1.4 Lynchburg: Carter, Goodman, Lilo, Luttenberger, Wylie

This project effectively uses photographs, maps, statistics, and biographical information to explore the experience of children in Lynchburg. Edward J Tolley and Elsie Tucker illustrate the complexity of these young lives as well as the challenges of researching individuals at this time. The photographs are carefully selected and arranged to show the range of experiences of children working in this context. The presentation carefully explains how race intersected with age and gender to shape experiences. The assessment demonstrates the importance of good communication in producing an excellent final project.

Project grade: A

Collaborative Assessment: Child Labor Project

1. What did you learn from this project?

During this project we learned how to effectively research individuals as well as statistics. In the beginning we were less well versed in using primary resources, but gained experience over the length of the project. We also learned how to present research in a coherent way, as well as communicate better within a group. Another skill was learning how to work the library database and using search engines to find the specific information of our people for our project.

2. What discoveries in the research process were most interesting, and why?

It was interesting to see how people are connected to each other, and to use primary sources to gain information on specific people's lives. Using primary sources such as censuses, we were able to go through family trees and find information on different members of each family. This is how we chose which individuals to do our presentations on; it was whichever individual we could gather the most information on.

3. Evaluate the effectiveness of the collaboration in your team: what worked well, what didn't work, and what will you do differently?

Our team quickly learned how to delegate tasks to each other. We didn't have just one leader, instead catering to each of our individual skills and interests, after getting to know each other. Our communication was a key component to our success in this project and our success as a group. We had a few issues while formatting the presentation and clarity issues, however easily overcame them by asking for help and working together.

4. One year from now, what do you think you will remember from this project?

We think we will best remember how lucky we were to have a group that worked well together seamlessly, so early in the semester. We also want to take from this project the lesson that it will not always be this easy to collaborate in a classroom. From past experience, we already know it will most likely take more work in the future. From this class we will take our strengthened skills in communication and leadership.

Stone, Counting, pp. 61-62

“Numbers enjoy an aura of objectivity and precision unwarranted by their origins. They are always products of human judgment, even the numbers that seem to spring from computers untouched by human hands...Once we understand the factors that influence counting, we can start to see how and why all numbers are cooked--not in the sense of faked, but in the sense that every number might be different if these factors weren’t in play. And without knowing how a number came to be, we can’t know what it means.

Assignment:
Discuss examples from Counting, Chapter 3

In your group, address the following questions about Stones’ arguments:
1) Which numbers in contemporary American society confirm Stones’ argument and which challenge her claims? Cite three supporting and three challenging examples.
Supporting claims: 1) Jail sentencing 2) Pain scale 3) Age
Challenging claims: 1) Machine Data 2) Mathematics 3) Calorie count

2) In what ways are the behaviors of Americans today shaped most directly by numbers which are products of human judgment? Discuss three examples from across a broad spectrum of society.
Humans naturally have a judgemental nature and so it is to judge off a simple number. In American society weight is a number that shapes people. People have a tendency to fixate on weight and place a lot of self worth on that number. Another number that can shape human behavior is social media followers. Especially in today’s society social media is an integral part of a lot of peoples’ lives and so people may change their behaviors based on that number. Lastly and arguably the most crucial is wealth. Society today puts so much pressure on making a large amount of money and a lot of young people feel that it is somewhat unattainable. People also use money to make a lot of decisions which can shape their behaviors.

3) How useful is Stones’ argument to understand the potential impact of numbers now and in the future? Write a five sentence response evaluating this argument.
Stone discusses how numbers cannot be a set-in stone type deal. She argues how we need to start realizing that different scenarios and situations should be scaled differently. For instance, pain. Breaking your leg and getting a piercing are two different degrees of pain. Knowing now that numbers carry different weight based on a situation, we can prevent from generalizing and categorizing things that are of different degrees.

The telescreen received and transmitted simultaneously. Any sound that Winston made, above the level of a very low whisper, would be picked up by it, moreover, so long as he remained within the field of vision which the metal plaque commanded, he could be seen as well as heard. There was of course no way of knowing whether you were being watched at any given moment. How often, or on what system, the Thought Police plugged in on any individual wire was guesswork. It was even conceivable that they watched everybody all the time. But at any rate they could plug in your wire whenever they wanted to. You had to live--did live, from habit that became instinct--in the assumption that every sound you made was overheard, and, except in darkness, every movement scrutinized. (p. 3)

Assignment:

In your group, address the following questions about the role of screens today:

1) Which examples from 1984 are most relevant to the use of screens today? Which examples are least relevant? Cite three most relevant and three least relevant examples.

- Most relevant:
    - The posters monitoring your actions in attempt to analyze your intentions
    - The propaganda/lies that the media reports on
    - Having access to essentially every piece of history ever through technology's ability to store data (Winston working to rewrite history)
- Least relevant:
    - The rewriting of history to make the country correct all of the time
    - The telescreen watching you and telling you what to do
    - Developing public screens for Hate Minutes

2) In what ways are the behaviors of Americans today shaped most directly by interactions with screens? Discuss three examples from across a broad spectrum of society..

- One of the behaviors of Americans that is shaped most by screens is our college experience. We have transitioned into a society where it is absolutely necessary for every student at college to have their own computer because all of the assignments and assessments are virtual. It is even impossible to log into just our email without validating the sign in on an app on our phone. We are now in a world where our interactions with screens control the way that we learn.
- American social interaction is also shaped by screens. One of the examples that was used in Counting was that if Facebook were a country, it would be the most populated country on earth. We live in a world where in order to plan an interaction, we turn to screens. We set up dates via texts, we keep in touch with people via Facebook, we follow famous people over instagram. Every level of social interaction is supported by our screens.
- The final behavior that is shaped by screens is the new technologies that actually create jobs. The tech companies are the powerhouse industries of our economy, and they not only create millions of jobs but they also control all of the other jobs

by developing new technology that opens the door for new opportunities as a society. Space travel and new forms of medicine are chances for more jobs and more screens to take over.

3) How useful is the analogy of Orwell's 1984 to understand the potential impact of screens now and in the future? Write a five sentence response evaluating this analogy.

- The analogy of Orwell's 1984 can be used to understand the potential impact of screens because it exaggerates the present reality of our society. In our modern day, despite our not believing that screens are watching us, we are slowly moving in that direction. For example, I am capable of texting on my computer because my phone and computer are linked, and when I look up something on one device, I begin to get advertisements for it on another device. Essentially our technology is smart enough to analyze our actions to target things to sell to us. It is scary to think that it is possible one day our technology will be smart enough to watch and listen to us, but in reality we get closer to that reality every day as our technology moves closer and closer to being able to think on its own.

Chyna Carter
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History Major

Sarah Luttenberger
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Pequannock Township High School
Currently a Multimedia Journalism Major → switching to Sports Media and Analytics

Veronica Lilo
Virginia Beach, VA
Bayside High School
National Security and Foreign Affairs

Poster template link
Presentation link

What we need on poster:

- Should include 2-4 photos and may be combined or cropped (sarah)
- ⅓ of space should be photos
- Biography of 1 or more children: 100-150 words total (ella)
- Analysis: 100-150 words (everyone)
- Chart,graph, or other visualization; caption or explanation: 25-50 (veronica + Chyna)
- Map is OPTIONAL (chyna)
- Posters must tell a story, using images, data, and text, about labor, children and early 20th century VA

Reading for Wednesday: Child Labor in Virginia Report (link)

Ancestry: https://www-ancestrylibrary-com.ezproxy.lib.vt.edu/search/

National Child Labor Committee Photographs of Lynchburg
https://www.loc.gov/collections/national-child-labor-committee/?fa=location:virginia%7Clocation:lynchburg

Child labor data table (link)

Photographs chosen:

1. https://www.loc.gov/item/2018676314/ Many boys under 15 (some illiterate) photographed in Lynchburg, Va 1911 at their cotton mill job.

2. https://www.loc.gov/item/2018676327/ Family of B.A. Tucker photographed, four of which work at the cotton mills.
3. https://www.loc.gov/item/2018676329/

List of names of children:

1. Ed Tolley https://www.ancestry.com/1940-census/usa/Virginia/Edward-J-Tolley_l4dyj

Edward J. Tolley was born in 1899, in Lynchburg, Virginia. He was working at Lynchburg Cotton Mill making around 3-4 dollars a week. He was photographed by Lewis Hine in May 1911 and reported to be the youngest in a group of boys working the mill, even lying to say he was 15 instead of 12. By 1940, He was living in 1306 Hendrick, Lynchburg with his wife, Annie, and his three children.

2. B.A. Tucker and Family
https://www.ancestrylibrary.com/discoveryui-content/view/179708243:7884?tid=&pid=&queryId=11a3df9c8c6ca0978806faf196f119d2&_phsrc=qtL5&_phstart=successSource

Elsie Tucker was born in 1894, in Lynchburg Virginia, to Ben Tucker and Ollie B Tucker. She had four brothers and three younger sisters. At age 16, she worked in the cotton mill as a

weaver. While she didn't attend school like her siblings Oscar and Mallie, she was able to both read and write. She died on the 7th of December in 1965 after marrying Henry Lawhorne and having a daughter, Mildred.

-find a later census

Important statistics relevant to the pictures:

1.

Job	Total Males	Males 10-13	Males 14-15	Native white, native parentage	Native white, foreign or mixed parentage	Foreign born white
Manufacturing: Laborers: Cotton mills	711	26	44	467	1	1
Manufacturing: Semi-skilled operatives: Cotton Mills: Weavers	883	11	21	876	2	5
Manufacturing: Semi-skilled operatives: Cotton Mills: Other occupations	1,260	56	192	1,222	5	10

In the first picture, the children are strictly white males who claimed to be 14-15 but did not seem it, so they could be part of either the 10-13 statistic or the 14-15 statistic. We are also unsure of their positions at the mills so they could be categorised in any of these statistics. We can conclude that they are of some sort of white descent but are not positive what exactly their ethnicity is as of now.

2.

Job	Total Males	Males 10-13	Native white, native parentage	Native white, foreign or mixed parentage	Foreign born white
Manufacturing: Laborers: Cotton mills	711	26	467	1	1
Manufacturing: Semi-skilled operatives: Cotton Mills: Weavers	883	11	876	2	5
Manufacturing: Semi-skilled operatives: Cotton Mills: Other	1,260	56	1,222	5	10

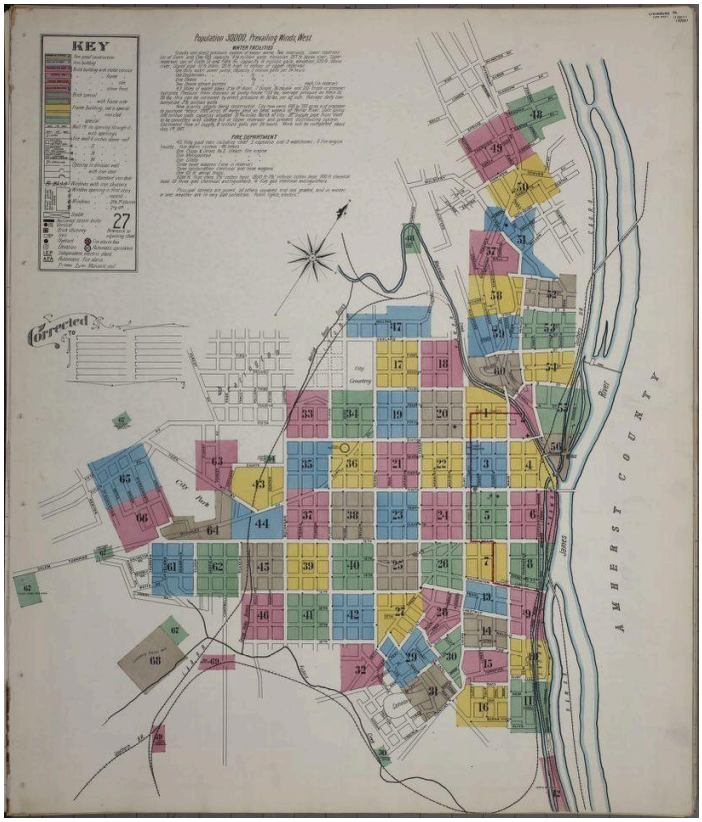
occupations					

This statistic applies to the second picture because it depicts the boys in the family who are working at the cotton mills and are roughly 12 years old. We are not positive where they are working in the mill so any of these jobs could apply, and we are also not certain of their ethnicity but the picture shows that they are mostly of some kind of white descent.

Job	Total Females	Females 10-13	Females 14-15	Native white, native parentage	Native white, foreign or mixed parentage	Foreign born white
Manufacturing: Semi-skilled operatives: Cotton Mills: Weavers	546	4	38	543	1	1
Manufacturing: Semi-skilled operatives: Cotton Mills: Other occupations	338	12	53	329	3	1

These statistics also relate to the second picture because they apply to the oldest girl in the Tucker Family. While we do not know what she did in the cotton mills, these were the only jobs that women were able to keep at the mills and she could be in either the 10-13 year old range or the 14-15 year old range. The family looks like they are of white descent but we do not currently know exactly what ethnicity they are.

Map of Hometown in 1907:
View 81 images in sequence.



https://www.loc.gov/resource/g3884lm.g3884lm_g090401907/?st=gallery
Statistics Graphs:

Chart 3

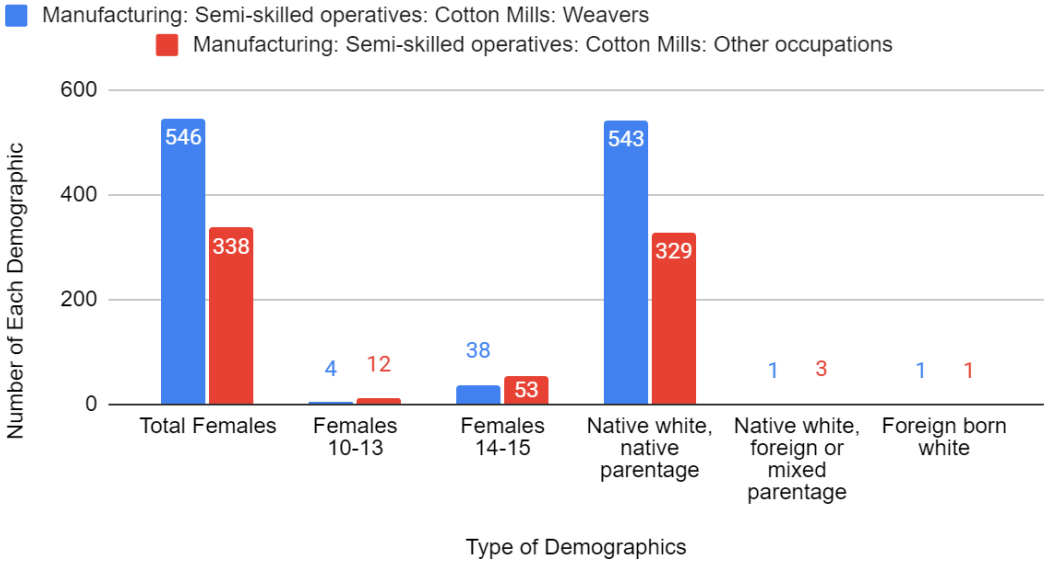
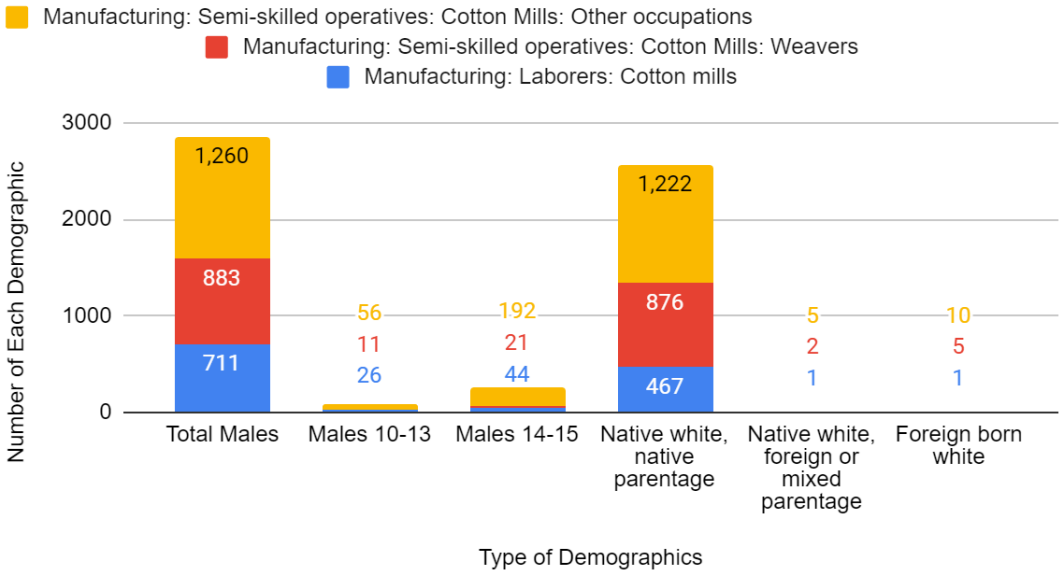
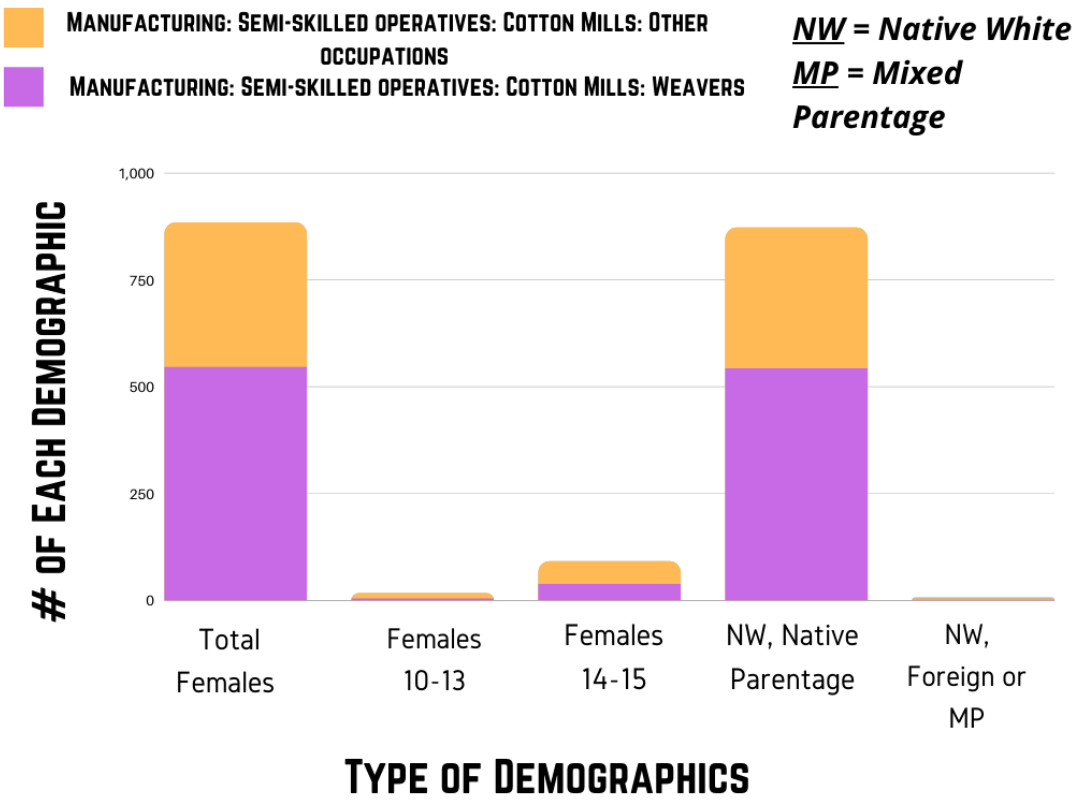
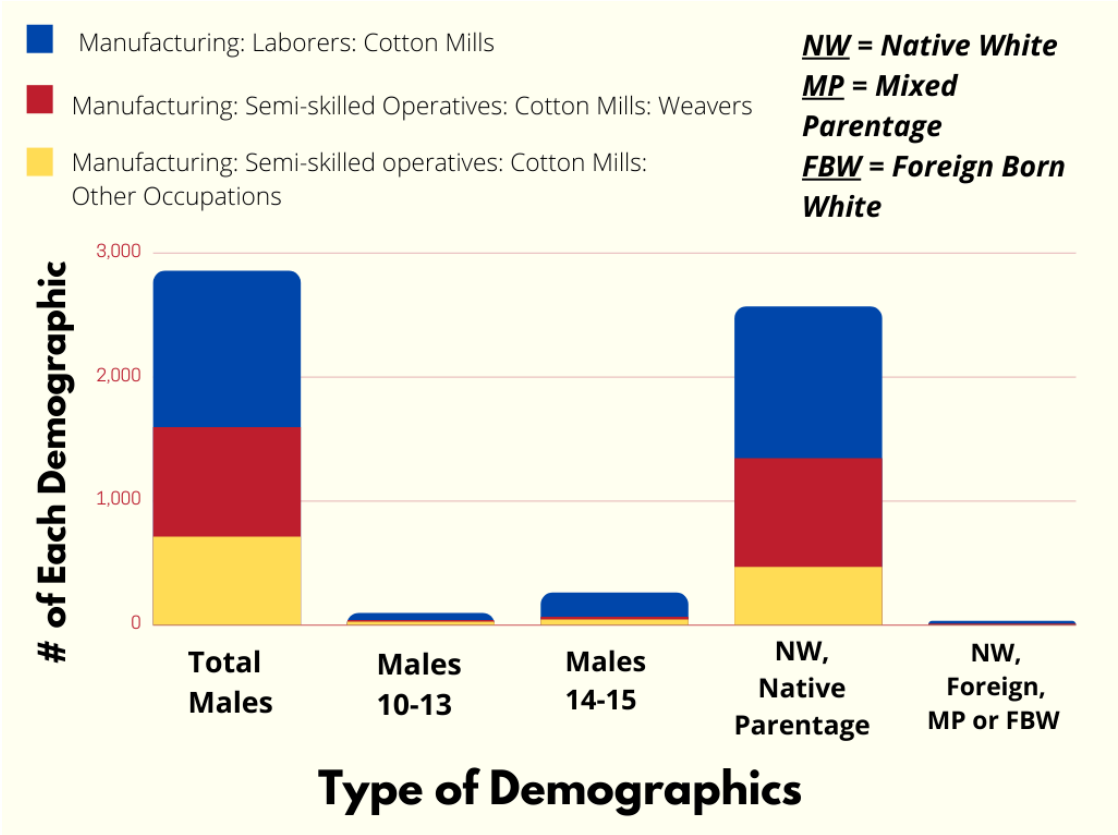


Chart 1 & 2




Manufacturing: Semi-skilled operatives: Cotton Mills: Other occupations
Manufacturing: Semi-skilled operatives: Cotton Mills: Weavers
NW = Native White
MP = Mixed Parentage
# of Each Demographic
1,000
750
500
250
0
Total Females
Females 10-13
Females 14-15
NW, Native Parentage
NW, Foreign or MP
Type of Demographics


Manufacturing: Laborers: Cotton Mills
Manufacturing: Semi-skilled Operatives: Cotton Mills: Weavers
Manufacturing: Semi-skilled operatives: Cotton Mills: Other Occupations
NW = Native White
MP = Mixed Parentage
FBW = Foreign Born White
# of Each Demographic
3,000
2,000
1,000
0
Total Males
Males 10-13
Males 14-15
NW, Native Parentage
NW, Foreign, MP or FBW
Type of Demographics

Script (Presentation 1) Sarah:

Slide 1:

“Edward J. Tolley was born in 1899, in Lynchburg, Virginia. He was working at Lynchburg Cotton Mill making around 3-4 dollars a week. He was photographed by Lewis Hine in May 1911 and reported to be the youngest in a group of boys working the mill, even lying to say he was 15 instead of 12. By 1940, He was living in 1306 Hendrick, Lynchburg with his wife, Annie, and his three children.”

Slide 2:

“Edward J Tolley (far right), visibly the smallest child, 12 years old according to the census, yet claims to be 15 to the photographer”

“This is a sanborn map of Lynchburg, Virginia. Location 61 is the location of the cotton mill where Ed Tolley worked”

Slide 3:

“While the graph shows the supposed statistics of the young boys at the cotton mills, it becomes difficult to actually analyze the ages when the children were evidently lying. Ed Tolley was just one of the many boys who were miscategorized in the statistics, and such lies can alter the information about child labor completely. What we really know about the ages of children working is questionable based on the apparent lies from children like Tolley.”

Script (Presentation 2) Aria:

Slide 1:

“Elsie Tucker was born in 1894, in Lynchburg Virginia, to Ben Tucker and Ollie B Tucker. She had four brothers and three younger sisters. At age 16, she worked in the cotton mill as a weaver. While she didn’t attend school like her siblings Oscar and Mallie, she was able to both

read and write. She died on the 7th of December in 1965 after marrying Henry Lawhorne and having a daughter, Mildred."

Slide 2:

"BA Tucker (center) and his wife and family. Elsie is on the far right, and she is much older than the rest of her siblings at this time period"

Slide 3:

"Through the statistics, we can see how nearly 100% of young girls working in the cotton mills were caucasian. The graph displays how at the absolute bottom of society were women of color, because they were discriminated against for both their race and their gender. Elsie Tucker was one of many young females in the cotton mills, but still in society child labor was more acceptable than labor of African Americans and other people of color."