Meet the Staff

An investigation into the lives of Akron’s historic immigrant population through primary sources and first-person interpretation.

Arlie Cross, head chauffeur, 1917
In 1800 the United States had a population of about 5 and ½ million people. By the end of the 1800s the population had grown to over 76 million people. Today the US population is over 300 million people.

What reasons would cause the population to increase so much in the late 1800s and early 1900s in the United States?
Meet the Staff

Pre-Visit Vocabulary

HOW WE LEARN HISTORY

Primary Source: Original materials *from the time period* in which other research is based. They are usually the first formal appearance of results in physical, print or electronic format. They present original thinking, report a discovery, or share new information. Artifacts (such as coins, tools, clothing, furniture), diaries, newspaper articles, photographs, birth certificates, marriage license, census records (an official document that records information about a certain population—in the United States a census is conducted every 10 years) and manifests (a record of the people on board a ship or airplane), all from the time under study are considered primary sources.

Secondary Source: Accounts written *after the fact* with the benefit of looking back at a certain time period. They are written based on research of primary sources. Secondary sources are not evidence, but rather interpretation on and discussion of evidence. Biographies, dictionaries, Wikipedia, journal, magazine and newspaper articles (not written at the time being studied) and textbooks are considered secondary sources.

HUMAN MOVEMENT

Migration (human): Movement of people from one place to another. People can either choose to move (“voluntary migration”) or be forced to move (“involuntary migration”).

Immigration: Movement of people into a new country.

Immigrant: Someone who moves into a country from another country.

Migrant: Someone who moves from a region within a country or state to live in another region within that same country or state.

Refugee: a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

Native Country/Region: The country/region in which someone is born.

Push Factors: Reasons that “push” people out of one place and into another (such as war, natural disasters, lack of employment, etc.).

Pull Factors: Reasons that make a particular place desirable for people to migrate to (such as job opportunities, better climate, better food supply, etc.).
Meet the Staff Pre-Visit Activity

Read the Following secondary source about immigration. Look for push and pull factors that explain why so many immigrated to the United States

It is said that the United States is a nation of immigrants—the great melting pot. Except for Native Americans, everyone in America is an immigrant or the descendant of an immigrant.

The early colonists came from England, Holland, and France. For some in New England the pull factor to the new world was religious freedom. Then came Scandinavians, Welsh, Scottish, Irish, and Germans. For these immigrants push factors included famine, warfare that destroyed villages, and loss of land for farming.

By the end of the 1800s, Italians, Polish, Armenians, Russians, Greeks, Hungarians, and Turks began to pour into America. The biggest push factor was also a pull factor for many. In Europe farming became “big business.” Small farms became big farms and fewer families could afford land to farm on. The United States was pull factor because it had lots of land and needed more workers. Many of these immigrants hoped to work in America and save enough money to go back “home”. Some did make it back to Europe, but many of the immigrants stayed.

Immigrants came for many reasons. They came in hopes of owning land or getting a better job. Some came for adventure or to avoid military service in their former country. Many came to escape persecution (punishment). Mostly they came for the hope of a better life.

People in the United States are descendants of one of the greatest migrations in human history. And that migration is not over. Even today, immigrants continue to come to America in large numbers. This mix of cultures and diverse ethnic ancestries is what helps make the United States an interesting and dynamic place to live. The Great Seal of the United States has featured on its face—E. Pluribus Unum—Out of Many, One. This reflects the cultural diversity and unity of America. Source: Utah Education Network: adapted

Why do people leave their homes to come to America?

What are they seeking?
Meet the Staff  Pre-Visit Activity

Young immigrants working in a Fall River, Massachusetts, mill in 1912. (Library of Congress)

Analyze the primary Source:  What can you predict about the lives of the young workers?  What kind of work do you think they did?  How old do you think they are?
Meet the Staff Pre-Visit Activity

TEACHER’S GUIDE
ANALYZING PRIMARY SOURCES

**OBSERVE**

Have students identify and note details.

Sample Questions:
What do you notice first? What do you notice that you didn’t expect? What do you notice that you can’t explain? What do you notice now that you didn’t earlier?

**REFLECT**

Encourage students to generate and test hypotheses about the source.

Where do you think this came from? Why do you think somebody made this? What do you think was happening when this was made? Who do you think was the audience for this item? What tool was used to create this? Why do you think this item is important? If someone made this today, what would be different? What can you learn from examining this?

**QUESTION**

Have students ask questions to lead to more observations and reflections.


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**FURTHER INVESTIGATION**

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

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A few follow-up activity ideas:

Beginning
Have students compare two related primary source items.

Intermediate
Have students expand or alter textbook explanations of history based on primary sources they study.

Advanced
Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.

For more tips on using primary sources, go to
http://www.loc.gov/teachers
Meet the Staff Pre-Visit Resource 1
Don't Bite The Hand That's Feeding You

Words by THOMAS HOIER
Music by JIMMIE MORGAN

Tempo di Marcia

Last night, as I lay asleep,
A wonderful dream came to me,
I welcomed you to my shore,
When you came here empty-handed,
For his children from over the sea,
And allegiance forever you swore.

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Meet the Staff Pre-Visit Resource 2
To the land from where you came, whatever be its name; But don't be ungrateful to me! If you don't like the stars in Old Glory, If you don't like the Red, White and Blue, Then don't act like the cur in the story. Don't bite the hand that's feeding you! If you you.
### Immigration Figures for 1903

Comparison of the Fiscal Years ending June 30, 1902 and 1903.

<table>
<thead>
<tr>
<th></th>
<th>1902</th>
<th>1903</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total immigration</td>
<td>648,743</td>
<td>857,046</td>
</tr>
<tr>
<td>Percentage of increase over 1902</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Percentage of increase over 1901</td>
<td>33</td>
<td>75</td>
</tr>
<tr>
<td>Percentage of increase over 1899</td>
<td>108</td>
<td>175</td>
</tr>
<tr>
<td>Percentage of increase over 1898</td>
<td>183</td>
<td>274</td>
</tr>
<tr>
<td>Number debarred from entrance and returned within one year after landing</td>
<td>5,429</td>
<td>9,316</td>
</tr>
<tr>
<td>Per cent. debarred and returned</td>
<td>0.8</td>
<td>1.1</td>
</tr>
<tr>
<td>Number of illiterates over 14 years of age. [See Note 1.]</td>
<td>165,105</td>
<td>189,008</td>
</tr>
<tr>
<td>Per cent. of illiterate in total immigration over 14 years of age</td>
<td>28.7</td>
<td>25.0</td>
</tr>
<tr>
<td>Immigration from countries of Northern and Western Europe. [See Note 2.]</td>
<td>138,700</td>
<td>203,589</td>
</tr>
<tr>
<td>Per cent. of total immigration</td>
<td>21.4</td>
<td>23.8</td>
</tr>
<tr>
<td>Immigration from countries of Southern and Eastern Europe. [See Note 2.]</td>
<td>480,331</td>
<td>610,813</td>
</tr>
<tr>
<td>Per cent. of total immigration</td>
<td>74.0</td>
<td>71.3</td>
</tr>
<tr>
<td>Immigration from Asia</td>
<td>22,271</td>
<td>29,966</td>
</tr>
<tr>
<td>Per cent. of total immigration</td>
<td>3.4</td>
<td>3.5</td>
</tr>
<tr>
<td>Average money brought, in dollars</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>Per cent. of immigrants who have been in the United States before</td>
<td>9.5</td>
<td>8.9</td>
</tr>
<tr>
<td>Per cent. of total immigration having no occupation, including women and children</td>
<td>23.6</td>
<td>23.3</td>
</tr>
<tr>
<td>Per cent. of total immigration who were farm-laborers, laborers, or servants</td>
<td>60.0</td>
<td>57.3</td>
</tr>
<tr>
<td>Per cent. of total immigration destined for the four States of Ill., Mass., N.Y., and Pa.</td>
<td>67.8</td>
<td>65.4</td>
</tr>
</tbody>
</table>

**Note 1.** — Although the percentage of illiteracy shows an improvement this year over last, it should be remembered that these figures are based upon the manifests, which in turn are made up from the statements of the immigrants. One test recently made at New York showed that 17.5...
THE AMERICAN WALL, AS CONGRESSMAN BURNETT WOULD BUILD IT.

UNCLE SAM: You’re welcome in—if you can climb it!
Meet the Staff  Pre-Visit Reflection and Exit Ticket

Home Connection:  Talk to your family and relatives.  Find out when and why your family came to Akron, Ohio

Exit ticket:  What are three things you learned about immigration?
1._____________________________________________________
2._____________________________________________________
3._____________________________________________________

Exit ticket:  What are three things you learned about primary and secondary sources?
1._____________________________________________________
2._____________________________________________________
3._____________________________________________________
**Meet the Staff**  
**On-Site Activity**  
**“WHO ARE YOU?”**

Using only the primary sources in your folders, use your best detective skills to discover the story behind your new personality. Then fill out the script below. You will be reading in front of your class.

<table>
<thead>
<tr>
<th>Script (My Story)</th>
<th>Primary Sources (Evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello, my name is (First and Last):</td>
<td></td>
</tr>
<tr>
<td>I am a(n): Immigrant Migrant Refugee (circle one)</td>
<td></td>
</tr>
<tr>
<td>I am from (Country or State):</td>
<td></td>
</tr>
<tr>
<td>My family includes (one family member):</td>
<td></td>
</tr>
<tr>
<td>He or she is my (son, daughter, wife, husband etc.):</td>
<td></td>
</tr>
<tr>
<td>I left my home because (Push factor):</td>
<td></td>
</tr>
<tr>
<td>I came here because (Pull factor):</td>
<td></td>
</tr>
<tr>
<td>Since leaving home I feel:</td>
<td></td>
</tr>
</tbody>
</table>
Meet the Staff “Who Are You?” Group Activity

RESEARCH (INVESTIGATION)

1. Put your lanyard on – Who are you? Where are you from? For the rest of your visit, you are the person whose name is on your nametag. Using primary sources, you will investigate who you are, where you came from, and why you came to Akron.
2. Open the folder and take out all of the primary sources.
3. **CHOOSE 1 or 2 SOURCES** to look at by yourself (you can share larger more detailed documents like the census records).
4. **LOOK AT EACH SOURCE** (front and back). What is it? Can you find your name? Can you find a date? How might it help tell your story?
5. **SHARE** what you discovered with your group (one at a time).
6. **ANSWER QUESTIONS** as a team on the “Who Are You?” activity.

PRESENTATION

**PLAN**
1. As a team, fill out the “Who are you” page.
2. Decide who will read script.

**PRESENT**
3. Student chosen to read script tell the rest of the class the story. Other students may take turns sharing primary sources and artifacts as **evidence** (How did you find this information? A photo? In the census?)

**WHILE OTHER GROUPS PRESENT –**
Think about these questions as your new person:
4. What were the factors that “pushed” others from their homeland? Are they the same things that pushed you out?
5. What reasons do others give for coming to Akron (pull factors)? Are their reasons similar to yours?
DURING THE TOUR

CONNECT – Think about these questions as your new persona.

1. Could you be employed at Stan Hywet? If so, what might you do? What skills might you need to work at Stan Hywet?

2. What similarities or differences are there between your background and that of your guide?

3. Is your guide an immigrant or migrant? If neither, do they have immigrants or migrants in their family? Do they work with or employ any immigrants or migrants? Where are they from?

4. If your guide moved, why did he/she leave his/her homeland?

5. Are the reasons your guide left the same or similar to the reasons you left your homeland? Do they have similar reasons for settling in Akron?

6. Do you think there are any down-sides to living in Akron in 1920?

7. How does your guide feel about people from other places coming to live and work in Akron?
Household & Estate Staff at Stan Hywet Hall

The Seiberling family lived at Stan Hywet from 1915 until 1955. During that time the domestic (indoor or household) staff and estate (outdoor) staff at this country house would have numbered between 16 and 32 people.

Some staff lived at Stan Hywet while others were day help and commuted to work from their own homes or apartments. The Head Gardener lived in the Gate Lodge with his family; female house staff lived on the second floor of the house, male staff on the third floor, the chauffeur and his family often shared living space with a groom who took care of the horses in apartments on the second floor of the Carriage House. Living quarters were also located on the second floor of the conservatory’s attached Service Building and the poultry man lived in a house next to the chicken houses to the west of the main house.

At Stan Hywet, household staff members (also called “domestics”) maintained a very strict ranking system. Their system was even more rigid than their wealthy employers! The household staff knew their place, carefully maintained their social differences and kept check on those who stepped out of line.

Among female staff members, the top position was the Housekeeper, followed by the Butler. In a small house, if there was no housekeeper, the cook was in the top position. This ranking of female employees had much to do with their backgrounds, education, and how close they were with their employers.

FEMALE HOUSEHOLD STAFF (“DOMESTICS”)
Rank (from highest to lowest) of female household staff in private homes:

1. Housekeeper
2. Ladies Maid
3. Cook
4. Nursemaid
5. Housemaid (Parlor and/or Chamber)
6. Kitchen Maid
7. Laundress
8. Scullery Maid

1. HOUSEKEEPER

The Housekeeper was in charge of the overall management of the house and was referred to as "Mrs." whether she was married or not. She was the immediate representative of the mistress of the house and supervised the other household staff. She was in charge of hiring, firing and punishing female staff. Her symbol of authority was a massive collection of keys which provided access to all areas of the house and its contents. At Stan Hywet, the housekeeper had an office and the largest bedroom (complete with fireplace) in the female servants' wing. The housekeeper had complete control over the household supplies and was allowed to purchase fresh materials as needed, including general groceries, soap, candles, envelopes, etc. She also supervised the canning and storage of fruit (like jams and jellies) as well as all of the household...
linens (bedding, tablecloths and towels) and china (plates, bowels, cups, etc.).

The housekeeper, with the mistress of the house’s help, was in charge of assigning rooms to guests. She also made sure guest rooms were tidy and had clean bedding and towels, reading material, stationery, etc. Occasionally, the housekeeper was required to plan parties for staff and their families. Due to a high level of responsibility required to do this job successfully, employers looked for steady, honest, stable, middle-age women with a lot of experience. Housekeepers were also expected to display excellent behavior to set the tone for the entire household.

2. LADIES MAID

Ladies Maids were typically found only in the households of the very rich. Their primary responsibility was to help with the mistress of the house’s personal needs: helping her change into several different outfits throughout the day; maintaining her clothing and jewelry; washing, repairing and altering her clothing and hats; ironing her delicate items; frequently styling her hair; and packing her bags and trunks for travel. Because of this special relationship with the mistress of the house, the ladies maid was often regarded with suspicion and envy by her fellow-staff members.

Typically, a ladies maid had a better education than the other female staff members. She was trained in dressmaking, hat-making (or millinery) and sewing. While most of her co-workers were from lower class backgrounds, most young ladies that became ladies maids were middle class. They also tended to dress better by wearing their mistress’s hand-me-down dresses. Ladies maids were expected to be young, pleasant, neat, handy with a needle, honest (owing to their access to the wife’s jewelry and fine attire) and to be above the urge to gossip.

3. COOK

The skills and demands of a household cook varied widely. A “plain cook” did all of the prepping, cooking and cleaning, while a “head cook,” like the one at Stan Hywet, had plenty of help from several kitchen maids and scullery maids. A talented and happy cook was extremely valuable to a well-run household.

The cook prepared all meals for the family and household guests. Daily baking and basic cooking was performed in the morning. Afternoons were set aside for preparing dinner party feasts. As a bonus, cooks were allowed to eat leftovers and were given the opportunity to take home broken or torn items from the kitchen or dining room.

Some wealthy people hired male chefs who had special training at culinary arts schools. Sometimes a chef might be brought in to teach the cook of the house a particular recipe or train them in special cooking skills.
4. NURSEMAID
In many wealthy households, a nursemaid cared for the employer's children. Nursemaids dressed and undressed the children, played with them, and took them on daily walks. Nursemaids often fed the children in their care special foods. Because they could be very protective of the children in their care and could also be extremely bossy at times, fellow staff members and even members of the family did not usually get along with them very well.

Nursemaids would give the children instructions that they were expected to obey. When they did not follow the rules, the nursemaid would often punish them. Even though they could be strict at times, nursemaids were loved by the children they looked after—especially in large households where parents did not spend much time with their kids. Because of this, the nursemaid became a very close friend with whom the children would share their fears, troubles, joys and concerns.

5. HOUSEMAID
Housemaids made certain that the house was clean and orderly. In the mornings the front entry hall and main rooms were swept and dusted. Bedrooms were freshened and beds remade including fluffing pillows, smoothing sheets, and turning mattresses if necessary. Once a week bedrooms were carefully cleaned: mattresses were brushed and swept; sheets were changed; curtains were shaken to "dust"; mirrors were polished; and a general inspection for pests (like bedbugs and lice) was performed. In the evenings, housemaids prepared bedrooms by turning down the bed covers and closing the window shades.

Throughout the day, housemaids would check and supply all bedrooms and bathrooms with soap, clean towels, writing paper and other necessary things. Additionally, housemaids cleaned the family's birdcages and often arranged fresh flowers for the family rooms. Housemaids also cleaned the rooms and made the beds of the staff members who were above them in rank.

At Stan Hywet, the responsibilities of the housemaids were divided and titles were created to reflect these areas of responsibility. The Seiberlings employed a "parlor" or downstairs maid whose job it was to clean and dust of the first floor. They would also be expected to serve the family in the dining room if there were no waitresses available or more help was needed. They also assisted the cook by preparing food for cooking when needed. They would also carry out many of the butler's duties when he had the day off.

The “chamber” or upstairs maids were responsible for cleaning and dusting the second and third floors of the house where all of the bedrooms (or chambers) were located.
6. **KITCHEN MAID**
Kitchen maids were referred to as "tweenies" or "between maids." Frequently, they served in the kitchen and often assisted the house maids with their duties.

A kitchen maid’s main job was to assist the cook by pounding, slicing, dicing and chopping the food to prepare it for cooking. They also lit the stove fires in the morning and polished the copper pots, pans, and spoons. They also cooked for the household staff (household cooks usually only cooked for their employers and their employers’ guests.) Kitchen maids gained valuable skills and knowledge like learning to make special sauces and fancy deserts, so that perhaps one day they might work their way up to becoming a head cook.

8. **LAUNDRESS**
The laundress came to work every day to do all of the household laundry and to hand-clean many of the family’s delicate items that could not be put into a machine.

Laundry included family clothing, tablecloths, bed sheets and bath towels, as well as the laundry of household guests. Typically, the work week was divided into organized daily tasks: two days were devoted to washing; one day of mangling (pressing or flattening of large bed sheets with a machine called a mangle); and the remaining days were used for starching and ironing clothes (ironing was the least pleasant of all laundry tasks because it was hot, it was hard work and it was extremely boring). Laundry was dried in drying closets or hung outside on clotheslines in a drying yard when the weather was nice (both of these methods were used at Stan Hywet). During particularly busy times, other household staff like housemaids helped the laundress with her work load.

By 1900, fewer and fewer live-in laundresses were hired by wealthy home owners. It was cheaper to either hire someone to come in to do the laundry or to send it out for cleaning. Still, many wealthy families in the 20th Century maintained the old tradition of live-in laundresses as long as they could afford it.

7. **SCULLERY MAID**
Scullery maids held the lowest rank on the female household staff. They were typically very young girls from working class backgrounds who did the dirty work: cleaning dishes from staff meals, scrubbing kitchen work tables and utensils, cleaning ashes out of stoves, and sweeping and cleaning the kitchen to ensure that it was prepared for daily cooking. Scullery maids kept long days. They got up before the cook and went to bed well after all of the other staff members.
MALE HOUSEHOLD STAFF ("DOMESTICS")
Female housemaids began to outnumber male domestic staffs in the country houses or mansions of the late 1800s and early 1900s. Before this time, men held most of the household cleaning, cooking and serving jobs. Butlers and valets (a man’s personal servant) had a special working relationship with the master of the household. This relationship was similar to ladies maids with the mistress of the house. Younger boys lit fires, cleaned fireplace grates, filled scuttles, cleaned and maintained the master's shoes and boots, ran errands, and frequently served as kitchen help.

By 1850, the number of male servants in Britain was decreasing and by 1881 female domestics outnumbered male domestics by 22:1, which means there were 22 female servants for every 1 male servant. While there still were more women than men in domestic service in the United States, it was considered a sign of great wealth and power to hire men.

By the early twentieth century, male positions found in the house decreased in number while outdoor positions for men increased in number.

1. BUTLER
The highest ranking position of the male domestic staff was the butler. This position demanded respect and carried out his duties with a “bossy” attitude, towards domestics in lower positions within the house. The butler and the housekeeper worked together to oversee the staff and to manage household needs.

The butler had various duties throughout the house. A butler greeted house guests, received and delivered messages and answered telephone calls (before personal cell phones). He also escorted guests to their rooms and handed out and collected mail. When people needed transportation he, called cars for them and could even request horses for leisurely riding trips.

The butler was also responsible for the security of the house, its people and possessions. His responsibility was to close and lock doors and windows at night and also to watch over the family's move to far away winter and summer homes. He’d also help pack, transport and receive valuable items that belonged to the family.

In the morning the butler cleaned and polished silverware required for the daily meals. He was also often in charge of cleaning the family's sporting equipment. Before a meal the butler set the table, announced meals when meals were ready, then supervised the meal to make sure everything went smoothly. If needed, the butler might also wait tables and assist in the actual serving of the meal. Because he was a trusted senior servant, the butler was given keys to the mansion's wine cellar. He was responsible for pouring and serving wine at the table and was also responsible for making sure any remaining wine would be put back where it belonged after the meal.

Finally, if the master of the house did not have a personal valet, the butler gave him personal assistance. Similar to the duties of the ladies maid, the butler laid out his master’s daily outfit,
brushed clothes free of lint and dust, polished his shoes and accessories, and made sure that all of his clothes were cleaned, ironed, orderly, maintained and available.

2. HOUSEMAN
The houseman at Stan Hywet functioned much like a master janitor. Considering the size and height of many of the manor house’s rooms, the need to hire someone to help the female housemaids seemed like a good idea. The Houseman was responsible for all heavy and high cleaning in the house, including vacuuming the rugs, washing all stone and wood floors once a week, and polishing brass items. He also was responsible for cleaning and polishing the large amount of woodwork throughout the house. He also maintained and cleaned the chandeliers, and constantly replaced the large number of light bulbs on a day-to-day basis. In addition to taking care of the mechanical operations of the house, during the winter the houseman was responsible for cleaning out and starting fires in the fireplaces. He also supplied and tended to the large furnaces in the basement. When the family left to stay at their summer and winter homes, the houseman planned and carried out the annual house cleaning projects with assistance of the other house staff.

MALE ESTATE (GROUNDS) STAFF

HEAD GARDENER
The Head Gardener was important to the successful operation and maintenance of large estates. The head gardener was responsible for the estate’s conservatory or “hot house” which (before the invention of the refrigerator) produced out-of-season fruit (like oranges and lemons) for the table and flowers for the house. The Head Gardener typically hired a full time foreman or assistant whose duties were concentrated in these structures.

The Head Gardener planned and supervised vegetable and cutting gardens as well as the estate’s fruit orchards. Pleasure gardens and large lawns required constant maintenance and the Head Gardener oversaw a crew of regular garden staff and seasonal help. Lawn mowing occupied large amounts of time and physical labor. Prior to fuel-powered machinery, lawn mowing was accomplished by hitching draft horses to mowers which were hand-walked by garden staff.

GROOM
The groom’s duties included feeding, exercising and grooming (cleaning, clipping, bathing and brushing) an employer’s horses as well as cleaning (mucking-out) and maintaining their stables. The Seiberlings hired a full-time groom who lived in an apartment above the stables of the Carriage House. He took care of the family’s horses that were used for riding on the bridle trails.

“Meet the Staff” Copyright Stan Hywet Hall & Gardens (v.4) 23
that crisscrossed the property. Many of these trails were located in what would eventually become Sand Run Metropolitan Park. A groom was expected to be 'on call' at specified hours in case any member of the employer's family wished to ride.

The groom was also responsible for taking care of the family’s draft horses which were used for hauling things like the large mowers that were used to mow the vast areas of grass throughout the property.

**CHAUFFEUR**

In the late 1800s and early 1900s, only the very rich could afford automobiles so rather than driving themselves, they would hire chauffeurs (pronounced show-firs) to drive for them. At that time many vehicles tended to not be as reliable as they are today so, in addition to providing basic maintenance, washing and cleaning of the family’s vehicles, the chauffeur also had to be a skilled mechanic.

Stan Hywet’s garage was designed to hold up to ten automobiles. It also contained a mechanic’s pit, a drive through car wash, and a 500 gallon gasoline supply tank. The chauffeur lived in an apartment above the garage in the Carriage House.
### Staff at Stan Hywet Hall, 1920

<table>
<thead>
<tr>
<th>NAME</th>
<th>JOB</th>
<th>PAY (per month)</th>
<th>LIVING QUARTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna E. Mahoney</td>
<td>Housekeeper</td>
<td>$82.76</td>
<td>2nd Floor, Manor House</td>
</tr>
<tr>
<td>William Fricker</td>
<td>Cook</td>
<td>$115.00</td>
<td>Upstairs Carriage House Apartment</td>
</tr>
<tr>
<td>John Simmons</td>
<td>Butler</td>
<td>$110.00</td>
<td>3rd Floor, Manor House</td>
</tr>
<tr>
<td>Andrew Jensen</td>
<td>Houseman</td>
<td>$90.00</td>
<td>Manor House</td>
</tr>
<tr>
<td>Frank Romel</td>
<td>Houseman</td>
<td>$85.00</td>
<td>Manor House</td>
</tr>
<tr>
<td>Mary Lee</td>
<td>Laundress</td>
<td>$50.00</td>
<td>Off-site</td>
</tr>
<tr>
<td>Margaret McDonald</td>
<td>Laundress</td>
<td>$65.00</td>
<td>Off-site</td>
</tr>
<tr>
<td>Jessie McCarthy</td>
<td>2nd Cook</td>
<td>$65.00</td>
<td>Off-site</td>
</tr>
<tr>
<td>Charlotte Rolmberg</td>
<td>Waitress</td>
<td>$75.00</td>
<td>Off-site</td>
</tr>
<tr>
<td>Diana Robb</td>
<td>Parlor Maid</td>
<td>$75.00</td>
<td>Off-site</td>
</tr>
<tr>
<td>Marie Reider</td>
<td>Ladies Maid</td>
<td>$40.00</td>
<td>2nd Floor, Manor House</td>
</tr>
<tr>
<td>Alice Tobin</td>
<td>Housemaid</td>
<td>$45.00</td>
<td>Off-site</td>
</tr>
<tr>
<td>Albert King</td>
<td>Chauffeur</td>
<td>$75.00</td>
<td>Upstairs Carriage House Apartment</td>
</tr>
<tr>
<td>Harold Greenwood</td>
<td>Groom</td>
<td>$80.00</td>
<td>Off-site</td>
</tr>
</tbody>
</table>

Stan Hywet staff wage information from House Payroll for various months in 1920 in the F.A. Seiberling Papers, Ohio Historical Society. Residence information from Akron City and Burch Directories, 1917-1926. Census information: [https://familysearch.org/ark:/61903/1:1:MDTP-NXH](https://familysearch.org/ark:/61903/1:1:MDTP-NXH)
Goodyear Tire and Rubber Company, Akron, Ohio (1923-1928)

The minimum wage for male Goodyear workers at the beginning of 1923 was $4.00 per day and for female workers $2.80 per day. In 1928, the average male Goodyear rubber worker made $1,751 per year.

Goodyear wage information from Dan Nelson’s book American Rubber Workers and Organized Labor 1900-1941.

How Far Would Your Money go in 1920?

You know what you would EARN, but what would that money BUY in 1920?

Here are some prices from the time:

- New Home (Goodyear Heights) ........................................... $2,650 (Median)
- New Car (Chevrolet FB-40 Sedan) .......................... $855
- Rent (1 month) ................................................................. $24.80
- Gas (gallon) ................................................................. 20¢
- First Class Stamp ......................................................... 2¢
- Bacon (pound) ............................................................... 52¢
- Bread (pound/loaf) ....................................................... 12¢
- Butter (pound) ............................................................... 70¢
- Coffee (pound) ............................................................. 47¢
- Eggs (dozen) ................................................................. 68¢
- Flour (5 pounds) ......................................................... 41¢
- Milk (1/2 gallon) ......................................................... 33¢

Resources:
**Meet the Staff Post-Visit Activity**

Who made more money: someone working at Stan Hywet or someone who worked for Goodyear?

(Remember: Stan Hywet staff living at the house had their room and meals paid for. Also, Goodyear paid men and women at a different rate).

<table>
<thead>
<tr>
<th>What might be some advantages of working at Stan Hywet?</th>
<th>What might be some challenges of working at Stan Hywet?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“A Letter Home”

During your visit to Stan Hywet, your assigned group discovered information about a particular person who had migrated to Akron, Ohio during the early 20th Century.

Writing from the point of view of that person or a member of his/her family, write a letter to someone back home. In your letter, make sure to include the name of your person and from where they most recently moved. Explain why your person decided to leave their home and why they decided to move to Akron, Ohio. Describe what jobs are available at Stan Hywet and which one you would like to apply for. Be sure to include the skills that would be necessary to be successful at that job and what qualifications or experiences your individual would have to have in order to apply for that particular job.

If working at Stan Hywet was not an option for you, where else might you have worked instead? What skills would you need in order to obtain that job? Remember to incorporate the vocabulary terms you have learned, and to be creative in your writing. For help, refer to the “A Letter Home” Rubric.
Meet the Staff Post-Visit Activity

Dear, ________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(date)
### Meet the Staff Post-Visit Activity

#### “A Letter Home” Rubric

<table>
<thead>
<tr>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Origin</td>
<td>Uses neither the name nor most recent place of origin for their persona.</td>
<td>Uses only the name or most recent place of origin for their persona.</td>
<td>Uses the both the name and the most recent place of origin for the persona.</td>
<td></td>
</tr>
<tr>
<td>Push and Pull Factors</td>
<td>Does not mention leaving most recent place of origin.</td>
<td>Mentions leaving but does not give reason why left most recent place of origin.</td>
<td>Includes at least one reason for leaving most recent place of origin.</td>
<td></td>
</tr>
<tr>
<td>(for their persona)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Opportunities in Akron</td>
<td>Does not include any jobs that were available at Stan Hywet or others in Akron in the early 20th Century.</td>
<td>Includes one job that was available at Stan Hywet or another available in Akron in the early 20th Century.</td>
<td>Includes two or more jobs that were available at Stan Hywet or others that were available in Akron in the early 20th Century.</td>
<td></td>
</tr>
<tr>
<td>Job Requirements</td>
<td>Does not describe any skills that would be necessary in order to be successful at a particular job.</td>
<td>Describes one to two skills that would be necessary in order to be successful at those particular jobs</td>
<td>Describes three or more skills that would be necessary in order to be successful at those particular jobs</td>
<td></td>
</tr>
<tr>
<td>(Skills)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Requirements</td>
<td>Does not describe any experiences or qualifications their character possesses that would help them obtain a job.</td>
<td>Describes one experience or qualification their character possesses that would help them obtain a job.</td>
<td>Describes two or more experiences or qualifications their character possesses that would help them obtain a job.</td>
<td></td>
</tr>
<tr>
<td>(Experience)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Does not incorporate any vocabulary or references to vocabulary.</td>
<td>Incorporates 1-2 vocabulary words or references to vocabulary.</td>
<td>Incorporates at least 3 vocabulary words or references to vocabulary.</td>
<td></td>
</tr>
<tr>
<td>(can use words in context – e.g. “Akron has great job opportunities” — instead of using the exact term “pull factor”)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SCORE**
Credits & Acknowledgements

Stan Hywet’s focused partnership with Akron Public Schools demonstrates our stewardship of an ongoing environment of learning that reaches beyond the classroom, draws connections with lessons and resources in the outside world and links students with learning resources within their community.

Akron Public Schools
David James, Superintendent
Adam Motter, Physical Education and Social Studies Learning Specialist
Tracy Selinas, Case Elementary School

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Judy James, Division Manager, 2012-2016
Mary Plazo, Division Manager

Stan Hywet Hall & Gardens Staff
Sean Joyce, President and Executive Director
Gailmarie K. Fort, Vice President, Outreach & Communications
Toivo Motter, Director of Education
Mark Gilles, Director of Historic Structures
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Dianne Ketler, Grant Writer
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