

International Brotherhood of Teamsters, Chauffeurs,
Warehousemen and Helpers of America. Department of
Human Services.]

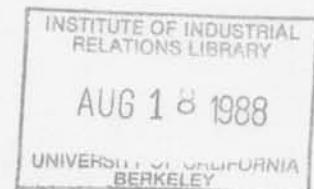
***Teaching
Labor Studies
in the
Schools.***

(Planning units. vol. 2.)

Planning Units,
For

*Teaching Labor Studies
in the Schools.*

Volume II



Department of Human Services,

International Brotherhood of Teamsters, Chauffeurs,
Washington, DC 1988, Warehousemen and Helpers
of America,

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INTRODUCTION

"... though people may learn today that a labor union is lawful and unavoidable, and that the labor union is for the good of the people, you will have to take the sons [and daughters] of these people tomorrow and teach them the lesson over again."

Peter C. Yorke (1864-1925)
Labor Activist
San Francisco

The wisdom of Peter Yorke's maxim endures today when labor unions are in decline, when workers' aspirations are challenged and their ideals second-guessed. It is all the more important, then, to understand the history of organized labor and to be familiar with current workplace issues. That is the purpose of this second volume of planning units on "Teaching Labor Studies in the Schools."

The five planning units contained in this book were prepared by the more than one hundred school teachers from the United States and Canada who attended the second annual labor institute sponsored by the International Brotherhood of Teamsters. The two-week institute, held at the University of Wisconsin-Madison in July 1987, provided the environment in which teachers and faculty cooperatively developed curriculum concepts for teaching labor studies in the classroom.

Our hope is that educators will examine this collection of ideas and activities and use those which are most appropriate to their instructional needs. Our belief is that, when presented with creative approaches to the subject of labor history and industrial relations, students will eagerly respond, and once informed, be better prepared for their entry into the workforce.

January 15, 1988

Dr. Saul E. Bronder
Department of Human Services
Intl. Brotherhood of Teamsters

WORK AND WORKERS:

A CHILD'S VIEW

GRADES K-3

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INTRODUCTION

The purpose of this unit is to provide K-3 teachers with information and ideas for teaching students about the world of work.

Included in this one-week planning unit is a series of lesson plans which contains activities and materials to familiarize students with various concepts of work.

Sources used to develop this unit include literature and other media materials obtained from the International Brotherhood of Teamsters and the University of Wisconsin-Madison, as well as the expertise of classroom teachers, administrators, and educational support personnel from the United States, Canada and Puerto Rico.

GOAL: To increase student awareness in grades K-3 of the meaning and importance of work.

OBJECTIVES:

- I. Students will be able to distinguish between work and play.
- II. Students will be able to identify school workers and understand their jobs.
- III. Students will be able to identify women who work in their schools and communities.
- IV. Students will be able to identify the contributions of workers as they are celebrated on Labor Day.

Lesson Plan #1: Work and Play

OBJECTIVE I: Students will be able to distinguish between work and play.

ACTIVITIES:

1. The teacher will read a list of activities to the students who will discuss what is involved in each and decide whether it is work or play (See Attachment #1).
2. Students will cut out pictures from magazines and newspapers depicting individuals at work and play.

NOTE: This activity may make a good homework assignment. Students will cut out pictures at home. On the following day in class the teacher will conduct a discussion of the concepts of work and play using the students' pictures as examples. As an option, students will draw pictures of people at work and play.

3. Students will list three things their parents do that are work and three things that are play. After discussing these activities, students will discuss examples of their own work and play activities.
4. Discuss the ambiguity of work and play with the class. To start the discussion, ask students a question like, "Is Reggie Jackson working or playing for his team?"
5. Invite employees of the school to discuss with the students what they do in their job.
6. Teach songs related to work and play. For example,
 - 1) I've Been Working On The Railroad
 - 2) Hi-Ho-Hi-Ho It's Off To Work We Go
 - 3) Playmates
 - 4) Whistle While You Work
 - 5) Take Me Out To The Ballgame
7. Take a walking tour of your school to see who is working and who is playing. The class will dictate an "experience story" which the teacher will write and display in the classroom.
8. Students will estimate the amount of time they spend on work and on play. The teacher will record the activities and number of minutes under the columns "WORK" and "PLAY." Students will add the minutes and compare the totals.
9. The teacher will read aloud Little Red Hen or Grasshopper and question the students on the concepts of work and play.

ACTIVITIES LIST

DRIVING A TRUCK

DIGGING A HOLE

SWIMMING

WATCHING TELEVISION

MAKING A DRESS

ROLLER SKATING

COOKING HAMBURGERS

FIXING THE CAR

EMPTYING THE TRASH

LISTENING TO MUSIC

RIDING A BIKE

WASHING DISHES

SWEEPING THE FLOOR

FLYING A KITE

TEACHING A CHILD

HIKING AND CAMPING

Lesson Plan #2: Workers in the Schools

OBJECTIVE II: Students will be able to identify school workers and understand their jobs.

ACTIVITIES: (NOTE: The following activities can be accomplished in one or two days depending on the grade level and the maturity of the students. All activities need not be undertaken to accomplish the objective.)

1. The teacher will ask school personnel whether students may conduct a short interview with them. Students will develop a set of questions for the interview. The interview should not last longer than fifteen minutes.

SAMPLE QUESTIONS:

- 1) How long have you worked for the school?
 - 2) What duties make up your job?
 - 3) What tools do you use in doing your job?
 - 4) Do you like your job? Why?
2. Photograph the school personnel whom the students interviewed. Have the students organize the pictures with the name and job title of the individuals on a piece of poster board. Display library books and other materials related to school workers.
3. Invite school workers into your class to discuss their work responsibilities. Students will design and write "thank you" notes to school employees for speaking to their class.
4. Take your students on a tour of the main offices in your school. After the tour, have them draw a map and locate the work areas of school personnel (See Attachment #2). Be sure to cover the following:
 - 1) custodial personnel
 - 2) lunchroom personnel
 - 3) teachers, school aides, volunteers
 - 4) secretary
 - 5) security guards
 - 6) Principal

5. On the blackboard have your students draw the tools of the various school workers whom they observed on the tour. Ask the students to identify which tools are associated with which workers.
6. Assign students to roleplay the job of one of the school workers whom they observed on the school tour. Have the class guess which worker is being depicted.

EVALUATION:

1. Observe and rate the knowledge and skills demonstrated through discussions, library books read and shared, and contributions made to special projects.
2. Note the percentage of class members who are able to identify and locate school workers.
3. Note the percentage of class members who are able to make associations between tools of the trade and school workers.

MATERIALS:

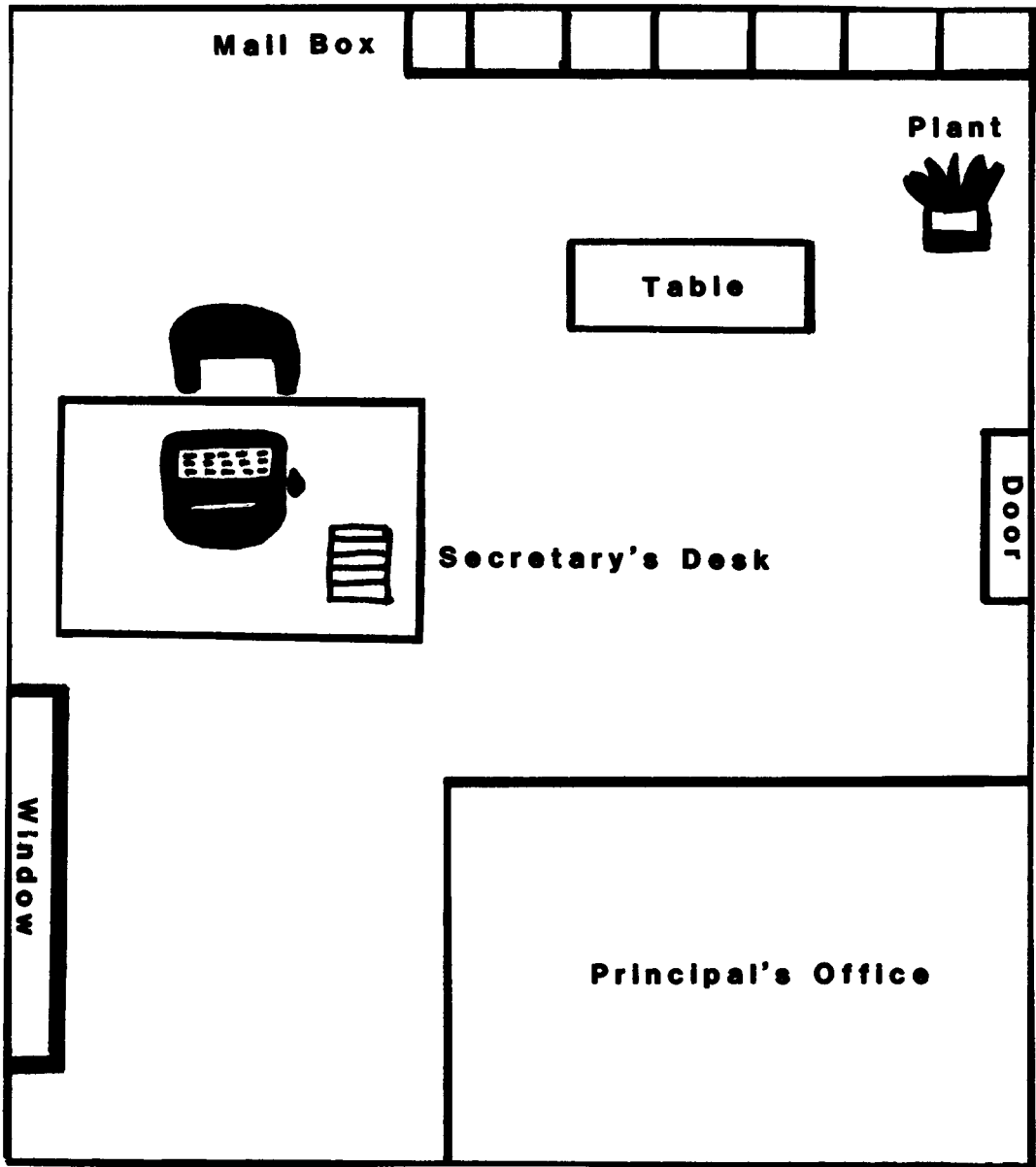
Classroom art supplies

RESOURCES:

1. Library
2. School plant or building
3. School workers

ATTACHMENT #2

MAP OF THE OFFICE OF THE SCHOOL SECRETARY



Lesson Plan #3: Women in the Workforce

OBJECTIVE III: Students will be able to identify women who work in their schools and communities.

ACTIVITIES: (NOTE: The following activities can be accomplished in two or more days depending upon the grade level and maturity of the pupils.)

1. Design a "Women's Hall of Fame" bulletin board using pictures of prominent women in history. Briefly summarize for students the major contributions the women made. (For suggestions on famous women, See Attachment #3.) Have students do the Wordsearch on famous women (See Attachment #4).
2. Develop a collage of pictures of women in the workforce. (See Attachment #5 for an example.)
3. Have students bring in pictures of their mother or mother-figure engaged in some type of work activity. Make a collage for display in the classroom.
4. Locate library books on famous women in the workforce. Students will write a short description of one important woman. Combine the essays into a big class book entitled "Famous Women." ("Women's History Week" posters, Attachment #6, can serve as an illustration of this activity.
5. Match and relate pictures of working women with the tools of their jobs.

ATTACHMENT #3

SHORT SKETCHES OF WOMEN IN THE WORKFORCE
FOR USE WITH WORDSEARCH

1. Mary Harris Jones -- the first woman labor organizer and a strong supporter of children's rights. In 1902 she led factory children on a march from Philadelphia, Pennsylvania, to Oyster Bay, New York, in an attempt to see President Theodore Roosevelt. The President did not see her, but the march brought attention to the problem of child labor. Within a few years of the march Pennsylvania passed a set of child labor laws.
2. Alice Paul -- a fighter for equal rights for all Americans, especially for women. She was responsible for passage of the women's suffrage amendment which gave women the right to vote. Paul also wrote the first Equal Rights Amendment which, if passed, would guarantee by law equal treatment for men and women in jobs, pay, property, and other things.
3. Eleanor Roosevelt -- a tireless supporter of the poor and friend of the working people. She was First Lady of the United States from 1933 to 1945.
4. Frances Perkins -- President Franklin D. Roosevelt's Secretary of Labor. She helped pass laws which established the 40 hour work week and banned child labor.
5. Fannie Lou Hamer -- a granddaughter of slaves and champion of civil rights for blacks. She endured hardships and sufferings in the battle over voter registration of blacks in the South during the 1950s and 1960s. By 1976, Hamer's dream was realized. Blacks and whites were working side by side in the national electoral process.

"MOTHER" JONES

CRUSADING UNION ORGANIZER

1830?-1930

WESTERN UNION
TELEGRAM

RECEIVED AT

13 DS M 33 BLUE 5 E

SHAMOKIN PA 1 SEPT 11
VIA INDIANAPOLIS IND 12

MOTHER MARY JONES

CARE UNITED MINE WORKERS

MOTHER ~~XNKKKS~~ THERE IS A STRIKE AT THE SILK MILLS HERE ~~XND~~ WILL
YOU COME T ONCE I KNOW YOU CAN DO LOTS OF GOOD COME IF POSSIBLE
FROM A MINER
ALBIA IA



Alice Paul

Author of the ERA

January 11, 1885 - July 9, 1977



“She will die, but she will never give up.”

—Comment of the psychiatrist called to examine Alice Paul while she was in prison in 1917. She was on a hunger strike to protest her imprisonment for leading a women's suffrage demonstration outside the White House. Alice Paul wrote the original Equal Rights Amendment, introduced in the U.S. Congress in 1923 and reintroduced in every Congress until approved for submission to the states in 1972.

ELEANOR ROOSEVELT

October 11, 1884 –
November 7, 1962

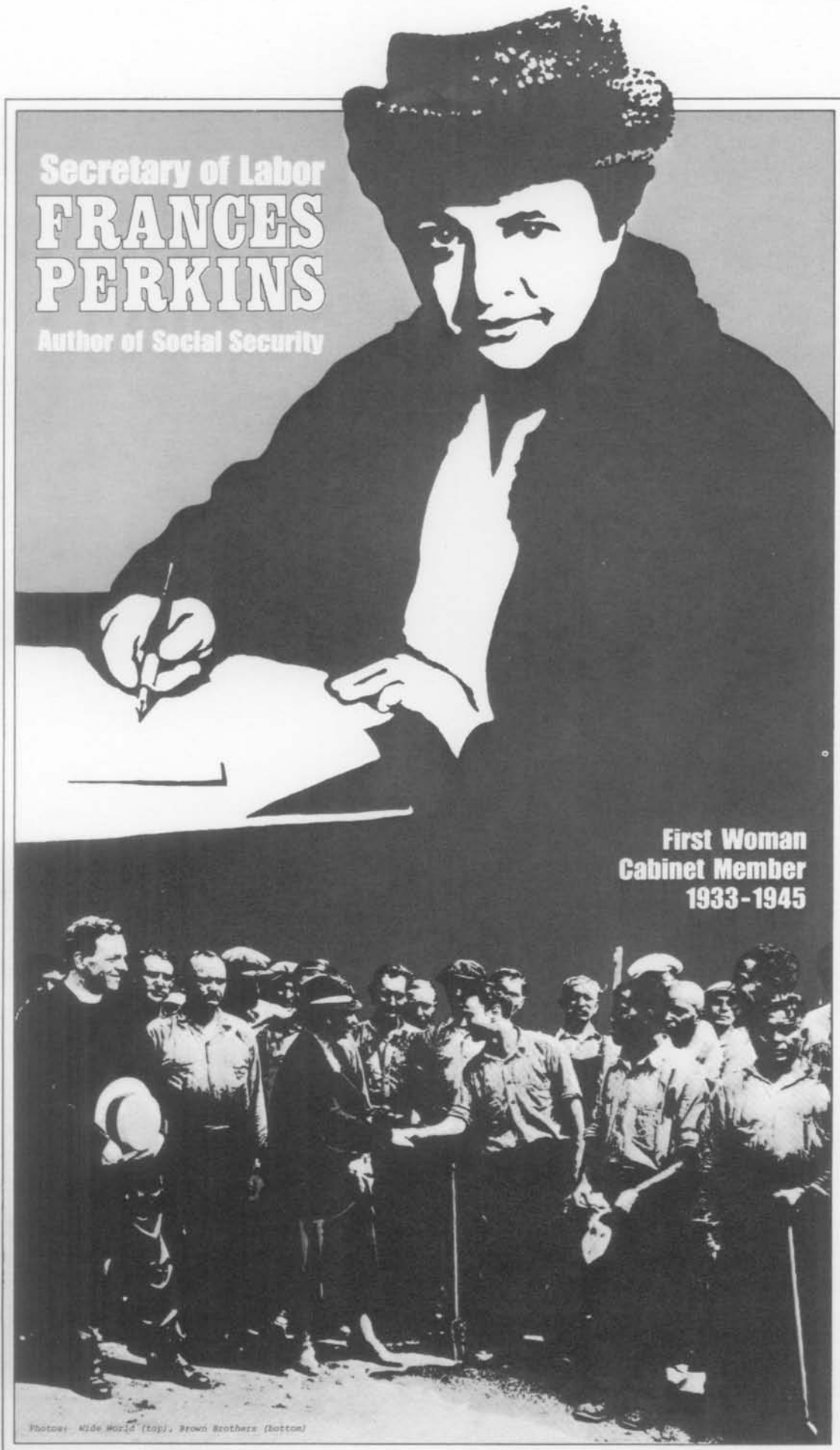
**Champion of
Social Change,
Human Rights,
International
Cooperation**



As U.S. Ambassador to the United Nations, Eleanor Roosevelt led the campaign for a universal Declaration of Human Rights, which was adopted by the UN on December 10, 1948.



Outspoken and unwavering in her commitment to the disadvantaged, Eleanor Roosevelt used speeches, writings, and countless meetings with both the powerful and powerless to press for the rights of workers, women, minorities, people with disabilities, the poor, and young people. Here she visits a coal mine in Ohio in 1935.



Secretary of Labor
**FRANCES
PERKINS**
Author of Social Security

First Woman
Cabinet Member
1933-1945

Photos: Wide World (top), Brown Brothers (bottom)



"Those who heard her cannot doubt that, as a speaker with an awesome combination of focused intelligence and vision, she alone was in a class with Martin Luther King, Jr."

— Eleanor Holmes Norton

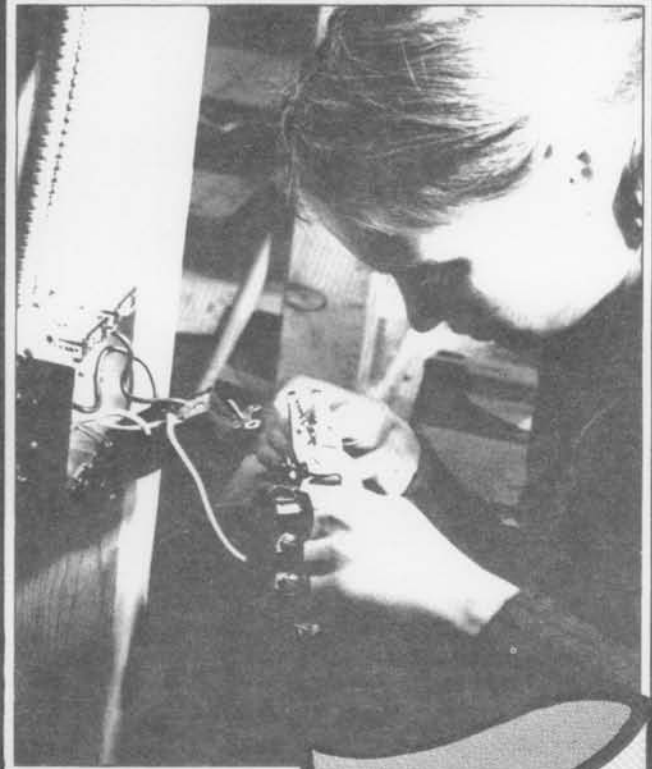
FANNIE LOU HAMER THE WOMAN WHO CHANGED THE SOUTH

FAMOUS WOMEN WORDSEARCH

DIRECTIONS: Below you will find the names of famous women we have discussed in class. Count the number of letters in each name and place them in the appropriate row in the graph.

A crossword puzzle grid is shown. The names JONES, PAUL, PERKINS, HAMER, and ROOSEVELT are placed in the starting squares of their respective words. The grid consists of white squares for letters and black squares for empty space. The names are placed in the following positions:

- JONES: Row 1, Column 1
- PAUL: Row 2, Column 1
- PERKINS: Row 3, Column 1
- HAMER: Row 3, Column 4
- ROOSEVELT: Row 4, Column 1



WOMEN in the TRADES



**"... In my apron
I carry nails and pliers, a heavy hammer,
and pride ..."** (from Carpenter, a poem by Mona Bachmann)

TRAIN CONDUCTOR



I am the brains behind the train, responsible for the safe movement of the train and every passenger on it.
—Deirdre Hickey

COAST GUARD CUTTER CAPTAIN

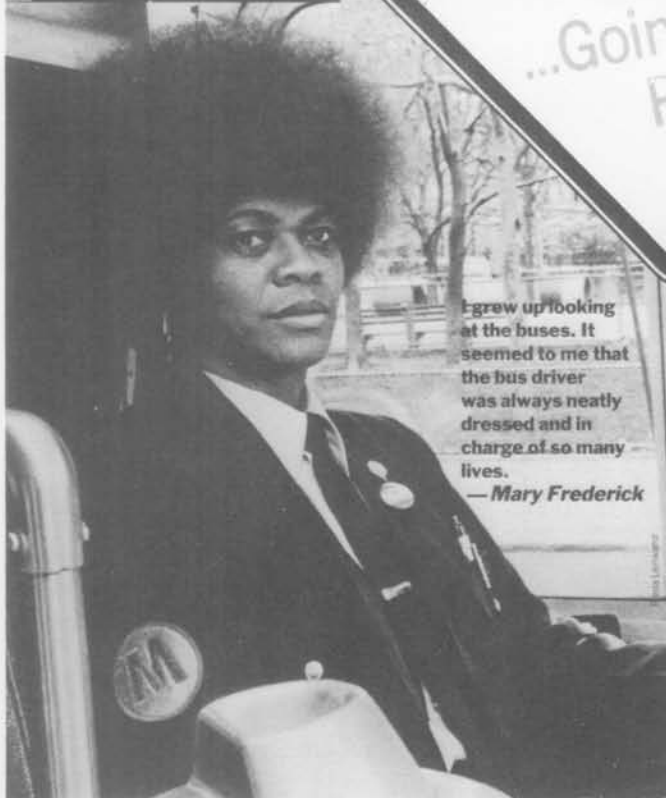


I have the responsibility for a Coast Guard vessel and its crew. . . . What I like best is being under way in nice weather, being out on the ocean.

—Susan Moritz, LTjg

WOMEN WORKING

...Going Places



I grew up looking at the buses. It seemed to me that the bus driver was always neatly dressed and in charge of so many lives.

—Mary Frederick



I'm in debt for my college loans, but I don't mind paying any cent of it. . . . I have every intention of retiring at sixty, a captain.

Julie Canter

BUS DRIVER

PILOT

WOMEN'S HISTORY WEEK

The
Week
of
March 8



Working Women

women of all ages, races, and economic groups, working in and outside the home, skillfully raising families, producing goods and services, initiating social reform, most often for low pay or no pay at all

Overview of Women's History

Monday



Zora Neale Hurston

anthropologist, folklorist, novelist, and journalist, an artist who celebrated black expression, traditions, and culture

1901-1960

Women from Diverse Cultures

Tuesday



Susette La Flesche

reformer, writer, and lecturer, known as Bright Eyes, who fought for the rights and welfare of her tribe, the Omahas of Nebraska

1854-1903

Women of the West

Wednesday



Barbara A. Mikulski

member of U.S. House of Representatives, initiator of women's and workers' legislation, sponsor of the National Women's History Week Resolution in Congress

1936-present

Women and Politics

Thursday



Jade Snow Wong

distinguished ceramist and writer, whose enamels and pottery blend ancient Chinese and modern American techniques

1922-present

Women's Artistic Contributions

Friday

WOMEN'S HISTORY WEEK

The
Week
of
March 8



Ernestine L. Rose

reformer, famous lecturer
for women's rights,
abolition, temperance

1810-1892

Overview of Women's History

Monday



Sor Juana Inés de la Cruz

scholar, writer, poet,
advocate of women's education
and intellectual freedom

1648?-1695

Women from Diverse Cultures

Tuesday



Julia Morgan

architect, designer of
1,000 buildings, pioneer
in structure/design unity

1872-1957

Women of the West

Wednesday



Shirley Chisholm

educator, champion of
minority and women's rights,
first black Congresswoman,
first black woman to run for
President

1924-present

Women and Politics

Thursday



The Quilters

combining art with utility,
creators of works preserved
today in art museums
and galleries

Women's Artistic Contributions

Friday

WOMEN'S HISTORY WEEK

The
Week
of
March 8



Elizabeth Cady Stanton

women's rights and suffrage
leader, writer, orator

1815-1902

Overview of Women's History

Monday



Dolores Huerta

organizer-negotiator for
farmworkers' rights, Vice-President
of the United Farm Workers
of America

1930-present

Women from Diverse Cultures

Tuesday



Pioneer Women

nation-builders, symbol of courage
and strength of the settlers who
moved westward to areas where
whites did not yet live

Women of the West

Wednesday



Jeannette Rankin

feminist and pacifist, first woman
to serve in U.S. Congress,
elected in 1916

1880-1973

Women and Politics

Thursday



Lorraine Hansberry

playwright, writer of award-winning
Raisin in the Sun—the first play
by a black woman to be produced
on Broadway

1930-1965

Women's Artistic Contributions

Friday

WOMEN'S HISTORY WEEK

The
Week
of
March 8



Mary Church Terrell

civil rights leader,
educator, suffragist,
organizer of the first sit-in
to end racial discrimination
by Washington, D.C., cafeterias
and other public places

1863-1954

Overview of Women's History

Monday



Maxine Hong Kingston

writer whose prize-winning books
explore the links between
Chinese myth and the
Chinese American experience

1940-present

Women from Diverse Cultures

Tuesday



Jessie Lopez De La Cruz

lifelong farmworker,
union organizer,
activist fighting for the rights
of women and men
who labor on the land

1919-present

Women of the West

Wednesday



Women Voters

emerging force in American politics
—voting in greater numbers
than men since 1964 and,
in the 1982 elections,
diverging from the traditional
pattern of voting like men

Women and Politics

Thursday



Buffy Sainte-Marie

singer, poet, songwriter,
advocate of American Indian rights
and recognition

1941-present

Women's Artistic Contributions

Friday

Lesson Plan #4: Celebration of Labor Day

OBJECTIVE IV: Students will be able to identify the contributions of workers as they are celebrated on Labor Day.

ACTIVITIES:

1. The teacher will use a puppet dressed as a worker to tell the story of Labor Day (See Attachment #7). Background information on Labor Day is provided in the lesson plan (See Attachment #8).

The teacher will discuss Labor Day with the class.

- 1) What is Labor Day?
 - 2) Why do we celebrate it?
 - 3) How was Labor Day celebrated in the past, and how is it celebrated today?
 - 4) How do you think Labor Day will be celebrated in the future?
2. Have a "Shoe Box Parade." Ask students to bring a shoe box to class. The students will decorate the boxes to simulate floats for a Labor Day parade. The teacher or class can decide on a theme for the floats. An example might be "The World Needs Workers" or "We and Our Neighbors Honor Laborers." Group work may consist of a float to honor a category of labor such as services to the home: electrician, plumber, carpenter and bricklayer. Each of these occupations should be displayed on the float. When the floats are constructed, place them in a line on a windowsill for display. If appropriate to the grade level, at least one float should depict unionism in the workforce. Encourage students to be creative in their use of color, levels, titles, etc.
 3. Teach the students to sing "The Workers Song" (See Attachment #9). The song is sung to the tune of "McNamara's Band."
 4. Prepare a transparency of the 1898 poster advertising Labor Day activities (See Attachment #10). Ask the students the following questions:
 - 1) Why is the man holding a hammer?
 - 2) What is the man thinking about?
 - 3) Why is the snake in segments?
 - 4) What does "United or Die" mean?

Make a poster about Labor Day for this year.

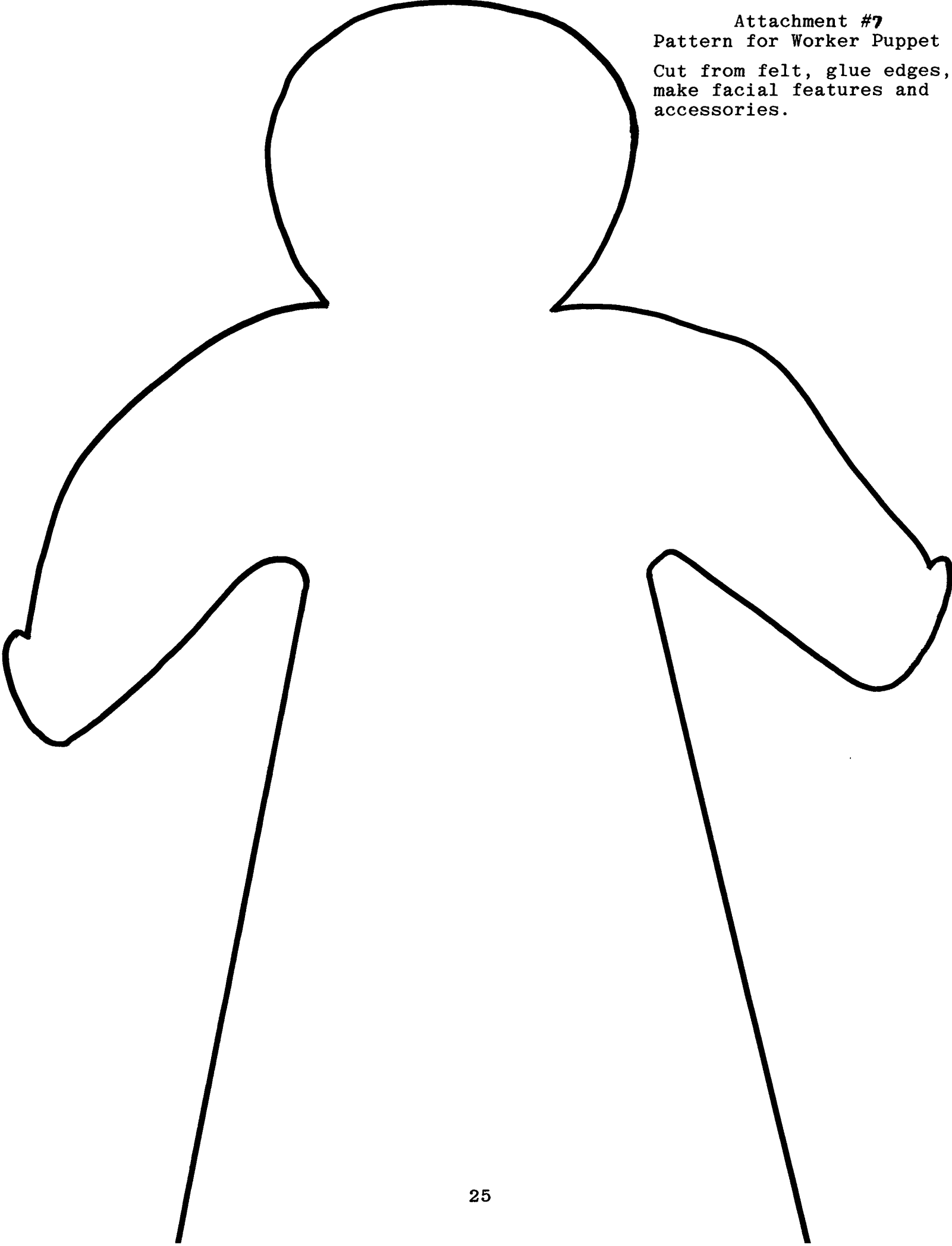
5. Have students make an acrostic for Labor Day on a large piece of poster board. Display in the classroom.

L is for _____
A is for _____
B is for _____
O is for _____
R is for _____

D is for _____
A is for _____
Y is for _____

6. Review with your students the following vocabulary: workers, job, pride, skill, safety, union, tool. Have students complete the Labor Day Wordsearch as a homework or class assignment (See Attachment #11).
7. Schedule a field trip to a nearby store, office building, fire house, police station, etc. Have the students observe the work and the workers inside the building. During the next day in class record the students' experiences on a chart in paragraph form for display in the classroom. The chart should be entitled "Workers We Saw At The _____."
8. After the students become familiar with many occupations, the teacher will lead a game of charades. A student will pantomime an occupation for the rest of the class to guess. The student who guesses correctly will become the next leader.
9. Locate books about workers in the school library. Read with your students stories about workers. Have them write 1 to 3 sentences, depending on grade level, about the contributions of workers as they are recognized on Labor Day.
10. Read several poems to your students and discuss with them the dignity of working women and men (See Attachments #12 and #13).

Attachment #7
Pattern for Worker Puppet
Cut from felt, glue edges,
make facial features and
accessories.



ATTACHMENT #8

WHAT IS LABOR DAY?

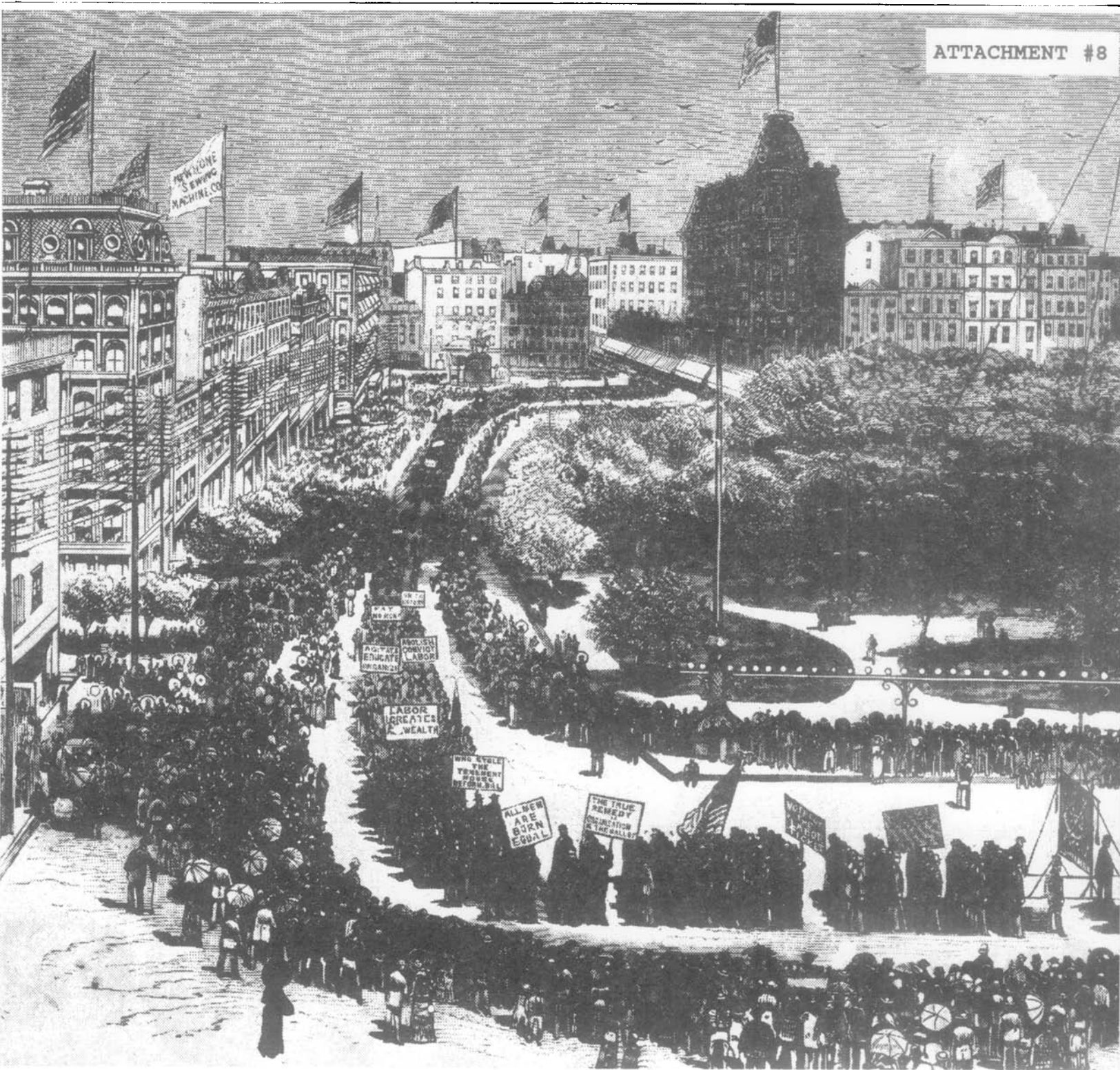
Have you ever asked yourself what is Labor Day? Labor Day is a holiday created by the labor movement to honor workers and the contributions they have made and continue to make to society.

The first Labor Day celebration was held on September 5, 1882, in New York City. It was sponsored by the New York Central Labor Council. By 1885 the idea of Labor Day had spread to many of the large industrial cities in the U.S, and by 1894 over 400 cities held Labor Day celebrations. On June 28, 1894, Congress finally recognized the holiday by declaring the first Monday in September a legal federal holiday in the District of Columbia and the territories. By the time the 1930s arrived, every state in the union had some type of Labor Day activity.

It is still uncertain who the founder of Labor Day was. Peter J. McQuire, General Secretary of the Brotherhood of Carpenters and Joiners and co-founder of the American Federation of Labor, may have been the first to suggest a day to honor workers. However, others believe it was Matthew Macguire, a machinist, who founded the holiday.

The celebration of Labor Day involves parades, picnics, and speeches by prominent members of the community. In 1956, the government issued the first Labor Day stamp in honor of American workers.

Workers have contributed to the building of America and continue to be a vital part of our society. It is only right we reserve one day of the year to honor them.



THE FIRST LABOR DAY PARADE

On September 5, 1882, ten thousand workmen marched around Manhattan's Union Square in a procession that was, according to Leslie's Illustrated Newspaper, "in every way creditable to those engaged in it . . . their orderly appearance and sobriety of manner won hearty applause from the spectators who lined the sidewalks." The placards bore slogans such as "Labor Creates All Wealth," "The True Remedy Is Unionization and the Ballot," "8 Hours of Work, 8 Hours of Rest—8 Hours of What We Will!" and "Agitate, Educate, Organize."

Oregon was the first state to make the day a holiday, but it was not until 31 other states did the same that President Grover Cleveland made it a national holiday in 1894.

Peter J. McGuire, founder of the Brotherhood of Carpenters and Joiners and the first secretary of the American Federation of Labor, is generally recognized as the father of Labor Day. However, the International Association of Machinists insists that this credit belongs to Mathew Maguire, an early officer of that union.

From Leslie's Illustrated Weekly, September 16, 1882

ATTACHMENT #9

*THIS SONG IS SUNG TO THE TUNE OF "MACNAMARA'S BAND."

The Worker Song

The fireman is a worker. He/she works to put out fires.

The mechanic is a worker. He/she works to fix tires.

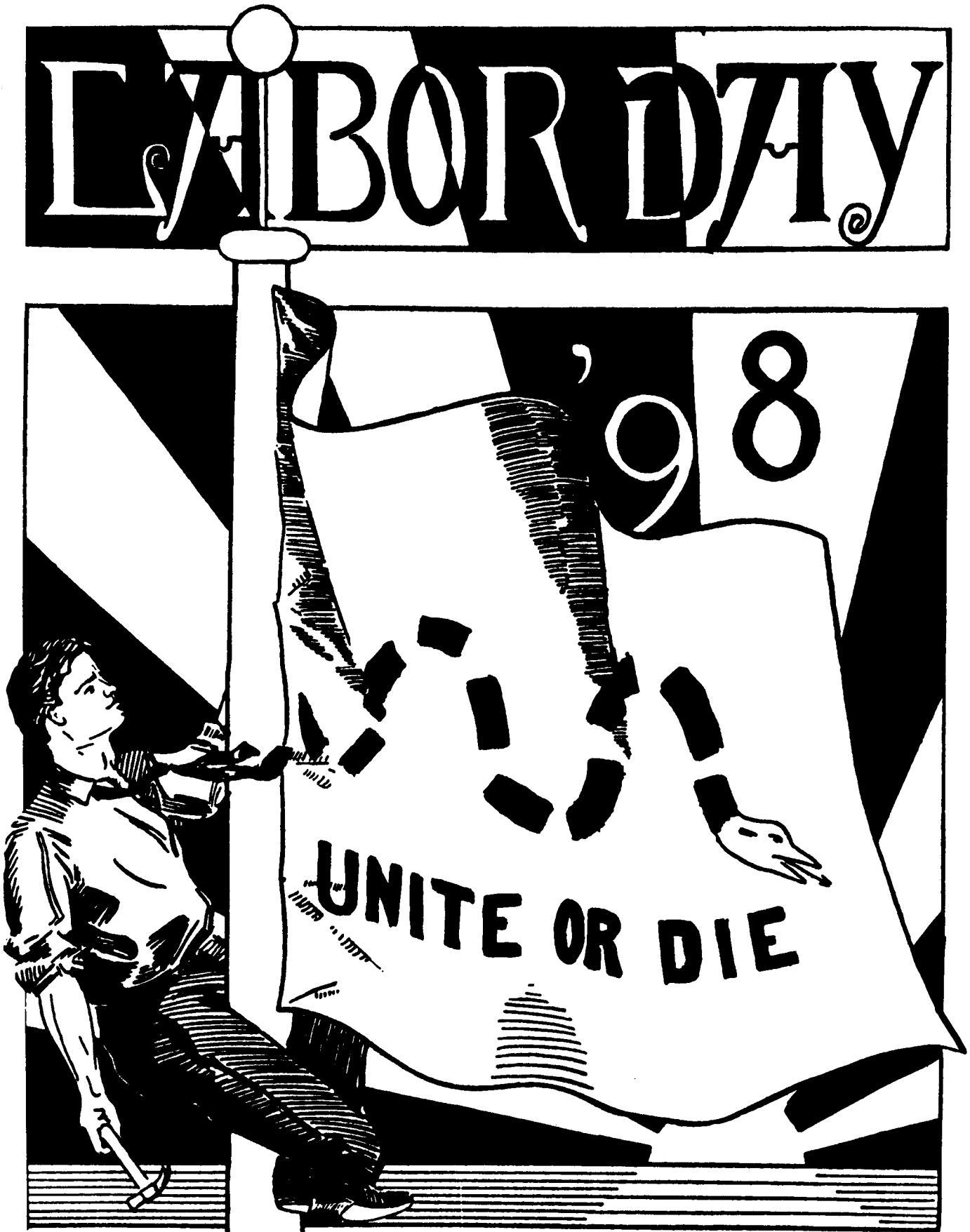
The butcher is a worker. He/she works to cut the meat.

The engineer's a worker. He/she works to fix the heat.

They work and work and work. They work and work all day,
and when the week is done they will receive their pay.

Students can add other workers to the song:

EXAMPLE: The _____ is a worker. He/she works to _____.



The Rhode Island Labor Day Yearbook featured this cover in 1898.

Reprinted with permission from the collection of Scott Molloy

ATTACHMENT #11

LABOR DAY WORDSEARCH

DIRECTIONS: The words listed below appear in the grid. Find each word and circle it.

JOBS

UNION

SAFETY

TOOL

SKILL

PRIDE

WORKERS

W	O	R	K	E	R	S
J	U	N	I	O	N	K
O	P	R	I	D	E	I
B	M	Z	T	O	O	L
S	A	F	E	T	Y	L

I HEAR AMERICA SINGING

by Walt Whitman

I hear America singing, the varied carols I
hear.

Those of the mechanics, each one singing his as
it should be blithe and strong.

The carpenter singing his as he measures his
plank or beam.

The mason singing his as he makes ready for
work, or leaves off work.

The boatman singing what belongs to him in
his boat, the deckhand singing on the
steamboat deck.

The shoemaker singing as he sits on his
bench, the hatter singing as he stands.

The woodcutter's song, the ploughboy's on
his way in the morning, or at noon
intermission or at sundown.

The delicious singing of the mother, or of the
young wife at work, or of the girl sewing
or washing.

Each singing what belongs to him or her and
to none else.

The day what belongs to the day -- at night
the party of young fellows, robust, friendly.

Singing with open mouths their strong
melodious songs.

From Walt Whitman, Leaves of Grass

POSTMEN

by Dylan Thomas

When sprinkling eyes and wind-cherried
noses, on spread, frozen feet they crunched
up to the doors and mittened on them
manfully...

They were just ordinary postmen, fond of
walking and gods, and Christmas, and the
snow. They knocked on the doors with blue
knuckles...

And they stood on the white welcome
mat in the little, drifted porches, and clapped
their hands together, and huffed and puffed,
making ghosts with their breath, and jogged
from foot to foot like small boys wanting to go
out...

And the cold postman, with a rose on
his button nose, tingled down the teatray -
slithered run of the chilly glinting hill. He
went in his ice-bound boots like a man on
fishmonger's slabs. He wags his bag like a
frozen camel's hump, dizzily turned the corner on
one foot, and, by God, he was gone.

From Dylan Thomas, Conversation About Christmas, New Directions
Publishing Corp., 1954

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WHY WE NEED UNIONS:
PAST, PRESENT, FUTURE
GRADES 4-6

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INTRODUCTION

Today's elementary school children will come of age on the eve of the 21st Century. To prosper in that world they will need to resolve the challenges of their times. As educators, we realize -- and must teach our students -- that the solutions to tomorrow's problems begin with an understanding of yesterday's struggles. That is why we believe it is important to teach labor studies to our children.

We have divided this unit of study into three parts: the past, the present, and the future. Our lesson plans which treat the historical struggles of working people are designed to overcome the distortions and omissions characteristic of most social studies textbooks.

Our study of the present encourages research on the activities of labor unions in the students' communities and their wider role around the country. We suggest, too, the application of the principles of collective bargaining to classroom problems. By practicing collective decision-making and "bargaining" in the classroom, students will develop the responsibility and self-discipline necessary for the working world.

Finally, we suggest approaches for thinking about the role of unions in a future society. In so doing, we encourage students to think about the personal decisions they will have to make as they approach the working world.

What we offer here is only one response to the larger challenge of teaching labor studies in the elementary grades. The activities and materials suggested in these lesson plans are on level with the admittedly broad range of abilities among fourth through sixth graders. Several of our lesson plans require the purchase of inexpensive curricula material available from the sources cited. We are confident that you will not be disappointed in the materials recommended.

In conclusion, we hope that this unit will spark interest and creativity on your part as you educate your students for the world of work.

GOAL: Students will understand the historical development of unions, the benefits of working collectively, and the problems and possibilities of unions in the future.

OBJECTIVES:

- I. **THE PAST:** Students will be able to understand how unions have helped workers in their struggle for a better life.
- II. **THE PRESENT:** Students will be able to understand what a union is and demonstrate knowledge of the collective bargaining process.
- III. **THE FUTURE:** Students will be able to envision the role of unions in a future society.

OBJECTIVE I: THE PAST
Students will be able to understand how unions have helped workers in their struggle for a better life.

TITLE 1: Life in Coal Country

GRADE LEVEL: 4 through 6

TIME: 1 to 2 hours

MATERIALS: "Shut Out From Everything That Is Pleasant" with related photographs

A piece of coal or charcoal

VOCABULARY: Coal
Slate
"Breaker Boy"

INTRODUCTION: Show the children a piece of coal. Ask them if they know where coal comes from. Ask them what they think their lives would have been like if they had lived in a small Pennsylvania coal mining town around 1900.

ACTIVITIES:

1. Begin a discussion with your students after asking the introductory question. Make a list of their ideas on the chalkboard or on a chart.
2. Distribute the essay and the accompanying photographs (See Attachment #1). After the students have read the essay and studied the photographs, have them talk about the lives of their contemporaries some eighty years ago. Encourage them to compare their lives with those of the "breaker boys."
3. List facts from the essay and the photographs that tell what life was like in coal country and compare these facts to ideas the class had before reading the essay.
4. Divide a piece of drawing paper in half and title one side "1900" and the other "Today." Have the students illustrate and write a caption for any of the following ideas: parents' jobs, children's responsibilities, housing, games, foods, fun, holiday celebrations, transportation, ecology.

5. Pair students and have them pretend they are reporters and interview a breaker boy. Have volunteers reenact their interview in front of the class.
6. Have students write to the United Mine Workers requesting information about current collective bargaining agreements, safety provisions, benefits, working conditions, etc.
7. Locate songs that deal with workers' struggles in the coal mines and play them to the class. Discuss what the songs are trying to communicate.

ATTACHMENT #1

"SHUT OUT FROM EVERYTHING THAT IS PLEASANT"

"In a little room in this big, black shed -- a room not twenty feet square -- forty boys are picking their lives away. The floor of the room is an inclined plane, and a stream of coal pours constantly in. They work here, in this little black hole, all day and every day, trying to keep cool in summer, trying to keep warm in winter, picking away at the black coals, bending over till their little spines are curved, never saying a word all the livelong day.

"These little fellows go to work in this cold dreary room at seven o'clock in the morning and work till it is too dark to see any longer. For this they get \$1 to \$3 a week. Not three boys in this roomful [sic] could read or write. Shut out from everything that's pleasant, with no chance to learn, with no knowledge of what is going on about them, with nothing to do but work, grinding their little lives away in this dusty room, they are no more than the wire screens that separate the great lumps of coal from the small.

"They play no games; when their day's work is done, they are too tired for that. They know nothing but the difference between slate and coal."

Excerpt from the Labor Standard describing the lives of "breaker boys" as found in a Pennsylvania coal mine in the early 1900s



Photo credits:
Library of Congress



Photo credits:
Top: U.S. Bureau
of Mines
Center and Bottom:
Library of Congress

THE PAST

TITLE 2: The Sweatshop

GRADE LEVEL: 4 through 6

TIME: 1 or 2 class periods for each activity

MATERIALS: "Work in a Garment Factory" and related photographs

A map of the U.S.A.

VOCABULARY: Factory
"Stint"
Garment
"Sweatshop"

INTRODUCTION: "Work in a Garment Factory" describes the lives and factory conditions of workers in the needle trades during the early 20th Century. To start the first activity, have students locate New York City on the map. Show them a factory-made garment and ask if they ever think about how clothes are made. Tell them they will read a story and see photographs about what it was like to work in a factory that made clothes in the early 1900s.

ACTIVITIES:

1. Distribute the essay and photographs on the garment factory (See Attachment #2). After sufficient time discuss the essay and the photographs. Develop a short exercise, written or verbal, to promote vocabulary comprehension.
2. Have students pretend they were garment workers during the early 1900s and write a letter to a family member describing their working conditions and life style.
3. Assign several students the roles of the factory owner and a Grievance Committee representing the workers. Role-play the Committee's efforts to improve the working conditions in the factory.
4. Adapt activities from "Life in Coal Country" to this historical example for additional class assignments.

ATTACHMENT #2

"WORK IN A GARMENT FACTORY"

"Two years ago I came to this place, Brownsville [Brooklyn, New York], where so many of my people are, and where I have friends. I got work in a factory making underskirts -- all sorts of cheap underskirts, like cotton and calico for the summer and woolen for the winter, but never the silk, satin, or velvet underskirts. I earned \$4.50 a week and lived on \$2.00 a week, the same as before.

"I got a room in a house of some friends who lived near the factory. I pay \$1.00 a week for the room and am allowed to do light housekeeping -- that is, cook my meals in it. I get my own breakfast in the morning, just a cup of coffee and a roll, and at noon time I come home to dinner and take a plate of soup and a slice of bread with the lady of the house. My food for the week costs \$1.00....

"I get up at half-past five o'clock every morning and make myself a cup of coffee on the oil stove. I eat a bit of bread and perhaps some fruit and then go to work....

"At seven o'clock we all sit down to our machines and the boss brings to each one the pile of work that he or she is to finish during the day, what they call in English their "stint." This pile is put down beside the machine and as soon as a skirt is done it is laid on the other side of the machine....

"The machines go like mad all day, because the faster you work the more money you get. Sometimes in my haste I get my finger caught and the needle goes right through it. It goes so quick though, that it does not hurt much. I bind the finger up with a piece of cotton and go on working. We all have accidents like that. Where the needle goes through the nail it makes a sore finger, or where it splinters a bone it does much harm. Sometimes a finger has to come off. Generally, though, one can be cured by a salve.

"All the time we are working the boss walks about examining the finished garments and making us do them over again if they are not just right. So we have to be careful as well as swift."

Excerpt from an interview with a woman garment worker by the magazine The Independent





THE PAST

TITLE 3: Too Many Hours

GRADE LEVEL: Advanced 5 and 6

TIME: 2-3 class periods

MATERIALS: Lerner, James. Too Many Hours: Labor Struggles to Shorten the Work Day. New York: United Electrical, Radio, and Machine Workers of America, n.d.

(Reprints are available from the U.E., 11 East 51st Street, New York, New York, 10022.)

VOCABULARY: Productivity
General Strike
Unemployment
Profit

INTRODUCTION: The struggle for the eight hour day has been one of labor's long and bitter battles. To introduce this topic, ask students how long a "normal" work day should be. Encourage them to give reasons to support their responses. Discuss alternatives to the eight hour work day.

ACTIVITIES:

1. Write the four vocabulary words on the chalkboard and encourage the class to define them.
2. The class will read and discuss Too Many Hours (See Attachment #3).
3. The teacher will distribute three-frame strips to individual students or small groups. Each student or group will have a copy of Too Many Hours. Students will find the location of their pictures in the booklet. Each student or group will write a one-sentence caption or summary for each frame. Students will share their captions or summary with the class.

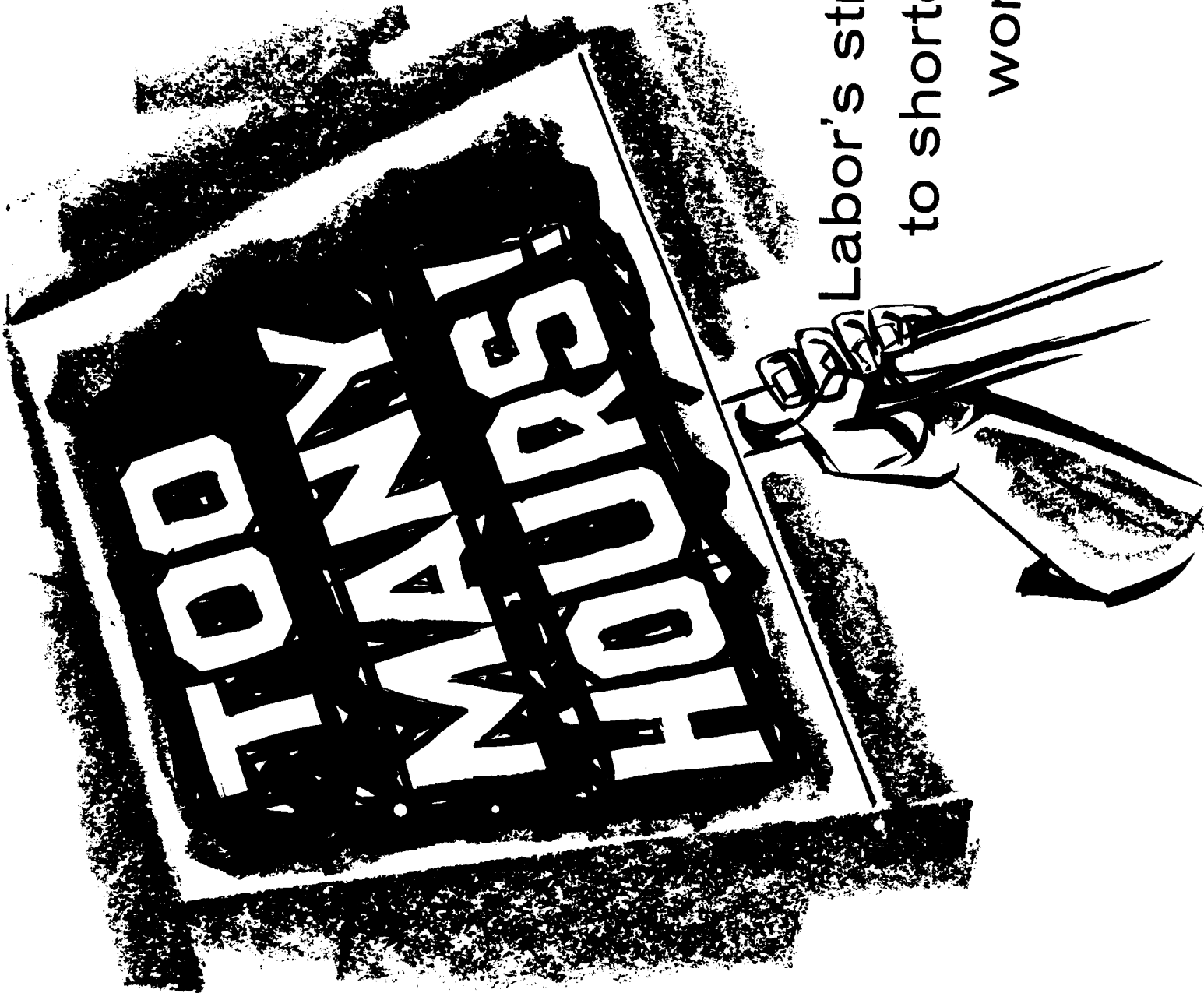
As a follow-up game, student volunteers will read their captions and the rest of the class will guess the appropriate title of the cartoon frame.

4. The students will write a short script for roleplay of these suggested frames:
 - 1) "Children Win Shorter Hours"
 - 2) "Strikes for Cut in Hours"
 - 3) "Brutal Attack in Chicago"

- 4) "Eight-Hour Day Leaders Hanged"
 - 5) "AFL Pushes for Eight-Hour Day"
 - 6) "Lawrence, Massachusetts Textile Strike"
 - 7) "Textile Strikers Win"
5. Groups of four or five students will draw a mural to illustrate the events included in the frame. It will then be presented to the class with each student describing the events pictured.



Labor's struggle
to shorten the
work day



Reprinted with permission of the United Electrical, Radio and Machine workers of America

"WE FORM AN ORGANIZATION WHICH UNITES ALL
WORKERS IN OUR INDUSTRY ON AN INDUSTRIAL
BASIS, AND RANK AND FILE CONTROL, REGARDLESS
OF CRAFT, AGE, SEX, NATIONALITY, RACE, CREED
OR POLITICAL BELIEFS, AND PURSUE AT ALL TIMES
A POLICY OF AGGRESSIVE STRUGGLE TO IMPROVE
OUR CONDITIONS ... "

(from Preamble to UE Constitution)

UNITED ELECTRICAL, RADIO AND MACHINE WORKERS OF AMERICA
11 EAST 51 STREET
NEW YORK, N.Y. 10022



INTRODUCTION

UP UNTIL the final victory for the eight hour day in the 1930's, the struggle for reduction of the hours of work was a continuing central demand of the American workingclass. Around this demand was carried out political and legislative action, limited and general strikes, and formation of workingmen's political parties.

So stubborn has been the opposition of employers to reducing the hours of work, that each phase of this struggle has lasted decades.

The history of these struggles shows that employers would rather grant a wage increase or various other improvements than knock one minute off the work day. There is no mystery about this -- for every minute they have a worker's energy at their disposal provides them with the opportunity to make more profit.

The incredible increase in labor productivity in the nearly 100 years since the eight hour day became labor's battlecry and the continuing unemployment of millions, in so-called good times as well as in bad, shows the urgency of labor again making reduction of the hours of work the central feature of its continuing struggle for a better life.

TEXT:
JAMES LERNER

ART:
FRED WRIGHT

FIRST 10-HOUR DAY DEMAND



WHILE THE AMERICAN REVOLUTION brought a certain amount of political democracy to the people of this country, it left untouched the long hours of toil at cruelly low wages the laborers and craftsmen suffered. Adopting the schedule of the still largely agricultural country, employers in the post-revolutionary years insisted on work days extending from "sunup to sundown" at daily pay of 25 cents to 50 cents, as in New York City. Workers struck against such conditions even before there were unions.

10-HOUR DAY STRIKES LOST



THE STRUGGLES OF LABOR became more difficult and conditions grew even worse with a depression in 1819. Summer work schedules ran from 4 a.m. to sunset with an hour off for lunch at 10 a.m. and another for dinner at 5 p.m. Besides continuing its demand for a cut in hours, labor sought, also, the establishment of free public education and abolition of imprisonment for debt. The new Whig party objected to "throwing the polls open to every man that walks." Women were not even considered as voters.



ONE SUCH STRIKE was of carpenters in Philadelphia in 1791. Demanding a 10-hour day, they resolved, "That in future, a Day's work, amongst us, shall be deemed to commence at six o'clock in the morning, and terminate at six in the ... evening of each day." With time off for breakfast and dinner, this would have given them a 10-hour day. They formed an organization called, "Journemen Carpenters of the City and Liberties of Philadelphia. De-fasted, they disbanded the organization.



IN 1827, PHILADELPHIA labor set up the country's first central labor body, the Mechanics Union of Trade Associations. Believed to be the real beginning of the American labor movement, this organization united its members around the demand for a 10-hour day. It was an issue that was to unite labor in many cities during the following decades. The Mechanics Union urged its affiliates to support political candidates "to represent the interest of the working class."



IN NEW YORK CITY, meanwhile, where the 10-hour day had been won, employers tried in 1829 to restore an 11-hour work day. At a mass meeting of 5,000 workers it was resolved not to work more than a "just and reasonable" 10 hours. Those who failed to abide by this decision would have their names published in the press. A committee of 50 was set up to prepare to fight. The employers backed down. The committee called another meeting where it was resolved to form a New York Working Men's Party.



WHEN BOSTON CARPENTERS demanded the 10-hour day in 1825, employers replied that such would "exert a very unhappy influence on our apprentices" and would "expose the Journeymen themselves to many improvident temptations and improvident practices." The carpenters struck for the shorter day but were defeated as they were again in 1832. Boston workers responded with greater unity. In 1831 there was formed the New England Association of Farmers, Mechanics, and Other Workmen.

FORM WORKING MEN'S PARTY



THE NEW YORK Working Men's Party nominated candidates for the state assembly including two carpenters, two machinists, a painter, a foundry worker, a cooper, a grocer and a physician. With only one week between nominations and election day, and having only \$75 in funds, the new party was severely handicapped against the parties of the rich, as workers called the other two parties. Yet, Ebenezer Ford, president of the Carpenters Union won. Of 21,000 votes cast, the new party drew 6,000.



THE PRESS HAD denounced the workers' party as the "infidel ticket," its women's leader, Frances Wright as insane and atheistic. The election of a carpenter to the assembly was called a disgrace that would scare traders and investors from the city. Ten years later, at Salina, N.Y., a Farmers and Mechanics Party swept the election, while in 1833, the Working Men's Party of Massachusetts gained control of ten towns. But these parties didn't last long.

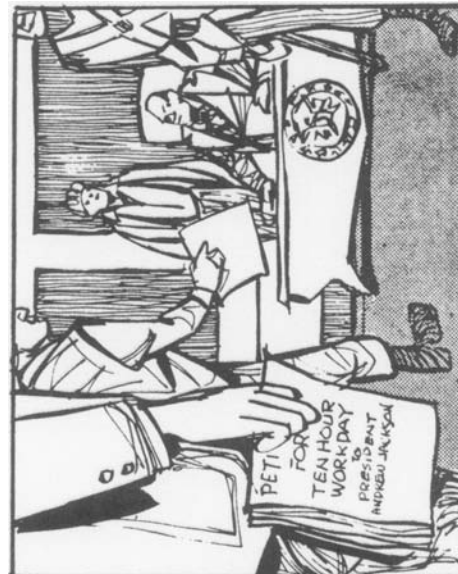


SOME WORKERS HELD that they would be adequately protected by trade unions. Others believed that labor should back the Jacksonian movement while many were scared away by attacks by the press and employers that the working men's parties were "atheistic" or "radical." But, the demand for a 10-hour day did not go away. Possibly, the first general strike in American labor history broke out in Philadelphia in 1835. The issues were a wage increase and a 10-hour day.

VICTORY IN PHILADELPHIA



RISH WORKERS employed on Philadelphia's Schuylkill River coal wharves launched a fight for a 10-hour day in 1835. They were joined by house painters who declared the "present system of labor is oppressive and unjust," as well as leather dressers, printers, carpenters, bricklayers, masons, city employees, hod carriers, coal heavers, painters, bakers, dry goods clerks. Parading behind a fife and drum corps, workers carried signs "from 6 to 8, ten hours work and two hours for meals."



FIRST TO ACCEPT the demand was the Philadelphia city government which agreed to a "six to six" workday during the summer for its employees. Three weeks after the strike started, the 10-hour day was in general effect in Philadelphia. All across the country, workers were inspired by this victory for labor unity. In 1836, a Philadelphia trade union committee asked President Jackson to establish a 10-hour day in the Philadelphia Navy Yard. He did.



FOUR YEARS LATER, President Van Buren issued an executive order declaring ten hours as the work day for all federal employees on public works, without a reduction in pay. Denounced by employers for not cutting pay, the President defended his action stating that it was "originally devised by the mechanics and laborers themselves." Meanwhile, in the 1840's, the vast majority of New England workers were still on 12 to 14-hour days.

CHILDREN WIN SHORTER HOURS



TO JUSTIFY THE oppressive hours of work, employers appealed to high-minded social motives. A New England mill owner said, "Yes, I verily believe there are a large number of operatives in our cotton mills who have too much time to spare now," and shorter hours "would increase crime, suffering, wickedness and pauperism." A Chicopee, Mass., mill manager echoed, "It is not the hours per day that a person works that breaks him down, but the hours spent in dissipation."

WOMEN FORM LABOR ORGANIZATION



WRITING TO A weekly labor paper, Voice of Industry, in Lowell, Mass. in 1824, a girl complained of working from 6 a.m. to 10 p.m. for \$1.56 a week. "Here I am, a healthy New England girl," she wrote, "quite well behaved, bestowing just half of all my hours, including Sundays, upon a company for less than two cents an hour." Thousands of girls were employed in the New England textile mills at such conditions.



WORKING PEOPLE rejected this hypocrisy. A New Jersey workers' gathering resolved that "we hold the doctrine that masses were created to toil and the few to think in abhorrence," while in Nashville, Tenn., carpenters let it be known that, "We are flesh and blood, we need hours for recreation." Philadelphia carpenters said all men have the right "to have sufficient time for the cultivation of their mind and self-improvement."



TO ATTRACT NEW workers to their mills and to overcome rising resentment against mill conditions, employers sponsored papers that printed propaganda such as the "Song of the Factory Girl":

"Oh, sing me the song of the Factory Girl!
So merry and glad and free!
The bloom in her cheeks, of health how it speaks.
Oh, happy a creature is she!
She tends the loom, she watches the spindle,
And her bosom is very gay."



ONE OF THE MOST heartbreaking struggles took place in Paterson, N. J. textile mills where on July 3, 1833 children struck for 11-hour days during the week and 9 hours on Saturday. Their parents formed the Paterson Association for the Protection of the Working Classes of Paterson. Employers blamed "bands of Irish and other foreigners," "elements of disorder" for creating this demand for a shorter work day. The children won with financial aid from nearby cities.



THE "CHERFUL" factory girls formed the Female Labor Reform Association of Lowell. They circulated a petition to the state legislature calling for a law to limit the work day to ten hours. Women were invited to testify at legislative committee hearings, an unusual thing in days when women rarely were allowed to speak in public. They told of 11% to 13%-hour days with one half hour out for meals, and of frequent illness because of bad ventilation.

LEGISLATORS IGNORE DEMAND



AFTER TESTIMONY by female textile workers that they were paid as little as \$2.93 and \$1.62 a week, members of the Massachusetts legislative committee asked their leader, Sarah Bagley, what the workers would do with their free time if they had a 10-hour work day. She answered they would have time to cultivate their minds. Some were already attending a school she ran in the evening for the girls.



COMMITTEE MEMBERS inspected the mills and seeing the lawns and flower beds outside the plants, praised the healthful environment. They concluded that it wasn't the legislature's function to interfere with the freedom of the worker and employer to deal with the hours of work. Outraged, the women vowed to work for the freedom of the committee's chairman, a Lowell man, in the next election. Although they, themselves, couldn't vote, they succeeded.



IT WASN'T UNTIL 1874 that the Massachusetts legislature adopted a 10-hour law. Long before that many workers won the shorter day through their own efforts. Refugees from unsuccessful European revolutions, who were pouring into the country, responded eagerly to native leaders in the fight to ease oppressive conditions. An 1849 Boston study told of people "huddled together like brutes ... 'sometimes wife, husband, brothers and sisters in the same bed.'"

WOMEN WIN IN PENNSYLVANIA



EVEN WHEN LAWS reduced hours, employers tried to force workers to work longer hours. When workers in Western Pennsylvania factories refused to sign contracts to work more than ten hours, they were locked out. The workers replied by striking and when some tried to scab after three weeks, women strikers, carrying axes, broke down the plant gates, overpowered the police and drove out the scabs.



MANY WOMEN WERE arrested and sentenced to jail. But the strikers held out from July to September when the employers surrendered. While agreeing to a 10-hour day, they insisted on a cut in pay. Some women were for rejecting the settlement but were persuaded that the shorter day was too important and accepted the argument that they would eventually win back the higher pay. This was what happened.



IN 1853, WORKERS of Media, Pa., after signing a contract with all employers for a 10-hour day, sent two of their members to New England to help spread the 10-hour campaign. In some states workers were holding conventions for the shorter work day. In Massachusetts in 1852 this was the only issue on which candidates were made to take a stand. Petitions were circulated, also, but the corporation-owned legislature ignored the workers.



GRADUALLY, THE 12-hour and 11-hour days were whittled down in the late 1840's. At Trenton, N.J., the "Friends of the Ten Hour System" was formed in 1848. At public mass meetings, through independent labor political action and, when necessary, in strikes working people made the shorter work day the major labor issue. The Democratic Party in Trenton was persuaded to nominate shoemaker Charles Skelton for Congress in 1851 on a ten-hour day platform. He was elected.



PRESSURE BY THE Trenton Workingmen's Association on the New Jersey state legislature resulted in passage of a state law that year setting ten hours as the normal work day. By the beginning of the Civil War (1861) the 10-hour day had been won for skilled mechanics in many areas of the country but most factory workers still labored 11 or more hours. It had taken 30 years of hard work to cut the average work day from 12½ hours.



DURING THAT PERIOD Pennsylvania set 12 years of age as the minimum starting age for working in commercial jobs (1848). Ohio established a 10-hour day limit for working women. Employers resisted everywhere with great stubbornness. But, whether in victory or frequent setbacks, working people were becoming more unified by this struggle. It was in the fight for the 10-hour day that the basis was laid for the first national unions.

UNIONS DEMAND 8-HOUR DAY



SOLDIERS RETURNING from the Civil War in 1865 ran into heavy unemployment. As an answer, working people began demanding an 8-hour day. For this, the separate unions were much too weak to take on the growing industrial kings who had gotten rich during the war. In 1866, representatives of 60,000 workers organized in 8-hour day leagues and local unions met at Baltimore to form the National Labor Union.



THE KEY RESOLUTIONS adopted at this founding convention called for the 8-hour day, independent political action and organization of the unorganized. The organization grew rapidly. An NLU organizer told workers, "Seven workmen or other good citizens who favor our views... can form a union." By 1869 the membership had soared to 800,000, convincing proof that the organization's program was a popular one.



THE FOUNDING CONVENTION of the National Labor Union set up a committee to see President Andrew Johnson on the 8-hour day, on ending convict labor and keeping public lands out of the hands of speculators. Two years later Congress voted for an 8-hour day for all in government employ. It was 28 years since President Van Buren had ordered a 10-hour day for federal employees on public works.

SUPREME COURT KILLS 8-HOUR LAW



BUT TWO YEARS later, the Supreme Court ruled that the government did not have to abide by the 8-hour day law. An aroused labor movement turned to the states for 8-hour laws. When the California legislature ignored petitions signed by 11,000 people, the unions announced that on a set date no member would work longer than eight hours a day. The legislature surrendered and in 1868 passed the law labor wanted.



SIMILAR LAWS were passed elsewhere but labor learned that many of the laws contained loopholes which made them meaningless or that employers ignored them. Workers responded by striking as did 25,000 Pennsylvania coal miners. In a parade demanding enforcement of the 8-hour law, New York City workers in 1871 walked behind a sign which read: "Peaceably if we can, forcibly if we must. When peaceful efforts fail, then the Revolution." The sign was mounted on a cannon.



THE FOLLOWING YEAR 100,000 New York City workers, most of them construction workers, struck for three months winning the 8-hour day. Marching in a victory parade were 2,300 Singer Sewing Machine workers. Looking at the huge parade, one employer said, "I see behind all this the spectre of communism." The N.Y. Times asked, "What proportion of that long column of strikers were thoroughly American." Singer announced that it would escape to Elizabethport, New Jersey.

NATIONAL LABOR ORGANIZATIONS



ALTHOUGH THE National Labor Union, founded in 1866, lasted only six years, its activity on behalf of the 8-hour day was a major factor in the reduction of the average work day from 11 hours in 1865 to 10½ in 1870. It had sought to organize all workers, white and black, male and female, then an unprecedented labor union goal. As the NLU faded, a new organization, the Knights of Labor, grew from 28,000 members in 1880 to 700,000 in 1886.



TERENCE V. POWDERLY led the Knights of Labor under the title Grand Master Workmen. Strongly opposed to strikes, Powderly favored the setting up of cooperatives as the solution to labor's problems. He boasted of never having participated in a strike and when members, organized in "assemblies," declared their intention to strike for the 8-hour day, Powderly advised them to write essays on the subject, instead.



THE ORGANIZATION'S funds were invested in cooperatives which failed. When members defied Powderly and struck, they were denied support. In two years time, the organization dropped to 200,000 members and by 1883 it was down to 75,000. Meanwhile, in December 1886, representatives of 25 labor organizations with a membership of 150,000 met at Columbus, O. to form the American Federation of Labor.

EMPLOYERS RESTORE LONGER DAY



AERICAN WORKERS had long known that employers are ever ready to take back what they have been forced to grant. So it was with the 10-hour day and then the 8-hour day. When the economy collapsed in 1873, following the bankruptcy of the banking firm of Jay Cooke & Co., the country was thrown into six years of deep depression. It was estimated that a fifth of the workers were laid off by 1877 and only one-fifth had regular, full-time jobs.



IN 1873 there were 30 national unions. Four years later only eight or nine were left. Employers used this depression to restore the 10-hour day. In 1874 about 90,000 homeless workers, two-fifths of them women, slept on benches in New York City's police station houses for the one or two days lodging permitted them each month. The press called this assistance to the unemployed "communitistic" as it sapped "independence of character."



EMPLOYERS AGREED enthusiastically when the New York World said the depression could be cured by lower wages. When textile employers in Fall River, Mass. acted on this suggestion with a ten percent cut, workers struck. After one month the cut was rescinded. But a few months later, the employers cut wages again. This time the government cooperated by sending the militia against the strikers. After several months the workers were beaten.

DEMONSTRATIONS FOR 8-HOURS



INSTEAD OF WAGE cuts to cure the 1873 depression, workers demanded the extension of the 8-hour day. New York unions held a conference where this demand was coupled with a call for a \$30,000 limit on wealth owned by any individual. The unemployed warned the city that they would take proper food and shelter, "and we will send our bills to the City Treasury, to be liquidated, until we shall obtain work and pay for our work."



LABOR IN OTHER cities reacted similarly to the depression, making the 8-hour day the central demand. Twenty thousand marched on the Chicago city hall demanding that money left from the Chicago fire aid society be turned over to the jobless. Hoping to frighten the workers, the politicians said that only those who would agree to vaccination would get help. The rush to the doctors smashed this trick and the money was distributed.



BUT THE CHICAGO City Council never met the demand of the people for "bread for the needy, clothing for the naked, and houses for the homeless." An 8-hour day demonstration by New York unemployed in 1873 demanded the setting up of a government bureau to create jobs for all persons. A few months later, a demonstration of the unemployed was attacked by the police. Many were clubbed and trampled; hundreds were seriously injured. Those arrested were convicted for attacking the police.

STRIKES FOR CUT IN HOURS



BY 1886 AMERICAN workers were fighting heroically to win back some organization and some of the wages and conditions they had lost in the depression of the '70's. The major issue was the 8-hour work day. The Federation of Organized Trades and Labor Unions (which two years later became the American Federation of Labor) called for a general strike on May 1 for the 8-hour day. Newspapers charged that "communism was rampant."

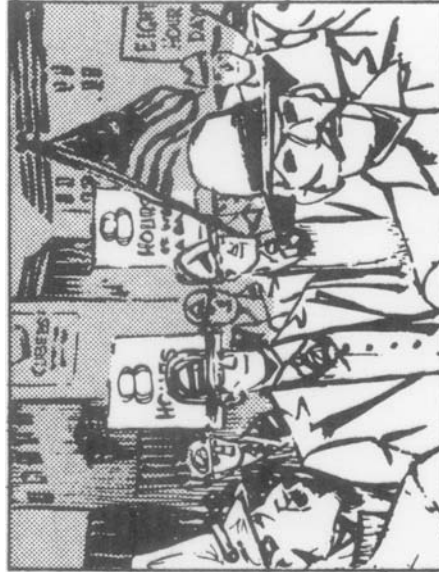


THE COUNTRY WAS warned by employers that the shorter work day was leading to "loafing, gambling, rioting, debauchery and drunkenness. A labor song of the day was: We went to feel the sunshine; we went to smell the flowers;

We're sure that God has willed it, and we mean to have eight hours;

We're summoning our forces from shipyard, shop and mill;

Eight hours for work, eight hours for rest, eight hours for what we will.



ON MAY 1, 1886, an estimated 350,000 workers in 11,562 places of business struck. Chicago newspapers reported that every railroad was crippled and most of industry paralyzed. The stockyards were shut and the packinghouse workers won the shorter day without a cut in pay as did tens of thousands of others. In Detroit, 11,000 marched and more than double that number turned out in New York City.

BRUTAL ATTACK IN CHICAGO



CHICAGO LABOR had made a most impressive showing on May 1, 1886. Two days later 1,400 were still on strike at the McCormick Harvesting plant for eight hours work and a \$2 daily wage. When workers protested the hiring of 300 scabs, police fired at them killing four and wounding many. The workers called for a protest meeting at Heymarket Square on May 4. The next evening 3,000 showed up at the protest rally.



AS THE MEETING neared its end, 180 policemen marched in and ordered the people to disperse. Suddenly a bomb was thrown killing one policeman and wounding five. The police opened fire and started clubbing the workers, killing several of them and wounding 200. Chicago became a jungle in which union men were hunted down, hundreds arrested in their homes and union offices. Eight were finally held for trial.



OF THESE EIGHT charged with throwing the bomb, only one, Samuel Fielden, had been at the rally and he was speaking when the bomb went off. The others had left. A jury of factory superintendents and foremen was chosen to try the eight. The state attorney-general declared, "They are no more guilty than the thousands who follow them ... hang them and you save our institutions." The aim was to smash the fight for the 8-hour day.

8-HOUR DAY LEADERS HANGED



SEVEN OF THE eight men were sentenced to be hanged and the other to 15 years in jail. Defendant August Spies warned the court that it would not be able to "stamp out the labor movement" with these sentences. Instead, he predicted, the executions would fan the spark of labor organization and flames would blaze up. "You cannot put it out," he exclaimed.



DESPITE PROTESTS against the sentences, four were hanged, Albert Parsons, August Spies, Adolph Fischer, George Engel; Samuel Fieldin and Michael Schwab had their sentences commuted to life, and one, Oscar Neebe, received the 15 year sentence. Louis Lingg died in prison, a suicide or murdered. Six years later, a new governor, John P. Altgeld found that the men had been innocent victims of a biased judge and jury and freed the three still in jail.



WHO THREW the bomb was never actually discovered. But there was strong evidence that it had been a planned job to smash the labor movement in Chicago. In 1900, a Chicago newspaper charged that one of the men arrested, Rudolph Schaubert, had actually thrown the bomb. He was the only one freed by the police. Seven years later, trial Judge Gary admitted that this man was actually the one who had been guilty of the terroristic act.

AFL PUSHES FOR 8-HOUR DAY



FORMED IN 1886, the American Federation of Labor decided two years later to make the winning of the 8-hour day its prime objective. Through pamphlets, newspapers, meetings, it called for a general strike on May 1, 1890. Those not yet organized were urged to set up "Eight Hour Leagues." On Washington's birthday, 1889, 240 mass meetings were held in as many cities where 8-hour day resolutions were adopted.



THERE WERE 311 such meetings on July 4 and by Labor Day the number had grown to 420. The American Federation of Labor distributed half a million circulars and 50,000 pamphlets. Pres. Samuel Gompers urged an international socialist meeting in Paris that year to mark May 1st as "International Labor Day," to denote the start of the 8-hour day movement. After considering the problems, the AFL decided to forego a general strike.



INSTEAD, IT WAS the AFL decision that the Carpenters should start the fight with the backing of the rest of the movement. On May 2, 1890, a New York daily newspaper reported: "Everywhere the Workmen Join in Demands for a Normal Day." Another headline read: "Parade of Jubilant Workmen in all the Trade Centers of the Civilized World." Thirty thousand marched in Chicago and 70 unions participated in the New York demonstrations.

COAL MINERS DEMAND CUT



THE 1890's saw many important strikes, and the move for the eight hour day figured in them. Two major strikes, which were lost, were those of steel workers at Homestead, Pa., and of railroad workers at Pullman in Illinois. In 1890, the United Mine Workers were organized. When 150,000 miners struck in the eastern Pennsylvania anthracite mines in 1902, the demands included a cut in the 10-hour day.



THE OPERATORS hired 3,000 "coal and iron" police and 1,000 special deputies to bring in scabs. The owners' spokesman, George F. Baer, declared that "God in His infinite wisdom has given the control of the property interests" to the mine owners and refused to deal with the miners. The strike was condemned in the press as an insurrection and Baer rejected President Theodore Roosevelt's offer to start arbitration.



AFTER MEETING with Baer, the President said, "if it wasn't for the high office I hold, I would have taken him by the seat of the breeches and the nape of the neck and chucked him out of that window." But even 10,000 Pennsylvania state troopers could not force the strikers to give up. President Roosevelt ordered the army into the strike area to seize the mines, throw the operators out and have the government run the mines.

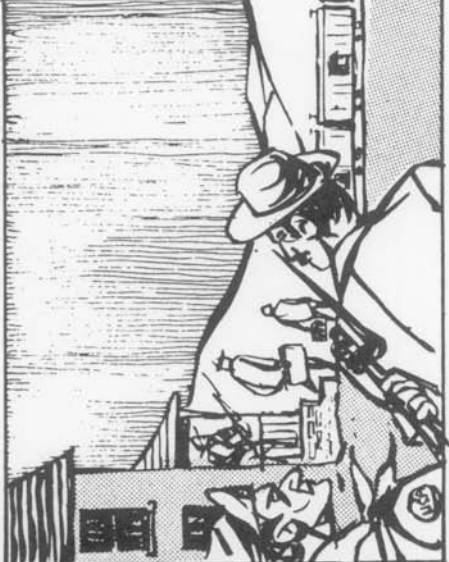
'COMMUNISTIC'. NAM DECLARES



AS THE 8-HOUR day movement spread, employers' opposition became increasingly vicious. Denouncing the movement as "communistic," the National Association of Manufacturers in 1904 saw it as an attempt to take away the property of employers. Increasingly this was coupled with violence against strikers. Among the victims were metal miners at Cripple Creek and Telluride, Colorado.



WHEN, IN 1901, the Colorado Supreme Court held the state's 8-hour day law to be unconstitutional, the trade unions succeeded by a referendum in having such a law made constitutional. But the mine owners held to a 12-hour day, 7-day week at pay of \$1.80 a day for smelter men and below \$3 for miners. Led by the Western Federation of Miners, the workers struck for an 8-hour day, \$3 a day minimum wage in 1903.



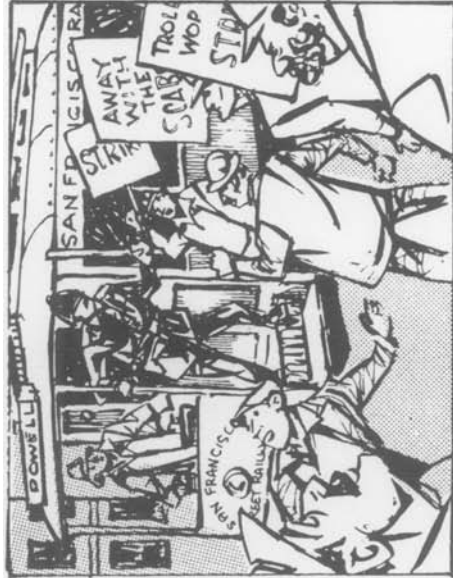
INSTEAD OF enforcing the 8-hour day law, the state turned on the strikers. One thousand troops were brought in and martial law declared. Thousands of strikers were driven from their homes at beyond point, many loaded onto freight cars and shipped out as were some of their lawyers. When a judge ordered 30 strikers freed, Gen. Sherman Bell brought troops to the courtroom and seized them.

BLOODY METAL MINERS' STRIKE



TO GROWING PROTESTS against his actions, the general declared, "To hell with the Constitution, we're not following the Constitution!" But the miners fought back, with guns when necessary, against the troops and an employer vigilante movement. Their leaders, William (Big Bill) Haywood and Charles Moyer, traveled to mining camps with guns in their belts. Many who were shipped away by the troops, rode the rails back to renew the fight.

GARMENT INDUSTRY SWEAT SHOPS



IN THE YEARS following the victory of the Colorado metal miners, workers in many other industries made the 8-hour day their main battlecry. So it was for San Francisco trolley car workers who were forced into a six-month strike in 1907 where 39 died and hundreds were injured in battles against imported scabs. In 1916, lumber workers in Everett, Wash. won the 8-hour day in a strike in which five union members were killed.



IT WAS ONE of the bloodiest struggles in U.S. labor history, during which the troops killed 42 strikers, wounded 1,112 and arrested over 1,300. Strike relief stores were blown up, and attempts made to frame strikers in dynamite plots and railroad wrecking. But after 15 months of struggle, the Telluride strikers won an 8-hour day and a \$3 a day minimum, as did some miners elsewhere. Many, however, were blacklisted.



NEWSPAPER AND magazine articles revealed that Gen. Bell was being paid \$3,200 a year above his state salary by the mine owners and that the soldiers were also on the owners' payroll. The head of the Citizens Alliance, the vigilante organization, declared, "Unions should not strike; striking unions are not legitimate; the Federation must be destroyed." But the strike over, the union grew as other areas joined in the struggle.



EMPLOYERS IN New York City's garment and shirtwaist industry ranked with the worst exploiters in the country. Tens of thousands of immigrants streaming in from Eastern Europe and Italy went to work in sweatshops. Men, but mostly women and young girls, 13 to 14 years old, slaved 14-hour days in dirty slum holes. Starting with a spontaneous walkout, 20,000 of these unorganized workers struck in 1909 and won a 6-day, 54-hour week.



THE CRUEL working conditions in these factories led to a terrible tragedy in 1911 when a fire broke out at the Triangle Shirt Waist factory. Workers rushing to the doors found them locked and approaches to fire hoses blocked by machinery. Many were burned to death as they pounded at the doors; others died as they jumped from the ninth floor. The dead numbered 146. At last the state legislature recognized the need for factory safety regulations.

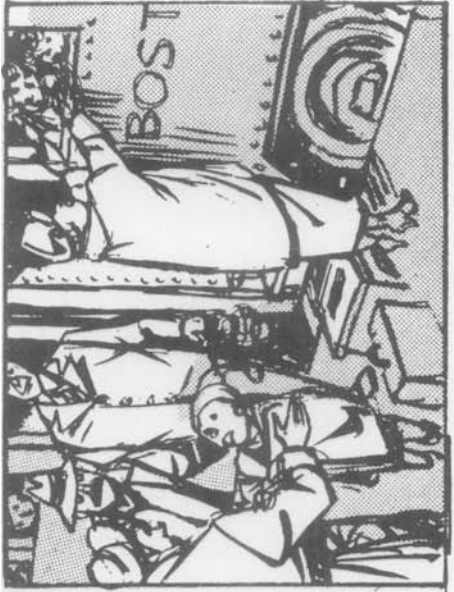
LAWRENCE, MASS. TEXTILE STRIKE



EMLOYERS IN many industries and in many areas were still resisting the 8-hour day. When Massachusetts cut the work week for women and children in the textile mills from 56 hours to 54, employers speeded up the machines and cut the \$6 pay drastically. A spontaneous strike broke out in Lawrence on Jan. 12, 1912 with 25,000 walking out. The unorganized strikers welcomed organizers from the Industrial Workers of the World (IWW).



DURING THE 63-day strike, 22 militia companies were sent in by the governor, a mill owner himself, to be used against the strikers. The employer publication saw the strike as "socialism," a challenge to law and order. Fifty imported thugs masquerading as strikers, committed acts of sabotage including overturning trolley cars which was blamed on strikers. The mayor proclaimed, "We shall either break this strike or break the strikers."



THE AFL PLEDGED its support to the strike. To ease the burden on the children, groups of them were sent to other cities to be taken in by strike sympathizers. As some lined up at the railroad, they were clubbed by the police. A congressional investigating committee heard a 15-year old girl say, "As soon as I came home I had to go to sleep, I was so tired." A fatherless 14-year old boy told of \$3 and \$4 weekly wages from which 10 cents was deducted for water.

TEXTILE STRIKERS WIN



HEADS WERE BROKEN, but not the strike. The strikers' demands were won, including time and one quarter for overtime, wage increases and rehiring of all strikers. Over 40,000 joined a parade welcoming home the strikers' children who had been sent away for the duration. Commenting on the victory, IWW leader William Haywood said, "The women won the strike." A meeting on Lawrence Common of 25,000 men, women and children strikers ratified the settlement.



BUT THE FIGHT was not yet over. After shooting a woman striker, the police had seized two strike leaders, Joe Ettor and Arturo Giovannitti, holding them as "accessories," with electrocution as the penalty. During the victory parade, the workers carried signs reading, "Open the jail gates or we will shut the mill gates." Protests against the arrests came from all over the country and other parts of the world.



THERE WERE protest general strikes in New England cities. Five thousand attended a Pittsburgh protest meeting, 1,000 in Lewiston, Maine. From Niles, Warren and New Castle, Ohio came defense funds. Meanwhile, American Woolen Co. Pres. William Wood was indicted for involvement in a strike dynamite plot. He was acquitted, but a friend of his confessed and committed suicide. Ettor and Giovannitti were found not guilty.

ATTACK ON WESTINGHOUSE STRIKERS



IT WAS ALMOST a national pattern for troops to be called out when workers struck for an 8-hour day. So it was in Pittsburgh in 1916 when employees of the Westinghouse Electric Corp. struck the company's plants in the industrial valley. Employer association ads cried that granting this demand would drive industries away from the area. Newspaper editorials saw the hand of "radicals, socialists." Violence was the answer workers got.

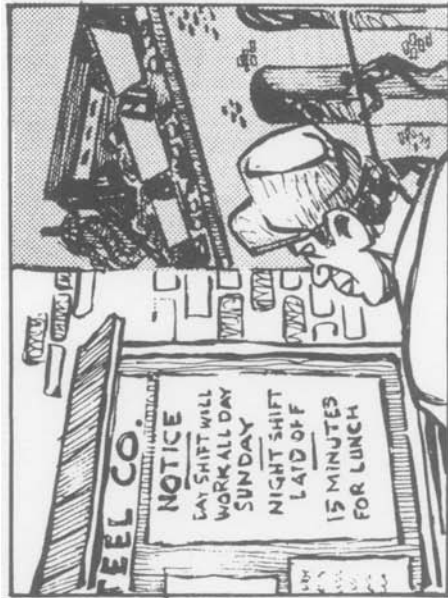


THE STATE MILITIA was brought in, martial law declared with cannons and machine guns mounted around the plant. Three thousand strikers and their wives who marched to the Edgar Thompson steel works in Braddock to ask for support were met by withering gun fire from the "coal and iron" police—company police deputized by the state. Three fell dead, many wounded and the press told of women rushing to the front to carry away those who had been hit.



THE PITTSBURGH Gazette Times wrote, "Practically every man that made up the storming force ... was a foreigner," as if that justified the attack or the denial of the 8-hour day. Many strikers were convicted for strike activity after a judge denounced their leaders for "preaching the gospel of anarchy and the inciting of workmen to violence." The strike was lost, and many workers were blacklisted.

STEEL STRIKE IN 1919



ALTHOUGH MANY 8-hour day victories had been won since the beginning of the 20th century, when World War I ended, vast numbers of working people were still toiling 10, 12-hour days and 6-day weeks. This was especially true in the heavy industries. Divided by craft unionism philosophy, still recalling the crushed Homestead, Pa. strike of 1892, steel workers were almost completely unorganized at the war's end.

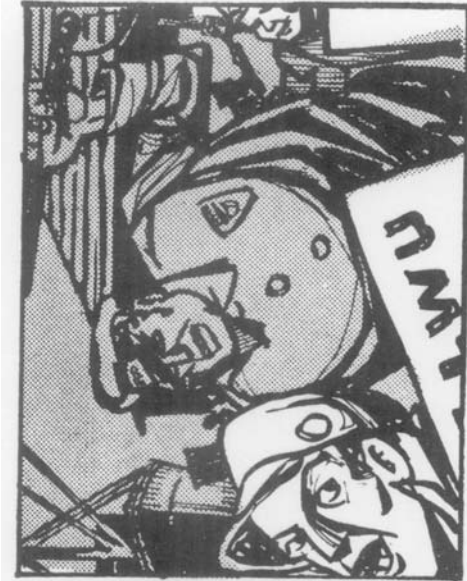
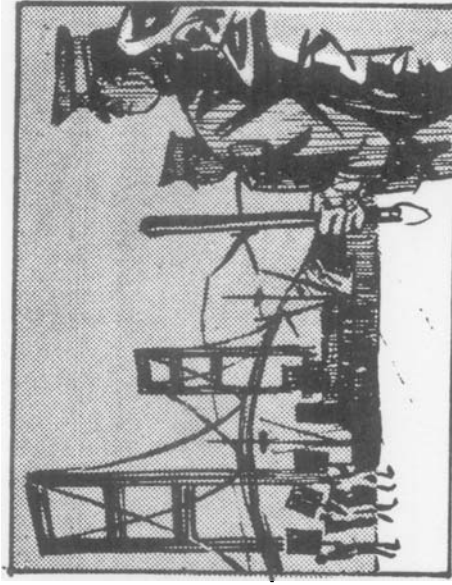


THE 12-HOUR day, 6-day week was common in the steel industry when AFL Pres. Wm. Green assigned Wm. Z. Foster to lead an organizing drive. Foster set up a committee of 24 craft unions that demanded an 8-hour day, one day's rest in seven, abolition of the 24-hour shift, union recognition and overtime pay. Turned down by the employers, 365,000 workers struck in Sept. 1919. The president of U.S. Steel saw the strike as an attempt "to sovietize the steel industry."



AGAIN, EMPLOYER-organized violence was dominant. At Gary, Ind., the regular army was used; 18 strikers were killed. The Justice Dept. seized hundreds of foreign born workers and ordered many deported. Thousands of deputy sheriffs, state constabulary, vigilantes were massed in the Pittsburgh area. Homes and union offices were invaded. Murder, wounding of hundreds, scabs and starvation finally beat the workers.

SAN FRANCISCO GENERAL STRIKE



BETWEEN THE defeat of the steel workers in 1919 and the great depression of the 1930's, there were many strikes for the shorter work day. Typographical workers fighting to retain the 8-hour day they had won earlier, furriers winning the 40-hour week, miners and railroad workers gaining shorter hours. Even the 30-hour week became a labor demand, incorporated in a congressional bill as unemployment hit 18-20 million.

ONE OF THE most impressive struggles in U.S. history was launched on the west coast in 1933 when waterfront employers refused to recognize the longshoremen's union. On May 9, 1934, 12,000 longshoremen in all Pacific Coast ports, led by Harry Bridges, struck with eight other maritime unions joining shortly after for a total of 35,000. Again employer-police brutality was the answer, and again the cry of "communism."

ON JULY 5, the police attacked the strikers in San Francisco with gas, bullets and bombs. Two workers were killed, hundreds wounded. The governor sent in the National Guard. It was labor's turn now, and by July 16, 160 local unions with a membership of 127,000 voted for a general strike. It happened the next day. Despite the presence of 3,000 additional troops, the city was paralyzed. Out of it, the longshoremen won a 6-hour day, 30-hour week.

WAGE-HOUR LAW PASSED



MORE THAN half a century had passed since labor made the 8-hour work day a major goal in strikes and collective bargaining when, in 1938, President Franklin D. Roosevelt signed the Fair Labor Standards Act, commonly known as the Wage-Hour Law. The law provided that workers engaged in production of goods for interstate commerce or

in interstate commerce be paid time and one-half for overtime after 40 hours and minimum wages of 25 cents an hour.

This legislative victory of great historical importance followed the revitalization of the labor movement through the organization of

continued

continued

industrial unions. Throughout the struggle for the 8-hour work day, working people had coupled their economic struggles with political and legislative demands, winning laws on the work day in numerous states. It was only the economic power of working people that had made legislative progress possible.

Four decades have passed since federal law recognized the 8-hour day. While some workers have since negotiated contracts calling for fewer hours per day, no substantial progress has been made in reduction of the hours of work.

This, despite the fact that factory production increased by 249 percent between 1947 and August 1977, while the number of production workers increased by only 9 percent. Since 1974, the number of hourly workers has fallen by 737,000.

Every major industry reports tremendous increases in output accompanied by drastic cuts in employment.

Even the most optimistic economists admit that millions of Americans will remain unemployed whatever government action now contemplated is realized.

As automation continues to take over larger areas of production,

assembly, testing and shipping, the job crisis can only get worse.

If the 8-hour day was seen by working people in the 1880's as being an urgent need, considering industrial development of the time, working people a century later can see in their plants and in the unemployment figures how timely is the need for a new assault on the length of the work day.

The reduction of the work week for 55 million workers by 5 hours through the establishment of a 35-hour week, it is estimated, would create 7,850,000 jobs; a cut to a 32-hour, 4-day week 13,750,000 jobs and a 30-hour week would bring 18,300,000 jobs.

At each stage in the struggle to reduce the work week, employers and their politicians have said it would be too costly and would destroy the industry.

Instead, each victory for shorter hours has made life easier for working people and brought new advantages for the entire country.

Labor in the last decades of the 20th century must take up the struggle for shorter hours which those who came before waged so courageously and eventually won.

Among the sources relied on in preparation of this booklet were: *Labor's Untold Story*, by Richard O. Boyer and Herbert Morais published by the UE, 11 E. 51st St., New York City, and Volume 1 of *The History of the Labor Movement in the United States* by Dr. Philip S. Foner, International Publishers, New York City.

OBJECTIVE II: THE PRESENT
Students will be able to understand what a union is and demonstrate knowledge of the collective bargaining process.

TITLE 1: Are There Any Unions In Our Community?

GRADE LEVEL: 4 through 6

TIME: 50 to 60 minutes or 2 to 3 class sessions

MATERIALS: Althea. What Is A Union? New York: Rourke Enterprises, Inc., 1981.

magazines, union logo

VOCABULARY:	Union	Wages
	Labor	Open Shop
	Contract	Hours
	Strike	Craft
	Journeyman	Organize

INTRODUCTION: Building on student knowledge about the mining and textile industries as they relate to workers, the teacher will initiate a discussion of what unions are and what they do.

ACTIVITIES:

1. Read aloud What Is A Union? and discuss with students basic information about unions (See Attachment #4). The teacher may assign the "Fill-in-the-Blank" and "Wordsearch" exercises to reinforce the students' grasp of this information (See Attachments #5 and #6).
2. Have students construct a collage from magazine pictures depicting the occupations in their community which are unionized.
3. Assign students to conduct interviews with parents, teachers, or relatives on the types of unions they belong or have belonged to and how they feel the union helped them.
4. Design materials for a fictional union in the community. Students will identify the union (what occupations it will represent) and create a logo, poster and fact sheet (number of members, occupations, staff) for it.
5. Have students crayon or watercolor the scenes in What Is A Union? When they are finished, ask the students to list the unions in their community and write a brief paragraph on what each union does.



What is a Union?

by Althea



What is a Union?

by Althea
illustrated by Chris Evans

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II. Title.

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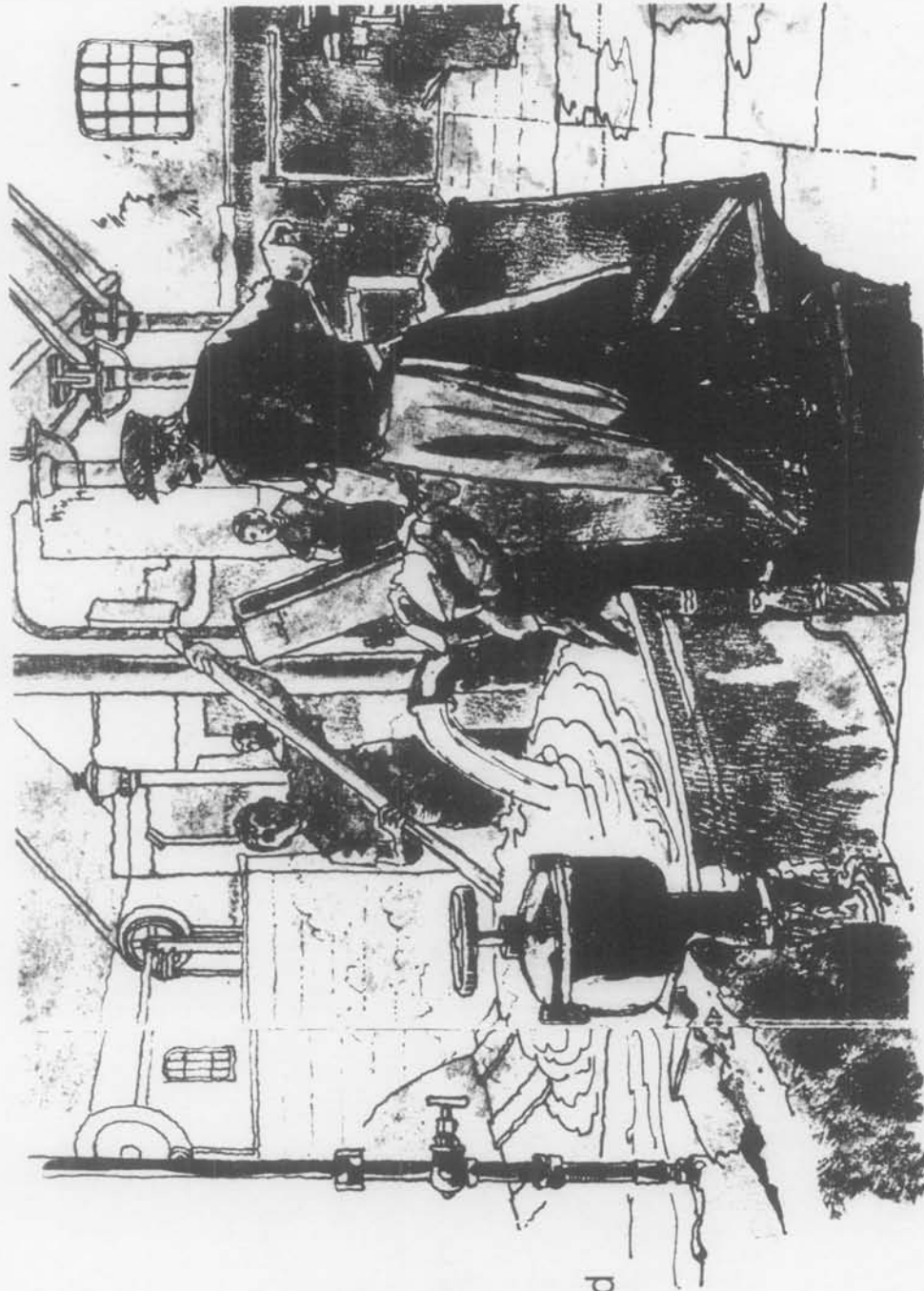
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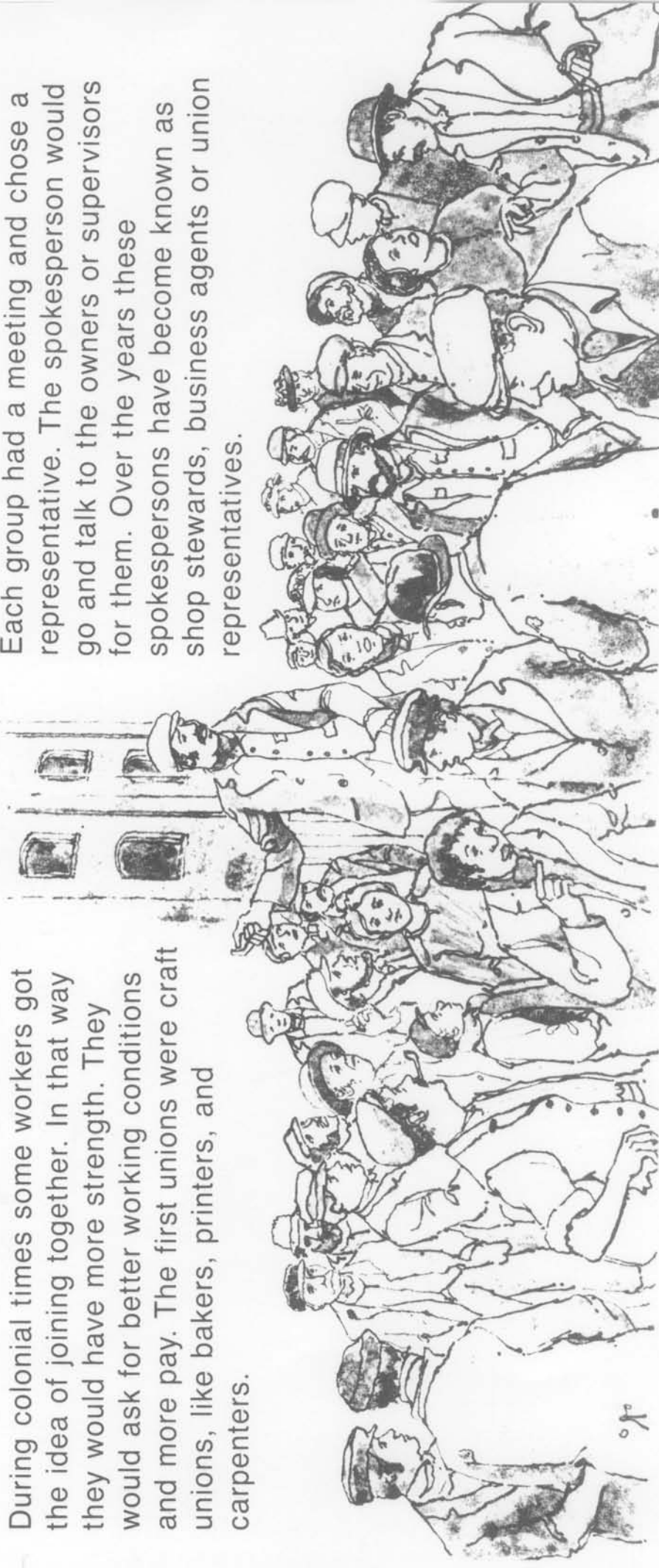
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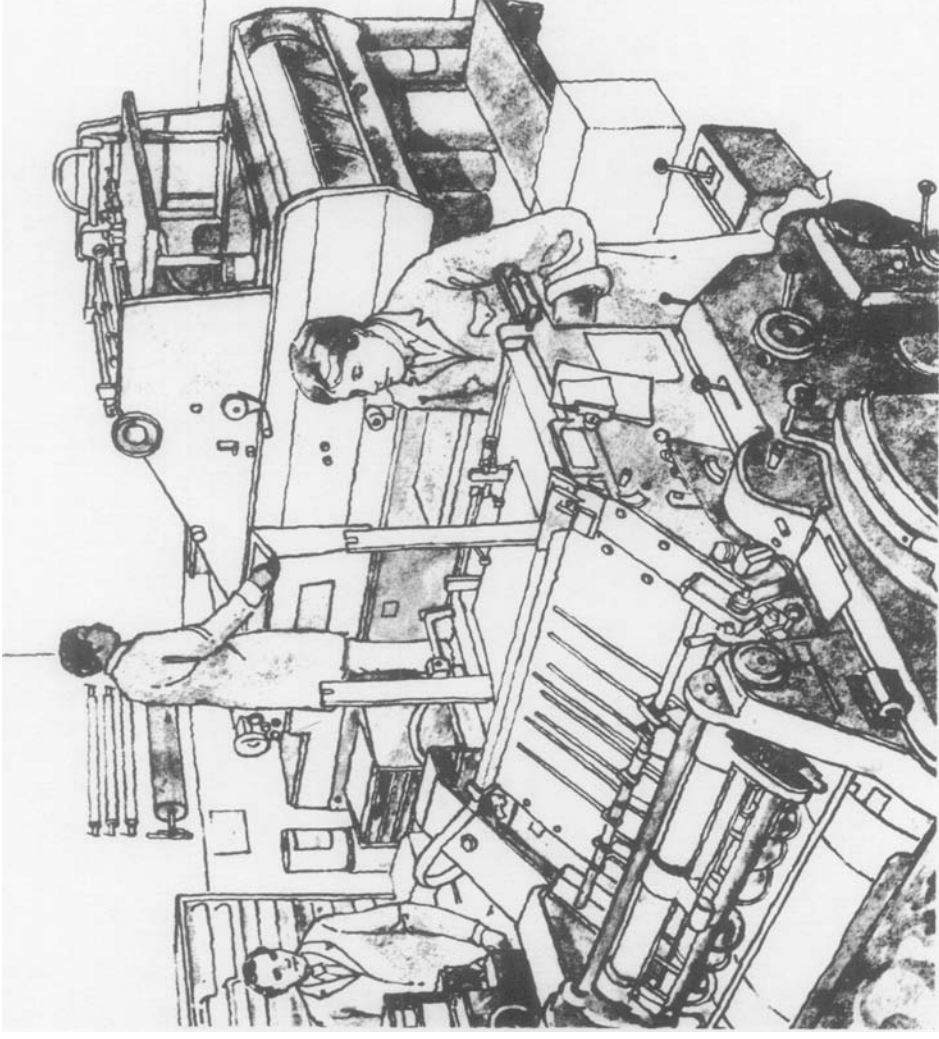


The first trade unions were started about the year 1780. They began because workers were not satisfied with working conditions. They had to work long hours in dark, dirty, dangerous places. They worked hard and were paid little money.

During colonial times some workers got the idea of joining together. In that way they would have more strength. They would ask for better working conditions and more pay. The first unions were craft unions, like bakers, printers, and carpenters.

Each group had a meeting and chose a representative. The spokesperson would go and talk to the owners or supervisors for them. Over the years these spokespersons have become known as shop stewards, business agents or union representatives.



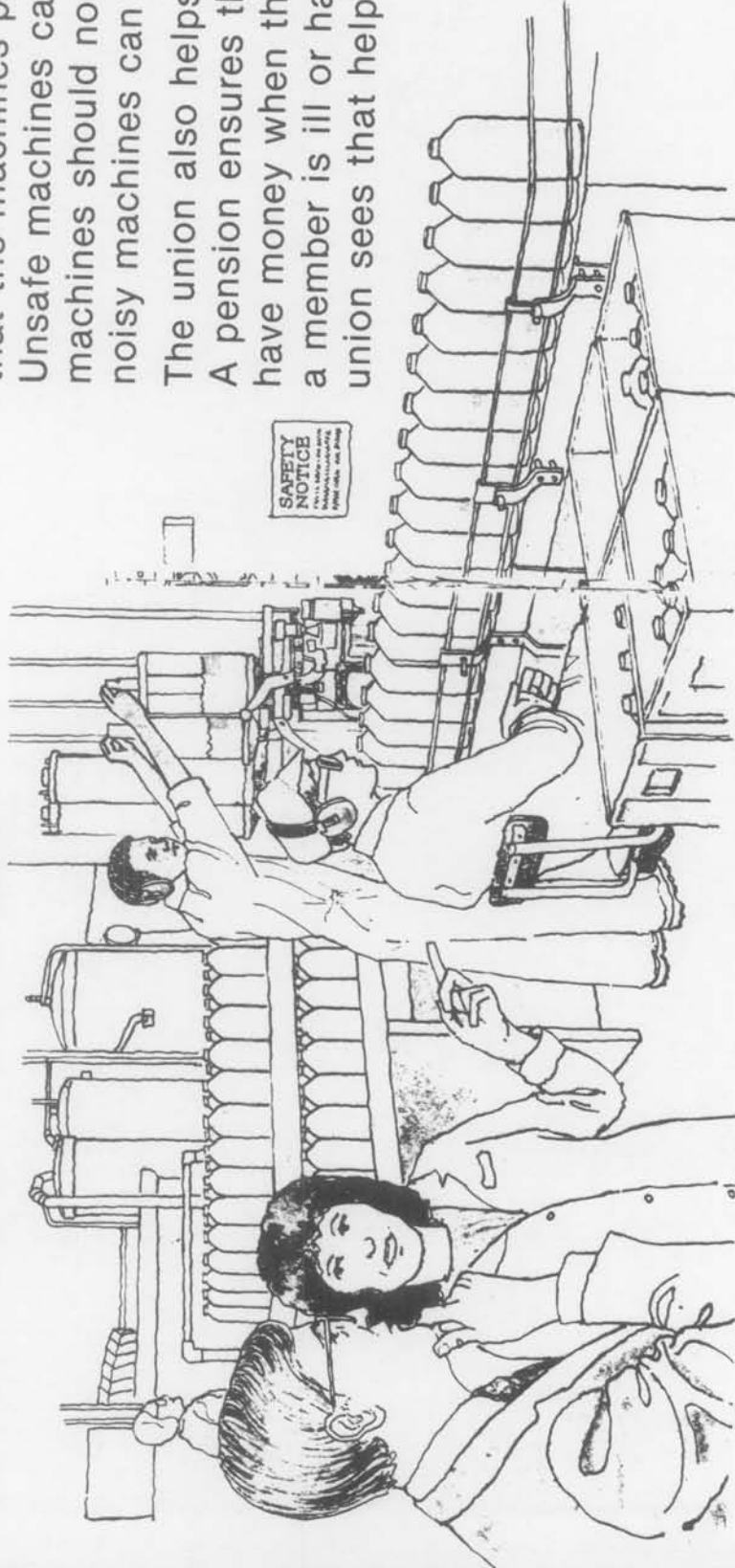


Today unions may be found in offices, factories, schools, hospitals and other places where men and women work. There are many different kinds of jobs. Often there is more than one union at a worksite.

In a factory making soft drinks, for example, there may be one union for the people who make the drink. Then, there sometimes is another union to look after the people printing the labels. Also, there may be a third union for the people in the offices.

Some people think that unions spend all their time trying to get their members better pay and longer vacations or shorter hours.

In fact, they help in many other ways. They talk to the managers to make sure that the machines people use are safe. Unsafe machines can hurt people. Also, machines should not be too noisy. Very noisy machines can make people go deaf. The union also helps arrange pensions. A pension ensures that people will still have money when they stop working. If a member is ill or has an accident the union sees that help is given.



Unions try to make sure there are jobs for everyone. This is a very difficult problem. One solution may be for people to work shorter hours. In this way more people are able to work.

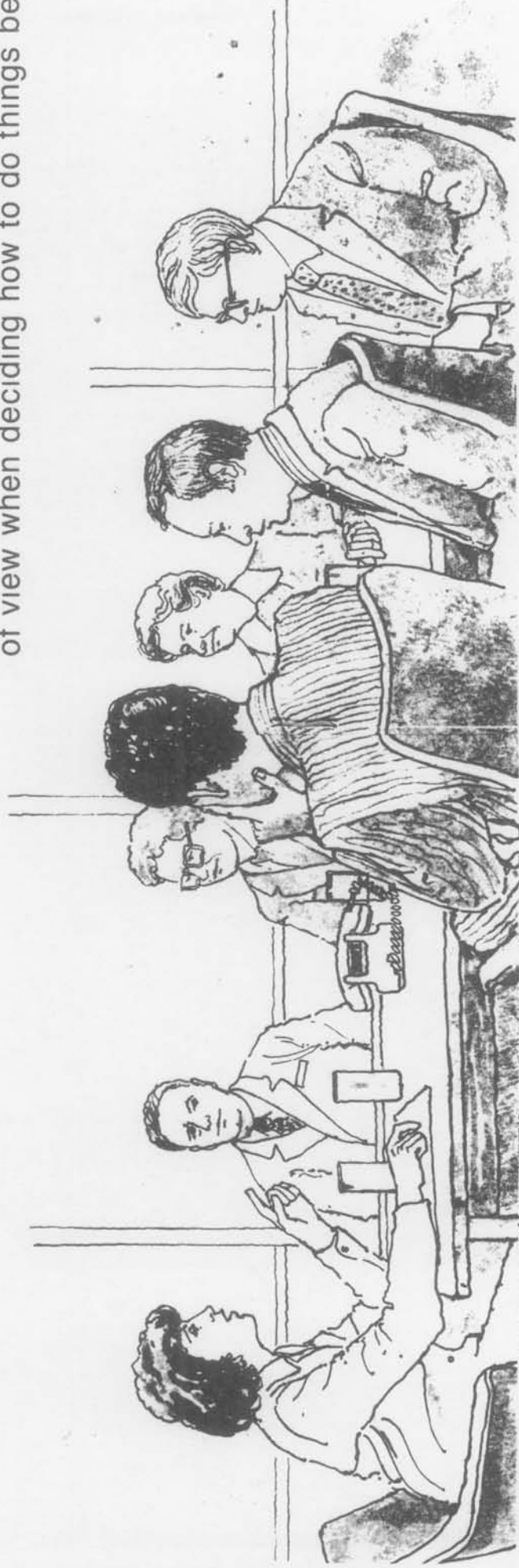
Unions have fought for fewer work hours so people can spend more time at home with their families.

The unions also call meetings to talk about training programs. These programs help their members learn new jobs and prepare for new kinds of employment. Unions also tell their members about new federal and state work laws.



People like to know about any changes that will be made and how their place of employment is doing.

Anyone who works might have a good idea to make things work better. The union can pass their ideas on to the management. The unions often give advice to help make the job more successful. It is useful to have several points of view when deciding how to do things better.



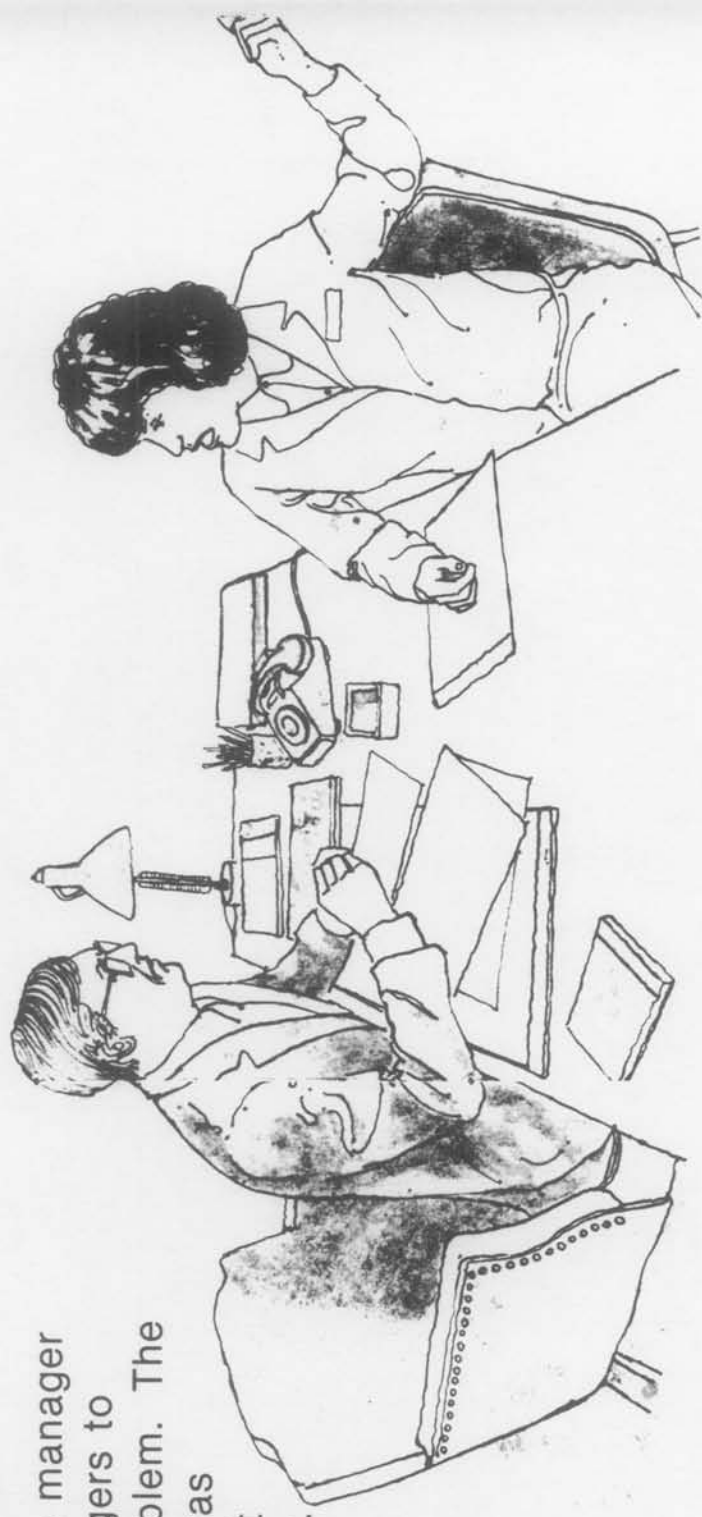
At the soft drink factory the people making the drinks are upset. This is because one of the workers has been fired for not working fast enough.

The shop steward goes to the manager in charge and asks the managers to have a meeting about the problem. The worker says that something was wrong with the machine. That is why he was working slowly.

After the meeting, the managers agree it was unfair to send the worker home. He is rehired.

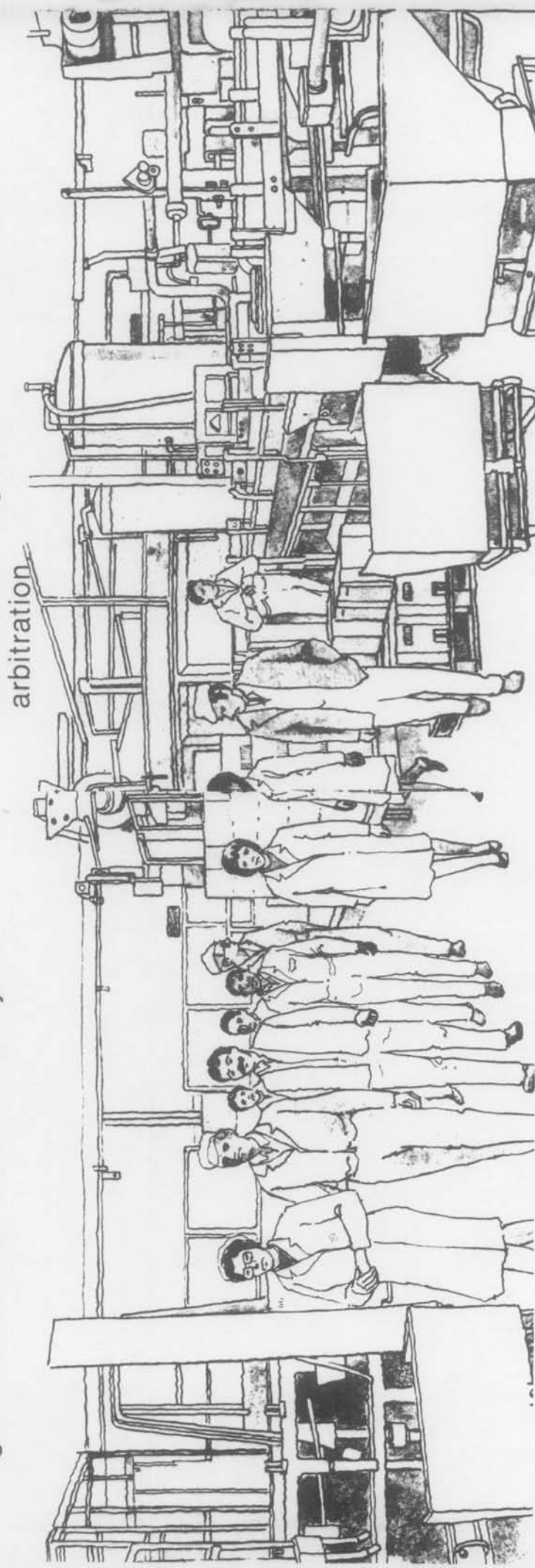
Everyone is pleased.

What if the managers had not rehired the worker? In that case the shop stewards would have called a union meeting to discuss what to do about it.



Sometimes, the union and the managers have very difficult problems. Even after much talking they cannot agree about what is fair for everyone.

If the union and the managers cannot agree, then the union may ask that a third party settle the disagreement. This is called arbitration



Occasionally, when workers and the owner or supervisors cannot agree, the workers may go on strike. This means people in the union stop working. The worksite has to close for a time, and the members do not get any pay.

Unions usually do not like to strike. However, on rare occasions it is the only way to settle their disagreement with management.



Television, radio, and newspapers frequently report strikes. They talk about the number of working days lost by strikers.

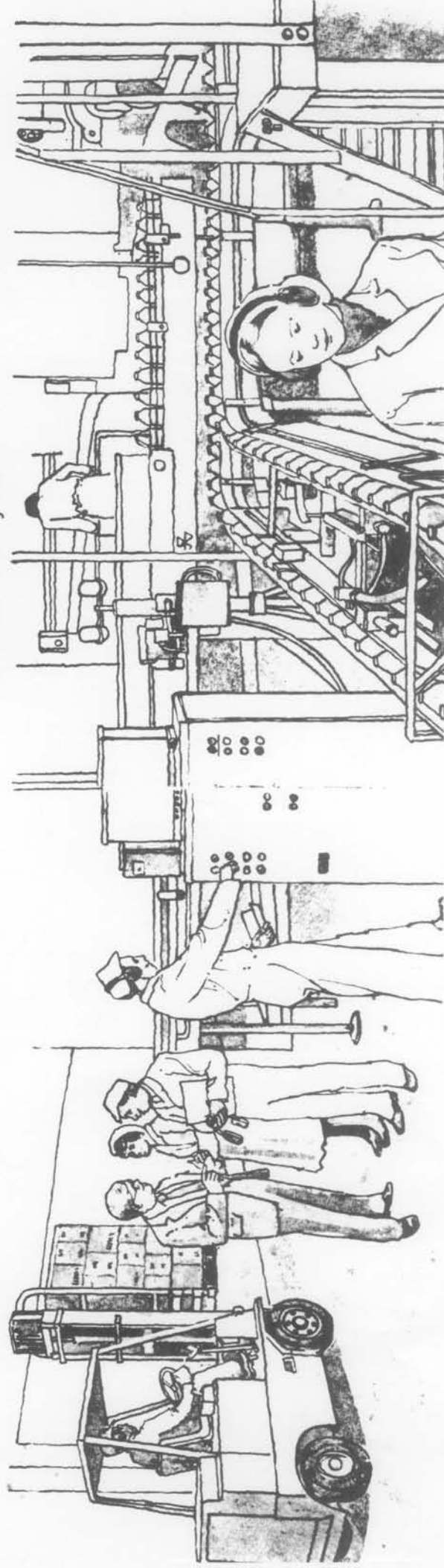
Most people who belong to unions have never been on strike, and hope they will never have the need.

More working days are lost by people being ill than by people going on strike.



When companies are well run, the things they make will get sold. Then there is enough money to pay all the bills. The owners get good profits, the managers get good salaries and the workers get good pay and conditions.

Keeping everyone happy is not an easy task. There are different ideas about how to do it. Everyone hopes they can have a good place in which to work. Everyone would like to have enough money to live comfortably and enjoy life. Unions have been working for this cause for over 200 years.



ATTACHMENT #5

Fill-in-the-Blank

Choose the correct word from the list below and complete the sentences.

union	labor
contract	strike
journeyman	wages
open shop	hours
craft	organize

1. A _____ learns a skilled trade after years of working under a master craftsman.
2. The skilled job that a worker performs is called his/her _____.
3. A _____ is a signed agreement between the workers and employer which explains their mutual rights and obligations.
4. The contract often spells out in detail such important provisions as _____ and _____.
5. When workers decide to work together for their common benefit, they join a _____.
6. Sometimes workers and owners disagree about job-related issues. If they cannot reach an agreement after much discussion, the workers are forced to stop work and go on _____.
7. The work which an employee does in return for wages is commonly called _____.
8. A shop or factory in which there is no union is called an _____.
9. Workers must join together or _____ if they are to have more strength to fight for better working conditions.

WORDSEARCH

FIND THE WORDS LISTED BELOW AND THEN DEFINE THEM.

CONTRACT

UNION

STRIKE

OPEN SHOP

JOURNEYMAN

HOURS

WAGES

CRAFT

LABOR

ORGANIZE

J	B	D	E	C	I	N	I	Q
O	L	A	B	O	R	O	U	B
U	N	I	O	N	E	X	Y	O
R	P	S	T	T	O	W	E	W
N	H	O	U	R	S	I	A	R
E	M	O	W	A	G	E	S	Z
Y	N	P	S	C	R	A	F	T
M	Q	R	S	T	R	I	K	E
A	O	R	G	A	N	I	Z	E
N	O	P	E	N	S	H	O	P

THE PRESENT

- TITLE 2:** Collective Bargaining and Role Play
- GRADE LEVEL:** Advanced 6
- TIME:** 50 to 60 minutes or 2 to 3 classroom sessions
- MATERIALS:** International Brotherhood of Teamsters: Focus On Negotiations
pp. 1 - 36
(Reprints are available through the Department of Human Services, International Brotherhood of Teamsters, 25 Louisiana Avenue, N.W., Washington, D.C., 20001)
- VOCABULARY:** Collective Bargaining Compromise
Negotiations Contract
Arbitration Ratification
Mediator
- INTRODUCTION:** The students will share personal experiences that demonstrate how they have "negotiated" terms on various home issues with their parents. This would include items like bedtime, household chores, curfew, and so on.

ACTIVITIES:

1. Students will discuss issues of school policy that concern them, e.g., cafeteria food, recess, dress code, study periods, amounts of homework. Students will decide how these issues could be changed and also determine what problems the school administrator might have with their suggestions. Students will choose one item and develop an action plan to attempt to change the situation, e.g., a favorite student food to be served at least once a week.

NOTE: The teacher may select parts of "Focus on Negotiations" as a pre-class reading assignment in order to familiarize students with the collective bargaining process. If these readings are judged to be too advanced, the teacher will write a simplified explanation using "Focus on Negotiations" as a reference. The teacher will share this with the class.

2. Students will develop a class suggestion box for grievances. A committee, selected by the class, will negotiate with the teacher to solve the grievances, and the committee will report the findings of the bargaining to the class. The reports on the bargaining should be done in a class meeting. Before holding the meeting, students will develop a set of rules and regulations for the meeting.

3. Students will create a skit that depicts the roles of labor and management during collective bargaining. The students will use an item for bargaining that directly affects them.
4. Students will write a radio broadcast or newspaper story for their school paper highlighting the ideas they believe are important to collective bargaining negotiations.
5. Students will complete a crossword puzzle using the vocabulary of collective bargaining (See Attachment #7).
6. Students will debate the positive and negative aspects of collective bargaining. Opinions will be supported by at least one statement of fact.

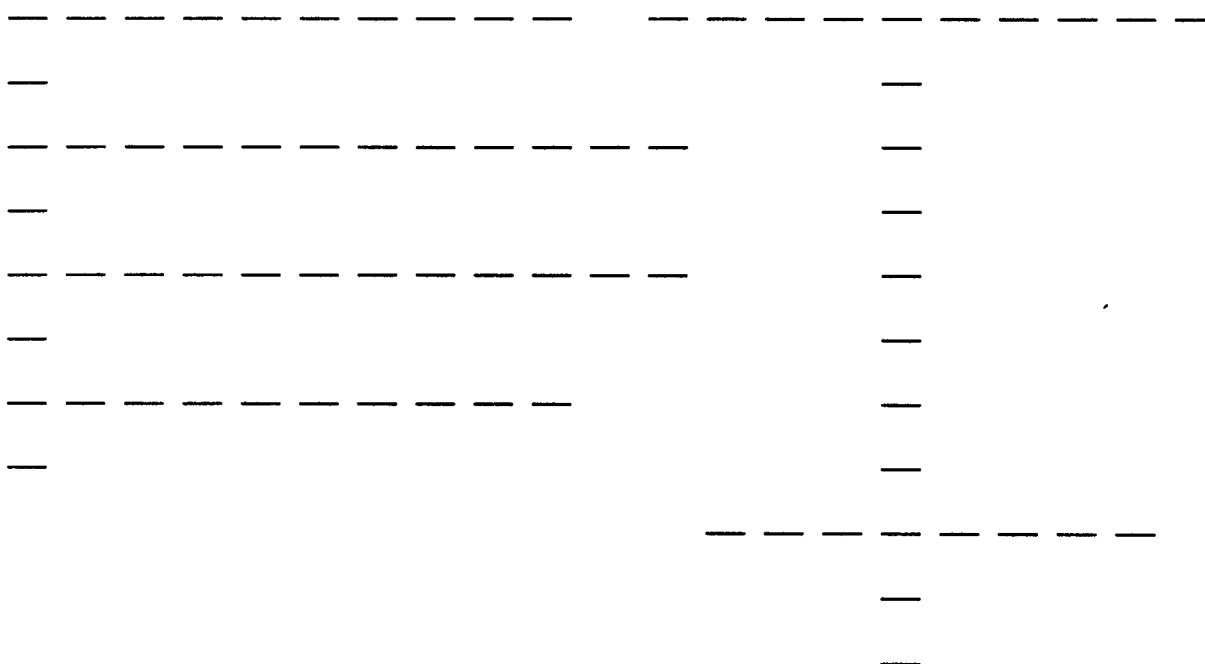
ATTACHMENT #7

COLLECTIVE BARGAINING CROSSWORD

Use the vocabulary words listed below to fill in the puzzle.

COLLECTIVE BARGAINING
RATIFICATION
NEGOTIATIONS
ARBITRATION

COMPROMISE
CONTRACT
MEDIATOR



The process by which the employer and the union negotiate a contract

The discussions between labor and management which lead to a settlement or contract

A settlement in which the employer and the union make concessions

The method of settling disagreements between employers and workers by having an impartial third party decide them

The process by which union members vote to approve or reject a negotiated contract

The legal and binding written agreement between the union and the employer and the goal of collective bargaining

OBJECTIVE III: THE FUTURE

Students will be able to envision the role of unions in a future society.

TITLE 1: Unions: A Look Into The Future

GRADE LEVEL: 4 through 6

TIME: 4 1/2 to 5 hours

MATERIALS: Pens, pencils, theme paper, construction paper, crayons, old socks, markers, large cardboard box (appliance or tissue)

What Is A Union?

Selected guest speaker on the subject of the future of unions

VOCABULARY:	Collective Bargaining	Negotiations
	Mediation	Compromise
	Arbitration	Contract
	Ratification	Union
	Company	Shop Steward
	Foreman	Business Agent
	Journeyman	Apprentice
	Wages	Hours
	Profits	Plant
	Unemployment	Organize
	Strike	

INTRODUCTION: Students will read What Is A Union? by Althea.

ACTIVITIES:

1. Students will work in small groups to devise new or "future" terms for the vocabulary listed above. For example, in the future the term plant might be know as the microdeck.
2. Referring to particular concepts from What Is A Union?, the teacher will elicit responses from the students to such questions as:
 - a. Will people in the future need unions?
 - b. What will the unions of the future be like?
 - c. How will unions help people to work together?
3. Students will imagine the kinds of work they will perform as adults. The class will share these written ideas in group discussions.
4. Using the materials listed above, students will construct a

model of their future worksite.

5. Advanced students may wish to write a one-act play (10 to 20 minutes) entitled "Workers of the Future."
6. Students will develop 5 to 10 questions they plan to ask a guest speaker on the future of unionism.

OTHER POSSIBLE ACTIVITIES:

- Hold a poster contest for drawing a future labor leader.
- Hold an essay contest for writing about the labor leaders of the 21st Century.
- Develop a cartoon strip entitled "Captain Union."
- Elect a future labor leader from the class.
- Develop a list of labor terms to pantomime.
- Compose a song about unions in the future.
- Write a letter to a friend describing your future union job.
- Using a computer, compose a Wordsearch, Scramble or Crossword Puzzle for labor vocabulary.

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**APPLYING CRITICAL THINKING
TO LABOR STUDIES**

ADVANCED STUDENTS GRADES 9-10

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INTRODUCTION

I know of no safe depository of the ultimate powers of the society but with the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take power from them, but to inform their discretion through instruction.

Thomas Jefferson (1820)

The "enlightened citizen" of Jefferson's republic appreciated the use of power in shaping a self-governing society. Like Jefferson, this ideal democrat saw education as the bulwark of a free people. Today's students are becoming the "enlightened citizens" of tomorrow's democracy. They, too, must learn to think critically in order to analyze problems and devise solutions to the challenges which they will confront. This is particularly true for the working world where students will come head to head with situations fraught with ambiguous circumstances and conflicting rights. Then they will have to decide for themselves what is just and fair.

As teachers, we believe we can best "inform their discretion" through instruction about organized labor and its influence on the development of our nation. By teaching students to apply critical thinking to work-related issues, we hope to sharpen their analytical skills while informing them of the practical application of labor concepts to daily life.

This unit was developed as an alternative to the "textbook" approach of many curriculums. Oriented toward advanced students, it presupposes a modest familiarity with unionism and offers a process which can be applied to a variety of subjects. Adaptation of this unit to other grade levels is encouraged.

GOAL: To develop in the student the ability to think critically by focusing on labor-related issues.

OBJECTIVES:

- I. The student will gain an awareness of the concept of work and its effect on one's life.
- II. The student will examine the impact of values, attitudes, and beliefs as they relate to earning a living.
- III. The student will consider the ways by which people, institutions, and circumstances influence one's future.
- IV. The student will develop skills to analyze problems related to the working world.

INSTRUCTIONS

TEACHER ROLE: to act as a facilitator overseeing the group participants while controlling and directing each group. The teacher should limit "brainstorming" to fifteen minutes.

STUDENT ROLE: to work in groups of 3-5 while following the step-by-step process. Students should have an understanding of how the "brainstorming" process works.

NOTE: Brainstorming, the process of generating and modifying many ideas, is one of the basic skills of problem-solving. Brainstorming consists of several steps:

- 1) getting as many ideas as possible "on the table;"
- 2) encouraging creative and unusual speculation;
- 3) withholding evaluation of all ideas until later;
- 4) adapting and combining ideas to produce new concepts.

"Brainstorming" is useful in problem-solving exercises because it teaches students how to divide the thinking process into a series of steps which they can understand and follow.

MATERIALS:

1. Each student is to receive a copy of the sample scenario (see "Labor Dispute").
2. Each student is to receive a copy of the sample problem-solving steps (see "Problem-Solving Process, Steps 1-6").
3. Five additional scenarios and one set of problem-solving forms are provided at the end of this unit.

PROCEDURE:

1. Photocopy the necessary material.
2. Assign students to groups.
3. Hand out the scenario and problem-solving forms.
4. Read the scenario aloud.
5. Follow the step-by-step process.
6. Develop skits (approximately five minutes) to demonstrate or explain your best solution to the problem situation. Props can add fun to this enrichment activity.

ALTERNATIVE IDEAS FOR WRITING SCENARIOS

1. The teacher may write his/her own story relevant to local labor problems.
2. The teacher may assign a group of five students to "brainstorm" ideas for writing their own work-related scenario.
3. Individual students may interview relatives, neighbors, or others about their job experiences. Using this information, students will then develop work-related stories.

SURVEY EXAMPLE

- 1) Do you like your job?
 - 2) Do you believe you are adequately compensated for your job?
 - 3) What is the most enjoyable and satisfying experience(s) you have encountered in your job?
 - 4) What is the least enjoyable experience(s) you have encountered on your job?
 - 5) What could you do to make your work more satisfying and fulfilling?
4. Individual students or groups may conduct a literature search (e.g., classics, fables, poetry) for work-related issues. Students will then prepare scenarios based on the findings of the search.

SUGGESTED TOPICS FOR ADDITIONAL SCENARIOS

Benefits for Workers

Child Labor

Collective Bargaining

Contract Agreements

Equality in the Workplace

Job Security

Labor Law

Labor and Management

Minorities in the Workplace

Organizing a Labor Union

Pensions

Public Employees

Strikes

Unemployment

Work Sharing

Health and Welfare

Human Dignity in the Workplace

SAMPLE SCENARIO

LABOR DISPUTE

Dennis Robal is a hard working city truck driver for Orange Freight Express. An eleven year employee, Dennis promotes the company name while on the job. He handles freight carefully and drives on the least congested routes in order to save company time. Dennis and his co-workers are members of the Teamsters Union.

Orange Freight Express requires its employees to have a physical examination every two years. The company has scheduled Dennis' appointment for Tuesday at 7:00 A.M. The exam should take approximately one hour, allowing Dennis enough time to arrive at work by his daily starting time of 8:30 A.M.

On the day of the exam the physician is running behind schedule. As a result, Dennis arrives at the Orange Freight Terminal at 9:10 A.M. The dispatcher reminds Dennis that company rules require all workers to begin the workday no later than thirty minutes after their official starting time or forfeit the day's work. Despite Dennis' explanation for his late arrival, the dispatcher refuses to send him on his regular run. "See the boss; if he says it's O.K., I'll send you out," says the dispatcher. Dennis spends the next fifteen minutes unsuccessfully trying to locate the Orange Freight manager. What should Dennis do?

SAMPLE

PROBLEM-SOLVING PROCESS
STEP 1: WRITING THE PROBLEMS

Write ten problems that may arise from the labor situation you have read. Write complete sentences clearly explaining each idea.

-
1. Dennis could become angry and quit his job.
 2. Orange Freight Express could face a costly and time-consuming grievance procedure with the Teamsters Union.
 3. Dennis could be penalized a day's wages because of company work rules.
 4. Orange Freight Express could face the prospect of a wildcat strike.
 5. Dennis could get into an argument with the company dispatcher and be fired for fighting.
 6. The Teamsters Union could have difficulty resolving Dennis' grievance due to a contract provision recognizing company work rules.
 7. Dennis could become frustrated with company policy and no longer work as conscientiously as before.
 8. Dennis could develop a medical problem due to the stress
-

SAMPLE

PROBLEM-SOLVING PROCESS

STEP 2: WRITING THE PROBLEM STATEMENT

From the ten problems listed in Step 1, identify the underlying problem. You may combine several ideas into one. Write this underlying problem below.

Problem Statement:

The underlying problem is that Orange Freight Express has an _____

inflexible policy regarding starting time.

SAMPLE

PROBLEM-SOLVING PROCESS
STEP 3: WRITING SOLUTIONS

Write five solutions to the underlying problem.

-
1. Orange Freight Express negotiates a solution acceptable to

Dennis by going through the grievance procedure with the

Teamsters Union.

 2. Orange Freight Express gives its dispatcher more flexibility

to decide similar cases in the future.

 3. Based on Dennis' case, Orange Freight Express rescinds its

policy immediately and compensates Dennis for the loss of a

day's work.

 4. The Orange Freight manager meets with Dennis and waives

company policy in this instance.

 5. Orange Freight Express changes its late-arrival policy from

one-half hour to one hour, effective the first day of next

month.

-
-

SAMPLE

**PROBLEM-SOLVING PROCESS
STEP 4: WRITING CRITERIA**

Develop five criteria for judging the effectiveness of your solutions.

1. The solution which will best help Dennis

2. The solution which will best help Orange Freight Express

3. The solution which will be the least costly

4. The solution which will be the easiest to implement

5. The solution which will be most acceptable to all parties

SAMPLE

PROBLEM-SOLVING PROCESS STEP 5: EVALUATING THE BEST SOLUTION

Evaluate the five solutions based on your five criteria (10 points=highest; 1 point=lowest).

<u>SOLUTIONS</u>	<u>CRITERIA</u>	<u>SCORE</u>
#1	#1	10
	2	4
	3	2
	4	4
	5	9
	TOTAL	<u>29</u>

#2	#1	0
	2	6
	3	10
	4	7
	5	4
	TOTAL	<u>27</u>

#3	#1	10
	2	10
	3	9
	4	9
	5	9
	TOTAL	<u>47</u>

#4	#1	10
	2	7
	3	8
	4	8
	5	7
	TOTAL	<u>40</u>

#5	#1	0
	2	7
	3	7
	4	7
	5	3
	TOTAL	<u>24</u>

PROBLEM-SOLVING PROCESS
STEP 6: SUMMARIZING YOUR THINKING

Explain in paragraph form why you think your solution is the best answer to the problem and how you would implement this solution. You may attach graphs, maps, designs or any other material to explain your solution.

Orange Freight Express should rescind its policy and compensate

Dennis. This is the best solution because:

1) it shows good faith on the part of Orange Freight

Express in dealing with labor-management problems;

2) it maintains a conscientious worker for the company;

3) it requires no personnel changes, is not complicated,

and is inexpensive to implement.

Orange Freight Express should implement this solution by means of

a formal announcement to all employees of the change in company

policy.

TO JOIN OR NOT TO JOIN

Donna, a first year teacher and recent graduate of State University, has joined the faculty of Ashville Central High School. Donna is a bright, dedicated worker with a promising career in the teaching profession.

Over the past ten years the Ashville Teachers Union has negotiated salary increases which have raised Ashville teachers' pay to the national average. Recently members of the Ashville City Council proposed merit pay for the town's educators, claiming that merit pay will improve the teachers' classroom performance and raise their salaries above the national average. The Teachers Union opposes merit pay, claiming that it is subject to favoritism and arbitrary standards.

Toward the end of the school year Donna was approached by the principal of Ashville Central High School. He has been impressed by Donna's performance and has asked her to join him in arguing in favor of merit pay before the City Council. Donna's professionalism has also caught the attention of representatives of the Ashville Teachers Union. They have invited her to join the union and continue their fight for all Central teachers. What should Donna do?

THE PROMOTION

Robin Branch, a friendly and outgoing person, works as a Junior Project Manager for Harbinger Enterprises. Branch's annual performance review is scheduled for the end of the month. Branch has been cited as "Good" in giving service to the company on the previous review, conducted by the former department supervisor. On occasion, Branch has received praise from company managers for "Superior" work.

Fran Henson, Branch's new department supervisor, is responsible for the performance review which will decide on Branch's request for a promotion. Two weeks ago, while they were discussing the forthcoming review, Henson asked Branch to dinner. Branch declined, saying that other commitments were scheduled for that evening. Branch has since declined a second invitation from Henson, after which Branch began to hear talk in the office about "Branch's not being committed to the company."

After all that has happened, Branch is very worried about not getting the promotion. What should Branch do?

WHAT KIND OF DEDICATION?

Buster Tape, Sylvia Staple, and Herman Long are working on an important project for Rockabye Limited. Buster is a creative, forceful worker who, despite management pressure, refuses to volunteer to work on Saturdays. Buster wants to spend that time with his family. He resents the fact that Rockabye management is trying to coerce him to work without pay in order to prove he is "part of the company team." Sylvia comes in on Saturdays. She makes sure that her boss sees her and recognizes her dedication to the company. Sylvia has spent some twelve years at Rockabye and sees it as her best opportunity to advance in the corporate world. Herman has been with Rockabye for two years. He likes working on the project but is becoming very nervous due to the pressure he is getting from Buster and Sylvia. Buster wants Herman to "stand up for his rights" and resist company coercion to volunteer his Saturday time. Sylvia wants Herman to come in and show everyone, especially Buster, that he is a company man. What should Herman do?

THE SPEED UP

The Delta and Pacific Company, a nationwide retail grocery chain, depends heavily on high volume sales for its profits; it will make money only if it sells thousands of products every day.

Mark Gleen works as a checker in D&P's Mt. Pleasant store. Recently his supervisor complained to Mark that he wasn't working fast enough. Mark knows that if he doesn't speed the pace of his work, he will lose his job, a job he needs to pay his college tuition. Mark also knows that if he tries to work faster, he will make mistakes which will cost him his job. Mark believes that the supervisor likes him but knows that the supervisor himself is being pressured to increase company sales. What should Mark do?

A QUESTION OF SENIORITY

Michael Johnson has been working for Brown's Department Store as a sales clerk since it opened in 1975. His twelve years with the company make him the senior nonmanagerial employee. Michael works the daytime shift with five other sales people, two of whom are unionized. Michael has been offered promotion to management but has refused because his union salary and overtime wages allow him to earn more than the manager without the added responsibility. This has made him unpopular with the manager.

Recently the store manager received many complaints about the poor service given by inexperienced sales personnel during the Noon to 1:00 P.M. rush. This is the time when Michael and two other senior employees, Jane and Martha, have their lunch. Jane is unionized, Martha is not.

Yesterday the manager called Michael into his office and ordered him to be on the floor between Noon and 1:00 P.M. The manager told Michael to take his lunch hour after the noonday rush. What should Michael do?

PROBLEM-SOLVING PROCESS
STEP 1: WRITING THE PROBLEMS

Write ten problems that may arise from the labor situation you have read. Write complete sentences clearly explaining each idea.

[illegible]

PROBLEM-SOLVING PROCESS

STEP 2: WRITING THE PROBLEM STATEMENT

From the ten problems listed in Step 1, identify the underlying problem. You may combine several ideas into one. Write this underlying problem below.

Problem Statement:

[illegible]

PROBLEM-SOLVING PROCESS
STEP 4: WRITING CRITERIA

Develop five criteria for judging the effectiveness of your solutions.

1. The solution which will _____

2. The solution which will _____

3. The solution which will _____

4. The solution which will _____

5. The solution which will _____

PROBLEM-SOLVING PROCESS
STEP 5: EVALUATING THE BEST SOLUTION

Evaluate the five solutions based on your five criteria (10 points=highest; 1 point=lowest).

<u>SOLUTIONS</u>	<u>CRITERIA</u>	<u>SCORE</u>
#1	#1	
	2	
	3	
	4	
	5	
<hr/>		
#2	#1	
	2	
	3	
	4	
	5	
<hr/>		
#3	#1	
	2	
	3	
	4	
	5	
<hr/>		
#4	#1	
	2	
	3	
	4	
	5	
<hr/>		
#5	#1	
	2	
	3	
	4	
	5	

PROBLEM-SOLVING PROCESS

STEP 6: SUMMARIZING YOUR THINKING

Explain in paragraph form why you think your solution is the best answer to the problem and how you would implement this solution. You may attach graphs, maps, designs or any other material to explain your solution.

[illegible]

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PLANT CLOSINGS
SENIOR HIGH SCHOOL

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PLANT CLOSINGS

INTRODUCTION

Plant closings are a nationwide problem, affecting millions of workers, their families and their communities. Public debate on plant closings is intensifying as more and more workers find themselves suddenly jobless and with uncertain prospects for future employment. What causes plant closings? What impact do they have not only on the discharged workers but on the local economy and the entire community? What can and ought to be done to prevent plant closings or at least cushion their painful consequences?

High school students, soon to enter the workforce, should use this unit to examine the historical and current causes of plant closings. They should analyze the impact of plant closings and discuss the measures which can be taken to resolve this serious economic and social problem.

GOAL: To develop responses to the problem of plant closings by examining their causes and consequences to workers and their communities.

OBJECTIVES:

- I. By analyzing a historical example, students will become aware of the major issues involved in plant closings.
- II. Students will understand how a plant closing affects the company's workers and the entire community.
- III. Students will understand what measures can be taken to prevent plant closings or minimize their effects.

OPENING ACTIVITIES

The opening activities listed below suggest ways to motivate your students to study the issue of plant closures.

1. Gather pictures of closed plants such as those found in Allentown, Pennsylvania. Display these pictures in the classroom.
2. Have students design props or signs which they believe reflect a declining community. These may be signs like "For Sale," "Plant Closed," "Out Of Business." Display these signs in the classroom.
3. Read aloud an oral history or description of a town whose people are suffering from plant closures.
4. Discuss music videos or cassettes, such as Billy Joel's "Allentown" or Bruce Springsteen's "My Hometown."
5. Ask each student to bring in an article of clothing. Check the label for country of origin and keep a record of how many were made in the United States and how many were imported. If more items of clothing were imported, ask students how they think this would be related to plant closings.
6. Distribute the "Questionnaire" regarding student beliefs about unions, management, and plant closings (See Attachment #1). Collect the responses and repeat the process at the conclusion of the unit. Share the results of the "Questionnaire" with the class.

ATTACHMENT #1

QUESTIONNAIRE

Read the following statements and circle the response which best approximates your opinion.

1. Unions are a part of the American democratic system.
Agree Disagree No Opinion
2. Unions violate the American free enterprise system.
Agree Disagree No Opinion
3. Unions help to better the standard of living for workers.
Agree Disagree No Opinion
4. Union workers generally are more competent than non-union workers.
Agree Disagree No Opinion
5. Unions have outlived their usefulness.
Agree Disagree No Opinion
6. Plant closings are due primarily to union demands for high wages and excessive fringe benefits.
Agree Disagree No Opinion
7. Companies should be required by law to give their workers at least six months advance notice of a plant closing.
Agree Disagree No Opinion
8. Companies should be required by law to provide severance pay and job retraining to workers affected by a plant closing.
Agree Disagree No Opinion
9. Plant closings have a direct affect on discharged workers and on the entire local community.
Agree Disagree No Opinion
10. Government and community involvement is needed to resolve the effects of plant closings.
Agree Disagree No Opinion

OBJECTIVE I: By analyzing a historical example, students will become aware of the major issues involved in plant closings.

ACTIVITIES:

1. Distribute the handouts on the Biddeford and Saco, Maine, plant closures (See Attachments #2 and #3). Discuss the following questions with your students:
 - 1) Why did the plants close?
 - 2) What steps did various groups take to prevent the closings?
 - 3) Were the companies justified in their actions?
 - 4) Should the labor union have given into the demands of the Bates Company and given back the wage increase?
 - 5) Were there any other actions that the community could have taken to prevent the closure of the plants?
 - 6) Who was most affected by the closures? Explain.
 - 7) Does a major employer who closes a factory have any responsibility to its former employees and the community?

ATTACHMENT #2

A STUDY OF THE EFFECT OF PLANT CLOSURES ON BIDDEFORD AND SACO, MAINE

Biddeford and Saco, Maine, have long been tied to textile manufacturing, the first factories in the area dating from 1811. With a combined population of approximately 30,000 by 1960, Biddeford and Saco formed one local economy heavily dependent upon textiles.

Three textile companies dominated the Biddeford-Saco economy during the 1950s: the Bates Manufacturing Company, with its York Division located in the Saco River between the two communities; the Pepperell Manufacturing Company; and the Saco-Lowell Shops, a large manufacturer of textile machinery. Together, these three companies employed at least 50% of the area's labor force.

By 1959, the manufacturing sector of the Biddeford-Saco economy was in dismal condition. Nearly 4,000 jobs had been lost since 1955, representing a decline of more than 50% in manufacturing employment and creating an additional 8% job loss in non-manufacturing enterprises. The vast majority of these job losses occurred in the textile industry. Several factors explain this decline.

Both the York Division of the Bates Company and the Saco-Lowell Shops shut down in the late 1950s. Workers at Bates had taken a 6 1/2% hourly wage cut in 1952. Three years later they went on strike, ultimately accepting a compromise with Bates of an average hourly wage of \$1.30. In 1956, Bates workers fought for and won an 8 1/2 cent hourly wage increase, but later that year were asked to forego the raise when company profits plunged. The union refused, stating that the 1952 wage concession had eliminated the wage differential between northern and southern textile workers and that further wage cuts were not the answer to the industry's problem.

The Saco town government attempted to help Bates by granting the company a property tax break of \$10,000 on its \$74,000 property tax bill, but in April 1957, the president of Bates ordered the closing of the York plant. The order was carried out by mid-1959 despite the considerable profit which the York Division made in its final year. Although the company claimed competition and decreased product demand as the reasons, opponents of the closure said that the plant had been profitable and that the closure was intended to intimidate other Bates workers in the region to be more cooperative.

Prior to the Bates closing, the Saco-Lowell management announced in 1955 that it was building a new plant in South Carolina. By 1958, the workers realized that all of the Saco-

ATTACHMENT #2 CONT.

Lowell Shops' operations would be transferred there. The reason for the relocation and the resulting loss of 2,000 more jobs, company officials declared, was that the majority of its customers were in the South.

The only remaining textile employer among the Big Three was the Pepperell Company. Although it continued its employment level throughout the decade, Pepperell workers were forced to take a 4 cent an hour wage cut and to accept the \$1.30 hourly wage compromise reached in the wake of the 1955 strike.

The effects of the plant closures on the Biddeford-Saco community were severe. The Bates workers suffered the worst because most were long-time mill workers, over 45 years old, with little education and comparatively low skills. Women comprised the majority of the displaced workers. Generally, former Bates workers had to either move out of the region to find work, compete for the few remaining low paying jobs in the area, or accept involuntary early retirement. Workers from the Saco-Lowell Shops, younger and more skilled, were more employable and able to find work in the skilled labor sector of the region. A number of the white collar workers transferred to South Carolina.

A few statistics reveal the impact of the plant closings on the Biddeford-Saco community (See Tables 1-14). In 1956, the average manufacturing employment in the area was 7,266. Wages in manufacturing totalled \$25.5 million. Unemployed people seeking work numbered 967 out of a total work force of approximately 13,630. By 1959, these figures had changed drastically. The average manufacturing employment approximated 3,300 or a loss of nearly 4,000 jobs. Wages in manufacturing plummeted to \$11.4 million, down more than \$14 million. Job applications skyrocketed to 3,835, meaning that 31.5% of the total work force was seeking employment. In 1956 the number of Biddeford residents receiving federal surplus commodities was 611; in 1958, 3,366. In 1956 there were 177 Biddeford families (483 people) on welfare at a cost of almost \$33,000. By 1960, 318 families (1,159 people) cost Biddeford nearly \$85,000 in relief assistance. To pay for these expenses incurred amid declining revenues, Biddeford raised its tax rates some 40% by 1960. Similar figures applied to the town of Saco.

Biddeford and Saco took steps to respond to the plant closings. After suffering a 7.8% decline in sales between 1954 and 1958 (State-wide sales increased 12% during the same period.), the two cities formed an Industrial Development Corporation in 1958, raising \$325,000 to facilitate redevelopment. Although new firms settled in the area, the new jobs created did not equal the jobs lost due to the plant closings. Furthermore, the new jobs were filled largely by low-skilled workers, suggesting that the local economy would continue to suffer from a shortage of skilled labor which had fled the

ATTACHMENT #2 CONT.

area when the plants closed. Eventually the business climate in Biddeford-Saco stabilized, but the economic and social consequences of the plant closures proved long-lasting.

SOURCE:

William S. Devino, Arnold H. Raphaelson, and James A. Storer, A Study of Textile Mill Closings in Selected New England Communities (Orono: University of Maine Press, 1966), pp. 6-26.

ATTACHMENT #3

TABLE I
BATES MANUFACTURING COMPANY
UNION MEMBERSHIP (Employed), 1950-1959
Local 403

Year	Average Employment	Peak	Low
1950	1,175	1,231	1,048
1951	1,224	1,294	1,131
1952	1,006	1,251	864
1953	1,258	1,559	1,168
1954	1,151	1,244	1,081
1955	1,207	1,255	1,175
1956	1,164	1,256	1,115
1957	538	1,182	10
1958	12	36	6
1959	2	8	0

*Source: Master's thesis for University of New Hampshire by Frances I. Holway, 1961, "A Depressed Area and its Redevelopment, A Case Study of Biddeford and Saco, Maine."

TABLE II
SACO-LOWELL SHOPS
UNION MEMBERSHIP (Employed), 1950-1959
Local 406

Year	Average Employment	Peak	Low
1950	2,308	2,552	2,059
1951	2,504	2,807	1,845
1952	2,158	2,662	1,701
1953	2,591	2,795	2,420
1954	1,830	2,318	1,535
1955	1,966	2,170	1,741
1956	1,871	1,898	1,835
1957	1,591	1,784	1,363
1958	960	1,440	299
1959	331	517	215

*Source: Master's thesis for the University of New Hampshire by Frances I. Holway, 1961, "A Depressed Area and its Redevelopment, A Case Study of Biddeford and Saco, Maine."

TABLE III
PEPPERELL MANUFACTURING COMPANY
UNION MEMBERSHIP (Employed), 1950-1959
Local 305

Year	Average Employment	Peak	Low
1950	1,576	1,628	1,537
1951	1,662	1,674	1,656
1952	1,550	1,646	1,530
1953	1,554	1,613	1,519
1954	1,597	1,675	1,572
1955	1,594	1,657	1,503
1956	1,636	1,671	1,575
1957	1,655	1,708	1,598
1958	1,474	1,624	1,319
1959	1,535	1,570	1,479

*Source: Master's thesis for University of New Hampshire by Frances I. Holway, 1961, "A Depressed Area and its Redevelopment, A Case Study of Biddeford and Saco, Maine."

TABLE IV
EMPLOYED PERSONS COVERED
BY UNEMPLOYMENT INSURANCE
BIDDEFORD-SACO
1956-1961

	Ann. Aver. Mfg.	%Chg.	Ann. Aver. Non-Mfg.	%Chg.
Year	Employ.	Since 1956	Employ.	From 1956
1956	7,266		2,268	
1957	5,910	-18.7	2,244	-1.1
1958	4,023	-44.6	2,121	-6.5
1959	3,299	-54.6	2,094	-7.7
1960	4,427	-39.1	2,061	-9.1
1961	4,715	-35.1	2,054	-9.4

*Source: Maine Employment Security Commission

ATTACHMENT #3 CONT.

TABLE V
MANUFACTURING WAGES AND WAGE LOSSES
BIDDEFORD-SACO
(1956-1961)

Year	Total Mfg. Wages Paid (000)	Loss of Wages Since 1956 (000)
1956	\$25,525	
1957	21,880	\$ 3,645
1958	14,247	11,279
1959	11,387	14,138
1960	17,017	8,508
1961	17,633	7,892

Source: Maine Employment Security Commission

TABLE VI
UNEMPLOYMENT
BIDDEFORD-SACO-OLD ORCHARD BEACH
MONTH OF MARCH (1956-1962)

	1956	1957	1958	1959
Covered Employees	9,375	8,875	6,030	5,035
Non-Covered Employees	3,300	3,300	3,300	3,300
Job Applications	967	1,275	3,628	3,835
Estimated Labor Force	13,642	13,450	12,958	12,170
Application as % of Labor Force	7.1	9.5	28.0	31.5

TABLE VI (CONT.)
BIDDEFORD-SACO-OLD ORCHARD BEACH
MONTH OF MARCH (1956-1962)

	1960	1961	1962
Covered Employees	5,725	6,669	6,719
Non-Covered Employees	3,000	3,000	3,000
Job Applications	2,012	1,518	1,524
Estimated Labor Force	10,737	11,249	11,243
Application as % of Labor Force	18.7	14.0	13.6

Source: Maine Employment Security Commission

TABLE VII
JOB SEEKERS AND BENEFIT RECIPIENTS IN
THE BIDDEFORD-SACO AREA, January, 1956-1962

	Job Seekers	Benefit Recipients	Job Seekers Without Benefits
Jan. 1956	878	218	660
Jan. 1957	1,065	323	742
Jan. 1958	2,224	1,116	1,108
Jan. 1959	3,604	1,219	2,395
Jan. 1960	2,065	1,005	1,060
Jan. 1961	1,482	968	514
Jan. 1962	1,522	1,014	508

Source: Maine Employment Security Commission

TABLE VIII
BIDDEFORD-SACO
SELECTED MANUFACTURING DATA, 1956, 1958 AND 1960
EMPLOYMENT

	1956	1958	1960
All Mfg.	7,266	4,144	3,927
Textile	3,228	1,957	1,828
Lumber	239	164	92
Leather	612	373	971
Machinery	3,015	1,169	66
Trans. Equip.	29	299	774

GROSS WAGES PAID (\$000)

All Mfg.	25,530	14,103	15,025
Textile	10,188	5,238	7,316
Lumber	717	443	269
Leather	1,468	986	2,033
Machinery	12,623	5,548	293
Trans. Equip.	92	1,406	3,475

VALUE OF MANUFACTURED PRODUCTS (\$000)

All Mfg.	79,590	41,548	47,858
Textile	34,258	18,568	25,404
Lumber	4,084	2,085	766
Leather	5,375	4,014	10,913
Machinery	37,906	12,415	791
Trans. Equip.	191	3,023	8,197

Source: Maine Department of Labor and Industry

TABLE IX
 BIDDEFORD-SACO
 EMPLOYMENT IN SELECTED NEW FIRMS
 July - 1962

	Approximate Employment
Allied-Hampshire Footwear	800 (90% women)
Components, Incorporated	18 (men)
Grafton Lumber Compant	30 (men)
John Roberts, Incorporated	140 (90% women)
Lyn-Flex	150 (75% women)
Metal-Tech, Incorporated	20 (80% men)
Northeast Gases	14 (men)
Precision Screw Machine Company	18 (men)
Quality Leather Company	7 (men)
Saco Tanning Corporation	300 (men)

Sources: Maine Employment Security Commission and interviews with Chamber of Commerce and selected industrial firms.

TABLE X

SELECTED TAX AND DEBT DATA FROM ANNUAL REPORTS OF BIDDEFORD, MAINE, 1950-1960

	Total Valuation ¹ (Real and Personal) (000)	TaxRate ²	Polls ³ (Number)	Total Assessments (000)	Uncollected ⁴ Taxes (000)	Bonded Debt (000)
1950	\$16,553	.038	5,442	\$649	\$94	\$22
1951	16,958	.038	5,556	662	91	11
1952	17,221	.035	5,030	620	91	--
1953	17,317	.035	4,961	624	84	--
1954	17,539	.035	4,820	630	78	--
1955	17,725	.035	4,994	639	69	--
1956	17,997	.035	4,776	646	78	--
1957	19,557	.035	4,569	707	160	--
1958	18,574	.041	4,388	777	89	--
1959	16,888	.043	4,320	743	92	210
1960	16,421	.054	4,247	904	51	1,000

¹Value for tax purposes²Dollars per hundred dollars of assessed property valuation³\$3.00 each⁴Aggregate

ATTACHMENT #3 CONT.

TABLE XI
SELECTED EXPENDITURES DATA FROM
ANNUAL REPORTS OF BIDDEFORD, MAINE, 1950-1960

	Total Appropriations	Charities and Corrections	Health and Sanitation	Education
1950	\$645,323	\$ 67,191	\$ 7,403	\$168,207
1951	661,070	44,228	6,617	164,909
1952	617,816	44,370	17,698	176,200
1953	620,985	47,363	7,034	195,551
1954	628,312	52,827	9,169	219,817
1955	680,673	58,456	10,793	235,306
1956	644,207	64,675	15,797	251,374
1957	816,100	51,865	17,600	265,328
1958	854,729	89,187	14,835	297,779
1959	819,129	110,086	21,835	331,031
1960	959,377	106,553	22,821	354,689

TABLE XII
BIDDEFORD WELFARE PROGRAM, 1950-1961

Year	Families	People	Amount
1961	390 families	1,140 people	\$73,504
1960	318 families	1,159 people	84,930
1959	266 families	949 people	35,200
1958	290 families	1,122 people	68,261
1957	168 families	562 people	39,589
1956	177 families	483 people	32,873
1955	238 families	628 people	N/A
1954	217 families	569 people	N/A
1953	165 families	397 people	N/A
1952	177 families	518 people	N/A
1951	167 families	439 people	N/A
1950	280 families	822 people	N/A

NUMBER OF PEOPLE WHO
RECEIVED FEDERAL SURPLUS COMMODITIES:

1961	1,156 persons	1958	3,336 persons
1960	1,285 persons	1957	927 persons
1959	2,932 persons	1956	611 persons

Source: Overseer of Poor, Welfare Department, Biddeford, Maine.

TABLE XIII
RETAIL TRADE
BIDDEFORD-SACO
NUMBER OF ESTABLISHMENTS

Year	Maine	% Change	Biddeord	% Chg.	Saco	% Chg.
1948	11,847		291		119	
1954	11,624	-2	311	+7	124	+4
1958	11,236	-3	293	-6	97	-22
SALES (\$000)						
1948	755,651		22,083		5,326	
1954	923,796	+22.3	28,440	+28.8	8,180	+52.2
1958	1,031,037	+11.6	26,662	- 6.3	7,026	-13.4

Source: U.S. Census of Business, U.S. Department of Commerce.

TABLE XIV
SALES SUBJECT TO SALES TAX
BIDDEFORD-SACO
MARCH, 1956 - FEBRUARY, 1962

Year	Sales (\$ Mill.)	% Chg. From Prev. Year	% Chg. From 1956
Mar. 1956-Feb. 1957	\$26.0		
Mar. 1957-Feb. 1958	22.5	-13.5	-13.5
Mar. 1958-Feb. 1959	19.7	-12.4	-24.2
Mar. 1959-Feb. 1960	19.8	+ 0.5	-23.8
Mar. 1960-Feb. 1961	20.6	+ 4.0	-20.8
Mar. 1961-Feb. 1962	21.8	+ 5.8	-16.2

Source: Maine Bureau of Taxation

OBJECTIVE II: Students will understand how a plant closing affects the company's workers and the entire community.

ACTIVITIES:

1. As background information, distribute "Some Facts About Shutdowns" (See Attachment #4).
2. As an out-of-class assignment, students will read "Plant Closings: A Reading" and complete "The Shopping List" (See Attachments #5 and #6). Discuss.
3. Students will conduct the "Local Survey" and discuss points of comparison and contrast between the fictional town of Joiner and their home town (See Attachment #7).
4. Students will study vocabulary dealing with labor relations and quiz themselves on the definitions of these terms (See Attachments #8 and #9).

ATTACHMENT #4

SOME FACTS ABOUT SHUTDOWNS

1. BETWEEN 1969 AND 1976, 3,727 MAJOR MANUFACTURING PLANTS CLOSED IN THE UNITED STATES, REPRESENTING 30% OF THE PLANTS WITH OVER 100 EMPLOYEES THAT HAD EXISTED IN 1969.

Incidence Of Closure By Region
Among Manufacturing Plants Employing More Than 100 Employees
From 1969 To 1976

Region	No. of States	No. of Plants in 1969 Sample	No. in Sample Closed by 1976	Incidence of Closure of 1969 Plants by 1976
Northeast	9	4,576	1,437	.31
Northcentral	12	3,617	904	.25
South	16	3,101	1,042	.34
West	13	1,155	344	.30
Total	50	12,449	3,727	.30

Source: Barry Bluestone and Bennett Harrison, The Deindustrialization of America (New York: Basic Books, Inc., 1982, Table 2.2).

2. 22.3 MILLION JOBS DISAPPEARED BETWEEN 1969 AND 1976 AS A RESULT OF PLANT CLOSINGS AND OVERSEAS MOVEMENTS OF BUSINESS ESTABLISHMENTS. SINCE 1976, OVER 20 MILLION JOBS HAVE BEEN LOST AT A RATE OF OVER 2 MILLION JOBS PER YEAR.

Staudohar, Paul, and Brown, Holly E. (ed.). Deindustrialization and Plant Closures. Lexington, MASS: D.C. Heath and Company, 1987, p. 4.

Two million jobs per year is a conservative estimate based on a figure of 11.5 million jobs lost between 1979 and 1984 (Peck, Keenen, The Progressive, October, 1985, p. 34).

ATTACHMENT #4 CONT.

3. BY 1976, AN ESTIMATED 39% OF SERVICE ESTABLISHMENTS WITH MORE THAN 100 EMPLOYEES IN 1969 HAD CLOSED.

Incidence Of Closure by Region
Among Service Establishments Employing More Than 100
Employees From 1969 And 1976

Region	No. of States	No. of Est. in 1969 Sample	No. in Sample Closed by 1976	Incidence of Closure of 1969 Est. by 1976
Northeast	9	633	237	.37
Northcentral	12	433	172	.40
South	16	476	182	.38
West	13	284	117	.41
Total	50	1,826	708	.39

Source: David Birch, The Job Generation Process (Cambridge, MA: M.I.T. Program on Neighborhood and Regional Change, 1979, Appendix D).

4. FOR EVERY 1% INCREASE IN UNEMPLOYMENT OVER A 6 YEAR PERIOD RESEARCHERS ESTIMATE THAT THERE ARE:

- 37,000 deaths (including 20,000 heart attacks)
- 920 suicides
- 650 homicides
- 4,000 state mental hospital admissions, and
- 3,300 state prison admissions.

From the research of Dr. Harvey Brenner, John Hopkins University, as cited in Straudohar, Deindustrialization and Plant Closures, p. 7.

ATTACHMENT #4 CONT.

5. THE NATIONAL UNEMPLOYMENT RATE ROSE FROM 4.9% IN 1970 TO 7.1% IN 1980.

Handbook of Labor Statistics and Employment and Earnings, as cited in McKenzie, Richard, Fugitive Industries, Cambridge: Ballinger Publishing Company, 1984, p. 73.

Table 2-13 Unemployment Rates By Census Bureau Regions
1970-1980 (Percent)

Year	Northeast	North Central	South	West	U.S.
(Ratio of Regional Unemployment Rate to U.S.)					
1970	4.6 (0.94)	4.5 (0.92)	4.6 (0.94)	6.9 (1.40)	4.9
1971	6.2 (1.05)	5.5 (0.93)	4.9 (0.83)	8.1 (1.37)	5.9
1972	6.3 (1.12)	5.0 (0.89)	4.8 (0.85)	9.1 (1.62)	5.6
1973	5.5 (1.12)	4.4 (0.89)	4.2 (0.85)	6.7 (1.37)	4.9
1974	5.3 (0.95)	5.6 (1.00)	5.1 (0.91)	7.1 (1.26)	5.6
1975	9.5 (1.12)	7.9 (0.93)	7.7 (0.91)	9.2 (1.08)	8.5
1976	9.4 (1.22)	6.6 (0.86)	6.7 (0.87)	8.6 (1.12)	7.7
1977	8.4 (1.20)	6.0 (0.86)	6.4 (0.91)	7.8 (1.11)	7.0
1978	6.9 (1.15)	5.3 (0.88)	5.6 (0.93)	6.6 (1.10)	6.0
1979	6.6 (1.14)	5.5 (0.95)	5.4 (0.93)	6.0 (1.03)	5.8
1980	7.1 (1.00)	8.2 (1.15)	6.4 (0.90)	6.8 (0.96)	7.1

ATTACHMENT #5

PLANT CLOSINGS: A READING

Most towns and cities in the United States have a business or activity which is essential to their economy. This particular business or activity brings money into town and is the primary source of income for the citizens. What happens when this essential plant or business shuts down and leaves the community?

The fictional town of Joiner, located in northern Connecticut, has approximately 7,500 residents. Most of the citizens are employed by the Ace Furnace Company, a business which has manufactured popular household heating devices in Joiner for some fifteen years. The Ace Furnace Company forms the core of the Joiner economy. As the primary source of income for the residents of Joiner, the Ace plant has meant steady economic growth for the town and prosperity for the people. In addition, the Ace Furnace Company has sustained a vital "secondary" economy, that is, the businesses and professions which provide Joiner with necessary goods and services such as retail stores, hotels, restaurants, a hospital, schools and the like.

At a recent meeting of the Ace Executive Board serious discussion arose regarding the company's declining profits. Company executives identified several causes: labor costs, domestic and foreign competition, local government taxation, and management decisions which miscalculated market demand.

Tomorrow the Chief Executive Officer of Ace Furnace Company plans a press conference at which he will announce that the company intends to close its Joiner plant in two weeks.

ATTACHMENT #6

THE SHOPPING LIST

Situation #1

As a unionized employee of the Ace Furnace Company, you had an:

Hourly wage	=	\$ 15.00
Monthly income (40 hour week, 52 weeks)	=	\$2600.00
Monthly taxes (15%)	=	\$ 410.00
Monthly take home pay	=	\$2190.00

Determine the monthly costs of the family budget items listed below. Add to the list any items that you believe would be part of your budget but are not included.

1. Food
2. Clothing
3. Rent/Mortgage payment
4. Utilities
5. Transportation (eg., gas)
6. Car payment
7. Car insurance
8. Health insurance
9. Tuition
10. Entertainment
11. Miscellaneous
12. Savings
13. Charitable contributions
14. Telephone

ATTACHMENT #6 CONT.

Situation #2:

As a former union employee of Ace Furnace Company now working at the minimum wage, you have an:

Hourly wage	=	\$ 3.35
Monthly income (40 hour week, 52 weeks)	=	\$580.66
Monthly taxes (3%)	=	\$ 17.41
Monthly take home pay	=	\$563.25

Carefully calculate the reductions in the family budget items you are now forced to make. What impact -- economic, psychological, etc. -- will these cutbacks have on you?

What are the probable consequences for a town's "secondary economy" when a large number of its residents are forced to make an employment change similar to that cited above?

Assume the identity of a former employee of the Ace Furnace Company. Write a letter to the Chief Executive Officer of the company expressing your reaction to his decision to close the Joiner plant.

ATTACHMENT #7

CLASS ASSIGNMENT: LOCAL SURVEY

In our attempt to study the effects of plant closings on your town, each student will research the answers to questions in Section A or Section B. The sources for your research can be, but are not limited to, the local Chamber of Commerce, back issues of newspapers and magazines, interviews with citizens, plant managers and union members, local and state offices of the Unemployment Agency, and various other government planning offices.

DIRECTIONS: Answer all questions in either Section A or Section B. Answers should be in essay form.

SECTION A

1. List the five major employers in your town. Provide some background information on each. This information may include items like the year the company was founded, the company's founder, the number of employees, the products manufactured or services provided, the union, if any, which represents the company's employees, etc.
2. What is the total population of your town? How many towns-people are employed full-time? Part-time?
3. Define "unemployment" and indicate what percentage of the town's population is unemployed or working only part-time. Make a graph to illustrate this information over time.
4. List five employers who had businesses in your town within the past ten years but are no longer there. Indicate why each business left and how many jobs were lost.
5. Interview workers who have lost their jobs due to a plant closing.
6. What do you think would happen if one of the five current major employers in your town closed its business?
7. List the names of any "new" companies that moved into town during the past ten years and indicate how many jobs they have provided. Compare the number of jobs lost with those newly created.

SECTION B

1. List three of the major labor unions in town.

ATTACHMENT #7 CONT.

2. Obtain copies of current collective bargaining agreements between these unions and the major employers. If you are unable to obtain current agreements, obtain copies of expired contracts.
3. What provisions, if any, do these collective bargaining agreements contain on the issue of plant closings?
4. If the collective bargaining agreements do not address the issue of plant closings, determine what the official position of the union is or might be in such a case. (An interview with a union official may help with this question.)
5. What is the weekly rate of unemployment compensation in your town, and how long does it last?
6. What services are available to assist people when unemployment benefits run out?
7. Does your local government provide for job retraining?

VOCABULARY

ADVANCE NOTICE - notice given to employees of an impending shut down of their place of employment. The notice may range from a few months to a few days.

AGENCY SHOP - a clause in a collective bargaining agreement requiring non-union employees of a company to pay to the union, as a condition of continuing employment, a sum of money equivalent to unions dues.

ARBITRATION - a method of settling a labor-management dispute by having an impartial third party decide the issue. The decision of the third party (the arbitrator) is usually binding.

BARGAINING RIGHTS - the rights as outlined in Section 7 of the National Labor Relations Act of workers to negotiate through chosen representatives the terms and conditions of employment. The bargaining agent is the exclusive representative to the employer of all workers in a bargaining unit.

BOYCOTT - an organized refusal by employees and their union to work for, purchase from, or handle the products of an employer. Where the action is directed against the employer directly involved in the labor dispute, it is termed a primary boycott. In a secondary boycott, the action is directed against a neutral employer in an attempt to get him/her to stop doing business with the company that is having a labor dispute.

CLOSED SHOP - an agreement between an employer and a union that as a condition of employment, all employees must belong to the union before being hired. The employer agrees to retain only those employees who belong to a union. The closed shop was declared illegal by the Taft-Hartley Act passed in 1947.

COLLECTIVE BARGAINING - a method of determining terms and conditions of employment by negotiation between representatives of the employer and union representatives of the employees. The results of the bargaining are set forth in a Collective Bargaining Agreement.

COMPULSORY ARBITRATION - a legal order that a labor dispute must be settled by arbitration.

CONCESSION BARGAINING - a condition in which a plant owner asks employees to accept reductions in pay/benefits in order to maintain plant operations.

CONCILIATION - an attempt by a third party to bring together the opposing sides in a labor dispute.

ATTACHMENT #8 CONT.

FRINGE BENEFIT - a negotiated benefit other than wages that provides an employee with additional compensation in the form of money, paid time away from the job, or some other form of current or deferred compensation.

GOOD FAITH BARGAINING - negotiations in which two parties meet and confer at reasonable times with open minds and a view to reaching agreement over a new contract.

JOB SECURITY - economic security based on the work the employee performs or in the company for whom the employee works. This may be the result of having special skills, the nature of the work, negotiated job protection based on a seniority systems, or through some other method of job protection such as a growing industry or stable economy.

LABOR DISPUTE - a controversy concerning terms or conditions of employment. The term is expressly defined in various laws, such as the National Labor Relations Act.

LABOR UNION - an organization consisting of employees. The organization acts in the collective interests of the employees in negotiating with employers, particularly about wages and working conditions. For Americans, a national union is a labor union whose members are widely distributed throughout the United States but do not reside in another country. A company union is one whose membership is comprised of the employees of only one firm. It is usually not affiliated with another labor union or group of unions. An independent union is not affiliated with a national or international union.

MANAGEMENT RIGHTS - the assortment of rights involving hiring, production scheduling, pricing, and other policy decisions which are reserved to management and are not considered by management as proper subjects for collective bargaining.

MEDIATION - the efforts of a third party to suggest to parties in a labor dispute possible solutions to their problems.

MULTI-NATIONAL CORPORATION - a business enterprise that has active branches or subsidiaries in more than one nation. The firm invests substantial portions of its total wealth in production facilities outside the parent country.

NATIONAL LABOR RELATIONS ACT (WAGNER ACT) - a federal law passed in 1935 that had the effect of generally strengthening the position of organized labor. The law, which created the National Labor Relations Board, guaranteed workers the right to organize and join unions, to bargain collectively, and to act in concert in pursuit of their objectives.

ATTACHMENT #8 CONT.

OPEN SHOP - a shop, factory or business establishment in which there is no union. Also sometimes applied to places of work in which there is a union, but where union membership is not a condition of employment or continuing employment.

REDUCTION IN WORK FORCE (R.I.F.) - generally used as a term to indicate an employer's action to reduce the work force, as in a general lay-off of some percentage of the work force.

RIGHT-TO-WORK LAWS - state law prohibiting union shops, or any other union security arrangement which requires employees to join a union as a condition of retaining employment. Right-To-Work laws are permitted under Section 14(b) of the Taft-Hartley Act.

SENIORITY - an employee's standing as determined by length of continuous employment. There are two kinds of seniority: competitive seniority, which is used to determine which employees should secure advantages at the workplace (such as promotion, shift assignment, or layoff survival), and benefit seniority, which is used to measure employee entitlement benefits.

SHOP COMMITTEES - a body of employees elected by their co-workers or appointed by union officials to represent the bargaining unit in considering grievances or other related matters.

STRUCTURAL UNEMPLOYMENT - joblessness resulting from major changes in the economy or society. Structural unemployment may occur because of a reduced demand for certain skills resulting from technological change or changes in the patterns of consumer spending; because of discrimination against workers on the basis of age, sex, race or nationality; or because workers are unable or refuse to relocate to different geographic regions where there is a demand for their skills.

TAFT-HARTLEY ACT (LABOR-MANAGEMENT RELATIONS ACT) - a federal statute passed in 1947 which amends the National Labor Relations Act to 1) prohibit closed shops, 2) give the government the right to seek an injunction against workers who have been on strike for more than 80 days and are a threat to the national welfare, 3) require union officials to take an oath swearing they are not members of the Communist Party, 4) require unions to file financial statements with the Department of Labor, and, 5) permit states to pass their own Right-To-Work laws.

UNION SHOP - a bargaining unit covered by a union security clause stipulating that the employer may hire anyone he or she wants, but all workers must join the union within a specified period of time (by law, not less than thirty days) after being hired and retain membership as a condition of continuing employment.

ATTACHMENT #9

VOCABULARY QUIZ

Select the correct answer and write the letter on the blank space.

1. _____ State laws prohibiting the enforcement of union shop contracts are called (a) equilibrium laws (b) Right-to-Work laws (c) giveback laws (d) wild-cat laws.
2. _____ The process by which labor unions negotiate wages, hours, and other conditions of employment with employers is called (a) individual bargaining (b) selective bargaining (c) reactive bargaining (d) collective bargaining.
3. _____ Non-wage returns to workers for providing labor services are called (a) perks (b) incentive payments (c) income-in-kind (d) fringe benefits.
4. _____ The federal law passed in 1935 which guaranteed workers the right to organize and join unions, to bargaining collectively, and to act in concert in pursuit of their objectives is (a) the National Labor Relations Act (b) the Taft-Hartley Act (c) the Fair Labor Standards Act (d) none of the above.
5. _____ An employment situation in which the workers are given the choice of joining a union or not would be classified as a/an (a) closed shop (b) union shop (c) open shop (d) none of these.
6. _____ Which statement is true? (a) Most Americans belong to a labor union. (b) The percentage of Americans who are members of labor unions is increasing. (c) Non-union workers often benefit from union gains. (d) Mass production, if it is to be successful, requires workers to accept lower wages.
7. _____ A reason often given by a company for closing or relocating one of its plants is (a) high labor costs (b) refusal by workers to make wage concessions (c) absence of Right-To-Work laws (d) all of the above.
8. _____ The withdrawal of labor benefits by mutual agreement of the employer and the union is called (a) rebate (b) drawback (c) kickback (d) concession.

ATTACHMENT #9 CONT.

9. _____ An agreement between a company and a union whereby new employees are required to join the union and pay dues several weeks after being hired is called a/an (a) open shop (b) closed shop (c) union shop (d) agency shop.
10. _____ A method of resolving a labor-management dispute by having an impartial third party decide the issue is called (a) arbitration (b) mediation (c) conciliation (d) good faith bargaining.

VOCABULARY QUIZ ANSWER SHEET - ATTACHMENT #9 CONT.

ANSWER SHEET

1. B Right-To-Work Laws
2. D Collective Bargaining
3. D Fringe Benefits
4. A National Labor Relations Act
5. C Open Shop
6. C Non-union Workers Often Benefit From Union Gains.
7. D All Of The Above
8. D Concession
9. C Union Shop
10. A Arbitration

OBJECTIVE III: Students will understand what measures can be taken to prevent plant closings or minimize their effects.

ACTIVITIES:

1. Distribute for homework reading the article "Fighting Back: Workers Challenge Plant Shutdowns" (See Attachment #10). Discuss in class.
2. Invite a representative from one of the local unions and a business person from the local Chamber of Commerce to hold a panel discussion on the pros and cons of plant closings and relocations and what policies their organizations have regarding plant closures.
3. Distribute to the class the handout "Community Leaders Meet to Prevent Plant Closing" (See Attachment #11). After studying the handout, assign students the roles of the four participants.

Possible Solutions Students May Propose:

- 1) The company can lower costs by greater efficiency, selling off unprofitable businesses, redesigning products, and marketing.
- 2) The workers could take a temporary reduction in wages, participate in management decisions, or buy the company.
- 3) The government could give business and workers tax breaks or mediate conflict between workers and the company.
- 4) The community could attract or develop new business, work together to help those directly affected, or put pressure on business and public officials to prevent the closing.

At the conclusion of the roleplay, the class should evaluate the discussion and offer solutions which were not proposed. As a homework assignment following this activity, have each student write an essay in which she/he takes a clear position on the issue of plant closings.

Fighting Back

Attachment #10

Workers challenge plant shut-downs

BY LANCE COMPA

Union workers had little trouble reaching a contract settlement with Black & Decker in April 1984 after the company took over General Electric's main housewares plant in Allentown, Pennsylvania. Negotiations were peaceful, and Black & Decker said it looked forward to a long partnership with Allentown workers. But in November, Black & Decker announced it would close the plant.

The shutdown, planned for early next year, would eliminate the only union operation in the Black & Decker chain. Members of United Electrical, Radio and Machine Workers (UE) Local 128 called the decision a "betrayal" and, like some other union workers faced with plant closings, they are fighting back.

The union has set its sights on a weak spot—the company's entry into the housewares market. Black & Decker recently bought out General Electric's housewares division and soon must replace the GE label with its own. This may be the biggest brand-name changeover in history, and the tool company is backing it with a \$100 million marketing blitz.

Allentown workers, and their supporters in area unions, churches, and community groups, have responded by holding stormy protests at a Black & Decker stockholders meeting near Baltimore, at the National Housewares Show in Chicago, and outside the offices of a New York advertising agency that is handling the name change. Union members have talked to editors of housewares industry trade journals, arguing that shutdown of the profitable Allentown plant will undermine Black & Decker's entry into its new market. They are also planning to meet with Wall Street stock analysts. "We want to shake investor confidence in Black & Decker's ability to pull off the move into housewares," says Paul Kokolus, president of UE Local 128.

The Allentown campaign is one community's fight to prevent a plant closing in this time of shutdowns and runaway shops. In the past decade, millions of U.S. factory jobs have been lost—almost 250,000 during the first half of 1985 alone. Steel mills, rubber factories, auto plants, elec-

trical equipment shops, oil refineries, and other industrial enterprises have shuttered operations in cities and towns around the country. Semiskilled workers have lost positions that once brought a decent living.

The American labor movement was largely unprepared for this onslaught. Most unions, reluctant to openly question management's right to close a facility, have adopted a strategy of orderly retreat, calling for advance notice of shutdowns, greater severance pay, extended insurance coverage, early retirement benefits, transfer rights, and retraining and relocation funds.

These are important demands, but as a strategy, they concede too much. The plants still close, even as workers learn that shutdowns often stem from management's poor planning, shortsightedness, and greed, not from well-informed company decisions guided by neutral market forces.

The United Electrical Workers union, at Allentown and elsewhere, has tried to develop tactics to block "final" plant-closing decisions. In their battles, UE members have challenged management-knows-best assumptions. Instead of offering concession packages, they have gone on the offensive. These efforts illustrate some possible strategies and tactics for labor in general.

The Westinghouse Air Brake Company (WABCO) announced in 1981 that it would close an outmoded, five-story rubber mill in Wilmerding, Pennsylvania, where gaskets and rubber parts for rail-car braking systems were manufactured. The company told UE Local 610 that it planned to build a new rubber mill in North or South Carolina.

The Wilmerding mill, with 300 workers, was part of a larger WABCO transportation division employing 4,000. Dan Marguriet, UE's business agent at the time, led the union effort against the closing. He organized a drive to gather political support in Pittsburgh and valley towns east of the city, and the union held plant-gate rallies and shop-floor protests in the rubber mill and throughout the WABCO complex.

After nine months of protests and growing political pressure, the company agreed to build a new rubber mill just ten miles from the old one and employ the same workers under the same union con-

tract. "We had some leverage since they were only planning to move part of the operation," says Marguriet. "But it still took strong action to make the company stay."

Aside from saving 300 rubber mill jobs, the victory gave WABCO workers the confidence they needed for a successful seven-month strike to fight givebacks the following year, Marguriet says.

Members of UE Local 277 also won a strike against concessions in 1982 at Gulf & Western's Morse Cutting Tool plant in New Bedford, Massachusetts. In fighting the company, the union mobilized community support against the big conglomerate's practice of milking profits from Morse to finance acquisitions in non-manufacturing businesses instead of reinvesting money in plant improvements.

When Gulf & Western announced plans to close the Morse facility in mid-1984, the union and the community used the networks built during the 1982 strike to fight the closing. New Bedford's mayor said the city would exercise its power of eminent domain to take over the plant and keep it in operation until a suitable buyer could be found. Not since Harry Truman's short-lived seizure of steel plants had a factory been expropriated in the United States.

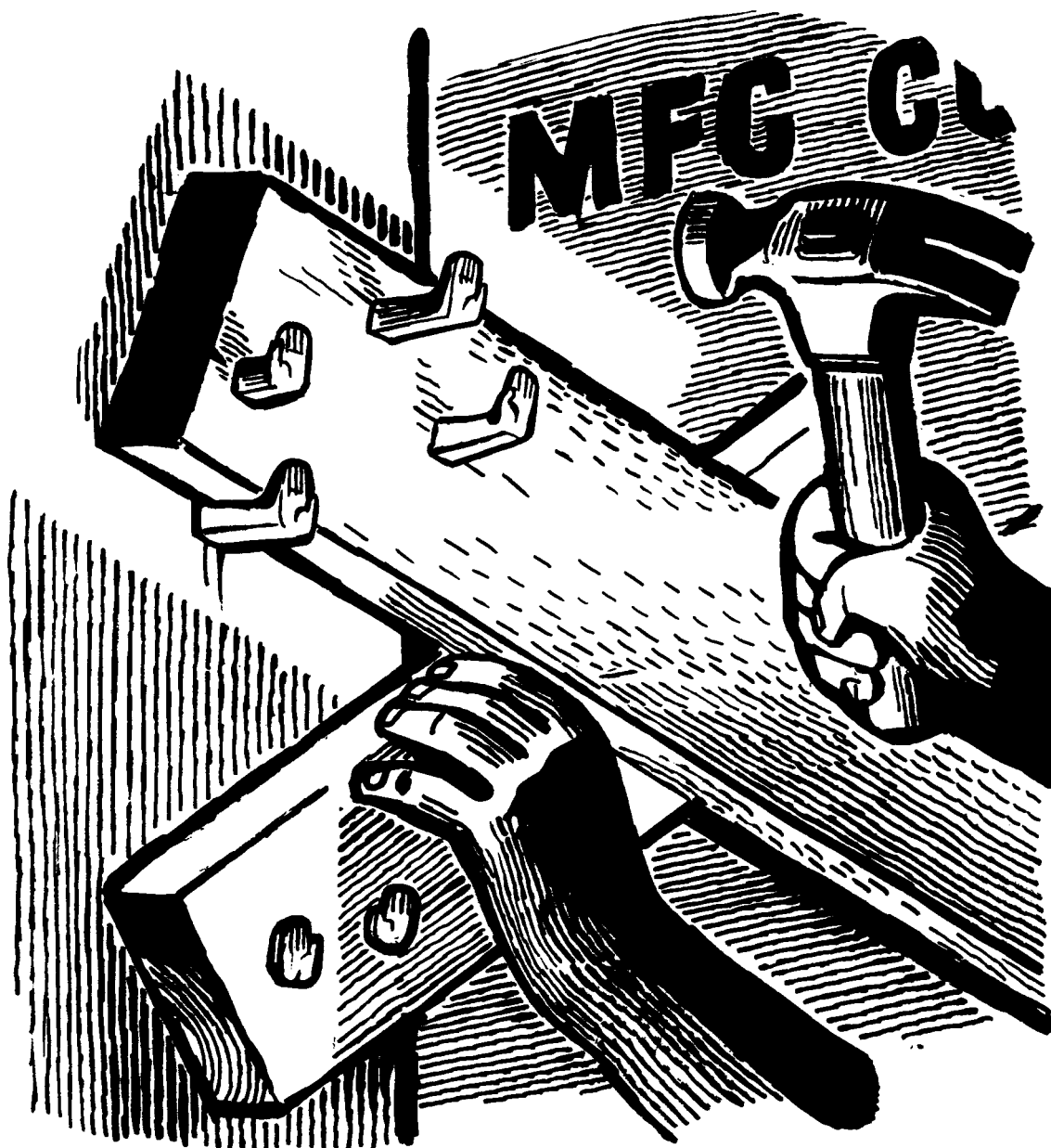
"Without our work in the strike and our educational job in the community, we could never have gotten the political support to make the eminent domain threat a credible one," says Local 277 President Rod Poineau.

Faced with the threat of seizure, Gulf & Western stepped up its own efforts to sell the plant. It found a buyer acceptable to the union and the city, and the plant remains in operation today. Labor relations are "excellent," Poineau says.

Even an unsuccessful fight can have a positive effect. In Charleston, South Carolina, a UE local took action in June 1984 when General Electric gave notice that it would close a facility that manufactured steam turbine generator parts.

GE said it was forced to consolidate steam turbine operations at the company's base in Schenectady, New York, because of a drop in construction of new power stations. At the time of the announcement, the productive, fifteen-year-old Charleston plant employed 450 workers, 330 of them represented by UE Local 1202.

Lance Compa is on the staff of the United Electrical, Radio and Machine Workers of America.



DAVID SUTER

Under a national collective bargaining agreement between UE and General Electric, the company provided one year's advance notice of the shutdown and would give hourly wage earners severance pay ranging from \$12,000 to \$15,000, as well as twelve months' extended insurance coverage and \$1,800 each for retraining courses.

But the workers did not want to go quietly. Local 1202 formed an Alternative Use Committee to explore product lines that could take advantage of the skills and equipment at the workplace. The committee's economic conversion plan concluded that the Charleston plant could manufacture parts for alternative energy systems, environmental protection devices, and tanks, containers, and piping for the treatment and transport of hazardous waste. The union presented its plan to General Electric in October 1984 and demanded that the company either convert the plant or find a buyer who would.

At the same time, UE launched a statewide campaign to build support among labor, religious, political, and community groups. Catholic Bishop Ernest L. Unterkoefler, who led a community forum on economic conversion, said that the UE plan reflected values expressed in the U.S. bishops' draft pastoral letter on the American economy. A Charleston legislator introduced a bill that would require economic conversion planning by any company contemplating a shutdown of operations in South Carolina.

"It was the biggest labor-community alliance in South Carolina since the '68 Charleston hospital strike," says State Senator Herbert Fielding, who played a key role in building the coalition that included participants ranging from Jesse Jackson, who led a plant-gate march and rally at the GE site, to Republican Senator Strom Thurmond.

General Electric went through with the Charleston plant closing in May, but UE

members vowed to stay together and offer their economic conversion plan to potential employers. "We've got a ready-made force of skilled workers who can hit the ground running in a new operation," says Local President Carnell Gathers. "Sooner or later some company is going to want into this plant, and we'll be waiting for them."

UE's 1982 fight to save the Simpson Dura-Vent plant near Oakland also ended with a closing. Shortly after UE organized workers there, the union learned that management was planning to shut the facility down and move operations seventy-five miles north to rural Vacaville. Labor and community pressures delayed the closing for six months and succeeded in securing severance pay, extended insurance, and transfer rights for the workers.

What's more, the publicity and lobbying by Dura-Vent workers and supporters convinced the Vacaville City Council to adopt the nation's first municipal plant

How the States Handle Shutdowns

At least nineteen states and the U.S. Congress are now considering various forms of plant-closing legislation. The proposals face stiff opposition from business, and there is only a slight chance that strong measures will be adopted this year. In August, New Jersey Governor Thomas Kean vetoed one of the most promising bills; it would have required companies with fifty or more employees to give 180 days' notice of planned shutdowns, carry health insurance for laid-off workers for six months, and provide up to twelve weeks' severance pay.

Five states already have plant-closing laws—South Carolina, Connecticut, Wisconsin, Maine, and Massachusetts. Some of the measures are of limited value, and some are worthless.

Employers in South Carolina are supposed to give a shutdown warning equivalent to any notification their workers are required to give before quitting. "It's considered moot," says Gretchen Erhardt, associate director of the National Center on Occupational Readjustment, a Washington clearinghouse supported by business. The law has never been tested, she explains, and since most South Carolina workers are not required to give notice, the employer has no reciprocal obligation.

Connecticut does not demand notice, but large companies must extend the health-insurance coverage of laid-off workers. Bankrupt businesses are exempt, and there is no provision for severance pay. When the state's largest brass producer closed last March, the 600 workers did not receive termination compensation.

In Wisconsin, employers of 100 workers or more have to give sixty days' notice of layoffs or shutdowns that affect ten or more workers. The law has been widely ignored, in part because the penalty for violating it is so small—a \$50 fine for each person terminated. "It's very clear that the penalty is not a great incentive to comply," says James Stelsel, who administers the law. "The employer probably saves \$50 in one day's wages." Though Stelsel's department makes sure that wages owed to displaced workers are paid, the state shies away from enforcing its notification requirement. "In some cases, it would cost the taxpayers more to prosecute than they'd get back," he says.

Maine asks for sixty days' notice and mandates severance pay: Workers employed at least three years are entitled to one week's pay for each year of employment. Since 1979, the state has recovered \$5.5 million for 3,600 employees, according to Royal Bouchard, an investigator for the Bureau of Labor Standards in Augusta. (Actually, \$1.2 million is still being contested, and one company has challenged the law in Federal court.) Some employers have filed for bankruptcy to escape the state's reach. Furthermore, just thirteen of the thirty-four companies that eventually paid severance had given notice as required by law.

The law in Massachusetts was hailed as a model when it was signed a year ago. But it, too, has problems. Only those companies that receive funding from quasi-public agencies are required to sign a "social compact," promising to give

ninety days' notice of anticipated shutdowns. None of the eighty-four plants that closed in the first six months of 1985 had signed the compact. Some gave notice anyway, but others did not. Still, Massachusetts provides extra unemployment compensation and health insurance to workers who lose their jobs to shutdowns. And it established a stabilization trust that has thus far rescued two ailing businesses employing 290 persons, says Assistant Secretary of Labor Michael Schippani.

According to Markley Roberts, an AFL-CIO economist in Washington, D.C., a national plant-closing law would help "minimize suffering" more effectively than disparate state measures. "There is the argument—I don't think it's valid, but it's popular with politicians—that states with plant-closing legislation are less competitive than ones without it," he says. "That's an important explanation for the non-enforcement of existing laws."

A bill sponsored by Representative William Ford, Michigan Democrat, would require enterprises with fifty or more employees to give ninety days' notice of plant closings or mass layoffs. Whether the proposal can clear the Republican-controlled Senate is questionable. But this is certain: The reform comes too late for the 11.5 million Americans who lost their jobs to shutdowns and layoffs between 1979 and 1984.

—KEENEN PECK

(Keenen Peck is an associate editor of The Progressive.)

closing law. The ordinance barred public financing for companies seeking to run from other California locations to Vacaville, thus stripping Dura-Vent of its industrial revenue bond. It also established transfer rights for workers caught in a runaway shop and guaranteed resident status for employees transferring into Vacaville, making them eligible for low-income housing assistance. Similar legislation is now being considered in Santa Monica, Santa Cruz, Berkeley, and Oakland.

Workers in other unions have fought hard against plant closings, too. The United Steelworkers and their community allies in the Tri-State Conference on Steel have used twenty-four-hour vigils and mass rallies to rescue U.S. Steel facilities in Duquesne, Pennsylvania, from an appointment with the wrecking ball. A Bakery, Confection-

ery and Tobacco Workers local, in solidarity with locals at nine other plants around the country and backed by an aggressive community organizing effort, persuaded Nabisco in 1982 to reverse its decision to close a Pittsburgh facility. That same year, the United Auto Workers (UAW), with help from the University of Alabama, put together a plan for modernizing GM's parts plant in Tuscaloosa and convinced the automaker to keep the facility open. Chrysler, too, put aside plans to close a Detroit forge plant after UAW members there outlined ways to renovate and rebuild the facility without interrupting production.

Unfortunately, corporate executives still hold the trump card—the legal right to shut down facilities regardless of objections from workers, unions, or communities. Unions lost the combative influence of communists, socialists, and other radicals

in their Cold War rush to conformity, and now the mainstream labor movement fights over workers' share of the economic pie without challenging the system that bakes it.

Perhaps that will change as unions begin to look carefully at each plant closing and fight back with tactics that take advantage of companies' vulnerabilities. The record surveyed here shows that victories are possible—even under current conditions—and that important political education can be carried out, win or lose. Labor resistance, political pressure, and public relations warfare hurt employers in the marketplace and force them to think twice about shutdowns. Such techniques can build momentum for a Federal law stripping companies of the absolute right to close plants, and help reestablish a spirit of militancy that can animate the labor movement. ■

ATTACHMENT #11

"COMMUNITY LEADERS MEET TO PREVENT PLANT CLOSING"

SITUATION: A business in Centreville, the Biotech Appliance Company, has announced it is considering closing and relocating its plant.

The following people call a meeting to discuss their concerns:

- 1) the company president - high production costs, lower profits, loss of market share to foreign competition;
- 2) union representative - loss of wages and benefits, loss of jobs, lack of demand for the skills of Centreville workers;
- 3) mayor - loss of community income and tax dollars, loss of population, increased demand for costly city services;
- 4) Centreville citizens - reduction of family purchasing power, decline in local business economy, decline of Centreville standard of living, decline in Centreville property values as residents leave the area.

The following questions should be resolved at the meeting:

- 1) Does this company really need to relocate?
- 2) Is this a threat to win concessions from the workers and the Centreville town government?
- 3) What can the workers do to prevent relocation?
- 4) Can the workers find other jobs or be retrained?
- 5) What can the local government do?
- 6) Can the company do other things instead of relocating to become more competitive?
- 7) How will other businesses in the community be affected?
- 8) How will relocation affect an average family's life?

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AUDIO-VISUAL AIDS

Business of America, film, 43 minutes, from the AFL-CIO, 815 16th Street, N.W., Washington, D.C., 20006.

The film deals with plant closings and corporate diversification, illustrated by the fate of the historic Homestead Steel Plant, site of the famous 1892 strike. The film depicts how U.S. Steel purchased Marathon Oil Company rather than using its assets to upgrade a potentially profitable and functioning steel mill.

Controlling Interest, feature length documentary film, from either the American Friends Service Committee, 2160 Lake Street, San Francisco, California, 94121, or the AFL-CIO, 815 16th Street, N.W., Washington, D.C., 20006.

The film looks at U.S. multi-national corporations that move production to low wage areas of the U.S. or overseas. The film includes interviews with corporate, government and union officials on the closing and relocation of a New England manufacturing plant and how the workers and community responded.

Crystal Lee, A Woman of Inheritance, film, approximately 60 minutes, from Amalgamated Clothing and Textile Workers Union, 15 Union Square, New York, New York, 10003.

The true life story upon which the movie "Norma Rae" was based, this film looks at all aspects of plant closings and relocations, and the union's and community's responses.

Daughters of Free Men, slide with video cassette, approximately 30 minutes (soon to be available in video format), from the American Social History Project, Graduate Center, Department of History, City University of New York, 33 W. 42nd Street, New York, New York, 10036.

The film is an inventive look at conditions in the early Lowell textile mills as seen through the eyes and ears of teen-aged farm girls who worked there in the 1820s and 1830s.

Global Assembly Line, film or video, approximately 60 minutes, available from AFL-CIO, 815 16th Street, N.W., Washington, D.C., 20006.

The film examines the manufacturing operations of corporations that left the U.S. and moved to Mexico and the Philippines. The film also looks at attempts by the workers in the newly relocated plants to form unions in their countries and across national boundaries.

Norma Rae, feature length film, available in video rental stores and other commercial outlets.

The film, starring Sally Field, depicts the struggle to reunite the fictionalized J. P. Stevens textile mills after the company left New England and relocated in the south.

INDUSTRIAL RELATIONS:
WHAT EVERY HIGH SCHOOL SENIOR NEEDS TO KNOW

GRADES 11-12

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INTRODUCTION

This planning unit is intended as a primer on industrial relations for senior high school students. It provides information which every person about to enter the workforce ought to know. Because we believe that high school seniors need to be taught what unions are and why they exist, we use realistic workplace scenarios in discussing such important issues as collective bargaining, grievance procedures, and arbitration. Furthermore, in order to inform students about the role of unions in their lives (however remote they might think this is), we offer some thoughts about current public perceptions of unions and urge students to analyze the facts behind these myths. In the end we are convinced that if presented with all sides of the issue, students will appreciate more fully how unions make all workers' lives more secure and prosperous.

A word to teachers. You might not have time to use all of the material contained in this unit. Select those ideas and activities which will be most useful. The bibliography will suggest additional resources.

The International Brotherhood of Teamsters is very pleased to acknowledge the sources used in the preparation of this work. First, we thank Dr. John Hanson, Director of the Bureau of Labor Education at the University of Maine at Orono, for permission to reprint liberally from The Work Book: A Teachers' Manual for Labor Education. Second, we thank Richard Olson of the United Auto Workers for permission to reprint "The Naked Truth about Unions," a provocative publication squarely in the American tradition of pamphleteering. Finally, we thank those teachers named on the cover sheet who, as participants in the 1987 IBT Labor Institute held at the University of Wisconsin at Madison, contributed to this effort.

Dr. Saul E. Bronder
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GOAL: This planning unit is intended to familiarize senior high school students with the realities of the working world they will soon encounter.

OBJECTIVES:

- I. Students will develop a familiarity with the vocabulary of labor relations.
- II. Students will be able to understand and articulate the basic principles which define labor unions, i.e., what labor unions are and why they exist.
- III. Students will develop an understanding of the operation of a union, including the role of the union steward in labor relations.
- IV. Students will develop a sense of how conflicts in the workplace arise, are handled, and are resolved.
- V. Students will be able to understand and explain the collective bargaining process.
- VI. Students will be able to identify and describe at least five widely held myths about unions.

OBJECTIVE I: Students will develop a familiarity with the vocabulary of labor relations.

VOCABULARY:

Arbitration	Jurisdictional Dispute
Boycott	Lockout
Business Agent	Open Shop
Casual Workers	Organizational Picketing
Closed Shop	Rank and File
Collective Bargaining	Right-to-Work
Craft Union	Seniority
Dual Unionism	Shop Steward
Escalator Clause	Sit-Down Strike
Featherbedding	Strike
Fringe Benefits	Unfair Employment Practice
Grievance	Union Shop
Industrial Union	Walkout
Informational Picketing	Wildcat Strike
Injunction	Yellow Dog Contract

ACTIVITIES:

1. Divide the class into three groups and give a third of the terms to each group. Students will look up the definitions as a homework assignment and discuss the terms in class the next day (See Attachment #1).
2. Have the students do a word search in newspaper articles for the terms.
3. Develop a card game that will improve the students vocabulary by matching words with definitions.
4. Prepare a quiz that matches terms with definitions (See Attachment #2).

NOTE: To reinforce comprehension, a vocabulary quiz can be given at the conclusion of the planning unit.

ATTACHMENT #1

ARBITRATION - a method of settling a labor-management dispute by having an impartial third party decide the issue. The decision of the third party (arbitrator) is usually binding.

BOYCOTT - a concerted refusal to work for, purchase from, or handle the products of an employer. Where the action is directly against the employer directly involved in the labor dispute, it is termed a primary boycott. In a secondary boycott, the action is directed against a neutral employer in an attempt to get him/her to stop doing business with the company that is having a labor dispute.

BUSINESS AGENT - a full-time officer of a labor union who handles grievances, helps enforce contracts, and performs other tasks in the day-to-day operations of a union; to be distinguished from an international representative and a shop steward.

CASUAL WORKER - a temporary worker who has no seniority rights with a company and no permanent affiliation with a union.

CLOSED SHOP - an agreement between an employer and a union that, as a condition of employment, all employees must belong to the union before being hired. The Taft-Hartley Act declared the closed shop illegal.

COLLECTIVE BARGAINING - a method of determining terms and conditions of employment by negotiation between representatives of the employer and union.

CRAFT UNION - a union whose membership is restricted to workers possessing a particular skill. Most craft unions today have broadened their jurisdictions to include many occupations and skills not closely related to the originally designated craft.

DUAL UNIONISM - a union member's activities on behalf of, or membership in a rival union; often refers to different union movements with different ideologies and philosophies.

ESCALATOR CLAUSE - a union contract provision for the raising and lowering of wages according to changes in the cost of living index or a similar standard; most commonly referred to as the Cost of Living Adjustment.

FEATHERBEDDING - situations in which payment is sought for work that is not done, or more workers used, than is reasonably required for efficient operations.

FRINGE BENEFITS - negotiated benefits other than wages that provide an employee with additional compensation in the form of money, paid time away from the job, or some other form of current or deferred compensation.

ATTACHMENT #1 CONT.

GRIEVANCE - any type of worker dissatisfaction that may or may not be covered by the collective bargaining agreement. A grievance may be brought to the attention of management by a worker, the steward, or a union. A grievance should only be written after an investigation has been made by the union and need not be a long narrative of what occurred. Stewards are usually trained to write grievances in their proper form.

INDUSTRIAL UNION - a union whose membership includes any worker in a particular industry, regardless of the particular skills the worker exercises. Membership consists of largely semiskilled and unskilled workers, along with a limited portion of skilled workers.

INFORMATIONAL PICKETING - picketing to publicize either the existence of a labor dispute or information concerning the dispute. Examples of informational picketing include picketing a place of employment which is involved in a labor dispute or picketing a product at the market place.

INJUNCTION - a court order which either imposes restraints upon action, or directs that a specific action be taken and which is, in either case, backed by the court's power to hold disobedient parties in contempt. Injunctions by federal courts are limited by the Norris-LaGuardia Act.

JURISDICTIONAL DISPUTE - a conflict involving a dispute between two unions as to which shall represent a group of employees in collective bargaining or as to which union's members shall perform a certain type of work.

LOCKOUT - a suspension of work initiated by the employer resulting from a labor dispute. A lockout is the employer counterpart of a strike and is used primarily to avert a threatened strike by the workers.

OPEN SHOP - a shop, factory or business establishment in which there is no union. The term is sometimes applied to places of work in which there is a union, but where union membership is not a condition of employment.

ORGANIZATIONAL PICKETING - picketing to persuade or coerce employees to join a union or to accept the union as their bargaining agent. Organizational picketing is subject to certain restrictions under the 1959 amendments to the National Labor Relations Act.

RANK AND FILE - members of a union.

ATTACHMENT #1 CONT.

RIGHT-TO-WORK - laws prohibiting union shops, or any other security arrangements which require employees to join a union as a condition of retaining employment. Right-to-Work laws are permitted under Section 14(b) of the Taft-Hartley Act.

SENIORITY - an employee's standing as determined by length of continuous employment. There are two kinds of seniority: competitive seniority, which is used to determine which employees should secure advantages at the workplace (such as promotion, shift assignment, or layoff survival), and benefit seniority, which is used to measure an employee's entitlement to benefits.

SHOP STEWARD - often referred to as the vital link of the union structure, the union or shop steward is the official closest to the rank and file. He/she collects dues, solicits new members, announces meetings and receives, investigates, and attempts the adjustment of grievances.

SIT-DOWN STRIKE - a concerted cessation of work in which the employees remain in or occupy their place of employment, refusing to leave until their dispute is resolved.

STRIKE - a concerted and sustained refusal by workers to perform some or all of the services for which they were hired. The power of workers and their labor organizations to strike and withhold their labor power from production is a fundamental right of workers. It is the ultimate, and, at certain times, the most powerful economic weapon workers have at their disposal in a dispute with their employer. A strike is not a matter which is taken lightly. Many view a strike as a tactic of last resort that should only be used when all else fails to improve or maintain wages, hours, or other conditions of employment.

UNFAIR EMPLOYMENT PRACTICE - those employer or union activities classed as "unfair" by federal or state labor relations acts. Primarily it is those actions which an employer or union commit that are viewed as a violation of Section 7 and Section 8(a) and 8(b) of the National Labor Relations Act. Most unfair labor practices fall under the jurisdiction of the National Labor Relations Board.

UNION SHOP - a bargaining unit covered by a union security clause stipulating that although the employer may hire anyone he or she wants, all workers must join the union within a specified period of time (by law, not less than thirty days) after being hired and retain membership as a condition of employment.

WALKOUT - another term for "strike"; the organized work stoppage by employees in a plant or industry to force management to agree to certain demands pertaining to their employment conditions.

ATTACHMENT #1 CONT.

WILDCAT STRIKE - a work stoppage violating the contract and not authorized by the union; sometimes used interchangeably with the term "quickie strike."

YELLOW DOG CONTRACT - agreements signed by workers as a condition of employment by which they promise not to join or remain in a union. The National Labor Relations Act, the Norris-LaGuardia Act, and the Railway Labor Act all prohibit yellow dog contracts. Yellow dog contracts were commonly used in the early days of union organizing. Prior to the Norris-LaGuardia Act, employers often used them when seeking an injunction.

ATTACHMENT #2

MATCH THE FOLLOWING TERMS TO THEIR DEFINITIONS (1 point each).

- | | |
|---------------------------|--|
| 1. Rank and File | _____ Controversy between two unions over the right to organize a given class or group of employees, or to have members employed on a specific type of work |
| 2. Lockout | _____ Laws which ban union security agreements by forbidding contracts which make employment conditional on membership or nonmembership in a labor organization |
| 3. Open Shop | _____ Closing down of a business as a form of economic pressure upon employees to force acceptance of the employer's terms |
| 4. Closed Shop | _____ Plant where employees are free to join or not join a union |
| 5. Featherbedding | _____ Agreement with a union by which an employer may hire a non-union employee, but the new employee must join the union within a specified time and remain a member in good standing |
| 6. Right-to-Work | _____ Arrangement between an employer and a union under which only members of the union may be hired |
| 7. Jurisdictional Dispute | _____ Members of a union other than the officers |
| 8. Union Shop | _____ Contractual requirements that employees be hired in jobs for which their services are not needed |

ATTACHMENT #2 CONT.

9. Business Agent — Person not employed in any one job on a regular or steady basis
10. Casual Worker — An employee complaint; an allegation by an employee, union or employer that a collective bargaining contract has been violated
11. Escalator Clause — Clause in a collective bargaining contract requiring wage or salary adjustments at stated intervals in a ratio to changes in the Consumer Price Index
12. Grievance — A situation in which a labor organization is formed to enlist members among workers already claimed by another union
13. Dual Unionism — Person designated by a union to take up with the foreman or supervisor the grievances of fellow employees
14. Arbitration — Paid representative of a local union who handles its grievance actions, negotiates with employers, enrolls new members, and deals with other union affairs
15. Shop Steward — Method of deciding a controversy under which parties to the controversy agree in advance to accept the decision of a third party
16. Collective Bargaining — Negotiations which result in a labor contract between workers and their employer

ATTACHMENT #2 CONT.

- | | |
|-------------------------|--|
| 17. Industrial Union | _____ Concerted cessation of work as a form of economic pressure by employees, usually organized, to force the acceptance of their terms |
| 18. Craft Union | _____ Stoppage of work where the strikers remain in occupancy of the employer's premises |
| 19. Yellow Dog Contract | _____ Strike in which workers leave the shop or plant |
| 20. Strike | _____ Refusal to deal with or buy the products of a business as a means of exerting pressure in a labor dispute |
| 21. Walkout | _____ Agreement under which an employee undertakes not to join a union while working for his/her employer |
| 22. Wildcat Strike | _____ Labor organization admitting to membership persons engaged in a specified type of work, usually involving a special skill |
| 23. Sit-Down Strike | _____ Labor organization admitting to membership any worker in a particular industry, regardless of skill |
| 24. Boycott | _____ Unauthorized strike |

ATTACHMENT #2 CONT.

25. Organizational Picketing ————— Mandatory order by a court to perform or cease a specific activity usually on the grounds that otherwise the complaining party will suffer irreparable injury from unlawful actions by the other party
26. Unfair Employment Practice ————— Picketing for the purposes of advising the public that the picketed employer does not have a union contract, is selling goods produced by a struck or nonunion employer, or is in violation of the collective bargaining agreement
27. Seniority ————— Length of service with an employer or in one branch of a business; preference accorded employees on the basis of length of service
28. Fringe Benefits ————— Picketing an employer in an attempt to induce the employees to join the union
29. Informational Picketing ————— Discrimination in employment based on race, color, religion, sex or national origin, forbidden by federal and some state laws
30. Injunction ————— Term used to encompass items such as vacation, holidays, insurance, pensions, medical benefits, and other similar items given to an employee in addition to a direct wage

**ATTACHMENT #2
ANSWER SHEET**

Page 1

7, 6, 2, 3, 8, 4, 1, 5

Page 2

10, 12, 11, 13, 15, 9, 14, 16

Page 3

20, 23, 21, 24, 19, 18, 17, 22

Page 4

30, 29, 27, 25, 26, 28

OBJECTIVE II: Students will be able to understand and articulate the basic principles which define labor unions, i.e., what labor unions are and why they exist.

ACTIVITIES:

1. Ask the students: "What do you think a labor union is?" Have them write definitions and discuss these in class. Synthesize their written responses into a few basic categories and record them on the chalkboard for later reference.
2. Begin a dialogue with the students, using the appended questions as a basis for the discussion (See Attachment #3). The aim of the dialogue is to lead students to discuss the reasons behind labor union activities.
3. Following the discussion, review the definitions of a labor union as previously recorded on the chalkboard. Revise these definitions to include all of the characteristics of unions and the fundamental principles that define them.
4. Quiz the class on the meaning of certain terms discussed in this unit (See Attachment #4).

ATTACHMENT #3

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DISCUSSION QUESTIONS

1. WHY DO WORKERS ORGANIZE AND JOIN UNIONS?

Possible Answers

- 1) To get better wages and working conditions
- 2) To gain job security and stability
- 3) To pressure or retaliate against a resented employer
- 4) To gain unified strength in order to deal with a common employer
- 5) To prevent arbitrary dismissals and unfair punishments
- 6) To work to improve their position
- 7) To represent mutual interests of workers

2. WHY MIGHT EMPLOYERS OPPOSE UNIONS?

Possible Answers

- 1) Higher wages equal higher costs and lower profits
- 2) Imposes new rules on business
- 3) Requires considerable management effort and cost to engage in negotiations
- 4) Threatens production and therefore profit
- 5) Reduces control of employer over workforce
- 6) Arouses antagonism of workers toward management

3. IN EARLIER YEARS, WHY WERE THE STRONGEST UNIONS AND LABOR COALITIONS PRIMARILY THE SKILLED TRADES?

Possible Answers

- 1) The products of their skilled labor had the most durable value in the labor market.
- 2) Their skills could not easily be replaced with non-union labor.

ATTACHMENT #3 CONT.

4. WHAT MIGHT HAVE BEEN SOME OF THE PROBABLE CAUSES WHY LABOR DISPUTES IN THE LATE 1800s LED TO MASS STRIKES WHICH OFTEN ERUPTED INTO VIOLENCE?

Possible Answers

- 1) Industrial barons had little reason to bargain with the workers.
- 2) The job was a matter of life and death.
- 3) Industrialists were very powerful--strikes were broken by force (private armies of Pinkertons, government troops or hired goons).
- 4) Legal methods were inadequate to resolve serious conflicts--government and the courts favored the industrialists.

5. WHY DID THE REGULATION OF LABOR RELATIONS BY LAW BECOME NECESSARY?

Possible Answers

- 1) To provide a structure of legal recourse to industrial conflict
- 2) To balance the scales of justice by recognition of labor unions as legitimate representatives of organized workers
- 3) To diffuse and stabilize volatile industrial relations
- 4) To protect union organizers and sympathizers from employer discrimination and retaliation
- 5) To establish procedures for labor-management relations

6. WHY IS THE RIGHT TO ORGANIZE AND JOIN A UNION THE MAIN PROVISION OF THE LAW?

Possible Answers

- 1) Recognition of this right is essential to the organizing process and must therefore be protected.
- 2) Primarily this is the factor missing in previous labor strife.
- 3) Without this recognition and protection, management would enjoy a permanent advantage over labor and use that advantage to intimidate any organizing efforts.

7. WHY ARE CAMPAIGNS AND ELECTIONS WHERE WORKERS DECIDE WHETHER OR NOT THEY WANT UNION REPRESENTATION SUPERVISED BY A FEDERAL AGENCY?

Possible Answers

- 1) To guarantee free elections
- 2) To prevent intimidation by either side

8. WHY IS THE CONTRACT CRITICAL TO LABOR-MANAGEMENT RELATIONS?

Possible Answers

- 1) It is the formal, legally-binding agreement between the parties.
- 2) The contract defines the employer-employee relationship, the job itself, and basic working conditions.
- 3) The contract is the treaty that guarantees job security as well as continued employment.
- 4) The contract must be the primary protector of the individual worker's rights.
- 5) Mistakes in contracts cannot be corrected without correcting the contract.
- 6) The contract represents and solidifies real, demonstrable progress.
- 7) The contract is the goal and the instrument of the union's efforts to advance the worker's interest.

9. WHY DOES THE LAW COMPEL THE PARTIES TO NEGOTIATE AND TO BARGAIN IN "GOOD FAITH?"

Possible Answers

- 1) To promote the settlement of differences
- 2) To prevent either party from deliberately stalling and subverting the process

ATTACHMENT #3 CONT.

- 3) To prevent total breakdowns where either party gets so angry that they stubbornly refuse even to meet with their adversary

10. WHY ARE GRIEVANCE PROCEDURES--METHODS OF DECIDING HOW TO SETTLE CONFLICTS--WRITTEN INTO CONTRACTS?

Possible Answers

- 1) Because all problems cannot be foreseen in the contract
- 2) To protect employees from unjust treatment in disputes
- 3) To provide a means for enforcing the rules of the contract
- 4) To release and dissipate the destructive energy of small fights and quarrels
- 5) To establish order in the workplace, reducing conflict and confusion

11. WHY DO UNIONS ATTEMPT TO NEGOTIATE PROVISIONS INTO THE CONTRACT WHICH RESTRICT THE EMPLOYER FROM FIRING OR PUNISHING THE EMPLOYEE EXCEPT WHERE THE EMPLOYER CAN PROVE THAT THE EMPLOYEE'S BEHAVIOR IS GOOD REASON FOR SUCH ACTION?

Possible Answers

- 1) To prevent arbitrary and unfair treatment of employees
- 2) To insure that employees are dismissed (or punished) only for valid reasons, not because someone simply does not like them
- 3) To require management to pursue orderly procedures in handling employee problems
- 4) To give the worker reasonable and clearly understandable job security
- 5) To provide a path for resolving difficulties without penalizing the worker

12. WHAT IS THE PURPOSE OF A SENIORITY CLAUSE IN A CONTRACT?

Possible Answers

- 1) To protect the job security of the worker in relation to the years he or she has worked for the employer

ATTACHMENT #3 CONT.

- 2) To protect the senior worker from arbitrary treatment by the employer
 - 3) To insure that the worker is rewarded rather than dismissed because of accumulated years of service
 - 4) To prevent management from profiting at the expense of older workers (e.g., elimination of pension funds)
13. WHY DO UNIONS WANT EVERYBODY IN THE SHOP TO BELONG TO THE UNION OR AT LEAST PAY DUES?

Possible Answers

- 1) Non-members who get union benefits in the contract should help pay for them.
 - 2) The union also represents non-union members in negotiations--everyone should help pay for the services of the bargaining agent.
 - 3) Union strength depends on "solidarity," which is ultimately the power of a union to withhold from the employer the labor force necessary for production.
 - 4) Without union "security" unions would have difficulty raising operating funds--freeloaders would enjoy the same benefits as paying members without any comparable sacrifice.
 - 5) A divided workforce weakens the union as the representative of all the employees in negotiations.
 - 6) When everyone in the shop belongs to the union or at least pays dues, workers have a stake in union affairs and are thus encouraged to participate fully in union activities.
14. WHY DO UNIONS GO ON STRIKE?

Possible Answers

- 1) To show management that it costs too much in terms of reduced productivity to continue to ignore the workers' legitimate demands or to refuse to compromise
- 2) To use economic pressure to persuade management to compromise
- 3) To demonstrate the union's ability to take concerted

and effective action

- 4) To oppose deadlocked positions and attitudes maintained by management
 - 5) To publicize the union's complaints and demands and to win support
15. WHY DO UNION MEMBERS TRY TO KEEP NON-UNION REPLACEMENTS ("SCABS") FROM CROSSING A PICKET LINE?

Possible Answers

- 1) Union members guard their picket line in order to keep management from operating the business effectively in spite of the strike.
 - 2) The function of the picket line is to shut down operations. If it is easily violated, the purpose of the pickets will be defeated.
 - 3) The picket line represents the union's attempts to close off business and production--a "scab" sustains business and production by performing the union worker's job.
16. WHAT IS THE PURPOSE OF A BOYCOTT?

Possible Answers

- 1) To bring public pressure against management through economic sanctions and publicity
17. WHY DO THE LAWS REQUIRE THAT LOCAL UNIONS BE RUN DEMOCRATICALLY?

Possible Answers

- 1) To insure that unions will truly represent the interests of the "rank-and-file" members
- 2) To discourage union racketeering and corruption
- 3) To prevent union leaders from using unions for their own purposes and gains
- 4) To support the efforts of union members to control their own unions
- 5) To enforce a degree of fairness in union structure and therefore in union activities

ATTACHMENT #3 CONT.

18. WHY IS THE COMPANY PROHIBITED FROM BECOMING INVOLVED IN UNION AFFAIRS AND ACTIVITIES?

Possible Answers

- 1) To prevent the company from controlling the workers' organization
 - 2) To prevent the company from using the workers' organization to its own advantage in order to promote its own interests
19. WHY ARE STRIKES RESTRICTED OR PROHIBITED FOR CERTAIN PUBLIC EMPLOYEES?

Possible Answers

- 1) Essential services (e.g., fire, police and medical protection) must continue for the sake of public safety.
 - 2) Public employees are often forbidden to strike because as government workers they provide vital services which are not otherwise available and on which the public depends.
 - 3) The relationship between employee and employer is more ambiguous in the public sector--striking public employees are not allowed to wage economic war against the taxpayers.
20. WHAT ARE THE ADVANTAGES OF BELONGING TO A LABOR UNION?

Possible Answers

- 1) Better wages and working conditions
- 2) A greater role in self-determination
- 3) Better job security
- 4) Specified ways to resolve work problems
- 5) Less vulnerability to capricious and unfair treatment by the employer
- 6) Legally protected rights under the negotiated contract
- 7) Safe methods available for employee dissent or disagreement
- 8) Less fear of termination

ATTACHMENT #4

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QUIZ

1. If a new company employee must join the union and start to pay dues within a certain time after the employee is hired, what kind of agreement does the company have with the union?
 - a) open shop
 - b) agency shop
 - c) union shop
 - d) closed shop
2. If a new company employee is not required to join the union but is required to pay for union representation, what kind of agreement does the company have with the union?
 - a) open shop
 - b) agency shop
 - c) union shop
 - d) closed shop
3. What is the contract provision usually called that defines the requirements of union membership?
 - a) union security clause
 - b) just cause provision
 - c) jurisdiction clause
 - d) sanity clause
4. If a union has been elected to represent a group of employees, but the employees are not required to join the union or pay for union services in any way, what kind of agreement does the company have with the union?
 - a) open shop
 - b) agency shop
 - c) union shop
 - d) closed shop
5. If a person must be a union member before that person can be hired by a company, what kind of agreement does the company have with the union?
 - a) open shop
 - b) agency shop
 - c) union shop
 - d) closed shop

Answers: 1.c); 2.b); 3.a); 4.a); 5.d)

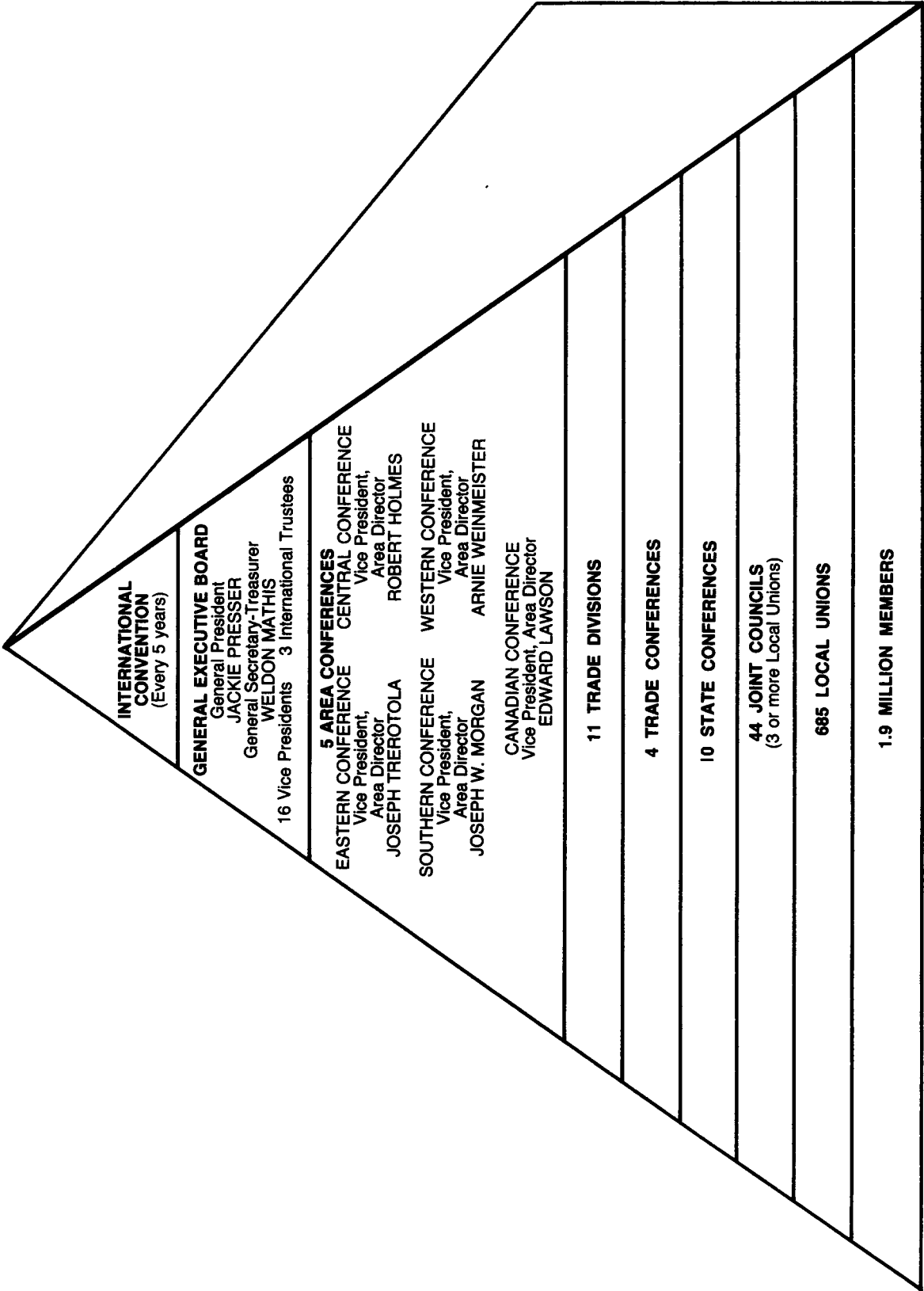
OBJECTIVE III: Students will develop an understanding of the operations of a union, including the role of the union steward in labor relations.

ACTIVITIES:

1. Invite a union representative, e.g., a business agent or steward, to teach part or all of this class. Review with the guest speaker a list of topics to be covered, including how routine union business is conducted, how union policy and practice are determined, what kinds of union activities are typical, how dues are collected and spent, how a worker joins a union, and the like. The guest speaker should also outline in some detail the responsibilities of union officials, including stewards, and the rights and responsibilities of union membership. The speaker should be prepared to respond to questions and arguments from students about union practices in general.
2. To prepare the students for the guest lecturer, duplicate and distribute excerpts from the IBT "Focus" series as home reading assignments. Copies of the pamphlets, which explain union administration, membership, stewards, and collective bargaining, are available on request from the International Brotherhood of Teamsters, Department of Human Services, 25 Louisiana Avenue, N.W., Washington, D.C., 20001.
3. Prepare an organizational chart of a union on an overhead transparency (See Attachment #5). Compare this organization with the structure of your teachers' union so that students can assess similarities and differences.
4. Assign students to interview union stewards about their responsibilities. Have these students write a 200-300 word report on the interview.

The interview should include:

- 1) the name of the shop steward
 - 2) the union to which the shop steward belongs
 - 3) the duties of the shop steward
 - 4) the wages and benefits provided by the union contract
 - 5) a brief explanation of the personal attitudes of the shop steward toward the union and its members as expressed in the interview.
5. Examine newspaper coverage of local labor disputes to determine how the rights and responsibilities of union members are being reported.



OBJECTIVE IV: Students will develop a sense of how conflicts in the workplace arise, are handled, and are resolved.

TITLE 1: STRIKES

ACTIVITIES:

1. Review the definition of a strike given in Attachment #1 and brainstorm the following questions with the students:

- 1) What is a strike?
- 2) What happens during a strike?
- 3) Why are strikes called?
- 4) What are the dangers that are present during a strike action?
- 5) How can these dangers be reduced or avoided?
- 6) How can strikes be prevented?
- 7) What are the possible negative effects of strikes?
- 8) What are the possible positive effects of strikes?

The appended essay, "Strikes," is intended as background for the teacher, although it can be shared with students (See Attachment #6).

"Strikes"

Craft Union Strikes

The craft union's aim is to get a favorable price for skilled labor and to maintain an acceptable economic supply-demand relation between job-openings for workers in the craft and craftsmen seeking jobs. Thus carpenters will strike for a raise in hourly wages or against a cut. They will also strike against the employment of nonunion workers to do carpenters' jobs, usually on the grounds that these nonunion workers are not qualified to do the work. This includes the "jurisdictional strike" in which some other skilled-worker union claims the right to do the work which the carpenters consider "belongs" to them. An example might be the job of installing prefabricated windows. The glaziers claim them because they have glass panes; but so do the carpenters, because the frames are made of wood. In this case a decision either way expands the total demand for one kind of skilled labor and diminishes the demand for another kind. While jurisdictional strikes have fortunately become one of the less common kinds of strikes, their incidence most clearly demonstrates the economic orientation of craft-union collective bargaining aims.

Strategy in craft-union strikes springs from this supply-demand relation. It aims simply to withdraw a scarce element of production, skill, from the labor market, and withhold it until the price is "right." It has been pointed out before that craft unions flourish only where handicraft methods still prevail so that the product is directly turned out--as in the building trades--by a skilled craftsman. This craftsman is a man who has passed through an apprenticeship and taken several years to master a trade. When he walks off the job, the employer cannot replace him with any Tom, Dick or Harry. In the short run he and his fellow craftsmen are irreplaceable. The more completely and the longer they withhold their skilled labor, the stronger grows the demand for it, until an offer of hourly wages is made that seems acceptable as the price of the labor to be supplied.

Tactics under this strategy can be quite simple. Basically, what the union members do is wait. If the strike is against a single employer, or a few out of many, and the others are complying with union terms, the business agent of the Local finds jobs for the striking workers with these other firms. If there are not enough jobs to go around, the union pays individual cash benefits out of its strike fund to the members who are unemployed

because of the strike. That is what the fund was built up for-- to help the members "wait it out."

Industrial-Union Strikes

Very different is the situation in the industrial-union strike. To stand and wait would be the surest way of losing a strike. The industrial union goes on strike for economic aims, but gets and holds them by methods that can only be called, for want of a better term, political, in the sense of "power politics."

The immediate strike objective of the industrial union in manufacturing is to control physical access to the workplace. This denies the employer the use of his productive plant until he "ransoms" it by making a satisfactory settlement. The industrial union in transportation aims to bring the employer's rolling stock to a standstill. Industrial unions in other fields have to select their strike objectives in light of their particular circumstances, which vary. The underlying strategy in all of them is to prevent the replacement of individual strikers of many varieties and degrees of semiskill by other individuals who can be taught the strikers' jobs.

The exact date and time of the strike may be set by vote of the members or authorized by vote and set by call of the union officers or committees. Between Internationals, and even Locals of the same International, practices differ. The range is from a requirement in either the Local or International Constitution calling for a secret ballot of all the members, with a two-thirds or three-fourths majority in favor of the strike necessary to carry, down to a simple majority of members present and voting at the meeting. The practice is likely to lie somewhere between these extremes, probably nearer the latter, or less rigorous, requirement.

In a factory union, mere prudence on the part of the union leaders would indicate the desirability of taking a vote before calling a strike. The members are the union's "army" in the strike, as well as the union's "citizenry." In a democracy, it takes a vote of the citizenry as represented in parliament--the Local meeting--to mobilize the army. The secret ballot, the every-member method of authorizing a strike, goes further yet; it submits the question to a referendum.

The aim of the strike is to deprive the company of production and make management sue for terms to get it rolling again.

The first step is to call the workers off their jobs. This is the formal meaning of the strike vote and is easily accomplished since workers leave the plant anyway at the end of the shift.

ATTACHMENT #6 CONT.

The second step is to shut down the plant, and this may be a little harder. Meeting hall courage has been known to melt away overnight. A man is not counted absent from work until he fails to show up at the start of the next scheduled shift. The strike is not actually on until the shift fails to report. The union therefore must stop the shift from going on. As has been shown, that is not really difficult to do if there is any appreciable amount of strike sentiment and if adequate organizational measures are taken.

The third step, and the one that may be the hardest in the long run, is to keep the workers, and strangers who might replace them, from going in to work. This is the aim that animates every move made by the union in the strike, the object of all its vigilance, the reason for any violence that may occur on either side. The way it is carried out is by means of a picket line.

A picket line consists of union members who walk back and forth in front of the plant gate or gates. They warn their fellows, and any others who might seek to enter the factory to work, not to cross the line. They do this by word of mouth and by carrying signs. If words are not enough, they may resort to deeds.

Picketing the plant is not a siege, it is a blockade. It cuts the plant off from a vital element of production, labor. It defends the approaches to the plant against the entrance of people who might provide the labor. Who are these people who might want to go in the open gates? Anybody and everybody, including union members who weaken.

This is an offensive, not a defensive strategy. The union picketer does not have to wait until someone does something to him; he has to do something to make the potential replacement refrain from entering the gate, as the replacement has every legal right to do. The weapons available to the picketers for carrying out this offensive strategy are of two kinds: moral suasion and force.

Excerpt from Beal, E.F., E. Wickersham, and P. Kienast. The Practice of Collective Bargaining. Homewood, IL: Richard D. Irwin, Inc., 1972. Reprinted by permission of the publisher.

TITLE 2: GRIEVANCES

ACTIVITIES:

1. Using the essay "Grievances" as background information (See Attachment #7), work with the students to define and categorize grievances. Be sure to differentiate between a complaint and a legitimate grievance.
2. Distribute several workplace scenarios (excluding the answers) to the students (See Attachment #8). After discussing the individual case, have the students decide whether or not the worker has a legitimate grievance, according to the definitions developed in Activity #1. If the class believes that the worker has a legitimate grievance, have the students identify what type of grievance it is: for example, a violation of law, a violation of management responsibility, and so forth.
3. After sufficient time for defining and categorizing grievances, begin a discussion of the grievance procedure, using Attachment #9 as background information. The teacher may wish to invite a union and/or management representative experienced in grievance procedure to share his/her knowledge with the class.
4. Prepare a transparency of the grievance procedure using your teachers' union process as a model.
5. Create a grievance situation for the students to roleplay. Two examples are given below. Have the students fill out the "Member's Grievance Report" (See Attachment #10). By means of an open discussion, have students determine the outcome(s) of the situation.

EXAMPLES:

- 1) Harry Hathaway has been employed as a cashier/stock clerk at the National Food Store for three years. Last week Harry was fired by his supervisor because his supervisor did not like his personality and manner of performing certain tasks. What should Harry do?
- 2) Mary Smith has been employed as a maid with the Vacation Hotel chain for three years. Her supervisor has told her she must clean the rooms with a chemical that may be hazardous to her health. She refused and was then fired by the company for disobeying orders. What should she do?

6. To summarize this section on labor conflict, open a discussion by asking: "How do grievance procedures compare with strikes as a means to settle workplace problems?" Encourage students to identify the advantages and disadvantages of each process. The following questions highlight some particular points:

- 1) How are the problems that lead to grievances and the problems that lead to strikes related?
- 2) What are the possible results of strikes and grievance activities?
- 3) How do these possible results differ?
- 4) What are the strengths and weaknesses of the grievance process?
- 5) What are the strengths and weaknesses of the strike?
- 6) How is arbitration different from the strike as a means to resolve problems?
- 7) Is compulsory arbitration a practical alternative to the strike?
- 8) Under what circumstances (if any) would a strike be a better tactic than arbitration?

Even if the teacher or the students are unwilling to argue in favor of strikes, the reasons why strikes are used by unions should be recognized during the class discussion.

7. Review (orally or in writing) some of the basic facts about strikes and grievances (See Attachment #11).

"Grievances"

A grievance is a violation of a worker's rights on the job. It is important that a steward be able to distinguish between a complaint and a bona fide grievance. This can be done best by following the same procedure a good auto mechanic follows in attempting to discover why a car will not run. He approaches the problem on a systematic basis by running through the check list. Among the things he looks for: 1) is the battery dead, 2) is the gas tank empty, 3) is the starter switch broken, 4) are the plugs fouled up, etc. A steward should have a similar check list to determine whether a grievance exists. The following points should be checked:

- 1) Is it a violation of a contract?
- 2) Is it a violation of federal or state law?
- 3) Is it a violation of past practice?
- 4) Is it an area of management's responsibility?
- 5) Is it a violation of company rules?

Contract Violation

Because most of the rules governing the relation of a worker to his job are contained in the contract, this is the first place the steward should look to see if the worker's complaint is a legitimate grievance. Some grievances are clear-cut violations of the contract and are easy to prove. Grievances concerning the interpretation of a contract are not as easy to determine. For example: Suppose the contract reads, "An employee shall receive holiday pay consisting of eight hours straight time earnings providing he works the scheduled work day before and after the holiday." The contract is silent as to what happens if the worker is sick, or if he had an accident. In this situation, a legitimate difference of interpretation could take place as to whether an absent worker who was sick was entitled to holiday pay.

Violation of Federal or State Law

Although a union contract is binding on both parties, it cannot be in violation of law. Therefore, any action by management which violated a law would be the basis for a grievance. For example: The Fair Labor Standards Act provides for "equal pay for equal work" for both men and women and the Civil Rights Act forbids discrimination based on sex. A woman worker not receiving "equal pay for equal work" could have a grievance based on federal law. Likewise, there are a number of state laws pertaining to health and safety that, if violated, would be the basis for a grievance.

Violation of a Past Practice

A past practice can be the basis for a grievance, particularly in the areas where the contract is silent or unclear. However, grievances in this area can be quite complicated and are governed by some of the following rules: 1) A practice, in order to be considered valid, must be repeated over an extended time period. 2) A practice must be accepted explicitly or implicitly by both parties. In the first case, the union and management have formally agreed to the procedure orally or in writing. Implicit acceptance exists if neither party formally objected to the procedure over a period of time. 3) If a practice violates the contract, either side can demand that the agreement be enforced. 4) If a practice is bad or unsafe, an arbitrator may throw it out on the grounds that it should never have been established in the first place. 5) Past practice grievances arise out of problems such as subcontracting, job descriptions, and work practices like "wash-up time." Because the area of past practices is complex and since a grievance in this area may have implications for an entire plant or company, the international union representative or business agent should be consulted on such matters.

Management Responsibilities

Grievances charging a violation in areas in which management has a responsibility occur most often over problems involving working conditions and health and safety issues. For example: There is nothing in the union contract stating that the work place must be lighted by a specific number of watts of electricity or that the room temperature must be kept at a particular level. Yet the union will argue that management's responsibility includes the maintenance of proper heat, light, ventilation, etc. Likewise the employer is expected to maintain the machinery in proper condition as well as to provide safe vehicles to drive.

Violation of Company Rules

Company rules may be established by consultation or unilateral action. Even where management has established them on its own initiative, it cannot violate them without being guilty of a grievance. For example: A grievance would exist if the rules state that a worker shall be discharged for three garnishments but is fired after receiving the second. If company rules conflict with the contract, the union will, of course, argue that the contract has priority.

Excerpt from the AFL-CIO Manual for Shop Stewards

ATTACHMENT #8

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WORKPLACE SCENARIOS

Complaint 1: "Dangerous Dan"

The foreman tells Dan James to start his machine and get busy, but Dan complains that the guard on the machine is broken. The foreman tells Dan to go ahead and operate the machine as it is for the time being, but Dan refuses, saying it is too dangerous. The foreman suspends Dan, who is unable to find any specific mention of machine guards in the contract. Does Dan have a grievance anyway?

Answer: Yes. This is a violation of the law: specifically, federal law--the Occupational Safety and Health Act. As such, it is also a grievance, and one which should be filed for two reasons: 1) the grievance procedure may solve the problem faster than the legal machinery; and 2) the court may well require that the plaintiff exhaust all possible available remedies before seeking legal redress.

Complaint 2: "Lights Out"

Because the Dinsmore Electronics Company is suffering from a steep rise in energy costs, every other light in the assembly plant is turned off as a cost-saving measure. "There is plenty of light left to see what you're doing," the President reminds his employees. If they object, do they have a grievance, or merely a complaint?

Answer: This may be a violation of a management responsibility--that is, to provide proper lighting for the workplace--and thus constitutes grounds for a grievance. A case might also be made for the turn-off being a violation of a past practice, or for the lighting to be a "condition of employment" and thus subject to the contract provision requiring negotiation of all matters "affecting the terms and conditions of employment." The company's unilateral action would therefore be a violation of the contract.

Complaint 3: "The Garage Grudge"

Hayes Machine Company has its own motor vehicle garage, which employees sometimes use to work on their own cars at night and on weekends. Company policy never condoned this: "It was just sort of accepted with grudging looks and the silent treatment," says an employee. But because more and more employees are using the garage, the company decides that employees are "abusing a nonexistent privilege" and issues a notice announcing that the garage will be closed after hours. Is there anything the

employees can do?

Answer: Yes, they can file this grievance as a violation of past practice. By tacit consent, the privilege of using the garage has become a fringe benefit of working at Hayes Machine, so the company will probably have to negotiate with the union to set rules for garage use. It is interesting that the American Arbitration Association has never ruled exactly what constitutes the "extended time period" over which the past practice must have occurred without formal objection from either side.

Complaint 4: "Overworked and Underpaid"

Ann Hawkins receives her paycheck and complains that she's been shortchanged. "I'm supposed to get double-time for holidays, but I worked the new, official George Washington's Birthday and got paid straight time," says Ann. "I want a rebate!" Is this bookkeeper's error just the bookkeeper's problem, or is it a formal grievance?

Answer: As a direct violation of the contract, this is clearly a grievance. How the steward and the union should react to the situation depends on the reason why the grievance was committed: whether it was a mistake, an honest difference in interpretation, or a deliberate violation. An oversight by the bookkeeper is a routine grievance, an annoyance. If management promoted one employee over another employee who thinks he is just as qualified and has more seniority--a difference of opinion on qualifications, and thus on the applicability of the Seniority Rule--the handling of the grievance would require considerable diplomacy, both in representing the overlooked employee and in dealing with the employee who got the promotion. If, however, management tries to get away with making a subtle change in order to establish a certain practice before anyone realizes it, the resulting response by the union might justifiably be more vehement.

Complaint 5: "Parking Problem"

Every rainy day for the last five years, Doris Billingham has squeezed her little car between parking spaces reserved for company executives in order to get closer to the plant. One day one of the executives can't open his car door because Doris has parked so close. He warns Doris not to park there again or he will suspend her. One rainy day she does, and the next day he does: he fires her. Does Doris have a grievance?

ATTACHMENT #8 CONT.

Answer: No. Doris parking in the executive parking lot is not a past practice. The company did not accept the practice without objection: they just never caught her doing it before. Breaking a stated rule for a long time does not establish a protected past practice.

Complaint 6: "A Painful Mistake"

Usually a skilled and reliable machinist, Ben Gray makes a mistake that, while not disastrous, should have been obvious. The foreman sees the mistake and immediately launches into an angry tirade against Ben's stupidity, calling him every name in the book and embarrassing him in front of his friends. Do Ben's bad feelings qualify as a grievance?

Answer: Yes. The foreman's humiliating attack was a violation of management's responsibilities, which would probably be interpreted to include the responsibility to treat all employees with fairness, equanimity, and reasonable respect.

Complaint 7: "Drunk Skunk"

The company rules prohibit drinking on the job: the first offense punishable by a one-day suspension, the second offense punishable by a one-week suspension, and the third by dismissal. Harvey Gladston has never been drunk on the job, but one day he makes up for it by coming in stupendously soused. The foreman orders him home, but Harvey puts up an argument, which soon turns into a screaming match, until the foreman finally fires Harvey then and there. When Harvey sobers up, will he have a legitimate grievance?

Answer: Yes. The foreman's action was a violation of company rules: that is, the company violated its own rules by punishing this first offense with a sentence reserved for the third offense. A one-day suspension is the only discipline the company may enforce for a first offense.

Complaint 8: "The New Tool Crib"

A small room adjacent to the shop contains a vending machine, a table, and chairs, where some employees take their coffee breaks. However, the company removes the vending machine and the furniture, explaining that the room is needed as a tool crib. After a few months of taking breaks at their machines, the employees who formerly used the room grow tired of the new arrangement and decide to file a past practice grievance. Will the company have to tear out the tool crib and replace the furniture?

ATTACHMENT #8 CONT.

Answer: Probably not. By now the tool crib may have become the "new" past practice, which illustrates why grievances must be identified and processed promptly.

ATTACHMENT #9

"GRIEVANCE PROCEDURE"

Grievance Machinery: Purpose

All union contracts contain some form of grievance procedure. The purposes of the grievance procedure are: 1) to settle disputes arising during the life of the agreement; 2) to establish an orderly manner for handling disputes; 3) to assure the individual member that the entire strength of the organization is supporting his claim by having an official representative of the union process the claim; 4) to establish a rule of law in the workplace by allowing either side to appeal until a final and binding decision is reached.

Steps in Procedure

Underlying the grievance procedure is the belief that those closest to the dispute, both on behalf of the union and of management, should first try to reach a settlement. If they are unsuccessful, then representatives with more authority from both sides are brought into the picture. A typical procedure usually has four or five steps:

	Union Rep.	Company Rep.	Time limit on Management for Decision	Time limit on Union for Appeal
Step 1:	Worker and Steward	Foreman	3 days	3 days
Step 2:	Chief Steward	Depart. or Plant Super- intendant	5 days	5 days
Step 3:	Grievance Committee	Personnel Director	5 days	5 days
Step 4:	Grievance Committee and Intl. Union Rep.	Top Mgmt.	10 days	10 days

Step 5: ARBITRATION

Arbitration

Today, most grievance procedures call for the use of an arbitrator in the last step. This is typical of industrial unions. Some construction union contracts also provide for

arbitration as do an increasing number in public employment. When no agreement can be reached by the top representatives of the union and the company, an impartial, objective third party is brought in to render a decision that is final and binding on both parties. The arbitration clause usually provides that the union and management are to mutually select an agreed upon party. If they cannot voluntarily reach agreement, arbitrators are usually obtained from one of these sources: 1) the American Arbitration Association, a private organization which in effect licenses people who have special qualifications to act as arbitrators, or 2) the Federal Mediation and Conciliation Service of the U.S. Government.

These organizations provide lists of potential arbitrators to the parties of a dispute, and have established machinery to assure that the person chosen is agreeable to both sides. Normally the arbitrator's fee and expenses are divided equally between the union and management.

Although the steward may not play a direct role in the arbitration process, his initial actions may affect the outcome of a case. His ability to collect all the important information provides much of the ammunition to be used in other steps of the procedure. Furthermore, an arbitrator may sometimes rule that as part of a settlement he will not grant anything more than was asked for at the time the grievance was filed. This means a steward must be sure to ask for everything to which the worker is entitled.

Grievances of Non-Members

The National Labor Relations Board has ruled that under the Taft-Hartley Act when a union has obtained exclusive recognition, it must handle the grievance of members and non-members alike. As a matter of self-preservation all grievances should be pushed hard. A violation of a contract in regard to a non-union member may serve as a precedent to be used against a union member in the future.

Many unions use the successful prosecution of non-members' grievances as a basic organizing tool. The successful handling of a grievance helps to answer the question: "What can the union do for me?" Even though the individual with the grievance may not join the union, some other non-union worker may be persuaded to do so.

Excerpt from the AFL-CIO Manual for Shop Stewards

ATTACHMENT #10

MEMBER'S GRIEVANCE REPORT

DATE _____

Member's Name _____ Employer _____

Home Phone _____ Busn. Phone _____

Date of Hire _____

Classification or Job Title _____

Type of Grievance (check):

<input type="checkbox"/>	1.	Discharge	Date	_____
<input type="checkbox"/>	2.	Suspension	Date	_____
<input type="checkbox"/>	3.	Warning Letter	Date	_____
<input type="checkbox"/>	4.	Wage Claim	Date	_____
<input type="checkbox"/>	5.	Working Conditions	Date	_____
<input type="checkbox"/>	6.	Other	Date	_____

Has grievance been discussed with supervisor? ____ Yes ____ No

Date _____ If no, state reason: _____

Supervisor's Name _____

Has grievance been discussed with shop steward? Yes ____ No ____

Date _____ If no, state reason: _____

Steward's Name (If applicable) _____

Witness' Name (If applicable) _____

Indicate Contract Article or Addendum covering grievance _____

Nature of Report: (Member should record here in detail circumstances of the grievance.) _____

_____ (use back if needed)

I hereby authorize General Teamster Local No. _____ to represent me on my grievance and shall abide by any decision rendered.

SIGNED: _____
(Signature of Member)

Prepare three copies: One for member, One for Local Union, One for Employer

ATTACHMENT #11

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QUIZ

1. To what union officer does the worker take his or her grievance?
 - a) Grievance Committee Chairperson
 - b) Steward
 - c) Rules Committee Chairperson
 - d) International Representative
2. Under a union contract, who has the authority to file a grievance?
 - a) the individual union member
 - b) the Steward
 - c) a non-union worker
 - d) all of the above
3. During a strike at a factory, what do union members do to keep non-union workers out of the factory?
 - a) form a picket line around the factory
 - b) file a grievance against non-union workers
 - c) issue an injunction against strikebreakers
 - d) call in the police to remove strikebreakers
4. What kind of grievance is a mistake made in figuring a worker's wages?
 - a) violation of the contract
 - b) violation of the law
 - c) violation of past practice
 - d) violation of common sense
5. What kind of grievance is a decision made by the company to change working conditions that are not specified in the contract?
 - a) violation of the contract
 - b) violation of the law
 - c) violation of past practice
 - d) violation of common sense

Answers: 1.b); 2.d); 3.a); 4.a); 5.c)

TITLE 3: ARBITRATION

ACTIVITIES:

1. Review the definition of arbitration as found in Attachment #1.
2. Open a discussion about the reasons arbitration is used to resolve labor conflicts. (Refer to the section on "Arbitration" in Attachment #9 for background information.) The contours of this class discussion might follow along the lines suggested below.
 - 1) Arbitration is the final stage of a process for resolving conflicts without stopping work every time such conflicts arise.
 - 2) In some cases, both sides maintain they are right until the last moment. Each refuses to compromise to the other, and so the issue must be decided by a neutral party.
 - 3) Some labor organizations (such as public sector unions) are not legally permitted to strike, so the resolution of serious differences must be handled in different ways.
 - 4) Without a neutral third party (the arbitrator) to decide deadlocked conflicts, the opponents might resort to more destructive methods to express that conflict.
 - 5) Arbitration is sometimes necessary because all other reasonable means of persuading either side to compromise have failed.
 - 6) Arbitration provides a way to decide particular points in a dispute which are unclear in the contractual relationship between employer and employee.
3. Distribute the following five case studies of grievances, including the outlines of the positions of management and the grievant, to the students (See Attachment #12). Review and discuss the merits of each case. If this class activity is used as a role-playing exercise, certain students should be designated to argue the management position, and other students be designated to argue as the steward or union representative of the grievant. The student(s) who plays the role of the arbitrator should not receive a copy of the grievances and positions beforehand, but rather should judge the case on the arguments presented by the management and union role-players. After the arguments for each side have been made, the teacher may reveal the arbitrator's actual decision in each case, which follows the management and grievant's position.

4. To assist in the presentation of this topic, invite a professional arbitrator to recount his/her experiences to the class.
5. To improve student writing skills, assign individuals the role of arbitrator and have them prepare written decisions on these or similar case studies.
6. In summarizing this section on labor conflict, have students list the advantages and disadvantages of arbitration. Possible responses include:
 - 1) Arbitration provides a means to resolve conflict without stopping work.
 - 2) Each side is given the hope of arriving at a favorable solution to the problem in a fair manner.
 - 3) Each side can press its case without having to "give in" to the other side.
 - 4) Arbitration provides a method whereby a neutral third party can decide a deadlocked issue.
 - 5) Settlement by arbitration can avoid some of the dangerous and destructive possibilities of a strike.
 - 6) Arbitration provides a degree of fairness and a minimum of prejudice in resolving labor conflicts.
 - 7) A disadvantage of arbitration that might be mentioned is the cost, which is usually shared 50-50 by management and the union. Arbitration costs can get expensive, especially for a smaller union, which may limit the number of cases taken all the way to arbitration.

NOTE: In comparing arbitration with strikes as a means to end labor conflict, be sure to point out that while some people prefer that arbitration replace strikes altogether, the two are not interchangeable. Reasons for either method may be very different, and in many situations strikes may not only be inevitable, but also be seen by participants as a necessary and practical method to persuade management to come to terms.

8. In oral or written form review some key points on the topic of strikes, grievances, and arbitration (See Attachment #13).

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CASE STUDIES

Case Study 1: "Safety or Insubordination?"

Bill Moore is an electrician at a large mill. At midnight one night, he was awakened by a phone call from Al Campbell, the Chief of Maintenance. Campbell told Bill that there was an electrical problem at the mill, and that Bill must come in and fix it.

When Bill Moore got to the mill, he discovered that the problem was in the power supply, and the outside circuit breakers would have to be closed. "I need another electrician to do this job right," Bill told the chief. "Two of those circuit breakers are in poor shape, and I think it would be a little too dangerous for me to try it alone."

After another hour of trying to get another electrician, Al Campbell met Bill in the cafeteria. "I can't get another electrician, Bill," said the chief. "So the boss says you'll have to use me, tell me what to do."

"You're not qualified," argued Bill. "I get another electrician, or I don't do the work, period!"

That made Al Campbell angry. "I'm older than you, Bill, and I know a thing or two about electricity. All you have to do is show me, and that's an order!"

Bill shook his head. "You don't understand, Al. Any mistake could be fatal. I don't care what you know, you're not a trained and licensed electrician."

"So what?" answered the chief. "I know what I'm doing, and I don't make mistakes. My boss, who is also your boss, told me to do it. I'll take the responsibility. Now either you show me what you want me to do, or I fire you and you go home."

Bill turned and walked away, and the company fired him. The business agent of Bill's union filed a grievance, which went to arbitration.

Management Position:

- 1) Bill Moore disobeyed an order.
- 2) The order had been cleared with a person identified as Bill's and Al's superior.

ATTACHMENT #12 CONT.

- 3) In the 27-year history of the mill, there had never been an accident with the outside circuit breakers.
- 4) Al Campbell had experience in electrical work without ever having had an accident.
- 5) The penalty for disobeying a direct order to do a job is dismissal.

Grievant's Position:

- 1) Bill's reason for disobeying the order was not mutiny, but rather a concern for his own safety.
- 2) The union safety committee inspected the outside circuit breakers and agreed that the job required two experienced (licensed) electricians if done at night.
- 3) Neither Al Campbell nor the superior who told him to do the job are licensed electricians.
- 4) Though an accident is unlikely, a mistake could cause serious injury or even death.

ARBITRATOR'S DECISION: Bill Moore must be reinstated to his position with full back pay. He cannot be forced to do any job which endangers his life without taking the proper safety precautions. Safety is usually given the highest priority by an arbitrator.

Case Study 2: "The Impractical Joker"

Cathy Marshall drives a forklift truck in the warehouse section of a shirt factory. Her foreman, Ray Patterson, saw her racing around a corner late one afternoon. The truck was loaded with empty wooden crates, which were stacked much too high. As Cathy careened around the corner, the empty crates toppled over, crashing into a shelf of merchandise.

The foreman raced over to the truck, only to find Cathy laughing. "Cathy, that wasn't a bit funny," he said angrily. "You could have really hurt somebody!"

"Oh grow up, Ray," Cathy laughed. "So I dumped a few empty crates, big deal."

The foreman told Cathy that there was only one way to teach her to be serious about safety. He was going to give her a written

ATTACHMENT #12 CONT.

warning that would be filed in her permanent record.

Later, Cathy came to see the foreman in his office. "Look, Ray, I'm sorry," she said seriously. "I won't do it again, I promise, but be a pal and tear up the notice, please? I don't want any trouble." Ray shook his head and tore up the notice.

Two weeks later, Ray saw Cathy Marshall in her forklift truck chasing another worker like a bull chasing a bullfighter. Ray ran to the scene waving his arms. As soon as Cathy saw him, she stopped her truck and got out.

Ray was mad. "Cathy, I warned you about this before!"

"About what?" Cathy replied. "We were just kidding. I wasn't even close to him, really."

Ray shook his head. "I'm sorry about this Cathy, but you promised never to do this kind of stunt again. You're fired."

Reluctantly, Cathy's union steward filed a grievance on the basis of a company rule, noted in the contract. The rule states that an employee must receive a written warning for a safety violation before the company can fire the employee for the next violation. Though the steward admitted Cathy was wrong, he insisted that the proper discipline was a written warning.

Management Position:

- 1) Cathy Marshall showed a reckless disregard for human safety.
- 2) By her past attitude and behavior, Ms. Marshall did not take safety rules seriously.
- 3) A written warning had been given to the grievant by her foreman only two weeks before, even if it wasn't in her permanent record.
- 4) Cathy Marshall had broken a promise to her foreman, Ray Patterson, to quit playing games with her truck.

Grievant's Position:

- 1) There is no official record of Cathy Marshall receiving a written warning for a safety violation, as required by the company rule.
- 2) Because her foreman had torn up the first written warning, Cathy had no reason to fear she would be fired the next time

she got caught.

- 3) Nobody had been hurt in either incident.

ARBITRATOR'S DECISION: Cathy Marshall must be reinstated. The company must stick to its own rules, and there is no evidence of a written warning for a first violation in the grievant's record. Under the terms of a contract, there are ways to dismiss an employee, but the company (and the foreman) must follow the rules to the letter.

Case Study 3: "A Death in the Family"

Max White, a union carpenter working on a major construction project, called the foreman on a Tuesday night. In a shaken voice, he said he wouldn't be coming to work the next morning because of a death in his family. When the foreman asked Max how long he would be gone from work, Max answered that he was going to take a full three-day funeral leave.

The next Monday when Max came back to work, the foreman brought him a "Funeral Leave" form to fill out, so Max would get full pay for the days he missed. In the space after "Relation to Deceased," Max wrote down "Brother."

When the foreman returned the form to his supervisor, he remarked that he never knew Max even had a brother, though he had known Max a long time. The supervisor did some checking and discovered that Max had two sisters but no brother.

Max was sent to the personnel office. The personnel manager told Max that he knew Max didn't have a brother. "Who was this brother of yours who died?" the manager demanded!

Max stammered and looked away. Finally, after a lame excuse, he confessed. "He was my brother-in-law," Max admitted. "But I took it just as hard. He was like a brother to me, that's for sure."

Max was fired. The union supported his grievance, arguing that the penalty was too stiff. The proper penalty, according to the chief steward, would be to give Max a long (but temporary) suspension for being absent without an excuse. But the company wanted to fire Max as an example to other employees, so the case went all the way to arbitration.

Management Position:

- 1) Max White deliberately lied on the "Funeral Leave" form,

ATTACHMENT #12 CONT.

which is falsification of company records.

- 2) In the contract, funeral leave is only allowed for a death in the immediate family, not including in-laws.
- 3) The grievant tried to cheat the company out of money as well as working time.
- 4) Lying is a criminal offense which requires strict discipline.

Grievant's Position:

- 1) The grievant should not be fired for a first offense, but rather given a warning and perhaps a temporary suspension.
- 2) Since the fraud was discovered almost immediately, the company did not actually lose any money.
- 3) The grievant was truly upset by the death of his brother-in-law.
- 4) Max is sorry that he lied and promises never to do it again.

ARBITRATOR'S DECISION: The company may fire the grievant for this offense, even though it is the first time he has been caught lying. Many employees do not realize that the falsification of records, such as job application forms, is usually treated as a very serious violation.

Case Study 4: "The Accidental Fire"

Paul Collins is a welder in a shipyard, and Ellen Mahoney is an apprentice who works with him. Near the end of their shift one night, they were told to see what they could do about a loading crane that had broken down.

They decided that they would have to cut out one of the bearings with a welding torch before the crane could be fixed. "Maybe we can't do the whole job in less than an hour," said Paul, "but let's get that bearing."

"Should I go get a welding permit from the supervisor?" asked Ellen. Paul shook his head. "No time for that," said Paul. "Just get the torch. This way they'll get the crane going again early tomorrow morning."

ATTACHMENT #12 CONT.

Paul used the torch, while Ellen kept a lookout for stray sparks. They worked for a few minutes after quitting time to finish the job, but when they left for home, everyone in that section had already gone.

But a stray spark had escaped their notice, starting a fire. The nightwatchman discovered the fire soon after and was able to put it out by himself. Nobody was hurt.

As soon as Paul and Ellen arrived at the supervisor's office the next day, the supervisor shouted at them. "Who's going to pay for the damaged property? Why didn't you get a welding permit?"

"Take it easy," said Paul. "We didn't have the time. We were trying to hurry so you guys could get the crane working as soon as possible today. We were just trying hard to be helpful."

The supervisor shouted back: "I don't care what your excuse is. There's no excuse for a fire, and I ought to fire you!"

Paul stood his ground. "I've worked here for 17 years without ever causing a fire or an accident. Ellen is part of a new employment program to give special help to minorities and women. At least you owe us a warning before you just get rid of us!"

But the supervisor disagreed. "According to our contract, I don't have to warn you about something like this. You know very well that one mistake and a fire can burn us right out of business!"

"It wasn't that big of a fire," said Ellen. "Shut up!" said the supervisor. "You're through, both of you!"

Over the years, Paul had held several minor offices in his union, and the union supported the grievance of both welders. The union argued that Paul Collins had given many years of reliable service, that Ellen Mahoney was new and inexperienced, and that both should be given another chance. The company refused, which sent the matter to arbitration.

Management Position:

- 1) The fire destroyed property and could have endangered lives.
- 2) Both of the grievants knew they were supposed to get a welding permit before doing the job.
- 3) A disaster could have happened, so the penalty for the violation of the rule requiring welding permits is appropriate.

Grievants' Position:

- 1) Even if a first warning is not required by the contract, both employees deserve this consideration.
- 2) Even if they made a mistake, the welders went out of their way to help the company by getting the crane back into operation.
- 3) No specific safety rules were actually broken, only the rule requiring welding permits.
- 4) Firing the grievants for merely failing to get a welding permit is not fair.

ARBITRATOR'S DECISION: Both Paul Collins and Ellen Mahoney may be fired for breaking this rule. The safety of the employees is of the first importance to the employer and to the arbitrator. Fire may not give them a second chance.

Case Study 5: "Laura the Loudmouth"

Laura Stone works at a machine in a textile mill. One morning all the people in her section were called to a meeting. Mike Masterson, the foreman, had called the session to announce a new company rule. Since too many of them were taking their coffee breaks at the same time, there would now be a coffee break schedule for small groups of employees at different times.

Laura Stone spoke up immediately. "Come on, Mike, that isn't fair! I need my rest break in the middle of the morning at 10 o'clock, not at 9 o'clock and not at 11 o'clock. That new schedule of yours doesn't tell me when to take a break!"

"Yes, it does!" the foreman shot back. "Now don't lose your temper right away, or you'll lose your job! Is that clear?"

Laura turned her back on the foreman, shouting as she walked away. "I'm going to smoke my cigarette every morning at 10 o'clock, rule or no rule. You can take the rule and stick it in your ear!"

Mike Masterson was stunned. He reported the incident to the personnel office, and Laura Stone was told to report to the office immediately. When she got there, the personnel director sent her home with a five-day suspension for insubordination.

Laura's union steward filed a grievance, claiming that she had not actually disobeyed an order but only said that she would.

ATTACHMENT #12 CONT.

Besides, the rule was not written in the contract.

The personnel director argued that the new rule was not forbidden by the contract. The proper way to test the rule would be to file a grievance, not for Laura Stone to threaten to disobey the rule. The penalty was given because Ms. Stone was a loudmouth to her foreman in front of the other employees.

Both sides refused to compromise on this issue, which was then presented to an arbitrator.

Management Position:

- 1) All employees are required to follow company rules.
- 2) Regardless of whether the rule was right or wrong, the employees are still required by contract to obey the rule until it is reversed by the company or by an arbitrator.
- 3) Laura Stone openly defied her foreman, which was insubordination.
- 4) The grievant didn't even give the rule a chance to work, but rather lost her temper immediately.
- 5) Employees must be shown that every rule can't be disputed before it's tried, and outright defiance cannot be allowed.

Grievant's Position

- 1) Laura Stone had not disobeyed the new rule.
- 2) Her fellow workers testified that the grievant never tried to stretch her coffee breaks longer than the rules allowed.
- 3) Laura Stone was only speaking her mind, which is free speech.

ARBITRATOR'S DECISION: The grievant's suspension must be revoked, and she must be reimbursed for her lost wages. There is a difference between defying an order and threatening to defy an order. Every person has the right to express an opinion, no matter how wrong-headed or inappropriate.

ATTACHMENT #13

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QUIZ

1. When a worker feels he has been treated unfairly, he files what kind of complaint?
 - a) violation notice
 - b) petition
 - c) grievance
 - d) protest
2. What methods are available to a union in the private sector to resolve conflicts with management?
 - a) the strike
 - b) arbitration
 - c) collective bargaining
 - d) all of the above
3. What are the means usually used to settle routine conflicts that occur on the job?
 - a) grievance procedures
 - b) filing a petition
 - c) company orders
 - d) Court of Appeals
4. What is the method of resolving a conflict by having a third party make the final decision?
 - a) collective bargaining
 - b) arbitration
 - c) ratification
 - d) injunction
5. Who is the neutral third party that makes the final decision to resolve a grievance?
 - a) negotiator
 - b) arbitrator
 - c) steward
 - d) plaintiff

Answers: 1.c); 2.d); 3.a); 4.b); 5.b)

OBJECTIVE V: Students will be able to understand and explain the collective bargaining process.

ACTIVITIES:

1. Assign as homework the essay "Collective Bargaining Strategy" (See Attachment #14).
2. Invite a union representative to address the class on the collective bargaining process. (Teachers may wish to forego this activity and instead invite the union representative to judge the student-roleplay collective bargaining session.)
3. Distribute the "Collective Bargaining Simulation" material (See Attachment #15). Be sure that the students have sufficient time to study and digest this information before the simulation begins.
4. To simplify and clarify the situation, review with your class the items contained in the "Collective Bargaining Simulation." A brief summary of each item follows:

The Situation - This is the story on which the simulation exercise is based. It describes the company, the union, and the contract disputes. There are five key issues in the contract that are still in dispute: wages, overtime, union security, length (time period) of the contract, and hospital and medical care benefits. These issues must be resolved by the two sides, labor and management, in the collective bargaining simulation exercise.

Wages - This is a chart which shows how much the employees are paid now ("Base Rate") and how much they would be paid after an increase in wages, from a 1% raise to a 10% raise. The table gives the amount of the hourly wage for each percentage raise, the employee's annual income, and the cost to the company for all contract wages in millions of dollars.

Overtime - This chart shows how much extra wages per year an employee would earn for two hours, four hours, six hours, or eight hours of overtime per week. The table gives the additional yearly income for five different base hourly wages. This indicates how an increase in the base hourly wages (previous item) will affect the amount of money an employee can earn with overtime (which is paid 1 1/2 times the base hourly wage). Remember, the contract issue is how many hours of overtime the employees will be required to work.

Union Security - This chart defines three types of union security contract provisions: the union shop, the agency shop, and the open shop. The requirements of union dues or fees and the total union income from dues (collected from

employees) are stated for each contract provision.

Length of Contract - This table gives the employee's annual income (excluding overtime) for three different percentage raises (3%, 5%, and 7%) over a one-year contract, a two-year contract, and a three-year contract. For example, the table shows the employee's annual income with a 5% annual raise under a one-year, a two-year, and a three-year contract.

Hospital and Medical Care - This chart defines three different health care plans: the employer pays full cost for employee and family; the employer pays full cost for employee and shares the cost for family; the employer pays full cost for employee only. The chart also gives the cost to the employer for each employee, the total cost to the employer, and the cost to the employee under each plan.

Conditions Affecting Negotiations - This is a list of facts and figures that are related in some way to this situation. Some of these factors may be used to support the union's position, others to support the company's position. Any of these factors can be used to support and defend the arguments of either side on the disputed issues in the contract.

5. Proceed with the collective bargaining simulation according to the following guidelines:
 - A. Divide the class into two teams--union and management.
 - B. Direct each team to caucus separately and agree on five important topics before negotiations begin.
 - 1) Discuss each of the five contract issues, and decide what position the team will take on each issue.
 - 2) Decide which of the issues are most important and which should get the highest priority.
 - 3) Decide which of the issues are not as important and which can be compromised.
 - 4) Organize the arguments that will be used to support each position.
 - 5) Choose a negotiating team of three people to present and argue the case during negotiations.
 - C. Begin the first round of negotiations. (It is suggested that negotiating teams consist of no more than five people, with two or three doing the talking during the negotiating session.)

- D. Record the results of each negotiating session at its conclusion (See Attachment #16).
- E. After the initial negotiating session and all subsequent ones, each team should caucus to discuss what happened and what to do next. REMEMBER: The aim of the negotiations is to reach a collective bargaining agreement that is most favorable to each team.
- F. Finally, after the negotiating teams have come to a tentative agreement, the teams caucus again to ratify the agreement. If the agreement is not ratified (approved by the majority) by the team members, the negotiating teams must go back to the bargaining table to try and make a final settlement that is acceptable to both sides.

When both sides have ratified the agreement, the collective bargaining simulation is finished.

NOTE: If the two teams are unable to reach a mutual agreement, the teacher may act as an arbitrator to determine a reasonable settlement. The issues may be decided on the basis of which team made the best presentation of arguments for its case.

- 6. Evaluate the results of the collective bargaining simulation with the students. Is the final contract a good agreement? Which team did the best job of negotiating? Which side got the best deal?

The teacher may want to measure the results by using the "Scoring System for the Collective Bargaining Simulation" (See Attachment #17). This system suggests that points be awarded to each team according to how favorable the final agreement is on each of the five issues. Supposedly, a "winner" can be decided on the basis of which team accumulated the most points, though the scores will probably be close.

Of course, the results should be open to interpretation. Who is to say what makes a favorable compromise or good contract? The "losing" team may feel that they won the most important issues for their side. Or members of both teams may feel that they compromised and lost too much to be considered as winners. In any event, the students should review the simulated collective bargaining process and try to identify the critical moments and turning points of the negotiations.

- 7. Assign students the homework of preparing a written policy statement. This paper should state the position of management or the union on one (or all) of the disputed

contract issues. The position should be supported by reasonable argument and by facts. Specific instructions should be given to the students on the length, detail, and style of the presentation, as well as a due date scheduled for the homework to be submitted.

Remind the students that they can use the facts and figures listed in the "Conditions Affecting Negotiations" to support their positions. Students will have to decide which facts are favorable to their positions and determine how to organize these facts to support their arguments.

"Collective Bargaining Strategy"

The men and women who carry on labor-management negotiations shoulder a heavy responsibility. Their work sets policy. Its results are bound to affect the welfare, the earnings, the chances for promotion, the security, the job satisfaction of every member of the union, every employee of the company in the bargaining unit (and some outside it) for the next year, or two years, or even three or five. Equally affected are company profits, productivity, and competitive position, as well as prices, and production available to the public.

Negotiating the agreement is the very heart of collective bargaining. Proper discharge of the responsibilities it lays upon the bargainers calls for preparation.

Unions prepare more or less carefully for negotiations. Big national negotiations, such as those between the United Auto Workers and General Motors, have repercussions throughout the national economy and are carefully prepared for a year or more in advance, with full attention to public relations as well as to keeping the members informed. Many smaller local unions make little or no preparation other than to draw up demands.

Preparation for negotiations involves: (1) drawing up demands, or formulating what the members want; (2) assembling information to support the demands; and (3) publicizing and explaining the demands. This last point usually means merely informing the members, and the workers in the plant, but often requires spreading the information to the public in the community at large.

The union ordinarily initiates negotiations by drawing up its draft demands and presenting them to the company. Negotiating is so personal an art, and its practice so dependent upon the mixture of personalities present, as well as the circumstances and issues, that little of a general nature can be said that would be valid in all cases. A few remarks may still be hazarded.

As for negotiating strategy: that is, the narrow strategy of how to present or define a case; that depends greatly on the counterstrategy it has to meet, but there are two typical approaches worth mentioning.

The first is the piecemeal, or step-by-step approach. This tries to settle the issues one by one in some order such as "easiest" first, or from the beginning to the end of the draft demands. It is the approach that comes naturally to the practical-minded worker, who knows that you do a job by finishing the first task before going on to the second, and so on to completion. Each item arises as a separate issue, is argued out,

disposed of, and tucked away, while attention turns to the next.

The second is the "total" approach, or just the reverse of the piecemeal. This regards nothing as settled until everything is settled. Bargaining "points" are offered and discussed, then laid aside as others are brought forward; every question remains open until suddenly the whole complex is ready to crystallize into a total agreement. This is frequently the company approach. Legal fiction supports this concept of bargaining, for no part of an agreement is valid until the whole has been signed. Management people generally are accustomed to thinking in terms of a complex of interrelated factors, interdependent variables, no one of which can be fixed until its effects on all the others have been calculated.

It can readily be seen that there must usually be something of both approaches in any given strategy. The company is understandably reluctant to tie itself down irrevocably on Point A until it sees how great a concession it has to make on Point X. The employees are prone to view with distrust a juggling of issues, as if they were colored balls flying through the air all at once and never coming to rest.

Here is where the easy-to-hard sequence often provides a middle way. The union gets the company fairly well tied down on minor matters, one by one, until there are only a few big issues "up in the air." This provides opportunity for serious efforts at compromise. Offers combining elements of the unsettled issues in different proportions are tried out, considered, rejected, reshuffled, and reworked until finally the mix is right. When that occurs, the negotiations are practically over, and successful.

The final formula may be the result of some pretty tall "horse-trading" at the end. Anticipating this, the union's demands and the company's counterproposals usually contain from the start a certain number of built-in "bargaining points" that are intended to be thrown away, or swapped for something else, at the last moment. Part of the problem for each side is to feel out the other to find out which "vital" demands have been put in just for trading purposes, and which are really vital--so much so that they may take a strike to settle. Often these bargaining points are obvious "phonys," but there is enough difference between the outlook and mentality of both sides to lead to occasional serious miscalculations.

Negotiations are a contest, and like any contest, put a strain on the participants. "The union" and "the company" are abstractions, but their representatives at the bargaining table are human beings. Human beings differ in knowledge, skill, attitudes, systems of values, temperament, endurance. It would be hard to overestimate the influence of individual personalities

on negotiations.

Different people get their results in different ways. What are the personal characteristics of a good negotiator?

Patience, intelligence, stamina, a level head, an open mind, and integrity; these would seem to be minimal qualities for a good negotiator; and he must be able to express himself well and convincingly. A sense of humor always helps.

Not all people have these qualities, and even those who have are subject, under strain, to emotional influences. Bargaining sessions coop negotiators up together and put them against each other. Tempers wear thin. "Bargaining fatigue" resembles the combat hazard of battle fatigue.

With or without conciliation and mediation, the negotiations have to run a course. Perhaps the parties come to an agreement. They put it down in writing, piecing the text together, perhaps from parts of the original union draft, the company counterproposals, and notes made during the course of the argument. They initial it, or even sign it.

It still remains tentative; it lacks validity until the members of the Local, and perhaps also the company's Board of Directors, have ratified it. The Local does this in a meeting similar to the one at which the members ratified the draft demands. This time they vote on the agreement as a whole. They cannot ratify parts of it and reject other parts. If any part of it is so objectionable to the members that they will not swallow it, the whole agreement fails and the negotiators have to go back and try again. Their job is not complete until the whole of their work has met with membership approval.

Excerpt from Beal, E.F., E. Wickersham, and P. Kienast. The Practice of Collective Bargaining. Homewood, IL: Richard D. Irwin, Inc., 1972. Reprinted by permission of the publisher.

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"Collective Bargaining Simulation"

Situation

In 1971, a branch of Slaphappy Homes, Inc. was established outside Lewiston, Maine. The company, which manufactures and constructs pre-fabricated homes, also had similar operations in New Jersey, Pennsylvania, Delaware, and Rhode Island. By setting up a new base in Maine, the company hoped to escape the high labor costs in these industrial states.

However, the nature of the work requires skilled labor and a lot of it. In the last year, the 147 skilled workers of the Slaphappy Homes branch outside Lewiston have formed a local union and affiliated with the International Brotherhood of Prefabricators, AFL-CIO. The union won the election, 96 to 34, though total union support is now estimated at 107 of the 147-member bargaining unit.

During the organizing campaign, bitter feelings were provoked on both sides. Many of the company executives, the members of the union, and non-union members are still cold and antagonistic toward each other. Contract talks have progressed very slowly and are finally stalled. After long arguments, many issues have been settled. However, company and union negotiators are still deadlocked on five key issues: wages, overtime, union security, the length of the contract, and provisions for hospital and medical care.

The average wage of the skilled workers at this branch of Slaphappy Homes is \$5.00 per hour. The company feels that wages are already high enough, but has made a written offer of a 2% raise. The union claims that wages are miserably low for this occupation. Beginning with a demand for a 10% raise, the union has suggested raises as low as 7.5%, providing the company would make many other sacrifices favorable to the union.

In order to increase profits to pay for raises, the company wants the employees to work more overtime. The average is currently 4 hours of overtime for each employee each week. The company wants to double that figure, with each employee required to work an average of 8 hours of overtime per week. However, the union wants to eliminate compulsory overtime completely, while raising wages to pay for lost income.

The "union security" provision is critical to any union, because it defines whether employees will be required to join the union and pay dues. Since the union must represent all employees in the unit, the union wants all employees to be members and pay

ATTACHMENT #15 CONT.

dues (\$160 per year). This is called a "union shop." The company doesn't want the union to be so powerful and would prefer an "open shop," where the nonunion workers would not be required to join the union or pay dues. An alternate plan is the "agency shop," where employees who do not join the union must pay an agency fee for representation (\$110 per year in this case).

The company wants to negotiate a long-term contract of at least 3 years, so that they will not have to pay the costs of negotiating a new contract every year. If the company were able to plan their labor costs over a period of time longer than one year, the company might be willing to offer a somewhat larger annual raise. But the union does not want to give up the chance to bargain a new contract every year, in case there are drastic changes in the economy or the cost of living. Especially in the first years of the new contract, the union insists on yearly negotiations.

Finally, the union demands that the employer pay the full cost of insurance covering hospital and medical care for the employees and their families, as a minimum fringe benefit to compensate for low wages. The highest offer the company has ever made is to pay only for the hospital and medical care of the employees, while the employees may pay for their own families under the same plan if they wish.

A compromise between these positions would be to have the company pay the insurance costs for the employees, while the employees would share the costs for their families with the company. However, all employees would be required to join this sharing plan.

These five issues cannot be resolved. In desperation, the company and the union each appoint new bargaining teams. The negotiators must juggle five issues and agree on a final contract that is acceptable to each side. Each side must try to bargain a contract that is favorable from its point of view, but a final agreement must be made! If not, the issues will be resolved by an arbitrator based on the best arguments from each side. Neither side wants this to happen. Both sides feel there will be serious trouble if the contract isn't settled immediately.

The following six charts may be used to organize your strategy and your arguments. The first five charts are related to the five key issues, listing the financial costs and benefits of each option. This information is only a guide, and negotiators don't have to stick to these figures and rules in their proposals or agreements.

The sixth chart is a list of many various conditions that may affect the negotiations. The information may also be used to determine your priorities and arguments, though your positions

ATTACHMENT #15 CONT.

don't have to be limited to this information.

Study these charts and consider your own priorities--what you think is most important--before beginning the collective bargaining session. Know your facts before you negotiate.

ATTACHMENT #15 CONT.

Wages

(based on a 40-hour week and a 52-week year;
multiply hourly wage by 2080 to get annual income)

Increase	Hr. Wage	Annual Income	Cost Millions	in
Base Rate	\$5.00/hr.	\$10,400/yr.	\$1.53 million	
1% Raise	\$5.05/hr.	\$10,504/yr.	\$1.54 million	
2% Raise	\$5.10/hr.	\$10,608/yr.	\$1.56 million	
3% Raise	\$5.15/hr.	\$10,712/yr.	\$1.57 million	
4% Raise	\$5.20/hr.	\$10,816/yr.	\$1.59 million	
5% Raise	\$5.25/hr.	\$10,920/yr.	\$1.61 million	
6% Raise	\$5.30/hr.	\$11,024/yr.	\$1.62 million	
7% Raise	\$5.35/hr.	\$11,128/yr.	\$1.64 million	
8% Raise	\$5.40/hr.	\$11,232/yr.	\$1.65 million	
9% Raise	\$5.45/hr.	\$11,336/yr.	\$1.67 million	
10% Raise	\$5.50/hr.	\$11,440/yr.	\$1.68 million	

Overtime

(additional yearly income earned by employee
for overtime at 1 1/2 times hourly base rate)

Overtime	\$5.00/hr.	\$5.15/hr.	\$5.25/hr.	\$5.35/hr.	\$5.45/hr.
+2 hrs.	\$780/yr.	\$803.40	\$819.00	\$843.60	\$850.20
+4 hrs.	\$1560/yr.	\$1606.80	\$1638.00	\$1669.20	\$1700.40
+6 hrs.	\$2340/yr.	\$2410.20	\$2457.00	\$2503.80	\$2550.60
+8 hrs.	\$3120/yr.	\$3213.60	\$3276.00	\$3338.40	\$3400.80

Union Security

Union Shop--	all employees must belong to union and pay \$160 annual dues
	Total union income: \$23,500/yr.
Agency Shop--	employees who do not join union must pay \$110 annual agency fee for union representation
	Total union income: \$21,500/yr.
Open Shop--	employees do not have to join union or pay dues
	Total union income: \$17,000/yr.

Length of Contract(increased yearly income for employees
based on 40-hour week, straight time)

Yr. Raise	1st Yr.	2nd Yr.	3rd. Yr.
3% Raise	\$10,712	\$11,024	\$11,357
5% Raise	\$10,920	\$11,461	\$12,043
7% Raise	\$11,128	\$11,898	\$12,730

Hospital and Medical Care

Plans

Employer Costs

Employer pays full cost of
benefits for employee and
dependents\$800 per year per employee
Total employer cost: \$117,600
(Employee cost: 0)Employer pays full cost for
employee; shares cost with
employee for dependents\$600 per year per employee
Total employer cost: \$88,200
(Employee cost: \$200/yr.)Employer pays full cost for
employee and employee pays
full costs for dependents\$400 per year per employee
Total employer cost: \$58,000
(Employee cost: \$400/yr.)

Conditions Affecting Negotiations

Production per employee has increased by 2% over the past year.

A small non-union factory in Vermont can produce pre-fabricated homes at a cheaper cost.

The company can't keep up with its new orders.

Personal income for the general population is expected to increase by about 2% next year.

Company profits for this branch increased by 12% over the previous year.

Consistent sales of this product depend on the cost of the pre-fabricated home being much lower than the custom-built house.

The company never seems to be able to find enough steady employees with the required skills.

After costs increased beyond profits for 3 straight years, the company recently closed its operations in Rhode Island.

Sales have increased by an average of 8% since the company came to Maine in 1971.

In Alabama, the average yearly income of workers in this industry is about \$8,700 per year.

The cost-of-living index increased by 9% last year over the previous year.

A management study concludes that anti-union employees, together with foremen, supervisors, and even executives, could keep the business going during a strike.

The union local of the company's employees in Pennsylvania won an annual 9% raise after a three-week strike.

The non-union employees of the company in Delaware were given a 2% cost-of-living raise this year.

The factory work is basically an assembly line where each worker does a single task--most of the employees are bored with their jobs.

The 40 non-union workers do not want to join the union or pay any dues.

Owing to a necessary purchase of new equipment, dividends to investors increased by only 5% over the previous year, which did

ATTACHMENT #15 CONT.

not make up for inflation losses in the value of the dollar.

The average income of working people in this region is \$8,200 per year.

The union leaders feel strongly that the company can't find permanent replacements for union employees in this area.

Many workers depend on overtime to make extra money. 30% of the workers, including most of the non-union workers, want more overtime. Another 30% of the workers want more money and will accept overtime assignments. 40% of the workers want no overtime at all.

The union intends to ask for a 10% raise again next year.

The union estimates that its operating costs for the coming year, including dues to the international, contract negotiation services, and expected grievance arbitrations, at over \$20,000.

Nationally, the average yearly income of workers in this industry is about \$12,000 per year.

The union members want lower dues or more wages to make up for the deductions.

Wages in this company have increased by an average of 4% since the company began operations in Maine.

The company is considering opening a new branch in South Carolina, partly to escape higher labor costs.

Company employees in New Jersey, also unionized, earn an average income of \$14,600 per year.

Although most of the employees want health insurance, most of the non-union and many of the union employees don't want any more deductions in their paycheck.

The average income of a union carpenter in this region is \$16,800 per year, and for the non-union \$12,160.00 per year.

The fuel and transportation costs of the company's branch in Maine are higher than any of the other branches.

In addition to the 147 workers in the bargaining unit, there are 53 other employees on the company payroll. The average salary of the 38 people in "management" is over \$15,000 per year.

It is estimated that contract negotiations will cost the union \$6,000 and the company \$50,000 per year.

NEGOTIATIONS UPDATE

Bargaining Session Number _____

Demands Resolved (points of agreement)

Compromises Reached

Unresolved Demands (in order of importance)

ATTACHMENT #17

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SCORING SYSTEM

(for Collective Bargaining Simulation)

	Management	Union
WAGES		
0-3% raise	+3	+1
4-6% raise	+2	+2
7-10% raise	+1	+3
OVERTIME		
6-8 hours	+3	+1
3-5 hours	+2	+2
0-2 hours	+1	+3
UNION SECURITY		
Open Shop	+3	+1
Agency Shop	+2	+2
Union Shop	+1	+3
LENGTH OF CONTRACT		
3 years	+3	+1
2 years	+2	+2
1 year	+1	+3
HOSPITAL AND MEDICAL CARE		
Employee pays for dependents	+3	+1
Employer shares cost for dependents	+2	+2
Employer pays for dependents	+1	+3
TOTALS:		

OBJECTIVE VI: Students will be able to identify and describe at least five widely held myths about unions.

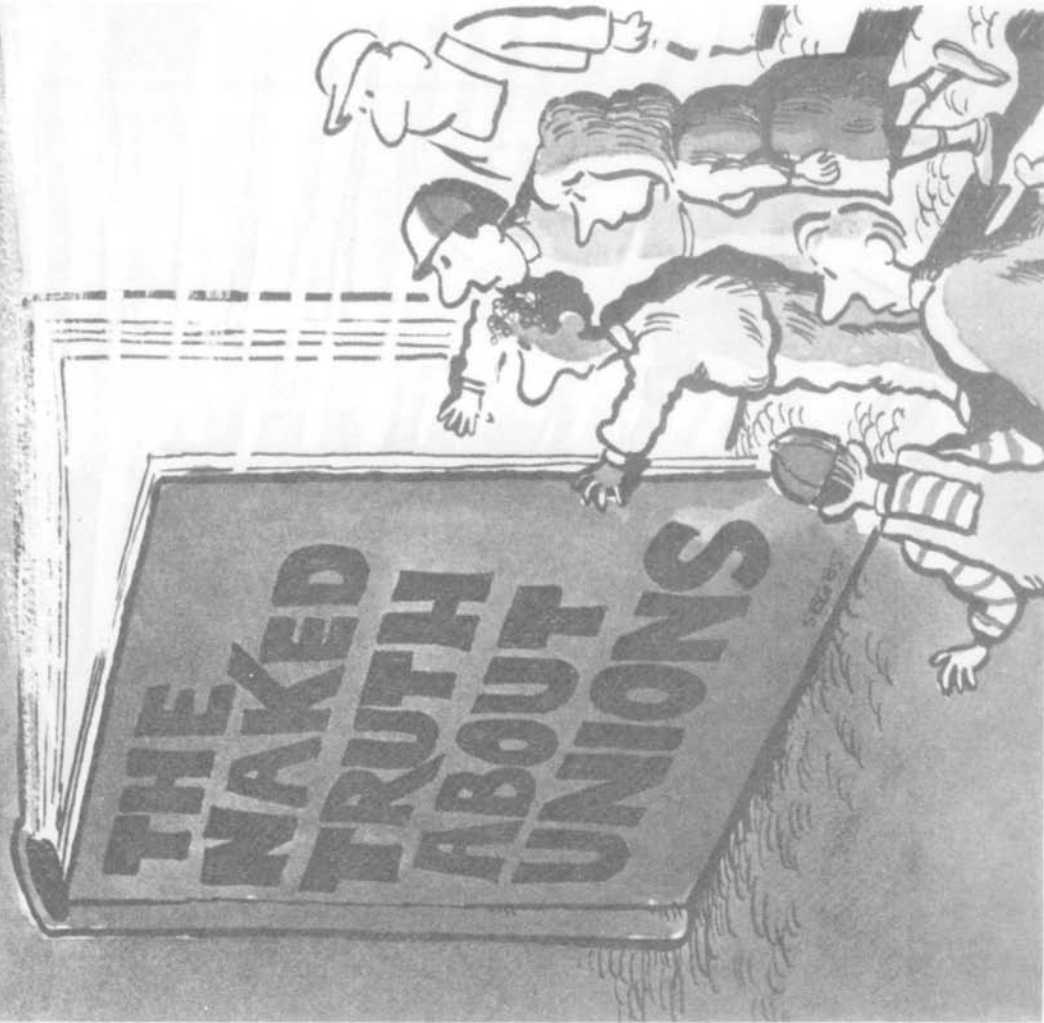
ACTIVITIES:

1. Define and briefly discuss the word myth. Ask students to think of some myths they hold, e.g., "All sports car drivers have more fun."
2. Discuss some myths about labor unions, e.g., "Unions cause strikes."
3. Distribute as a homework reading assignment the pamphlet "The Naked Truth About Unions" (See Attachment #18). Discuss on the following class day.
4. As a pre- or post-discussion activity have the class complete the "Survey of Student Attitudes on Labor Unions" (See Attachment #19).
5. Invite a local union and a local company to sponsor a debate over one or several commonly held myths about unions. The teacher, union representative, and employer comprise the judging panel.
6. Assign and then discuss one-page papers on current union issues. Topics can be derived from either the pamphlet on myths or the broader issues identified in the Student Survey. Time between assignment and discussion is at the teacher's discretion.
7. Invite a retired union member to class to discuss his/her experience as a union employee.
8. Have students prepare a list of what they think would be the advantages and disadvantages of joining a union.
9. Interview one union and one nonunion member in your community, asking each about the advantages and disadvantages of joining a union.
10. As a homework assignment, each student must locate two newspaper articles demonstrating the advantages or disadvantages of union membership in today's world. Students will bring the articles to class where they can be organized into a notebook.

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AMMO



The Naked Truth about Unions was originally published as a special edition of UAW AMMO, a leadership magazine of the International UAW.



THUMBS UP TO AMMO, TOO

If you are not getting AMMO in the hands of every union member, maybe you should.

AMMO is packed full of information that every union member ought to have.

And bulk shipments arrive for a price you can't beat: \$45 per 1,000; \$25 per 500; and \$6 per 100. Individual subscriptions are \$1.50 a year. We still have a limited number of AMMOs on South Africa's brutal system of apartheid including an interview with a black South African auto worker and union leader. If you're interested, contact the UAW Publications and Public Relations Department, 8000 E. Jefferson, Detroit, MI 48214.

THE BARE FACTS ABOUT UNIONS

professors.

■ **f you're looking for the naked truth about unions, you might start by reading a recent book by two East Coast**

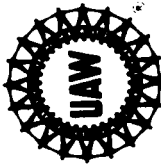
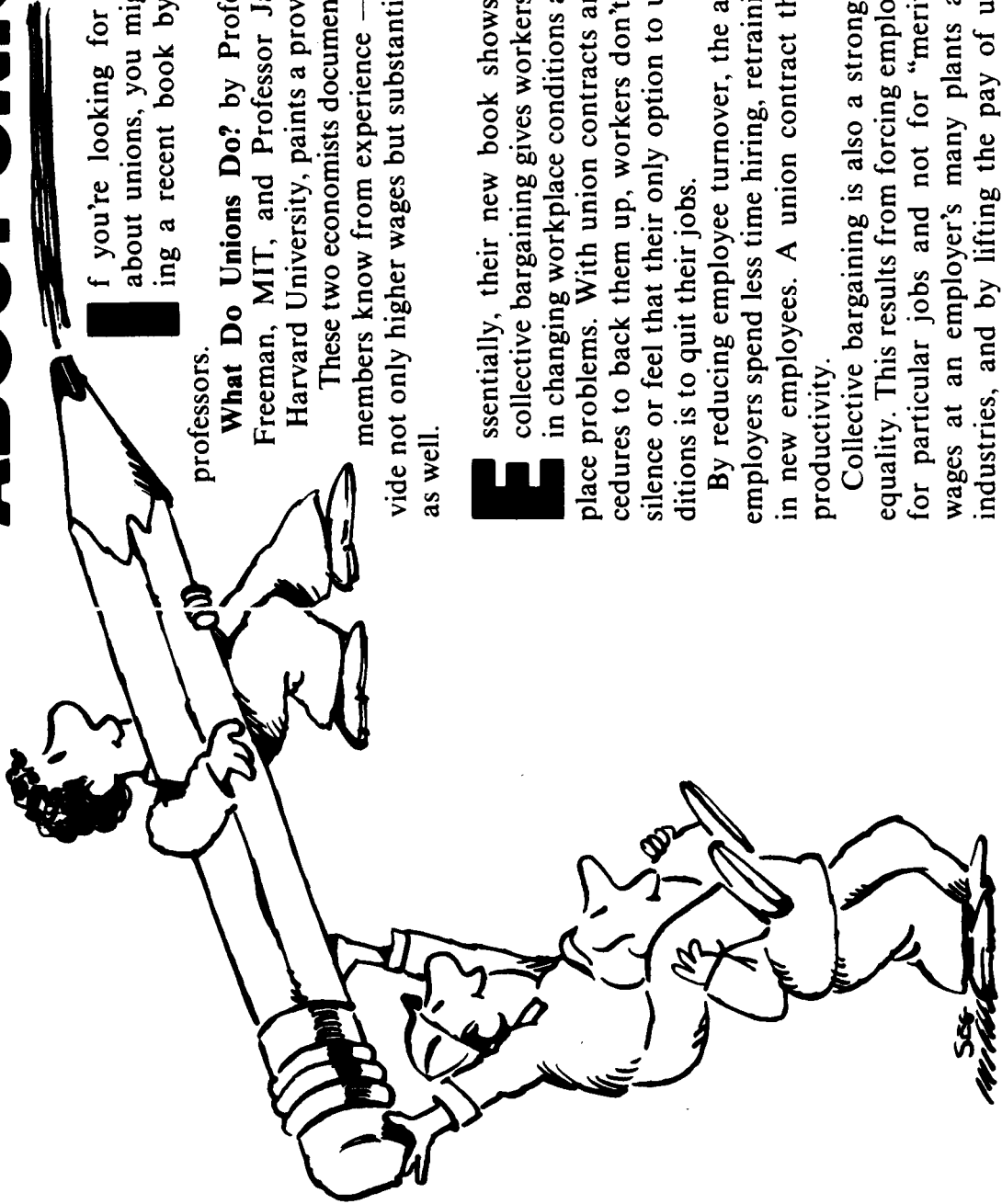
What Do Unions Do? by Professor Richard B. Freeman, MIT, and Professor James L. Medoff, Harvard University, paints a provocative picture.

These two economists document what most union members know from experience — that unions provide not only higher wages but substantial **nonwage** gains, as well.

Essentially, their new book shows how union-won collective bargaining gives workers a powerful voice in changing workplace conditions and solving workplace problems. With union contracts and grievance procedures to back them up, workers don't have to suffer in silence or feel that their only option to unacceptable conditions is to quit their jobs.

By reducing employee turnover, the authors point out, employers spend less time hiring, retraining, and breaking in new employees. A union contract thus means higher productivity.

Collective bargaining is also a strong force for greater equality. This results from forcing employers to pay wages for particular jobs and not for "merit," by equalizing wages at an employer's many plants and across entire industries, and by lifting the pay of unskilled workers. Non-union workers as we all know, also benefit from



union advances as shown by the fact that non-union workers in heavily unionized industries and areas are paid more.

It isn't likely, however, that employers are going to roll over and play dead when they get their copy of **What Do Unions Do?** While unions raise wages and have a minimal effect on inflation according to the two professors, collective bargaining puts a squeeze on profits. And recent employer efforts to weaken pattern and centralized bargaining and master contracts and to lower unskilled wages show management's recognition of labor's effects on wages.

The claim that unions gain at the expense of consumers is not true. Since union gains come partially at the expense of profits and since union workers are more productive, the effect of unions on product prices is slight or non-existent.

Union pay is about 20-25 percent higher than non-union pay though the differential has narrowed slightly in the last few years. Union workers receive more and better fringe benefits than non-union workers. And Medoff and Freeman found that negotiations helped most workers get the benefits they wanted the most.

And the two professors strip away myths that unions are disproportionately corrupt, strike-happy, undemocratic, or a force for greater inequality among workers.

At the same time, Medoff and Freeman take a hard look at the decline in the percent of private sector workers who belong to unions, but unlike many academic colleagues who are cheering the downward trend, Freeman and Medoff state this continued decline is bad not only for union members but also for the entire society.

"Because our research shows that unions do much social good, we believe that the 'union-free' economy desired by some business groups would be a disaster for the country," they conclude.

PHOTO BY PIERRE DONTON



UNIONS GIVE WORKERS A VOICE



Would you rather have merit pay or automatic pay hikes?

What kind of pension do you want, given the realistic choices?

If you have a problem at work, should your only alternative be to go look for another job?

Unions play an important function by giving workers a voice in decisions like these that affect their lives.

A recent study of UAW first contracts following organizing victories shows how newly organized workers highly value their new voice.

"You've got a right to voice your opinion. Management can't tell you, 'Don't let the door hit you on the

way out,'" is the way one new union member sums it up. In their book, **What Do Unions Do?** economists Richard Freeman and James Medoff throw the spotlight on the consequences of the voice which unions provide for workers.

COLLECTIVE BARGAINING Through collective bargaining, unionized workers have a voice not just in the amount of pay and fringes benefits they receive but also in the formulation of the whole package.

GRIEVANCE PROCEDURE. If unionized workers have complaints about the way they are being treated, they have a recourse: they can file a grievance. Nonunion workers just have to suffer in silence. Because they have this voice mechanism, union workers tend not to quit their jobs when problems arise but to seek redress through a grievance procedure. While some companies try to set up grievance procedures, in the absence of a real union presence, they don't work.

POLITICAL ACTION Through unions, workers also gain a voice in politics to push for tougher health and safety protection, better unemployment compensation laws, fairer taxes, and many other vital interests — not just of union workers but of all working Americans.

Percent of total union workers who have filed a grievance in the prior two years.

TOTAL	MEN	WOMEN	WHITE	NON-WHITE	HIGH SENIORITY
28%	26%	38%	28%	27%	24%

SOURCE: Quality of Employment Survey, 1980-81, What Do Unions Do? by Freeman and Medoff



PHOTO BY RUSS MARSHALL

UNIONS MEAN BETTER PAY

Weekly Earnings 1984

	UNION	NON-UNION
All workers 16 years and older	\$405	\$303
Machine operators, assemblers and inspectors	\$361	\$237
Administrative support, including clerical	\$365	\$257
Men	\$444	\$362
Women	\$409	\$307
Blacks	\$357	\$236
Hispanics	\$351	\$191
Service employees	\$314	\$191
Precision production, craft repair	\$483	\$331
Technical and related support	\$424	\$369

SOURCE: U.S. Dept. of Labor, Employment and Earnings, January, 1985.

UNIONS MEAN BETTER FRINGES

HOURLY VALUE			
	UNION	NON-UNION	
Paid leave — vacations, holidays, etc.	\$1.30	85¢	
Supplemental pay, shift differentials, etc.	54¢	28¢	
Insurance	\$1.32	61¢	
Retirement, savings, and pensions	94¢	50¢	
Legally-required fringes: Social Security, etc.	\$1.48	\$1.18	
Other	20¢	3¢	
TOTAL HOURLY VALUE	\$5.77	\$3.24	

SOURCE: AFL-CIO Research Department, using data derived from 1984 Bureau of Labor Statistics information.

PHOTO BY RUSS MARSHALL

**TOTAL UNION-
WON BENEFITS
AVERAGE 78
PERCENT MORE
IN VALUE THAN
NON-UNION
BENEFITS.**



WHEN WORKERS JOIN UNIONS

FRINGES IMPROVE FOR WHITE COLLAR EMPLOYEES . . .

Immediately after white collar workers organized, their employers made dramatic changes in fringe benefits:

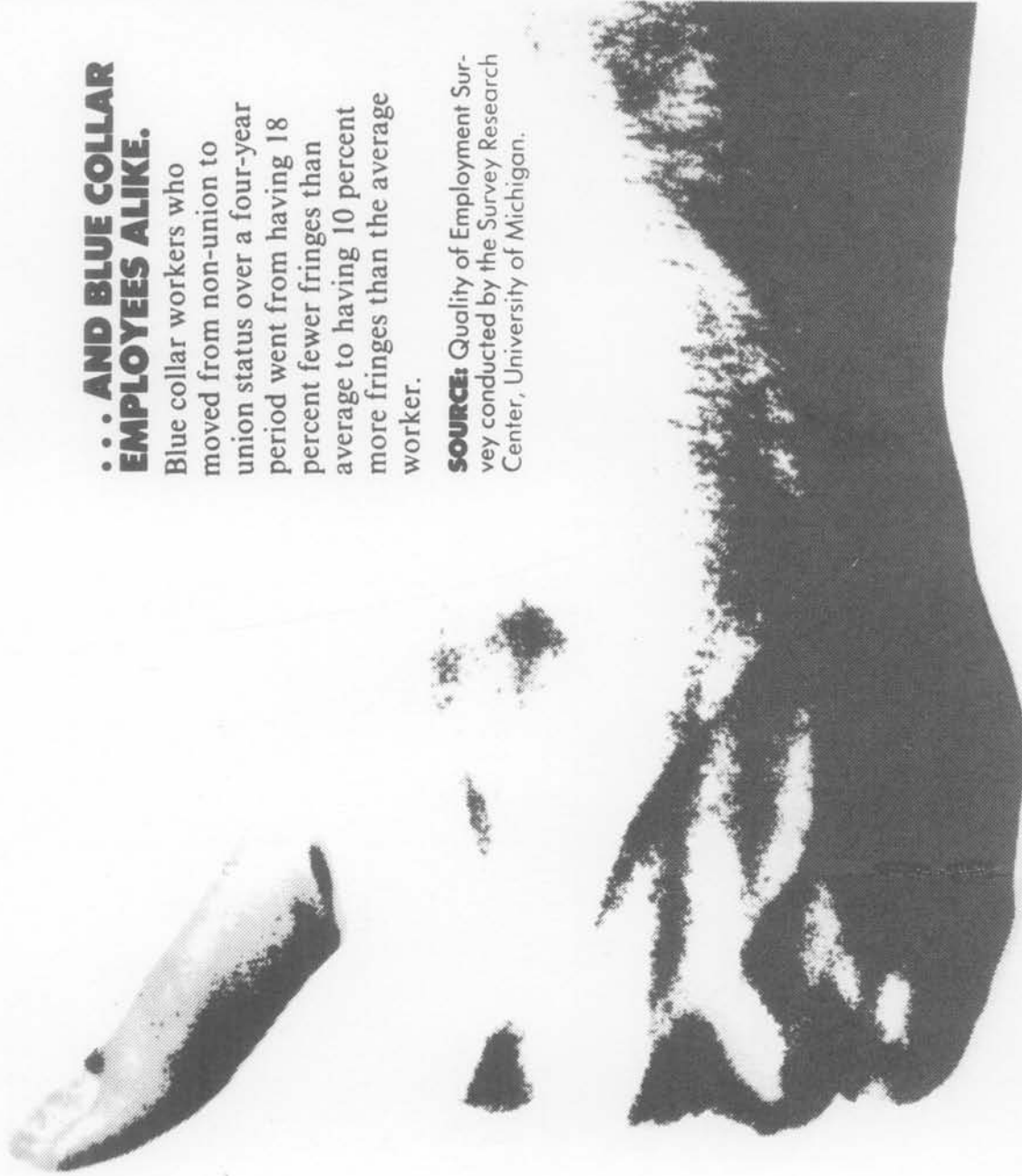
- Thirty-five percent of the firms improved their pensions.
- Thirty-five percent of the firms improved their health programs.
- Twenty-one percent increased sick leave allowances.

SOURCE: Conference Board Study: White Collar Unionism.

. . . AND BLUE COLLAR EMPLOYEES ALIKE.

Blue collar workers who moved from non-union to union status over a four-year period went from having 18 percent fewer fringes than average to having 10 percent more fringes than the average worker.

SOURCE: Quality of Employment Survey conducted by the Survey Research Center, University of Michigan.

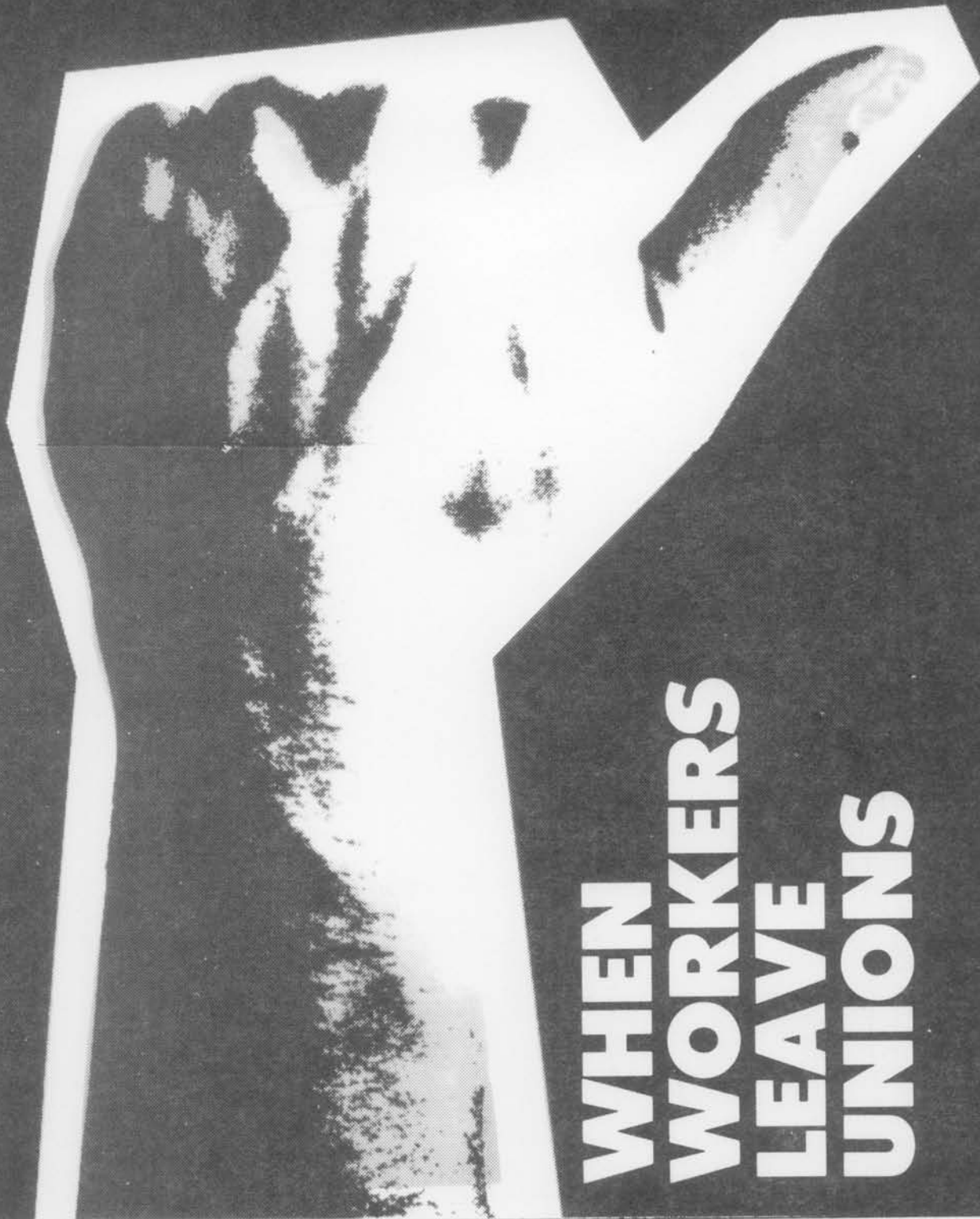


WHEN WORKERS LEAVE UNIONS

FRINGES DISAPPEAR

Workers who were union and became non-union went from having 17 percent more than the average number of fringes to having 7 percent fewer.

SOURCE: What Do Unions Do?





UNIONS MEAN BETTER PENSIONS

Most union pension plans promise workers a *definite amount of money per month* when they retire. These "defined-benefit" plans stand in contrast to "defined-contribution" plans whose value can fluctuate with varying returns on investment. Workers with defined benefit plans don't have to worry that their pension investments will go sour. In 1977, 89 percent of union private pension plans were *defined benefit plans* compared to 35 percent of non-union private pension plans.

SOURCE: "Unionism, Pensions and Union Pension Fund" by R.B. Freeman, 1983, as cited in **What Do Unions Do?**

PHOTO BY RUSS MARSHALL

A black and white photograph of a long, empty hospital corridor. The perspective is from one end of the hallway, looking down its length. On the left, there are several rows of hospital beds, each with a small table and a lamp. On the right, there are more beds and some storage areas. In the far distance, a person is walking away from the camera towards the end of the hallway. The lighting is soft and even, creating a sense of depth and solitude.

UNIONS MEAN BETTER HEALTH INSURANCE.

The proportion of health insurance premiums paid by employers is 14 percent higher in union settings than in non-union workplaces — and many union health plans offer diverse benefits not enjoyed by non-union workers.

SOURCE: "Employer and employee expenditures for Private Health Insurance," by Amy K. Taylor and Walter R. Lawson, Jr., 1981.

IT MAY COME AS A SURPRISE TO MANY DYED-IN-THE-WOOL UNION HATERS BUT . . .

UNIONS INCREASE PRODUCTIVITY

After examining recent research, economists James Medoff and Richard Freeman concluded that in general productivity is higher in the presence of unionism than in its absence.

- A study comparing productivity in the same industry but in different states found that productivity was 20 to 25 percent higher in heavily unionized states.
- Analysis of a single manufacturing industry (wooden household furniture) yielded an estimate of 15 percent higher productivity in union than non-union plants.
- Union/non-union productivity differences in the construction industry range from 21 to 28 percent.

- In the cement industry, productivity was 6 percent higher in plants after they became unionized.

Studies of the coal industry produced mixed results: from positive results one year to negative results another year, but the great preponderance of evidence is that unionism increases productivity.

The major reason union facilities are more productive is that unions give workers a voice.

LOWER TURNOVER. Medoff and another researcher estimated that one-fifth of the union productivity effect in their study was attributable to lower quit rates in the unionized parts of the industry. Instead of quitting, union workers use their "voice" to solve problems and companies don't have to waste money hiring and retaining new workers.

IMPROVED MANAGERIAL PERFORMANCE. In every plant that became unionized in one study, top management replaced the plant manager and many foremen, and introduced more professional managers. Many authoritarian or paternalistic management practices were weeded out. And more professional management was better for productivity.

JOINT EFFORTS. In some areas, productivity is advanced through joint labor-management efforts. In the auto industry, for example, the UAW has been working with management to increase productivity in many plants across the country, while protecting jobs.

Medoff and Freeman argue that productivity is generally higher in unionized establishments but they note there are exceptions and they conclude that higher productivity appears to run hand-in-hand with good industrial relations and to be spurred by competition in the product market.

WORK STOPPAGES

INVOLVING 1,000 OR MORE WORKERS

YEAR	PERCENT OF WORK TIME LOST TO STOPPAGES
1948	0.22
1949	0.38
1950	0.26
1951	0.12
1952	0.38
1953	0.14
1954	0.13
1955	0.16
1956	0.20
1957	0.07
1958	0.13
1959	0.43
1960	0.09
1961	0.07
1962	0.08
1963	0.07
1964	0.11
1965	0.10
1966	0.10
1967	0.18
1968	0.20
1969	0.16
1970	0.29
1971	0.19
1972	0.09
1973	0.08
1974	0.16
1975	0.09
1976	0.12
1977	0.10
1978	0.11
1979	0.09
1980	0.09
1981	0.07
1982	0.04
1983	0.08

SOURCE: U.S. Dept. of Labor, Monthly Labor Review, 1984.

MYTHS

MYTH: Unions are strike happy.

FACT: The common cold causes more worker absence than strikes cause.

MYTH: Unions are generally corrupt.

FACT: The overwhelming majority of union leaders are honest. A former U.S. attorney general found serious problems in less than one-half of one percent of all local unions.

MYTH: Unions cause inflation.

FACT: Even during the period from 1975 to 1981, when prices were increased by 69 percent, wage gains won by unions at most accounted for 3.3 percent of the total.

MYTH: Unions are a "special" interest.

FACT: Unions actually use political power in ways that help the entire country. We fight for Social Security, higher minimum wage laws, strong public education, fair trade, and worker protection laws.

MYTH: Unions are run by bosses.

FACT: The University of Michigan Survey Research Center found that within a two-year period about three-quarters of membership went to at least one union meeting and about the same percent voted in a union election. In Unions are run by members to a greater extent than almost any other American institution.

ATTACHMENT #19

Survey of Student Attitudes on Labor Unions

Indicate your degree of agreement or disagreement with each of the following statements. (1=strongly agree and 5=strongly disagree.)

1. Unions provide for fuller employment.
1 2 3 4 5
2. I do not believe that unions will have any effect on my life.
1 2 3 4 5
3. Union membership assures higher wages.
1 2 3 4 5
4. I do not expect ever to join a labor union.
1 2 3 4 5
5. Unions tend to be corrupt.
1 2 3 4 5
6. Union membership is confined to the working class.
1 2 3 4 5
7. Without unions there would be fewer strikes.
1 2 3 4 5
8. Unions lobby Congress for social legislation that benefits all Americans.
1 2 3 4 5
9. The younger members of unions have less influence within their unions than have older members.
1 2 3 4 5
10. Labor unions play too large a role in the nation's political life.
1 2 3 4 5

ATTACHMENT #19 CONT.

11. Non-union workers benefit from the wage gains and improvements in working conditions which union members win.
1 2 3 4 5
12. Historically, workers have been the victims of labor violence caused by companies.
1 2 3 4 5
13. Unions reduce the personal freedom of workers.
1 2 3 4 5
14. Essential service employees (e.g., police, firemen) should not be allowed to strike.
1 2 3 4 5
15. Unions protect American jobs from being exported.
1 2 3 4 5
16. Unions are less needed today than they were in the past.
1 2 3 4 5
17. Unions have forced up costs of American made goods so that today the U.S. is not competitive in world markets.
1 2 3 4 5
18. Unions are more supportive and committed to the Democratic party than to the Republican party.
1 2 3 4 5
19. Working conditions today are far superior to any previous stage in American history.
1 2 3 4 5
20. Unions resist the introduction of new technology.
1 2 3 4 5
21. Professional persons usually never have to deal with unions.
1 2 3 4 5

ATTACHMENT #19 CONT.

22. Higher prices for union made goods reduce sales of American products within the United States.

1 2 3 4 5

23. Unions make companies retain bad workers over better workers because of the seniority system.

1 2 3 4 5

24. Unions have less to offer younger workers than older workers.

1 2 3 4 5

25. Unions will become more necessary in the future as jobs become scarcer.

1 2 3 4 5

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Information on the following films and video cassettes is available through the International Brotherhood of Teamsters, Department of Human Services, 25 Louisiana Ave., N.W., Washington, D.C., 20001, (202)624-8773.

All Things Considered: The Case of the Militant Shop Steward

Subject: Grievance Handling/Industrial
Length: 26 minutes

An American Valley

Subject: What happens to workers who lose their jobs because of the flood of imports coming into the U.S.? Film talks about the Trade Adjustment and Assistance Program that provides financial benefits for workers whose jobs have been destroyed and how they qualify for benefits under the Trade Act of 1974.
Length: 12 minutes

Arbitration: The Truth of the Matter

Subject: Arbitration and grievance handling
Length: 48 minutes

Button, Button

Subject: Grievance Handling
Length: 32 minutes

Can't Take No More

Subject: Historical overview of the long fight for protection against hazardous working conditions. Pressure for change was often effective only after a major tragedy like the Triangle Fire or exposure like Upton Sinclair's book, The Jungle.
Length: 25 minutes

Dignity and Strength: Teamsters, the Union for Public Employees

Subject: Teamster members in 20 different public sector job classifications, ranging from blue collar to white collar and professional, describe how the Teamsters have effectively represented them.
Length: 20 minutes

Don't Call Me Baby

Subject: Produced by the Canadian Union for Public Employees. Information tool for organizing women.
Length: 3 minutes

Do Not Fold, Staple, Spindle or Mutilate

Subject: Film on building a union.
Length: 51 minutes

Good Monday Morning

Subject: Documentary produced in Canada exploring the problems working women face on the job and how joining a union can help to solve these problems.
Length: 30 minutes

High Tech: Dream or Nightmare?

Subject: High technology's effect on the American economy.
Length: 49 minutes

If You Don't Come In On Sunday, Don't Come In On Monday

Subject: Chronological history of the American labor movement covers a four century span using original photographs, documentary film footage and cartoons. Excellent pictures and newsreel footage.
Length: 59 minutes

Ill Winds On A Sunny Day

Subject: Produced by the U.S. Committee on Public Works. Air pollution knows no state boundaries. Film calls for citizen action.
Length: 28 minutes

Inside Look At Collective Bargaining

Subject: Negotiations, grievances and arbitration.
Length: 45 minutes

The Inheritance

Subject: A two-fisted film centering on the needle trades and the bitter struggle of workers against economic exploitation.
Length: 55 minutes

The Life and Times of Rosie the Riveter

Subject: Five women talk about their experiences during World War II building tanks, ships and bombers when women were recruited for industrial jobs and what happened when the men came back to claim their jobs. Newsreel and filmstrips of the period, magazine and poster art are used throughout the film. Provides good background for discussing problems women and minority groups face today.
Length: 60 minutes

The Owl Who Gave A Hoot

Subject: Colorful, interesting cartoon shows the need for a neighborhood consumer education program.
Length: 15 minutes

The Union Meeting: Rules of Order

Subject: Parliamentary procedure.
Length: 13 minutes

The Willmar 8

Subject: Women's issues and strikes in the banking industry.
Length: 50 minutes

The Workplace Hustle

Subject: The tape, narrated by Ed Asner, traces the legal battles women have fought in an effort to gain dignity and equality in the workplace.
Length: 30 minutes

Labor's Turning Point

Subject: The impact of the Great Depression on Minnesota's unemployed workers is vividly portrayed in this film about the 1934 Teamster strike in Minneapolis.

Length: 44 minutes

Maria

Subject: Maria becomes a leader of the drive to organize a union in a Canadian clothing plant. In addition to all the usual union busting tactics, she also has to cope with a family and a fiancée who does not understand her new role as a union organizer.

Length: 40 minutes

Memorial Day Massacre of 1937

Subject: Using new media footage which had been suppressed by the police but was released to a U.S. Senate Investigating Committee, the film depicts the events of the "Little Steel" strike and the violence committed against steelworkers by the Chicago police.

Length: 16 minutes

Motivation: The Classic Concepts

Subject: Discusses worker motivation and methods of communication.

Length: 20 minutes

Organizing: The Road to Dignity

Subject: Organizing in the industrial, retail and food industries.

Length: 40 minutes

OSHA

Subject: One-third of all cancers are work-related. Film tells how OSHA was set up to stem the tide of disease, injury and death, and what workers' rights are under the law. Workers talk about specific hazards in their industries and how plants were forced to comply with the law.

Length: 25 minutes

Proud To Be A Teamster

Subject: A portrait of today's Teamsters Union.
Length: 30 minutes

Rise of Labor

Subject: A history of the U.S. labor movement.
Length: 30 minutes

Scenes From A Workplace

Subject: Grievance handling in the public sector.
Length: 29 minutes

Sexual Harassment: No Place In The Workplace

Subject: Tape features Gloria Steinem and Lynn Farley as they discuss issues working women face. It offers insights and solutions to the problems women face in the workplace.
Length: 30 minutes

Terminal: VDT's and Women's Health

Subject: The potential hazards of VDT's are examined. Unions, among others, give their input on how to lessen the impact of these hazards on their employees.
Length: 15 minutes

The Awesome Servant

Subject: Impact of automation on workers and their community.
Length: 55 minutes

The Case of Barbara Parsons

Subject: Grievance handling in the industrial sector of the economy.
Length: 52 minutes

The Faces of a Union

Subject: What does a union do? How does it function? This film about the Steelworkers is designed to answer these questions and provide students and the public with a better understanding of how a democratic union functions. Some early film footage provides a look at the union's early history.
Length: 28 minutes

Union Maids

Subject: Presents an adaptation of the book Rank and File about labor in the 1930s. Relates the personal experiences of three militant women who tried to organize laborers in Chicago during this period.

Length: 50 minutes.

Unions Today

Subject: Produced by the Bureau of National Affairs and designed to demonstrate some of the new tactics being used by unions today. Four different case studies are presented.

Length: 30 minutes

Waldenville I and Waldenville II

Subject: Grievance handling in the public sector.

Length: 36 minutes and 28 minutes

Where's Joe?

Subject: Joe is the title of somebody who used to have a job in a steel company but doesn't anymore. Film portrays the threat of foreign imports and the need to improve productivity to remain competitive with foreign producers and substitute materials.

Length: 44 minutes

White Collar Grievances

Subject: Follows a grievance through all the steps within a company and then into arbitration.

Length: 42 minutes

Who Wants Union?

Subject: Organizing and union busting.

Length: 27 minutes

With Babies and Banners

Subject: Rare archive footage reconstructs the story of the working women, wives, mothers, sisters and sweethearts of the strikers participating in the great General Motors sitdown strike in Flint, Michigan in 1937.

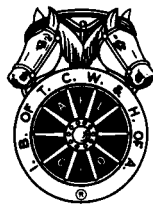
Length: 45 minutes

Words of a Friend (Hubert Humphrey)

Subject: Humphrey's speech to the Minnesota AFL-CIO
Convention respect for labor.
Length: 20 minutes

Workplace Hustle: Sexual Harassment of Working Women

Subject: A sensitive film which examines the
difficulties caused by sexual harassment in
the work environment. Winner of the 1980 San
Francisco Film Festival and the 1980 New York
Film and TV Festival.
Length: 30 minutes



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