1.6 Roanoke: Efird, Ivey, Loch, Remillard

Two children in Roanoke, Mamie Witt and Frank Robinson, illustrate the challenges of working in factories as well as the value of a research project focusing on individual lives. The presentation and the poster provide interesting and important statistical information about the work force in cotton mills, including the distribution by age and gender. The assessment statement clearly explains the research steps needed to complete a successful project, while also discussing the challenge of finding more information about this topic.

Project grade: A

https://docs.google.com/presentation/d/10WqRxOn-ugmHt3ECVcYgfqAGlATBqPiT_AvEbYvNNPg/edit?usp=sharing

Collaborative Assessment: Child Labor Project

1. What did you learn from this project?

- We learned about young kids life's in Roanoke,VA.
- We learned how young kids in the ages 7-15 work in the factors and cotton mills.
- Learned how Frank Robinson He was working in the Roanoke Cotton mill by the young age of 7 years old, as a sweeper and doffer. He had three younger siblings, two sisters born in 1906 and 1912 and two brothers born in 1911 and 1913. Robinson died a few years later in 1916, at the age of only 13 of the Typhoid Fever in Norwich, Roanoke Virginia. At the time of his death, Robinson was described to be a "Office Boy" at the cotton mills.
- Learned how Mamie Witt was born in Virginia on March 8, 1899. In 1910, she lived in Big Lick, Roanoke, Va with her father, step-mother, four brothers and two sisters. She was photographed by Lewis Hine in 1911 at 12 years old working in Roanoke Cotton Mills and standing with her family. She married Harry Flint, who died in 1943, and had one child. She lived with Flint in Baltimore, Md in 1920 before moving back to Roanoke by 1930.
- Also learned a lot about the two kids and what they worked for and how their lives were like.

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

When researching children working in the Roanoke Cotton Mills we found several interesting points of information about some of the children. We researched Frank Robinson, who was seven years old when his picture was taken at the Roanoke Cotton Mills. It was discovered that he died when he was 13 years old after he contracted Typhoid Fever. We also researched Mamie Witt, who was 12 years old when her picture was taken. We found that girls were also working in the cotton mills and that it was common for them to work as spinners or winders at the mills. While researching these two, we found it interesting that they tended to travel around, as was not the norm. Witt moved from Roanoke to Baltimore, MD and back to Roanoke during her life, while Robinson was born in Tennessee and moved to Roanoke before his early death.

We also found the data regarding the professions in the cotton mills interesting related to ages. Frank Robinson at age seven working in the cotton mills was unusual as the data for children workers in cotton mills showed that older age groups had more workers than younger age groups. It was also found that while children were common in cotton mills at the time, they did not make up the majority of workers.

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

Worked well

- Working together in a collaborative document.
- Finding and analyzing historical records through the Ancestry database.
- Discovering census data relating to individual's lives along with occupations.
- Compiling the information we gathered into a visually appealing poster format.

Didn't work well

- We were unable to find exact addresses for the individuals that we researched.
- It would have been nice to use a wider variety of resources even though we didn't have much time to do so.

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

- I think I will most remember the resources that we used
    - I will remember that I can access Ancestry's database through the library. I was able to trace back my family's lineage in addition to the lineages of our subjects.
    - The Library of Congress never ceases to surprise me in regards to how expansive it is. The censuses are very interesting in my opinion, and I wonder if I will be able to find myself 80 years from now.
    - The sanborn maps were also interesting. They put into perspective just how much smaller towns were back then, and leave a remarkable historical imprint despite the fact that they were meant for insurance purposes

Target length for each answer: 250 words

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

1. The Annual GDP growth in the United States. This is a number that is commonly used to gauge the health of the US economy. It measures the annual increase of the total value of goods and services produced in the US. This number does not take into account the struggles of middle and low income Americans however, and is not always a great way to judge how Americans are doing as a whole.
2. College admissions rates would also support Stones' argument. Sometimes, when a college or university posts a very low acceptance rate, it can be deceiving. Due to programs such as affirmative action and various other factors, the practical acceptance rate for different students can vary. For example, being in the Corps of Cadets at Virginia Tech often makes it easier for students to get accepted, but this is in no way reflected or communicated by the overall acceptance rate of the university.
3. Say you're six years old and your parents say "Because you broke my expensive vase, no TV for 1 year!". That's one sixth of your life right there. It would take you forever to get TV privileges back, assuming your parents remember they took it from you. If they pulled that same punishment when you are a 16-year-old, you wouldn't worry as much about it. One sixteenth of your life is much shorter than one sixth of your life. As time proceeds your perception of it quickens. Christmases and birthdays come increasingly sooner, they end up exhausting.

Challenging

1. Any simple and specific group of things that can be counted cannot have a fabricated number. Thanks to the Law of the Conservation of Matter, we know that matter can neither be created nor destroyed. We are able to count atoms, but atoms can be combined and separated through nuclear fusion and fission, so we need to go lower. As far as we know, it isn't possible to create or destroy the three elementary particles. That means that if we are able to count them, then the number we get is inherently objective. As far as we know, there is no debate on what an electron, proton, or neutron is. The only subjective thing could be the way that they are counted, but we are far away from that point.
2. --
3. --

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.

- In sports, Americans use the statistics of a certain player to win money on their Fantasy teams. A player's performance in any particular game is reduced to a set of numbers on a stat sheet. A player could have very good stats, and still lose a game. Likewise a player could have very underwhelming stats, yet contribute significantly to their team's success.
- Prices for material objects and services are some of the most subjective numbers in our society. Prices are based solely on the conceived value of the product. The prices increase and decrease as time passes, so nothing ever has a "permanent" value. Currency itself changes in value over time. Now that gas prices are increasing, the prices of everything else seem to be increasing as well.
- A common misconception is that an internet speed of (for example) 100 megabits per second will download files at a speed of 100 megabytes per second. In reality, a byte is

equal to 8 bits, so files download at a speed of 12.5 megabytes per second. Even that is only wishful thinking as networks can get congested with many people using them, so the speed that one pays for is far less than advertised during the times they are most likely to use it.

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.

Stones' argument sheds light on the impact that numbers, and how they are presented impacts us now and in the future. In Chapter 3 Stone argues that including, omitting, or emphasizing particular situational details and context, while ignoring others can impact how we interact and respond to numbers. A small number can have great importance that may not be conveyed without providing full context, where likewise, a large number, however shocking, could be fairly insignificant. Stone is correct in this assertion. If numbers are provided with anything other than their full context, free of bias or opinion, then they can become misleading, either intentionally or unintentionally.

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

1. The Telescreen is similar to a modern smart TV.
2. The screens at Winstons work are similar to those of the modern office.
3.

Least Relevant

1. --
2. --
3. --

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.

In today's society, screens are a major part of our daily lives. For instance, accessing social media has been made possible through screens. What we see on social media can influence what we do on a daily basis, whether it's finding new clothing styles, life hacks, or meeting new people. Finding new routines based on what others post on social media has

changed the way many people live their lives.

Another example in society of screens shaping our behaviors is the aspect of privacy. We are constantly using our screens whether it be a phone, tablet, computer, or television. With that constant usage comes issues regarding privacy and what others can see on our personal devices. While not as simple as what is described in *1984*, device manufacturers and other companies can have access to our devices and potentially see what we are doing on them. The expansion of screen usage has in some ways, forced many to give up some aspects of privacy.

Finally, our interactions with screens also shape the ways we are able to interact and communicate with each other. Screens have allowed us to instantly communicate with anyone around the world who also has a screen. In contrast with how communication was decades ago, when the fastest way to communicate with others in long distances was through landline phones. Today, much of our daily lives are shaped around being able to instantly interact with people from all around the world all on our devices that we can take anywhere.

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.

Frankly the monitoring now is much worse than that of 1984. As we have discussed in class, nowhere is recording mentioned in 1984, and it doesn't seem like artificial intelligence was considered for processing everything someone says. That means there is a *chance* that you aren't being monitored at any given moment. Today, though, recording is almost a given. We have so many means of storage, and storage is so cheap, that anything we do online can be watched, recorded, and automatically analyzed later. All of our devices have microphones and cameras, and we know that our NSA has access to all of them in some form or another. If anything, the surveillance is more consistent, though enforcement of one's thoughts isn't something to be concerned with, yet. We should be used to the policing of our words thanks to cancel culture. It's only a matter of time before everything we say online is easily categorized and rated by algorithms to determine how terrible of people we are.

1.6 Roanoke: Efird, Ivey, Loch, Remillard

Presenter: Alexander Efird - Staunton, Va - Political Science
Tyler Loch- Nutley, NJ- Sports Media and Analytics
Will Ivey- Fairfax, VA - Computer Engineering

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

Child labor data table (link)

Poster template: link

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

- Mamie Witt - worked in cotton mills by the age of 12, appears in multiple images
    - https://www.loc.gov/resource/nclc.02148/
    - https://www.lhttps://www.loc.gov/item/2018676480/oc.gov/item/2018676482/
    - https://www.loc.gov/item/2018676480/
    - https://www-ancestrylibrary-com.ezproxy.lib.vt.edu/facts?_phcmd=u(%27https://www-ancestrylibrary-com.ezproxy.lib.vt.edu/search/
- Ronald Webb and Frank Robinson - worked in cotton mills, both well underage, both appear in multiple images.
    - https://www.loc.gov/item/2018676479/
    - https://www.loc.gov/item/2018676483/
- Housing
    - https://www.loc.gov/item/2018676484/

Statistics:

Employ-ment Category	Male	Male	Male	Female	Female	Female	Male	Male	Male	Male	Female	Female	Female	Female
Virginia 1910	Total	10-13	14-15	Total	10-13	14-15	Native White, Native Parentage	Native White, Foreign or mixed parentage	Foreign -born white	Negro	Native White, Native Parentage	Native White, Foreign or mixed parentage	Foreign-born white	Negro
All	626,868	22,680	24,524	168,700	6,554	8,121	395,620	11,631	14,202	205,093	62,337	2,258	1,335	102,729
Manufact-uring: Laborers: Cotton mills	711	26	44				467	1	1	242				
Manufact-uring: Semi-skilled operatives: Cotton Mills: Weavers	883	11	21	546	4	38	876	2	5	0	543	1	1	1
Manufact-uring: Semi-skilled operatives: Cotton Mills: Other occupations	1,260	56	192	338	12	53	1,222	5	10	23	329	3	1	5
Manufact-uring: Semi-skilled operatives: Cotton mills: Spinners				512	57	138					511	1	0	0
Manufact-uring: Semi-skilled operatives: Cotton mills: Winders, etc				256	10	28					256	0	0	0

https://www-ancestrylibrary-com.ezproxy.lib.vt.edu/facts?_phcmd=u(%27https://www-ancestrylibrary-com.ezproxy.lib.vt.edu/search/

	Birth date	Place of Birth	Date of pictures	Married (y/n)	Year of Marriage	Year of death	Place of death
Mamie Witt	08 Mar 1899		May 1911	Yes	1910 - 1920	21 sep 1962	
Frank Robinson	1903	Civil District 11, Blount, Tennessee	May 1911			10 Sep 1916	norwich , roanoke, virginia, USA

Mamie Virginia Witt	Frank robinson
Focus - Look at Family life, residence, life after childhood labor ● Family photo ● Married and had kids	Focus - research curcstancs of death and labor statistics ● Worked young (7) ● Died young (13) ● From large family (8 siblings)
Notes https://www-ancestrylibrary-com.ezproxy.lib.vt.edu/facts?_phcmd=u(%27https://www-ancestrylibrary-com.ezproxy.lib.vt.edu/search/ Timeline 1899, March 8 - Born 1900 - residence=salem, roanoke, virginia 1910 - residence=big lick, roanoke, virginia	Timeline 1903 - Birth 1910 - residence=big lick, roanoke, virginia 1916 - death, location= Labor statistics Hazardous work environment (stats)

1920 - residence=baltimore ward 4, baltimore Maryland 1930 - residence=roanoke virginia 1940 - residence=staunton, virginia 1962, Sep 21 - Death Non dated events married Harry David Flint Had one daughter (name unknown), no sons,	

	Mamie Witt	Frank Robinson
analysis	● Life after child labor ○ Despite, her childhood experiences, Mamie Witt seems to have led a fairly normal life afterwards (married, moved, had a daughter, lived to her 60's)	● Started working at 7 (younger than usual) ○ Supporting family? ● Died at the young age of 13 ○ Little is known about the circumstances
research	Details about family structure and adult life	Circumstances of death?
charts / graphs	Create charts/graphs showing child labor statistics within cotton mills with emphasis on gender distribution.	Statistics related to age support the claim that Robinson was extraordinarily young when he began working in the mills, even amongst the underage workers.
images	○ https://www.lhttps://www.loc.gov/item/2018676480/oc.gov/item/2018676482/ ○ https://www.loc.gov/item/2018676480/ ○ https://www-ancestrylibrary-com.ezproxy.lib.vt.edu/facts?_phcmd=u(%27https://www-ancestrylibrary-com.ezproxy.lib.vt.edu/search/	○ https://www.loc.gov/item/2018676479/ ○ https://www.loc.gov/item/2018676483/

Employ- ment Category	Female	Female	Female
Virginia 1910	Total	10-13	14-15
All	168,700	6,554	8,121
Manufact-uring: Laborers: Cotton mills			
Manufact-uring: Semi-skilled operatives: Cotton Mills: Weavers	546	4	38
Manufact-uring: Semi-skilled operatives: Cotton Mills: Other occupations	338	12	53
Manufact-uring: Semi-skilled operatives: Cotton mills: Spinners	512	57	138
Manufact-uring: Semi-skilled operatives: Cotton mills: Winders, etc	256	10	28

Research to do -

- Timeline for two people we decide to research, major events, with locations and details

- Use census maps and Google maps to find place of residence, if applicable