

Inquiry Set 12.4E: Labor organizing and the garment industry

I. Inquiry Set Introduction	
Inquiry Set Title	Labor Organizing and the Garment Industry
Brief Description	This set uses the garment industry as an example of why and how laborers organize for worker protections.
Authors	Shelley Brooks, Program Coordinator, CHSSP
Grade Levels	12
Topics/Concepts	labor, unions, garment industry, sweatshops, strikes, minimum wage
CA HSS Standards / Frameworks	<p>Principles of Economics</p> <p>12.4 Students analyze the elements of the U.S. labor market in a global setting.</p> <p>12.4.1 Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.</p>
Framework Excerpt	<p>This question can help students understand the role of the labor movement in affecting workers and the economy: How and why do workers organize? Students also study the history of the labor movement and assess its impact on labor markets, including methods used by unions to gain benefits for their members. They can also analyze the role of government in protecting workers' rights to organize and strike, as well as in preventing excessive disruption from prolonged or violent labor actions. By researching data and evaluating the source of the data, students can participate in an investigation about the effects of unionization on wages and employment in particular industries, including farm and public sector workers.</p> <p>Students can participate in a collective bargaining simulation to better understand the competing interests of workers and employers. One group of students can examine the struggles of workers to increase their pay and improve their working conditions. Another group can consider the challenges of employers to improve productivity, limit costs, and, in the case of for-profit businesses, increase profitability. Students can also examine relevant legislation and court rulings, such as the right to organize, worker safety, and antidiscrimination policies. The first</p>

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	<p>week of April is Labor History Week. Students may participate in a variety of activities or projects to become aware of the role that the labor movement has played in shaping California and the United States.</p>
Standards	<p>California English Language Development Standards for Grade 12</p> <p>Part I. Interacting in Meaningful Ways</p> <p>B. Interpretive</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>C. Productive</p> <p>11. Justifying own arguments and evaluating others' arguments in writing</p> <p>Common Core State Reading Standards for Literacy in History/Social Studies, Grades 11-12</p> <p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
Investigative Question	<p>How and why do workers organize?</p>
Historical Background	<p>The history of the labor movement in the United States goes back to the colonial period, when skilled trade workers joined together to protest wage cuts and other workplace hardships. In 1842 the Massachusetts Supreme Court ruled that workers had the right to organize a union or to use a strike to bring recognition of that union. Unions, however, did not become common until after the Civil War, during a time of rapidly increasing industrialization. The National Labor Union, the first sustained national association of unions, coalesced in 1866. Like many later unions,</p>

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the National Labor Union worked to establish an eight-hour work day and arbitration of disputes between workers and company leadership. Unions have historically also supported a minimum standard of workplace safety and health, fair pay, and compensation for workplace injuries. In some industries and workplaces, an employee can be required to belong to the local union as a condition of employment.

The intersections of the labor movement with immigration, race, and ethnicity have always been complex. Historically, immigrants have filled blue-collar jobs, sometimes as skilled laborers and sometimes not. For reasons such as language barriers, prejudice, and divisions in trades or skills, many unions from the nineteenth century to more recent times have been largely homogeneous. Unions like the Brotherhood of Sleeping Car Porters (for African Americans) and the Chinese Ladies' Garment Workers' Union formed in response to racial and gender barriers. However, principles undergirding unions have always supported greater social equality. In the post-World War II era, unions responded to the civil rights and women's movements by making more room for diversity in unions and union leadership.

The extent to which the government has gotten involved in labor issues has varied over time. The federal government has sent its troops to quell strikes, as in the case of the Pullman Strike of 1894. In other eras, the federal government has been more supportive of unions, as evidenced by the 1935 National Labor Relations Act (Wagner Act), which committed the government to enforcing employee rights, guaranteed workers the right to form and join unions, and obligated employers to bargain with the unions represented in their workplace.

Union membership reached its height after World War II, when roughly one-third of wage earners belonged to some such organization. Between 1945 and 1970, unions helped ensure that wages in manufacturing tripled, while unions across many industries pushed successfully for greater protection against unemployment, illness, and old age. In 1947, the federal government allowed each state to decide whether to pass a "right to work" law, which makes it illegal for a union to require membership among employees at a particular place of business.

Due to a number of factors, union membership began to decline after 1970. Competition with an unprecedented amount of low-cost foreign goods, deregulation and restructuring of certain industries, and, eventually, the loss of US manufacturing jobs to overseas, as well as President Ronald Reagan's decision to fire over 10,000 striking air traffic controllers, all meant that by the late 1980s only around 15 percent of workers belonged to a union. Today this number is closer to 10 percent. Some of the challenge is also due to the increase in service-sector jobs, which are less prone to organization, and the number of immigrant laborers in the United States who are here illegally and afraid to unionize for fear of being deported.

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	The sources in this set focus on the history of the labor movement in the US garment industry and provide students with the opportunity to examine the arguments and strategies of unions, as well as weigh the advantages and disadvantages of unionization. Sources 6 and 7 examine the challenges associated with labor rights in an era of globalization.
Potential Sensitive Issues, Topics, and Information	This set examines an instance in which garment workers in El Monte, California, were forcibly kept at work by guards. The set also examines the experience of workers in Bangladesh subjected to labor abuses and violence.
Map	San Francisco, New York City, Los Angeles, El Monte, Bangladesh

II. Source Sets	
#1 Primary Source	Garment Factory

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Title of Source	A sewing factory in downtown Los Angeles.
Holding Institution	Los Angeles Times
Link to Record	https://www.latimes.com/projects/la-fi-forever-21-factory-workers/

For the Student	Laborers perform all sorts of jobs; one that we are all connected to is work done by laborers in the garment industry. Beginning in the late 1800s, workers started making clothes in mass-production factories. Ever since those early days, the work has required long hours and delivered low pay. Sometimes these factories involve unhealthy or dangerous working conditions. After one particular tragedy that took place in a New York garment factory over 100 years ago, the United States put into place basic codes for factory safety. Other federal laws have established minimum wage and maximum-hour workdays. The problem is that not all factories comply with these standards here in the United States, and in other countries (where much of the clothing sold in the US is produced),
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	<p>there are fewer such laws. Garment workers can decide to leave jobs that do not offer safe or fair working conditions, but the money is of course critical to their and their family's well-being, and they may not find a better garment job where they can use their skills.</p>
For the Teacher	<p>This may be an opportunity for students to look at the tags in their clothing to learn where their clothes were produced, then do brief online research to learn what labor laws exist in that country. News items online may give insight into whether these laws are generally adhered to, or whether garment factories in that country have recently been found in violation of safety codes, workday lengths, or child labor laws.</p>
#2 Primary Source	<p>Old Series Trademark No. 3800</p> <p>2a.</p>  <p>2b.</p>

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TRADE MARK
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To the Hon.,
C. F. Curry,
Secretary of State of the State of California.
Sacramento, Cal.

I hereby offer for filing and file with the Secretary of State of the State of California the following trade mark exclusively owned by the International Ladies Garment Workers Union of which I am agent.



Which trade mark is to be affixed to all garments ^{made} cut, sewed, pressed and finished by members of duly chartered locals or branches of the International Ladies Garment Workers Union.

I. Jacoby

State of California)
City and County of San Francisco) SS.

Personally appeared before me I. Jacoby who being first duly sworn says that he (as Secretary of the Cloak Makers Union Local No. 8 I. L. C. W. U.) is the agent of the International Ladies Garment Workers Union which is the exclusive owner of the above trade mark and he files the same for the uses and purposes above named.

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Transcript:

TRADE MARK 0 ----- 0

To the Hon.,
C.F. Curry,
Secretary of State of the State of California. Sacramento, Cal.

I hereby offer for filing and file with the Secretary of State of the State of California the following trade mark exclusively owned by the International Ladies Garment Workers Union of which I am agent. [image of pink trademark of the International Ladies Garment Workers Union] ISSUED BY AUTHORITY OF INTERNATIONAL LADIES' GARMENT WORKERS UNION GENERAL EXECUTIVE BOARD UNION MADE ORG. JUN. 30 1900 REGISTERED

Which trade mark is to be affixed to all garments made, cut, sewed, pressed and finished by members of duly chartered locals or branches of the International Ladies Garment Workers Union. [illegible signature]

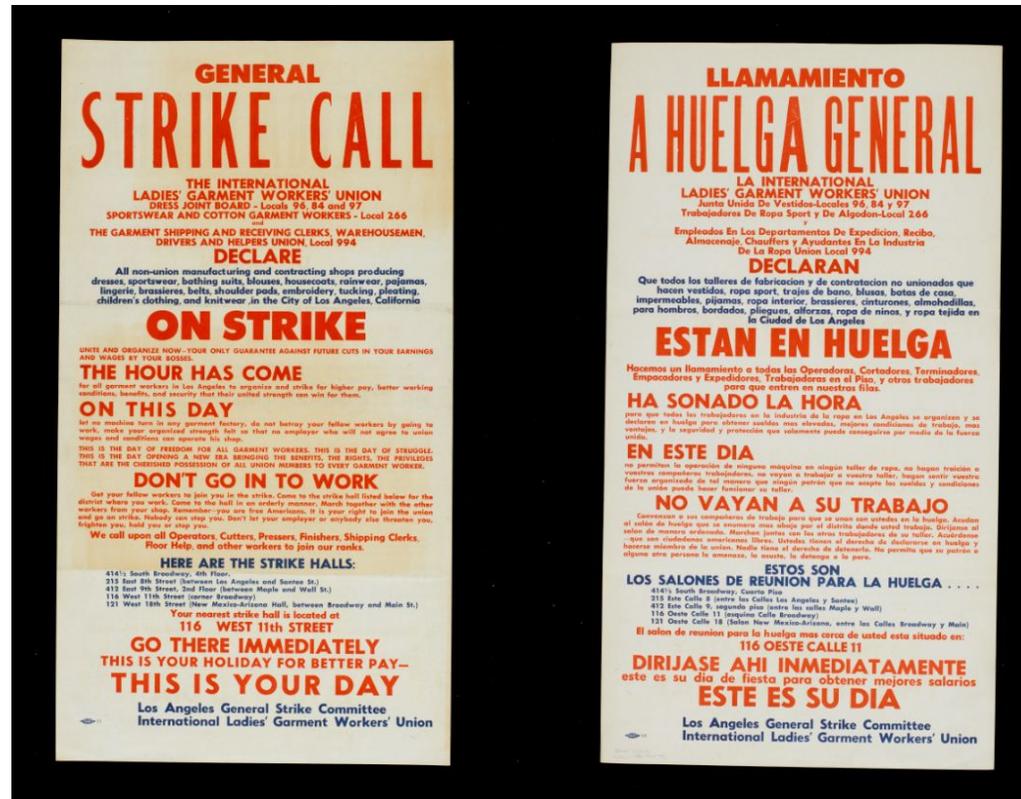
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Title of Source	Old Series Trademark No. 3800
Holding Institution	California State Archives
Link to Record	http://exhibits.sos.ca.gov/items/show/3704

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For the Student	<p>The first garment unions formed in the late nineteenth century. Unions represent laborers, often in a particular industry, such as the International Ladies' Garment Workers Union (ILGWU), established in 1900. Like other unions, the ILGWU has worked to provide reasonable working hours, pay, and health and safety conditions for its laborers. Unions operate by collecting dues from their members, using these funds to cover the costs of the union staff or to help support workers when they are on strike and not collecting pay. The logic is that unions, while costing some money to their members, can deliver greater benefits through collective bargaining (like shorter workdays, higher wages, safety protections) than an individual worker could negotiate on her or his own. The ILGWU has also worked to provide additional benefits through its union, such as English language classes and basic health-care services.</p>
For the Teacher	<p>Generally, union workers earn more than nonunion workers. And research suggests that unions provide greater stability, leading to lower employee turnover and higher productivity, which can benefit economic growth. Unions are organizations made up of workers who elect their own officers; these officers make decisions on behalf of all members. It is legal for employers to try to persuade employees not to unionize, but it is against the law for employers to prevent employees from unionizing through threats, violence, and other coercive action. However, there have been a number of instances in which employers have used such tactics to intimidate their workers and prevent them from organizing.</p>
#3 Primary Source	<p>Strike poster in English and Spanish</p> <p>3a and 3b.</p>



Transcript:

GENERAL STRIKE CALL
 THE INTERNATIONAL LADIES' GARMENT WORKERS' UNION DRESS JOINT BOARD – LOCALS 96, 84 AND 97
 SPORTSWEAR AND COTTON GARMENT WORKERS – Local 266
 THE GARMENT SHIPPING AND RECEIVING CLERKS, WAREHOUSEMEN, DRIVERS AND HELPERS UNION, Local 994
 DECLARE All non-union manufacturing and contracting shops producing dresses, sportswear, bathing suits, blouses, housecoats, rainwear, pajamas, lingerie, brassieres, belts, shoulder pads, embroidery, tucking, pleating,

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children's clothing, and knitwear, in the City of Los Angeles, California

ON STRIKE

UNITE AND ORGANIZE NOW – YOUR ONLY GUARANTEE AGAINST FUTURE CUTS IN YOUR EARNINGS AND WAGES BY YOUR BOSSES.

THE HOUR HAS COME

for all garment workers in Los Angeles to organize and strike for higher pay, better working conditions, benefits, and security that their united strength can win for them.

ON THIS DAY

let no machine turn in any garment factory, do not betray your fellow workers by going to work, make your organized strength felt so that no employer who will not agree to union wages and conditions can operate his shop. THIS IS THE DAY OF FREEDOM FOR ALL GARMENT WORKERS. THIS IS THE DAY OF STRUGGLE. THIS IS THE DAY OPENING A NEW ERA BRINGING THE BENEFITS, THE RIGHTS, THE PRIVILEGES THAT ARE THE CHERISHED POSSESSION OF ALL UNION MEMBERS TO EVERY GARMENT WORKER.

DON'T GO IN TO WORK

Get your fellow workers to join you in the strike. Come to the strike hall listed below for the district where you work. Come to the hall in an orderly manner. March together with the other workers from your shop. Remember – you are free Americans. It is your right to join the union and go on strike. Nobody can stop you. Don't let your employer or anybody else threaten you, frighten you, hold you or stop you.

We call upon all Operators, Cutters, Pressers, Finishers, Shipping Clerks, Floor Help, and other workers to join our ranks.

HERE ARE THE STRIKE HALLS:

414 ½ South Broadway, 4th Floor.

215 East 8th Street (between Los Angeles and Santee St.)

412 East 9th Street, 2nd Floor (between Maple and Wall St.)

116 West 11th Street (corner Broadway)

121 West 18th Street (New Mexico-Arizona Hall, between Broadway and Main St.)

Your nearest strike hall is located at

116 WEST 11th STREET

GO THERE IMMEDIATELY

THIS IS YOUR HOLIDAY FOR BETTER PAY –

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	<p>THIS IS YOUR DAY</p> <p>LOS ANGELES GENERAL STRIKE COMMITTEE INTERNATIONAL LADIES' GARMENT WORKERS' UNION</p> <table border="1" data-bbox="394 391 1856 667"> <tr> <td>Title of Source</td> <td>ILGW General Strike Call Broadside in English and Spanish</td> </tr> <tr> <td>Date</td> <td>circa 1933</td> </tr> <tr> <td>Holding Institution</td> <td>National Museum of American History</td> </tr> <tr> <td>Link to Record</td> <td>http://americanhistory.si.edu/sweatshops/history-1880-1940</td> </tr> </table>	Title of Source	ILGW General Strike Call Broadside in English and Spanish	Date	circa 1933	Holding Institution	National Museum of American History	Link to Record	http://americanhistory.si.edu/sweatshops/history-1880-1940
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<p>For the Student</p>	<p>One key way that workers can push employers to agree to or at least negotiate about improved working conditions is for workers to leave work and go on strike. Striking has long been a method used to force a company to listen to workers' demands. The challenges are many: convincing enough workers to leave the job and go without pay (and risk being fired); organizing people who speak different languages and have diverse family demands; facing intense pressure from management to get back to work; and, sometimes, facing pressure from government authorities to resume work or be replaced by other workers.</p> <p>What do you notice about this flyer? What are the instructions that workers are supposed to follow, according to the union? Given what you see here, can you think of reasons why unions may be popular among workers, and reasons why workers may not want to join a union?</p>								
<p>For the Teacher</p>	<p>This International Ladies' Garment Workers' Union Strike is just one example of many labor actions in US history. A famous massive labor action in the United States was the two-month-long Pullman Strike of 1894. When the Pullman Palace Car Company, which manufactured railroad cars, cut its workers' wages and increased working hours in response to the recent economic downturn, workers at the company formed a delegation and requested a meeting with the head of the company. He refused to meet with them and ordered that these particular workers be fired. At that point, workers agreed to strike, and unionized workers throughout the railroad industry joined the Pullman workers in solidarity. Eventually, the number of railroad strikers reached 125,000 and rail traffic was severely affected for many days, prompting the federal government to intervene to ensure US mail deliveries and to</p>								

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	<p>stop the violent protests that destroyed railroad machinery. Eventually, 12,000 federal troops suppressed the strike. There is always the risk with labor strikes that workers will face physical harm, fail to achieve their goals, and perhaps even lose their jobs in the process.</p>
#4 Primary Sources	Labor picket



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	<p>Transcript:</p> <p>S.F. Garment Workers Picket Factory, Stores [right of headline] Orientals Adopt U.S. Custom</p> <p>FIRM LODGES PROTEST</p> <p>CHINESE EMPLOYEES CHARGE REFUSAL TO BARGAIN</p> <p>[image] ITS FIRST BIG LABOR DISPUTE - Lily Yip, one of the strikers picketing a garment factory at 720 Washington street and 3 San Francisco stores in Chinatown's first big labor dispute. (1937-38)</p> <table border="1" data-bbox="394 711 1850 987"> <tr> <td>Title of Source</td> <td>S.F. Garment Workers Picket Factory, Stores</td> </tr> <tr> <td>Date</td> <td>between 1937 and 1938</td> </tr> <tr> <td>Holding Institution</td> <td>Labor Archives and Research Center, San Francisco State University</td> </tr> <tr> <td>Link to Record</td> <td>http://digital-collections.library.sfsu.edu/digital/collection/p16737coll1/id/1741</td> </tr> </table>	Title of Source	S.F. Garment Workers Picket Factory, Stores	Date	between 1937 and 1938	Holding Institution	Labor Archives and Research Center, San Francisco State University	Link to Record	http://digital-collections.library.sfsu.edu/digital/collection/p16737coll1/id/1741
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Link to Record	http://digital-collections.library.sfsu.edu/digital/collection/p16737coll1/id/1741								
<p>For the Student</p>	<p>When workers disagree with employers about pay, conditions of work, or other issues, these workers have a few tools they can employ to try and force change. One is “picketing,” when employees (who are on strike), stand or walk in front of the place of business to raise public awareness about the labor dispute. The goal is to persuade others not to work for or do business with the employer, all in hopes of pressuring the employer to listen to workers’ demands. Sometimes unions also plan a boycott of the company’s product as a way to pressure the management to negotiate or honor union demands.</p> <p>What do the headlines in this newspaper article reveal about some of the challenges that unions face when they try to bargain with an employer?</p>								

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For the Teacher	<p>Striking and picketing can often be effective ways to force employers to concede to some workers' demands for better working conditions, pay, or hours. Some of the most notable early instances of striking among garment workers occurred in 1909 and 1910 in New York City, known as the "Uprising of the 20,000" — made up mostly of female shirtwaist makers, and the "Great Revolt" — mostly male cloak makers. Given their size and duration, these strikes found success in meeting some of their aims and in inspiring later strikes among garment workers.</p> <p>In 1938, in the same year as the picket and strike featured in this newspaper article, the federal government passed the Fair Labor Standards Act. Businesses that engaged in interstate commerce had to adhere to a federal minimum wage, had to pay overtime for work beyond 40 hours a week, could not allow hazardous work for those under the age of 18, and could not hire people under the age of 16.</p>
#5 Primary Source	<p>Interior of L.A. garment shop</p> 

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	<table border="1"> <tr> <td data-bbox="394 245 772 313">Title of Source</td> <td data-bbox="772 245 1835 313">Inside a garment shop</td> </tr> <tr> <td data-bbox="394 313 772 381">Date</td> <td data-bbox="772 313 1835 381">1977</td> </tr> <tr> <td data-bbox="394 381 772 449">Holding Institution</td> <td data-bbox="772 381 1835 449">Los Angeles Public Library</td> </tr> <tr> <td data-bbox="394 449 772 519">Link to Record</td> <td data-bbox="772 449 1835 519">https://tessa.lapl.org/cdm/ref/collection/photos/id/16540</td> </tr> </table>	Title of Source	Inside a garment shop	Date	1977	Holding Institution	Los Angeles Public Library	Link to Record	https://tessa.lapl.org/cdm/ref/collection/photos/id/16540
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For the Student	<p>Despite many successful strikes and many labor laws, good working conditions are not consistently found within the garment industry. One simple reason is that some employers would rather cut costs and increase profits by paying low wages and avoiding paying for proper equipment, etc. Though this is true across industries, the garment industry in particular is challenged because the work is often done in many different stages, in different factories, and for companies (name brands) that do not own factories but instead contract with them. As a result, the name-brand company can avoid being liable for workplace violations, though publicly its name can be dragged through the mud when these conditions are revealed to the news media.</p> <p>What do you notice about the conditions in this factory? Where and when do you think the photo was taken?</p>								
For the Teacher	<p>This image is from Los Angeles in the late 1970s, before so many garments were made abroad. We could label this a sweatshop, understood as “a business that regularly violates both wage or child-labor and safety or health laws.” In this case, this downtown loft factory was found in violation of health and safety codes.</p>								
#6 Primary Source	<p>Congressional hearing on anti-sweatshop legislation</p> <p style="text-align: center;">OVERSEAS SWEATSHOP ABUSES, THEIR IMPACT ON U.S. WORKERS, AND THE NEED FOR ANTI-SWEATSHOP LEGISLATION</p> <p>=====</p>								

HEARING
before the
SUBCOMMITTEE ON INTERSTATE COMMERCE, TRADE, AND TOURISM
OF THE
COMMITTEE ON COMMERCE,
SCIENCE, AND TRANSPORTATION
UNITED STATES SENATE
ONE HUNDRED TENTH CONGRESS
FIRST SESSION

FEBRUARY 14, 2007

Prepared Statement of Sheikh Nazma, Founder/Former President, Bangladesh Center for Worker Solidarity

My name is Sheikh Nazma and I am from Bangladesh. I started working when I was 12 years old, as a helper in a garment export factory called Bay Garments Ltd. At that time, in 1984 we worked 10-14 hours a day and 7 days a week. For this we earned 240 Taka a month, which comes to 2 1/2 U.S. cents an hour. I worked for 10 years in the garment factories, eventually becoming a skilled sewing operator. But in every factory I worked, the legal rights of the workers — 80 percent of whom were young women — were repressed. Then, in 1993, I helped to organize the first major struggle in a garment factory to win our rights and organize a union. It took 6 months of struggle, but eventually we won.

That was how the Bangladesh Center for Worker Solidarity (BCWS) was formed, of which I was the president. The AFL-CIO Solidarity Center has helped us in our struggle. That is when the serious threats began. Gang members,

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thugs, sent by management constantly harassed and threatened us. On many occasions I was assaulted and ruthlessly beaten.

... When the research began in June, we discovered scores of children just 11, 12 and 13 years of age working at the Harvest Rich factory. More than 300 to 400 adolescents — 14, 15, 16 and 17 years old — were also illegally employed at Harvest Rich. Under Bangladeshi law, factories are strictly prohibited from hiring anyone under 14 years of age, while adolescent workers between the ages of 14 and 17 can only be employed under special circumstances, and are allowed to work just 5 hours a day for a maximum of 30 hours per week. Also, adolescents may never work at night.

Halima was one of the 11-year-old workers. Routinely, she was forced to work 11 to 14 hours a day, from 8 a.m. to 7, or more commonly 10 p.m. She was at the factory 7 days a week, with an average of just 2 days off a month. It was not uncommon for Halima and the other children to be at the factory 95 hours a week.

But it got even worse. Before clothing shipments had to leave for the U.S., there were often mandatory 19- to 20-hour all-night shifts from 8 a.m. right through to 3 or 4 a.m. the following day, after which the workers would sleep on the factory floor for a few hours before beginning the next shift at 8 a.m. that same morning. Even the child workers could be forced to work such grueling all-night shifts three or four times a month. While paying a very rare unannounced visit to the Harvest Rich factory in November, U.S. company representatives found dozens of workers at 12:30 a.m. still sewing boys Faded Glory jeans for Wal-Mart, 16 1/2 hours into what would have been a 19- to 20-hour shift had the executives not sent the exhausted workers home.

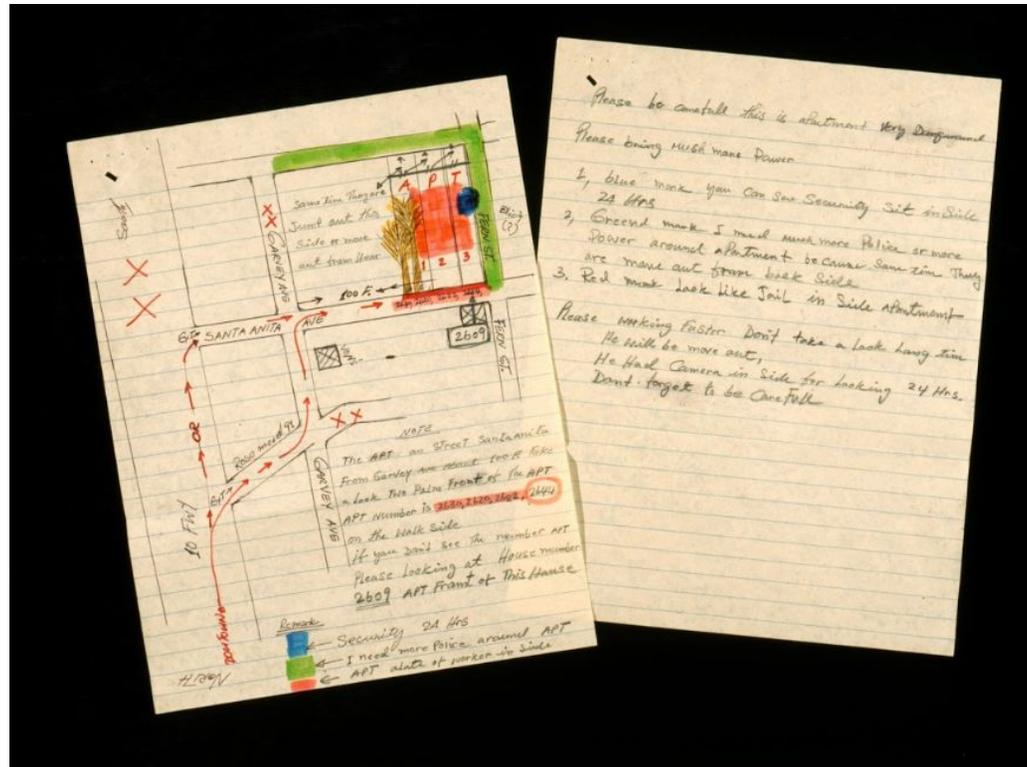
... The demands of the Harvest Rich workers are very modest. They are willing to work 10, 11 or even 12 hours a day, as long as overtime is voluntary and paid correctly. They need 1 day off a week, as they are exhausted. The beatings must end. The workers' dream would be to earn at least 5,000 taka a month, which is just \$71.50 a month, \$16.50 a week, or 35 cents an hour.

Title of Source	Overseas Sweatshop Abuses, Their Impact on U.S. Workers, and the Need for Anti-Sweatshop Legislation [Senate Hearing 110-1062]
Date	2007 February 14

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	<table border="1"> <tr> <td data-bbox="394 198 701 277">Holding Institution</td> <td data-bbox="701 198 1866 277">Government Publishing Office</td> </tr> <tr> <td data-bbox="394 277 701 386">Link to Record</td> <td data-bbox="701 277 1866 386">https://www.govinfo.gov/content/pkg/CHRG-110shrg35685/pdf/CHRG-110shrg35685.pdf</td> </tr> </table>	Holding Institution	Government Publishing Office	Link to Record	https://www.govinfo.gov/content/pkg/CHRG-110shrg35685/pdf/CHRG-110shrg35685.pdf
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For the Student	<p>This statement comes from a labor activist who grew up working in the garment industry in Bangladesh. What was her experience as a child laborer? Was she protected by labor laws? Because of her labor organizing in Bangladesh she faced threats of violence from companies that did not want her to unionize her fellow laborers. She was able to move to the United States to escape the danger, but she clearly did not stop working for labor rights. In this testimony she gives before the US Congress, what labor violations does she list? What could a labor union do to help prevent these labor violations? What appears to be beyond the control or influence of a union?</p>				
For the Teacher	<p>What happens in garment factories abroad is very likely connected to the clothes we wear, as only 2 percent of the clothing sold here in the United States is manufactured within the US. This has increasingly been the case since the 1990s, when trade deals among global partners made it much less expensive for US companies to employ people in developing countries to manufacture clothing, where wages are many times lower than in the United States, and where safety and health laws do not always exist.</p>				
#7 Primary Source	Tip letter for authorities				

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Transcript:

[street grid alongside 10 FWY, labeled with street names and North and South]

[drawing of two palm trees and red apartment block with blue square mark and green fence surrounding on two sides] Some time they are jump out this or move out from hear [sic]

Note

The APT on street Santa Anita from Garvey are about 100 F. Take a look two palm front of the APT APT number is 2630, 2620, 2602, 2644 on the walk side

If you don't see the number APT please looking at house number 2609 APT front of this house

Remark

[blue mark] = security 24 hours

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	<p>[green mark] = I need more police around APT [red mark] = APT a lot of worker inside</p> <p>(Page 2) Please be carefull [sic] this is apartment very dangerous Please bring much more power 1, blue mark you can see security sit inside 24 hrs 2, Green mark I need much more police or more power around apartment because some time they are move out from back side 3, Red mark look like jail inside apartment Please working faster Don't take a look long time He will be move out, He had camera inside for looking 24 hrs. Don't forget to be carefull [sic]</p> <table border="1" data-bbox="401 743 1843 951"> <tr> <td>Title of Source</td> <td>Tip Letter</td> </tr> <tr> <td>Holding Institution</td> <td>National Museum of American History</td> </tr> <tr> <td>Link to Record</td> <td>http://americanhistory.si.edu/collections/search/object/nmah_1441604</td> </tr> </table>	Title of Source	Tip Letter	Holding Institution	National Museum of American History	Link to Record	http://americanhistory.si.edu/collections/search/object/nmah_1441604
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Holding Institution	National Museum of American History						
Link to Record	http://americanhistory.si.edu/collections/search/object/nmah_1441604						
<p>For the Student</p>	<p>This map and letter was sent by the boyfriend of an escaped sweatshop worker. The letter outlines the security measures enacted by the shop, and it pleads for swift action. Authorities raided the site on August 2, 1995; media reported the disturbing news that right here in the United States garment workers were being held in captivity. Seventy-two women from Thailand were working in the El Monte shop, having been smuggled illegally into the United States on the promise of good pay and working conditions. These women received about \$1.60 an hour, worked 16 hours a day, and were kept in the shop and attached apartment surrounded by barbed wire and armed guards. Because such conditions violate multiple laws, state authorities moved to shut down the operation. They were successful in freeing the workers, many of whom had been afraid to push for any rights out of fear of being punished for illegally living in the United States. These women eventually received payment from garment companies that had contracted with the El Monte shop.</p>						

Labor organizing and the garment industry

For the Teacher	<p>The El Monte event commanded the nation's attention, bringing into focus the problems associated with labor rights in the garment industry. A similarly shocking event, and a deadly one, occurred in the early twentieth century in a garment factory in New York City. A fire broke out at the Triangle Shirtwaist Factory on March 25, 1911. From the sixth-floor factory, workers could not escape due to locked doors, broken fire escapes, and more. There were 146 garment workers — mostly women — who died in the fire or threw themselves out of the burning building to their deaths. The tragic event led to agreements between organized labor, government, and social reformers to require workplace inspection and new regulations to improve factory safety.</p> <p>In the case of the El Monte factory during the 1990s, and continuing today, one of the challenges that unions face when trying to organize garment workers is the fear among undocumented workers that they will be deported for unionizing. Moreover, union membership in the United States has declined since the 1970s, alongside the growing number of foreign factories that produce garments that meet the global demand for inexpensive clothing.</p>
#8 Primary Source	Minimum wage rally



Title of Source	New minimum wage rally
Date	1988
Holding Institution	Los Angeles Public Library
Link to Record	https://tessa.lapl.org/cdm/ref/collection/photos/id/28518

Labor organizing and the garment industry

For the Student	<p>This 1988 photo includes a number of people involved in the push to increase the minimum wage in the state of California. Aside from the Catholic priests seen in the black shirts, most of the people here belonged to unions. These union members campaigned for a long time through various means to secure this increase to the minimum wage.</p> <p>Why do you think priests would be involved in this movement? Why do you think that these people would come together to hold a community event in the Los Angeles garment district to inform the public of this increase in the minimum wage?</p>
For the Teacher	<p>This public notice event followed on the heels of the passage of the new minimum wage law. Unions used marches, hearings, and other organized events to successfully push for this increase. The California Labor Federation of the AFL-CIO (the statewide federation of unions affiliated with the AFL-CIO) provided support and motivation for these events. In California, there are two key ways to increase the minimum wage: (1) by statute and (2) by statewide initiative. By providing a public notice event in the Los Angeles garment district, the people in this photo were helping ensure that employers understand the law, and that workers understand that they should expect \$4.25 an hour. When laborers are willing to work for less than the minimum wage, they can make it more difficult to compel employers to honor the minimum wage.</p>

III. English Language Development extension activity

*See Student Handout