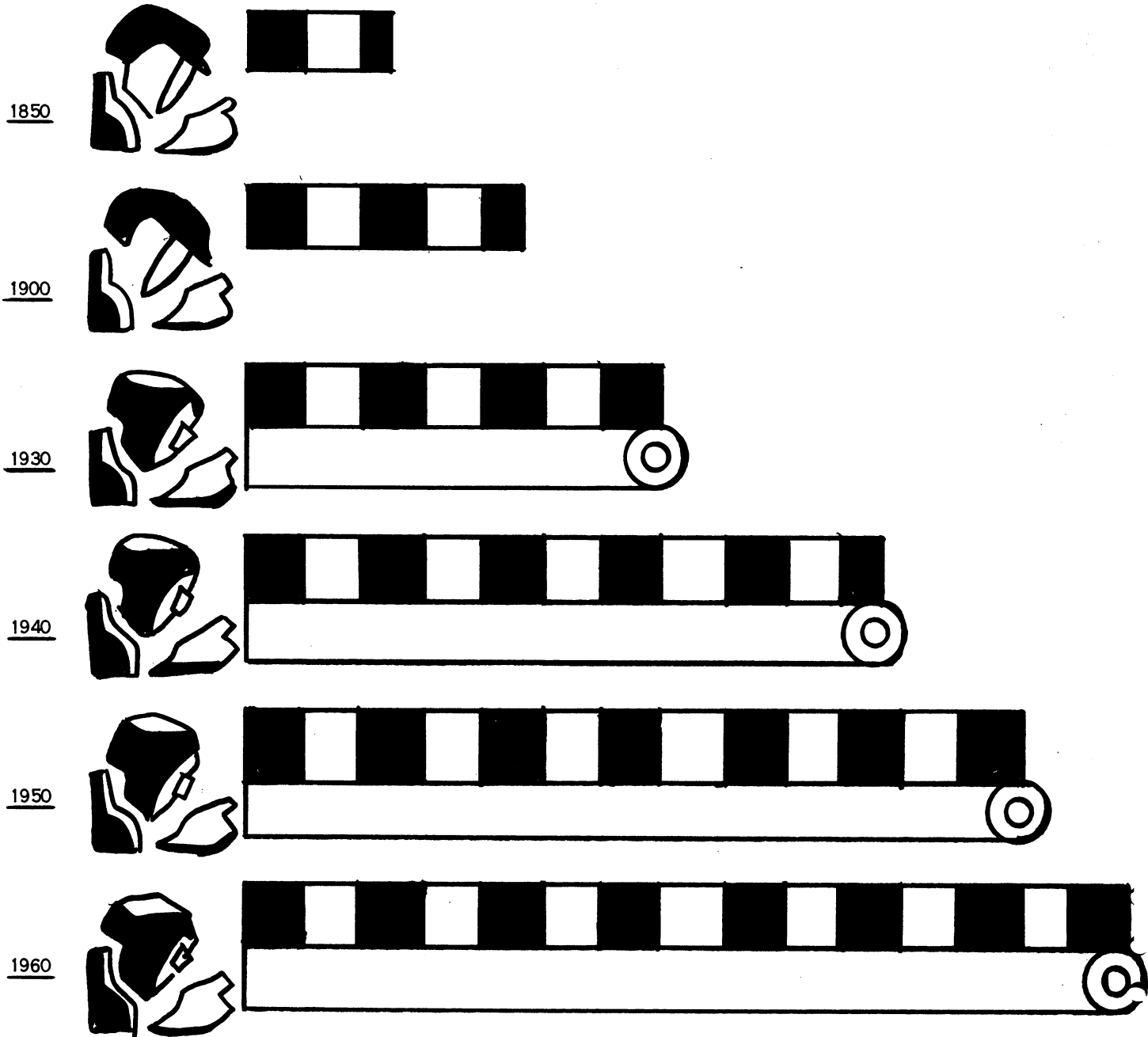
## DISCUSSION NOTES

# SOURCES OF ENERGY: 1850--1960



SOURCE: U.S.A., MEASURE OF A NATION

# OUTPUT PER MAN HOUR 1850-1960



(EACH SYMBOL = 20¢ WORTH OF OUTPUT AT 1947 PRICES)

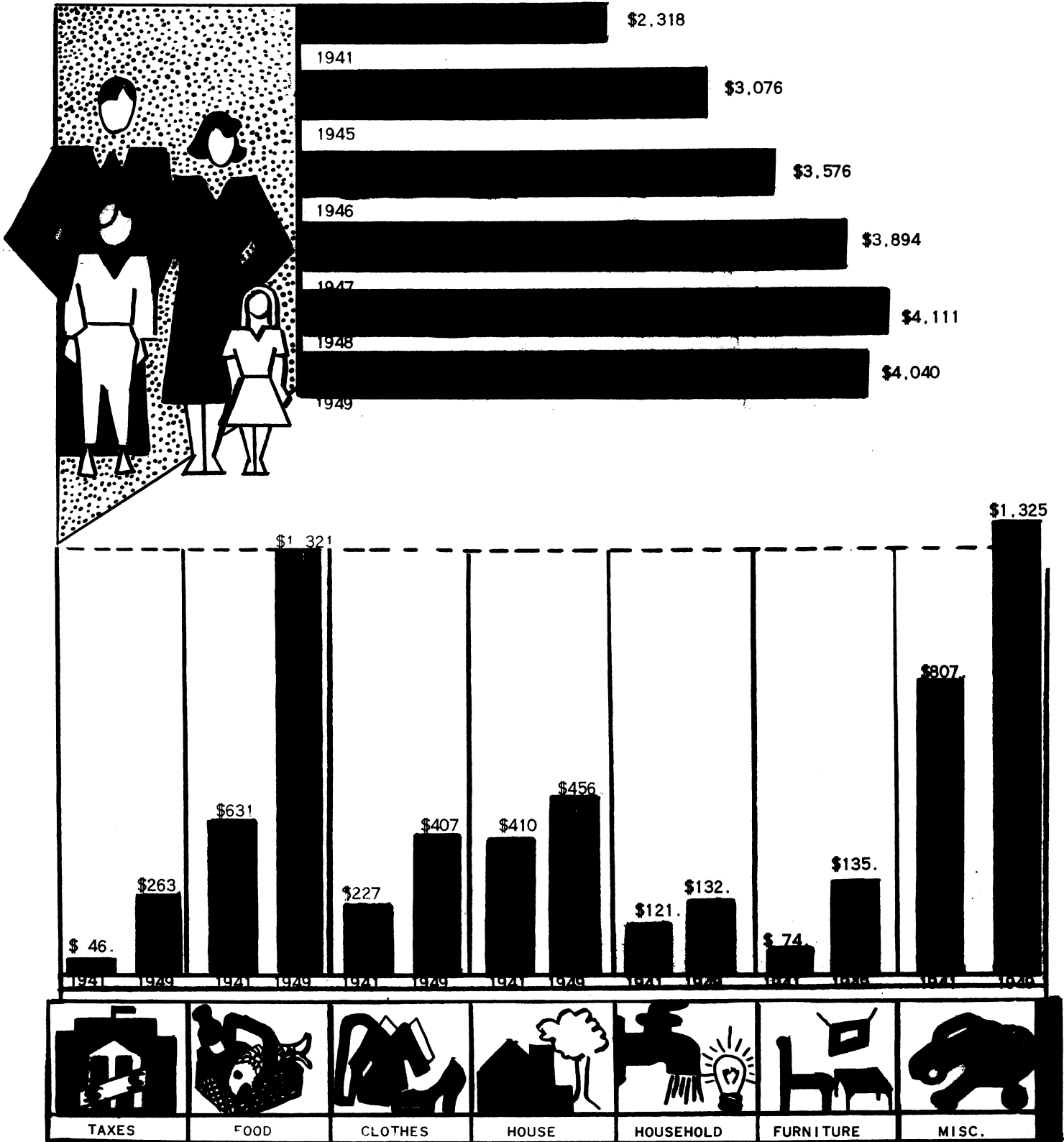
SOURCE: U.S.A., MEASURE OF A NATION

JOYCE-ANNE LEWIS, FOR AFL, ASILOMAR, 1950



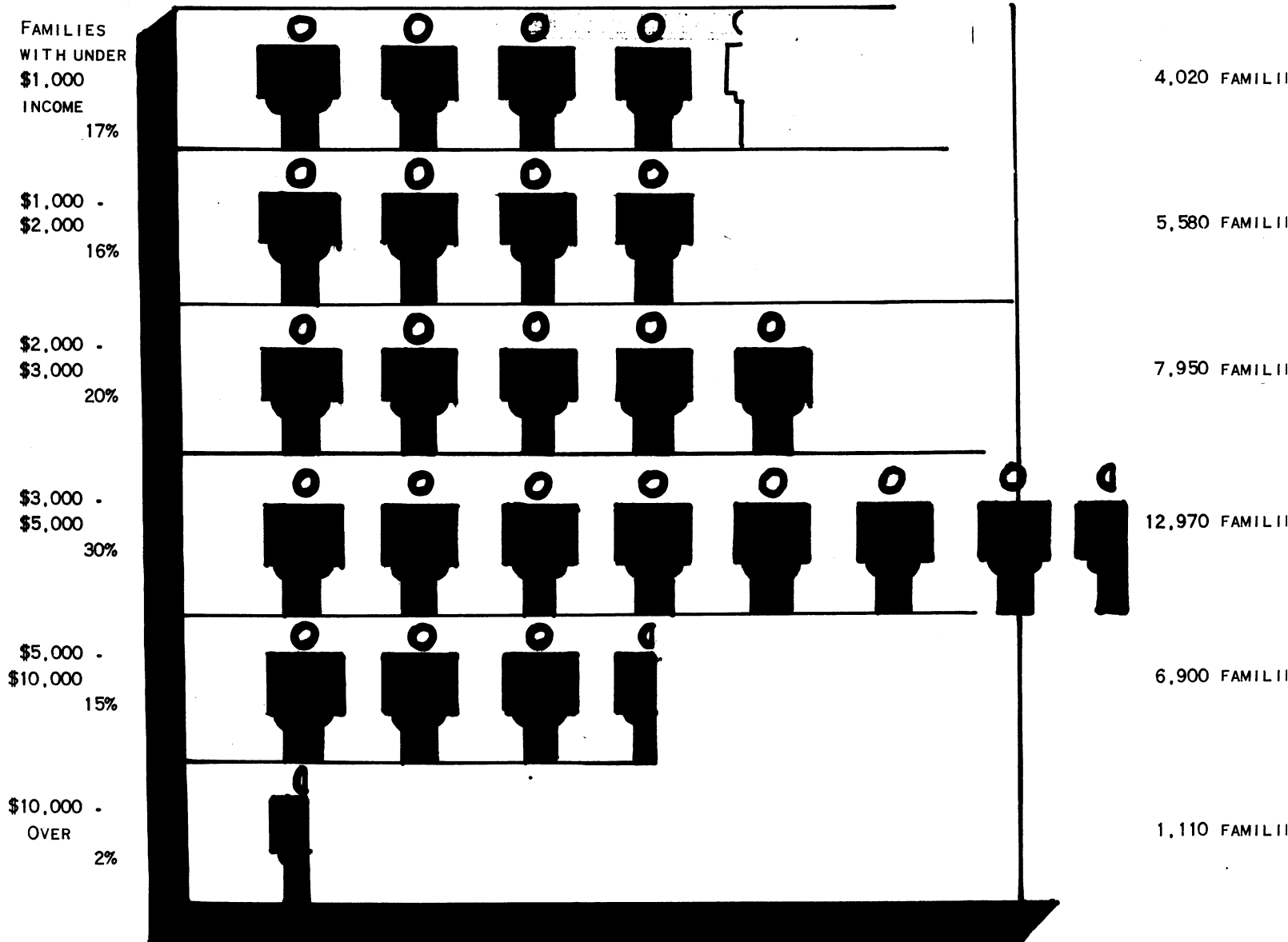
## DISCUSSION NOTES

# THE STANDARD OF LIVING --- THE HELLER BUDGET - 1949



## DISCUSSION NOTES

# PERCENTAGE OF FAMILIES BY INCOME LEVEL - 1949



(EACH SYMBOL REPRESENTS 4%)

SOURCE: JOINT COMMITTEE PRINT - 81ST CONGRESS  
'LOW INCOMES & ECONOMIC STABILITY'

JOYCE-ANNE LEWIS FOR LOCAL 770, RETAIL CLERKS

## DISCUSSION NOTES

# AMERICA'S LOWER-INCOME FAMILIES

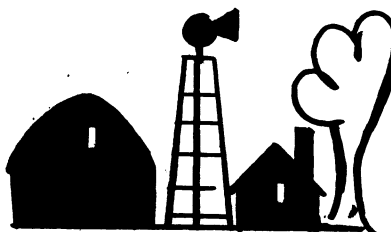
OUT OF 39,200,000 FAMILIES IN THE U.S. THERE  
ARE 9,700,000 WITH INCOMES OF LESS THAN \$2,000  
A YEAR

OF THOSE FAMILIES

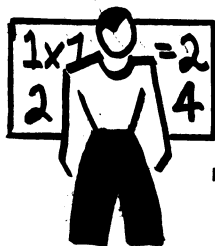
6,300,000 ARE IN CITY AREAS



3,400,000 ARE ON FARMS



2,900,000 ARE HEADED BY



PERSONS WITH ONLY GRADE SCHOOLING

2,800,000 ARE HEADED BY



PERSONS IN UNSKILLED OCCUPATIONS

2,400,000 ARE HEADED BY



PERSONS 65 YEARS OR OLDER

1,400,000 ARE HEADED BY



WOMEN

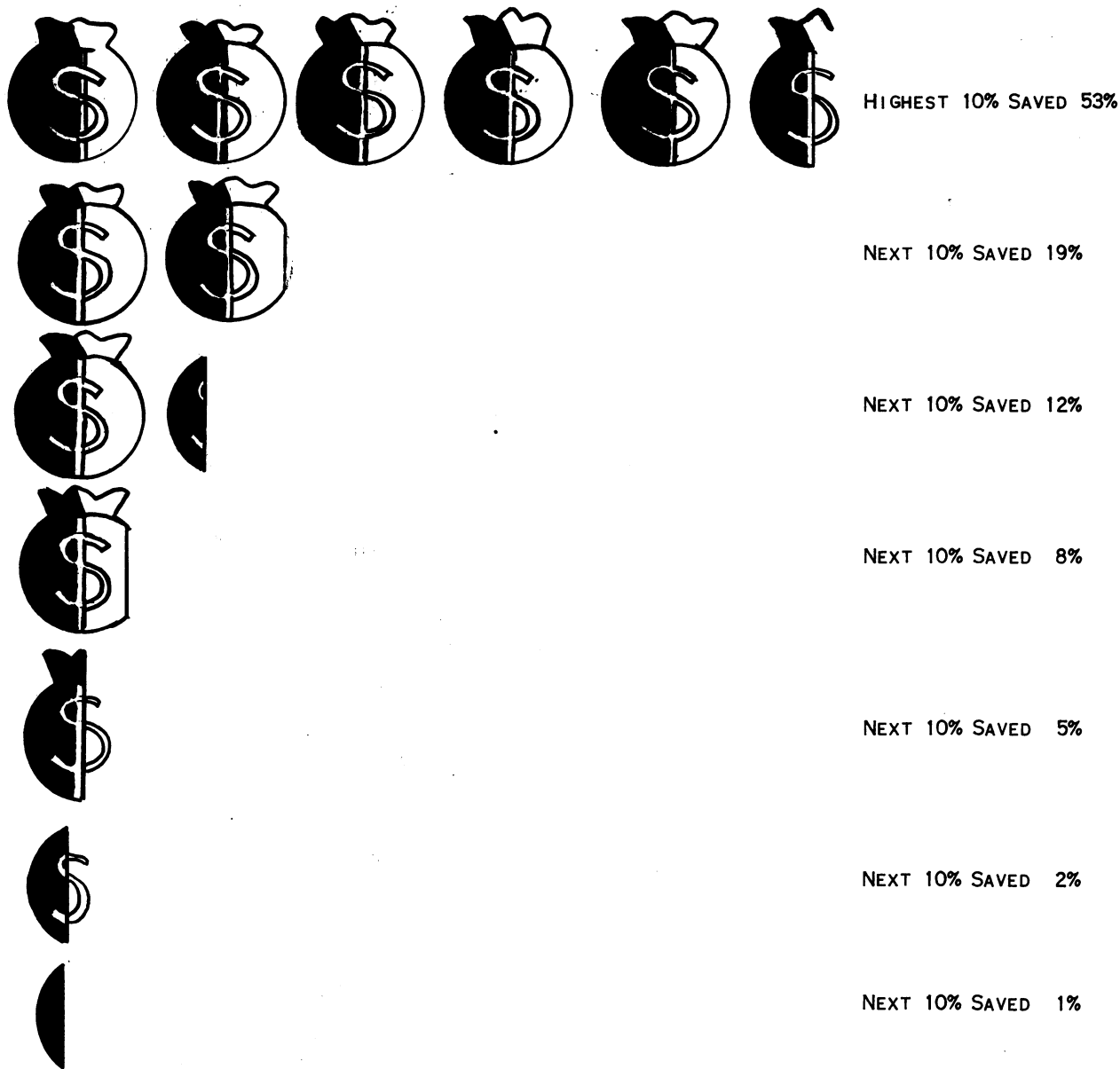
1,200,000 ARE HEADED BY



NON-WHITES

## DISCUSSION NOTES

**AMOUNT SAVED BY VARIOUS INCOME GROUPS  
IN THE U.S. - 1945**



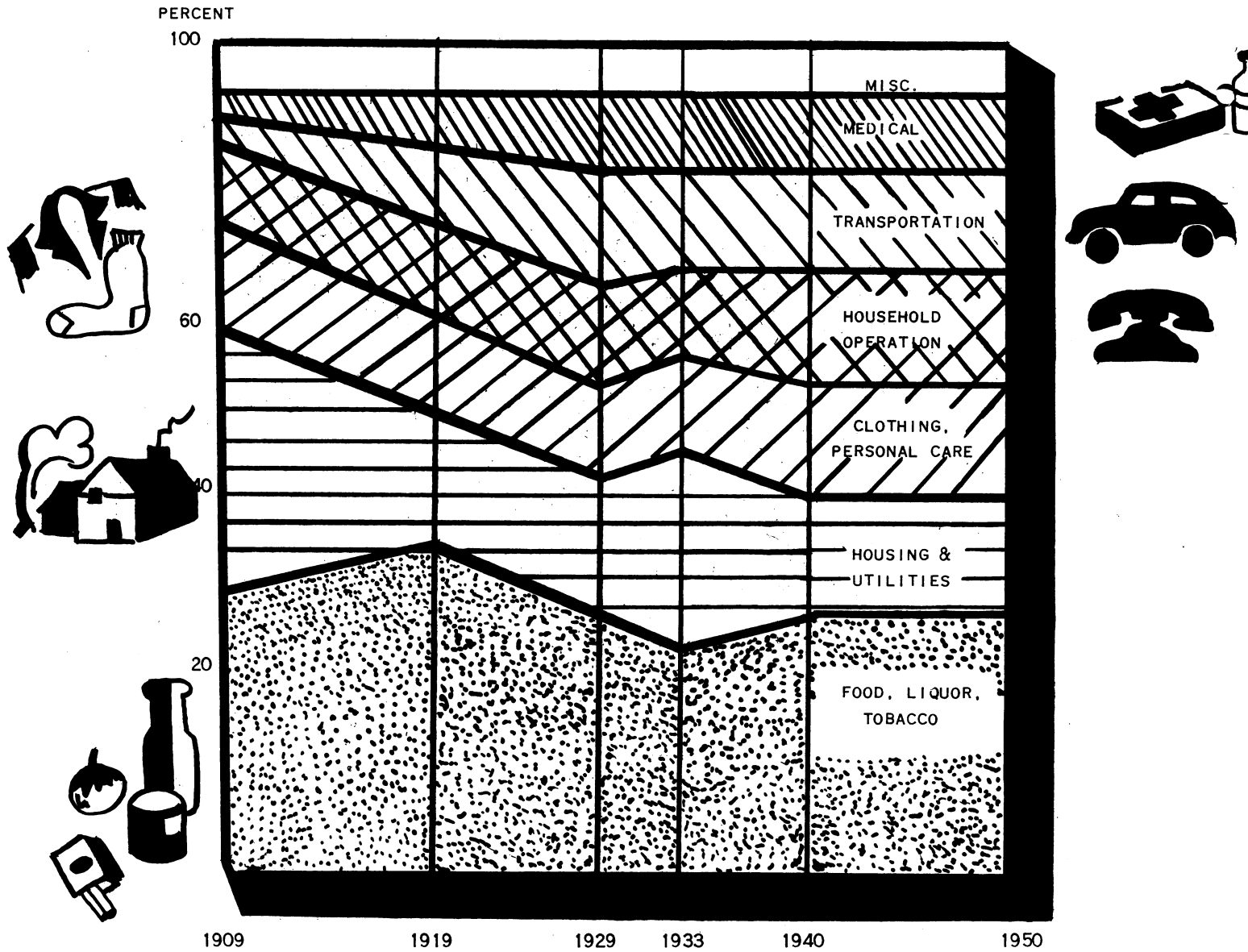
SOURCE: BASIC DATA OF U.S. ECONOMY, PEACH AND KRAUSE

JOYCE-ANNE LEWIS FOR AFL-ASILOMAR, 1950



## DISCUSSION NOTES

# HOW AMERICAN CONSUMERS SPEND THEIR MONEY - 1909-1950

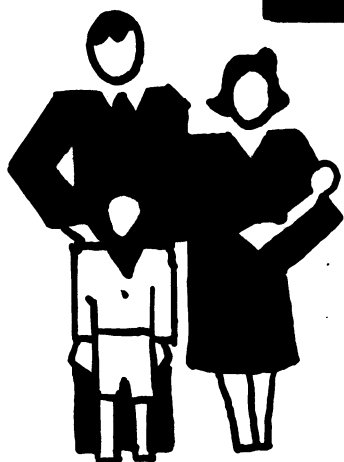


SOURCE: U.S.A., MEASURE OF A NATION

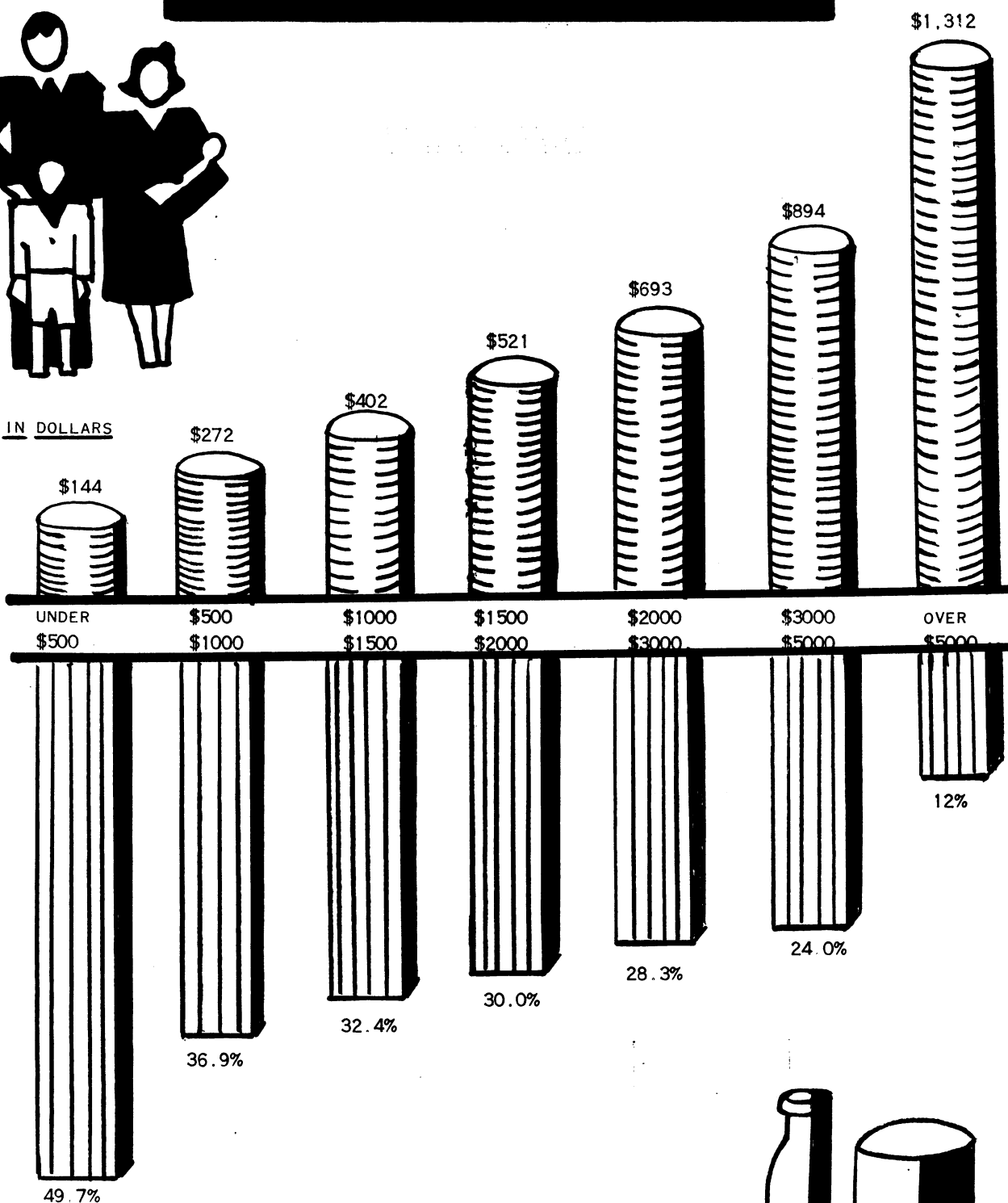
JOYCE-ANNE LEWIS FOR AFL-ASILOMAR, 1950

## DISCUSSION NOTES

# FOOD EXPENDITURES AT DIFFERENT INCOMES



IN DOLLARS



IN PERCENT OF MONEY INCOME

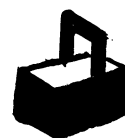
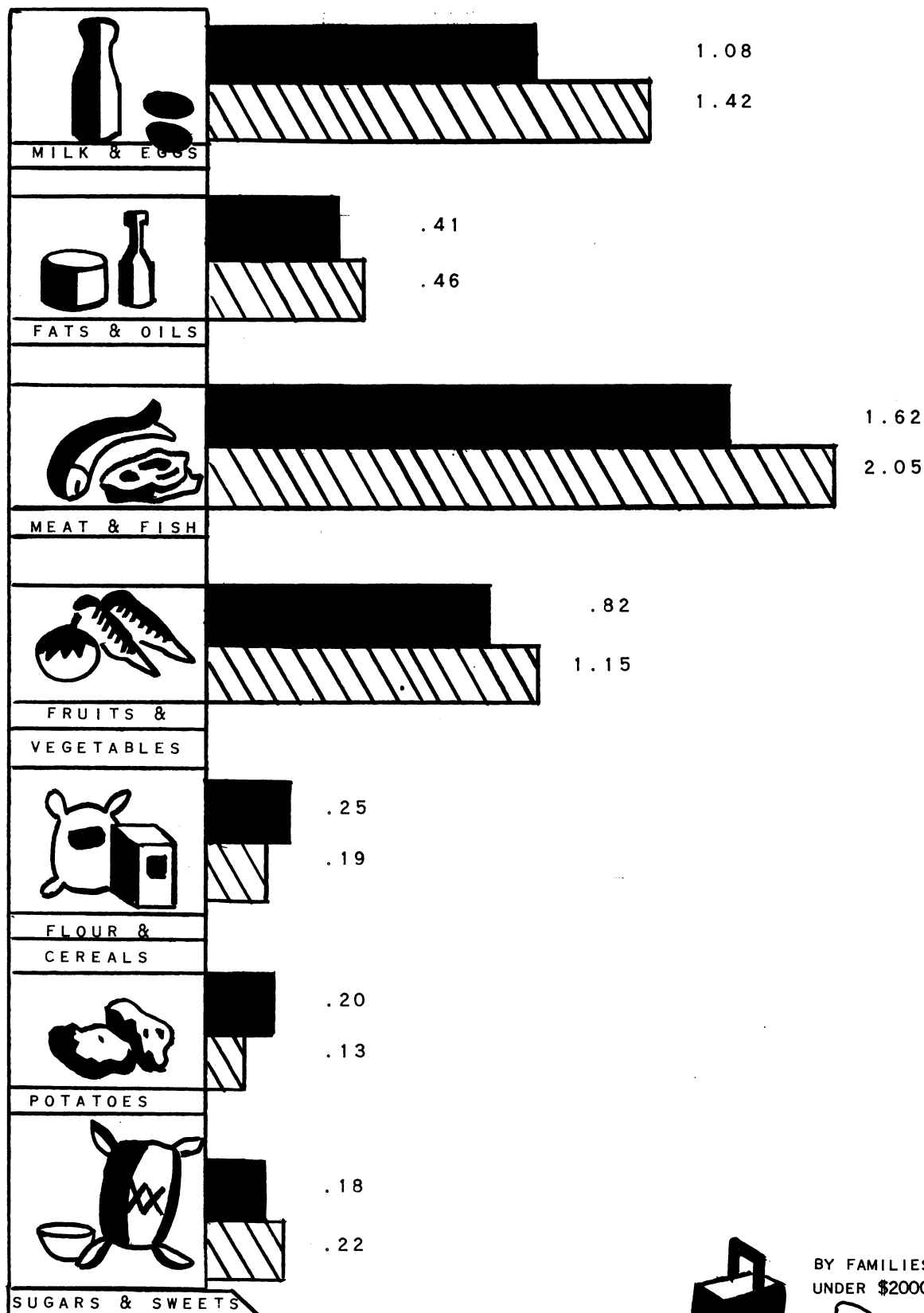
SOURCE U.S.A. MEASURE OF A NATION



JOYCE-ANNE LEWIS FOR AFL-ASILOMAR, 1950

## DISCUSSION NOTES

# HOW MUCH AMERICAN CONSUMERS SPEND EACH WEEK ON FOODS - 1948



BY FAMILIES  
UNDER \$2000



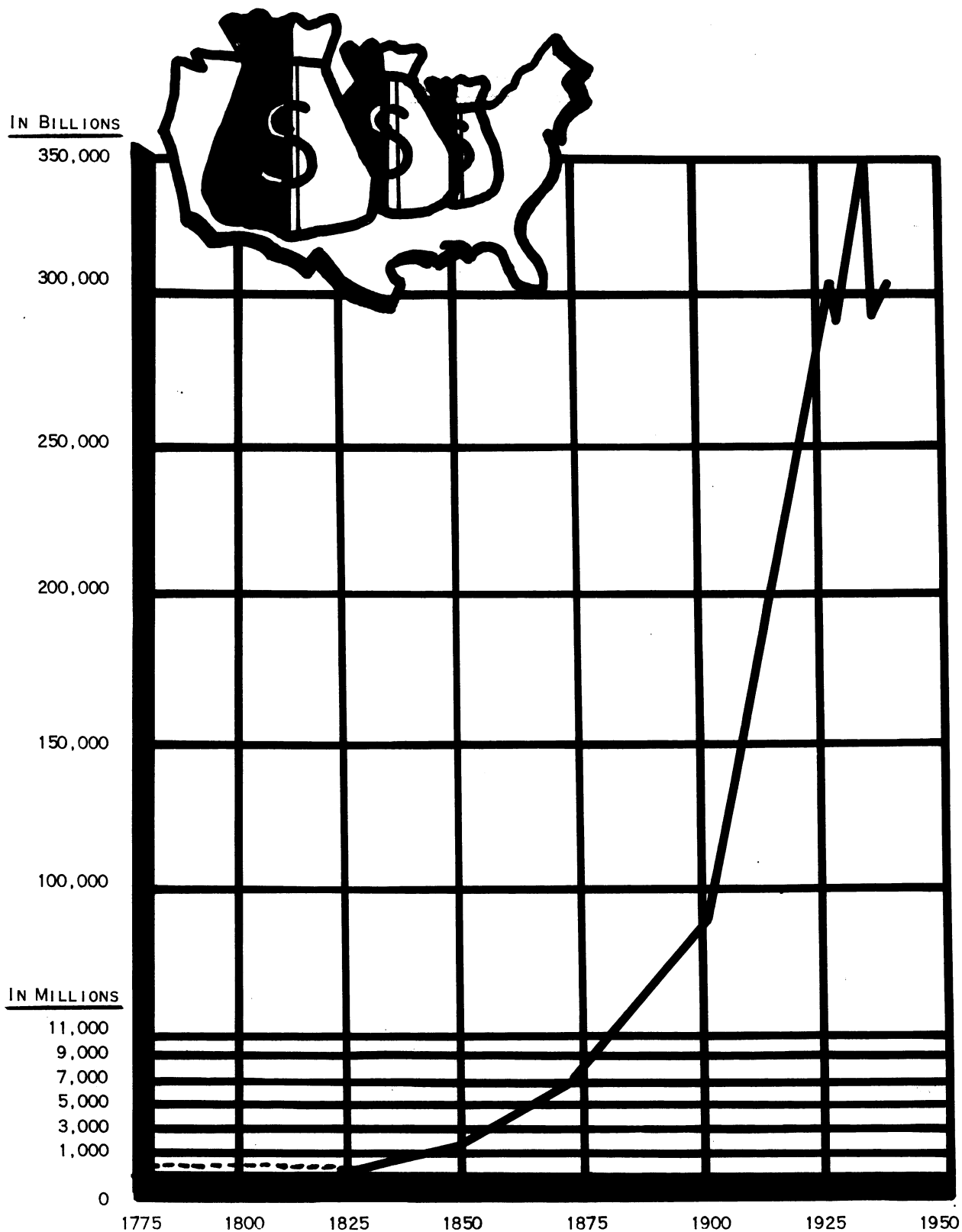
BY FAMILIES  
OVER \$2000

AVERAGE EXPENSE PER PERSON FOR FOODS USED AT HOME BY CITY FAMILIES OF TWO OR MORE PERSONS WITH INCOMES OF UNDER \$2000 AND OVER \$2000

SOURCE: "LOW INCOME FAMILIES & ECONOMIC STABILITY", 1949

## DISCUSSION NOTES

# ESTIMATED NATIONAL WEALTH - 1775-1937



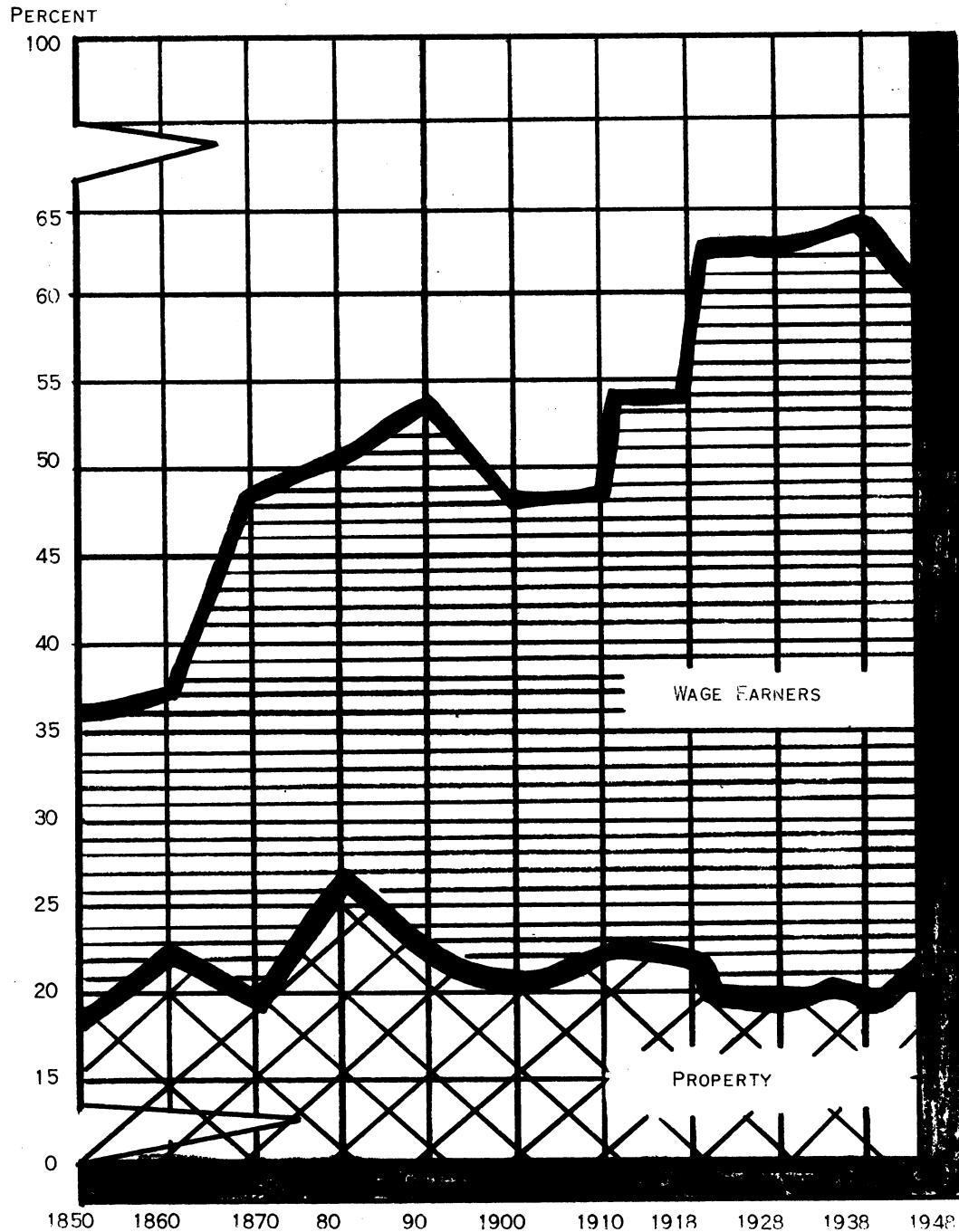
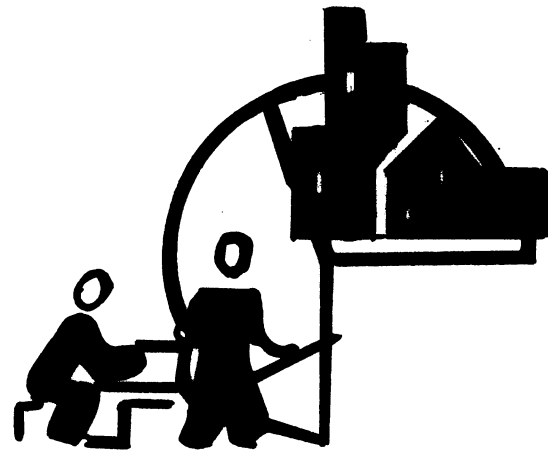
SOURCE: HISTORICAL STATISTICS OF THE UNITED STATES 1789-1945

JOYCE-ANNE LEWIS FOR AFL, ASILOMAR, 1950



## DISCUSSION NOTES

PERCENTAGE OF NATIONAL INCOME PAID TO WAGE EARNERS  
AND TO PROPERTY - 1850-1948

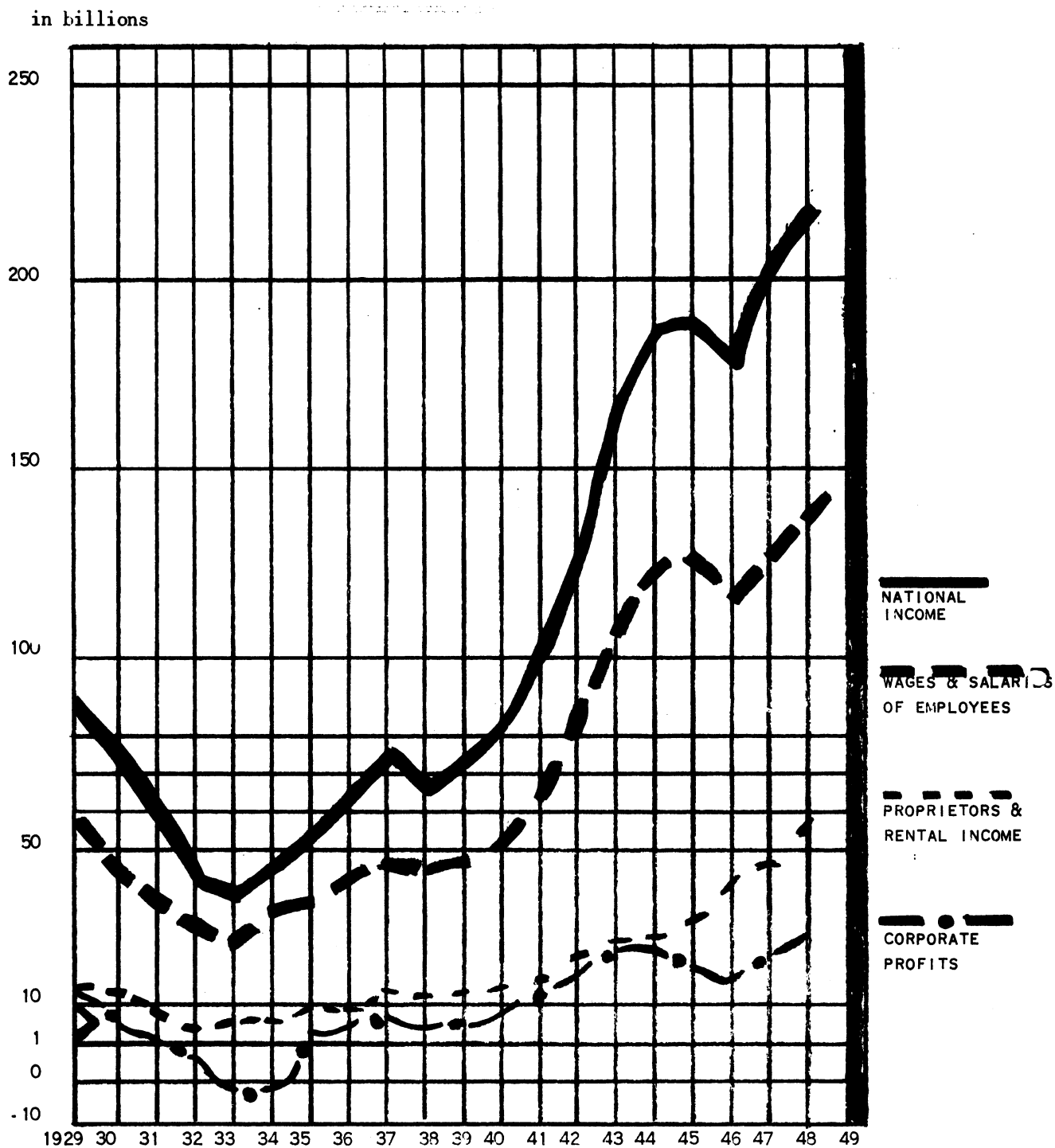


SOURCE: NATIONAL BUREAU OF ECONOMIC RESEARCH

JOYCE-ANNE LEWIS FOR LOCAL 770, RETAIL CLKS.

## DISCUSSION NOTES

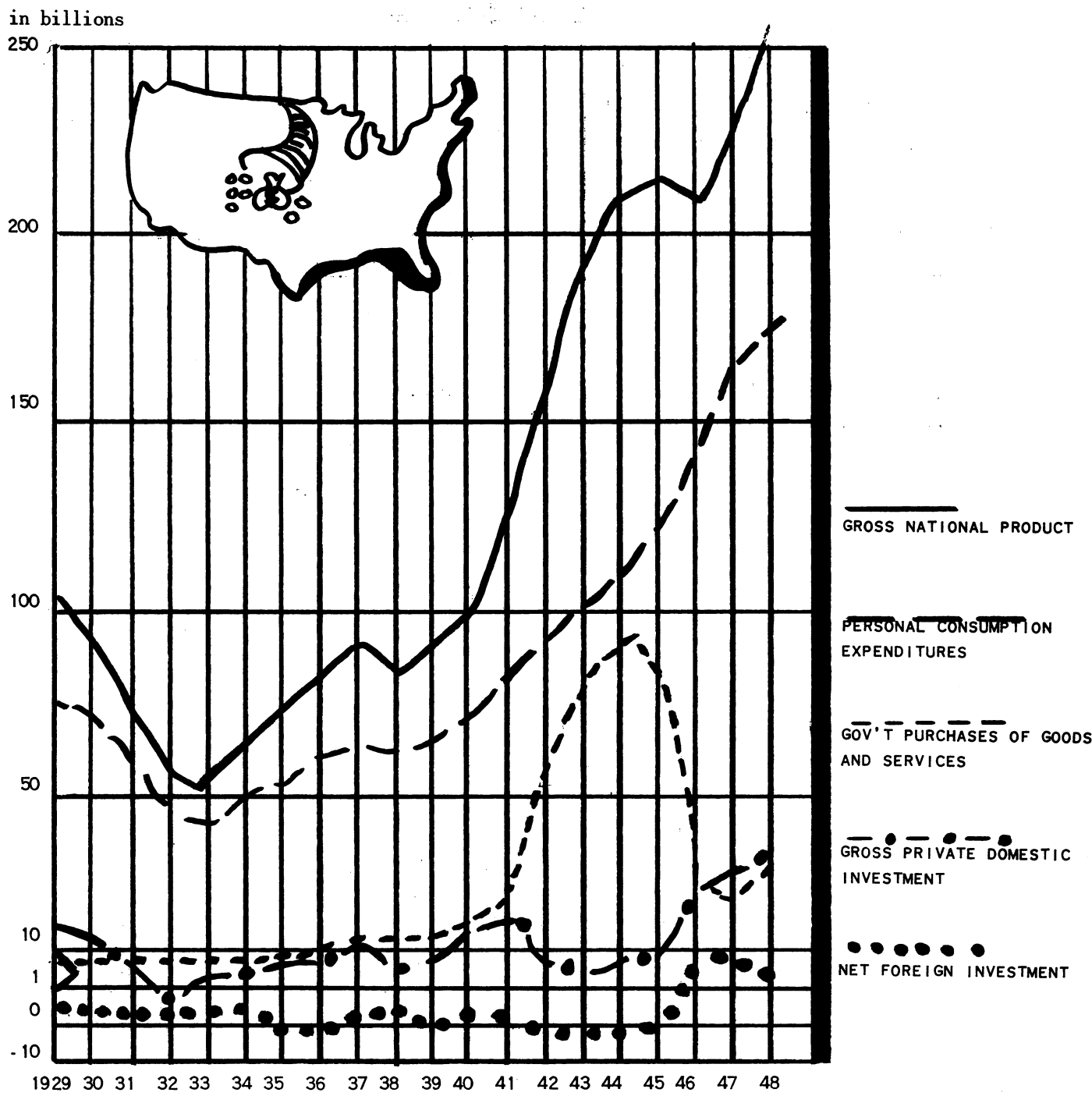
# NATIONAL INCOME BY DISTRIBUTIVE SHARES 1929-1948



JOYCE-ANNE LEWIS, FOR AFL-ASILOMAR, 1950

## DISCUSSION NOTES

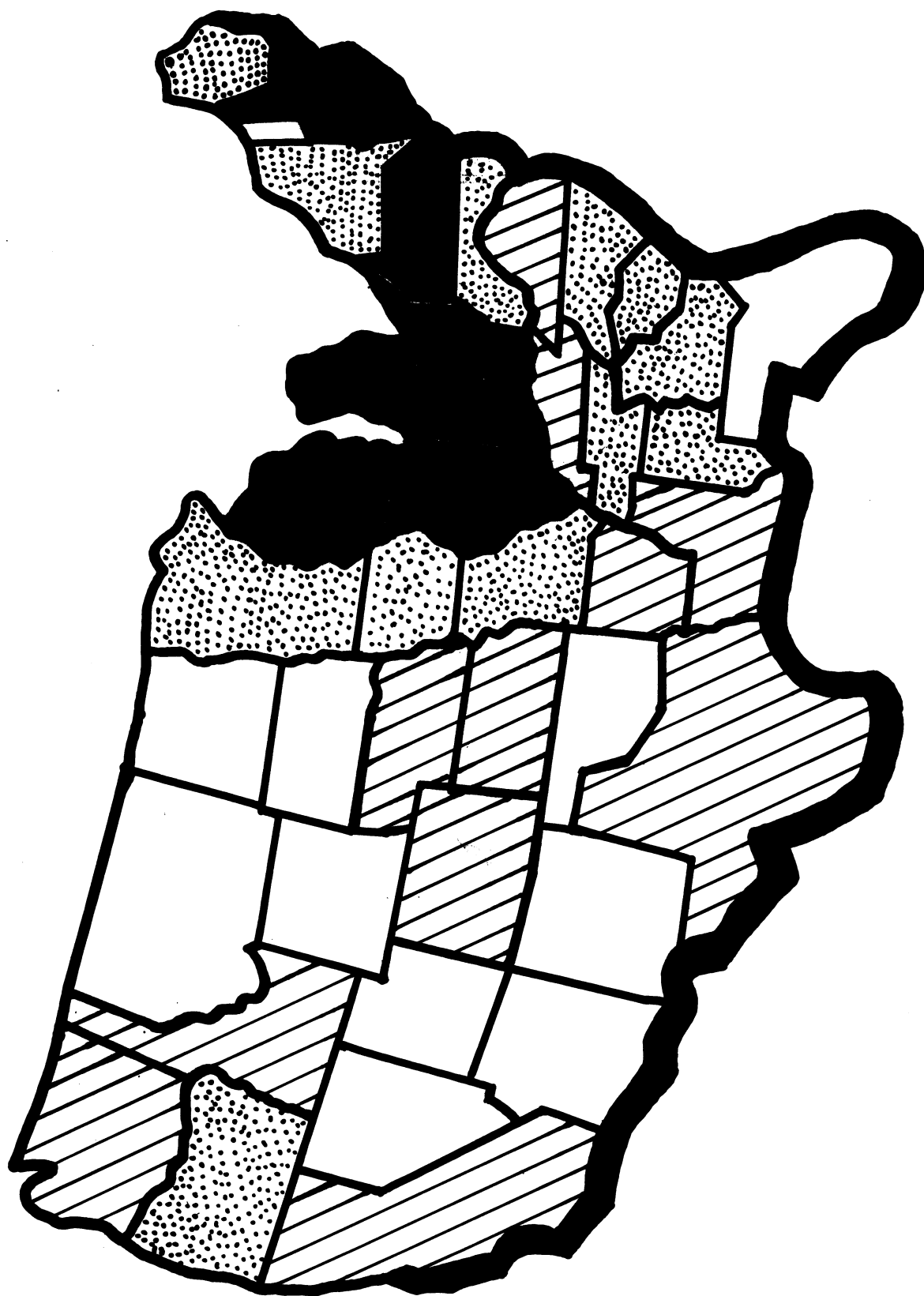
GROSS NATIONAL PRODUCT OR EXPENDITURE 1929-1948



SOURCE: "HISTORICAL STATISTICS OF THE U.S., 1789-1945"

JOYCE-ANNE LEWIS FOR AFL, ASILOMAR, 1950

## DISCUSSION NOTES

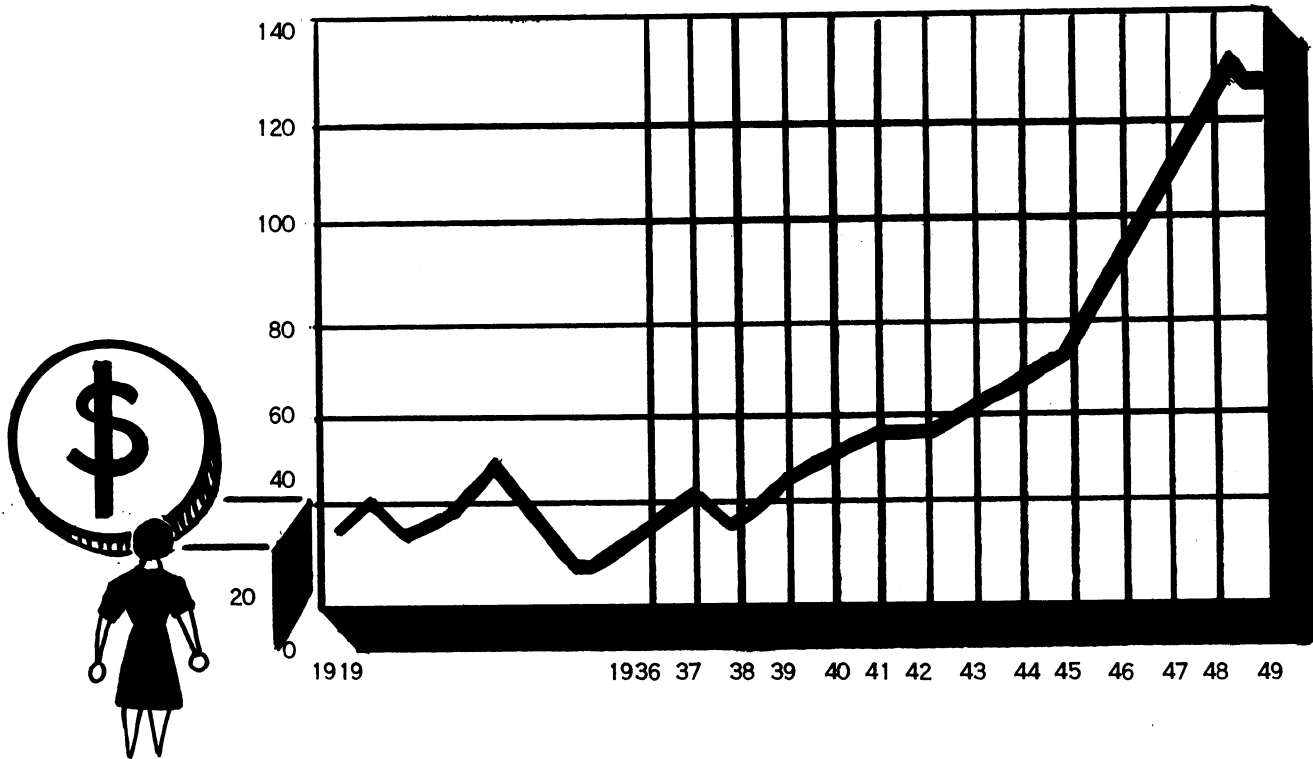




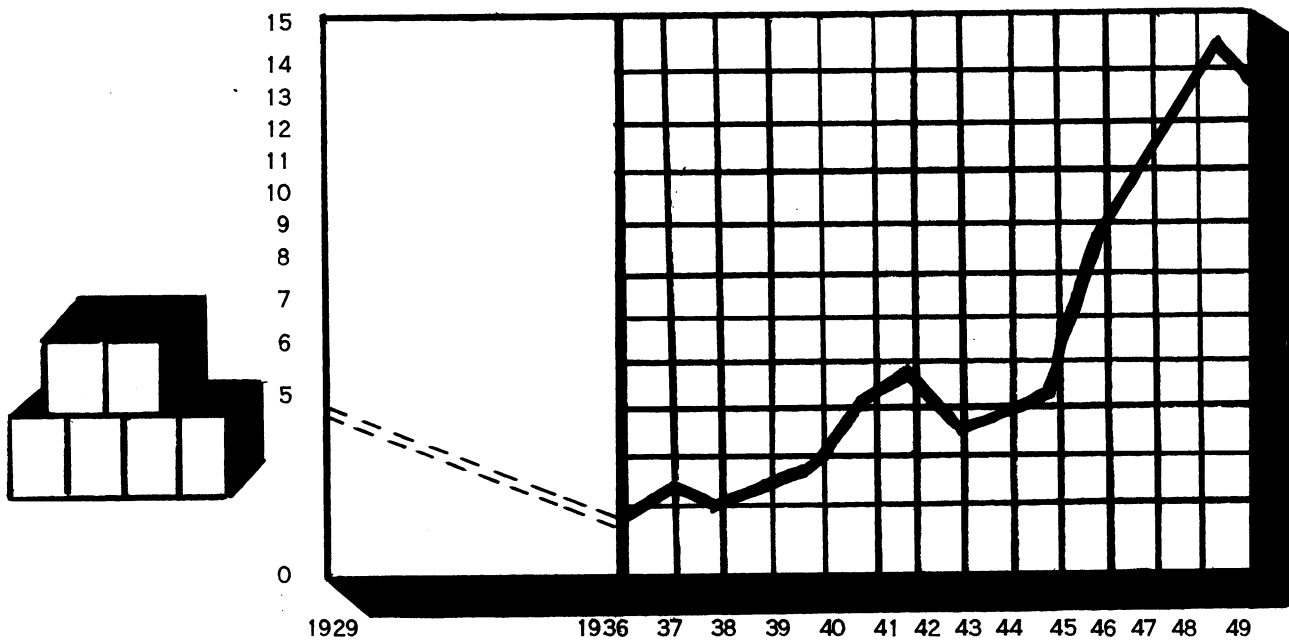
## DISCUSSION NOTES

# RETAILERS' SALES AND INVENTORY 1919 - 1949

RETAILERS' SALES (IN MILLIONS)



RETAILERS' INVENTORY (IN MILLIONS)



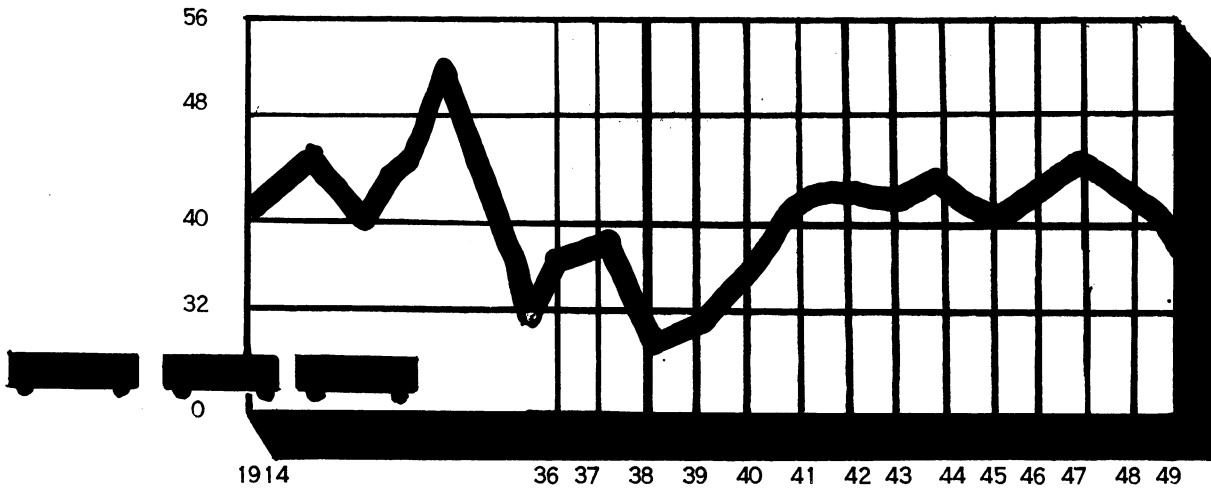
SOURCE: DUN'S REVIEW, FEB. 1950

JOYCE-ANNE LEWIS FOR AFL-ASILOMAR, 1950

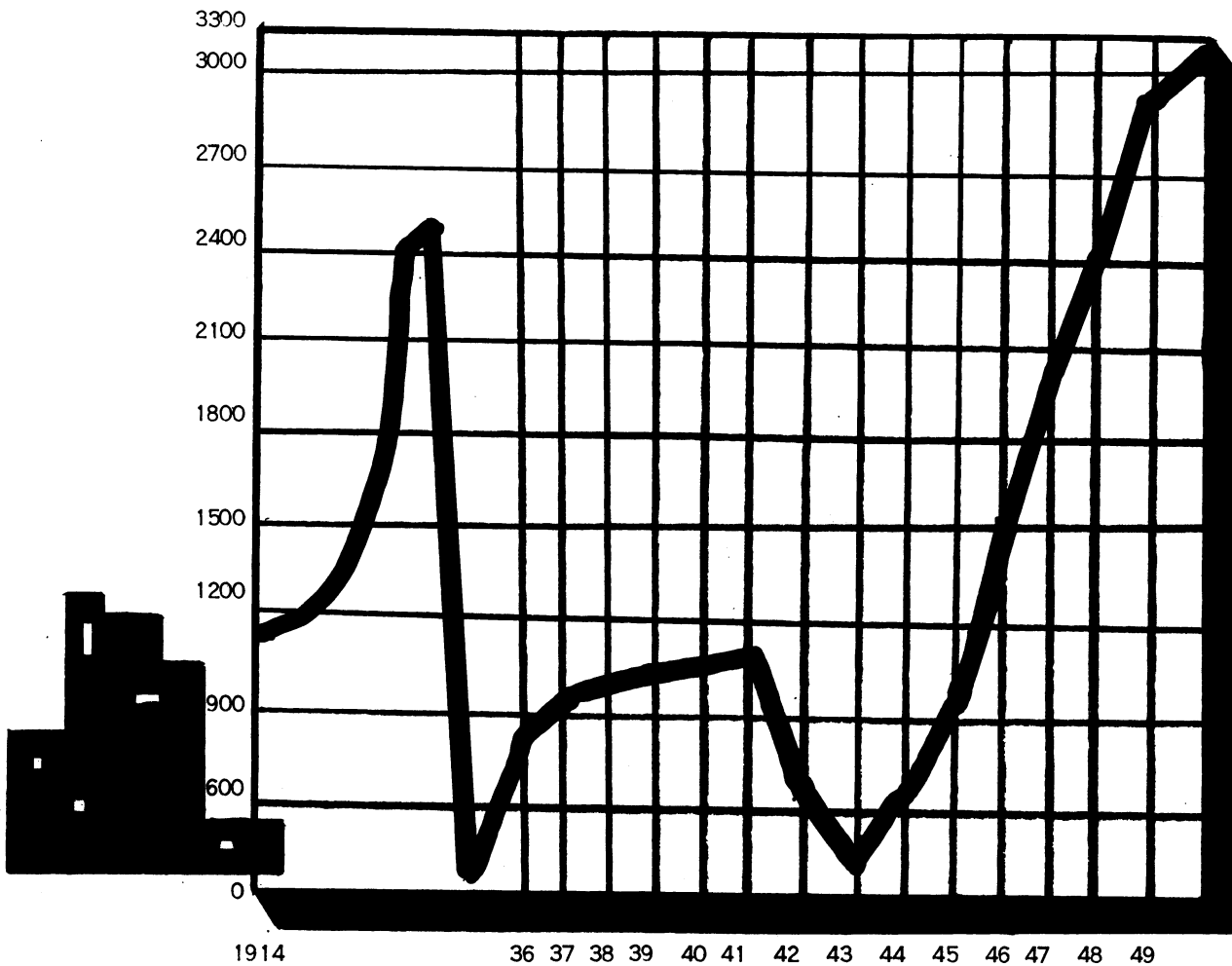
## DISCUSSION NOTES

# FREIGHT CARLOADINGS AND BUILDING PERMITS 1914-49

FREIGHT



BUILDING  
PERMITS



1914

36

37

38

39

40

41

42

43

44

45

46

47

48

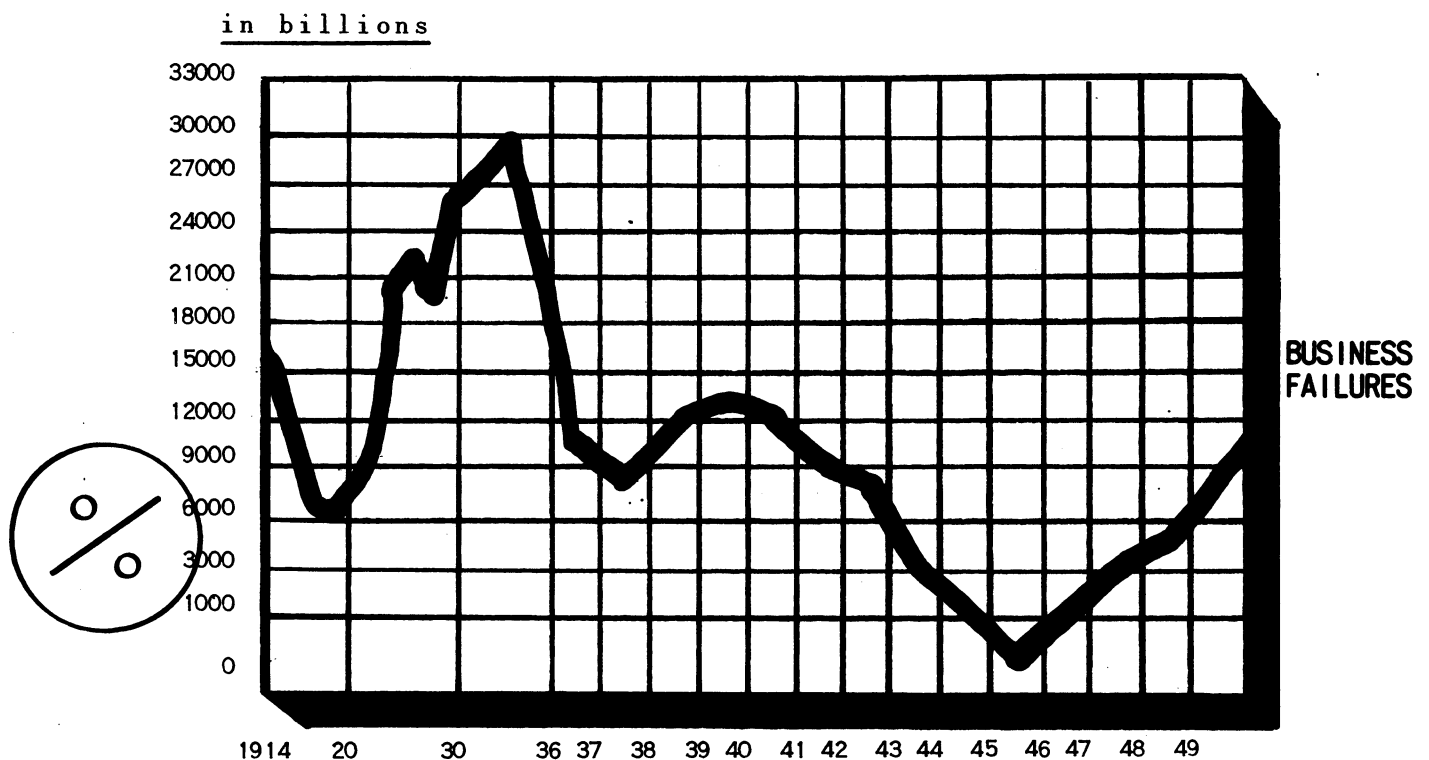
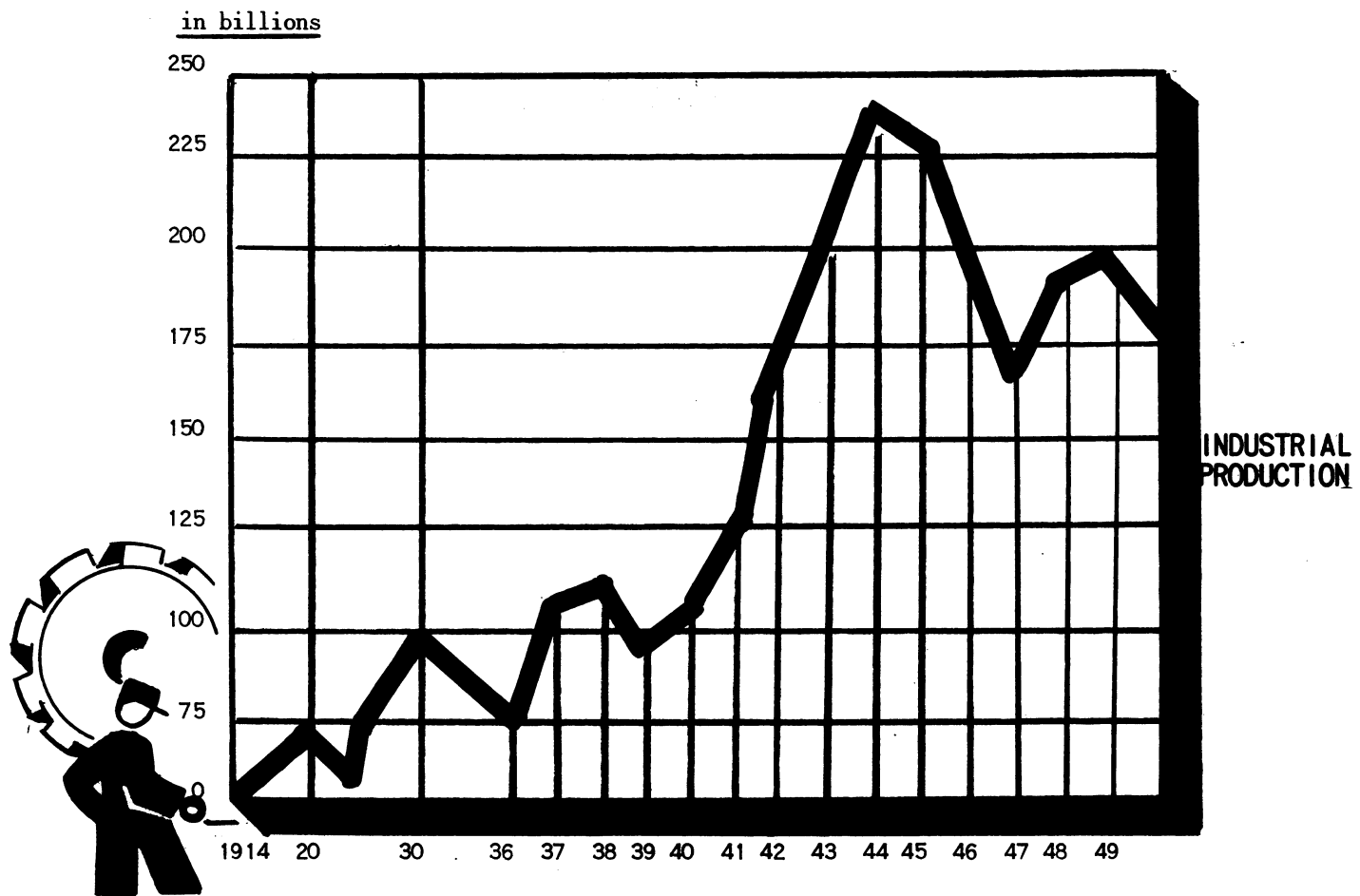
49

SOURCE: DUN'S REVIEW, FEB. 1950

JOYCE-ANNE LEWIS FOR AFL, ASILOMAR, 1950

## DISCUSSION NOTES

# INDUSTRIAL PRODUCTION AND BUSINESS FAILURES 1914-49



SOURCE: DUN'S REVIEW, FEB. 1950

JOYCE-ANNE LEWIS FOR AFL, ASILOMAR, 1950

## DISCUSSION NOTES

THE PROBLEM OF OLD AGE PENSIONS

ARTHUR CARSTENS

Text and illustrations: *joyce-anne lewis*



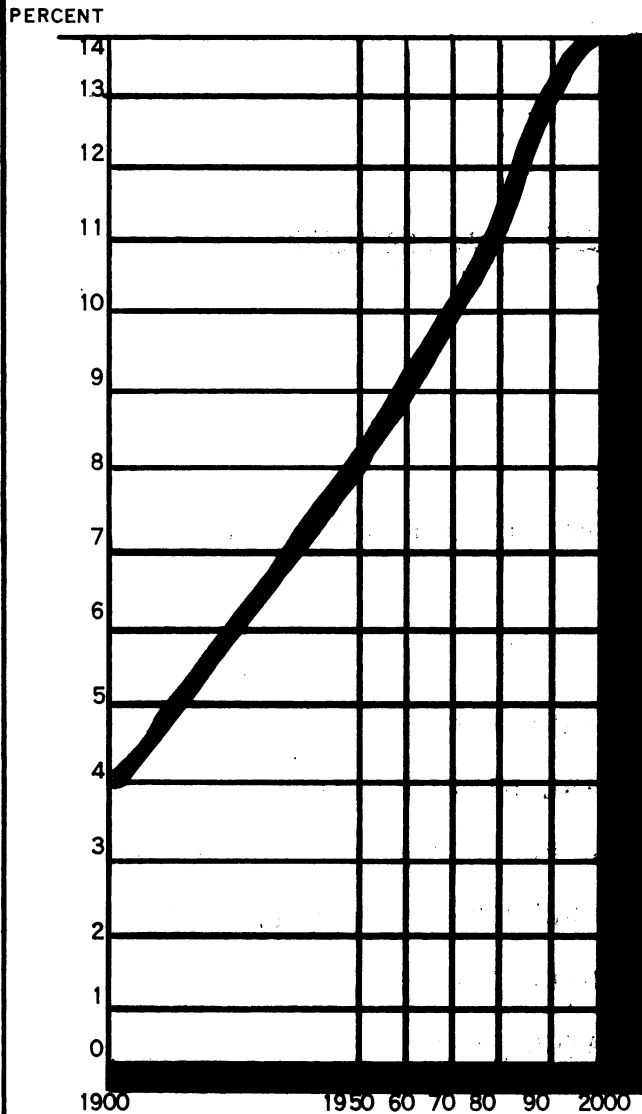


## THE PROBLEM OF OLD AGE PENSIONS

- I - POPULATION TRENDS - THE OLD AGE SITUATION
- II - THE OLD AGE PROBLEM
- III - PRIVATE PENSION PLANS
- IV - WHAT'S WRONG WITH PRIVATE PENSION PLANS
  - A - FINANCIAL DIFFICULTIES
  - B - PRIVATE PLANS AND THE OLDER WORKER
  - C - SOCIAL RESULTS OF PRIVATE PENSION PLANS
  - D - OTHER DIFFICULTIES
- V - FEDERAL OLD AGE INSURANCE PLANS

## THE PROBLEM OF OLD AGE PENSIONS

### I - POPULATION TRENDS



#### THERE ARE MORE OLDER PEOPLE TODAY

1. In 1900, 4% of the population was over 65.
2. In 1950, 8% of the population is over 65.
3. In 1960, 9% of the population will be over 65.
4. In 1970, 10% of the population will be over 65.
5. In 1980, 11% of the population will be over 65.
6. In 1990, 13% of the population will be over 65.
7. In 2000, 14% of the population will be over 65.

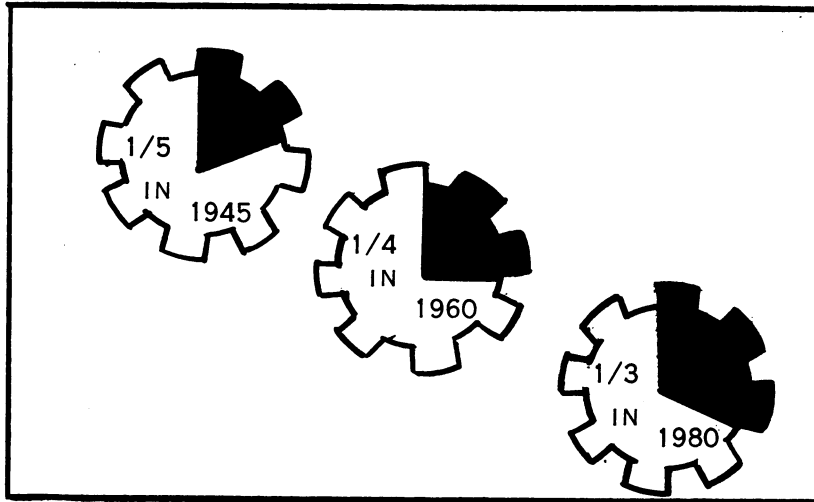
#### THE AVERAGE AGE OF GAINFUL WORKERS HAS GONE UP

1. In 1890, the average age of a male worker was 33, female, 24.
2. In 1940, the average age of a male worker was 37, female, 31.
3. In 1960, the average age of a male worker will be 39, female, 36.

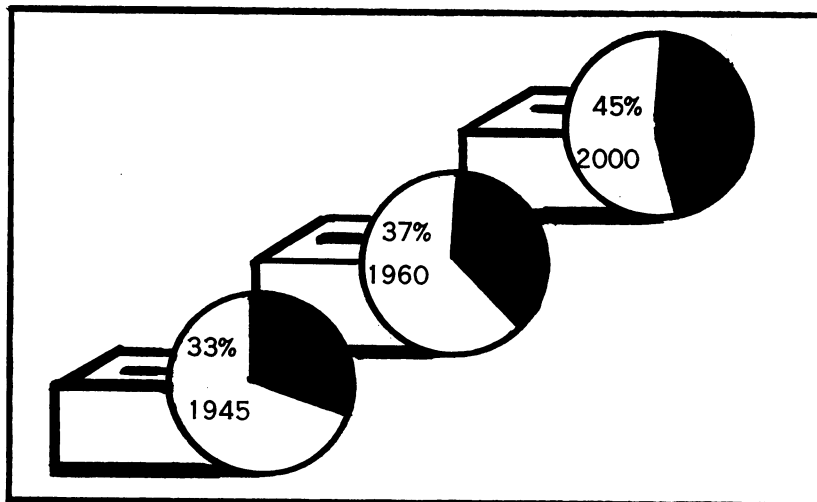
## DISCUSSION NOTES

**THE PERCENTAGE OF OLDER WORKERS IN THE WORK FORCE HAS INCREASED**

1. In 1945,  $1/5$  of all workers were over 50.
2. In 1960,  $1/4$  of all workers will be over 50.
3. In 1980,  $1/3$  of all workers will be over 50.

**THE PERCENTAGE OF OLDER VOTERS IS HIGHER**

1. In 1945, 33% of all voters were over 50.
2. In 1960, 37% of all voters will be over 50.
3. In 2000, 45% of all voters will be over 50.

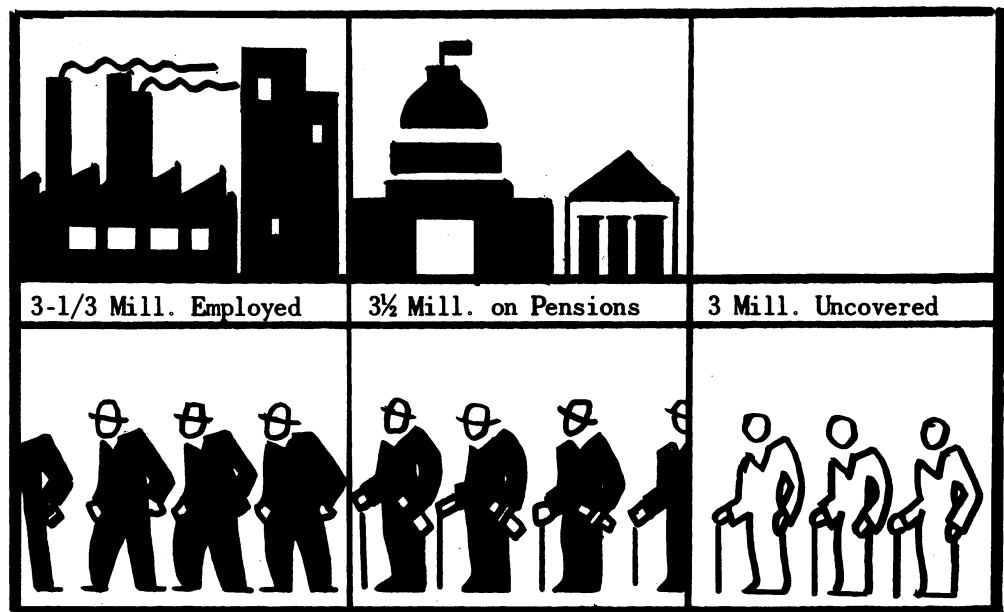


## DISCUSSION NOTES

## II - THE OLD AGE PROBLEM

### DEPENDANCY

1.  $1/3$  of 10 million persons over 65 are employed.
2.  $3\frac{1}{2}$  million are living on Federal Old Age Assistance or Old Age Pensions.
3. 3 million others don't have jobs or are not covered by pensions.



### COST OF LIVING

1. \$44.00 in 1942 was the minimum requirement for an aged individual.  
\$75.00 in 1942 was the minimum requirement for an aged couple.
2. In 1950, the minimum requirement has almost doubled.

## DISCUSSION NOTES

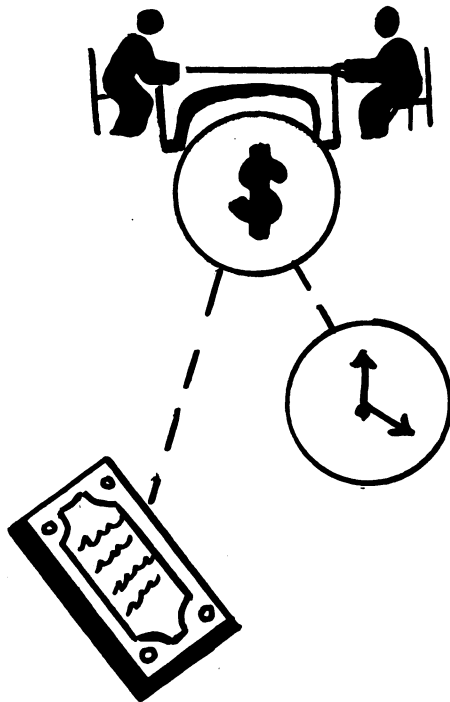
### III - PRIVATE PENSION PLANS

#### THERE HAS BEEN AN UPWARD TREND OF PRIVATE PENSION PLANS

1. In 1939, there were 600 private plans.
2. In 1950, there are 13,000 private plans.

#### WAR-TIME PRESSURE INCREASED THE POPULARITY OF PRIVATE PLANS

1. Man power was needed.
2. Wages were frozen.
3. Pensions became company means of attracting workers.



#### PENSIONS BECAME A BARGAINING ISSUE.

1. Krug-Lewis agreement, May 1946.
2. N.L.R.B. ruling on the case of Inland Steel Co. and United Steelworkers, Locals 1010, 64:  
 'EMPLOYERS MUST BARGAIN ABOUT PENSIONS AS WELL AS WAGES AND CONDITIONS OF EMPLOYMENT.'
3. Steel Industry Board, Sept. 1949:  
 Recommendation that United Steelworkers of America and basic steel companies bargain on pensions.

#### THE FEDERAL GOVERNMENT HAS HELPED, NOT HINDERED, UNION BARGAINING FOR PENSIONS.



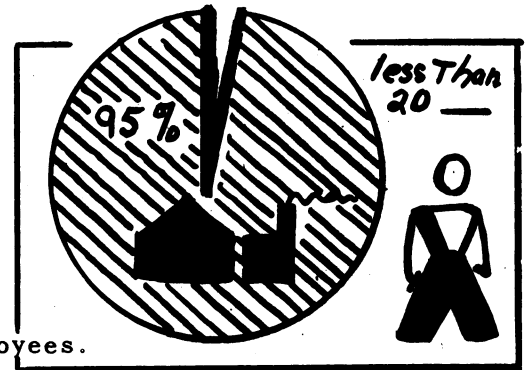
## DISCUSSION NOTES

IV - WHAT'S WRONG WITH PRIVATE PENSION PLANS -- FINANCIALLY.  
ONLY OLDER, WELL-ESTABLISHED, LARGE FIRMS CAN ABSORB  
PRIVATE PENSION PLANS.

1. Pre-war plans were limited almost entirely to companies with 500 or more employees.

Less than 1/10 of 1%  
of companies have 500  
or more employees.

95% of business firms  
have less than 20 employees.



2. The future of the company for the next forty years must be secure.
3. Present private plans will collapse when business slows up.
4. *If the company fails at any time the pension plan fails.*

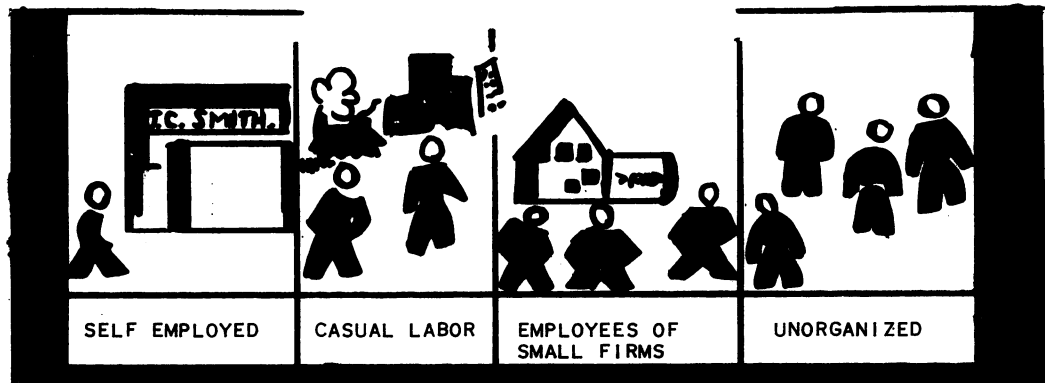
## DISCUSSION NOTES

PRIVATE PENSION PLANS PRODUCE GREAT INEQUALITIES.

LESS THAN 1/2 OF WORKERS WILL BE COVERED

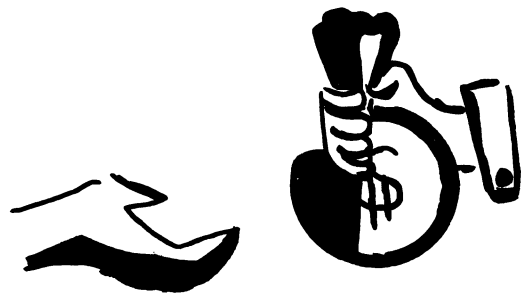
1. Self-employed will not be covered.
2. Casual workers will not be covered.
3. Employees of small firms will not be covered.
4. Members of weaker unions will not be covered.
5. Many of the unorganized will not be covered.

NOT COVERED BY PRIVATE PENSIONS



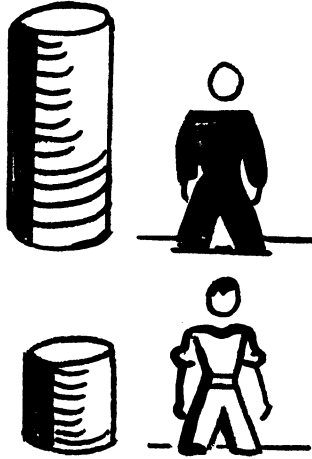
BENEFITS FROM PRIVATE PLANS WILL VARY:

1. Depending on the power of the union.
2. Depending on the ability of the firm to pay.
3. Depending on the employer's charity.



## DISCUSSION NOTES

### PRIVATE PENSION PLANS HANDICAP THE OLDER WORKER



1. The costs of providing pensions for older workers is greater.
2. Under private plans it is better to have fewer older workers in a plant.
3. When there are fewer older workers, the employer carries a lower pension burden; younger workers will get higher pensions per individual.

### PRIVATE PLANS BREED RIVALRY BETWEEN OLDER AND YOUNGER

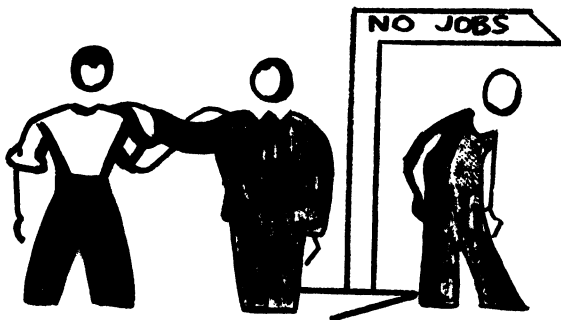
#### WORKERS IN A PLANT

### THE OLDER WORKER'S CHANCES OF FINDING AND HOLDING A JOB

#### WILL BE CUT

1. It may result in getting rid of older workers before they reach pension age

### WAYS MAY BE FOUND TO KEEP OLDER WORKERS FROM JOBS

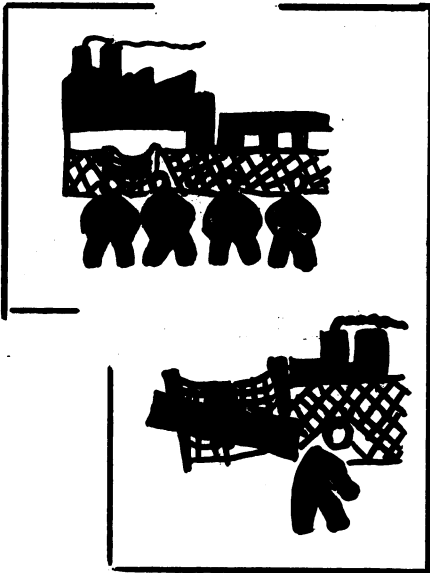


1. Strict insistence on union seniority rules; new employees can be hired only as helpers.
2. Tightening of physical standards and physical exams
3. Changing of job descriptions which rules out older workers without saying so.

EMPLOYERS AND YOUNGER WORKERS MAY UNITE IN KEEP-  
ING OLDER WORKERS OUT.

## DISCUSSION NOTES

### PRIVATE PLANS TIE WORKER TO HIS JOB



1. The average worker has 10 - 12 jobs in his lifetime.
2. Private plans prevent free movement of worker from job to job.
3. Private plans hold him to a company-attached labor pool when unemployed.
4. If the worker is discharged by company or union under maintenance of membership rules, he is out of a job and his pension.

### RECEIVING BENEFITS WILL BE COMPLICATED IF THE WORKER CHANGES JOBS

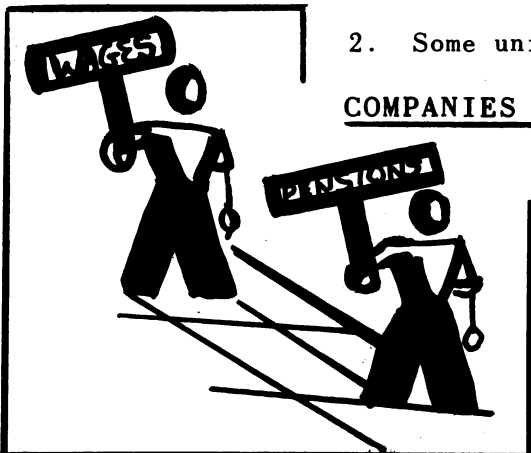
1. He will be drawing income according to provisions of several different plants.
2. All of the companies he works for may not have pension plans.

### UNIONS DON'T AGREE ON THEIR VIEWS TOWARD PENSIONS

1. Some unions are opposed to company financed pensions.
2. Some unions are in favor of wage increases.

### COMPANIES DON'T AGREE ON THEIR VIEWS TOWARDS PRIVATE PENSIONS

1. Some feel it increases employee loyalty.
2. Some feel that employee welfare is an individual matter.



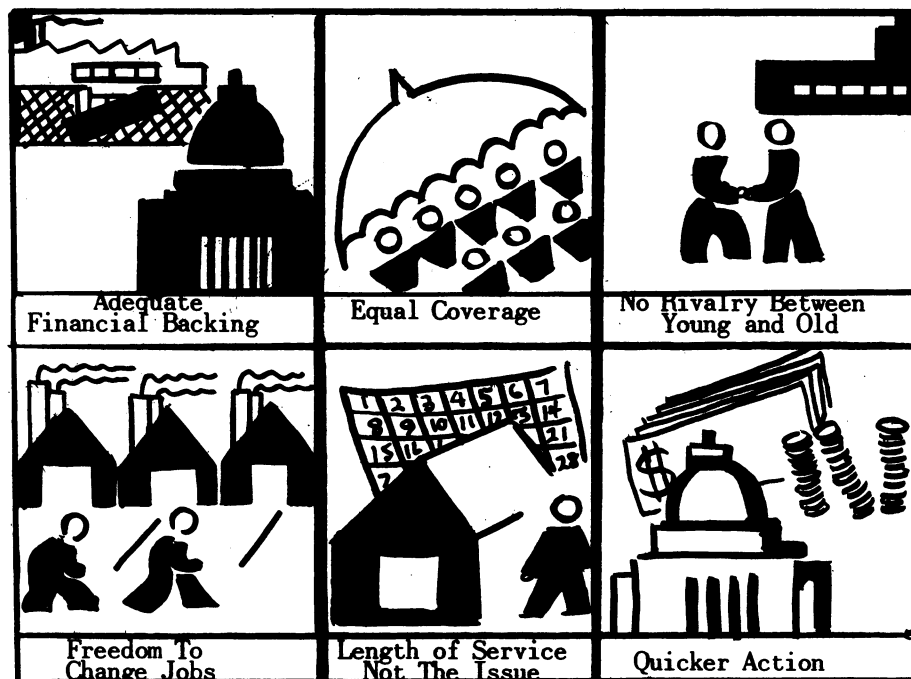


## DISCUSSION NOTES

## GOVERNMENT PENSIONS AS AN ALTERNATIVE TO PRIVATE PENSION PLANS

### FEDERAL OLD AGE PENSIONS HAVE MANY ADVANTAGES OVER PRIVATE PLANS

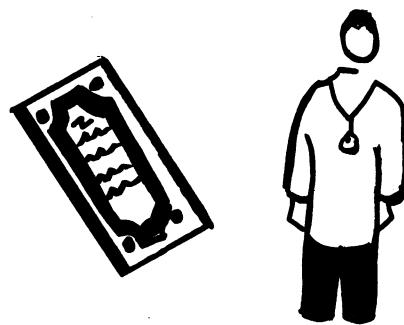
1. Adequate financial backing; federal pensions will continue to function in depressions or when business goes bankrupt.
2. All workers will be covered equally.
3. The older worker will not find life more difficult.
4. Workers will not be tied to one company - they can move from job to job.
5. Length of service with one company will not be the basis for old age security.
6. Quicker action can be taken on pension issues; (with collective - bargained plans, bargaining may be drawn out, and settlements thereby handicapped.)



## DISCUSSION NOTES

## HEALTH PLANS

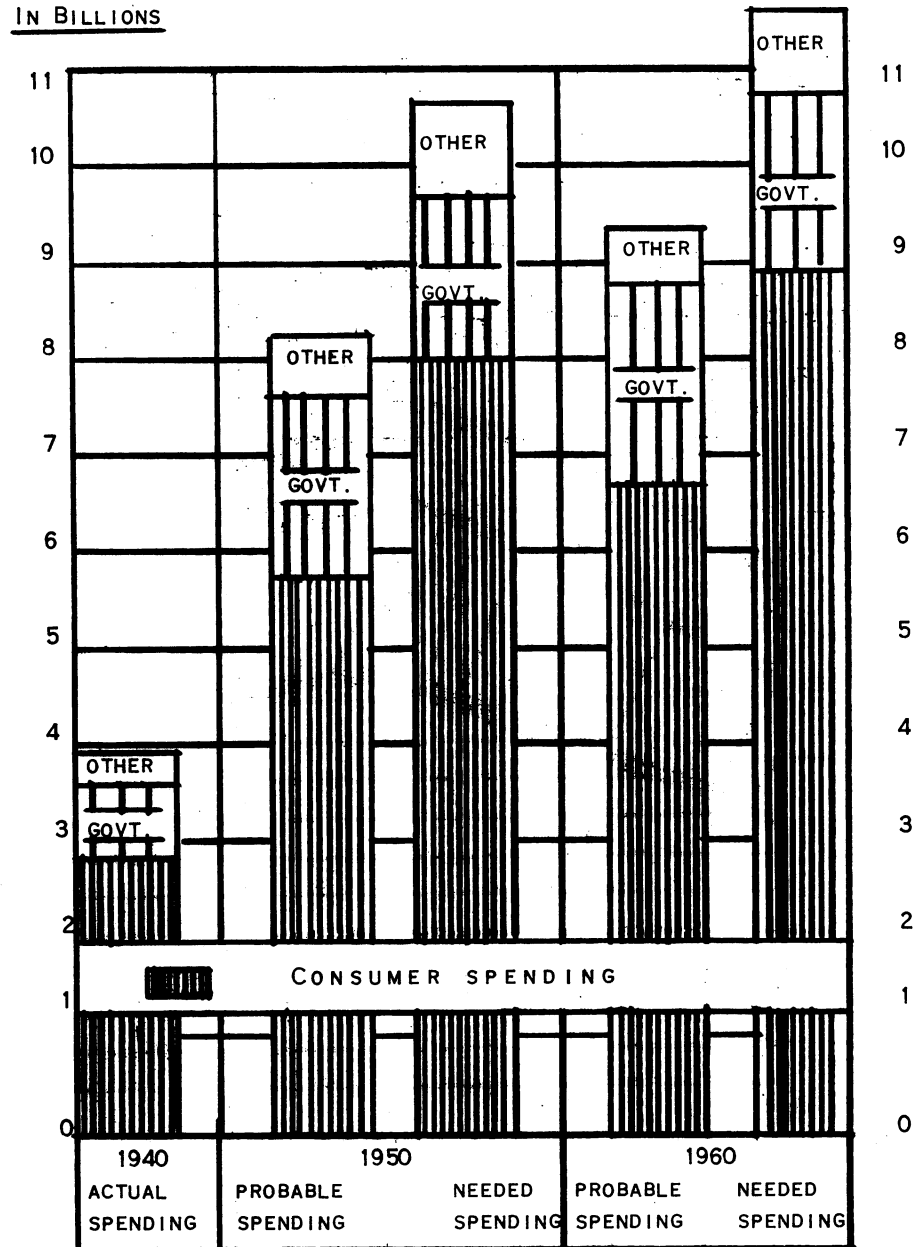
ARTHUR CARSTENS



CHARTS AND ILLUSTRATIONS: *joyce-anne lewis*

# THE PROBLEM OF HEALTH PROTECTION

How much is spent on health protection in the U.S.?  
 How much is paid by government to private groups-  
 How much is needed? consumers?

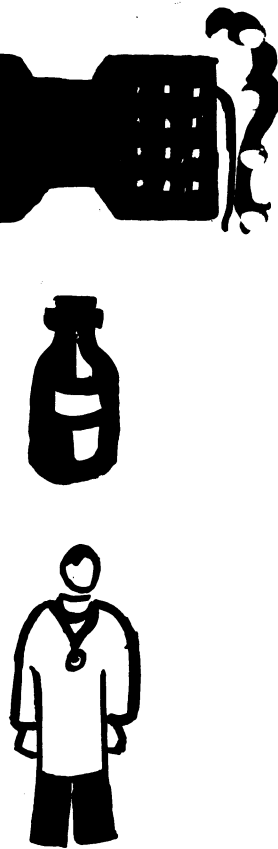
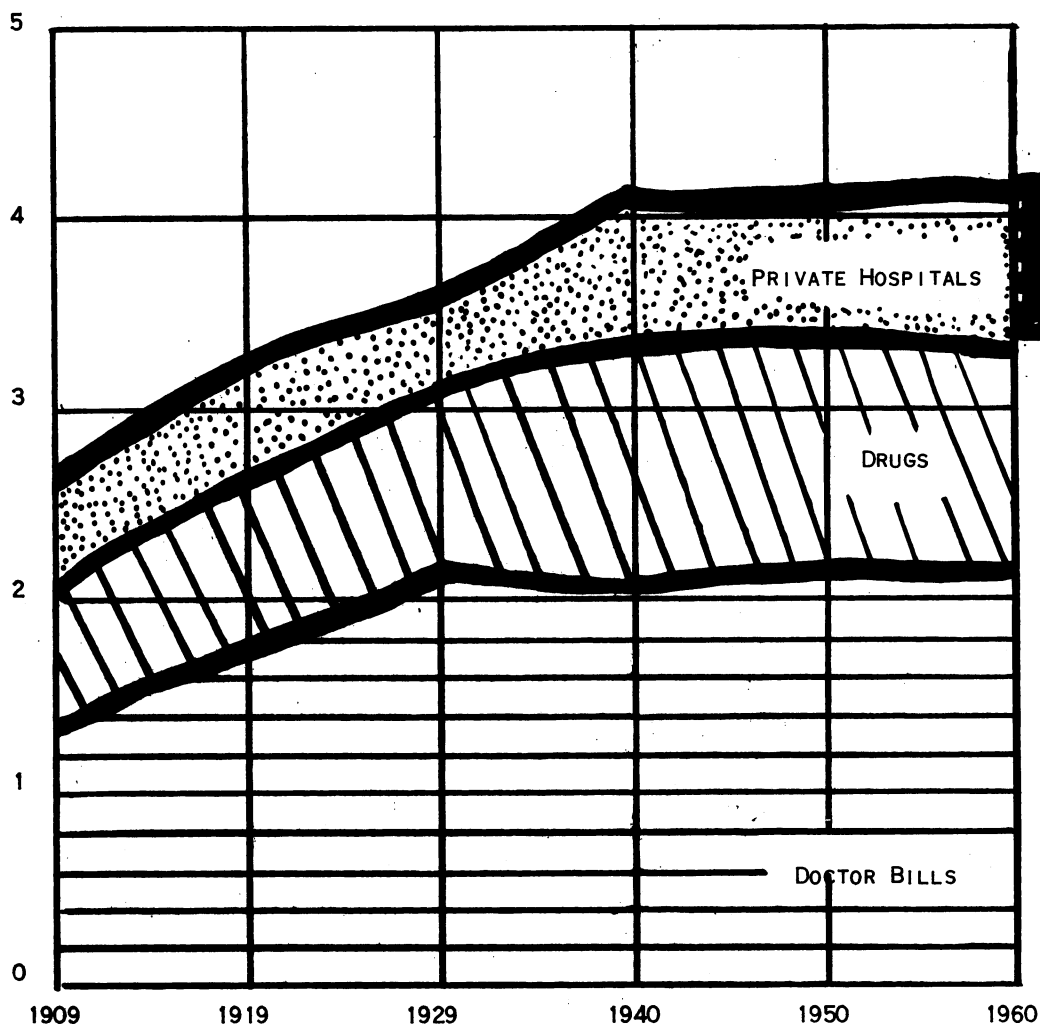


SOURCE: U.S.A. MEASURE OF A NATION

JOYCE-ANNE LEWIS FOR AFL-ASILOMAR, 1950

# WHAT WE SPEND FOR MEDICAL CARE

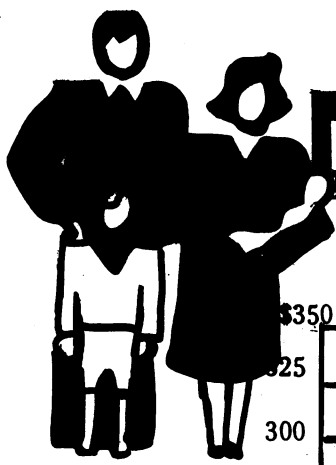
Percent of Total Consumer Spending



SOURCE: U.S.A. MEASURE OF A NATION

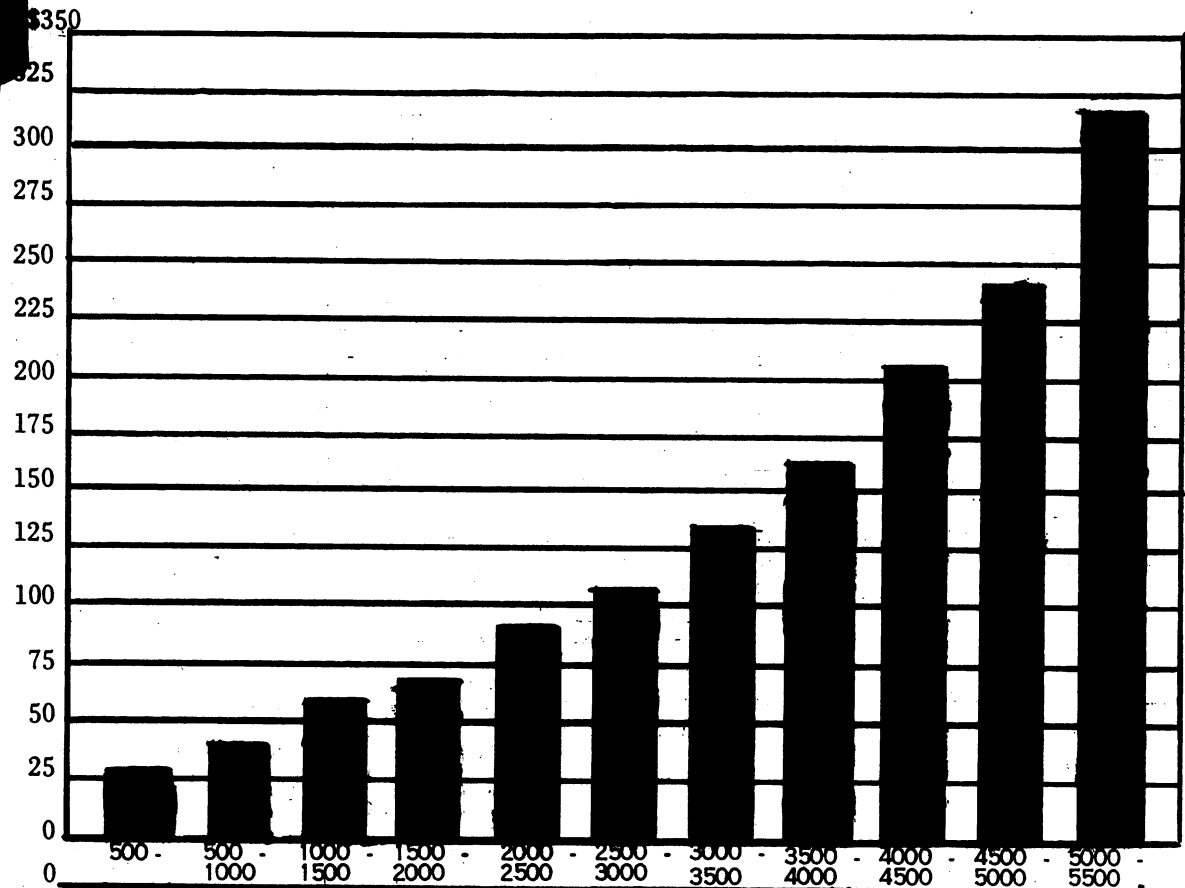
JOYCE-ANNE LEWIS FOR AFL-ASILOMAR, 1950

## DISCUSSION NOTES

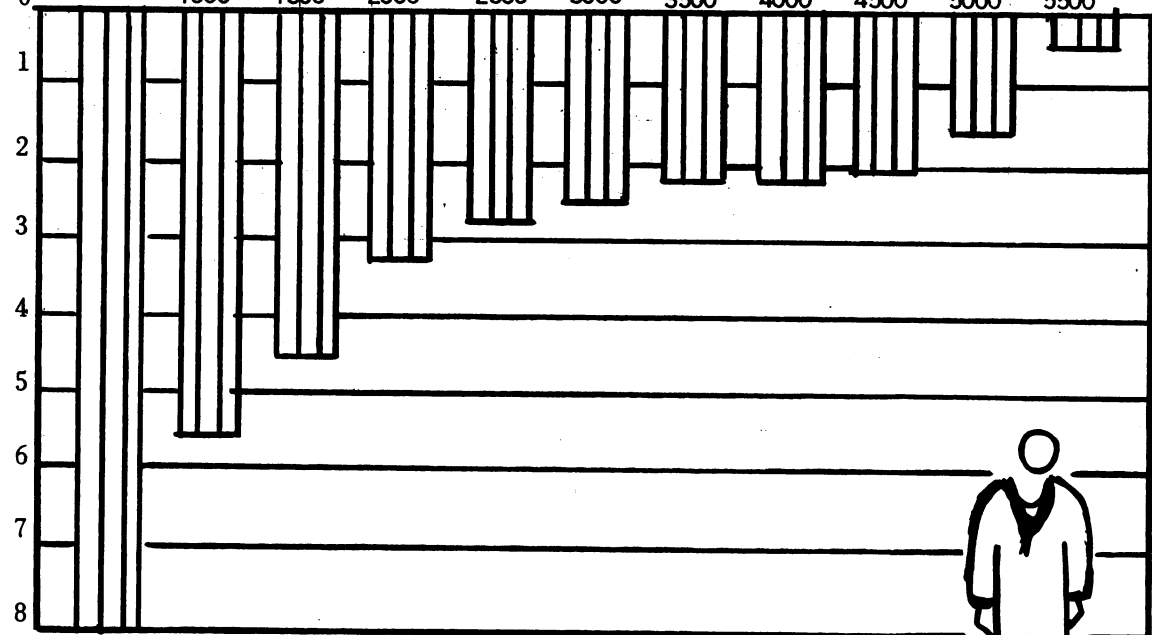


# MEDICAL EXPENDITURES IN RELATION TO FAMILY INCOME

AMOUNT OF  
MONEY SPENT



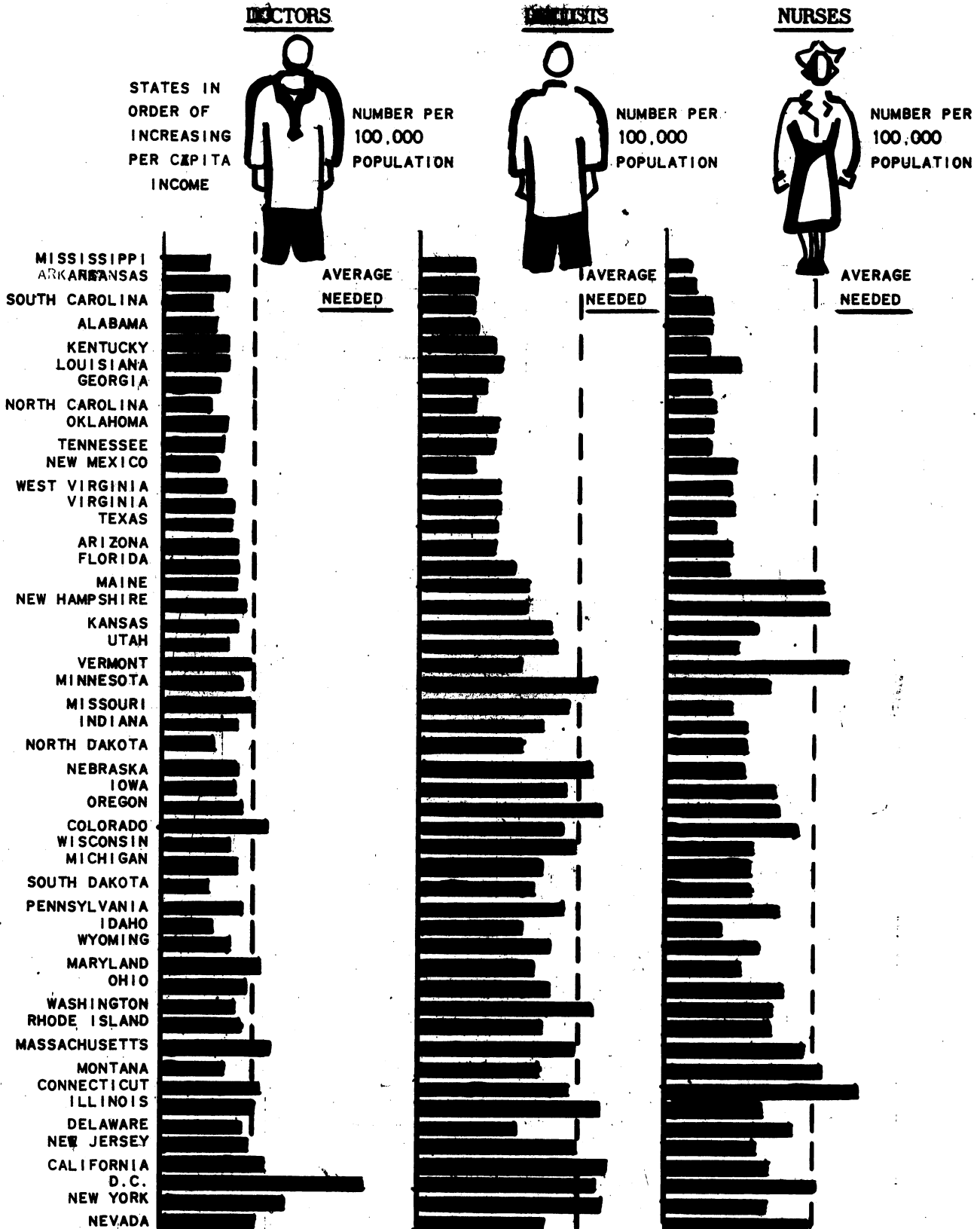
PERCENTAGE OF TOTAL INCOME





## DISCUSSION NOTES

# THE NEED FOR MEDICAL MANPOWER



SOURCE: THE NATION'S HEALTH

## DISCUSSION NOTES

## BASIC POLICY QUESTIONS CONCERNING MEDICAL PERSONNEL

Do we have sufficient Personnel to Build an adequate Health Program?

According to the Federal Security Administration, this is the outlook with respect to medical personnel.



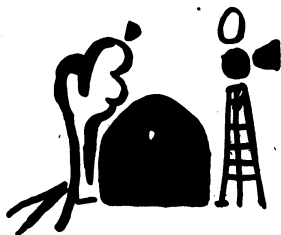
By 1960 we need at least 254,000 doctors.  
Our present prospects are for 212,000

By 1960 we need at least 113,000 dentists.  
Our present prospects are for 90,000

By 1960 we need 566,000 nurses.  
Our present prospects are for only 403,000

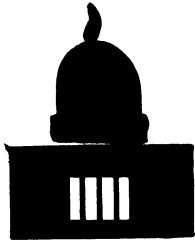
A second problem arises from the uneven distribution of medical personnel.

There is one doctor for every 437-636 persons in the four best states and only one doctor for every 1500 to 1600 persons in the four poorest states.



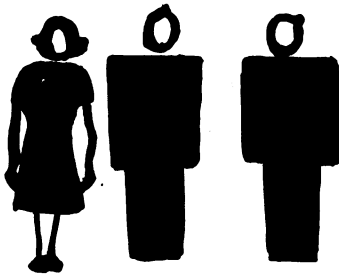
Rural areas have too few doctors. In 330 rural areas there was only one doctor per 3000 persons.

## DISCUSSION NOTES



What can a public health program do to improve the quality and quantity of medical personnel?

The amount of medical personnel available tends to vary with income. A national health program that would provide medical care based on need would reduce uneven distribution of medical personnel.



A medical program based on medical needs would greatly enlarge the demand for medical service and would increase opportunity for young men and women seeking entrance into this field.



**A PUBLIC MEDICAL PROGRAM COULD PROVIDE EQUIPMENT NEEDED TO INSURE ADEQUATE DIAGNOSIS AND TREATMENT.**

A public medical program would encourage specialization and enable each doctor to utilize the maximum of his skills and special knowledge.

## DISCUSSION NOTES

What can a private medical program do to improve the quality and quantity of medical care?



By distributing medical costs over a large group and over a long period, each person who needs medical care can afford much more and better care.

At the present time, one of our principal difficulties is that medical personnel depends on sick people for its compensation. A big advantage of an insurance program, public or private, is that it can be designed to compensate a doctor for keeping us healthy rather than treating us only when we are sick.



One of the principal weaknesses of many of the current insured private plans is that the amount paid to doctors, nurses and hospitals depends upon the sick persons they take care of and not on the number of persons who are kept in good health.



A properly designed private program can assist medical personnel to specialize and therefore to become more effective.

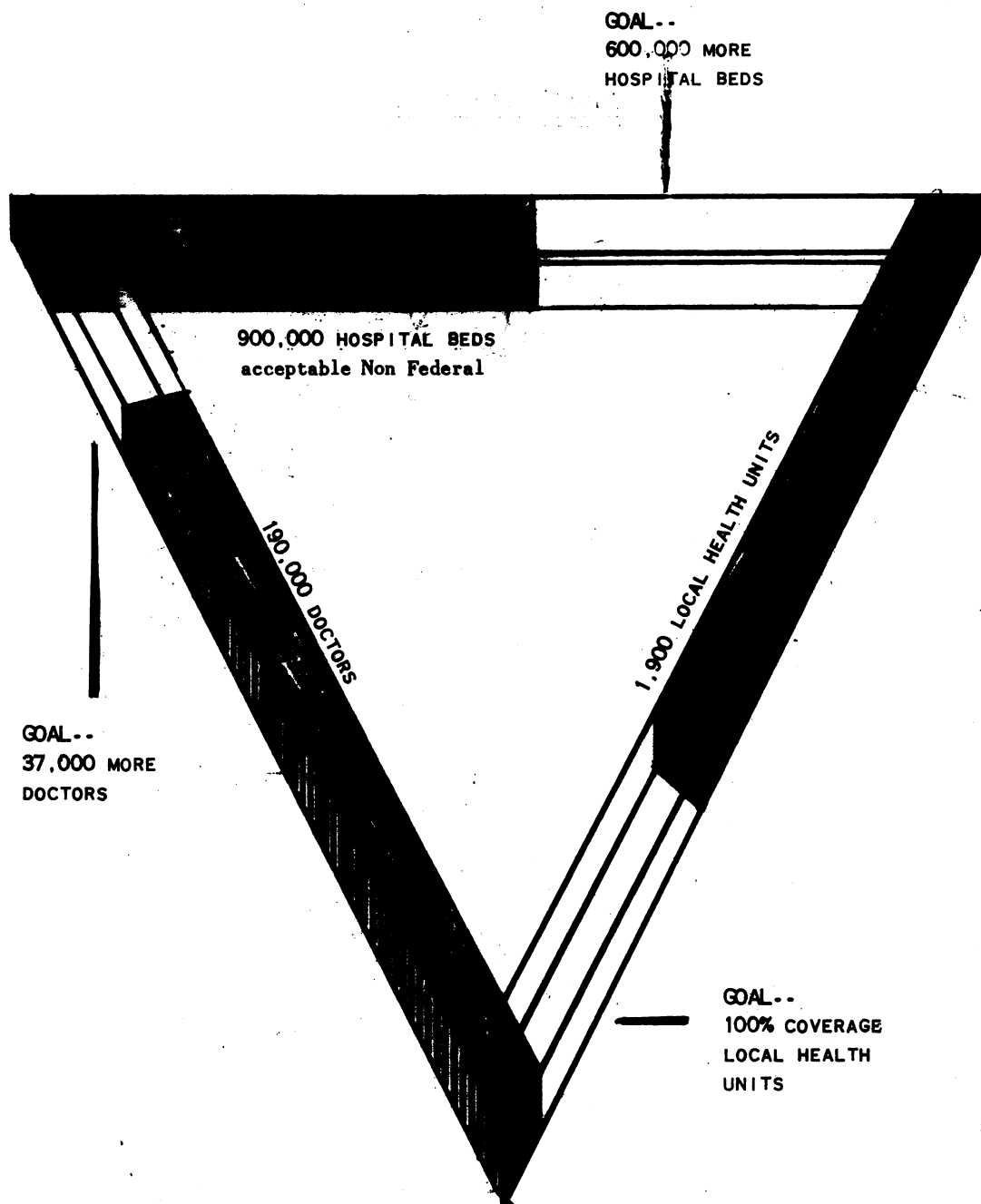
A properly designed private program can provide adequate equipment needed for more efficient use of personnel.

A properly designed private plan can assist a person to determine the kind of specialized care he needs and to locate the specialist who can provide needed care.



## DISCUSSION NOTES

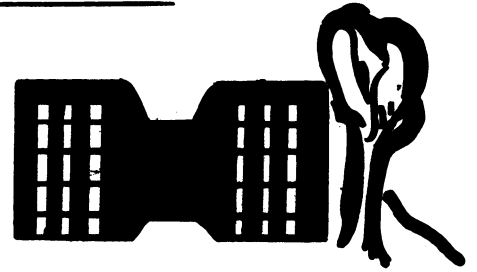
# GAPS IN OUR HEALTH SERVICES FEASIBLE GOALS FOR 1960



SOURCE: THE NATION'S HEALTH

JOYCE-ANNE LEWIS FOR ASF-ASILOMAR, 1950

## DISCUSSION NOTES

BASIC POLICY QUESTIONS CONCERNING HOSPITALS

1. What are our present hospital needs?

2. What can a private medical program do to improve the quality and quantity of hospital care?



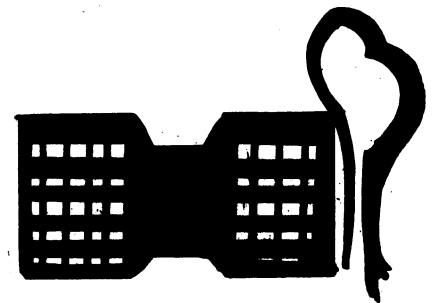
- (1) By distributing hospital costs over a large group and over a long period, hospitals can enjoy a greater degree of economic security.
- (2) In the past the cost of medical care for those able to pay has been increased by charity work which hospitals are expected to accept. Insurance tends to reduce the amount of charity work required.
- (3) If a private plan pays for all the service required to rebuild and restore the patient to good health, a hospital staff can focus attention entirely on medical problems and considerations. A private plan that is based on the payment of facts or amounts tends to reduce the quality and effectiveness of hospital care.

## DISCUSSION NOTES



3. What can a public medical program do to improve the quality and quantity of hospital care?

- (1) By focusing attention on medical need instead of ability to pay a public program could provide hospitals to rural areas and to provide urban communities where present needs are very great.
- (2) The Federal Government can substantially reduce the cost of building and financing new hospital construction. The present Hospital Construction Act is an example of a type of help that can be extended to local communities. The Federal Government could also provide part of maintenance costs of hospitals.
- (3) A public program would also assist hospitals to focus attention on three large groups whose medical problems are not likely to receive adequate consideration under private insured plans
  - a. Children
  - b. Housewives
  - c. Aged



## DISCUSSION NOTES

**COLLECTIVE BARGAINING**

**IRVING BERNSTEIN**



**Illustrations:** *joyce-anne lewis*



## COLLECTIVE BARGAINING SEMINAR

Irving Bernstein

Five sessions are provided for this seminar, to be distributed in the following manner:

- I. Techniques of Collective Bargaining (one session)
- II. Standards in Wage Determination (two sessions)
- III. Hours of Work (one session)
- IV. The Arbitration Process (one session)

## I. TECHNIQUES OF COLLECTIVE BARGAINING

(one session)

### I. Introduction

Selected problems in the conduct of negotiations

Discussion method

### II. Problems

#### 1. Authority of the negotiator

Typical negotiating committee: local and international representatives with agreement subject to ratification of membership.

#### Questions:

- (a) In your negotiations who tends to have more influence in making decisions--international or local representatives?
- (b) How do you make certain that you don't negotiate a contract that the membership will reject?
- (c) Do you try to discover the membership's attitude before entering negotiations?
- (d) Assume a split in the membership on an issue. How do you handle it in terms of the authority of the committee?
- (e) If you employ an attorney or consultant for negotiations, how do you define his authority?



## DISCUSSION NOTES

## 2. Composition of the negotiating committee

Tailoring to specific situation but some generalizations possible:

- (a) representing various interest groups;
- (b) at least one representative trained in negotiating; and
- (c) expert for technical problems.

### Questions:

- (a) How large a committee do you find to be workable?
- (b) Can you represent all your interests on the committee?
- (c) Do you find in general that international representatives know the ropes better than local people?
- (d) In a technical case do you prefer to bring the expert into the negotiations or keep him behind the scenes?

## 3. Continuous bargaining

Trend to meeting regularly with management rather than waiting for annual contract renegotiation. Purpose to head off disputes before they become tough.

### Questions:

- (a) Do you agree that relations tend to be better when frequent meetings are held?
- (b) Do you think it sound union policy to keep the employer continuously informed of your position? To know his?
- (c) In your situation does enough business arise to merit regular meetings?
- (d) Is a policy of regular meetings workable in your situation?

## DISCUSSION NOTES

#### 4. Issues over principles

NPA studies on causes of industrial peace emphasize that agreement is more likely if parties deal at the level of concrete issues rather than abstract principles.

##### Questions:

- (a) Which bargaining questions most readily become issues of principle? Which do not?
- (b) Assume that an employer insists on a broad management prerogatives clause. What would be your line of argument?
- (c) Are there some questions which are matters of principle that your union will not compromise?



#### 5. Importance of facts: preparing for negotiations

Thorough preparation is indispensable to effective bargaining. Importance of knowledge of the economics of the firm and industry, cost of living, wage patterns, etc. Functions of the research man and sources of information.

##### Questions:

- (a) How do you keep informed?
- (b) Would it be helpful to have a union research man in on your negotiations?
- (c) Do you have time to keep informed?

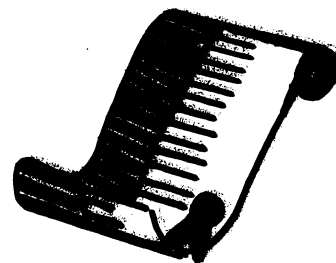


6. Long vs. short contracts

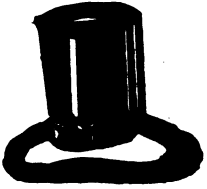
Trend towards longer and more complex contracts. Reasons for it.  
Possible disadvantages.

Questions:

- (a) Do you prefer to try to cover everything in the contract or to devote them only to major issues?
- (b) In the case of an employer you trust would you rather have a long or short contract?
- (c) Should a pension plan be incorporated into the regular contract or be treated separately?
- (d) Is it easier to reach agreement on a long or short contract?



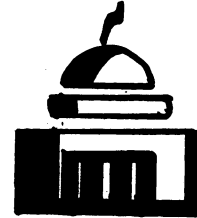
### 7. Mediation



Mediation is the most widely used and successful governmental procedure for the settlement of disputes. Considerations: mediation more effective before than after a strike; competence of the mediator crucial; some issues more mediable than others.

#### Questions:

- (a) Have you found mediation helpful in your negotiations?
- (b) Do you call in a particular mediator or accept any one assigned? Why?
- (c) Have the notice-filing requirements of Taft-Hartley affected your use of mediation?
- (d) Do you prefer the Federal or State Service?
- (e) Do you expect the mediator to advance a concrete proposal to settle the dispute?
- (f) Do you distrust FMCS because it is no longer in the Labor Department?

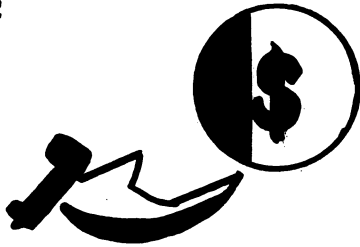


### III. Conclusion

Complexities of collective bargaining and responsibilities of the negotiator.



## DISCUSSION NOTES



## II. STANDARDS IN WAGE DETERMINATION

(two sessions)

### I. Introduction

1. Coverage of the sessions  
Practice rather than theory concern with general wage changes
2. Significance of wages  
Most important issue in collective bargaining

### II. Objectives in Wage Determination

Union and employer goals - the "Law of More"

### III. Standards in Wage Determination

1. Substandards of living  
Ethical principle  
Budgets: Heller Committee; BLS; Haynes Foundation  
Evaluation of argument.

#### City Workers Family Budget

City	BLS		FNA		
	: June 1947 :		February 1950		
	:	:	:	:	:
	: 4 person :	2 person :	3 person :	4 person :	5 person
Los Angeles	\$3251	\$2260	\$2856	\$3364	\$3813
San Francisco	3317	2296	2904	3420	3877



## DISCUSSION NOTES

2. Cost of living

Importance varies with price changes.

Indexes: BLS; NICB

Escalator clauses

Evaluation of argument

BLS Consumers Price Index

(1935-39 = 100)

Date	:	Los Angeles	:	San Francisco
Jan. 1941		102.8		102.1
Aug. 1945		131.0		132.5
June 1946		136.1		137.8
Sept. 1948		171.0		177.1
March 1950		165.9		172.3

3. Comparisons

## A. General

Probably most important standard

General equity and problems of application

## B. Intra-industry comparisons

Conditions that make them persuasive

## C. Inter-industry comparisons

National vs. local comparisons

## D. Intra-union comparisons

Relationship to craft unions

## E. Inter-union comparisons

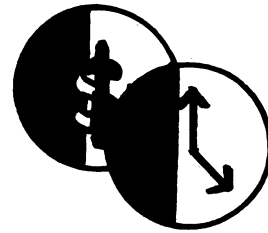
Rival unionism

Weak unions

## DISCUSSION NOTES

4. Maintenance of take-home pay

Work-week and wages  
 Conflicting equities  
 Examples

5. Ability to pay

Ability vs. inability to pay  
 Evaluation of the argument  
 Conditions for its use

6. Productivity

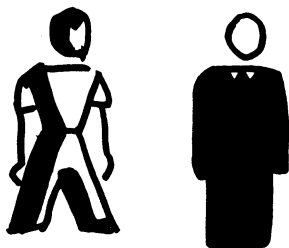
General usefulness  
 Difficulties of application

7. Good Behavior

Nature and evaluation of argument

IV. Conclusions

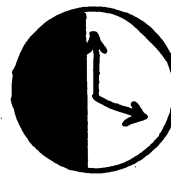
Irrationality of wage behavior  
 Arguments can be used by both unions and employers  
 Conditions for valid use of standards  
 Relationship of sound judgment to proximity to situation



## DISCUSSION NOTES

### III. HOURS OF WORK

(one session)



#### I. Significance

##### A. Current interest

Recent cases involving hours

##### B. Long-term problem

Rise in productivity

Relationship to strikes

##### C. Coverage of sessions

General issue of work-day and work week

Legislation vs. collective bargaining

#### II. History of hours in the United States

Historical decline in length of work-day and work week

##### Weekly Hours

(weighted average of agricultural and nonagricultural labor)

<u>Year</u>	<u>Average weekly hours</u>
1850	70.6
1860	68.7
1870	66.3
1880	65.4
1890	63.2
1900	60.9
1910	57.5
1920	51.9
1930	47.2
1940	43.0
1944	46.7
1950	40.8
1960	37.7

---

Source: J.F. Dewhurst, *America's Needs and Resources*



## DISCUSSION NOTES

## A. Prior to 1890's

Beginnings

The eight hour day

## B. 1890-1920

The eight hour day

## C. 1920's

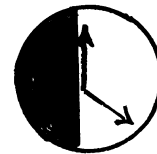
Gains halted

## D. Since 1929

Depression

N.R.A.

F.L.S.A.

III. The Case for Shorter Hours: Historical Arguments

## A. Citizenship and culture

Importance of leisure

## B. Health

Hours and health

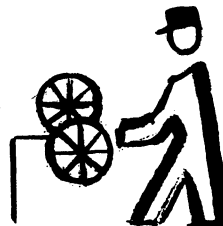
Fatigue

## C. Productivity and efficiency

Determinants of efficiency

Optimum hours

Six hour day

Box Factory, 1925

<u>Hours Worked</u>	<u>Hourly Output</u>
36	834
40	868
44	839
48	793.5

## D. Full Employment

Current emphasis

## DISCUSSION NOTES

#### IV. Conclusions

##### A. Optimum Work-Day and Work-Week

Optimum for maximum output

##### B. Projecting hours

Productivity, hours, and the future

##### C. Evaluating the arguments

Citizenship and culture

Health

Productivity

Full employment

#### IV. THE ARBITRATION PROCESS

(one session)

##### I. Introduction

##### A. Method

Emphasis on key problems

##### B. Institute Research

Survey of arbitration

Study of wage arbitration

##### II. Grievance Arbitration: Key Problems

##### A. Ad hoc vs. permanent tenure

Advantages and disadvantages of each

Percent favoring permanent grievance arbitrator:

Management	37%
Union	45%
Arbitrators	76%
All	55%

##### Question:

How do you explain these results?

## DISCUSSION NOTES

C. Precedents

Controversy

Conclusions

How much weight should be given precedents under other contracts:

	Decisive	Some	None
Management	7%	66%	27%
Union	19%	59%	22%
Arbitrators	2%	77%	21%
All	7%	70%	23%

Question:

How do you explain these results?

D. Single arbitrator vs. tripartite board

Definitions

Incidence

Conclusions

Percent preferring single arbitrator over tripartite board in grievance cases:

Management	71%
Union	70%
Arbitrators	80%
All	75%

Question:

How do you explain these results?

E. Coverage of grievance arbitration

Opposing views

Content of exclusions

Conclusions

Percent preferring that certain issues be excluded from grievance arbitration:

Management	78%
Union	18%
Arbitrators	26%
All	42%

## DISCUSSION NOTES

### III. Wage Arbitration: a Few Facts



#### A. Incidence

#### B. Geographical distribution

New York	51
New Jersey	26
California	20
Pennsylvania	10
Massachusetts	10
Other	68

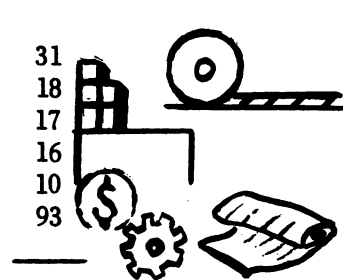
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Question:

How do you explain this concentration?

#### C. Industry distribution

Urban transit	31
Heat, light, power, water	18
Wholesale and retail trade	17
Water transportation	16
Textiles	10
Other	93



185

Question:

How do you explain this concentration?

#### D. Trend of decisions

Results mid-way between contending positions

### IV. Conclusions

Limitations of arbitration

Contributions it can make

Conservative nature of process



## DISCUSSION NOTES

SUGGESTIONS FOR FURTHER READING:

- Fitch, John A. The Causes of Industrial Unrest. New York: Harpers, 1924.
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- Ross, Arthur M. Trade Union Wage Policy. Berkeley: University of California, 1948.
- Selekman, Benjamin M. Labor Relations and Human Relations. New York: McGraw-Hill, 1947.
- Slitchter, Sumner H. The Challenge of Industrial Relations. Ithaca: Cornell University Press, 1947.
- Taylor, George W. Government Regulation of Industrial Relations. New York: Prentice-Hall, 1948.
- Warren, Edgar L. and Irving Bernstein. Collective Bargaining. Los Angeles: Institute of Industrial Relations, 1949.
- Williamson, S. T. and Herbert Harris. Trends in Collective Bargaining. New York: Twentieth Century Fund, 1945.

UNION ADMINISTRATION

MICHAEL FRISCH



Illustrations: *joyce-anne lewis*



## FORMULATING THE CONTRACT PROVISIONS

### I - WHAT ARE THE ALTERNATIVE METHODS OF FORMULATING CONTRACT PROPOSALS?

#### A. The International

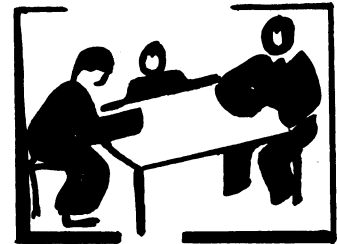
1. Where used?
2. What are the advantages?
3. Any disadvantages?

#### B. The Local Administration

1. Does it meet the needs of the people?
2. Does it help build the Local?

#### C. The Negotiating Committee

1. How elected or chosen?
2. Are the desires of the membership made known?
3. What happens to "screwball" ideas.

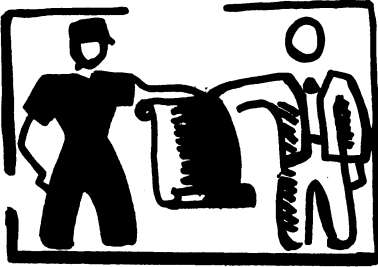


#### D. Other Methods

1. The 'Expert'.

### II - CONCLUSIONS

## DISCUSSION NOTES



## ADMINISTERING THE CONTRACT

### I. ADMINISTERING THE CONTRACT

#### A. Interpreting the Contract

1. What does a particular provision mean?
2. Who makes the determination?

#### B. Enforcing the Contract

##### 1. The Employer and the Contract

- a. The grievance procedure
- b. The interpretive bulletin
- c. Other alternatives

##### 2. The member and the contract

- a. Does he know it?
- b. Will he live up to it?
- c. Bringing the contract to the member.



##### 3. The shop steward and the contract.

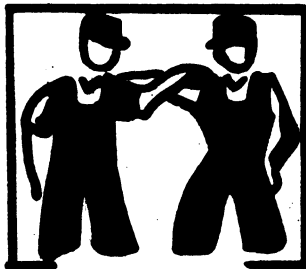
### II. TAFT-HARTLEY AND ITS IMPACT ON UNION ADMINISTRATION

#### A. What has Taft-Hartley done to Union Administration?

1. Relationship of official to members?
2. Maintaining union discipline?
3. The "New Democracy" and its implications.

### III. CONCLUSIONS

## DISCUSSION NOTES






## THE SHOP STEWARD

### I. THE SHOP STEWARD AND THE UNION STRUCTURE

- A. Who is he?
  - 1. Is he the 'brains of the Union'?
  - 2. Is he the 'backbone of the Union'?
- B. How does he get his job?
- C. To whom is the shop steward responsible?

### II. THE SHOP STEWARD AND HIS FUNCTIONS

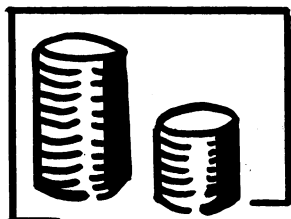
- A. Shall he collect dues? 
- B. How far should he go in handling grievances?
  - 1. Has he been properly trained?
  - 2. Does he know the contract? 
  - 3. How can he keep up with latest developments in contract interpretations?
- C. Is the Shop Steward's Council effective?
  - 1. Should it be a formal meeting?
  - 2. What should be included on the agenda? 
- D. The Steward as contact between the Local and its members.

### III. CONCLUSIONS

- 
- 1. Quote from U.A.W.-C.I.O. manual.
  - 2. Quote from A.F.L. Shop Steward's manual



## DISCUSSION NOTES



## FINANCING THE LOCAL

### I. DUES

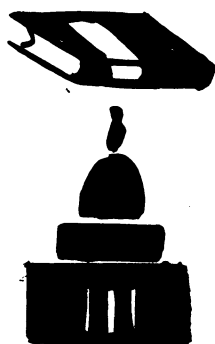
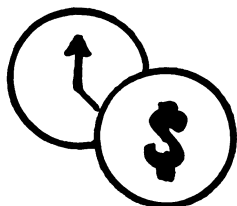
#### A. How Much Dues?

1. Can we have too much dues?
  - a. What is too much?
  - b. What are the dangers inherent in over-large treasuries?
2. HCL and the Union treasury.
  - a. Will the membership understand the need for more dues?

#### B. What controls should be placed on expenditures?

1. The budget.
  - a. Its uses as a control
  - b. Disadvantages.
2. The Executive Board as a check on expenditures
3. What belongs in the financial statement?

#### C. What does the member get for his money



1. Bargaining for wages, etc.
2. Grievance representation
3. Workmen's Compensation; unemployment and disability insurance.
4. Legal advice.
5. Education; union paper and recreation programs
6. Social
7. Welfare
8. Community activity
9. Political Action

### II. CONCLUSIONS

## DISCUSSION NOTES

HUMAN RELATIONS

IRVING WESCHLER



Illustrations: *joyce-anne lewis*

First Meeting: UNION MEMBERS, MANAGERS -- AND OTHER PEOPLE

A. PEOPLE ARE DIFFERENT, AND PEOPLE ARE ALIKE

1. Individual Differences, which we take for granted:

Intelligence

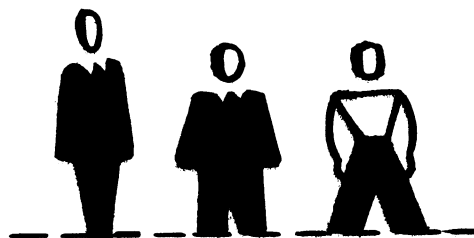
Aptitudes

Interests

Physical Appearance

Experiences

Education



2. Individual Differences, which we ought to examine:

Attitudes

Modes of Adjustment

Opportunities

3. Similarities which are important.



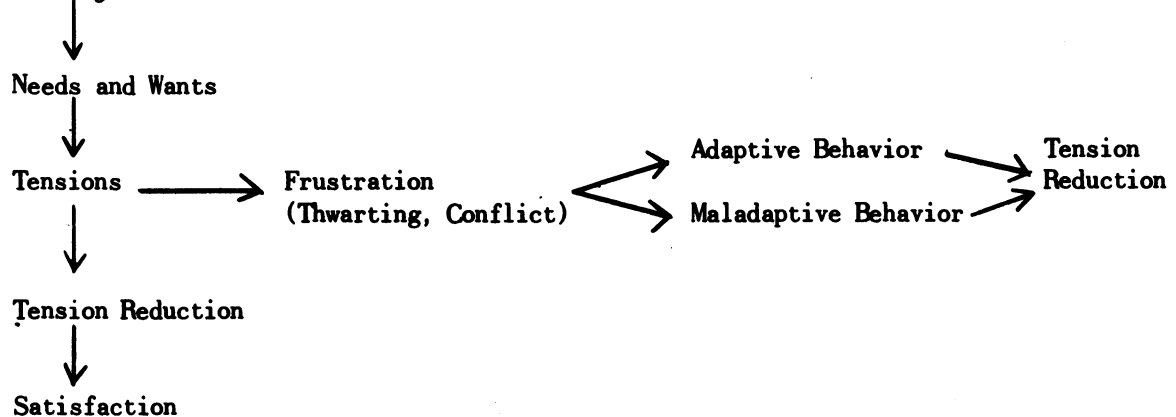
## B. WHAT MAKES US TICK? -- UNION MEMBERS, MANAGERS -- AND OTHER PEOPLE?

If we ever hope to find out why we do things as we do, we must learn to know what we want and need and how we manage to satisfy these wants and needs.

### 1. Human Needs and Wants:

- a) Primary Needs: Should Kinsey's findings be included?
- b) Secondary Needs: .... and the "need for recognition" ..  
                                 .... and the "need for meaning" .....  
                                 and many others

### 2. The Adjustment Process:



## DISCUSSION NOTES

## C. METHODS OF "NEED SATISFACTION" AS A CLUE TO PERSONALITY

Our "personality" is determined by the manner in which we persistently try to satisfy our needs.

1. Again the "Need for Meaning" -- Orson Welles invades from Mars

An individual's perception is organized and meaningful.

2. And Upton Sinclair wanted better working conditions

Perception is functionally selective

3. And the Taft-Hartley Act "...protects the rights of individual employees in their relations with labor organizations..."

Changes in the environment are perceived in such a manner as to produce the smallest effect on the personality organization.

## D. "SEEING THE OTHER SIDE" -- A problem in "Empathy".

1. Can unions benefit from "seeing the other side"?  
"To see or not to see?"

..... and how about managers?

..... or the general public?

2. Should we train ourselves to "see the other side"?





Second Meeting: THE SEEDS OF PREJUDICE

A. What does Prejudice do FOR us?

1. ... it helps us satisfy some of our frustrated needs.
2. ... it helps us explain our difficulties without hurting our personal security.  
(... the "scape goat mechanism")
3. ... we like to think that there are people who are "lower" than ourselves.
4. ...the Joneses don't like (Jews, Negroes, Japanese, Mexicans, Catholics), ... we can't afford to either!
5. ... we don't like (Jews, Negroes, Japanese, etc., etc.)  
AROUND HERE!
6. ... prejudice helps because we SEE the proof wherever we look.



B. The Problem of the "phony" Common Man -- a Portrait of the Authoritarian Man.



.... "the real threat to democracy is not the brutal dictator, but the anonymous man-in-the crowd on whose support any dictator depends for power." ....

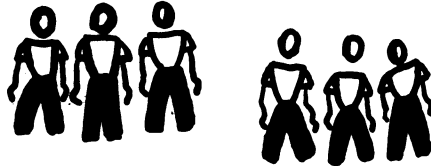
Harper's "Studies in Prejudice"

- a) ... he wants you to conform to what he thinks is right and will not tolerate differences in opinion.
- b) ... he thinks his group is better ... and why not? he wouldn't have joined it otherwise!
- c) ... he is a "short-cut" thinker, who uses his ready-made explanations for all that bothers YOU.
- d) ... he is rigid and thinks that HIS way is the ONLY way.
- e) ... he feels that the world and its inhabitants are "menacing and unfriendly".
- f) ... he is a moral purist, the self-imposed censor of our manners.



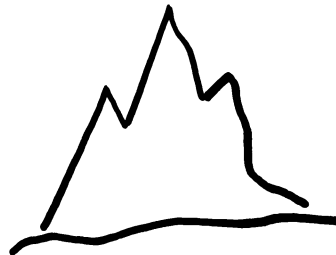
## DISCUSSION NOTES

C. The Special Groups in the Union.



1. The Members who object to hiring and up-grading of Members of minority groups.
2. Why are Unions taking increasing action against discrimination?
3. What can Unions Do About Discrimination?

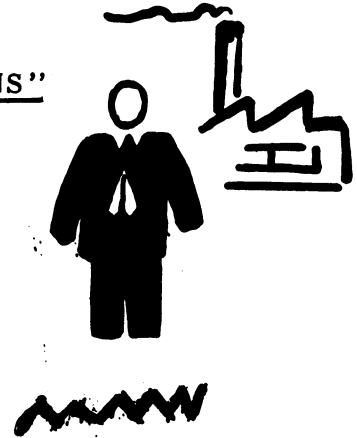
D. Facing the Facts -- the "Logical Iceberg"



1. Stated Reasons for Prejudice
2. The Factors Behind the Stated Reasons

## DISCUSSION NOTES

Third Meeting: HOW MANAGEMENT USES "HUMAN RELATIONS"



A. "Human Engineering" and "Scientific Management"  
Taking People Apart.

1. The great discovery of Frederick Taylor--Schmidt, the Pig Iron Handler ...

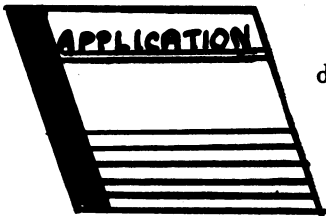
2. Frank Gilbreth does it "Cheaper by the Dozen" ....

3. The Golden Era in Personnel Gadgets, Devices and Tools.

a) Job Analysis

b) Job Description

c) Job Evaluation



d) Selection Devices: Application Blanks  
Tests, and more tests  
Planned Interviews

e) Placement and Training

f) Merit Rating and Promotion

4. Is "Human Engineering" Human?

B. Psychology Makes a Contribution  
(Putting people together again)

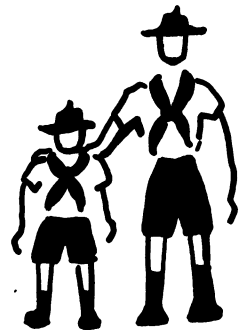
1. It started at the Hawthorne Plants of Western Electric ....



People like to feel important ...

2. And then they found it with the Boy Scouts ....

... and they like to have supervisors who respect them.....



3. It also worked during the War ....

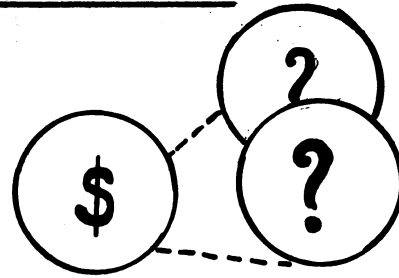
... and they want something to say about what they are doing .....

4. And now they find it everywhere .....

... and when they have these things and more, they work better ... and ...

C. The Major Findings of "Human Relations" Research Projects in Industry.

1. People work for money ... and many other things:



2. Supervisors who are interested in their workers make better production records.

3. Pride in the job results in better relations on the job and higher output.



4. Smaller work groups tend to have higher "morale".

5. "High Morale Groups" have supervisors who are reasonable in their expectations of their employees.

6. "High Morale Groups" see their jobs differently than "Low Morale Groups".  
etc., etc.

D. What do these findings mean to the Union Movement?





## DISCUSSION NOTES

Fourth Meeting: AN EFFECTIVE UNION REQUIRES EFFECTIVE LEADERSHIP

1. Are Union Leaders Born -- or Made?

A person is a leader if he is willingly accepted by the group. A person who has to use authority to get his orders accepted is not a real leader.

2. How can you tell an effective from an ineffective union leader?

..... how about John L. Lewis?

..... or Walter Reuther?

..... or \_\_\_\_\_

(or should we better forget him?)

The effective union leader is able to satisfy the needs of the individual union members.

a) What needs does the Union satisfy --

Personal needs?

Economic needs?

Social needs?

b) How does the effective union leader satisfy the needs of the union members?

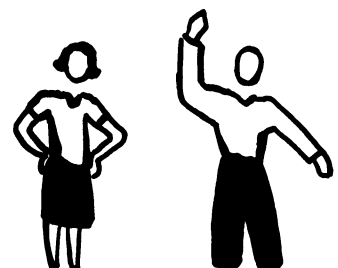
c) What does the effective union leader do about .....

... Sam, the man who won't join,

... George, the fellow who doesn't care,

... Bess, the girl with a complaint,

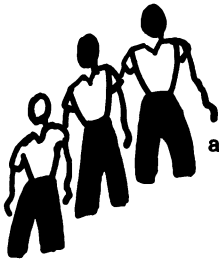
... Mike, who thinks he knows it better?



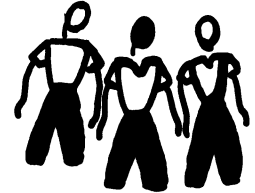
## DISCUSSION NOTES

### 3. The Effective Union Leader usually has a "High Morale" Group.

Morale refers to the unity and solidarity of the group, the manner with which it pursues its goals, in other words, its esprit de corps.



#### a) Indicators of "High Morale" --



"Working together, for better or for worse".

"We are all part of the same team".

"Few fights and arguments.

"If you don't succeed at first, try, try again?"

"If A won't do it, let's see if B will!"

"This guy knows what he is doing!" -- trust in the leadership.

"You ought to see how they do it at OUR Local!"

etc , etc.

#### b) Learning how the members feel about the Union leadership.

.... at the meeting

.... "the guys are thinking that...."

.... the morale survey shows that ....

### 4. How to train for better Union Leadership.

Fifth Meeting: HOW TO MEET WITH MANAGEMENT

A. Introduction:

A recent advice to Management on dealing with Union leaders:  
"If you can't lick them have them join YOU! "

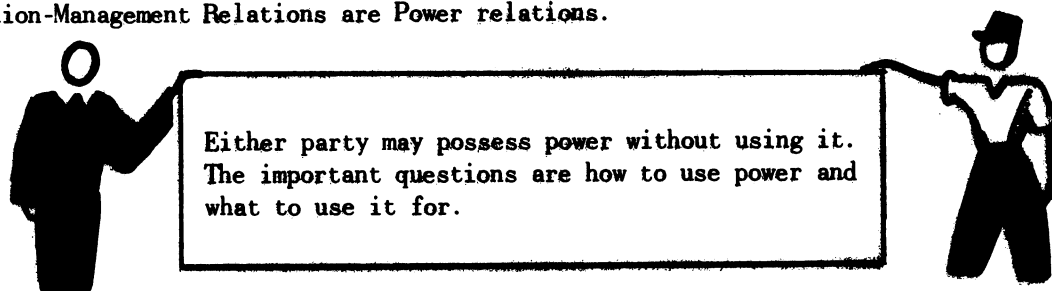
Implications of this advice: Status -- for what?

Authority -- over whom?

Need satisfaction -- how?

and ..... Power -- when?

B. Union-Management Relations are Power relations.



1. Three Basic Types of Power Relationships:

- a) Conflict -- the fight to the finish.
- b) Accommodation-- working toward "mutual survival" through compromise, toleration and "give-and-take".
- c) Cooperation -- the joint effort of both parties to achieve common goals.



## 2. The Industrial Scene -- A Drama in Three Acts, starring in their familiar ROLES



.... The union leaders

.... The management representatives

.... The rank and file

.... The government representatives



Also in the cast:

conservatives, radicals, small businessmen,  
opportunists, lobbyists, apprentices, students,  
minority group members, teachers, reporters,  
.... and other interested "burghers".



## DISCUSSION NOTES

## 3. The Alternatives:

THIS?Union Attitude

Antagonistic

Ridicule job of  
superintendentFeels he can't be  
worked with

Makes deals

Attitude of Job Superintendent

Rejects grievances

Gets back at union members

Feels they are always trying  
to put something over

Moves grievances dropped

OR THIS?Union AttitudeUnderstand job of  
Superintendent

Try to cooperate

Deal openly and  
franklyAttitude of Job Superintendent

Tries to cooperate

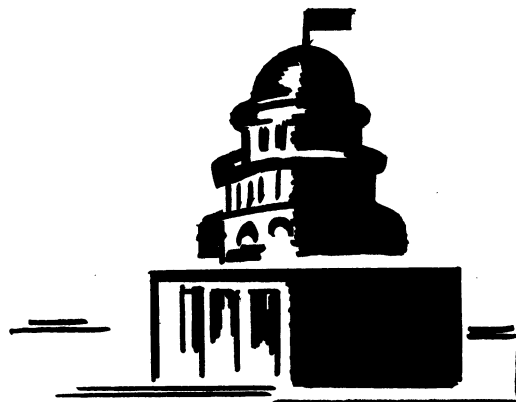
Handles grievances quickly  
and fairlyMorale good - grievances  
reduced



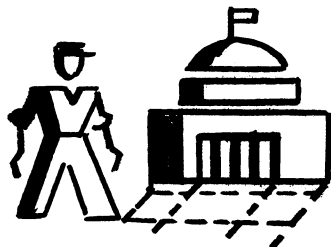
## DISCUSSION NOTES

THE POLITICAL AIMS  
OF  
ORGANIZED LABOR

ARTHUR CARSTENS



Illustrations: *joyce-anne lewis*



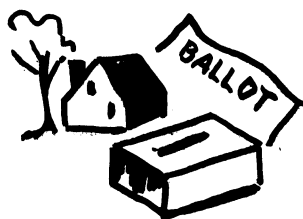
As Unions became stronger, opposition to them increased. A legal fight began to destroy them completely. The fight was carried through the courts of Philadelphia, Pittsburgh and New York.

Unions were prosecuted as conspiracies.

These and other fights forced Unions into political action.

PRINCIPAL GRIEVANCES

ACTION



POLITICAL INEQUALITY

Persons without property could not vote.

New York and Massachusetts in 1820 were the first states to remove the property qualifications.

IMPRISONMENT FOR DEBT

Over 75,000 persons a year were jailed for debt.

Kentucky abolished imprisonment for debt in 1821. Ten years later, New York followed. Similar actions started in other parts of the country.



LACK OF PUBLIC SCHOOLS

As late as 1837, a labor paper estimated that 2/3 the children in Pennsylvania were without any kind of school.

Some workmen favored free public schools. Some wanted state guardian schools. Conflict between the two groups caused a serious split in the first labor party.



LAND REFORM

The defeat of Thomas Skidmore: - 'The rights of man to property being a proposition to make it equal among adults of the present generation.'



LOSS OF WAGES DUE TO INABILITY TO COLLECT

New York passes first Mechanics Lien Law in 1830.

## THE UTOPIAN PERIOD 1837-1860

1837 marked a severe economic crisis that shook the Labor Movement. Community ownership of land and productive forces was urged as the solution to poverty and unemployment.



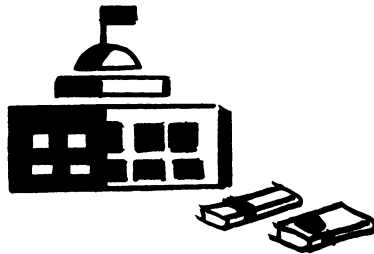
Producer and Consumer Cooperatives were formed by workmen in many areas. Ideas of Charles Fourier, a French Socialist, and Robert Owen, an English reformer, stimulated American workers. Schemes for cooperative communities were set up.

In this period, the Homestead Movement was also born. Several national unions were founded at this time.

### PRINCIPAL GRIEVANCES

### ACTION

#### CONTINUED PRESSURE FOR FREE PUBLIC EDUCATION



School districts and tax-supported schools were provided in 1846 by the Virginia Legislature. By 1860, Massachusetts, Connecticut, New Jersey, New York, Pennsylvania, Illinois, and Minnesota provided for trained persons to teach public school.

#### SEVERE UNEMPLOYMENT

Efforts at cooperative ownership. Development of phalanx agrarian community experiments.

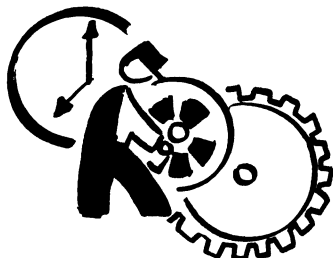
#### NEED FOR LAND REFORM



The Homestead Bill of 1845 introduced by Congressman Johnson of Tennessee.

#### LENGTH OF THE WORKDAY

The custom was "sun up to sun down".

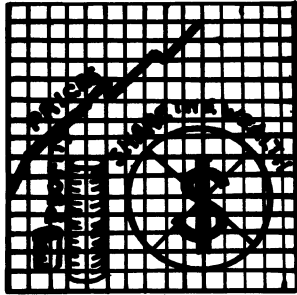


President Van Buren in 1840 made the first legal attempt to regulate working hours. His executive order stipulated a 10 hour work day in government Navy yards. In 1842, working hours for children under 14 were reduced to 10 hours a day in many states.

## DISCUSSION NOTES

## THE EMERGENCE OF NATIONAL UNIONS 1860-1886

The Civil War demanded large amounts of factory goods. Prices rose, profits were heavy and new railroads were built.



In 1863 there were about 80 local unions. In 1864, 300 new unions were begun. Thirteen international unions were organized between 1861-1865.

The NATIONAL LABOR UNION 1866-1872 was begun in response to growing demands for a national labor organization.

THE KNIGHTS OF LABOR 1869-1895 began as a secret organization. It aimed to replace the competitive economic system by a cooperative one where workers could share the wealth they created. In 1886 it had over 700,000 members.

### PRINCIPAL GRIEVANCES

### ACTION



#### SLAVERY

Emancipation Proclamation  
Abraham Lincoln

#### PROTECTION FROM COMPETITION OF ORIENTAL WORKERS

Chinese Exclusion Act



#### FREE LAND

Homestead Act

#### CHILD LABOR

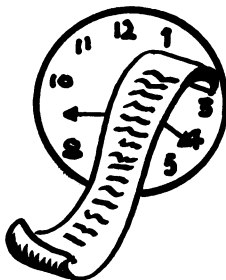
Beginning of child labor  
movement



#### RAILROAD REFORM

Exhorbitant freight  
rates

Public Utilities movement -  
Establishment of Interstate  
Commerce Commission



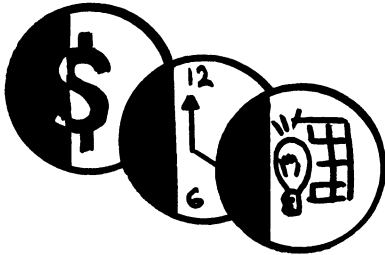
#### LENGTH OF WORKDAY

Establishment of hundreds of  
8 Hour Leagues which helped  
trend towards national organiz-  
ation of labor. 1868, Congress  
passed 8 hr. day for govt. workers.  
More than 50 Leagues functioned  
in California where a 22 foot  
long petition with 11,000 names  
demanded an 8 hr. work day.

## DISCUSSION NOTES

## THE RISE OF NON-PARTISAN UNIONISM 1886-1932

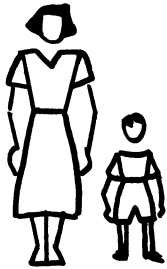
In 1881 six crafts---printers, iron workers, steel workers, cigar makers, carpenters and glass makers...established a Federation led by Sam'l Gompers and Adolph Strasser. The AMERICAN FEDERATION OF LABOR was established in 1886. There were 138,000 members.



The AFofL concentrated on raising wages, getting an 8 hr. day, improving working conditions, extending collective bargaining. It resisted outside political experiments and established an official non-partisan stand. It aimed to "defeat labor's enemies and reward its friends".

### PRINCIPAL GRIEVANCES

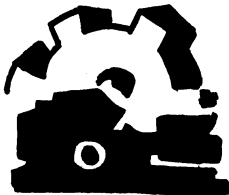
### ACTION



#### INADEQUATE PROTECTION FOR CHILD AND WOMEN WORKERS.

In 1908 the Supreme Court upheld the Oregon 10-hour law for women.

Beginning in Illinois in 1903, the 8 hour standard for children under 16 was established in most states.



#### UNSAFE WORKING CONDITIONS

The first general Workmen's Compensation Law passed in 1910 in N.Y. After changes, this law was declared constitutional in 1914; compensation laws were enacted in 34 states.

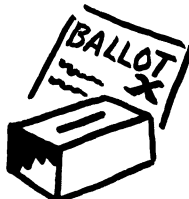


#### BETTER REPRESENTATION IN FEDERAL GOVERNMENT

U.S. Department of Labor-1913

#### EXEMPTION OF LABOR FROM PROSECUTION IN RESTRAINT OF TRADE. LIMITATION OF INJUNCTION ACTIONS.

Amendment to the Clayton Anti-Trust Act in 1914.  
Passage of Norris-LaGuardia Act in 1932.



#### DEMAND FOR INDEPENDENT POLITICAL ACTION TO OFFSET INDIFFERENCE OF MAJOR POLITICAL PARTIES.

Farmer-Labor cooperation in Non-Partisan League, 1918.  
Labor Party of Cook County endorsed by Illinois Federation, 1919.

AMERICAN LABOR PARTY  
polled 300,000 in 1920,  
Gompers endorses LaFollete, 1924.



## DISCUSSION NOTES

## THE NEW DEAL AND THE FAIR DEAL 1932-1949

This period began with the Depression and mass unemployment. The labor movement had lost numbers of members. The American Plan and the use of injunctions by courts created large problems for the union movement.



A new type of union had been organized by industrial workers. There was more reliance on Federal Law.

PRINCIPAL GRIEVANCES

ACTION



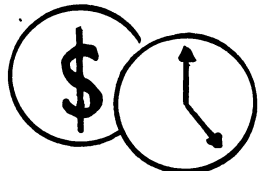
RELIEF FOR UNEMPLOYED

Federal Works Program



UNEMPLOYMENT INSURANCE

Unemployment Compensation



FLOOR UNDER WAGES.....

CEILING ON HOURS

Fair Labor Standards Act  
1938

PROTECTION OF RIGHT  
TO ORGANIZE

Wagner Act, 1935



HELP TO AGED

Federal Pensions

PROTECTION AGAINST  
DISCRIMINATION

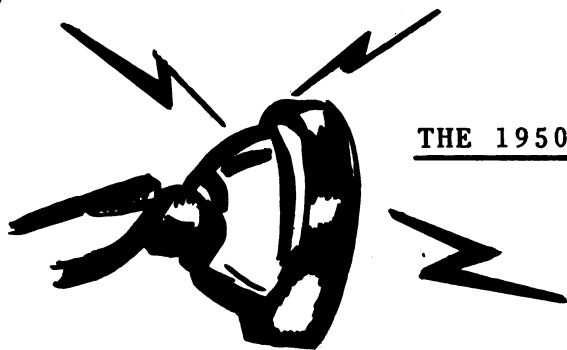
F.E.P.C. in N.Y. and  
other states. Federal  
F.E.P.C.



IMPROVED HOUSING

A new housing program  
approved by Congress

## DISCUSSION NOTES



## THE 1950 CAMPAIGN\*

### THE ISSUES

### PROGRAM FOR ACTION

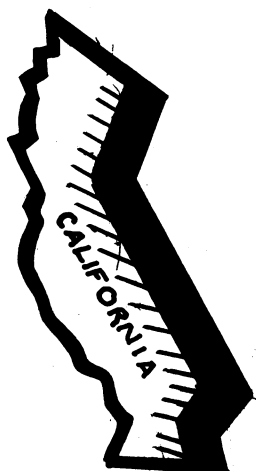
	<b>UNEMPLOYMENT</b> 10-12 million jobless by 1954	Public Works program - Forty Billion Dollar Public Works Bill - decent unemployment relief
	<b>TAFT-HARTLEY BILL</b>	Abolish Taft-Hartley Bill entirely - Re-enact Wagner Act
	<b>RENT CONTROL</b>	Re-enact Federal Rent Control law - resist decontrol especially in Los Angeles - enact a California Fair Rent Law
	<b>CIVIL RIGHTS</b>	F.E.P. Legislation on State and City levels
	<b>TAXES</b>	Reduce Sales and Excise taxes
	<b>HOUSING</b>	Slum clearance - low rent public housing - Sparkman Middle Income Cooperative Housing Bill
	<b>MONOPOLIES</b>	Close loopholes in the anti-trust laws--make Public Utilities Commission protect the consumer
	<b>PENSIONS</b>	\$100 month pension minimum - Pass H.R. 6000, Truman Administration Social Security Bill
	<b>HEALTH INSURANCE</b>	Legislate full medical protection for all - expand State and local Public Health Services - expand hospital building programs
	<b>EDUCATION</b>	Enact Federal Aid to Education Bill to provide 3 million to the States - raise teachers' salaries
	<b>CHILD CARE</b>	Establish permanent child care centers as a regular part of State Educational System
	<b>UNEMPLOYMENT INSURANCE</b>	Extend unemployment <del>relief</del> <i>benefits</i>

\*From (AFofL Voters League, Political Education Handbook)

## DISCUSSION NOTES

WAGES, HOURS AND EMPLOYMENT IN CALIFORNIA

ARTHUR CARSTENS

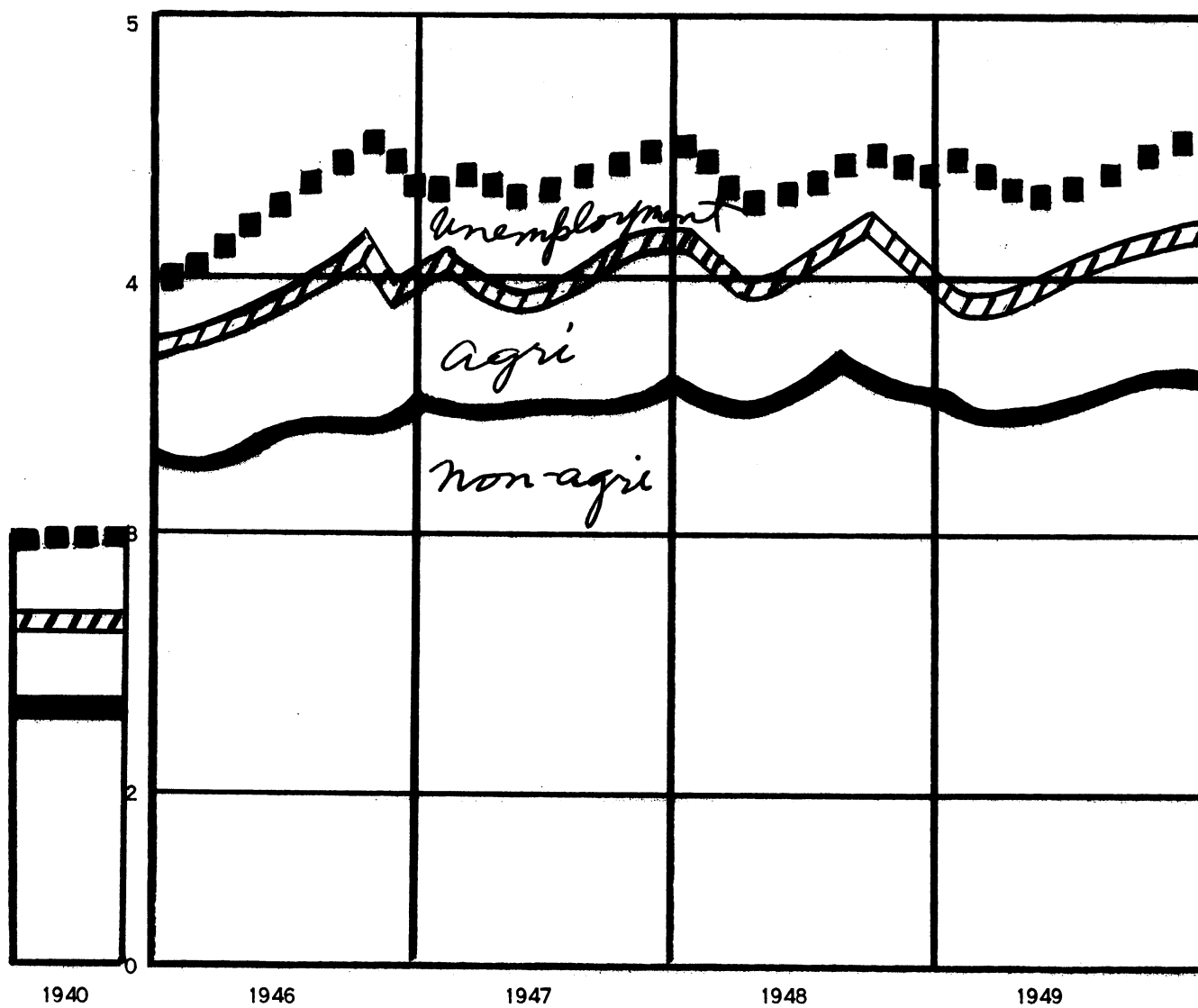


Charts by joyce-anne lewis

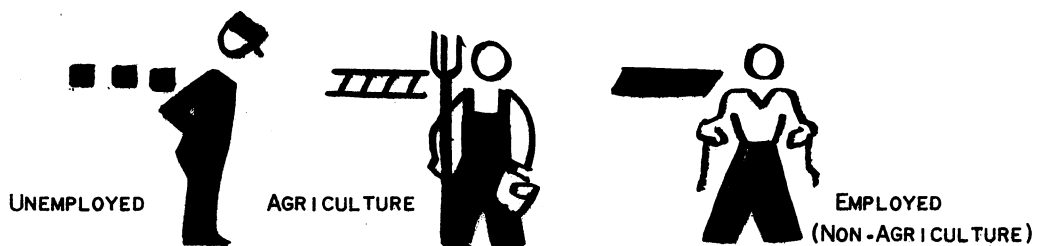
# EMPLOYMENT AND UNEMPLOYMENT IN CALIFORNIA

1946 - 1949

*millions*

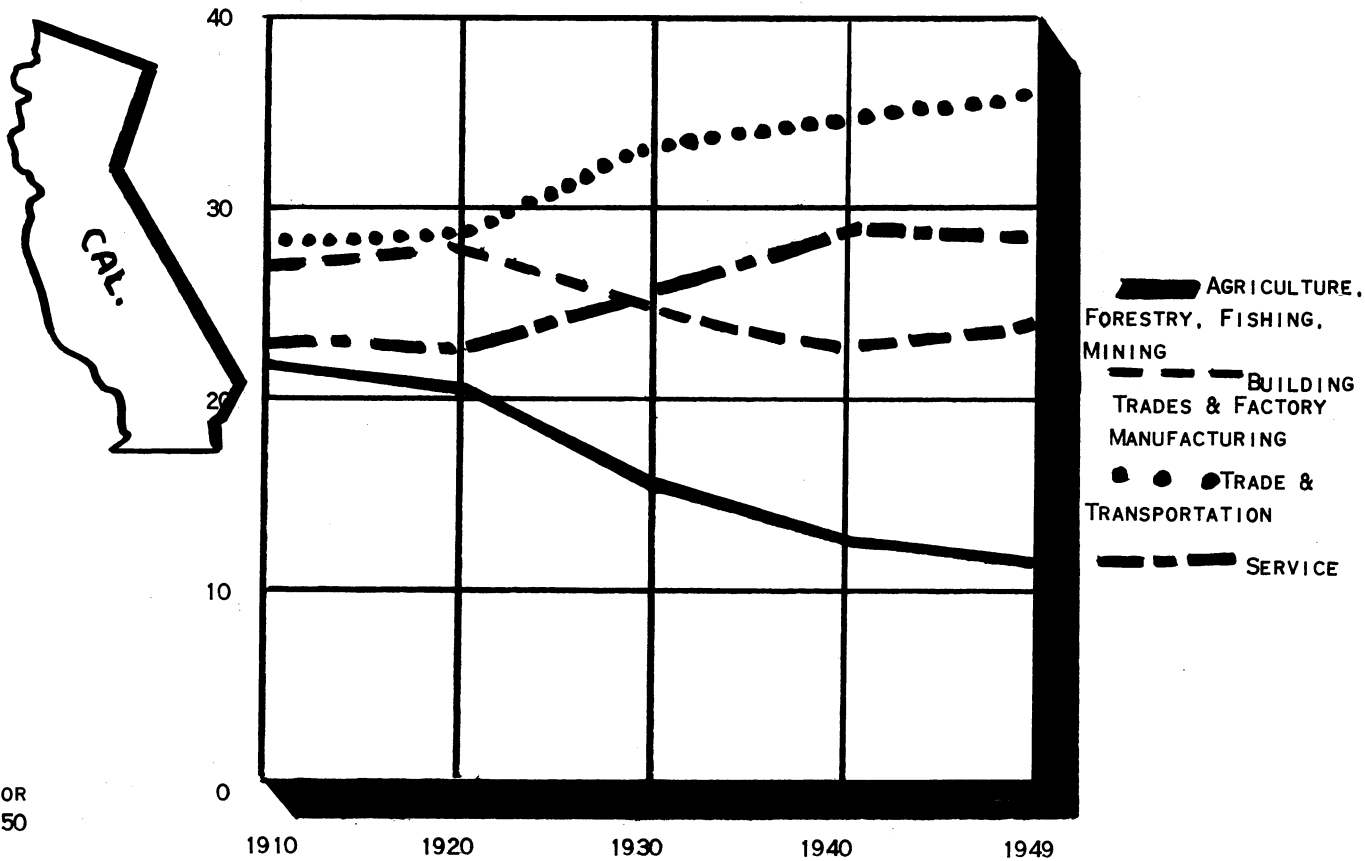
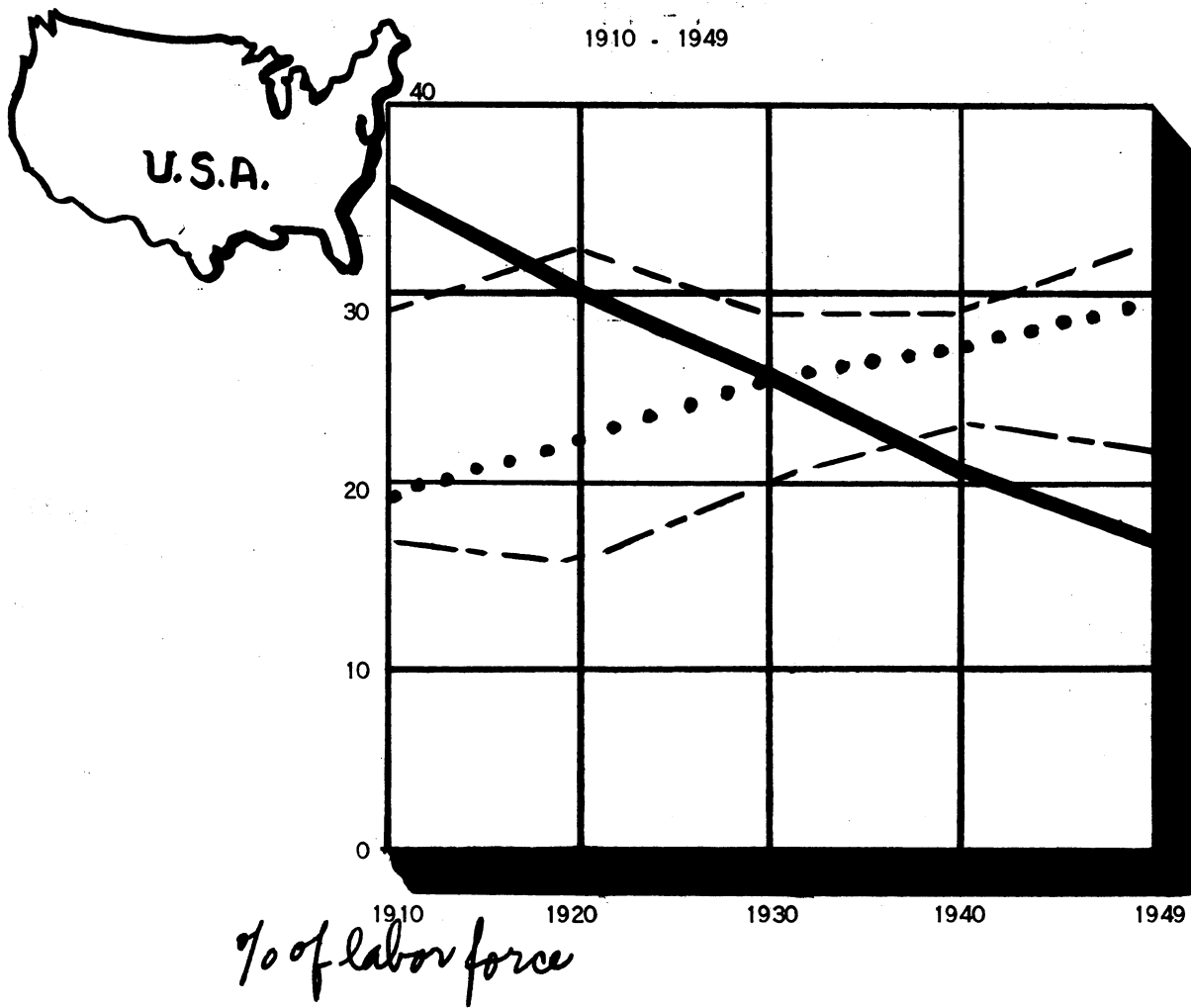


JOYCE-ANNE LEWIS FOR AFL-ASILOMAR - 1950



## EMPLOYMENT TRENDS BY INDUSTRY

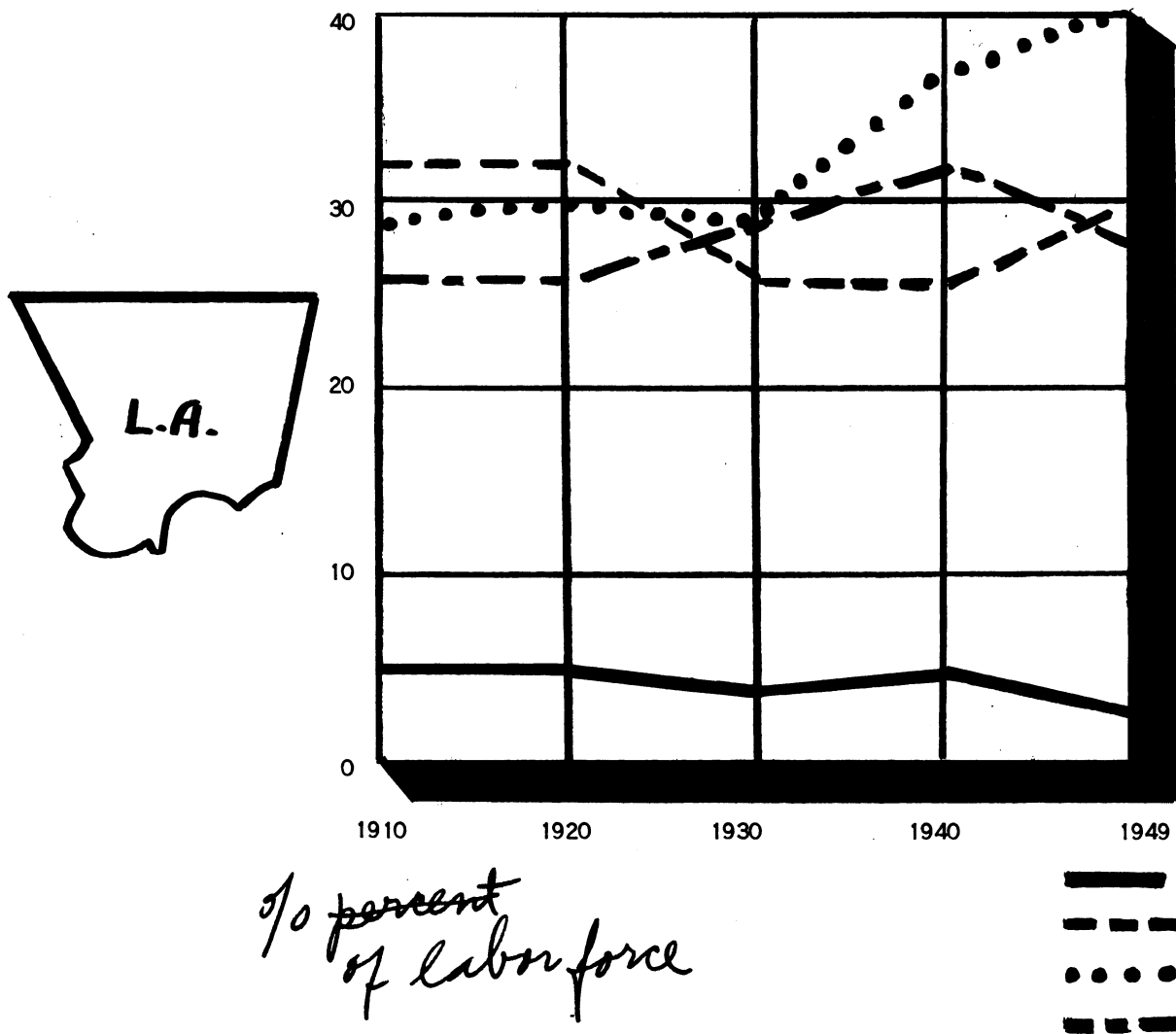
1910 - 1949





## DISCUSSION NOTES

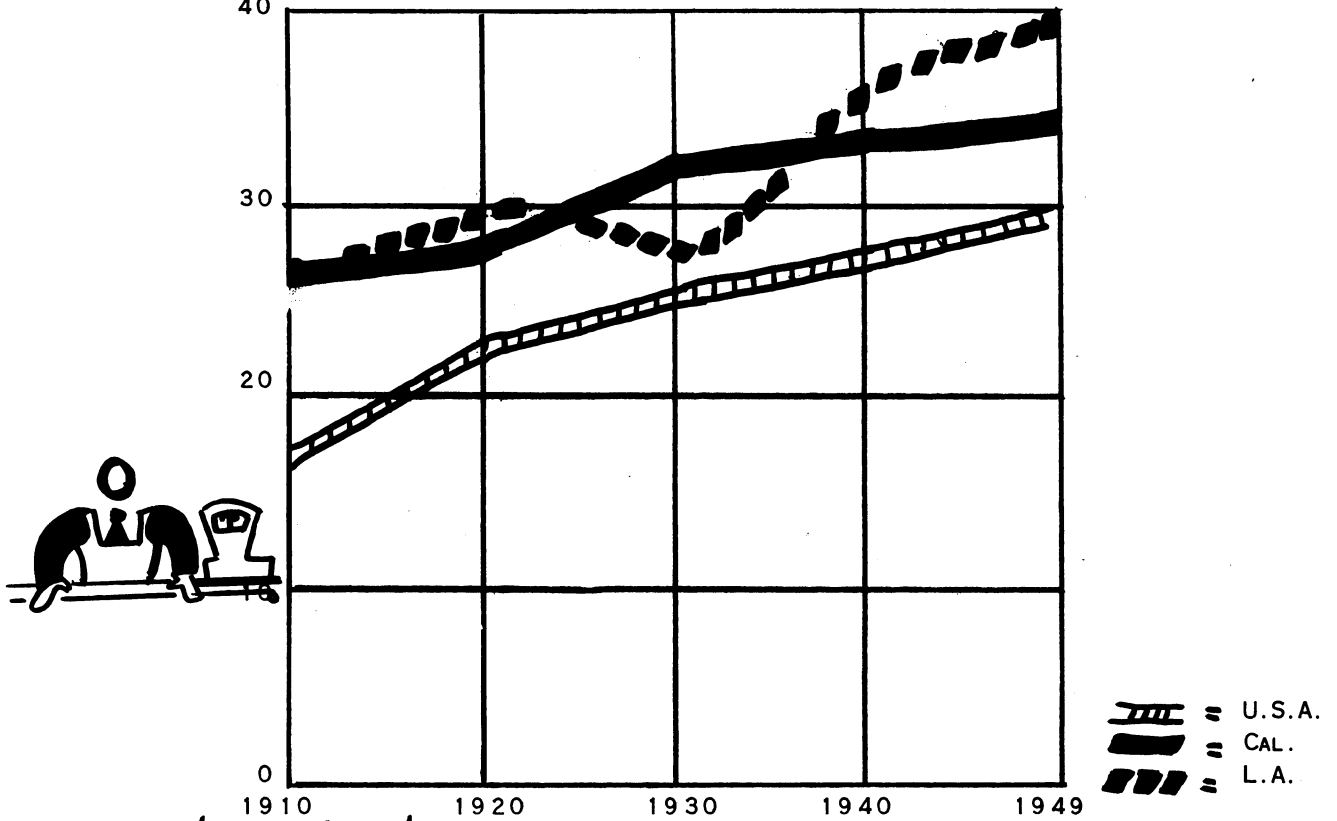
# EMPLOYMENT TRENDS IN LOS ANGELES BY INDUSTRY: 1910 - 1949



## DISCUSSION NOTES

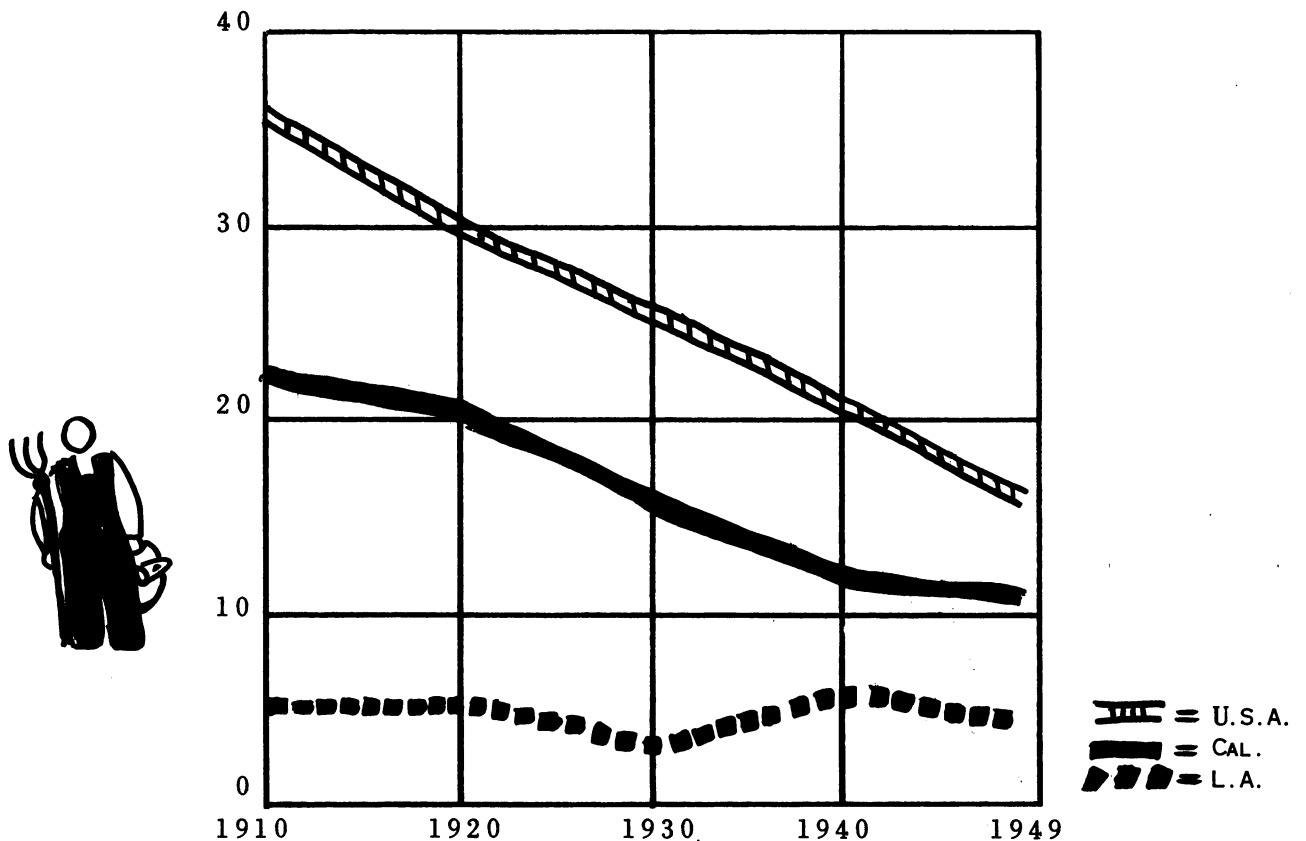
# EMPLOYMENT TRENDS BY INDUSTRY

Employment in Trade and Transportation --- 1910-49



*% of labor force*

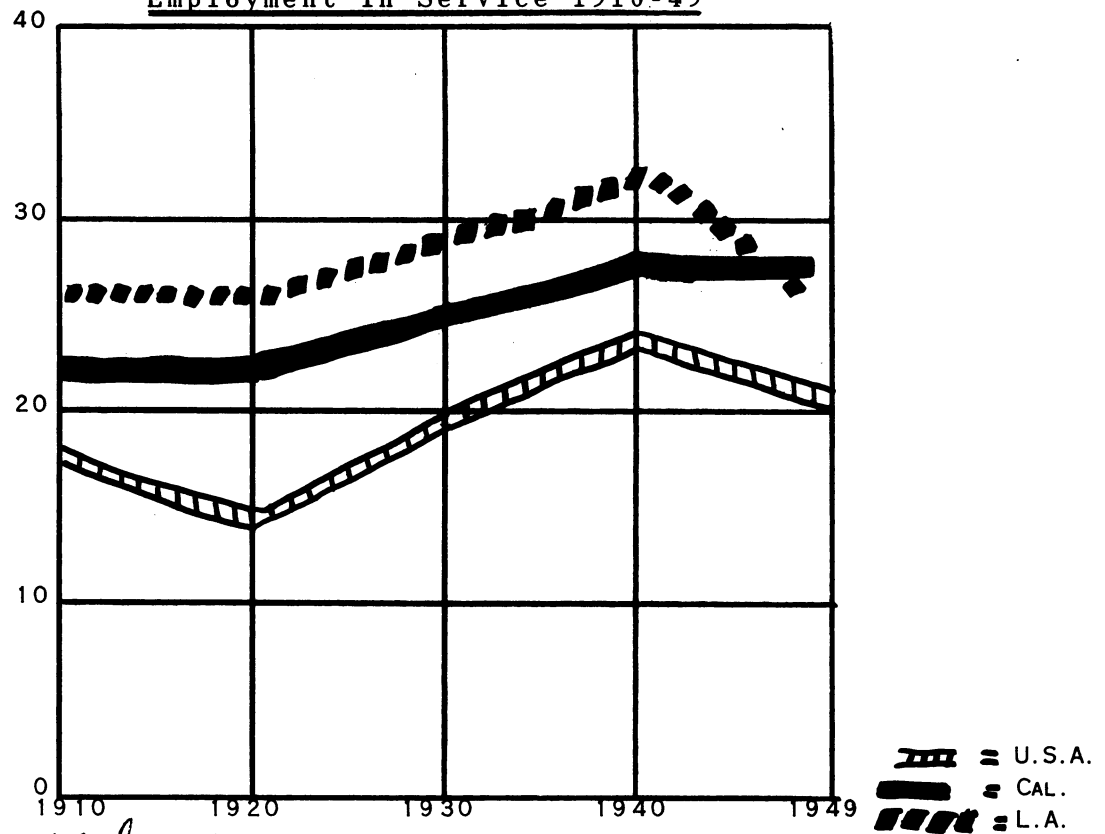
Employment in Agriculture, Fishing, Forestry, Mining--1910-49



## DISCUSSION NOTES

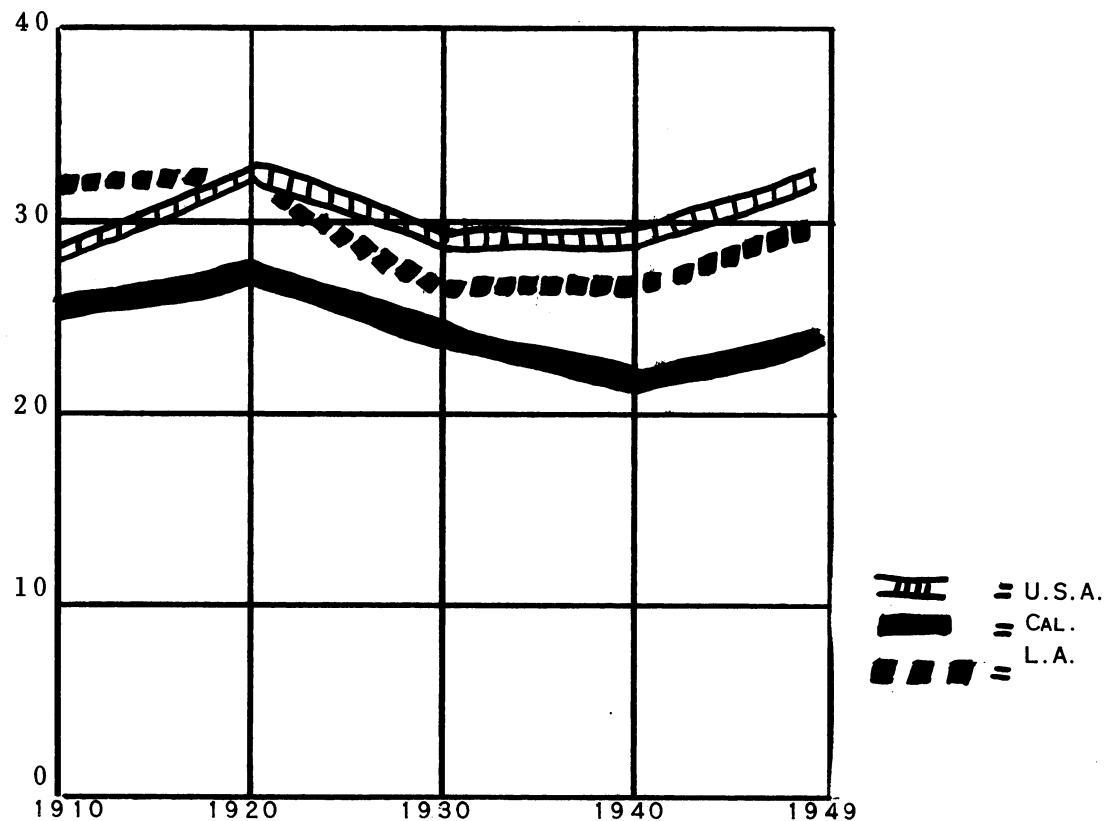
# EMPLOYMENT TRENDS BY INDUSTRY

## Employment in Service 1910-49



*% of labor force*

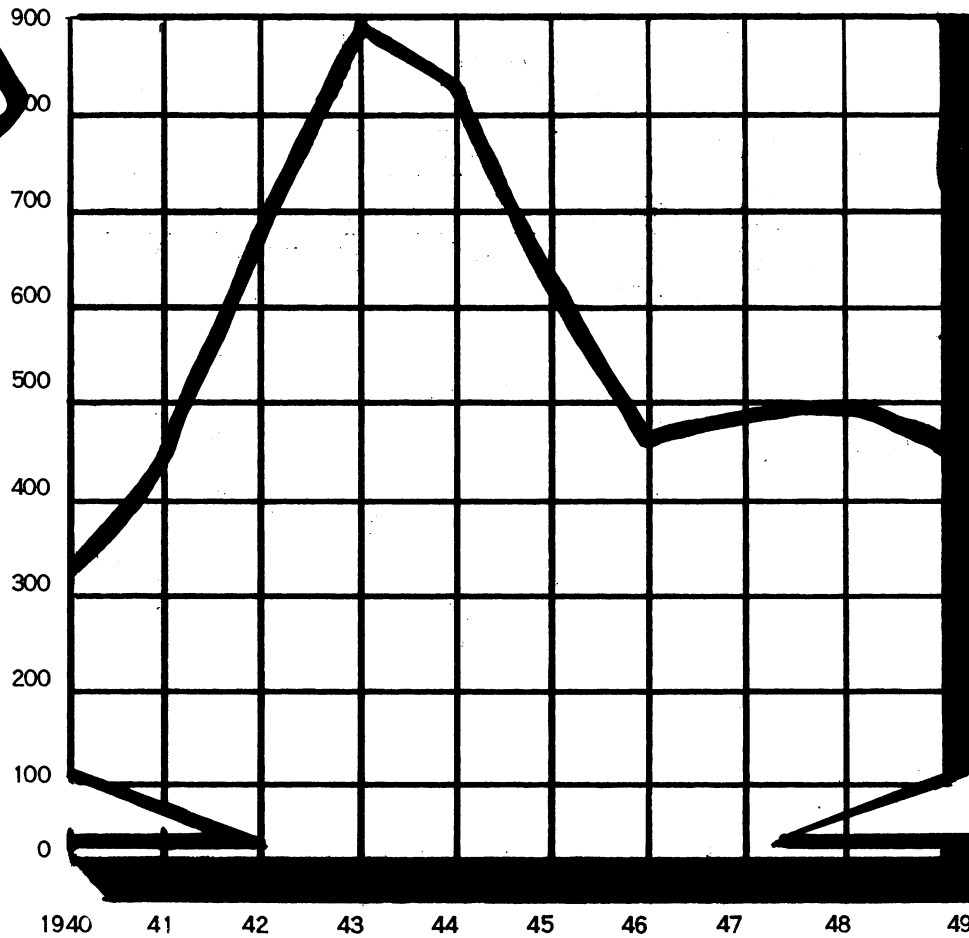
## Employment in Building Trades and Manufacturing 1910-49



## DISCUSSION NOTES



NUMBER OF FACTORY WORKERS IN CALIFORNIA 1940-49



(IN THOUSANDS)



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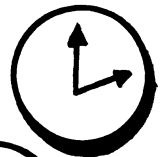
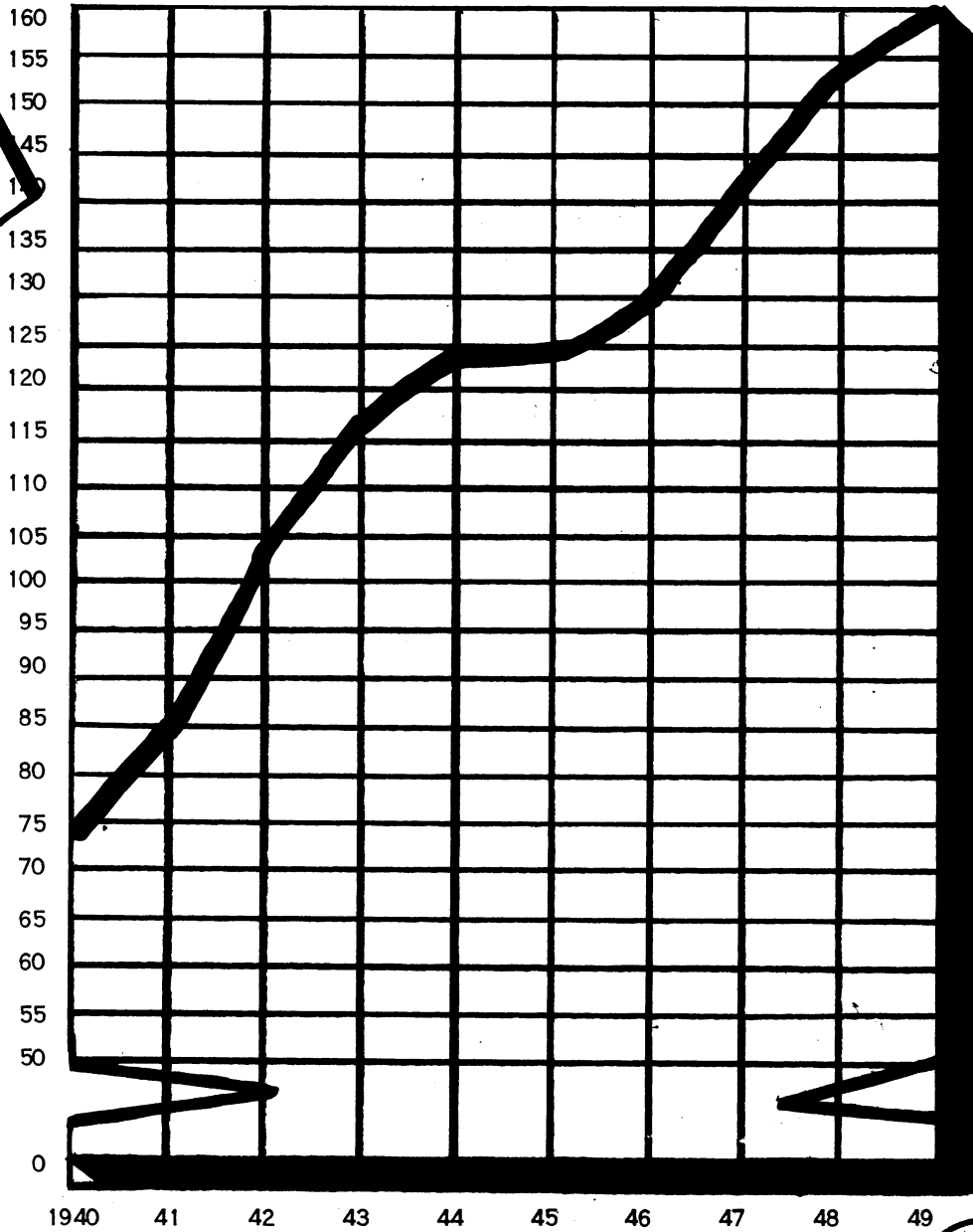
## DISCUSSION NOTES

# AVERAGE HOURLY EARNINGS IN CALIFORNIA

1940 - 1949



*Cents*

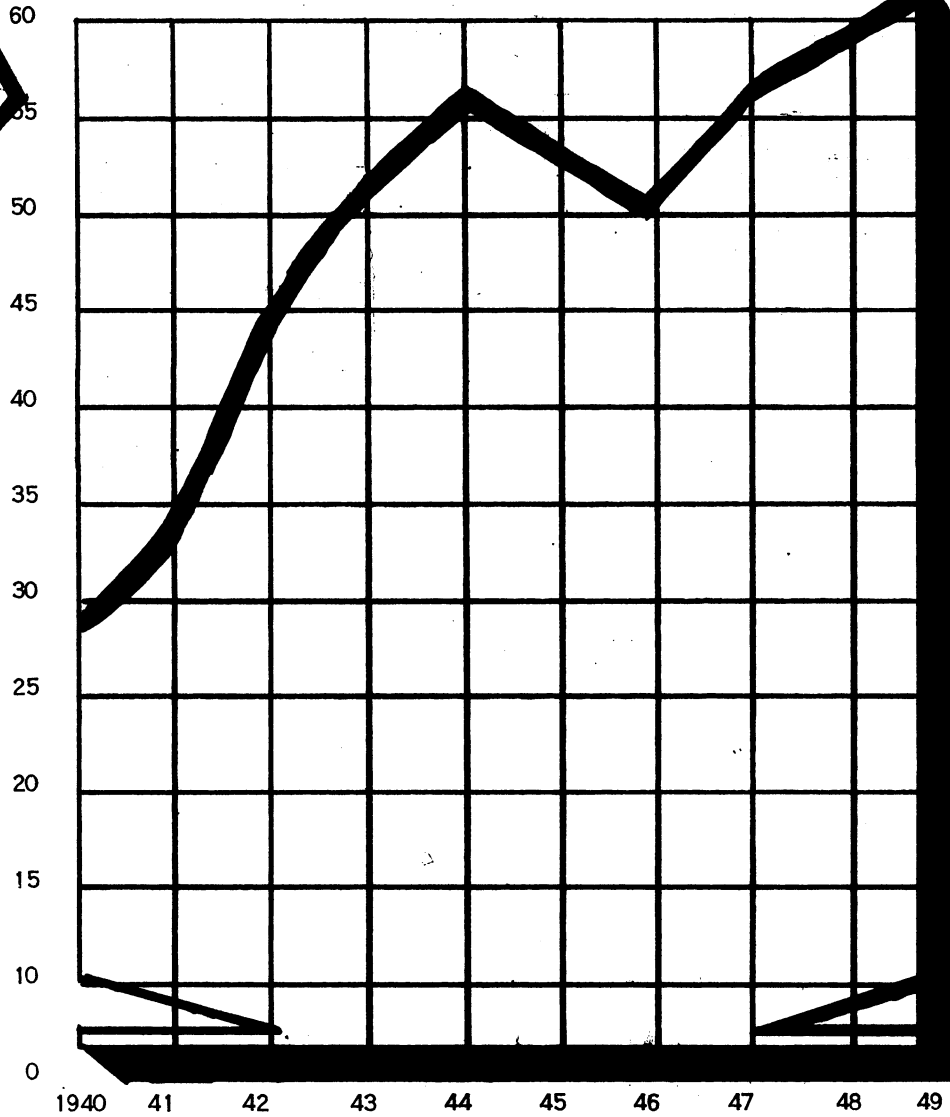


## DISCUSSION NOTES

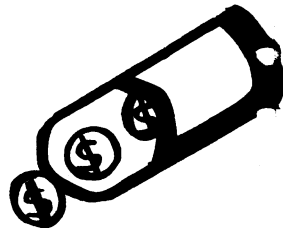


**AVERAGE WEEKLY EARNINGS CALIFORNIA 1940-49**

*Dollars*



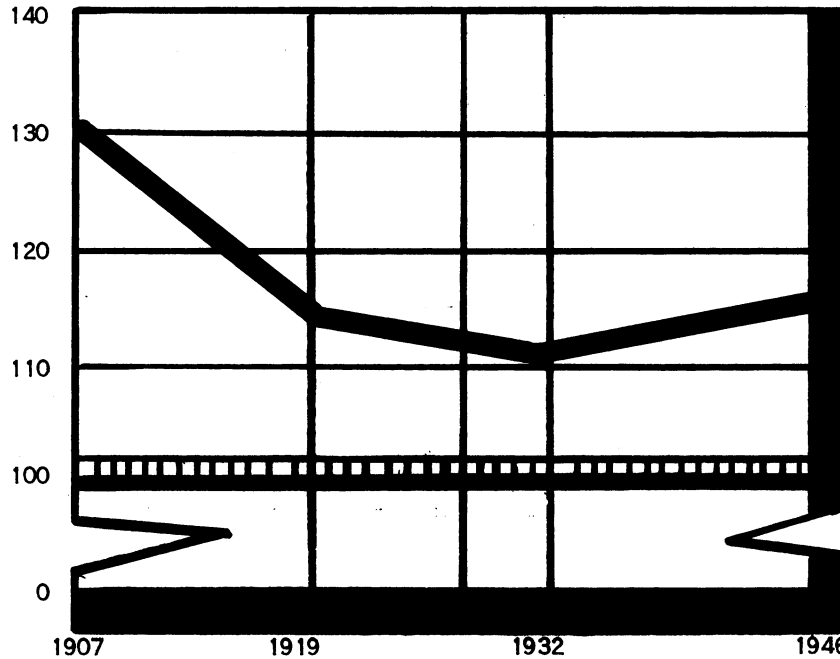
JOYCE-ANNE LEWIS FOR AFL-ASILOMAR, 1950



## DISCUSSION NOTES

# WAGE DIFFERENCES BETWEEN THE NORTH EAST AND FAR WEST: 1907-46

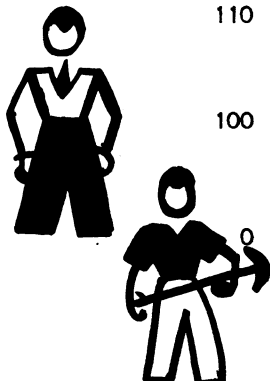
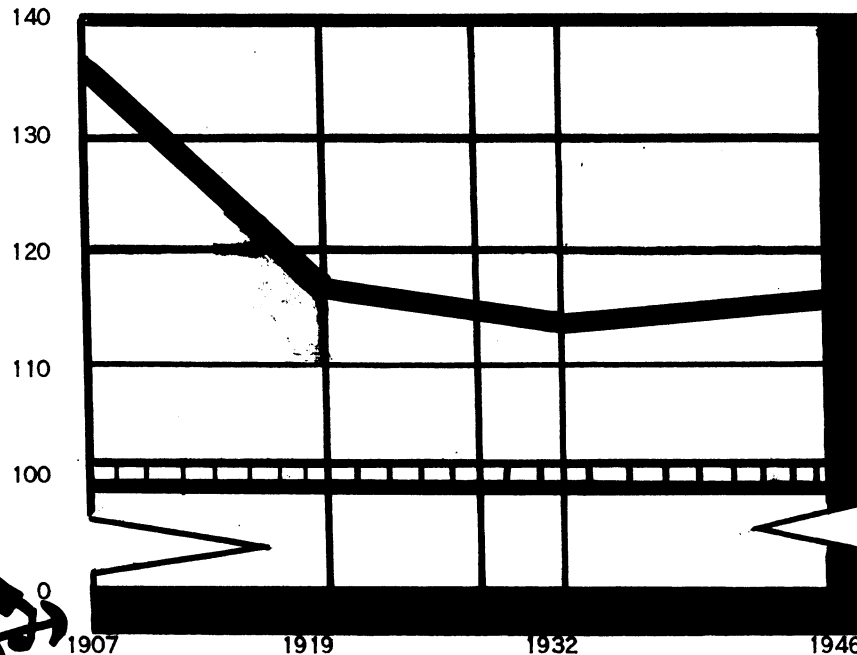
DIFFERENCES BETWEEN ALL OCCUPATIONS



**SOLID LINE** FAR WEST  
**DASHED LINE** NORTH EAST

*100-northeast*

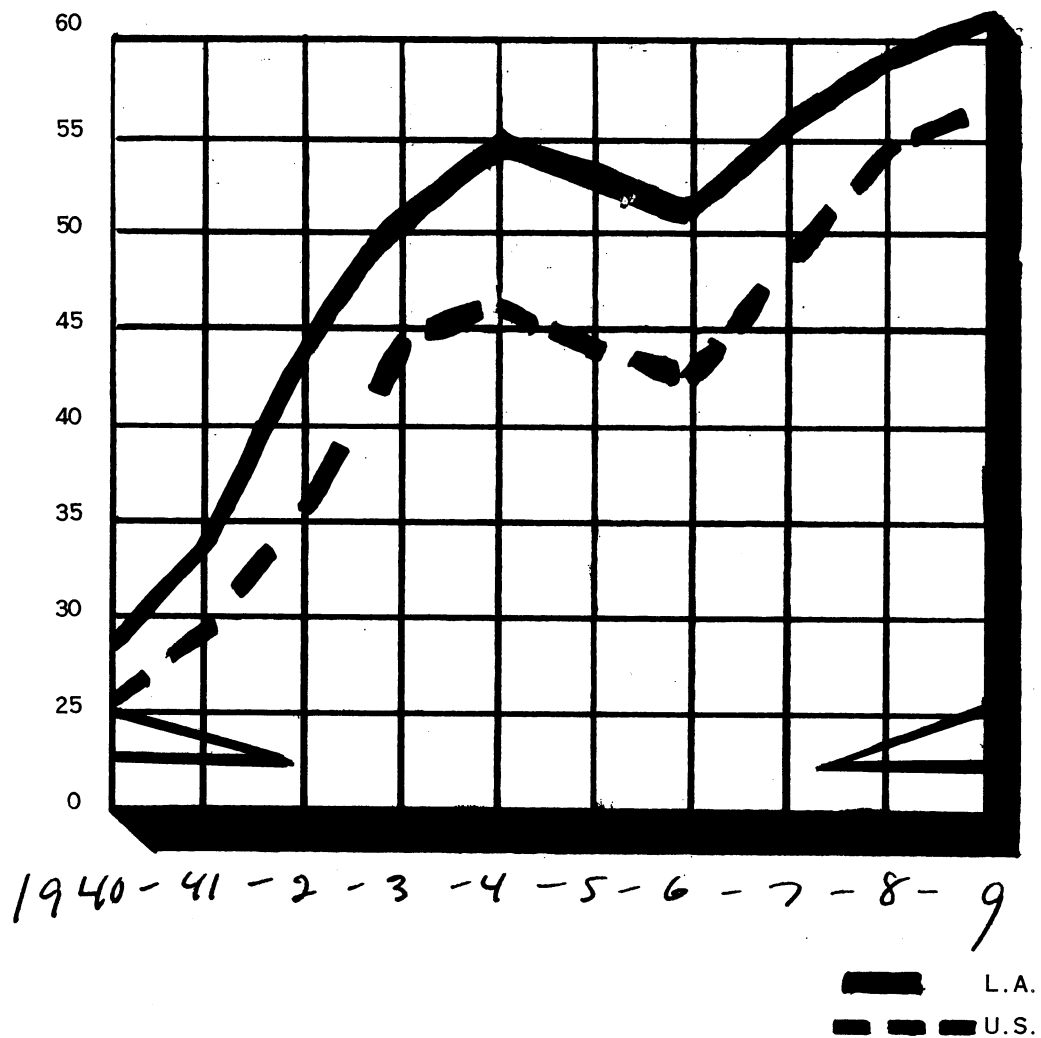
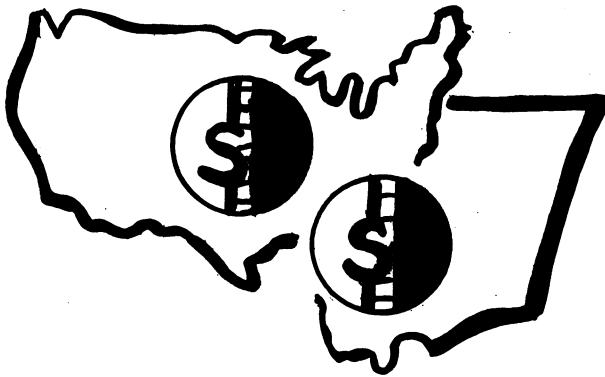
DIFFERENCES BETWEEN MEN'S OCCUPATIONS



**SOLID LINE** FAR WEST  
**DASHED LINE** NORTH EAST

## DISCUSSION NOTES

COMPARISON OF AVERAGE WEEKLY EARNINGS IN  
LOS ANGELES AND UNITED STATES----1940-48



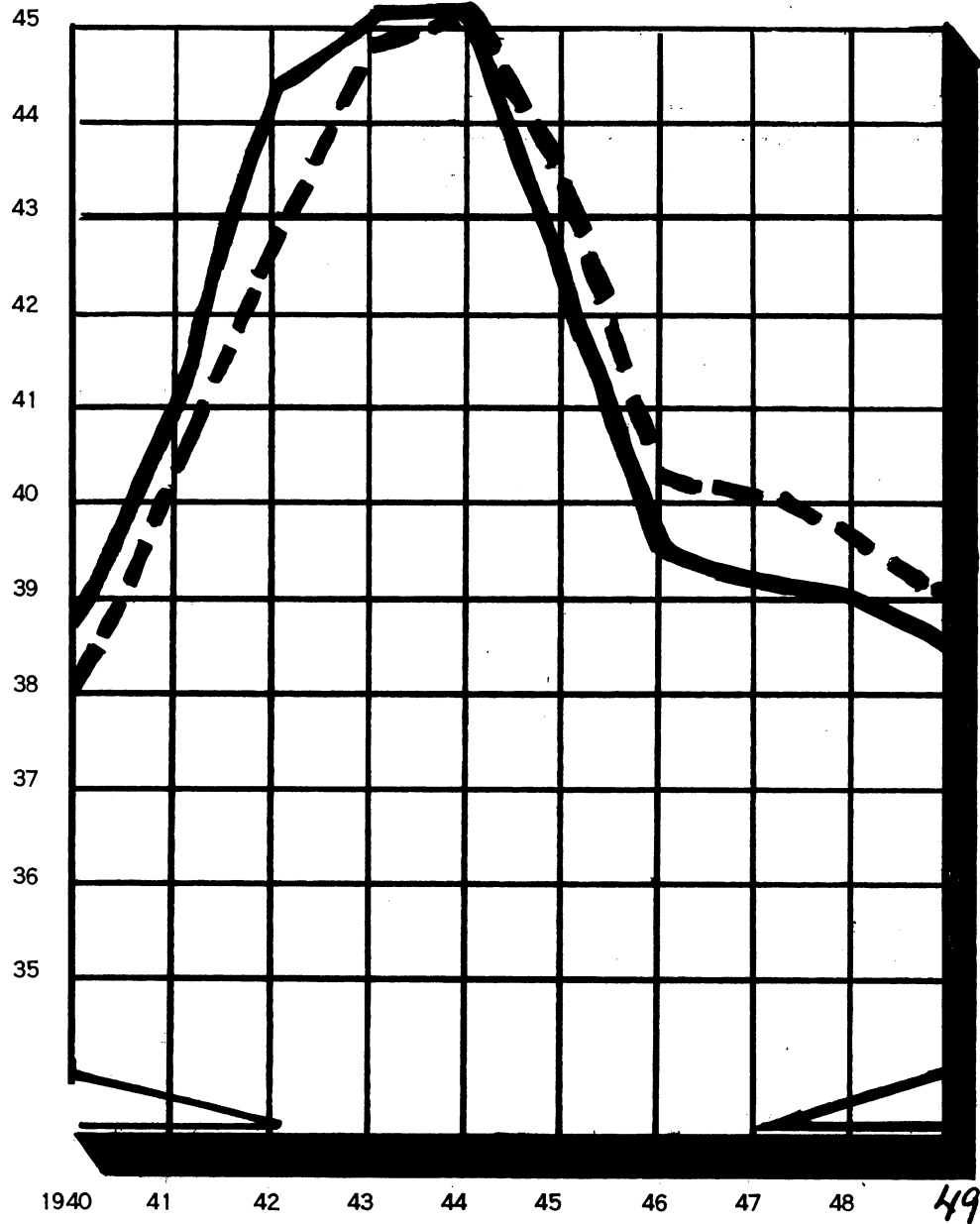
JOYCE-ANNE LEWIS FOR AFL-ASILOMAR, 1950



## DISCUSSION NOTES



*hour*



--- U.S.  
 — L.A.

COMPARISON OF AVERAGE HOURS PER WEEK --  
 LOS ANGELES AND UNITED STATES -- 1940-48

ALL CHARTS IN THIS SECTION WERE MADE FROM STATISTICS

FOUND IN:

"Estimated Employment, Total Wages, and Average  
Earnings and Hours Worked, Production and Related  
Workers, Manufacturing Industries, California,  
Los Angeles and San Francisco Bay Industrial Areas  
1940-48"

California Department of Industrial  
Relations, Division of Labor Statistics  
and Research May, 1949

## COLLECTIVE BARGAINING

### Discussion Outline

#### I. What is collective bargaining?

When union and management sit down to negotiate an agreement they are apt to achieve the best results when they both understand what kind of process it is and what their respective objectives are.

##### A. Why do we have collective bargaining?

1. The need for it
2. The law

##### B. Importance of the parties to collective bargaining

1. Nature of unions and managements
2. Why do they disagree?



##### C. The objectives which must be reconciled

1. Union objectives
2. Management objectives
3. Worker objectives



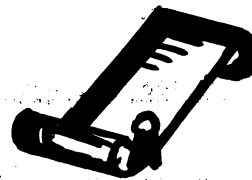
##### D. What are the purposes of a union agreement?

1. A system of rules
2. A basis for constructive relations

## II. The conduct of collective bargaining

### A. Preparing the contract proposals

1. Who participates? How are they drawn up?
2. Shall they be blue sky or factual proposals?
3. Sources and collection of data



### B. Negotiating committees

1. How should they be selected?
2. How large should they be?
3. What authority should they have?
4. Should the parties have legal representation?



### C. Negotiating sessions

1. Time and place
2. Organization of sessions: Chairman? Agenda? Written minutes? Sub-committees? Spectators?
3. What are the most successful negotiating techniques?

### D. Launching the agreement

1. How can the lower ranks of management and union best be informed about the new agreement?



## DISCUSSION NOTES

### III. The major subjects of collective bargaining

#### A. Union security



1. What forms of security are best fitted to what conditions?
2. What are the objections to compulsory unionism?

#### B. Company security



1. What subjects or rights does management usually wish to exclude from bargaining?
2. What are the best ways of insuring compliance with contracts?

#### C. Seniority



1. What are the objectives of seniority rules?
2. What are the principal difficulties in drafting satisfactory seniority clauses?
3. What are some possible objections to seniority?

## DISCUSSION NOTES



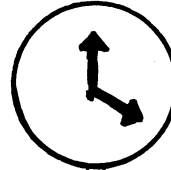
IV. The major subjects of collective bargaining (continued)

A. Wages and other income provisions



1. What are the major factors which govern bargaining of basic wages?
2. What are the other principal income items in agreements?
3. What special problems do any of them present?

B. Hours of work



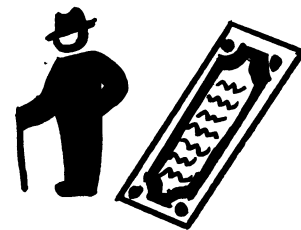
1. What are the principal bargaining problems associated with hours of work?

C. Working rules

1. What kinds of conditions necessitate working rules in agreements?
2. What bargaining problems are associated with such rules?

D. Retirement and welfare plans

1. What are the chief bargaining problems?



## DISCUSSION NOTES

V. Contract administration and dispute settlement



A. Relation of grievances to collective bargaining

1. Is grievance settlement a part of collective bargaining?
2. How can a good grievance procedure improve industrial relations?

B. What are the most important points to remember in negotiating grievance procedure and machinery?

1. Grievance steps, time limits, written grievances, company payment for grievance time, etc.
2. How can the union organize itself for best handling of grievances?

C. Arbitration, of grievances

1. Should the agreement contain a definite provision for arbitration?
2. What arrangements for arbitration are most desirable: method of selection, temporary or permanent arbitration, single arbitrator or tripartite board?

D. Conciliation

1. How can conciliation be used to make collective bargaining work more effectively?

E. Settlement of contract disputes

1. Should there be a definite method of settling any contract issues when the parties cannot agree?

## DISCUSSION NOTES

Sources of Information on Collective Bargaining

Collective Bargaining, by Leonard J. Smith.

A useful checklist for the negotiator of all the questions he needs to settle in writing a contract.

Collective Bargaining Procedures, By Neil W. Chamberlain.

A valuable discussion of negotiating techniques which can result in improved collective bargaining.

Management at the Bargaining Table, by Leland H. Hill and Charles R. Hook, Jr.

A handbook for management negotiators but equally useful for union representatives.

Collective Bargaining, by Edgar L. Warren and Irving Bernstein.

A non-technical little booklet containing useful suggestions for management or union bargaining representatives.

Collective Bargaining Provisions, by U. S. Bureau of Labor Statistics.

The Bureau is issuing a series of bulletins presenting sample clauses on every kind of agreement subject.

Basic Patterns in Collective Bargaining Contracts, by Bureau of National Affairs.

A survey of the most prevalent kinds of agreement clauses with differences indicated as between small and large companies and between manufacturing and non-manufacturing industries.

Sources of Information on Union-Management Relations, by J. Hormly Miller, N.Y. State School of Industrial and Labor Relations, Ithaca, N.Y.

This is a very handy little bulletin (10¢ a copy) which lists the principal handbooks, commercial reporting services, surveys and analyses, periodicals, and organizations and agencies that are useful sources of information about collective bargaining.

