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GUIDED READING AND REVIEW

SECTION 1

The Origins of Progressivism

A. As You READ

As you read Section 1, fill in the boxes in the chart below.

GOALS OF REFORM-MINDED AMERICANS **Municipal Reformers Socialists Union Members** 2. 1. **Progressives** Methods Used to Achieve Goals 5.

B. REVIEWING KEY TERMS, PEOPLE, AND PLACES

Briefly describe the importance of each to the progressive reform movement.

6. Henry George	
7. Edward Bellamy	
8. Florence Kelley	

9. muckrakers ___

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GUIDED READING AND REVIEW

SECTION 2

Progressivism: Its Legislative Impact

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A. As YOU READ Examine the progressive reform programs below. As you read Section 2, determine whether each reform occurred at the city, state, or federal level by writing C, S, or F, respectively.
 establishment of a Children's Bureau and a Women's Bureau within the Department of Labor
2. efforts to oust or reform political machines
3. abolition of child labor
4. use of binding arbitration to prevent strikes in essential industries
5. minimum wage and maximum hour legislation for women
6. preservation of national forest lands
7. provision of public welfare services such as children's playgrounds and lodging for the homeless
8. antitrust actions against holding companies
9. regulation or breakup of public utilities monopolies
10. adoption of direct primaries
B. REVIEWING KEY TERMS Explain the following terms.
11. direct primary;
12. arbitration
13. holding company

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might not have
History Happened
This Way

Decision Making: Marching for Child Labor Laws

Progressive reform in the early part of the twentieth century was aided greatly by social legislation. Behind most legislative successes were the efforts of the recently formed labor unions, whose leaders helped workers organize to fight for better working conditions. One of the most effective and colorful of these union organizers was a woman known as Mother Jones. This amazing woman championed the cause of those most victimized by industry, such as children working in the Kensington textile mills near Philadelphia, Pennsylvania.

THE DECISION MAKER: MOTHER JONES

To the coal miners and textile workers who looked to her for help, she was "Mother Jones." To the industrialists who feared her and fought her, she was "the most dangerous woman in America." Born in Ireland in 1830, Mary Harris Jones knew what it meant to grow up in poverty. After her family immigrated to America, she received an education and became a teacher. She eventually married a skilled worker and became the mother of four children. In 1867, however, her domestic tranquility was shattered when a yellow fever epidemic in Memphis, Tennessee, claimed the lives of her entire family. Devastated by her loss, Mary Jones moved to Chicago, where she established a tailoring business, but in 1871 tragedy struck again. During the Great Chicago Fire of that year, everything she owned was destroyed, and she was left homeless.

Instead of despairing, Jones turned to the work that was to occupy her for the rest of her life: organizing the exploited worker. She traveled to coal fields and logging camps, factories and train yards, explaining to laborers that their strength lay in numbers. She urged workers to strike for higher wages, shorter hours, and a safer workplace.

One of Jones's special crusades was to improve the lot of children. She had seen how young workers suffered in the textile mills and coal mines. She told anyone who would listen that if they could watch these "little grey ghosts" at hard labor, they would understand why she considered the sight "the most heart-breaking spectacle in all of life."

THE DECISION

In 1903 Mother Jones arrived at the Kensington textile mills to organize a strike involving 100,000 workers, including 16,000 children. For years, the Textile Workers Union had been trying to get the state of Pennsylvania to put some teeth into an existing law prohibiting anyone under the age of thirteen from working in the mills. Moreover, the union was intent on passing another law that would shorten the workday for women and children.

Mother Jones set about publicizing the plight of these exploited children. At first she appealed to the local newspapers, but was told by reporters that they had been "strongly discouraged" from writing such stories because the mill owners were also partial owners of the newspapers. Then, the 73-year-old labor leader had a brainstorm. Why not give the newspapers a story they would have to print? Why not organize a children's march from the Kensington mills to Oyster Bay on Long Island, where President Theodore Roosevelt was spending his vacation? A march would bring the children's situation to the attention of both the general public and the progressive-minded President who might be moved to exert his influence in support of the children.

THE OPTIONS

As a class, role-play the meeting that might have taken place at union headquarters. With the help of the Decision-Making Model on the next page, identify and discuss various options, along with possible consequences. After the discussion, call for a show of hands to indicate how many have decided to participate in the march.

(continued)

HISTORY MIGHT NOT HAVE HAPPENED THIS WAY

DECISION-MAKING MODEL

PROBLEM:

How can we improve the lives of working children?

GOALS:

To enforce existing child labor law; to reduce the number of working hours for women and children old enough to work; to increase the wages of all workers.

ALTERNATIVES	Possible Co	NSEQUENCES Negative	
Adult workers remove their children from the mills.	Children will be able to attend school. Children will have more time to play.	Families may not have enough money to live.	
Adult workers stage a local strike on behalf of their children.	Children will not be put at risk. Mill owners will not be antagonized by national publicity.	Owners may hire other workers (especially immigrants) who do not object to present conditions.	
Adult workers and children stage a demonstration to publicize the situation to a national audience and to the President.	Public pressure and presidential influence may persuade Pennsylvania to enforce its law; factory owners may feel obliged to increase wages and reduce working hours.	President and/or state may ignore the protest. March may be exhausting for already overworked children. Mill owners may be antagonized and hire other workers.	

THE END OF THE STORY

Mother Jones recruited approximately 200 children and 100 parents to join the 22-day-long march. They brought tents with them, but slept at farm-houses whenever possible. When they came to towns, the children demonstrated with signs that said "We want more schools" and "We want time to play." Sometimes they danced and staged skits showing the wasteful lives of the rich.

By the time they reached New York City, the marchers numbered only about sixty. As Mother Jones led them into the center of Manhattan, an audience of almost 30,000 gathered to hear her speak.

When the group finally reached Oyster Bay (now accompanied by an elephant presented by the owner of a wild animal show), Mother Jones attempted to enter the President's private estate. She was stopped by a secretary who told her that the President could not see her because "he has nothing to do with child labor" and that the matter rested in the hands of the individual states.

Mother Jones was disappointed, but not surprised. She knew that, in the long run, the march

would have an effect. The crowds that had seen the children would never forget them, and the children would always remember a time when they had done something positive to improve their lives. The seeds of reform planted during the march slowly grew into the first federal child labor law, which was passed in 1916.

ENRICHMENT ACTIVITIES

- In an encyclopedia read about the work of Mary Harris Jones in the coal mines of West Virginia and Colorado. Write an American Profile of Mother Jones and her efforts to improve the working conditions of miners.
- 2. Conduct a survey among classmates to determine the conditions under which young people in your community work today. From this data, figure the average hourly wage, the average number of working hours per week, and the types of jobs available. Make a chart showing this information. Discuss ways to improve job opportunities for teenagers.