

INVENTOR & BUSINESSMAN

PHILANTHROPIST

George Eastman was one of the most important inventors, businessmen, and philanthropists of his era. His story transcends many areas of study— history, technology, language arts— but this examination also contains an opportunity to discover what his example can stand for today; to help students find ‘the George Eastman in Me’.

This Educators’ guide was assembled not just to explore the legend of one man’s achievements, but the characteristics and ideas he developed that contributed to who he was and how that changed his world— and ours.

PARTS OF ME

“What we do in our working hours determines what we have in this world.
What we do in our play hours determines what we are.”

Looking at George Eastman’s hobbies and ideas— shaped in part from his experiences as a young man and the influences he had— it is not hard to see how they had an important role in his success in business and personal life. His interest in photography, music, education, philanthropy, architecture, gardening and the outdoors (in addition to inventing and running a company) all played a part in who he was and what he did.

Resources: http://eastmanhouse.org/inc/collections/eastman_legacy.asp

ACTIVITIES

1. Students will participate in a group sharing/discussion centered around their varied interests and hobbies in their own lives. Teacher can total/tally the overlap of the class interests and create a bar graph of the results. Venn diagram of these same interests can group their hobbies into categories.

AND / OR

2. Students can create a written piece comparing and contrasting the ways in which their hobbies are pursued today and the ways in which they would have been pursued in the life and time of George Eastman. i.e., the art of photography.

Vocabulary: Philanthropy, Hobbies

ART Project:

Collage of Interests

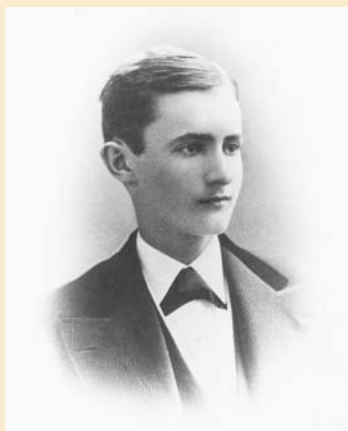
Directions:

- Students can use their writing piece or classroom graph from prep activities as inspiration for collage creations.
- Students will look through magazines and select images that reflect the hobbies or interests that they pursue. Three or four different interests should be reflected in each collage.
- Students select a photograph of themselves to be used as the central image for their collages. Photograph should be glued to the center of the piece of paper to be used for their collage.
- Students will draw lines from the corner of the photo to the corner of the paper /dividing it into three or four sections.
- Each of the sections will be filled with separate distinct interests of the child. Students should attempt to stage images inside of the sections created on the paper and completely fill each area.
- Collages may include small found objects that relate to the interests, they may also include drawings words or phrases that relate to the specific hobbies.

Materials: Paper 12” x 18” or larger (any color); magazines photographs; glue.

National and New York State Standards

National: ELA: 4,6,8; Fine Arts (Visual): 1,2,3; Social Science – US History: Era 6; Technology: 3
New York State: ELA: 1; MST: 2; Social Studies: 2; Arts (visual) 1,2



George Eastman at approximately 13 years of age.

“One may make a thing and make it well and consider his business as primarily a making of things. Or, one sets up an ideal and considers those things which he makes only as steps toward the ideal.”

George Eastman’s inventions revolutionized the field of photography, changing it from an expensive, time-consuming, cumbersome process to an affordable, simple process that could be used by anyone. Led by the ideal of making this technology accessible for the masses, his inventions contributed to one idea: “Make the camera as convenient as the pencil....” In addition, his inventive spirit and skill as a businessman created an industry with far-reaching effects.

Resources:

- http://eastmanhouse.org/inc/collections/eastman_legacy.asp
- <http://www.kodak.com/US/en/corp/kodakHistory/>
- <http://www.kodak.com/US/en/corp/kodakHistory/eastmanTheMan.shtml>
- <http://www.kodak.com/US/en/corp/features/brownieCam/index.shtml>
- <http://www.pbs.org/wgbh/amex/eastman/peopleevents/pande16.html>
- http://www.pbs.org/wgbh/theymadeamerica/whomade/eastman_lo.html

ACTIVITIES

The Inventor

1. Give an oral presentation in which you compare the wet-plate and dry-plate photographic processes. What were the advantages and disadvantages of each? What problems did Eastman have to overcome in his refinement of the dry-plate process? Use the PBS web site listed above as a resource.
2. George Eastman was not the only inventor working in the field of photography. Write an essay that describes: Some other products and ideas in his time; other inventors of this time he was in competition with. How did Eastman deal with these competitors?
3. You have been given the job to create a children’s page in the newspaper to help young people learn about George Eastman and his contributions as inventor and business man. Brainstorm several ways to accomplish your goal and select five different sections to develop into stories, including: headline, lead story, secondary story, editorial, and advertisements.
4. Patents were a very important aspect of George Eastman’s success. Use the Patent Office Website <http://www.uspto.gov/> (Go to the upper right and pull down the menu bar. View “Kids” and “Inventor resources”). Prepare a Powerpoint presentation about the importance of patents and how they are obtained. Also use <http://web.mit.edu/invent/h-chapters/h-one.html>
5. Interested in inventing a new product? Use the following websites: <http://www.uspto.gov/web/offices/ac/ahrpa/opa/projxl/invthink/invthink.htm> <http://web.mit.edu/invent/h-main.html>

Some of the sources below help promote creativity:
Donald Cardwell, (1995). Norton History of Technology, W. W. Norton.
Great Inventions That Changed the World, a supplement to the American Heritage of Invention and Technology, Forbes, 1997
Nathan Asseng, (1991). Twentieth-Century Inventors, Facts-on-File.
Charlotte Foltz Jones, (1991). Mistakes That Worked, Doubleday.
Milton Lomask, (1991). Great Lives, Scribner’s.
Lois Markham, (1994). Inventions That Changed Modern Life, Raintree Steck-Vaughn.



George Eastman and Thomas Edison in Eastman’s terrace garden, July 31, 1928

The Businessman

Most inventions never develop into an international industry like Kodak. George Eastman started with an innate sense of business that he honed into a highly cultivated skill.

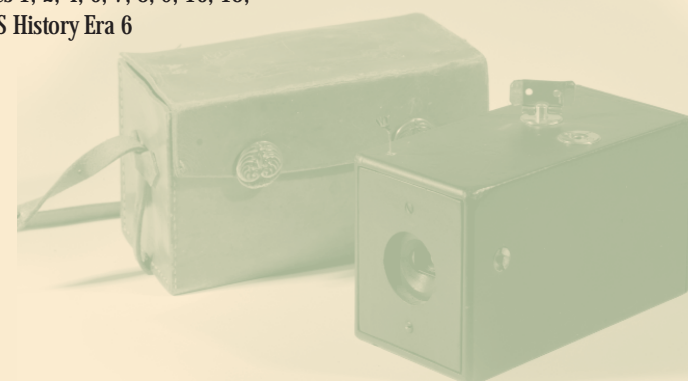
1. George Eastman felt there were five guiding principles to consider when planning a world class manufacturing organization. These were: Quality and Cost; Product Diversification; Mass Production by Machinery; Worldwide Distribution; and Extensive Advertising. Write an essay in which you explain what he meant by one of these principles and show how he carried them out in his business.
2. George Eastman created several innovative practices for improving the lives and work situations of his employees. What were they?
3. Use a graphic organizer to compare and contrast Eastman’s film and camera manufacturing industry to another industry of similar size in his time or in our time.
4. George Eastman is credited with the following quotations. The starred quote was used to describe him. “Stand behind your product.” “Well, you have to trust in your organization.” “A successful future begins with quality education.” “A good reputation is measured by how much you can improve the lives of others—customers, employees, community”

- a. Select one of these quotes. In an essay, describe how it applies to George Eastman’s life and work.
- b. Determine if each still a good business practice today by interviewing or surveying some businessmen of today.
 - Ask which one they think is most important and why. Make a graph of their responses.
 - What advice would they add to this list?

5. Using the information from the PBS website or other sources, write a conversation that George Eastman might have had with:
 - Thomas Edison (motion pictures)
 - Booker T. Washington (minority education)
 - Josephine Dickman (the arts)
 - Henry Strong
 - Osa and Martin Johnson
 - Henry Reichenbach (employee, researcher)
 - William Walker (employee, researcher)

National and New York State Standards

National Standards: Science 1, 2, 5, 6; SS-Economics 1, 2, 4, 6, 7, 8, 9, 10, 13; ELA 1, 2, 3, 4, 5, 6, 7, 8, 11; Technology 4, 5, 6; US History Era 6



Kodak advertisement, ca. 1927

“It is more interesting to dispose of money than to make it.”

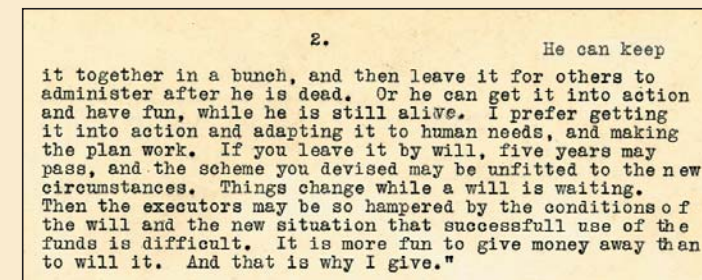
Part of George Eastman’s character was a sense of civic responsibility and his commitment to philanthropic works. One of his main goals was “to make Rochester the best city in which to live and work.” He actively distributed his fortune to colleges, hospitals, arts institutions, and parks. Many of the projects he supported thrive today. It has been estimated that he personally gifted over 100 million dollars worldwide. (Today that would be the equivalent of \$1.6 billion.) Much of his generosity was anonymous. Mr. Eastman was a meticulous record keeper. Many of his good works are documented in photographs and his beliefs are revealed in letters. By using these documents, students can gain a clearer understanding of George Eastman’s good works and how his philosophy can relate to their own lives. For more information on *George Eastman: Philanthropist*, visit www.eastmanhouse.org

ACTIVITY: DOCUMENT-BASED QUESTIONS

Document One: George Eastman’s first philanthropy was a gift of \$50 in 1881. His salary at the time was \$60 a week. In George Eastman’s manuscript for a magazine article, he reveals some of his beliefs about giving.

Questions

- Define the word “distribute.”
- When did Mr. Eastman believe money he earned should be shared?
- How did Mr. Eastman feel about wills and waiting until after death to distribute wealth?



Left: From George Eastman’s original manuscript for a Hearst International Magazine article, September 1923.

Below: This part of the Boston Globe newspaper article quotes Massachusetts Institute of Technology (‘Tech’) President Maclaurin’s speech about George Eastman’s giving.



Document Two: Mr. Eastman often gave his financial gifts anonymously. With his first contribution to the Massachusetts Institute of Technology, he stipulated that his identity not be revealed. The college president felt that the term “anonymous giver” was too clumsy and decided to use the pseudonym of “Mr. Smith” for George Eastman.

Questions

- Define the words “anonymous” and pseudonym.
- What did Mr. Eastman prefer the college not do when he made his MIT contribution?
- When and why was it revealed?



Interior view of the Rochester Dental Dispensary, Main Street, Rochester, New York, ca. 1918.

Document Three: After his death, it was estimated that George Eastman provided over \$100 million in philanthropy worldwide. He made generous donations to colleges, hospitals, dental dispensaries, parks, and community organizations. He created a world class school of music and instituted many progressive labor reforms in his own company. Mr. Eastman hoped that his contributions would have a lasting effect on the communities to which he supported; he hoped the institutions that he created would outlive him.

Questions

- What is “philanthropy?”
- Name five organizations that benefited from Mr. Eastman’s philanthropy.
- Who benefited from his generosity?
- What do you learn about Mr. Eastman from the contributions he made?

Essay Question

Directions: Write a well-organized essay using the documents, your answers to document-based questions, and your knowledge of social studies.

Historical Background:

George Eastman was a very successful businessman and created the Eastman Kodak Company. Although he was a very wealthy man, he considered it his duty and privilege to share his good fortune with others. It has been estimated that through Mr. Eastman’s philanthropy, he provided over \$100 million dollars worldwide to colleges, hospitals, clinics, art institutions, and parks. One of his lasting legacies was his commitment to doing good works for other people.

Task: Using the information from the documents and your knowledge of social studies, write an essay in which you describe how George Eastman’s contributions helped to make the world a better place.

In your essay, remember to

- Describe how George Eastman helped other people by sharing his wealth
- Include an introduction, body, and conclusion
- Use information from the documents in your answer
- Include details, examples, or reasons in developing your ideas

CROSS-CURRICULAR EXTENSIONS

- Make connections between organizations to which Mr. Eastman donated—have you heard of any of them? Are any of them still in existence?
- Organize a fundraiser for an institution or charity in your community.
- Choose an institution or organization. Write a letter to George Eastman, telling him about it today.
- Explore the George Eastman House website.
- Make a time-line of George Eastman’s philanthropic activities and contributions.

National and New York State Standards

- NYS Learning Standards for Social Studies- State Education Department
Standard 1: History of the United States and New York; Standard 2: World History
- NYS Learning Standards for English Language Arts—State Education Department
Standard 1; Standard 3
- Curriculum Standards for Social Studies from the National Council for the Social Studies
Strand 1—Culture; Strand X—Civic Ideas and Practices.
- Standards for the English Language Arts from the International Reading Association and the National Council of Teachers of English. Standard 1; Standard 4

\$8,500,000 MORE TO ROCHESTER.

Part of yesterday’s \$15,000,000—\$8,500,000, to be exact—goes to Rochester and increases Mr. Eastman’s gift to that institution to more than \$15,000,000. He gave \$4,000,000 to the university’s School of Music, a school which has its own theatre, the finest in the United States; its own symphony orchestra, for the benefit of the people of Rochester; its own classes in ballet. He has given \$1,500,000 for the university’s Dental College; \$750,000 for its endowment fund; \$500,000 for its Women’s College, besides numerous smaller gifts to departments.

LONG LIST OF BENEFACTIONS.

But a list of his other benefactions already known to the public include: Stevens Institute, \$50,000; Mechanics’ Institute of Rochester, \$375,000; Rochester General Hospital, \$500,000; Chamber of Commerce, \$1,325,000; Y. M. C. A., \$300,000; Y. W. C. A., \$250,000; Homeopathic Hospital, \$75,000; Hahnemann Hospital, \$100,000; Rochester parks, \$100,000; war relief, \$225,000; War Chest, \$600,000; Red Cross, \$250,000; State and Municipal Bureau of Research, \$152,000; Rochester Friendly Home, \$50,000; Shelter of Children Society, \$45,000—a total of more than \$40,000,000 when one adds \$6,000,000 of stock to employees of the Eastman Kodak Company.

“And only a short statement accompanied the announcement of the latest gift: “I am now upward of seventy years old,” he said, “and I feel that I would like to see results from this money within my remaining years.”

From the New York City Evening World newspaper article, ‘Eastman’s Gift Now \$40,000,000’, December 9, 1924. George Eastman died in 1932.