

1997-98 SESSION
COMMITTEE HEARING
RECORDS

Committee Name:

Senate Committee on
Education(SC-Ed)

Sample:

Record of Comm. Proceedings ... RCP

- 05hrAC-EdR_RCP_pt01a
- 05hrAC-EdR_RCP_pt01b
- 05hrAC-EdR_RCP_pt02

➤ Appointments ... Appt

➤ **

➤ Clearinghouse Rules ... CRule

➤ **

➤ Committee Hearings ... CH

➤ **

➤ Committee Reports ... CR

➤ **

➤ Executive Sessions ... ES

➤ **

➤ Hearing Records ... HR

➤ **

➤ Miscellaneous ... Misc

➤ 97hr_SC-Ed_Misc_pt25

➤ Record of Comm. Proceedings ... RCP

➤ **

Vote Record

Senate Committee on Education

Dedee Labor
SB 192

Date: Revised June 4
 Moved by: R Grobschmidt Seconded by: Potter
 AB: _____ Clearinghouse Rule: _____
 AB: _____ SB: 182 Appointment: _____
 AJR: _____ SJR: _____ Other: _____
 A: _____ SR: _____

A/S Amdt: _____
 A/S Amdt: _____ to A/S Amdt: _____
 A/S Sub Amdt: _____
 A/S Amdt: _____ to A/S Sub Amdt: _____
 A/S Amdt: _____ to A/S Amdt: _____ to A/S Sub Amdt: _____

- Be recommended for:
- Passage
 - Introduction
 - Adoption
 - Rejection
 - Indefinite Postponement
 - Tabling
 - Concurrence
 - Nonconcurrence
 - Confirmation

Committee Member

	<u>Aye</u>	<u>No</u>	<u>Absent</u>	<u>Not Voting</u>
Sen. Calvin Potter, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Robert Jauch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Kevin Shibilski	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Richard Grobschmidt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Alberta Darling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Joanne Huelsman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Carol Roessler	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Totals: 4 3 _____ _____

Motion Carried Motion Failed



CENTER FOR LABOR RESEARCH AND EDUCATION
INSTITUTE OF INDUSTRIAL RELATIONS
SCHOOL OF PUBLIC POLICY AND SOCIAL RESEARCH
1001 GAYLEY AVENUE, 2ND FLOOR
LOS ANGELES, CALIFORNIA 90024-1478

May 13, 1997

PHONE: (310) 794-0385
FAX: (310) 794-8017

Senator Cal Potter, Chair
Wisconsin State Senate Education Committee
State Capitol
Madison, Wisconsin

Dear Senator Potter and Committee Members:

As a former Wisconsin resident and historian who has written about the history of labor in Wisconsin, I would like to register my support for SB 182.

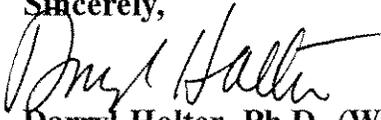
Wisconsin accounts for only about 2% of the nation's total population, but it has made a contribution to the history of working people and social reform far out of proportion to these numbers.

Our students should be aware of the important role the Badger State played as a pioneer in legislation to meet the demands of the industrial world in the twentieth century. Policies such as workers compensation and unemployment insurance were first enacted in Wisconsin. They soon became models for similar legislation in other states. The whole gamut of social and labor legislation -- from factory safety codes and child labor laws in the 1910s, plant closing legislation in the 1970s and 1980s, and family and medical leave in the 1990s -- was pioneered in Wisconsin.

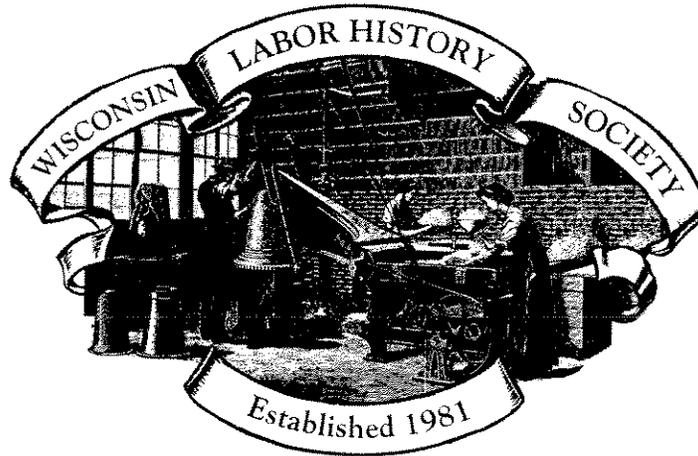
Furthermore, our students of Wisconsin state history should know that the field of labor history actually originated in Wisconsin. Shortly after the turn of the century, University of Wisconsin economist John R. Commons and a group of graduate students in Madison began to gather materials to document the history of work and labor in America. The important books which appeared between 1910 and 1934 by "the Commons' school" in the 1920s and 1930s are regarded as "seminal" by historians because they became the starting point for an entirely new group of historians and scholars of the 1970s and 1980s who explored the place of labor in history.

Nearly a century ago, the Wisconsin State Legislature, working in concert with organized labor, business groups, and academics, took the lead in path-breaking social legislation. Today's students are tomorrow's workers and managers: they should be aware of the Wisconsin legacy. SB 182 will contribute to that useful objective. We call upon the state Senate to once again lead the way.

Sincerely,

A handwritten signature in cursive script, appearing to read "Darryl Holter".

Darryl Holter, Ph.D. (Wisconsin, 1980)
Adjunct Associate Professor of History



May 12, 1997

The Hon. Calvin Potter
State Senate
PO Box 7882
Madison WI 53707-7882

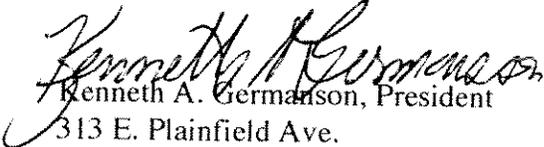
Dear Senator Potter:

Enclosed please find my statement on behalf of the Wisconsin Labor History Society in support of the **Labor History in the Schools Bill (S182)** for which the Senate Education Committee will be holding a hearing on May 14.

The Labor History Society was founded in 1981, and is a voluntary organization affiliated with the State Historical Society. Our membership includes workers, unions, academics, public officials and others, and regularly presents programs of interest to the general public.

We annually sponsor a labor history essay contest for high school students which has proved popular. Feel free to contact us if you have any questions.

Sincerely,


Kenneth A. Germanson, President
313 E. Plainfield Ave.
Milwaukee WI 53207
414-483-1754 (home)
414-449-4777 (work)

6333 W. Blue Mound Road, Milwaukee, Wisconsin 53213

Affiliated with the State Historical Society of Wisconsin

Statement of Kenneth A. Germanson, president of the Wisconsin Labor History Society, affiliated with the State Historical Society of Wisconsin, May 14, 1997, presented in support of the Labor History in the School Bill (SB 182 and AB 337)

Why should the State support the teaching of the history of organized labor in the schools?

While the State Legislature should act cautiously in enacting any mandate for the teaching of particular subjects in schools, there are vital reasons for making the "knowledge of the history of organized labor" part of any history curriculum.

1. The role of labor unions in helping to make the United States a strong democracy and in creating the world's most vibrant economy has rarely been acknowledged. Most history textbooks carry a few paragraphs, or a few pages at best, to the contributions of our labor unions.

2. Most school systems already provide heavy coverage of the role of corporations and business in our nation. Many U.S. corporations and business trade associations have seen the importance of educating young people in those matters, and have used their greater resources to fill our schools with materials that support the proposition that business has been critical to making our nation great.

That's only a part of the story! What of the roles of American workers who are still the world's most productive? What of the role of trade unions which formed the basic advocacy for matters that most people take for granted, such as:

- The eight-hour day.
- Health care insurance.
- Vacations and holidays.
- A wage level that permits most Americans to purchase both goods of necessity and of comfort, helping to fuel the economy.
- Civil rights legislation, including voting rights laws.
- Social Security and Medicare.
- Unemployment and workers compensation.

In each of the above cited incidents, labor's advocacy in the legislative process, in the public debate, and in educating its members provided the needed impetus to Society to enact the necessary laws.

4. Virtually every family in Wisconsin has a heritage in the state's unionized workforce. In the 1950s, more than one in every three workers belonged to a union, and during the Great Depression of the 1930s and World War II in the 1940s, unions were "front page news" almost daily.

4. The struggles of workers and unions in history have resulted in gains that have affected the daily lives of most Americans.

In 1886, workers across the nation -- including Milwaukee -- marched in demonstrations for the eight-hour day. Those marches helped to raise public consciousness for the plight of workers, their low wages, their long hours and their terrible working conditions.

In 1894, workers of the Pullman Company in Chicago went on strike to protest conditions in a "company town," dramatizing the degrading effect of such arrangements.

In 1898, the strike by Woodworkers in Oshkosh drew the spotlight, not only upon low wages and lack of job security, but on the use of child labor in a lumber company where one-fourth of the workforce were children. It was a strike that brought the famed Clarence Darrow to Oshkosh to successfully defend the strike leaders from conspiracy charges.

During the 1930s, the efforts of unions to organize industrial plants helped to bring up wage levels and improve working conditions, so that ordinary working people could begin to enjoy some of the fruits of their labor. Without the struggles of that era, the American economy might not have recovered as completely from the Depression. Of course, there were strikes and turmoil during that time, with Streetcar conductors and tannery workers in Milwaukee, with paperworkers in the Wisconsin River valley, with shipbuilders along Lake Michigan shores. As a result of these struggles, workers gained a dignity that helped to make them the best educated and most productive in the world.

5. It's time to balance the scales. No history is worth telling unless it is based on providing information in its most complete form. By leaving the history of labor largely ignored in our school history lessons, we are telling only part of the story. Now its time to tell the whole story.

7. The instruction on workers and unions will help to make the teaching of history more relevant and alive for the students. Certainly, this should whet the appetite for students to look at history as a more interesting topic. In addition, the teaching of organized labor will help to introduce additional debate and discussion into the classroom; certainly, that will help our students to learn and think.

It is important to note that we are suggesting that the history of organized labor be told as honestly and completely as possible. The struggles of working people were not always "good guys vs. bad guys," but a story of the struggles of ordinary people seeking to make for a better life for themselves, their families and their communities. These struggles were not always pretty, but they were always instructive as to the difficulties of real life. We think there is nothing more important for high school students in Wisconsin.

For further information, contact Ken Germanson, 313 E. Plainfield Ave., Milwaukee WI 53207 414-483-1754 (home) 414-449-4777 (work).



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May 13, 1997

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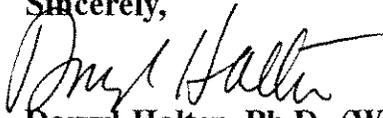
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Our students should be aware of the important role the Badger State played as a pioneer in legislation to meet the demands of the industrial world in the twentieth century. Policies such as workers compensation and unemployment insurance were first enacted in Wisconsin. They soon became models for similar legislation in other states. The whole gamut of social and labor legislation -- from factory safety codes and child labor laws in the 1910s, plant closing legislation in the 1970s and 1980s, and family and medical leave in the 1990s -- was pioneered in Wisconsin.

Furthermore, our students of Wisconsin state history should know that the field of labor history actually originated in Wisconsin. Shortly after the turn of the century, University of Wisconsin economist John R. Commons and a group of graduate students in Madison began to gather materials to document the history of work and labor in America. The important books which appeared between 1910 and 1934 by "the Commons' school" in the 1920s and 1930s are regarded as "seminal" by historians because they became the starting point for an entirely new group of historians and scholars of the 1970s and 1980s who explored the place of labor in history.

Nearly a century ago, the Wisconsin State Legislature, working in concert with organized labor, business groups, and academics, took the lead in path-breaking social legislation. Today's students are tomorrow's workers and managers: they should be aware of the Wisconsin legacy. SB 182 will contribute to that useful objective. We call upon the state Senate to once again lead the way.

Sincerely,

A handwritten signature in cursive script, appearing to read "Darryl Holter".

Darryl Holter, Ph.D. (Wisconsin, 1980)
Adjunct Associate Professor of History

In response to the killings, the Knights of Labor called for a mass demonstration at Haymarket Square in Chicago. Over 3,000 members came to hear speeches from union leaders. During the course of the protest in the Haymarket Square, a bomb exploded and the police attacked the crowd of demonstrators. Another ten people were killed and scores were injured.

The pro-company district attorney charged the strike leaders with murder. During the course of their trials, the prosecution never offered any proof that the men were responsible for the violence or had anything to do with planting the bomb. The jury was unfairly stacked with individuals who openly admitted that they were prejudice against the men being tried. Seven of the eight men received the death penalty and the eighth man was sentenced to 15 years in prison. Four of the men were executed, one committed suicide and the remaining two were pardoned by the Governor of Illinois six years later.

The incident became known as the Haymarket Riot. As a result of the trial and publicity, the Knights of Labor were destroyed--and for the time, the struggle for the eight-hour day.

The American Federation of Labor, AFL

In 1881, the American Federation of Labor (AFL) was formed in an effort to combine the strength of all the independent craft unions. The first president of the AFL was Samuel Gompers of the Cigar Makers Union of New York.

Sam Gompers is best known in history for a newspaper interview he once gave. A reporter asked Gompers the question: "What does labor want?"

Gompers replied:

"Labor wants more schoolhouses and less jails;
More books and less arsenals;
More learning and less vice;
More constant work and less crime;
More leisure and less greed;
More justice and less revenge; in fact,
More of the opportunities to cultivate our better nature."

When the reporter wrote his article, he summarized Gompers' reply in what became one of the most distorted quotes of all times. He reported:

"When asked what labor wants, Mr. Gompers replied, 'More.'"

By reporting that Gompers' reply was simple, "More," he created a myth that unfortunately continues to exist even today--that labor is only about "greed and self interest."

With the birth of the AFL, labor had established itself as a viable institution in the United States. By combining the strength of the various craft unions, organized labor gained strength in collective bargaining and politics.

The fight resumed for the eight-hour day. The Carpenters Union launched a major campaign and was successful in achieving the eight-hour day in 137 cities in 1890.

In 1892, a series of disastrous strikes in the steel, railroad, coal and silver mining industries rocked the AFL. It became apparent to the members of the AFL that big business had a firm grip on the local, state and federal governments. They were effectively using their power to break the union. In response, the AFL adopted a political platform and launched a major political effort to elect pro-union candidates around the country.

In June of 1893, Eugene Debs founded the American Railway Union. In the same year, workers of the Great Northern Railroad walked off their jobs in protest of having their wages reduced. They appealed for the assistance of the American Railway Union, and Eugene Debs went to Minneapolis to organize the strike. The strike was successful and the membership of the Railway Union grew quickly to over 150,000 members.

Among the members signed up were the employees of the Pullman Company. The Pullman Company was different than the other railroads as their employees lived in company towns and their rent, utilities and taxes were paid directly to the company. In 1893, the company cut wages by 22 percent, while not reducing the cost of rents and other services. After members of the bargaining committee were fired for trying to bargain with the company, 60,000 workers in Chicago walked off their jobs, and the union ordered a boycott of the railroad.

The company contended that any strike that shut down the railroad violated the Sherman Anti-Trust Act by interfering with the delivery of the U.S. Mail and interstate commerce. The company immediately requested that President Grover Cleveland order in federal troops to break the strike. Within days, President Cleveland did order federal troops to Chicago, followed by the Governor of Illinois, who in turn, ordered the state militia and a federal marshal, who hired 2,600 additional deputies. In total, over 14,000 state and federal troops were dispatched to Chicago. In frustration, a group of unarmed strikers charged the troops who opened fire and killed 30 workers.

June 13, 1997

STRONG SUPPORT IN STATE SENATE FOR THE TEACHING OF LABOR HISTORY IN THE SCHOOLS

One of the priorities of the Wisconsin State AFL-CIO's Campaign for Working Families is to require the teaching of labor history in our schools. We moved a giant step closer to that goal with the bipartisan support of the State Senate for SB 182 Teaching Labor History in the Schools. SB 182 passed the Senate on a vote of 25 to 7. **All Democratic Senators and Republican Senators Cowles, Drzewiecki, Ellis, Panzer, Rude, Schultz, Weeden and Zien voted in favor (a "right" vote). Republican Senators Farrow, Fitzgerald, Huelsman, Lasee, Roessler, Rosenzweig and Welch voted against (a "wrong" vote). Senator Darling (R) was absent for the vote.**

A history that needs to be told

Wisconsin has a rich labor history. Though we account for only about two percent of the nation's total population, our state has made a contribution to the history of working people and social reform far out of proportion to our size. Students should be aware of the important role the Badger State played as a pioneer in legislation to meet the demands of the industrial world in the twentieth century. Wisconsin was the first to enact such policies as workers' compensation and unemployment insurance, which became models for the nation. Whether it was factory safety codes and child labor laws, plant closing legislation, or pioneering in the area of family and medical leave, Wisconsin has led the way.

Almost unknown today is the high price that Wisconsin workers paid in the nationwide struggle for the eight-hour workday, something we now take for granted. On May 5, 1886 the Wisconsin State Militia killed six workers and a young boy as they marched in Milwaukee, along with thousands of others, to demand a shorter workday. Workers at the time were required to put in 10, 12 or more hours a day, six days a week, for only a dollar or two a day. A shorter workday was viewed by employers as a radical idea. A celebrated slogan of the time was: "Eight hours for work, eight hours for rest, eight hours for what we will." Students in other countries learn more about this history than students in Wisconsin or the U.S. because the Eight-Hour Day movement by American workers was of international significance.

It all began here

The field of labor history actually began here. Shortly after the turn of the century, University of Wisconsin economist John R. Commons and a group of graduate students in Madison began to gather materials to document the history of work and labor in America. The books on this topic which appeared between 1910 and 1934 by "the Commons' school" became an important starting point for an entirely new group of historians and scholars of today who are exploring the vital place of labor in history.

The best argument for SB 182 and the teaching of labor history in our schools is a statement enclosed with this newsletter and prepared by Ken Germanson, President of the Wisconsin Labor History Society.

SB 182 now moves to the Assembly where we hope it will receive the same bipartisan support shown in the Senate.

On The Web

To access the State AFL-CIO Web Page, type
<http://www.wisafclcio.org> and you can locate this
newsletter under the heading: **LEGISLATIVE NEWS**