

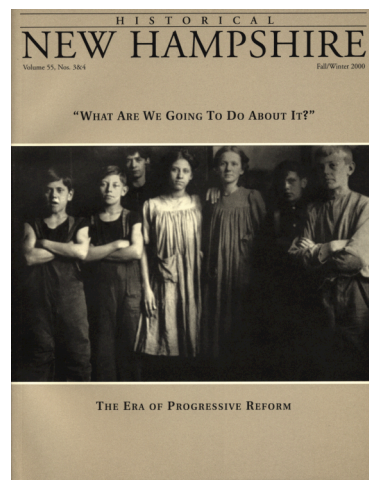
# Progressivism in New Hampshire

## A Guide for Teachers to *Historical New Hampshire* Volume 55, Numbers 3 and 4 (2000)

The articles in this special issue of *Historical New Hampshire* offer insights into the Progressive Movement in New Hampshire. They illustrate three ways in which New Hampshire people rose to meet the challenges of the time. To order a copy of this issue, contact the museum store ([store@nhhistory.org](mailto:store@nhhistory.org)). A brief summary of the articles can be found in this guide (p. 5). Throughout the guide, references to material from this issue of *Historical New Hampshire* will be cited as *HNH*, followed by the page numbers.

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The New Hampshire Historical Society is an independent, nonprofit organization dedicated to preserving and sharing New Hampshire history through its museum and its library. Founded in 1823, the Society's mission is to educate a diverse public about the significance of New Hampshire's past and its relationship to our lives today. Each year, thousands of children and adults enjoy and benefit from the Society's public programs and services.

New Hampshire Historical Society

## The Progressive Era and New Hampshire: A Teacher's Introduction

At the beginning of the twentieth century, America was in the midst of a period of unprecedented growth and prosperity. Technological advances, successfully applied in the United States, had made the nation a leader in industry. In the early 1900s, the United States was the world's foremost producer of iron and steel, manufacturing more than one-third of the world's supply.

Americans were proud of their accomplishments. Adding to their swagger was the brashness and confidence of the new young president, Theodore Roosevelt, who inspired confidence among Americans. To be sure, the United States was a nation in which people of modest beginnings—Andrew Carnegie, John D. Rockefeller, James J. Hill, and Henry Ford—could, through their hard work, intuition, and initiative, achieve immense wealth and power.

But there was a darker side to America at the turn of the century. Recent immigrants lived in harsh surroundings in overcrowded city tenements and slums. It was not uncommon for women and children to work six thirteen-hour days per week, often in the worst conditions earning as little as four dollars per week or less. Studies estimated that perhaps as many as 60 percent of all laborers, adults and children alike, did not make a living wage. But most Americans in the growing middle class were unaware of the struggles of the working class.

All the while, city politics were controlled by late-nineteenth-century political machines and party bosses, whose hold on local governments was virtually unbreakable. Scandal, fraud, and political patronage were the norms, and city dwellers, many of them recent immigrants, seemed powerless to effect change.

Outraged by the conditions that they saw, a growing number of Americans began to recognize the necessity for change—in work conditions, social life, and the political system. Over the first two decades of the twentieth century, these “progressives” would have a distinct impact on American society. Buoyed by the reform-minded Roosevelt, a somewhat reluctant Woodrow Wilson, and Robert LaFollette of Wisconsin, state leaders such as governors Hiram Johnson in California and Charles Evans Hughes in New York, and municipal leaders Mayor Tom Johnson of Cleveland and Hazen Pingree of Detroit responded to the call.

Political change was afoot in New Hampshire as well. The 1902 New Hampshire Constitutional Convention passed a resolution to submit a woman's suffrage proposal to the people of the state. It did not pass, but the state's voters did ratify the Nineteenth Amendment to the United States Constitution in August 1919.

Reforms enacted by the state before World War I included the following:

- a law forbidding free railroad passes for government officials;
- establishment of a Public Service Commission;
- passage of the Mother's Pension Law and the Family Desertion Act;
- enactment of protective labor legislation for women and children;
- creation of provisions for health inspections of schools;
- aid to fight tuberculosis.

Key to the progressives' philosophy of change was an abiding faith in mankind's ability to make reasoned judgments. Reform advocates like photographer Lewis Hine, Supreme Court Justice Louis Brandeis, and his friend New Hampshire manufacturer William Howe McElwain believed that informed reason would inevitably guide Americans to humane and rational solutions to social ills. That is to say, if Americans had all of the facts, they would inevitably rally to the side of justice.

## **Background on Lewis Hine and Child Labor in New Hampshire**

As in the rest of the country, long hours and low wages characterized New England manufacturing. While the worst abuses were in the industrializing South, mistreatment of child laborers in New England was commonplace. According to the 1900 census, one in every twelve workers in New England was under sixteen. A count in 1905 revealed that there were nearly 9,400 children under age sixteen employed in the six New England states. A federal report on the condition of women and child wage earners stated that a New Hampshire boy of fourteen, recently arrived from Quebec, averaged sixty-six cents a day for the first eight months he worked—far below the wage that an adult would command in the same market. On average, U.S. workers (adults and children) not employed in agriculture earned a total of ten dollars for a fifty-nine-hour, six-day week. Hine himself, while growing up, worked to support his mother following his father's death in the late 1800s and was paid four dollars for a seventy-eight hour week.

Why were children employed in the mills and why were they paid so little? Mary Alden Hopkins, in a 1913 article titled "New England Mill Slaves," wrote: "[C]hildren...are docile; they never demand higher wages and shorter hours, and a good sprinkling of them hinders the formation of uneasy unions among the workers." To be sure, from the vantage point of the factory superintendent or fiscal agent, employing children made good economic sense.

Even after New Hampshire passed legislation in 1905 to forbid manufacturers from using children under sixteen, immigrant families needing additional income to meet their minimum requirements often altered records to qualify their children to work in the mills. So easy was it to alter a child's age or identity, Hopkins noted, "an ambitious youngster comes straight from steamer to factory with no pause in the wageless schoolroom...." It was nearly impossible for children in these conditions to receive even the most basic schooling.

Lewis Hine was a photographer who used his talents to bring the issue of child labor to the public's attention. Trained as a sociologist, Hine began his photographic career in 1905 when he sought to capture images of the immigrants who crowded into Ellis Island. He continued to cast the public's eye on the nation's urban poor by exposing the tenements and sweatshops where immigrants dwelt and toiled.

At the end of the century's first decade, Hine began to focus his sights on the persistent problem of child labor. In 1909, he published two volumes of photographs: *Child Labor in the Carolinas* and *Day Laborers Before Their Time*. The images that they contained portrayed children as young as eight working in dangerous and unsanitary conditions.

Hine had the opportunity to expand the scope of his crusade in 1911 when he was chosen by the National Child Labor Committee to photograph child labor abuses throughout the eastern United States. As an investigator for the NCLC, Hine's reputation quickly spread. He found himself barred by distrustful industrialists from entering many factories. To gain access, Hine would pose as an industrial photographer whose assignment was to take pictures of machines. Once inside, Hine secretly interviewed child laborers, taking down notes while keeping his hands buried in his coat pockets. He determined children's heights by sight, gauging them against the buttons on his coat. When he was unable to get into a factory, he waited outside the gates and took pictures as children left work.

Hine came to New England in 1909 and again in 1910. Among the cities he visited were Manchester, Dover, and Suncook. In 2001, the Museum of New Hampshire History in Concord has had the good fortune to display dozens of previously unexhibited Hine images from the collection of the University of Maryland-Baltimore County. The New Hampshire Historical Society, which operates the Museum, invites you and your students to visit the exhibition as a class or individually.

## A Note on Using Historic Photographs in the Classroom

In the century following Lewis Hine's exposure of the realities of child labor in New England's mills, images and their related news stories have become inseparable. The biggest stories of the last half century are entwined with the still pictures and video footage that brings headlines to life. Stories like the Vietnam War, the first moon landing, the Iran hostage crisis of the late 1970s, the fall of the Berlin Wall, and O.J. Simpson's slow-speed chase from authorities cannot be separated in our minds from the pictures that accompanied them.

This was not the case in the early 1900s when Lewis Hine began to document New York's immigrants and later, the child laborers of the nation's industrial centers. Few newspapers were extensively illustrated, and those that were did not use photographs. Therefore, using photography to bring the country's social ills to the attention of a wider public was a novel idea. Hine believed that people would demand change if they were made aware of the plight of children who had to work long hours for little pay.

In 2001, the New Hampshire Historical Society created a teacher's guide to accompany a special issue of *Historical New Hampshire* (55 [3 and 4, 2000]). The following activities will focus students' attention on the details of photographs to help them grasp Hine's messages. These images provide a way to address issues larger than the individual subjects they depict.

## A Summary of Articles

These articles offer insights into the Progressive Movement in New Hampshire. They illustrate three ways in which New Hampshire people rose to meet the challenges of the time. To order a copy of this issue, contact the museum store ([store@nhhistory.org](mailto:store@nhhistory.org)).

### **“New Hampshire Governor Nahum J. Bachelder and the Grange in Progressive Politics, 1905-1912,” A.R. Riggs and Tom Velk**

The Progressive Movement is often associated with urban America. Arguing that progressivism had a strong rural component, Riggs and Velk use the popular agricultural organization called the Grange to illustrate the prominent role that agricultural interests played in national politics during the early 1900s. Headed up by former New Hampshire governor Nahum Bachelder, the National Grange was a powerful force whose stances on issues were very similar to Theodore Roosevelt's. As long as Roosevelt was in office, the Grange had a ready ally in the White House. But when the hostile Taft administration took over, Bachelder sought the assistance of powerful New York lobbyists and practiced the kind of politics that the Grange had long stood against. When Bachelder's political machinations were exposed in the press and before legislative hearings, the Grange lost much of its credibility and influence.

### **“‘Before Their Time’: Lewis W. Hine and the New Hampshire Crusade against Child Labor,” Robert Macieski**

Written from the perspective of a labor historian, this article illustrates the conditions that existed in the state's industrial centers and the efforts of groups and individuals to remedy the situation. The impetus for change came not only from Lewis Hine's individual crusade, but also from the National Child Labor Committee, and a host of activist social clubs whose membership was largely female. These groups worked together to influence the legislature to enact provisions to make it harder for factories to hire children for long hours. The article is richly illustrated with dramatic photographs that lend themselves to classroom use.

## **“From a Trade to a Science: Progressive Management of the McElwain Shoe Manufacturing and Retailing Empire,” Brian O’Donnell**

In this essay on the McElwain shoe company, the impetus for change came from within. Inspired by the ideas of progressive thinkers like Louis Brandeis and Frederick Taylor, William H. McElwain sought to create favorable work conditions while increasing the efficiency and profitability of his factories. As a result, the McElwain Shoe Company became a model of a progressive business that balanced profitability and compassion. The creation of the “Thom McAn” line of shoes and the retail empire that sustained it were a marketing coup that allowed the company to weather the Depression and remain viable well into the twentieth century. Therefore, the McElwain company serves as an effective contrast to the bulk of New Hampshire manufacturers in the early 1900s.

### **A Note about the Activities**

Activities on the following pages can either be integrated into existing United States history progressivism units, New Hampshire history units, or be used as the basis of a unit focused specifically on New Hampshire during the Progressive Era. Care was taken to create activities within the framework of the New Hampshire Social Studies Standards and the *New Hampshire History Curriculum*.

### **A Note about the *New Hampshire History Curriculum***

The lessons in this guide fit within the framework of Books I (K-6) and II (7-12) of the *New Hampshire History Curriculum*. Published in 1997 and 1999 respectively by the New Hampshire Historical Society, both books offer a scope and sequence for incorporating New Hampshire studies into the curriculum by providing the following: a roadmap to help teachers meet instructional standards; opportunities to teach across disciplines; a context within which to interpret New Hampshire history, allowing students to see the connections between their locality and the larger world through happenings in neighboring states, national events, and international forces.

Furthermore, the curriculum places New Hampshire history within the familiar chronological framework of national history, while its use of thematic focus questions facilitates the integration of the state’s history into the curriculums of individual districts. Book I is now available online at [www.nhhistory.org](http://www.nhhistory.org) in the “School Programs” section. Sample lessons and other resource materials also can be found in this location.

## Progressivism and the N.H. Grange: Using Political Cartoons in the Classroom (Grades 10-12)

Political cartoons are excellent sources of information about the points of view held by individuals and groups on opposing sides of a dispute. They help to reconstruct the attitudes that people held about controversial matters and reinforce the fact that there are at least two sides to every issue.

The cartoon republished in *HNH* (87) was created at a time of great trouble for the National Grange. To increase the political leverage of the organization, former New Hampshire governor Nahum Bachelder allied the Grange with powerful lobbyists and practiced the same kinds of politics that Grangers had long spoken out against. When the details came to light in the press, the National Grange suffered a decline in credibility and membership.

*New Hampshire Social Studies Standards: 16, 17*

*New Hampshire History Curriculum Focus Questions:*

*IV, Politics—How have government and politics affected New Hampshire groups and individuals?*

*VI, Groups & Organizations—What have groups and organizations contributed to New Hampshire life?*

### **Objectives:**

At the end of this activity, students will be able to:

- describe the role of farmers in reform politics in the early 1900s;
- compare the fate of a special interest group during two different administrations;
- explain the point of view of a political cartoon from the early 1900s.

Note: even if the topic or time period of this cartoon does not fit your curriculum, you may wish to adapt the “Political Cartoon Fact and Question Sheet” for use with cartoons from other historical periods.

### **Assessment:**

Answer questions based on the article, “New Hampshire Governor Nahum J. Bachelder and the Grange Movement in Progressive Politics, 1905-1912.”

Complete a cartoon worksheet and ensuing class discussion.

**Procedure:**

Have students read the article “New Hampshire Governor Nahum J. Bachelder and the Grange Movement in Progressive Politics, 1905-1912,” *HNH*, 76-89.

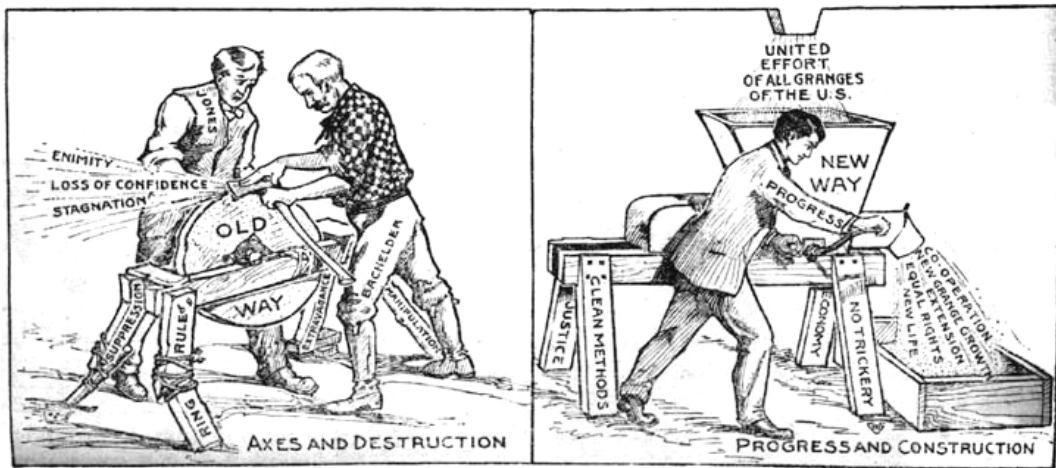
The reading will give students enough background to answer the following questions to be used as the basis for a written assignment and class discussion:

- What was the role of farmers in the Progressive Movement? Which aspect of the movement have historians been more concerned with? Why?
- What was the Grange Movement? In which part of the United States was it strongest? Why?
- Who was Nahum Bachelder, and what was his connection to New Hampshire?
- What were some reforms that both Theodore Roosevelt and the Grange favored?
- How did Roosevelt’s successor William Howard Taft feel about the reform movement? Name one issue that the Grange and Taft disagreed about.
- What happened to the political influence of the National Grange during the Taft administration? How did Bachelder attempt to rebuild the prominence of the organization? Did his plan work?

Discuss the questions as a class.

Divide students into pairs. Each pair should receive a copy of the 1911 political cartoon from the *New England Homestead* (reprinted below and in *HNH*, 87) and the enclosed “Political Cartoon Fact and Question Sheet.”

Discuss cartoon and each pair’s findings as a class.



Which is Better for the National Grange?

## Political Cartoon Fact and Question Sheet

Name: \_\_\_\_\_

Source of cartoon: \_\_\_\_\_

What was your first impression of the cartoon? What does it depict?

What was the event or issue that inspired the cartoon?

What is the point of view of the artist? Do you agree?

Who are the people in the cartoon and why are they significant?

What are the symbols in the cartoon and what do they represent?

# Child Labor in New Hampshire: Introductory Activity (Grades 4 and Up)

(This activity is based on a lesson developed by the National Archives, available on their web site, <http://www.archives.gov>.)

*New Hampshire Social Studies Standards: 16, 17*

*New Hampshire History Curriculum Focus Questions:*

*VII, Material Wants and Needs—How have people and organizations interacted to produce, distribute, and consume wealth and take care of material needs in New Hampshire?*

*VIII, Self-Expression—How have New Hampshire people expressed their views, and what have they had to say?*

**Objectives:** At the end of this activity, students will be able to:

- identify ways that we learn about current events and critical issues;
- identify child labor as a critical issue of the early twentieth century;
- explain the difference between the photographs that they take for recreational purposes and those used to convey specific messages.

## **Procedure:**

Introductory discussion: How do people today learn about the world around them? How did they learn about current events before television, the Internet, and the use of photographs in newspapers? In your opinion, which way is more effective? Why?

Discussion: In 1908, one year before coming to New Hampshire, Lewis Hine said:

*There is work that profits children, and there is work that brings profits only to employers.  
The object of employing children is not to train them, but to get high profits from their work.*

What do you think Hine meant?

Share with students the enclosed background information on Hine and the Progressive Era. How did Hine seek to fix this social problem?

Ask students how many of them have photo albums containing family and friends. Why do we take photographs? What information can you gather from photographs? How can historians use photographs? What might happen if different photographers took pictures of the same thing? How might their pictures be different? What is a “point of view”? What did Hine want people to think when they saw his photographs?

## Photograph Reading Activity (Grades 4 and Up)

(The activities in this lesson combine ideas from lessons developed by the National Archives (<http://www.archives.gov>) and the New Hampshire Historical Society for Book II of *The New Hampshire History Curriculum*. Other lessons created using this guide are available on the Society's web site, [www.nhhistory.org](http://www.nhhistory.org).)

*New Hampshire Social Studies Standards: 16, 17*

*New Hampshire History Curriculum Focus Questions:*

*VII, Material Wants and Needs—How have people and organizations interacted to produce, distribute, and consume wealth and take care of material needs in New Hampshire?*

*VIII, Self-Expression—How have New Hampshire people expressed their views, and what have they had to say?*

### Objectives

At the end of this activity, students will be able to:

- focus on the details of a photograph to gain insight into the subject(s) it portrays;
- make inferences based on their observations;
- understand the importance of photographs as sources of historical information;
- create a piece of historical fiction using evidence from a Hine photograph.

### Procedure:

#### Classroom activity

Whole-group photograph reading activity: using a slide or transparency of one of Hine's photographs, project an image for a few minutes. Turn off the projector and ask students to write down everything that they saw.

Ask students to share their findings. There will likely be conflicting accounts. Then, cut an 8.5"x11" piece of paper into fours. Use these pieces to block out most of the picture so that you reveal only one section at a time. Ask students to focus on what they see and draw their attention to the details of the picture that they hadn't seen before. Do this for each section of the photograph. Finally, uncover the whole photograph and ask them how the image has "changed."

Small group activity: divide students into small groups. Give each group a copy of one photograph and ask students to analyze each image as in #3, by looking at the image in quadrants. Each group should be prepared to answer the question, "What does this picture tell us about child labor in the early 1900s?"

Distribute copies of the attached "Photograph Analysis Worksheet." After the groups have completed the worksheet, ask them to share their photographs and their information.



Lewis Hine. "Little Girl (48 inches high)." May, 1909.  
© Photography Collections, University of Maryland, Baltimore County

**Creative writing assignment:** ask each group to create a story around the subject and the setting of its photograph. Possible themes include safety and working conditions, inability to get an education, family life, general health of the children, the movement to abolish child labor, and the general standard of living of child laborers.

**Individual writing assignment:** have students imagine what a child might have said when talking with Lewis Hine. Hine would have written everything down while they spoke. The account should describe in detail the subject's feeling toward his work, the kinds of tasks that each had to perform, and what it felt like to have the photograph taken. Was the subject aware that his picture was going to be used in a crusade against child labor? Would the subject be eager to help Hine in his crusade or be afraid that the factory agent would see the photograph?

Note: The photograph at left and two other Hine photographs are available in the School Programs section of the New Hampshire Historical Society's Web site (<http://www.nhhistory.org>) accompanied by a copy of the "Photography Analysis Worksheet" printed below. The photographs and worksheet are also available on the Society's CD-ROM.

# Photograph Analysis Worksheet

## Step 1. Observation

Study the photograph for two minutes. What is your first impression? Which details do you notice? Next, divide the image into quadrants and study each section to see which new details you notice. Use the space below to list your observations:

PEOPLE

OBJECTS

ACTIVITIES

## Step 2. Inference

Based on your observations, list three things that you learn from the photograph.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

## Step 3. Questions

What questions does this photograph raise in your mind?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where could you find the answers to these questions? \_\_\_\_\_

\_\_\_\_\_

## Questions Based on the Reading (Grades 10-12)

*New Hampshire Social Studies Standards: 16, 17*

*New Hampshire History Curriculum Focus Questions:*

*IV, Politics—How have government and politics affected New Hampshire groups and individuals?*

*VII, Material Wants and Needs—How have people and organizations interacted to produce, distribute, and consume wealth and take care of material needs in New Hampshire?*

*VIII, Self-Expression—How have New Hampshire people expressed their views, and what have they had to say?*

### **Objectives:**

At the end of this activity, students will be able to:

- discuss the role of children in New Hampshire’s industrial economy in the early 1900s and the attempts to limit child labor;
- compare the benefits and disadvantages of government regulation of private sector industries;
- demonstrate the ability to apply historic issues to their own experience as minors.

**Procedure:** Assign reading and questions; written answers can be discussed the following class along with additional questions.

**Assessment:** Completed questions and discussion.

Assign reading of Robert Macieski’s article “‘Before Their Time’: Lewis W. Hine and the New Hampshire Crusade against Child Labor” (*HNH*, 91-107) and the following questions based on the reading:

1. When did New Hampshire pass its first child labor law? Why didn’t this and other attempts at reform work?
2. In 1908, how many children under sixteen were employed in manufacturing in New Hampshire?
3. How much did an average child earn per week? Use the following information about a family’s household expenses to figure out how many wage earners the family must have:

2 lbs. of steak.....	36¢
3 quarts of milk.....	15¢
5 loaves of bread.....	25¢
1 pair of children’s inexpensive shoes.....	69¢
Pair of overalls.....	50¢
Kodak camera.....	\$1.00
Rent for one week.....	\$3.00

4. If expenses needed to be cut, which purchase would be dropped first? Why?
5. What were some ways that minors under sixteen could get around child labor laws? Why didn't factory owners check children's records?
6. What was "progressivism"?
7. Name three New Hampshire groups that favored child labor reform.
8. By 1907, what was the maximum number of hours that children could work? Does the legislation that passed that year sound like an ambitious reform? Why or why not?
9. Why were labor unions like the American Federation of Labor (AFL) in favor of child labor reforms?
10. How were New Hampshire women involved in the reform movement?
11. Who was Lewis Hine and when did he visit northern New England?
12. What was the name of the organization that Hine worked for? How did it use his photographs?
13. Name two New Hampshire factories that Hine investigated. Which cities were they in?
14. In which New Hampshire city did Hine find the worst abuses? Give two examples described in the article.
15. Who was Robert P. Bass? How did he contribute to child labor reform in New Hampshire?
16. What were the provisions of New Hampshire's 1911 child labor law? How was it different from earlier laws?

#### Advanced questions for "Before Their Time"

1. Were Lewis Hine's photographs works of propaganda? Why or why not? How does his work compare to material that you consider to be propaganda?
2. Who wrote the article and what is his background? How might the author's special area of study affect his perspective? Does his point of view come across? Give examples.

**Questions for class discussion:** Lewis Hine and many other progressives looked to the federal and state governments to bring about change in social and political life. Hine's attitude was in sharp contrast with that of many of his contemporaries. His level of faith in the government remains somewhat controversial today.

1. Should the government regulate labor employed in private industry? Why or why not?
2. How far should regulation go regarding working conditions, product safety, advertising, or the content found on certain Internet sites?
3. In what ways can companies be held responsible for the welfare of their workers?
4. What labor regulations are in effect today?
5. Why were they established? How might Hine's efforts have contributed?

**More questions for discussion:**

1. Take a poll of the students in class with jobs. What jobs do you hold? How are your jobs different from those that teenagers held one hundred years ago?
2. What procedures were you required to follow by the state or federal government before you could get hired? Why do you think these procedures are in place?
3. Are you advised of safety regulations and restrictions on the number of hours you can work?
4. What would you change about your jobs? Create a list of job-related problems kids have today.
5. How would you go about addressing these problems? Were these options available to minors and most adults one hundred years ago?
6. New Hampshire recently rescinded a provision requiring minors' work papers be signed by school principals. As a result, many students are starting to work later and later shifts and are unable to stay awake in class the following day. Is this an issue of child labor abuse?

## New Hampshire's Child Labor Law of 1911 (Grades 8-12)

*New Hampshire Social Studies Standards: 16, 17*

*New Hampshire History Curriculum Focus Questions:*

*IV, Politics—How have government and politics affected New Hampshire groups and individuals?*

*VII, Material Wants & Needs—How have people and organizations interacted to produce, distribute, and consume wealth and take care of material needs in New Hampshire?*

### **Objectives:**

At the end of this activity, students will be able to:

- refer to the 1911 child labor law to identify specific prohibitions against employing children in the workplace;
- summarize passages of legal text in their own words.

**Assessment:** Completed questions and discussion.

### **Procedure:**

Distribute copies of excerpts from the New Hampshire child labor law of 1911.

Use the following questions as the basis of a written homework assignment; discuss answers in class:

- In your own words, summarize each section of the law.
- Why do you think the wording in Section 1 needed to be so specific and detailed?
- According to Section 3, who can order a factory to release a child? Why?
- During which hours of the day can a child under eighteen not be permitted to work? Find one kind of work in Section 1 that would require someone to be at work during those times.
- What is the limit on hours per week and per day that a child can work according to Section 6?
- How will a factory owner know if a child is eligible to work? Why do you think this part of the law is important?
- Whose job is it to check factories for child labor abuses?
- What happens to someone caught employing children illegally? Do you think that this law would work if there were no penalty? Why?

## Prohibited Employment

- SECTION 1. No child under the age of twelve shall be employed, or permitted, or suffered to work, in, about, or in connection with, any mill, factory, workshop, quarry, mercantile establishment, tenement house, manufactory or workshop, store, or business office, telegraph or telephone office, restaurant, bakery, hotel, barbershop, apartment house, bootblack stand or parlor, or in the distribution or transmission of merchandise or messages; nor shall any child under the age of fourteen be employed, or be permitted or suffered to work in any of the aforesaid while the public schools are in session in the district in which he resides.
- SECTION 3. Whenever requested by the superintendent of public instruction, the State Board of Health shall cause to be made an inspection of any factory or other place in which children under the age of sixteen are employed, and may require the discharge of any child or children found employed therein who by reason of physical condition, of unsanitary conditions of employment, or of development below the normal development of children of that age, cannot in their judgment continue to be employed without undue risk to health.

## Hours of Labor

- SECTION 5. No person under the age of eighteen years shall be employed...before five o'clock in the morning or after ten o'clock in the evening of any given day.
- SECTION 6. No boy under the age of sixteen years, and no girl under the age of eighteen years, shall be employed...more than fifty-eight hours in any one week, nor more than eleven hours in any one day...

## Certificates

- SECTION 7. No child under 16 shall be employed...unless the person, firm, or corporation employing such child, procures and keeps on file, and accessible to any truant officer...an employment certificate as hereafter prescribed.

## Enforcement

- SECTION. 16. The truant officer of each school district shall visit, inspect, and cause to be enforced the provisions of this act in his district, and for this purpose shall have the power to serve warrants.

## Penalties

- SECTION. 20. Whoever employs any child, and whoever, having under his control as parent, guardian or otherwise, any child, permits or suffers a child to be employed or to work in violation of any of the provisions of this act, shall be fined not less than five nor more than two hundred dollars, or be imprisoned for not less than ten nor more than thirty days, or both, in the discretion of the court.

## Questions Based on the Reading (Grades 10-12)

*New Hampshire Social Studies Standards: 16,17*

*New Hampshire History Curriculum Focus Questions:*

*VII, Material Wants and Needs—How have people and organizations interacted to produce, distribute, and consume wealth and take care of their material needs in New Hampshire?*

**Objectives:** At the end of this activity, students will be able to:

- distinguish between prevailing conditions at most New Hampshire factories and those operated by the J. F. McElwain Company;
- identify examples of how progressive thinking was applied to manufacturing;
- contrast the McElwain Company's good fortune and concern for working conditions with those of the state's other manufacturers.

**Procedure:** Assign "From a Trade to a Science: Progressive Management of the McElwain Shoe Manufacturing and Retailing Empire" (*HNH*, 108-123) and the following questions; discuss in class the following day:

- How was the W. H. McElwain Company unlike other New Hampshire shoe factories in the early 1900s?
- What was William Howe McElwain's background? How did he apply his knowledge to the challenge of running a shoe factory?
- What did McElwain do to simplify production? What did this change do for productivity?
- Who was Louis Brandeis? How did he influence McElwain?
- The author says that McElwain and Brandeis favored an "ethic of labor relations which combined rationalized production with mutual respect." How did this attitude shape McElwain's relationship with his workers?
- How did McElwain end a strike in March 1903?
- Who took over the company after the death of William McElwain? Give an example of how the company carried on its founder's concern for the fair treatment of labor.
- What happened to the economy after World War I? What was the result for labor?
- What did McElwain do when the company merged with a manufacturer from St. Louis?
- What idea did J. F. McElwain borrow from the Ford Motor Company? How did it affect production?
- How was "Thom McAn" important to the company's continued success?

- What did McElwain's company do to meet increased demand for its product?
- What percentage of New Hampshire's shoe workers was employed by McElwain in 1935? Given what was going on in the rest of the country, why was the company's success in that year surprising?
- What happened in Manchester on Christmas Eve 1935? How does this compare/contrast with the situation with the J. F. McElwain Company?

## Selected Bibliography of New Hampshire History during the Progressive Era

Excerpted from the New Hampshire history bibliography of Dr. R. Stuart Wallace, University of New Hampshire-Manchester

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- Cobb, David A. *New Hampshire Maps to 1900: An Annotated Checklist* (Hanover, 1981).
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### General Histories

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- Jager, Ronald and Grace. *New Hampshire: An Illustrated History of the Granite State* (Woodland Hills, CA, 1983).

### Twentieth Century Political History

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- Goetz, Stephen H. "The Ku Klux Klan in New Hampshire, 1923-1927," *Historical New Hampshire* 43 (Winter 1988): 245-263.
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- Peirce, Neal R. *The New England States: People, Politics and Power in the Six New England States* (New York, 1976).
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## Agriculture

- Munyon, Paul Glenn. *A Reassessment of New England Agriculture in the Last Thirty Years of the Nineteenth Century: New Hampshire, A Case Study* (New York, 1978).
- Russell, Howard S. *A Long Deep Furrow: Three Centuries of Farming in New England* (Hanover, NH, 1976).
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## Manufacturing, Industry, and Urban Development

- Blewett, Mary H. *The Last Generation: Work and Life in the Textile Mills of Lowell, Massachusetts, 1910-1960* (Amherst, MA, 1990).
- Dublin, Thomas. *Transforming Women's Work: New England Lives in the Industrial Revolution* (Ithaca, NY, 1994).
- Dunwell, Steve. *The Run of the Mill: A Pictorial Narrative of the Expansion, Dominion, Decline and Enduring Impact of the New England Textile Industry* (Boston, 1978).
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## Additional Progressivism Resources

Suggested by Donna-Belle Garvin, *Historical New Hampshire* Editor

### Background

Diner, Steven J. *A Very Different Age: Americans of the Progressive Era* (New York: Hill and Wang, 1998).

Milkis, Sidney M. and Jerome M. Mileur, eds. *Progressivism and the New Democracy* (Amherst: University of Massachusetts Press, 2001).

Rodgers, Daniel. *Atlantic Crossings: Social Politics in a Progressive Age* (Cambridge: Harvard University Press, 2000).

### Progressivism in New Hampshire

Agan, Thomas Raymond. *The New Hampshire Progressive Movement* (Ann Arbor, Mich.: University Microfilms, 1976).

Agan, Thomas. "The New Hampshire Progressives: Who and What Were They?" *Historical New Hampshire* 34 (spring 1979): 32-53.

### Agriculture

Barron, Hal S. *Those Who Stayed Behind: Rural Society in Nineteenth-Century New England* (New York and Cambridge: Cambridge University Press, 1984).

Nordin, D. Sven. *Rich Harvest: A History of the Grange, 1867-1900* (Jackson: University of Mississippi, 1974).

Sherman, Rexford Booth. *The Grange in Maine and New Hampshire, 1870-1940* (Ann Arbor, Mich.: University Microfilms, 1973).

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### Manufacturing

Blewett, Mary H., *Men, Women, and Work: Class, Gender, and Protest in the New England Shoe Industry, 1780-1910* (Urbana and Chicago: University of Illinois Press, 1988).

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Melder, Keith. *Life and Times in Shoe City: The Shoe Workers of Lynn – A Special Exhibition* (Salem, Mass.: Essex Institute, 1979).

Thomson, Ross. *The Path to Mechanized Shoe Production in the United States* (Chapel Hill: University of North Carolina Press, 1989).

## Some Progressivism Web Sites

### GENERAL PROGRESSIVISM OVERVIEWS AND MATERIALS

<http://www.progressivism.org/peddie.html>

<http://www.swarthmore.edu/SocSci/rbannis1/Progs/>

<http://spider.georgetowncollege.edu/htallant/courses/his225/progmovt.htm>

<http://www.k12.hi.us/~tethree/95-96/services/g15/progressivism.html>

<http://www.digisys.net/users/benwood/progressivism/webdoc1.htm>

<http://cvip.fresno.com/~jsh33/prog.html>

### LEWIS HINE

<http://www.nypl.org/research/chss/spe/art/photo/hinex/workport/work1.html>

[http://www.archives.gov/digital\\_classroom/lessons/hine\\_photographs/teaching\\_activities.html](http://www.archives.gov/digital_classroom/lessons/hine_photographs/teaching_activities.html)

<http://www.nypl.org/research/chss/spe/art/photo/hinex/empire/biography.html>

<http://www.msu.edu/user/carterca/hine.htm>

<http://www.kentlaw.edu/ilhs/hine.htm>

<http://masters-of-photography.com/H/hine/hine.html>

### Contemporary Child Labor

<http://www.summersault.com/~agj/clr/>

<http://www.natlconsumersleague.org/childpr216.html>

<http://www.humboldt1.com/~jedwards/childlab.html>

### Louis Brandeis

<http://looksmart.infoplease.com/ce6/people/A0808736.html>

<http://www2.h-net.msu.edu/~shgape/reviews/br-strum.html>

<http://www.wzo.org.il/home/politic/brand.htm>

### National Grange/ Agriculture in the Progressive Era

<http://www2.h-net.msu.edu/~shgape/bibs/rural.html>

## Resources Available at the New Hampshire Historical Society Museum Store at 6 Eagle Square, Concord

Contact: 603/856-0625 or [store@nhhistory.org](mailto:store@nhhistory.org)

- Amoskeag* (T.K. Hareven and R. Langenbach), s.cover, \$19.95
- Child Labor in America* (Perspectives on History Series, Ed. Juliet H. Mofford), s.cover, \$6.95
- Children at Work: Researching American History* (Discovery Enterprises Series, Ed. JoAnne Weisman Deitch), s.cover, \$7.95
- Constant Turmoil* (M.H. Blewett), h.cover, \$40.00
- Engines of Enterprise* (P. Temin), h.cover, \$24.95
- French-Canadian Heritage in NE* (G.J. Brault), s.cover, \$19.95
- Kids at Work: The Photographs of Lewis Hine* (R. Freedman), s.cover, \$9.95
- Lowell Mill Girls* (Perspectives on History Series, Ed. Joanne Weisman Deitch), s.cover, \$6.95
- Manchester Mills and the Immigrant Experience* (Images of America Series, Gary Samson), s.cover, \$18.99
- Men at Work* (Lewis Hine), s.cover, \$7.95
- Merrimack Valley, NH: A Visual History* (G. Samson), h.cover, \$24.95
- NH Mill Girls and the 10 Hour Struggle* (NH AFL-CIO Labor History Curriculum) \$5.00
- Picturing Manchester* (B. Lessard and H. Babin), s.cover, \$19.95
- Stolen Dreams* (D. Parker), h.cover, \$19.95
- Women at Work: 153 Photos by Lewis Hine* (Jonathan Doherty), s.cover, \$10.95
- Yvonne of the Amoskeag Textile Mills* (Alice Daley Noyes), s.cover, \$12.95