

Margaret Haley: The Lady Labor Slugger

Introduction:

(Smiling but professional)

Lily: Hello, my name is Lily Miller, and today I will be presenting Margaret Haley: The Lady Labour Slugger. *(beat)*

Monologue Begin:

(Margaret should be wearing a floor length skirt, buttoned blazer/suit jacket, and her hair in a high bun, Edwardian style. Under the blazer she should have a ruffled blouse and under the skirt she should have another skirt, shin length, and nylons) Enter stage L)

Margaret Haley: Growing up on my family farm in Joliet Illinois, schools were scarce. When money was also hard to come by for us I made the hard choice to start working at 16 in a one room schoolhouse. *(Beat)*

(To the audience) Good morning class. Everyone get out your blue-backed spellers so we can begin today's lesson.

(Margaret pulls out a blue book from her blazer and opens it. Beat. She looks past the audience now, as if speaking to herself)

I love teaching, but I wish it weren't in this cramped schoolhouse. There are so many children to teach, from 5 year old girls to boys nearly my age. *(She indicates their height)* I often feel like there are too many. It doesn't help that despite an ultimatum, the superintendent refused to give me a raise from thirty-five dollars a month to forty. I know I'm worth more, *(Set book down)* so I will have to leave. *(Beat. Margaret looks back at the audience now, as if telling a story)*

In 1884 I moved just 40 miles East to teach at the Hendricks school. This was in the Stockyards district, which 5 years later became part of the city of Chicago. Here, I was hoping I would contribute to something bigger. Unfortunately, these schools were much more squalid, and stifling than the schoolhouse. *(Beat)*

(To the audience) Good morning class. Scoot over Ida, Thomas needs a space on the bench. Get out your slates and we will begin our morning arithmetic. Thank you. Share your books with the tables next to you. If you are on a bench share with your bench mates. *(Beat)*

(Past audience, looking uncomfortable) I get claustrophobic teaching here. The low ceiling makes me feel like I'm suffocating, and the students are packed in like sardines. Children who are late frequently have to sit on benches at the perimeter of class *(she gestures to the perimeter of the room)* because their seat was taken. The number of students in my class is growing rapidly but this little basement can't grow with it. *(Beat)*

(To audience) Thank you class, for spending your 6th grade with me. I know I will miss you, but it's for our future I leave. *(Beat)*

(With pride) Seeing the issues teachers and children were going through, I decided to leave teaching in 1900 to rally full time for Chicago's teachers and students. I was taking a page out of my father's book, who was a labor activist himself. I never wanted to fight, but after watching him growing up, I knew I had to. *(Pause)*

I began my fight by becoming the vice president of the CTF. Formed in 1897, the Chicago Teachers' Federation was chartered after a mass meeting of teachers rallied in support of a pension plan. In 1898 the CTF came together once again for raises and the city was forced to agree. They were supposed to pay out the teachers' raises over 2 years, but the second raise in 1900 didn't come. *(Angry)* Chicago had declared that they didn't have the financial wherewithal to pay the raises. Our teachers were working in dank basements and crowded classrooms, and Chicago didn't even have the money to pay them for it. *(Beat)*

(Moving downstage. Margaret meets audience members' eyes, speaking to them directly as if rallying the teachers) Chicago has promised teachers a raise they claim they can't provide. Where did the money go? The school boards can't afford to repair schools that are near ruin and the teachers can't be paid, and the children are suffering. How do we intend to claim the money Chicago has failed to pay? *(Beat)*

(Moving back upstage, speaking sharply) Well I started digging, along with my colleague Catharine Goggin. The complex language of the Juul law and other Cook County revenue laws meant that many people, even the executors of the laws themselves, didn't fully understand them. So, after countless hours of combing through files and a visit to the County Clerk, Catharine and I had had a breakthrough. After asking to speak to Archibald Cameron, the County Clerk's assistant, we demanded to see his assessment schedule. From there, we had found numerous cases of Chicago businesses not paying their taxes. *(Pause)* Twenty-three corporations and over two hundred million dollars to be exact. Many of the businesses in Chicago hadn't been reporting their assets and were using that as a way to avoid property taxes, with the confusion around the revenue laws as a perfect cover. Lacking the legislative and political power necessary to report the tax evasion and get the money we were owed, we did the only thing we could. We wrote letters, published papers, and made changes by exposing the companies of Chicago. I started by writing a letter to The Honorable Members of the State Board of Equalization of the State of Illinois, resulting in the denial of matching pensions for teachers. Despite this, our discoveries gained traction as we spoke to people across the city. *(Beat)*

(Move downstage, angrily) Have you heard? 23 of Chicago's companies have avoided taxes! The teachers and children of Chicago deserve these funds! Did you see in the papers, how the city has failed us? *(Beat)*

(Past audience, pained) These past few years have been hard. Finding evidence of the corporations' wrongdoings was simple after I spoke with Archibald Cameron.

Unfortunately that was less than half the battle, since finding people to take us seriously and getting the word out there has been much more difficult. But, I *know* we will get justice. *(Beat)*

(Continuing where she left off, moving upstage) After realizing my meetings with the State Board of Equalization were just a smokescreen for a hasty coverup, Goggin and I decided to file a writ of Mandamus *(Pull out writs from blazer)* and pursue a suit against five of the largest companies in Chicago, with Isaac T. Greenacre serving as our attorney.

(Sets writs down) After that we went on to sue fifteen more of the guilty corporate entities. In 1907, after years of going to appeals and rulings, we had our final hearing in the Supreme Court and were awarded 600 thousand dollars in back taxes. *(Pause, looking pleased)*

(Margaret unbuttons her blazer) During our battle to expose the corporations of Chicago, I realized just how much the CTF lacked in terms of real power. In 1902, as our court cases proceeded, I worked to lead the Chicago Teachers Federation to join the CFL, or the Chicago Federation of Labor. The members of the CTF were women, and we couldn't even vote for the leaders we wanted, let alone run for office. The solution? Working alongside the CFL, the largest group of working men in Chicago. By partnering with

them, we could talk to them about the policies we wanted, and they could advocate for us by utilizing routes that were denied to us as women. *(Beat)*

(Pleading, moving downstage) It is imperative that we join ranks with the CFL! *(Almost accusatory)* When was the last time your husband voted on your behalf? *(point to audience member)* The CFL is a way for us to spread our word, for us to work in ways beyond writing letters and pleading for help! Agree to partner with them and we double our choices as women! *(Beat)*

(Sigh) (Bluntly, to herself) You can lead a horse to water but you can't make it drink.

(Begin moving upstage) Many of the women here are wary of partnering with the Chicago Federation of Labor. Their thinking is that it will tarnish their name as teachers, since partnering with blue collar laborers might make teaching look like unskilled work.

(With exasperation) Many outsiders even see it as unorthodox for teachers to align with the working men of Chicago, which only furthers the CTF's hesitancy to work with the Federation of Labor. But I just *know* this partnership is a step in the right direction. *(Beat)*

(To audience) So, It was over weeks that I tried desperately to get the CTF to collaborate with the CFL. *(Looking Pleased)* Finally, on November 8th of 1902 the CTF joined the Chicago Federation of Labor, creating an alliance that bolstered our political power and helped us with future pursuits. All of the women's worries dissipated, *(with emphasis)* as within a year of our membership in the CFL, we had overthrown corrupt leadership and as of 1906 had reform leader John Fitzpatrick instated as president. *(Beat.)*

By 1904 many things were happening within the Chicago Teachers Federation. We publicly backed Edward Dunne as he ran for mayor of Chicago, and I gave a speech at the National Education Association convention in St. Louis, Missouri. I became the first female to ever speak at the convention, with my speech titled “Why Teachers Should Organize,” which emphasized the terrible treatment teachers faced in a setting that was becoming increasingly industrialized. I was also there to explain how our ongoing fight for unpaid tax revenues was not just for monetary gain, but for teachers to be recognized as skilled workers and not cogs in a machine. Also in 1904, *(Pull button from pocket)* the Women’s Trade Union League had started a branch in Chicago, *(Fasten button to coat)* and I became a member and worked with the league to help improve working conditions and education opportunities for women and children.

By 1905 Edward F. Dunne had been sworn in as Mayor of Chicago. *(Pull out mayoral picture of Dunne)* The CTF worked alongside him to gain better representation for Chicago teachers and women. *(Set the picture aside)* He helped by appointing three women to the school board in his first year alone, including renowned suffragist Jane Addams, *(Beaming)* and in 1907 the state of Illinois enacted a pension plan for teachers. These were both astounding gains for teachers and women. We had gained the representation necessary for and had achieved reform. *(Pause)*

By then, one issue was becoming obvious. The CTF's partnership with the Chicago Federation of Labor was a temporary solution to women not being able to advocate for themselves. So, I plunged myself into the suffrage movement. *(Pull off top skirt while speaking)* I worked alongside fellow suffragist Grace Wilbur Trout, future president of the Chicago Political Equality League (CPEL) and Illinois Equal Suffrage Association (IESA) to start gaining more rights as women. While she continued her work getting women the vote across Illinois, I consulted with many women workers and leaders such as Ella Flagg Young, Jane Addams and even Catharine Goggin, who previously worked alongside me in the tax fight of 1900, to get women to lead. *(Beat)*

(Loudly, as if on a street corner, moving downstage) Have you heard of Ella Flagg Young? Current Chicago school superintendent, in the running for president of the NEA! Vote for Ella Young, woman president of the National Education Association! *(Beat)*

(To herself, with hope) I continue to rally for Ella's election. Having a former teacher as leader of the NEA is the only way they'll focus on the elementary school teachers and the women in teaching *(with disdain)* instead of the administrators and their wants. *(Beat)*

In 1910 Ella was elected president of the NEA while she continued to be the superintendent of the Chicago school system through 1915. *(with emphasis)* It was a major step for the NEA as it brought their focus to the teachers.

(Grab sign) By 1913 the work of women like Jane Addams and Grace Wilbur Trout paid off, as Edward F. Dunne, former mayor of Chicago was elected the governor of Illinois.

His continued support meant that on June 26 of that year, I was present with Grace Trout and Elizabeth K. Booth when Dunne signed the bill that provided women with the right to vote in Illinois. (*Set sign down*) While this voting right was only good for voting for the president, it was a right women had been seeking since before the Civil War.

From 1915 to 1916 I fought the creation of the Loeb rule, a law which prohibited teachers from having membership in labor unions. (*with sadness*) Unfortunately by 1917 it was passed, and it forced the withdrawal of the Chicago Teachers Federation from the Chicago Federation of Labor. (*Renewed vigor*) But, it wasn't a total loss, as from it came an agreement for the creation of a tenure law for Chicago teachers, known as the Otis Law. (*Pause*) (*Brimming with pride*) In 1916 I organized the American Federation of Teachers, a trade union for the teachers of America. This union was composed of multiple teacher's unions in Chicago, as a way to help the unions work together. The Chicago Federation of teachers was designated the local 1 of the newly formed AFT, which grew throughout the United States. (*Beat*)

By 1919 all women's suffrage goals had paid off, as Illinois was one of the first states to ratify the necessary Susan B. Anthony amendment, (*take copy of amendment from coat*) which gave women across America the right to vote. In the following election, nearly 30% of the women of Illinois voted, meaning 200,000 women had used their newly recognized right.

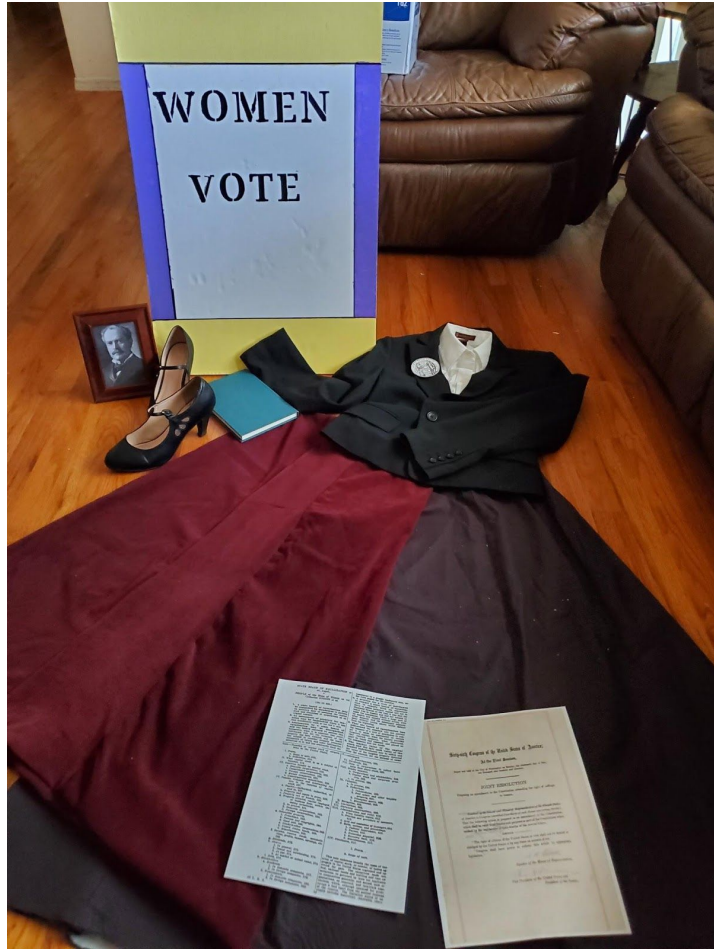
The approaching 1920's saw the rise of anti labor movements and many people were against unionization. New views on labor and unionism saw the decline in many of the unions of Chicago, and some were dissolved. Unfortunately, The Great Depression saw many people out of work and in a time when unions were needed most, many were failing. I worked through the Great Depression anyway, though my ways were old and more unpopular than ever, and in 1939 I passed away in a period of semi-retirement.

(with a peaceful expression) I'm found resting next to my sister Eliza, in my home town of Joliet, Illinois.

(regretfully) My dedication to labor movements and women's rights unfortunately did not extend to helping minorities at a time when that would have been the most valuable. If I could go back, I'd like to think I would spend more time rallying for their freedoms, but instead my biases have made me forgotten in the passages of history books and memoirs.

I can only hope the time I spent representing women and teachers paved the way for others to do the same for their beliefs. Seeing people peaceably resolve issues through unions and protests tells me I've left at least one impact on the world, but the need to strike means the work of women and people like me isn't done yet.

I was Margaret Haley, the Lady Labor Slugger.



Props

Margaret Haley: The Lady Labor Slugger

Lily Miller

Junior Division

Individual Performance

Process paper: 500 words

Process Paper

I chose my topic for NHD through trial and error. I started off wanting to do it on medicine's evolution, but that was too much ground to cover. Having lived through a teacher strike, I figured a good topic would be the history of teacher unions. That was still too much information for 10 minutes. While working on another assignment, I found Margaret Haley, and I knew she was it. Seeing how many barriers she had broken by working as a teacher and union rep, she meant a lot to me and was perfect for my project.

I conducted research as I went. I needed to figure out who she was, what she did, and the background history of her life, but after that I researched as my script progressed. One challenge I faced was adapting to the digital competition. Even growing up with electronics I've never fully relied on them so it's been an interesting experience, especially now that I had to convey what would be in a performance through just a script.

I chose the category for my project easily. When you spend all your time writing papers and making project boards, performing is a different and creative way to give people information. The National competition is based on scripts alone which presented a unique challenge of my writing skills, but I enjoyed optimizing my script for other people to read. I also decided to design my costume to highlight the time changes during the monologue, and I even used authentic patterns to sew both skirts. This was a lesson in humility, as my full-length skirt was uneven. I also chose my props to show her activism and made her sign and button as well.

My project relates to the theme because, throughout her life, Margaret Haley created so much change that today we recognize it as commonplace. She advocated for teachers, women,

and children affected by child labor to try and make things fair and just. She ensured the city of Chicago was paid the taxes it was due, opening doors for better-funded schools and teachers, and broadening the spectrum of female advocacy. She then worked to align the CTF and the CFL, which resulted in more power for women. This was revolutionary as it was unorthodox for teachers to be in labor unions. She became the first female speaker at the NEA convention and networked to get the CTF to publicly back Edward F. Dunne as mayor for Chicago. This broke the barrier of women in politics. She worked to get a pension plan for teachers, something elementary teachers hadn't had. She helped establish the female vote, a barrier broken by Illinois in 1913, and in her loss of the alliance with the CFL gained tenure for the teachers of Chicago. She even formed the American Federation of Teachers, a nationwide trade union for educators and school personnel. All of her accomplishments establish that in relation to the theme Margaret Haley was a human wrecking ball.

Annotated Bibliography

Primary Sources

“Chicago Teachers’ Federation Records 1864-1968 (Bulk 1897-1968).” *Chicago Teachers’ Federation*, Chicago Historical Society, chsmmedia.org/media/fa/fa/M-C/CTF-inv.htm, 1 April, 2020. These digitized documents detailing the Chicago Teachers' Federation were an in depth look into what happened within the organization. It helps show the politics behind the Loeb rule as well as why Ella Flagg Young was so important to the CTF and as an extension, Margaret Haley.

“Chicago Federation of Labor Records, 1890-1983 (Formerly John Fitzpatrick Papers).” *Jane Addams Digital Edition*, digital.janeaddams.ramapo.edu/collections/show/230, 1 April, 2020. This source shows when John Fitzpatrick was president of the CFL, which was important to know when saying when Margaret and the rest of the union had worked to replace the current president with him.

“63. Illinois Suffrage Act (1913).” *100 Best Documents at the Illinois State Archives*, www.cyberdriveillinois.com/departments/archives/online_exhibits/100_documents/1913-il-suffrage-act.html, 1 April, 2020. This digitized version of the Illinois Suffrage Act includes an article which explains the background to the Act, what the Act did, and how it was then replaced by the Susan B. Anthony Amendment 7 years later. This webpage helped me to understand the dates which both of these laws were signed and created as well as see how the laws behind women's rights were systematically created.

“Dunne, Edward Fitzsimmons.” *Notable Men of Illinois and Their State*, The Chicago Daily Journal, 1912, p. 9. *Internet Archive*, archive.org/details/notablemenofilli00chic/page/8/mode/2up, 22 May, 2020. This book is compiled of biographical entries on Illinois' most notable men from 1912. Edward F. Dunne's photo and entry were found on page nine. The entry helped me to grasp Dunne's achievements beyond being a mayor and later a governor, and understand why he acted the way he did. These things include the fact that he was a court judge, was president and vice president of multiple clubs and attended multiple colleges. I also used this source for Dunne's image, which is found above the entry on page 9.

Haley, Margaret. “Why Teachers Should Organize.” National Education Association Convention. National Education Association Convention, 1 July 1904, St. Louis, St. Louis, Missouri, 1 April, 2020. This speech given by Margaret Haley was directly quoted and paraphrased by me in my performance. It was given by Haley to emphasize the reasons why teachers should organize, as well as the many ways they have been wrong by administrators. The fact that this was given at the NEA convention was also significant and was important to include.

Rich, Burdett A, and Henry P Farnham, editors. “State Board of Equalization v. People Ex Rel. Goggin.” *Lawyers' Reports Annotated, Book LVIII*, The Lawyers' Co-Operative Publishing Company, 1903, p. 513, play.google.com/books/reader?id=YSM8AAAAIAAJ&hl=en&pg=GBS.PA513, 22 May, 2020. This primary source provided me with the writ of mandamus that Catharine Goggin

filed against the State Board of Equalization. I utilized this document not only as a prop but as information about their case. Found on page 513 of the printed book, the writ includes the duties that the Board was supposed to perform, including assessing the capital stock of corporations, reassessing the property tax of corporations which were assessed too low, and disregarding assessments in cases where it's apparent the valuation was fraudulent. These facts help me understand why a writ was so important and how it could have affected their fight.

“The ‘Keystone’ Jacket and Dress Cutter. A Treatise on Jackets, Dresses and Other Garments for Women : Hecklinger, Charles. [from Old Catalog] .” *Internet Archive*, New York, The Herald of Fashion Co., 1 Jan. 1895, archive.org/details/keystonejacketdr00heck/page/82/mode/2up, 1 April, 2020. This is where I found the pattern for the walking skirt I sewed. It is a digitized version of an old catalog. I substituted all the measurements in for mine and tried to properly draft the pattern and sew the skirt. This helped me in making my project historically accurate as it is a pattern from the time period.

United States, Congress, Cong., Women's Suffrage Committee. “Nineteenth Amendment to the United States Constitution.” *Nineteenth Amendment to the United States Constitution*, 66AD. 66th Congress, 1st session, resolution. *National Archives*, catalog.archives.gov/id/596314, 22 May, 2020. This is the scan of the original parchment of the 19th amendment. I printed out a copy and used it as a prop during my monologue, and also read the contents to understand the excitement around its ratification. It was

interesting and helpful to know that it was ratified in its first session in Congress, and also that they ensured states couldn't make their own laws constricting women's voting rights. This information gave me a better understanding of how the right was protected and why women value it so much.

Women's Trade Union League, *Logo of the WTUL cause with two women depicted holding hands over the words "The eight hour day. A living wage. To guard the home.,"* 1903, National Historical Publications & Records Commission, <https://www.archives.gov/nhprc/projects/catalog/womens-trade-union-league>, 22 May, 2020. I used this logo for my prop pin, and the logo itself helped me to better understand the goals and sentiments of the Women's Trade Union League.

Secondary Sources

"Chicago Teachers Federation." *Chicago Teachers Federation*, Encyclopedia of Chicago, www.encyclopedia.chicagohistory.org/pages/271.html, 1 April, 2020. Knowing the history of the CTF was imperative to understanding the things Haley did as a timeline, allowing me to write chronologically. That's why this encyclopedia article was important, as it's the history of the CTF. It also showed the impact of the Loeb rule and its outcome.

The Editors of Encyclopaedia Britannica. "American Federation of Teachers." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., 13 Feb. 2018,
www.britannica.com/topic/American-Federation-of-Teachers, 1 April, 2020.

This is an encyclopedia article about the American Federation of Teachers. The AFT was formed by Margaret Haley, so knowing what it was and how it operated was important in becoming her. I also used this to figure out when it was formed and some of the impact it had.

The Editors of Encyclopaedia Britannica. "Margaret Angela Haley." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., 1 Jan. 2020,
www.britannica.com/biography/Margaret-Angela-Haley, 1 April, 2020. This encyclopedia entry helped show Margaret's whole life, and gave insight into the movements that Haley backed as well as the hobbies she had aside from leading the union, including the bulletins she wrote. Knowing this helped me understand what drove Margaret and allowed me to write from her perspective.

The Editors of Encyclopaedia Britannica. "Women's Trade Union League." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., 4 June 2015,
www.britannica.com/topic/Womens-Trade-Union-League, 1 April, 2020. This Encyclopedia entry on the Women's Trade Union League helps to understand exactly why Margaret was a member of it and what they stood for. By seeing what the Women's Trade Union League was dedicated to I could see what Margaret Haley stood for and was rallying for at the time, which would have been better working conditions for women, child labor rights, and equal wages.

“Grace Wilbur Trout.” *Suffrage 2020 Illinois*, 4 June 2019,

suffrage2020illinois.org/grace-wilbur-trout/, 1 April, 2020.

This article helps to realize who the suffragist Grace Wilbur Trout was and what she did.

I used it both when Margaret references her as a fellow suffragist as well as when I mentioned the date of Edward F. Dunne signed the bill which allowed the women of Illinois to vote for president.

Gray, Jane, and Ladies Treasury. “1912-1914 Custom Drafted Skirt.” *Ladies' and Girl's*

Custom-Drafted Skirt in 3, 5 and 7 Gores, 1912 to 1914 - The Ladies Treasury of Costume and Fashion, Ladies Treasury, 2004,

www.tudorlinks.com/treasury/freepatterns/w191214cdgoreskirt.html, 21 May, 2020. This was the pattern for the shorter maroon skirt I sewed to mimic the fashion of the 1910's and 20s'. While it wasn't a pattern from the time period, it is an accurate, historically derived pattern which was free to use. The skirt pattern was more simplistic to read than an actual historical pattern, and my results remained accurate to the time.

Hagopian, Jesse. “A People's History of the Chicago Teachers Union.” *A People's History of the*

Chicago Teachers Union | *International Socialist Review*, 1 July 2010,

isreview.org/issue/86/peoples-history-chicago-teachers-union, 1 April, 2020.

Despite the potentially biased opinion this digitized magazine may have on labor disputes, this article gave important information regarding the social climate during the unionizing of Chicago. It also shows what drove Margaret to become a union leader and

the effects that it had. Unfortunately some of the dates in the article do not coincide with the dates given in other sources so those were discounted.

Hilke, Jens, and University of Vermont. "Landscape Change Program." *1880s - Clothing -*

Dating - Landscape Change Program,

www.uvm.edu/landscape/dating/clothing_and_hair/1880s_clothing_women.php, 1 April,

2020. This article by the University of Vermont shows what women wore through the

1880's. It helped me understand exactly what garments Margaret would have been

wearing during her days as a school teacher, as well as why these were popular. I based

my first outfit off of the pictures found on this site.

Hilke, Jens, and University of Vermont. "Landscape Change Program." *1900s - Clothing -*

Dating - Landscape Change Program,

www.uvm.edu/landscape/dating/clothing_and_hair/1900s_clothing_women.php, 1 April,

2020. This site, also from the University of Vermont shows what women were wearing

during the early 20th century. This source helped me to see the shift in fashion from the

1880's to the early 1900's, as it represents a change in the views of women and the subtle

shift in their activities. Since Margaret Haley by now would have been networking more

than teaching and laboring, the more lavish clothing would be appropriate for her.

"History of Chicago Public Schools." *Chicago Reporter*, www.chicagoreporter.com/cps-history/.

This history showed the basic growth of the Chicago Public School system, including

how enrollment rose and the creation of the CTF. I used it to gain knowledge on how the

school system was affected by things like the CTF on a larger scale, and it showed how

the Loeb rule created the Otis law as a side effect.

“History.” *Chicago Federation of Labor*, www.chicagolabor.org/about/history, 1 April, 2020.

The history of the CFL helped me understand why it was significant in helping Margaret Haley in her search for better rights for teachers and women. It was significant because the CFL was headed by men and had more political power than women's organizations.

Larson, D. M. “Beauty IS a Beast.” *Beauty IS a Beast Free Play for Children Schools Kids*, freedrama.net/beauty.htm, 21 May, 2020. This was the free, online version of D.M.

Larson's children's play, Beauty IS a Beast. This source helped me to visually understand the formatting of a play, and how to more comprehensively communicate action, emotion and dialogue through both an actor and a script.

“List of the Most Popular Names in the 1880s in the United States.” *Wikipedia*, Wikimedia Foundation, 25 Mar. 2020,

en.wikipedia.org/wiki/List_of_the_most_popular_names_in_the_1880s_in_the_United_States, 1 April, 2020. This basic Wikipedia article helped me to find out what people were naming their kids during the 1890's. By knowing this I could accurately find out what Margaret would have been calling the students in her classroom and try and guess who a historic conversation would have been with. The names I used were Ida and Thomas.

“Map of Illinois Cities.” *Map of Illinois Cities*, geology.com/cities-map/map-of-illinois-cities.gif, 1 April, 2020.

This is a map of the cities in Illinois. It helped me understand how far Margaret Haley was moving from Joliet to Chicago, as well as just basic knowledge of the geography of the state she lived in.

“Margaret A. Haley.” *Encyclopedia of World Biography*, Encyclopedia.com, 1 Apr. 2020, www.encyclopedia.com/people/history/historians-miscellaneous-biographies/margaret-haley, 1 April, 2020. This is a basic biography of Margaret Haley. It goes more in depth into her tax fight and also explains how Mayor Edward Dunne helped the teachers of Chicago. I used this source for some of the numbers in my tax fight segment as well as how Edward Dunne was used to help forward her teachers rights movement.

“Margaret Haley (1861–1939) - Early Career, The Chicago Teachers Federation, American Federation of Teachers, Politics, Haley's Contribution.” *StateUniversity.com*, education.stateuniversity.com/pages/2025/Haley-Margaret-1861-1939.html, 1 April, 2020. Detailing Margaret Haley's successes as a teacher and leader in teachers' unions and women's rights, this article also acknowledges Margaret's failure to address the civil rights movement. It also includes her dedication to continuing her education, her work on changing how students were educated, and her wins and losses as a union rep. This helped me to understand Margaret's character and develop what drove her to unionize.

“Margaret Haley.” *Suffrage 2020 Illinois*, 19 Sept. 2019, suffrage2020illinois.org/margaret-haley/, 1 April, 2020. This website was about the many suffragists in Illinois. The webpage cited was specifically the one dedicated to Margaret Haley. This helped show how Margaret was present for the enactment of the 1913 law allowing Illinois women the right to vote, as well as the specific history of her working life prior to her becoming vice president of the CTF.

“Mayor Edward F. Dunne Biography.” *Chicago Public Library*, Chicago Public Library, www.chipublib.org/mayor-edward-f-dunne-biography/, 1 April, 2020. This basic timeline

of Edward Fitzsimmons Dunne's time in the various offices he held shows when he was in office, when he could have been backed by Margaret and when he had been replaced and lost his reelections.

Murphy, Marjorie. "Taxation and Social Conflict: Teacher Unionism and Public School Finance in Chicago, 1898–1934." *Journal of the Illinois State Historical Society*, 2005, pp. 242–248., doi:10.1057/9781403981875_8, 1 April, 2020. The pages from this journal helped me understand more in depth the extent that the tax evasion went to as well as the work that Margaret Haley went through to try and get justice for the Chicago school board. It included the people Margaret spoke with, such as Archibald Cameron, as well as more exact dates and reasons for why it took so long for the case to be resolved at trial. It also provided me with the name of Margaret's attorney, Isaac T. Greenacre.

"Noah Webster History." *Noah Webster House*, Noah Webster House, noahwebsterhouse.org/noahwebsterhistory/, 1 April, 2020. The Noah Webster House is an organization created around Noah Webster, a linguist from the early days of America as a nation. He created Webster's dictionary, a dictionary which Americanized words and defined them for American literary purposes, as well as created the Blue Backed speller, a source used in American classes at the time. This source helped me understand why he made the blue-backed speller and when it was used.

O'Brien, Alden. "Part I: Great Strides for the 'New Woman,' Suffrage, and Fashion." *National Museum of American History*, 16 Oct. 2014, americanhistory.si.edu/blog/2013/03/guest-post-great-strides-for-the-new-woman-suffrage-and-fashion.html, 1 April, 2020. This article on the fashion of Suffrage shows the

clothing women of suffrage wore, as well as the social impact that it had. I modeled my sign off of the sign shown on the website and also took the clothing of the times into account when using my suit jacket and shirt.

“PBS Online: Only A Teacher: Schoolhouse Pioneers.” *PBS*, Public Broadcasting Service, www.pbs.org/onlyateacher/haley.html, 1 April, 2020. This is a site created to remember the pioneers of teaching in America. Margaret Haley was considered one of them. By using this source I gained background knowledge on who Haley was and what she did.

“The Rise of Teacher Unions: A Look at Union Impact over the Years.” *HechingerEd*, Hechinger Report, hechingered.org/content/the-rise-of-teacher-unions-a-look-at-union-impact-over-the-years_5601/, 1 April, 2020. This timeline of the rise of teacher unions helped to understand the rise and fall of the many unions Margaret Haley worked with. This includes the NEA, AFT, CTF, and teachers' unions across America. Many of these entries in the timeline were from Chicago, so it can be inferred that they were the leader in teachers' unions at the time.

“Schoolhouse History: Explore Elmhurst, IL.” *Schoolhouse History | Explore Elmhurst, IL*, Elmhurst History Museum, www.elmhursthistory.org/369/Schoolhouse-History, 1 April, 2020. This is essentially a digitized museum exhibit from the Elmhurst History Museum. It shows pictures of their one room schoolhouse, as well as what time period it was from and how it was used. Since it was in Illinois, where Margaret Haley taught, and included pictures, it was a good way to try and understand how it would have felt to teach in the schoolhouse Margaret taught in.

“Schools and Education.” *Schools and Education*, Encyclopedia of Chicago,

www.encyclopedia.chicagohistory.org/pages/1124.html, 1 April, 2020. This is an encyclopedia article from the city of Chicago chronicling the history of their education system. It helped form some basic understanding of the funding schools were receiving during the time period I portrayed and also the school structure and classroom attendance at the time. It helped show how teachers were swamped and taught in spaces not optimized for teaching.

“A Short History of Pin-Back Buttons - The Button Guy Blog.” *People Power Press for Custom Buttons, Button Makers, Button Machines and Button & Pin Parts*, People Power Press, 1 July 2011,

peoplepowerpress.org/blogs/news/3506742-a-short-history-of-pin-back-buttons-the-button-guy-blog, 21 May, 2020. A short history on pin-back buttons gave me a timeline for when they were invented and their earliest use. This meant that even though the Women's Trade Union League likely did not use buttons, during that time period they could have. This allowed me to use a button to visually represent Margaret's membership, while knowing I'm still mostly historically accurate.

Sugarek, Trisha. “How To Write A Play...9 Tips.” *Trisha Sugarek, Writer at Play*,

www.writeratplay.com/2013/09/10/how-to-write-a-stage-play-12-tips-link/, 21 May, 2020. These tips were written by Trisha Sugarek, an accomplished playwright. Her tips not only cover the bases of play formatting, but also provide insight into what a script should and

shouldn't have. This helped me flesh out the arc of my monologue, as well as give me knowledge on how to provide more stage directions in my script.

US Legal, Inc. "Law on Writ of Mandamus – Illinois." *Civil Procedure*,

civilprocedure.uslegal.com/articles/law-on-writ-of-mandamus-illinois/. This website on the laws in US states provided me with an understanding of why someone would file a writ of mandamus and what the writ should accomplish. In Margaret Haley's case, she filed the writ to get the State Board of Equalization to review the discovered tax evasion and do the work on their end to collect the funds, which was within their duties.

"Votes for Women." *Illinois History Lincoln Collections*,

publish.illinois.edu/ihlc-blog/exhibits/votes-for-women/, 1 April, 2020. This collection created by the state of Illinois on women's rights shows what women went through during suffrage and how gaining the right to vote affect voting in Illinois. I used their statistics in my performance and based the colors of my sign and my outfit on some of the photos on the site.