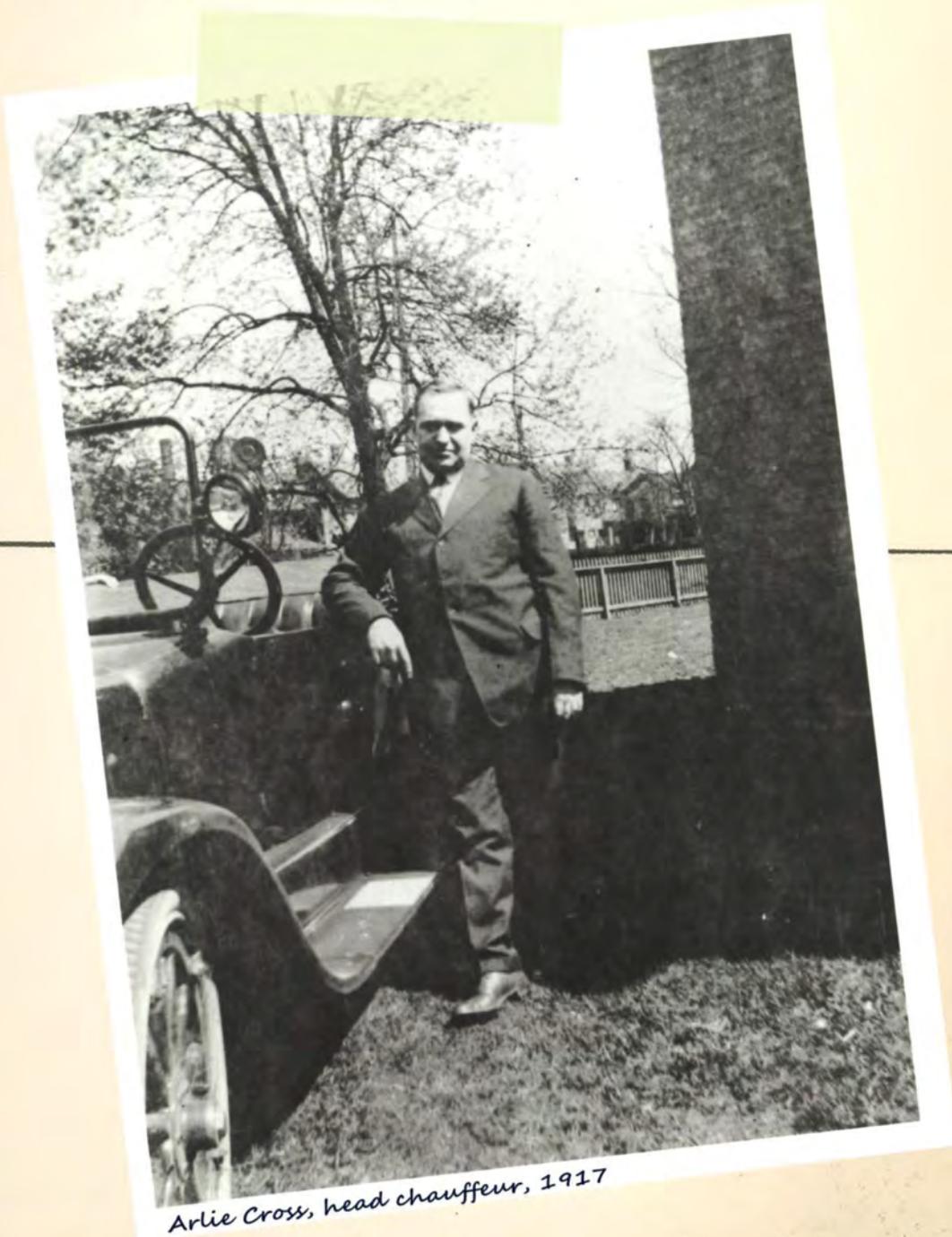


# Meet the Staff

Teacher Edition v.4

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

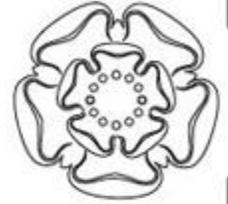
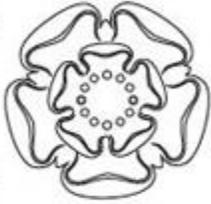


*Arlie Cross, head chauffeur, 1917*

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

School: \_\_\_\_\_





# *Meet the Staff*

## OVERVIEW

*Meet the Staff* is an experiential learning-based curriculum focused on Akron's historic migrant population. Through primary sources and visits with first person interpreters, students uncover the stories behind early 20<sup>th</sup> century residents of Akron, Ohio.

Before their visit to Stan Hywet, students are given an overview of how to use primary and secondary sources for historical research through a variety of classroom activities as well as a presentation given by Akron-Summit County Public Library's Special Collections Division staff. Students will also be given an overview of the "immigrant experience;" learning a little about why people left their native countries or regions (push factors) and reasons why they chose Akron over any other community as their new home (pull factors).

During their visit to Stan Hywet, students will be given a brief overview of the Seiberling family, their ethnic origins, as well as the role newly-arrived people played in both building and maintaining Stan Hywet throughout the early 20<sup>th</sup> century.

Students will then assume the role of a newly-arrived immigrant or migrant from the 1910s or 1920s and will use primary sources (maps, census records, ship manifests, photographs, diaries, letters, etc.) to uncover the story behind their new identity. Using the investigated sources as evidence, they will then present their background story to the rest of the class.

Students are also taken on a tour of the Manor House with a first person interpreter portraying a member of Stan Hywet's 1920 staff or friend/business associate of the Seiberling family. This "History First Hand" character will introduce him or herself, tell a little about his/her background and from where he/she came. Throughout the tour he/she will refer to the Seiberling family's domestic staff members that he/she may have interacted with or encountered on a typical day in the Manor House.

When the students return to school, they will take a deeper look into the historic Stan Hywet staff's duties and salary information and compare these jobs with others that were available in Akron in the early 20<sup>th</sup> century (e.g. a factory worker at Goodyear).

Lastly, students will write a letter "home" within which they will describe the particular story they uncovered about their new identity as well as the various occupational opportunities available to them in their new home of Akron, Ohio.

## OBJECTIVES

- Define basic relevant vocabulary. (ELA.RI.5.4)
- Apply critical thinking skills to analyze primary and secondary source documents in order to answer questions relating to the movement of human populations. (Geo.HumSys.9)
- Collaborate with peers to develop an oral report. (ELA.RI.5.3, 5.9; SL.5.1, 5.4)
- Determine Summit County's historic population's geographic roots as well as several "push factors" relating to migration patterns. (Geo.HumSys.9; Gov.11)
- Identify various "pull factors" such as historic job opportunities available at Stan Hywet and in Summit County in the 1910s and 1920s. (Geo.HumSys.9; Gov.11)
- Describe several skills that would be required and the qualifications necessary to be successful as a member of Stan Hywet's domestic staff in the 1910s and 1920s.
- Develop an appreciation of Stan Hywet's legacy as it relates to the diverse history of our community, Ohio, the United States and the world. (Hist.Her.3)

# Visual Overview and Checklist

## Before Visit

### Before Visit Notes:

Teachers should try to connect the activities to ELA time.

The Library presentation by the Akron-Summit Public Library staff can be scheduled as an in-class visit, web-based video conference, or can be viewed as an in-class video. This presentation is mandatory as it will help your students understand the basics of using primary sources for historical research. You should schedule this at least one week before visit to Stan Hywet.

- Students complete required permission forms.
- View Stan Hywet introductory videos
- 40 Minute Session with Library "Using Primary Sources" – contact the library staff to schedule visit or a video conference.
- 10-15 Minutes Analyzing a Chart "Reasons for Increased Population"
- 25 Minutes Vocabulary Words
- 10-15 minutes "Analyzing a Photograph"
- 40 minutes "Analyzing a Primary Source"
- "Analyzing a Photograph"
- 15 minutes: Home Connection/Exit Ticket
- Break students into groups of 4 (NOT MORE THAN 5) and assign group numbers (Group1, 2, etc.)

### Day of Visit Notes:

- Teacher brings: Stan Hywet Photo Release Permission Forms.
- Verify student groups: 3 to 5 students into 6 groups (to correlate to the onsite immigrant/migrate activity).

Have students bring:

- Student workbooks
- Lunches

## Day of Visit

- Turn in Stan Hywet permission forms
- Group Activity
- Tour the Manor House
- Lunch

## After Visit

### After Visit Notes:

Review questions with students. Students will need packets to investigate the types of jobs found at Stan Hywet (and as a rubber worker) before writing the letter.

- 2 –3 class periods "A Letter Home"

## Stan Hywet Hall & Gardens “Meet the Staff” Pre-Visit Lesson Plan

<b>Pre-Visit Lesson 1</b>	40min “Moving Through Time” Introduction to Meet The Staff Program, Stan Hywet Hall & Gardens and Human Population Movement.
<b>Standards</b>	<p><b>Geography</b>  <b>Human Systems</b>            9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today</p> <p><b>Government</b>            11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</p> <p><b>Spatial Thinking and Skills</b>            4. Globes and other graphic tools can be used to gather, process and report information about people, places and environments.</p> <p><b>Financial Literacy</b>            14. The choices people make have both present and future consequences.            18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p> <p><b>CCSS.ELA-Literacy.RI.5.3</b> Explain the relationship or interaction between 2 or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>CCSS.ELA-Literacy.RI.5.4</b> Determine the meaning of several academic and domain-specific words and phrases in a text relevant to grade 5 topic or subject area (vocabulary)</p> <p><b>CCSS.ELA-Literacy.RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.9</b></p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Summarize the story Stan Hywet as it applies to Akron’s history.</li> <li>• Define basic relevant vocabulary.</li> <li>• Investigate various “push” factors (political, environmental, social and economic) that cause people to leave their homeland and the “pull” factors that brought them to Akron and Northeast Ohio.</li> <li>• Apply critical thinking skills to analyze primary and secondary source documents in order to answer questions relating to the movement of human populations.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Projector/Computer for viewing video</li> <li>- Student “Meet the Staff” packets</li> <li>- Pencil</li> </ul>
<b>Anticipatory set</b>	Show students video(s) of Stan Hywet. When students receive their packets, have them look at the population graph and think about the question: <b><i>What reasons would cause the population to increase so much in the late 1800s and early 1900s in the United States?</i></b>
<b>Procedures</b>	Go to <a href="http://www.stanhywet.org">www.stanhywet.org</a> , scroll down to the bottom underneath “Hours & Contact” and click on the <b>YouTube button</b> . Select “Playlists” Tab, then click on the “Stan Hywet Education” Playlist. You may play these video for the students:

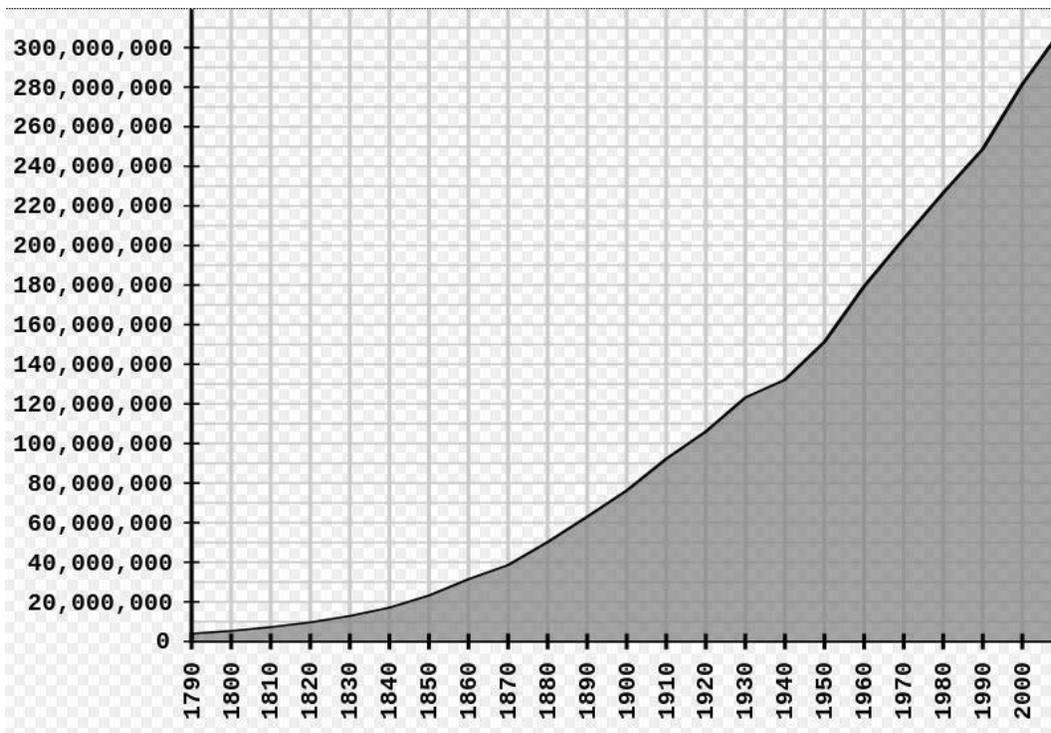
	<ul style="list-style-type: none"> <li>• Video <a href="https://www.youtube.com/watch?v=H9o8rGngFRQ&amp;list=PLFEpVCsdEtd3CfAqXdG8OkyHG-mWpBQuZ">Stan Hywet's "Meet the Staff" Education Program</a> gives a brief summary of the "Meet the Staff" program.</li> <li>• Video <a href="https://www.youtube.com/watch?v=7CJDI1sQW7w&amp;index=2&amp;list=PLFEpVCsdEtd3CfAqXdG8OkyHG-mWpBQuZ">Stan Hywet trailer with campaign</a> provides an overview of Stan Hywet, the Seiberling family and its history.</li> <li>• You may peruse other videos on the Stan Hywet YouTube channel and show segments that you think will help give students an overview of the site.</li> <li>• Introduce students to the idea of immigration, migration, primary and secondary documentation, etc. by going over the provided <b>vocabulary sheet</b>.</li> <li>• <b>Explore why people left their native countries to live in the United States in the early 20<sup>th</sup> Century.</b></li> <li>• Inspect the primary and secondary sources provided in the packet and discuss the information gathered from each. Allow students time to discuss with their neighbors.</li> </ul>

<b>Pre-Visit Lesson 2</b>	<b>40 min. "Using Primary and Secondary Sources for Historical Research"</b> Presentation by library staff of the Akron-Summit County Public Library, Special Collections Division.
<b>Standards</b>	<p><b>Government</b> 11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</p> <p><b>CCSS.ELA-Literacy.RI.5.3</b> Explain the relationship or interaction between 2 or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>CCSS.ELA-Literacy.RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.9</b></p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Observe and analyze a primary source.</li> <li>• Speculate on the meaning and context within which the source was created.</li> <li>• Draw conclusions and support with evidence found in source.</li> </ul>
<b>Procedures/ Materials</b>	Resources from Akron-Summit County Public Library (Please choose one): 1) In-class visit from library staff 2) Video Conference with library staff (laptop/screen/speakers/microphone) 3) In-class pre-recorded video (laptop/screen/speakers/microphone)
<b>Web/Video Extension</b>	<a href="http://www.akronlibrary.org">www.akronlibrary.org</a> – Akron Public Library <a href="http://sc.akronlibrary.org/">http://sc.akronlibrary.org/</a> - Special Collections (Click on the "Teachers" tab for classroom resources and links to additional projects and topics related to local history) <a href="http://www.akronlibrary.org/databases/index.html#genealogy">http://www.akronlibrary.org/databases/index.html#genealogy</a> – Genealogy and Local History

## *Meet the Staff* Pre-Visit Activity

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.

<b>Pre-Visit Lesson 3</b>	<b>30 min. “From the Source” Primary Source Investigation Activity</b>
<b>Standards</b>	<p><b>CCSS.ELA-Literacy.RI.5.3</b> Explain the relationship or interaction between 2 or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>CCSS.ELA-Literacy.RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>CCSS.ELA-Literacy.RH.6-8.9</b></p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Observe and analyze a primary source.</li> <li>• Speculate on the meaning and context within which the source was created.</li> <li>• Draw conclusions and support with evidence found in source.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Magnifying glasses for each student if possible</li> <li>- Student “Meet the Staff” packet- “Primary Source Analysis Tool”</li> </ul>
<b>Procedures</b>	<p>Divide students into 6 teams of 3-5. Groups should be numbered group 1, group 2, etc. <i>These are the same groups your class will be working in during their visit to Stan Hywet.</i></p> <p>Have students look individually, with magnifying glasses, at the Primary Source given to them.</p> <p>Students then fill out “Primary Source Analysis Tool,” writing down what they observe, reflect, and question.</p> <p>Teachers lead students through this process by prompting them with questions from the “Teacher Guide to Analyzing Primary Sources” (in “Meet the Staff” Teacher packet.)</p> <p>Groups then compare answers in their group and report out.</p>
<b>Reflection</b>	<p>Have students talk to a family member about when and why their families settled in Akron.</p> <p>Next, have them fill out their other “Exit Tickets” with 3 things they learned about immigration as well as 3 things they learned about primary and secondary sources.</p>
<b>Web/Video Extension</b>	<p><b>Safari Montage</b> (subscription-based video collection)  <a href="http://www.safarimontage.com/default.aspx">http://www.safarimontage.com/default.aspx</a> (search “immigration”).</p> <p><b>“Virtual Field Trip to Ellis Island”</b> (30 min. video)  <a href="http://teacher.scholastic.com/activities/immigration/webcast.htm">http://teacher.scholastic.com/activities/immigration/webcast.htm</a> from Scholastic website “Immigration- Stories of Yesterday and Today.”  <a href="http://teacher.scholastic.com/activities/immigration/index.htm">http://teacher.scholastic.com/activities/immigration/index.htm</a></p> <p><b>“Rebecca Lobo’s Immigrant Ancestors”</b>  <a href="http://video.pbs.org/video/2365334669/http://video.pbs.org/program/finding-your-roots/">http://video.pbs.org/video/2365334669/http://video.pbs.org/program/finding-your-roots/</a>.  This short clip from the PBS series <i>Finding Your Roots</i>  <a href="http://video.pbs.org/program/finding-your-roots/">http://video.pbs.org/program/finding-your-roots/</a> uncovers basketball star Rebecca Lobo's ancestral immigration papers.</p>



Source: US Census Bureau

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

*Increase is mostly related to immigration.*

*Birth rate was higher than the death rate.*

*Growth of territories that became states (new state populations counted in the population).*

*Land available: More land/resources at cheaper prices meant more people wishing to immigrate/migrate.*

*Jobs available: As Industrial revolution developed more factories meant more jobs.*

## *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?**

*Jobs, escape from persecution, war, violence, famine, etc.*

**What are they seeking?**

*Fresh start, Money, return home to purchase land.*

## *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?**

*Their lives were difficult. Many children in the city worked in factories instead of going to school or worked after school to help their families earn additional income (Child labor laws before 1920 were few and far between). Perhaps the boys' parents could not afford to buy them shoes. They may have been hired because they had small hands to reach into machines. The boys in this photograph are 8 and older and worked alongside older men.*

# Meet the Staff Pre-Visit Activity

## TEACHER'S GUIDE ANALYZING PRIMARY SOURCES



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

### OBSERVE

**Have students identify and note details.**

Sample Questions:

What do you notice first? · Find something small but interesting. · 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.**

What do you wonder about...  
who? · what? · when? · where? · why? · how?

### 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?

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 Resources



**Title:** [Addie Card], anemic little spinner in North Pownal Cotton Mill.  
<http://www.loc.gov/pictures/item/ncl2004001719/PP>

See photo No. 1056. Location: Vermont.

**Creator(s):** Hine, Lewis Wickes, 1874-1940, photographer

**Date Created/Published:** 1910 August.

**Medium:** 1 photographic print.

**Reproduction Number:** LC-DIG-nclc-01824 (color digital file from b&w original print) LC-USZ62-12880 (b&w film copy negative)

**Rights Advisory:** No known restrictions on publication.

**Call Number:** LOT 7479, v. 2, no. 1050 [P&P]

**Repository:** Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA <http://hdl.loc.gov/loc.pnp/pp.print>

### Resource 1

#### Notes:

Title from NCLC caption card.

Attribution to Hine based on provenance.

In album: Mills.

Hine no. 1050.

No city recorded on caption card.

"North Pownal" underlined on caption card.

Identification of person as Addie Card from similar image: LOT 7479, v. 2, no. 1056 (LC-H51-1056).

General information about the Lewis Hine child labor photos is available at <http://hdl.loc.gov/loc.pnp/pp.nclc>

**Format:** Photographic prints <http://www.loc.gov/pictures/related/?fi=format&q=Photographic%20prints>.

**Collections:** National Child Labor Committee Collection <http://www.loc.gov/pictures/collection/nclc/>

**Part of:** Photographs from the records of the National Child Labor Committee (U.S.)View the MARC Record for this item <http://www.loc.gov/pictures/item/ncl2004001719/PP/marc/>



**Title:** Don't bite the hand that's feeding you

<http://www.loc.gov/item/ihas.100007833/#about-this-item>

**Contributor Names:** Morgan, Jimmie (composer), Hoier, Thomas (lyricist)

**Created / Published-** Leo Feist, New York, 1915.

**Form:** sheet music

**Extent:** 1 score Repository: Music Division

Other Formats

<http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.100007833/mets.xml> LC

Classification: 56/3790

### Resource 2 (4 pages)

best doc

PUBLICATIONS OF THE IMMIGRATION RESTRICTION LEAGUE No. 38.  
**Immigration Figures for 1903.**  
(As far as possible furnished by the Commissioner-General of Immigration.)  
 RECEIVED  
 DEC - 1 1906  
 Comparison of the Fiscal Years ending June 30, 1902 and 1903.

	1902.	1903.
Total immigration . . . . .	648,743	857,046
Percentage of increase over 1902 . . . . .		33
Percentage of increase over 1901 . . . . .		33
Percentage of increase over 1899 . . . . .		108
Percentage of increase over 1898 . . . . .		183
Number detained from entrance and returned within one year after landing . . . . .	5,429	9,316
Per cent. debarred and returned . . . . .	0.8	1.1
Number of illiterates over 14 years of age. [See Note 1.] . . . .	155,105	189,008
Per cent. of illiterate in total immigration over 14 years of age . . . . .	23.7	25.0
Immigration from countries of Northern and Western Europe. [See Note 2.] . . . .	138,700	203,689
Per cent. of total immigration . . . . .	21.4	23.8
Immigration from countries of Southern and Eastern Europe. [See Note 2.] . . . .	480,331	610,813
Per cent. of total immigration . . . . .	74.0	72.3
Immigration from Asia . . . . .	22,271	29,966
Per cent. of total immigration . . . . .	3.4	3.5
Average money brought, in dollars . . . . .	16	19
Per cent. of immigrants who have been in the United States before . . . . .	9.5	8.9
Per cent. of total immigration having an occupation, including women and children . . . . .	23.6	23.3
Per cent. of total immigration who were farm-laborers, laborers, or servants . . . . .	66.5	57.3
Per cent. of total immigration destined for the four States of Ill., Mass., N.Y., and Pa. . . . .	67.8	65.4

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 manifest, which in turn are made up from the statements of the immigrants. One not recently made at New York showed that 22%

**Resource 4**

**Title:** Immigration figures for 1903. (From data furnished by the Commissioner-general of immigration. Comparison of the fiscal years ending June 30, 1902 and 1903. <http://memory.loc.gov/cgi-bin/query/r?ammem/AMALL:@field%28NUMBER+@band%28rbpe+07902500%29%29>)

U. S. Commissioner-general of immigration.

**NOTES:** Publications of the Immigration restriction league No. 38.

Page Order: Leaflet

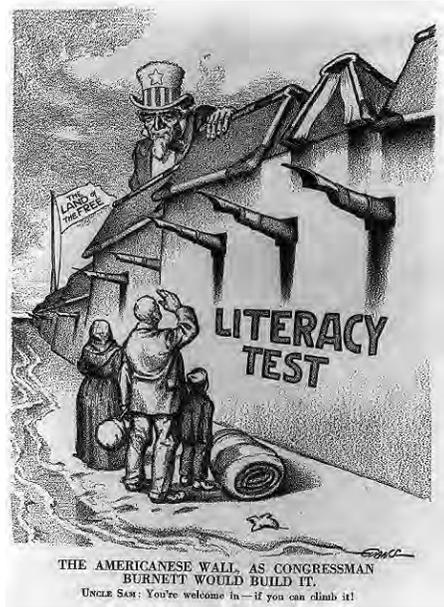
Printed Ephemera Collection; Portfolio 79, Folder 25.

**MEDIUM:** 4 p.; 23 x 15 cm.

**CALL NUMBER:** Portfolio 79, Folder 25

**PART OF:** Broadsides, leaflets, and pamphlets from America and Europe

**DIGITAL ID:** [rbpe 07902500](http://hdl.loc.gov/loc.rbc/rbpe.07902500) <http://hdl.loc.gov/loc.rbc/rbpe.07902500>



**Resource 3**

**Title:** The Americanese wall - as Congressman [John Lawson] Burnett would build it

<http://www.loc.gov/pictures/item/2006681433/>

**Date Created/Published:** 1916.

**Medium:** 1 print.

**Summary:** Uncle Sam, behind high wall marked "Literacy Test" which is spiked with pen points, says to immigrant family below: "You're welcome, if you can climb it".

**Reproduction Number:** LC-USZ62-52584 (b&w film copy neg.)

Rights Advisory: No known restrictions on publication.

**Call Number:** Illus. in AP101.P7 1916 (Case X) [P&P]

**Repository:** Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

**Notes:**

Reproduction. of cartoon drawing by Raymond O. Evans.

Illus. in: Puck, v. 79, 1916 Mar. 25, p. 10.

Ref. copy may be in LOT 7010.

This record contains unverified, old data from caption card.

**Caption card tracings:** PI Works; Immigration; PI; Cartoons, US; Shelf. Sources checked on verso of card.

**Collections:** Miscellaneous Items in High Demand



**Title:** 6 yr. old Earle Holt (or Hope), 712 H St., S.W., Washington, D.C., sells papers for a neighbor boy. When I met him, within an hour he had forgotten that I had photographed him, but he didn't forget to shortchange me when I bought the paper. He goes to school in the morning and sells in the afternoon.

**Location:** Washington (D.C.) <http://www.loc.gov/pictures/item/ncl2004003279/PP/>

**Creator(s):** Hine, Lewis Wickes, 1874-1940, photographer **Date Created/Published:** 1912 April.

**Medium:** 1 photographic print.

**Resource 5**

**Reproduction Number:** LC-DIG-nclc-03774 (color digital file from b&w original print) LC-USZ62-111184 (b&w film copy negative)

**Rights Advisory:** No known restrictions on publication.

**Call Number:** LOT 7480, v. 3, no. 2927 [P&P]

**Repository:** Library of Congress Prints and Photographs Division Washington, D.C. 20540

**Part of:** Photographs from the records of the National Child Labor Committee (U.S.)

View the MARC Record for this item <http://www.loc.gov/pictures/item/ncl2004003279/PP/marc/USA>  
<http://hdl.loc.gov/loc.pnp/pp.print>

**Notes:**

Title from NCLC caption card.

Attribution to Hine based on provenance.

In album: Street trades. Hine no. 2927.

---

General information about the Lewis Hine child labor photos is available at

<http://hdl.loc.gov/loc.pnp/pp.nclc>

**Format:** Photographic prints <http://www.loc.gov/pictures/related/?fi=format&q=Photographic%20prints>

**Collections:** National Child Labor Committee Collection <http://www.loc.gov/pictures/collection/nclc/>

*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. \_\_\_\_\_

## Stan Hywet Hall & Gardens “Meet the Staff” Program - On Site Lesson Plan

<b>On-site Visit</b>	<b>“Who Are You?” and “Stan Hywet’s Domestic Staff” (4 hours—including half hour lunch)</b>
<b>Standard</b>	<p><b><u>History</u></b>  <b>Heritage</b>            3. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today</p> <p><b><u>Geography</u></b>  <b>Human Systems</b>            9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today</p> <p><b>Spatial Thinking and Skills</b>            4. Globes and other graphic tools can be used to gather, process and report information about people, places and environments.</p> <p><b>Financial Literacy</b>            14. The choices people make have both present and future consequences.            18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p> <p><b>CCSS.ELA-Literacy.RI.5.3</b> Explain the relationship or interaction between 2 or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>CCSS.ELA-Literacy.RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably.</p> <p><b>CCSS.ELA-Literacy.SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><b>CCSS.ELA-Literacy.SL.5.4</b> Report on a topic or text or present an opinion sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes, speaks clearly at an understandable pace.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Determine Akron’s historic population’s geographic roots as well as several “push” and “pull factors” relating to migration patterns.</li> <li>• Discover the jobs, social hierarchies, working and living areas of the Stan Hywet staff in the early 20<sup>th</sup> Century.</li> <li>• Describe several skills that would be required and the qualifications necessary to be successful as a member of Stan Hywet’s domestic staff in the 1910s and 1920s.</li> </ul>
<b>Materials</b>	Student “Meet the Staff” Packets (“Who Are You?” activity) Pencils Magnifying glasses Primary Source Documents
<b>Anticipatory Set- Introduction (15 min)</b>	Brief history of Stan Hywet and the Seiberling family power point presentation Review: Immigration/Migration to Akron and Ohio in early 20 <sup>th</sup> Century Vocabulary terms Explanation of program rules Lanyards given to students with assigned names*. <i>*Note to teachers: Your class should be broken up into 6 groups of 3-5 students each before they arrive at Stan Hywet. Please pre-assign groups numbers (e.g. group 1, group 2, etc.) to assist Stan Hywet Educators with lanyard distribution.</i>

<p><b>Procedures</b></p> <p>(approx.. 60 minutes)</p>	<p><b>“Who Are You?”</b> (Primary Source Activity-Stan Hywet Classroom- 60 min)</p> <p>Using primary sources, teams will investigate one immigrant or migrant family from the 1910s-1920s -- migrants from <b>Pennsylvania (Welsh)</b>, <b>Alabama (African American)</b> or <b>Kentucky (Scotch-Irish)</b> and Immigrants from <b>Germany, Poland, Hungary, or Italy</b>.</p> <p>Each team member will be given a lanyard with an assigned identity which will include the name of the person that they will be investigating. Each team will be given several primary source documents for this individual to read and interpret. Museum educators and classroom teachers will assist.</p> <p>Students will answer the following questions about their person:</p> <ul style="list-style-type: none"> <li>• Where they came from</li> <li>• Why they left home/came to Akron (push-pull factors)</li> <li>• Family situation (married, single, children?)</li> <li>• How they came to Akron</li> </ul> <p>One student will share information with the class by reading the script to tell the “story” of their persona. If time allows each team member should share a primary source or artifact.</p> <p>Stan Hywet educators will give instructions then present a “model script” that illustrates how a typical presentation should go.</p> <p>Students will be seated at tables in their groups while student presenter shares story. Each group will be called on with one presenter sharing their findings. Staff member will lead discussion among presenting group and audience. At the end of all presentations staff member will ask questions, and if appropriate ask volunteers/teachers to assist. Possible questions may include: 1. Similarities in family stories? 2. What else would you like to know about your family/person? At the conclusion of all presentations, students will return their documents back to the folders, push in chairs, and return pencils prior to leaving the classroom.</p> <p><b>“Stan Hywet’s Domestic Staff”</b> (Interactive Manor House Tour)</p> <p>Students are broken into 2 groups (15 maximum) Students in the same smaller groups of 4-5 should be in the same house tour group.</p> <p>Students will be given a review of the Manor House Rules.</p>
<p>(approx.. 60 minutes)</p>	<p>History First Hand (HFH) Characters will lead students through a pre-determined tour route through the house which highlights the places in which the Seiberling staff would have worked and/or lived in the year 1920. They will introduce themselves, tell a little about their background, lead students through his/her typical work day and also introduce other domestic staff members that he/she might have interacted with during a typical work day. They will also interact with students who are to “be in character” as the immigrant or migrant of whom they have assumed the identity.</p> <p><i>Note – Assistant Guides to the HFH Characters (Cabooses) will answer “21<sup>st</sup> Century Questions” and may show students historic photos and pass around various “touchable” items found within various rooms throughout the house.</i></p>

	<p>Before visiting Stan Hywet, you may want to prepare students with questions to ask the characters. Examples might be: “Where are you from?” “Are you an immigrant or a migrant?” “What you do at Stan Hywet?” “How did you get your job at Stan Hywet?” “What other types of jobs might be available to me as a new arrival to Akron, Ohio?” (Additional suggestions can be found in “Meeting the Staff of Stan Hywet” in Student Packet).</p> <p>Possible first person interpreters:</p> <ul style="list-style-type: none"> <li>• <b>2<sup>nd</sup> Cook</b> -- Migrant from Virginia</li> <li>• <b>Laundress</b> – Immigrant from Switzerland</li> <li>• <b>Ladies Maid</b> – Immigrant from France</li> <li>• <b>Chauffeur, Friend of Mrs. Seiberling</b> – Akron Natives</li> </ul> <p><i>Note: First person interpreters are members of Stan Hywet’s “History First Hand,” a volunteer troupe of characters that portray composites of “like” domestics and guests of the Seiberlings- no actual people are depicted; rather each character is developed with much time and research based on the individual’s real life family history and the domestic research on file in the archives located at Stan Hywet.</i></p>
<p><b>Closing Activity</b> <b>“Debrief”</b></p>	<p>Conclusion (if time allows) Question/answer period</p> <p>Brief explanation of post-visit “A Letter Home” assignment.</p> <p>Follow up questions to discuss back at class:</p> <ul style="list-style-type: none"> <li>• If you were a newly-arrived immigrant, what would your life be like in Akron?</li> <li>• What would you have to learn?</li> <li>• What might you have to do to find employment?</li> <li>• What skills might you have brought with you that you could use here in Akron, Ohio?</li> </ul> <p>Have students relate to the individual that they investigated. The information they discovered during the “Who Are You?” activity will be what they will use back in class.</p>

*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. Good luck!**

<p style="text-align: center;"><b>Script (My Story)</b></p>	<p style="text-align: center;"><b>Primary Sources (Evidence)</b></p>
<p>Hello, my name is (First and Last):</p>	
<p>I am a(n): Immigrant Migrant Refugee (circle one)</p>	
<p>I am from (Country or State):</p>	
<p>My family includes (one family member):</p>	
<p>He or she is my (son, daughter, wife, husband etc.):</p>	
<p>I left my home because (Push factor):</p>	
<p>I came here because (Pull factor):</p>	
<p>Since leaving home I feel:</p>	



# 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?

## *Meet the Staff*

### **Student Presentation Rubric**

After student teams uncover the stories behind their new immigrant or migrant “personalities,” they will be asked to present what they learned in front of the class. This rubric can be used by the teacher to score each presentation based on presentation content, team member collaboration, presentation organization, as well as how clear the information is presented to the rest of the class.

	<b><u>Needs Improvement</u></b> 2.3 points (C)	<b><u>Satisfactory</u></b> 2.6 points (B)	<b><u>Excellent</u></b> 3 points (A)	<b><u>Score</u></b>
<b>Content</b> <i>How many facts were included in the presentation?</i>	Presentation contained 1 or 2 true facts	Presentation contained 2 or 3 true facts	Presentation contained 4 or more true facts	
<i>To what degree was evidence from the resources used to support the factual statements?</i>	Limited if any evidence from the resources was used	Some evidence from the resources was used	A great deal of evidence from the resources was used	
<i>To what degree were vocabulary terms and concepts used in the presentation?</i>	1 or 2 vocabulary terms or concepts were used in the presentation	3 or 4 vocabulary terms or concepts were used in the presentation	5 or more vocabulary terms or concepts were used in the presentation	
<b>Collaboration</b> <i>Did everyone contribute to the presentation (speaking, helping to clarify thoughts/ideas and helping show items)?</i>	1 or 2 team members contributed	Approximately half of the team members contributed	All or nearly all of the team members contributed	
<b>Presentation</b> <i>Did the presenters speak clearly?</i>	Presenters did not speak clearly.	Presenters spoke clearly most of the time.	Presenters spoke clearly throughout the presentation.	
<b>TOTAL SCORE</b>				

## Stan Hywet Hall & Gardens “Meet the Staff” Program Post-Visit Lesson Plan

<b>Post-Visit Lesson</b>	<b>“A Letter Home” (30-40 min lesson with an additional assignment)</b>
<b>Standard</b>	<p><b>Geography</b>  <b>Human Systems</b>            9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today</p> <p><b>Spatial Thinking and Skills</b>            4. Globes and other graphic tools can be used to gather, process and report information about people, places and environments.</p> <p><b>Financial Literacy</b>            14. The choices people make have both present and future consequences.            18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p> <p><b>CCSS.ELA-Literacy.RI.5.3</b> Explain the relationship or interaction between 2 or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.  <b>CCSS.ELA-Literacy.RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably.  <b>CCSS.ELA-Literacy.SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  <b>CCSS.ELA-Literacy.SL.5.4</b> Report on a topic or text or present an opinion sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes, speaks clearly at an understandable pace.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Identify various “pull factors” such as historic job opportunities available at Stan Hywet and in Summit County in the 1910s and 1920s.</li> <li>• Describe several skills that would be required and the qualifications necessary to be successful as a member of Stan Hywet’s domestic staff in the 1910s and 1920s.</li> <li>• Integrate gathered information in order to relate a typical immigrant’s or migrant’s experience in the early 20<sup>th</sup> Century.</li> </ul>
<b>Materials</b>	Student Packets Pencil
<b>Anticipatory set</b>	Review what the students remember from their visit to Stan Hywet. Possible questions to ask: <ul style="list-style-type: none"> <li>-What was your favorite part about your visit?</li> <li>-What kinds of sources did you get to use?</li> <li>-What did you learn about the family you investigated?</li> <li>-Who did you meet during your tour of the house?</li> <li>-What did they do for living?</li> <li>-What jobs were available at Stan Hywet in the 1920s?</li> <li>-Why would someone want to work at Stan Hywet?</li> <li>-Why do you think the Seiberlings hired so many immigrants?</li> <li>-What were the chances that one or more members of the immigrant or migrant family you learned about at Stan Hywet had of getting a job working for the Seiberling family?</li> </ul>

<p><b>Procedures</b></p>	<p>Follow-up investigation done in class about Stan Hywet staff during the 1920s.</p> <p>Have the students choose 2 Stan Hywet jobs described in their workbook that sound interesting from the perspective of the person they investigated and “became” at Stan Hywet.</p> <p>Have the students read through the job descriptions of those 2 jobs, focusing on the skills and experience required for the positions.</p> <p>Students may investigate other jobs (e.g. Goodyear factory worker) that would have been available in Akron during the 1920s – paying special attention to salary information and cost of living resources.</p> <ul style="list-style-type: none"> <li>• Why would you (the person you investigated during the “Who Are You” primary source investigation activity) or another immigrant or migrant want this job?</li> <li>• How much did a Stan Hywet employee make per month or per week compared to the average Goodyear employee?</li> <li>• Why might this job appeal to you or any of your family members? Do you think you have the skills to apply for this type of work? If not, what could you do to obtain these skills?</li> </ul> <p>Resource: 1920’s federal census record for F.A. Seiberling - <a href="https://familysearch.org/ark:/61903/1:1:MDTP-NXH">https://familysearch.org/ark:/61903/1:1:MDTP-NXH</a></p>
<p><b>Assessment</b></p>	<p><b>Final Assignment “A Letter Home” Instructions:</b></p> <p>Writing from the point of view of their new identity, your students will write a letter to someone back “home” (Alabama, Italy, etc.). In their letter, make sure they include their person’s name and from where they most recently moved. Have them explain why they decided to leave their home and why they decided to move to Akron, Ohio. Describe what jobs might be available at Stan Hywet and which one(s) they would like to apply for. Make sure they include the skills that would be necessary to be successful at that job and what qualifications or experiences they would have to have or obtain in order to apply for that particular job.</p> <p>If a particular student thinks working at Stan Hywet was not an option for their person, tell them to write about where they might work instead. What skills would they need in order to obtain <i>that</i> job?</p> <p>Students must incorporate the vocabulary terms they have learned and should strive to be creative in their writing. For help, have them refer to the “A Letter Home” Rubric which is included in their packet. An example of a well-written letter has been provided in this teacher edition.</p>

## *Meet the Staff* Post-Visit Resource

### **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 Gardner 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, bowls, 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 20<sup>th</sup> 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



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.

## *Meet the Staff* Post-Visit Resource

### Staff at Stan Hywet Hall, 1920

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

*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>*

## Meet the Staff Post-Visit Resource

### 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**.

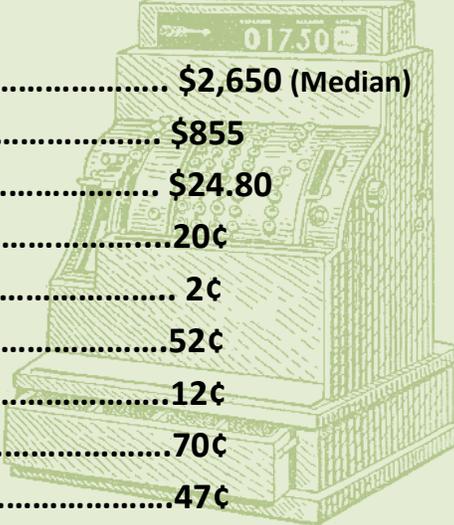
In 1928, the average male Goodyear rubber worker made **\$1,751 per year**.

*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:

<http://www.johnstonsarchive.net/other/postage.html>; <https://www.infoplease.com/business-finance/us-economy-and-federal-budget/retail-prices-selected-foods-us-cities-1890-2015>; <http://www.ohio.com/news/local-history-goodyear-heights-a-lofty-idea-100-years-ago-1.320541> ;  
<http://www.1920-30.com/automobiles/1922-car-prices.html>

## *Meet the Staff* Post-Visit Activity

### Where would you rather work? At Stan Hywet or at the Goodyear Tire & Rubber factory?

Look again closely at the documents that show information about cost of living and wages. Consider these questions also:

- Why would you (the person you investigated during the “Who Are You” primary source investigation activity) or another immigrant or migrant want this job?
- How much did a Stan Hywet employee make compared to the average Goodyear employee make per month or per week?
- Why might this job appeal to you or any of your family members? Do you think you have the skills to apply for this type of work? If not, what could you do to obtain these skills?
  - *It depended: Some of the staff at Stan Hywet clearly are going to be much better off than the minimum wage set who worked at Goodyear. But the average Goodyear rubber worker making \$1,751 per year may have been more in 1928 than some staff at Stan Hywet.*
  - *Reminder for students: Having room and board paid for is a major expense. In fact, many jobs that include room and board are a very special way to allow the employee to save. Women (who made less than men at Goodyear) clearly made more working at Stan Hywet.*

<p>If you worked at Stan Hywet, what might be some of the advantages?</p> <ul style="list-style-type: none"><li>○ <i>Many made more money</i></li><li>○ <i>Likely more safe than working in a factory</i></li><li>○ <i>Room and board</i></li><li>○ <i>Allowed to use the other parts of the house (gardens, sun room. lagoon, etc.)</i></li><li>○ <i>If one was an immigrant, it might be easier to learn the language or save money by working/living at Stan Hywet.</i></li></ul>	<p>If you worked at Stan Hywet, what might be some of the challenges?</p> <ul style="list-style-type: none"><li>○ <i>Difficult work</i></li><li>○ <i>Lots of hours. Most staff was up long before the Seiberlings were</i></li><li>○ <i>Being a domestic servant has special challenges. Hard work for someone else’s personal needs is difficult job. Explain to students that it required precise work, patience, and above all else a sense of professionalism because your employer is always right!</i></li></ul>
--	--

## *Meet the Staff* Post-Visit Activity

### “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

November 11, 1920

Dear Grandma Llewellyn,

I miss you dearly.

My job in Pennsylvania is very dangerous. There was a mine explosion and about 200 people didn't come out alive!

I will be moving to Akron, Ohio. Uncle James told me that there are many jobs there. I will be working at the new factory called "Goodyear." I am strong enough and good at working with big tools. Some of the requirements I would need would be strong, speedy and good with hot tools like blowtorches.

## *Meet the Staff* Post-Visit Activity

Please come along with me. You can see Caron, Glenda and the twins Ellis and Evan from our family. I will be able to raise enough money for food. You are good at cooking, cleaning dishes and laundry. You could work at a big mansion called Stan Hywet as a laundress or a housemaid. Housemaid pays \$35.00 and a laundress \$54 or \$45. You may even get to live in that big house!

I hope to see you soon.

All my love,  
Gareth

*Example letter written by an Akron Public School student.*

## *Meet the Staff* Post-Visit Activity

### "A Letter Home" Rubric

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

## 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

### **Akron-Summit County Library, Special Collections Division**

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

Tom McKenzie, Tour Services Manager

Lenna Black, Education Coordinator, 2015-2016

Mike Kosmos, Education Coordinator

Dianne Ketler, Grant Writer

Jill Burket, Researcher

### **Stan Hywet Hall & Gardens Volunteers**

#### **University of Akron**

Susan Kushner Benson, Ph.D., Associate Professor, Educational Foundations & Leadership Assessment & Evaluation Program

S. Victor Fleischer, Associate Professor of Bibliography, University Archivist & Head of Archival Services

Kristin L. K. Koskey, Ph.D., Assistant Professor, Educational Foundations & Leadership Assessment & Evaluation Program

Brad Maguth, Associate Professor, Social Studies Education, Curricular & Instructional Studies

Funding was graciously provided by the **Institute of Museum and Library Services**, **Martha Holden Jennings Foundation**, and the **OMNOVA Foundation**.

