



# Craftsmanship at Glencairn Museum Program

Pre- and Post- Program Materials

# Table of Contents

Mission and Impact	3
Goals of the Program	5
Museum Manners	7
Pre-Program Materials	9
Post-Program Materials	29
Media Recommendations	39
Contact Information	41

# Mission and Impact



## Mission Statement

The mission of Glencairn Museum is to engage a diverse audience with the common human endeavor to find higher meaning and purpose in our lives. This is achieved by recognizing universal spiritual concepts expressed in religious beliefs and practices around the world— past and present—through the interpretation of art, artifacts, and other cultural expressions of faith. A special focus of the museum is to preserve and interpret art and artifacts that illustrate New Church beliefs and practices.

## Impact Statement

Rooted in the notion that religion is not only believed but lived, Glencairn seeks to stimulate reflection, build understanding, and foster empathy, contributing to the betterment of society by looking to the goodness in others and living a life of kindness.

# Goals of the Program

# Craftsmanship at Glencairn Program

## Overarching Theme

By looking closely at different materials and objects handmade by craftspeople, what can we discover about the beliefs and values of the family that once lived in Glencairn, and about the people involved in the creation of the structure and art included in the building?

## Ancient Cultures Program Goals

Students will be guided in a discussion of the possible motivations behind an artist's work, highlighting the religious faith and values that lie behind the artwork created for Glencairn. This program will introduce students to five of the artists who brought Raymond Pitcairn's vision to life, each through a different medium: stained glass, mosaic, sculpture, woodwork, and metal. Students will gain an understanding of the major themes that appear in the decoration of Glencairn including church, country, school, and family. This program aims to promote a deeper understanding of each craft through multisensory experiences involving objects of each medium.

## Pre- and Post-Program Resource Goals

The materials provided in this resource document encourage multisensory learning that supplements the time spent in a program from Glencairn. They can be used both before and after an in-person visit, or in conjunction with a digital Craftsmanship program if a visit is not possible.

# Museum Manners

Glencairn is a very special building – it might remind you of a medieval castle. It was built by Raymond and Mildred Pitcairn and many, many craftspeople that they hired. It used to be the home of Raymond and Mildred, and their nine children! It is now a museum which you can experience through a traveling or digital program.

Some of the objects that travel on the road with us are copies of ancient and medieval objects, but some are real. To keep the objects and you safe we have some important reminders to share with you. These reminders will also help us to have a great program experience even if we're meeting digitally. Here we go!

### **Touching Objects**

Please wait to be invited to touch any objects that we bring to a program with you and remember to be gentle with them. This keeps our objects safe so that many people can enjoy them.

### **Participation**

Please participate by raising your hand or waiting to be called on if you have a question, comment, or answer. This means we get to hear everyone's thoughts, and no one gets interrupted.

### **Pictures**

You are welcome to take pictures. Please don't use flash around museum objects and wait until your educator let's you know that it's a good time to do so.

### **Grownups**

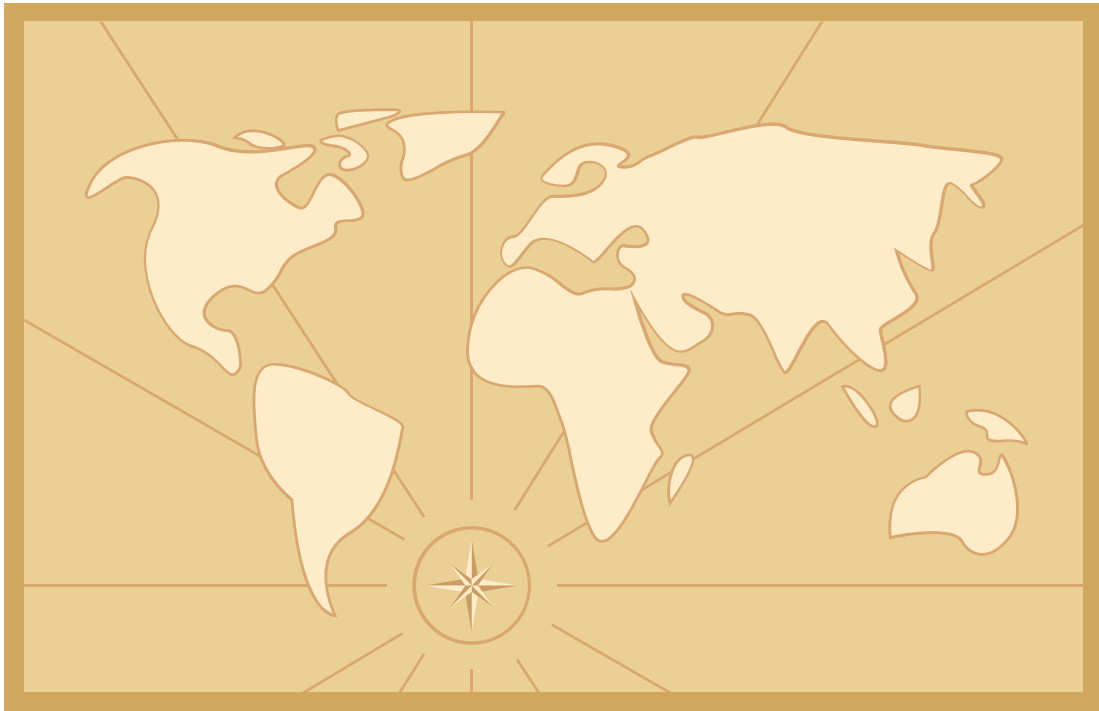
Please allow students to participate fully by saving any questions you may have until the educator is no longer teaching and refraining from private conversations until after the program has ended. Your active attention during the program models great behavior for students!

If you're not sure what to do, please check with your museum educator. Students, you can also use your role models to remind you – the grownups that are with you are a great example of how to have good museum manners if you forget!

Find these Museum Manners online [here on Glencairn Museum's website!](#)



# Pre-Program Materials



## Glencairn and the Globe

Before participating in the Craftsmanship at Glencairn Program, students will benefit from an understanding of where Glencairn exists in relation to the lives of each of the highlighted craftspeople and the materials used in Glencairn. The activities suggested in this section all require maps. All the maps provided in this packet are Robinson projections.



## Mapping Materials

Using the map on page 16 and the materials chart on page 17, have students create a key to plot the location that each material came from around the globe. Students could also calculate and plot how far each material had to travel, and could research how these kinds of materials might have traveled to the building site in the early 1930s.

## Pinpointing People

Using the map on page 16 and the bio bubbles on page 18, students can cut and paste the craftspeople onto the map to show where each craftsman was born and grew up before traveling to work on the construction of Glencairn. Students may do additional research on each location to find out additional information such as the languages spoken in that area, the landscape and climate, important landmarks and notable people also from that area, etc. Using the blank bio bubbles on page 19, students can add themselves to the map if they wish, to begin building their personal connection to this program. This can be done individually, or by creating a largescale collaborative class map.

## Connecting to Romanesque Style

The architecture of Glencairn is inspired by Romanesque style castles and churches of the early Middle Ages. Using map on page 16 and the chart of Romanesque buildings on page 20, students can map the locations of each structure. Students could also research one of the castles or churches and create a chart or diagram to compare it to Glencairn.



## Glencairn in Time

Glencairn took 11 years to be constructed and was worked on between 1928 and 1939.

Students may benefit from understanding of what was happening locally, nationally, and globally during the planning and construction of Glencairn. The timeline activities provided here will prepare students to have a clearer and deeper understanding of how and why Glencairn came to be, and how the craftsmanship displayed in Glencairn was influenced by the time period.



## Technology and Innovation

Leading up to and during the building and decoration of Glencairn, there were many important technological innovations that took place. Using the list of events on pages 21-22, have students create a timeline with illustrations for each event. Students can supplement the list of events by researching their own events to add to the timeline. The timeline can be created from pieces of paper taped together, string with events taped to it, or on a large whiteboard or wall.

## The Art Styles in Glencairn

The way that Glencairn was decorated by the craftspeople working for Raymond Pitcairn shows influences from many different art styles. Using the list of art movements on page 23 and the chart of artifacts on page 24, have students create a chart to show when each art movement was happening and then sort the artifacts into their corresponding style. Some artifacts may fit more than one style! A key for the artifacts is provided on page 25. This could be extended into an art making activity.

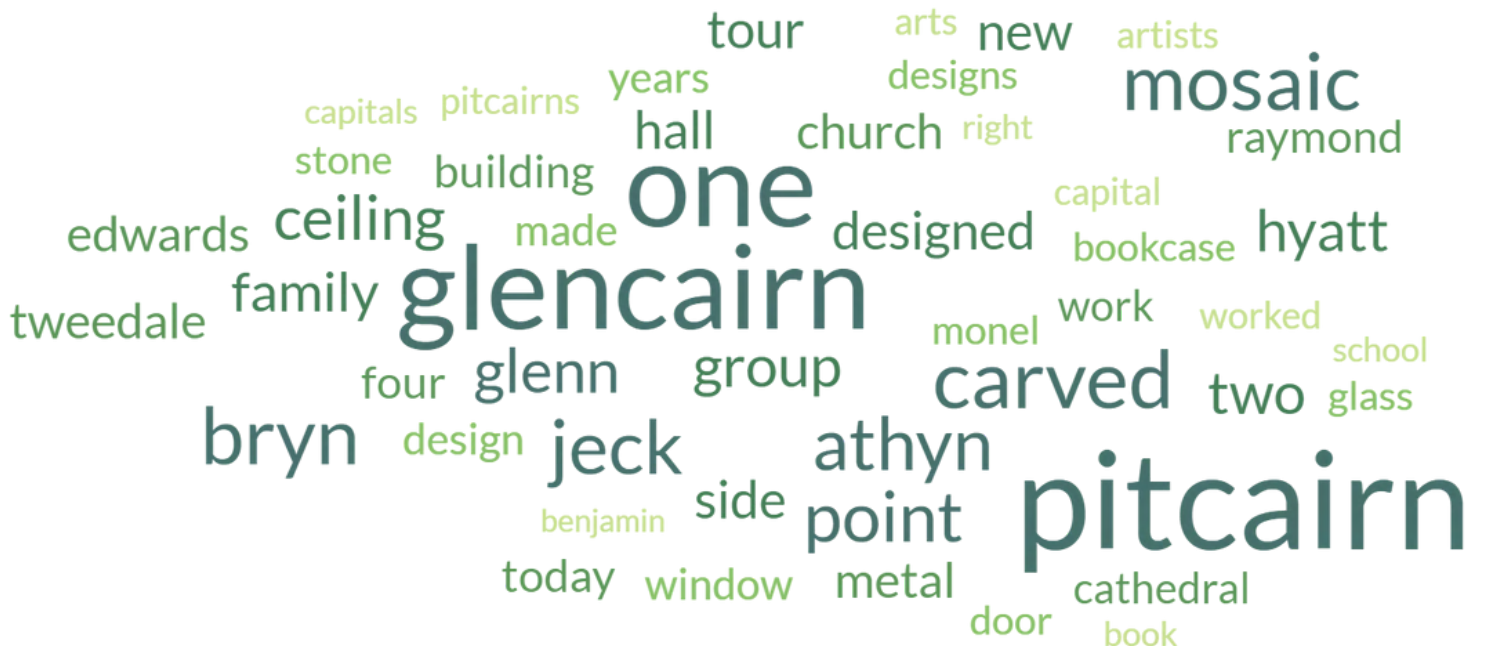
## History of the Historic District Cards

Glencairn was the last building of the Bryn Athyn Historic District to be built. Students can cut out the History of the Historic District cards on pages 26-27 and use them in several simple games such as Memory or Go Fish, to familiarize themselves with Glencairn's place in the timeline of the Bryn Athyn Historic District.



## Vocabulary

Some key words that students will encounter during the program, and that will help them to be prepared for the experience are listed on pages 28-29. The activities in this section can be used to familiarize students with the terms.



## Illustrating

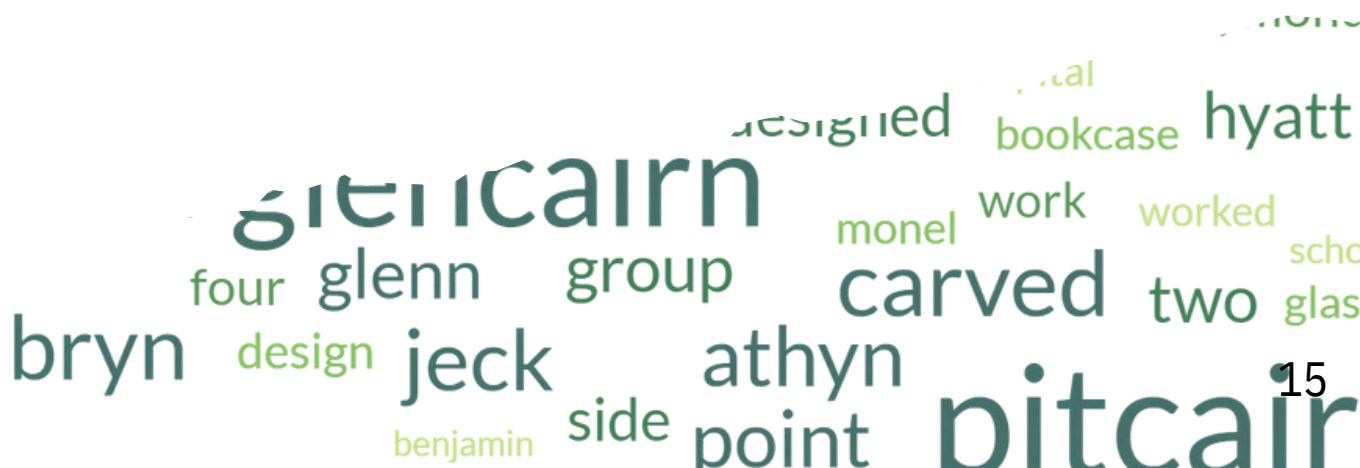
Each student can choose a word and create a work of art based on that vocabulary term. Encourage students to go above and beyond stick figures, to really think creatively. Create a class gallery of vocabulary prior to the museum visit or program. Students may draw inspiration for their pieces from examples that they research.

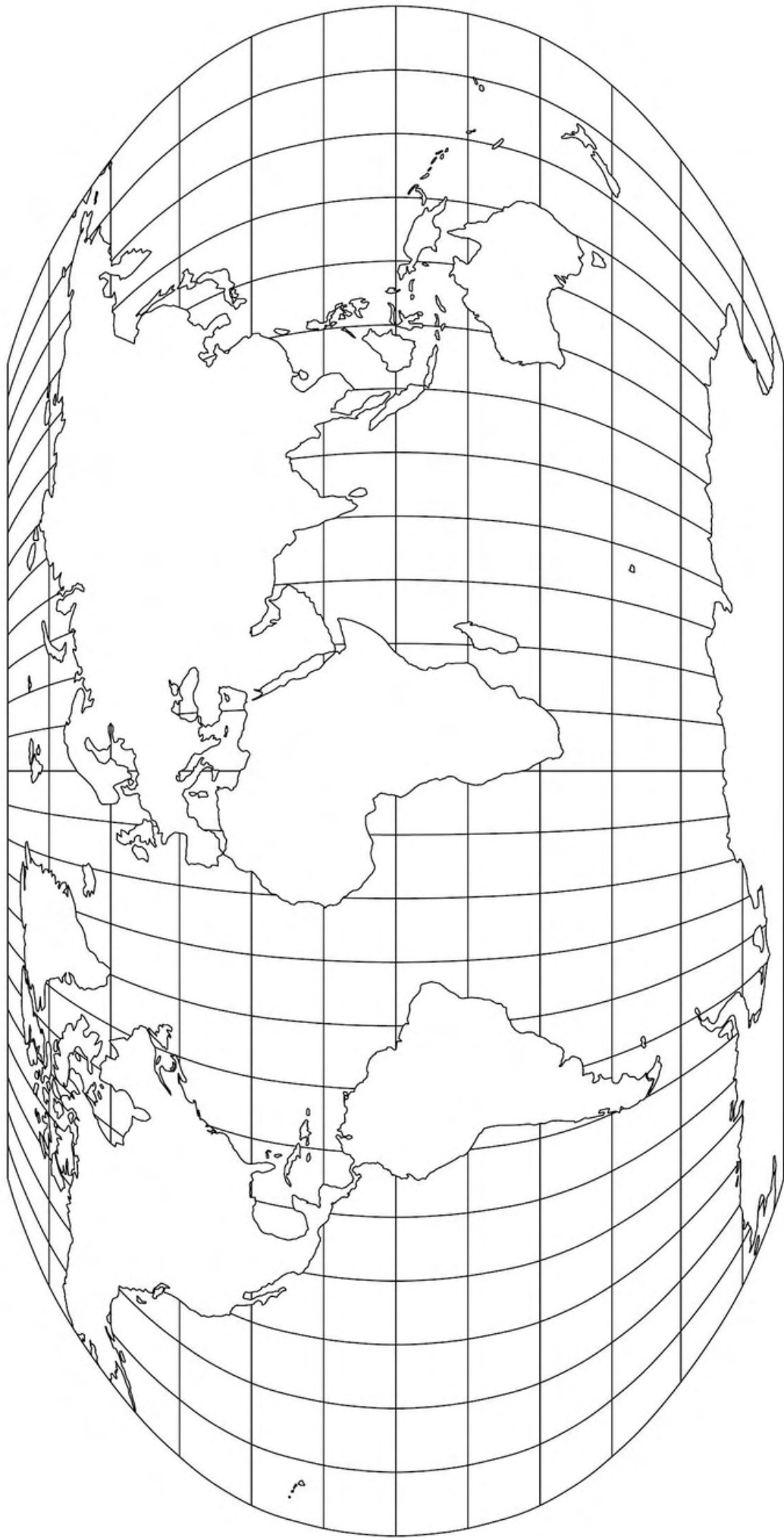
## Acting

Small groups of students choose a word and create a short scene that exemplifies the word. These scenes can be abstract and creative, they can take place in the time period, or they can use the word directly. Students may also enjoy playing charades with the words.

## Discovering Terms in Art

Using the works of art on pages 29 and 30 (historic art), and pages 31 and 32 (modern art), encourage students to analyze representations of these terms in art. Students can also research works of art that demonstrate these terms on their own. This activity pairs nicely with the Illustrating activity at the top of this page.







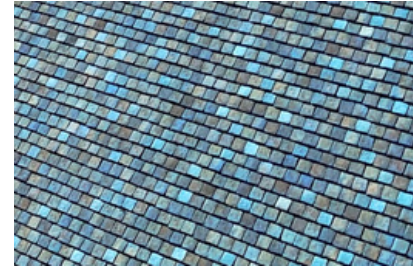
# Materials of Glencairn Museum



Granite stone  
Bryn Athyn, PA



Glass mosaic tesserae  
Bryn Athyn, PA



Terracotta glazed tiles  
Ohio, USA



Blue acoustic tiles  
R. Guastavino Company  
Boston, USA



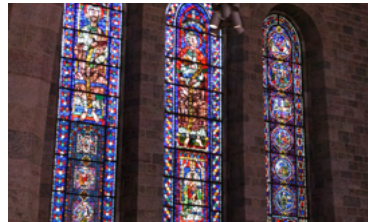
Teak wood planks  
India



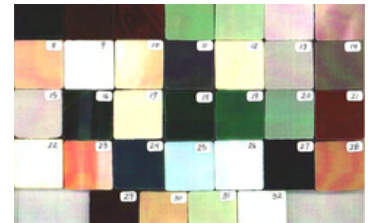
Travertine stone  
Italy



Monel metal  
Canada



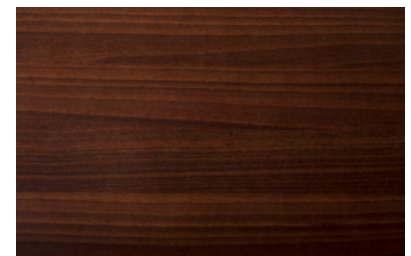
Medieval stained-glass  
France



Carrara glass tile  
Pittsburgh Plateglass Company  
Pittsburgh, PA



Teak wood beams  
Java, Indonesia



Cherry wood  
Possibly Pennsylvania, USA

Ariel C. Gunther  
1903-1993  
Glass Maker  
Maryland, USA



Winfred S. Hyatt  
1891-1959  
Stained Glass &  
Mosaic Designer  
Toronto, Canada

Attilio Marchiori  
Stone Carver  
Italy



Albert D. Cullen  
1899-1973  
Glass Worker  
Canterbury, England

Frank Jeck  
Woodcarver & Designer  
Periam, Romania  
(Originally Perjámos, Hungary)

Pietro Menghi  
Stone Carver  
Italy



Felice Sabatino  
1891-1972  
Model Maker & Stone Carver  
Castelfranci, Italy



Robert G. Glenn  
1913-2004  
Mosaic Designer  
Bryn Athyn, Pennsylvania

Alva Forsmark  
Seamstress  
Long Island, NY



Parke E. Edwards  
1892-1975  
Metal Designer  
Smithville, Pennsylvania

David F. Smith  
Glass Blower  
Czech Republic

Robert M. Collie  
Stonecutter  
Scotland



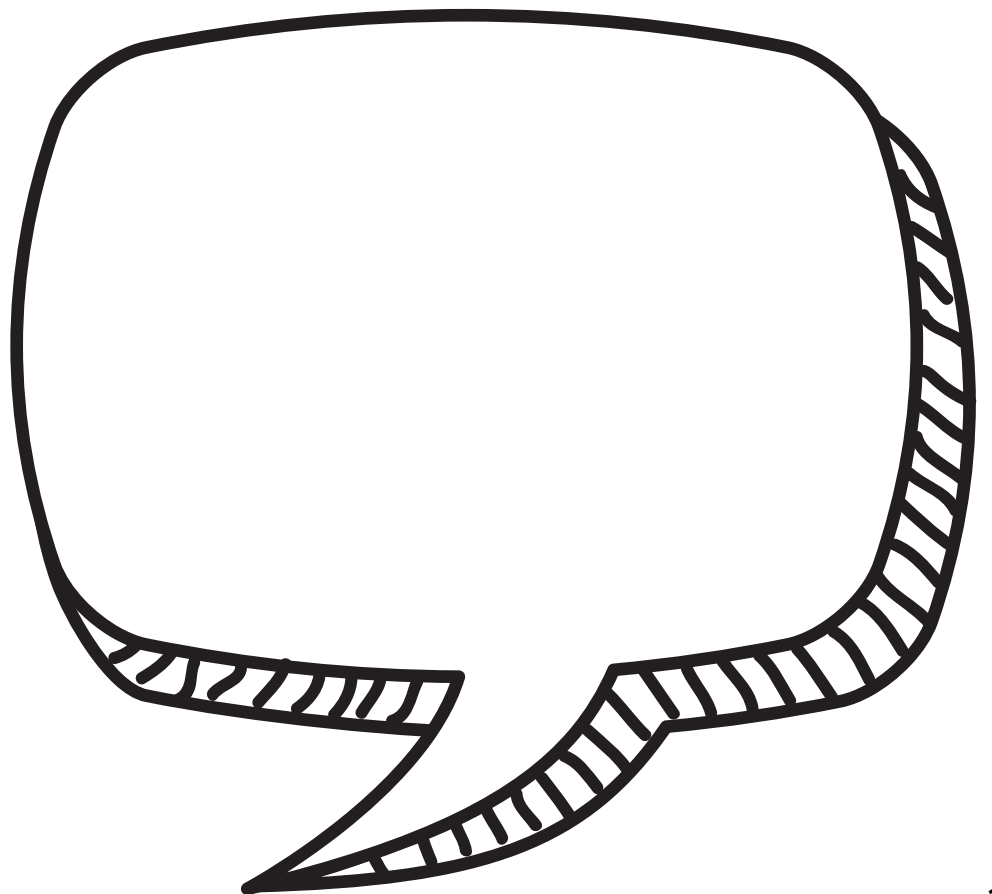
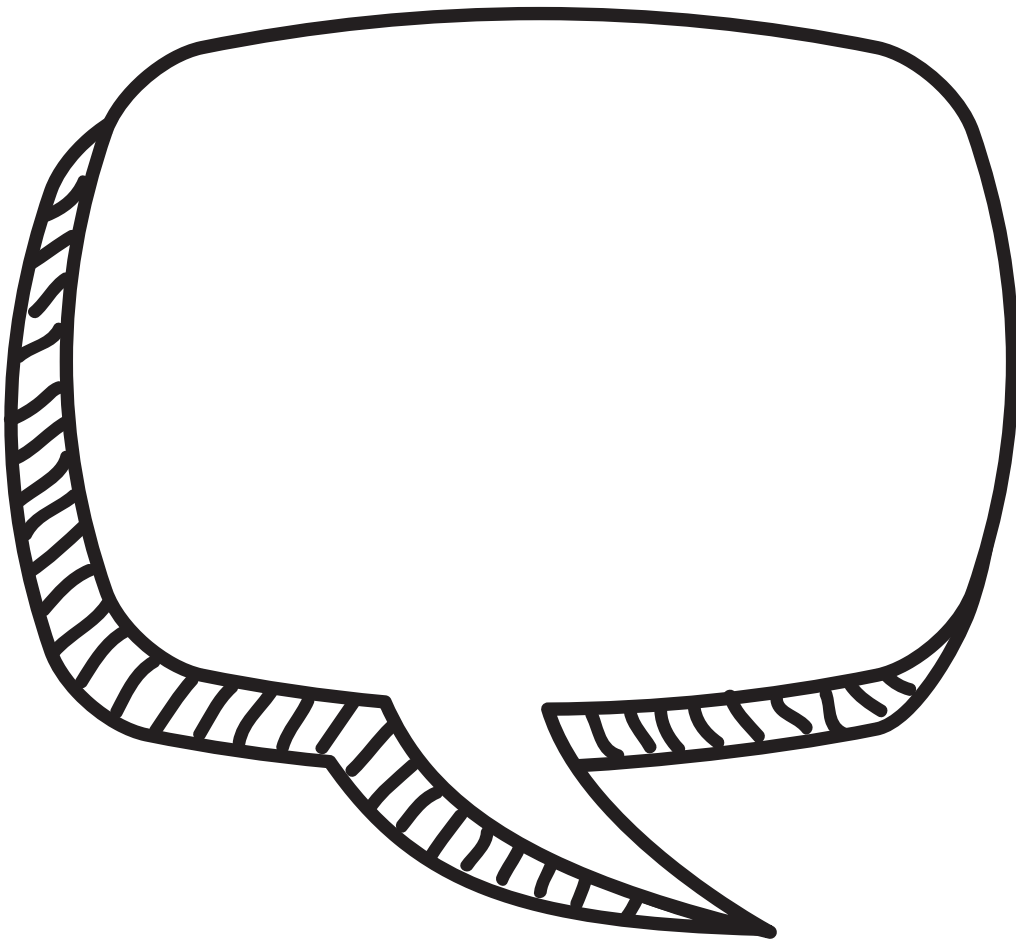
Benjamin A. Tweedale  
1868-1957  
Stone &  
Wood Carver  
Northern Scotland



Albert Walter  
Stone, Wood &  
Metal Designer  
Germany



Frank E. Snyder  
Artist & Illustrator  
Pennsylvania





# Romanesque Castles and Churches from Around the World

Abbey of the Holy Trinity  
Lessay, France



Collegiate Church of  
St. Mary and St. Alexius  
Tum, Poland



Sénanque Abbey  
Provence, France



Hisn al-Akrad  
Al-Husn, Syria



St. Bartholomew's Church  
Prague-Kyje, Czech Republic



Abbey Church of Saint-  
Savin-sur-Gartempe  
Poitou, France



Church of St. Michael  
Hildesheim, Germany



Maria Laach Abbey  
Glees, Germany



Moissac Abbey  
Moissac, France



# List of Events

1801 CE: The city of Philadelphia starts to receive water from the Fairmount Water Works through the use of steam power.

1804 CE: English engineer Richard Trevithick improved James Watt's steam engine and used it for transport. He built the first railway locomotive at an ironworks in Wales.

1807 CE: Robert Fulton's steamboat, the "Clermont" travels 150 miles upstream between New York and Albany in 32 hours at an average speed of 5 mph. This opens up the opportunity to travel American rivers in two directions.

1817 CE: The Erie Canal is dug - a 363 mile canal to join the Hudson River to Lake Erie, making overland travel a little easier.

1818 CE: Thomas Blanchard of Middlebury, Connecticut, builds a woodworking lathe that does the work of 13 men. His invention helps to lower wood prices.

1837 CE: Thomas Davenport of Brandon, Vermont, is one of the first to find a practical application for the electric motor. He uses a motor he built to power shop machinery and also builds the first electric model railroad car.

1840 CE: John Rand invents a collapsible metal squeeze tube, and is used in Europe to hold and squeeze out paint for artists.

1844 CE: Samuel F.B. Morse tests out his telegraph and sends a message from Washington D.C. to Baltimore from the chambers of the Supreme Court in Washington, DC.

1856 CE: Henry Bessemer announces his invention of the Bessemer converter, a basic oxygen furnace that can convert iron to steel in very large quantities.

1857 CE: Elisha Graves Otis dramatically demonstrates his passenger elevator at the Crystal Palace Exposition in New York by cutting the elevator's cables as it ascends a 300 foot tower. Otis' unique safety braking system prevents the elevator from falling.

1859 CE: Drilling at Titusville, Pennsylvania, "Colonel" Edwin Drake strikes oil at a depth of 69.5 feet. Before that, oil, which had been used mostly as a lubricant and lamp fuel, had been obtained only at places where it seeped from the ground. Western Pennsylvania witnesses the world's first oil boom.

1867 CE: Joseph Monier invents reinforced concrete.

1876 CE: Alexander Graham Bell patents his telephone, built with the assistance of young self-trained engineer Thomas A. Watson.

1877 CE: Working with a team of engineers at his Menlo Park, New Jersey, laboratories, Thomas Alva Edison perfects a system of sound recording and transmission in the phonograph. The first recording replayed is a voice saying "Mary had a little lamb its fleece was white as snow."

1879 CE: Thomas Edison perfects an incandescent light bulb.

1889 CE: After ten years work and numerous prototypes, Mrs. WA Cockran of Shelbyville, Indiana, eases kitchen labor everywhere by producing a practicable dishwashing machine.

1901 CE: Alva Fisher of Chicago is awarded US Patent 966,677 for the first electric washing machine.

1903 CE: Brothers Wilbur and Orville Wright build the first engine-powered airplane.

1908 CE: Car maker Henry Ford introduces his Model T automobile. By 1927, when it is discontinued, 15.5 million Models T's will be sold in the U.S. Ford owes much of his success to his improved assembly line process, which by 1913 will produce a complete Model T every 93 minutes.

1927 CE: Philo Farnsworth demonstrates the first television for potential investors by broadcasting the image of a dollar sign.

1937 CE: Iowa State mathematician and physicist John Atanasoff designed the first electronic digital computer. It would use binary numbers (in which all numbers are expressed with the digits 0 and 1), and its data would be stored in capacitors. In 1939 he and his student Clifford Berry began building the Atanasoff-Berry Computer (ABC).

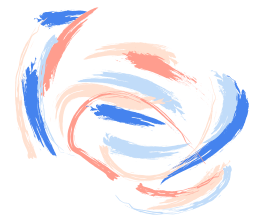
Learn more here!



**Timeline of historic inventions**  
The timeline of historic inventions is a chronological list of particularly...  
[en.wikipedia.org](https://en.wikipedia.org)



# Art Styles in Glencairn



## Art Nouveau



Art Nouveau style tiles from Glencairn.



Art Nouveau was a popular style from around the late 1880s until the First World War in 1914. It included many images and designs that showed nature or were inspired by nature.

## Art Deco



Art Deco style tile from Glencairn.

Art Deco was a popular style after the First World War and into the 1920s. It included bold colors like turquoise, coral, and cream, and lots of geometric patterns. This art style was influenced from many things around the globe including ancient Egyptian archeological discoveries, patterns from African fabrics, and art of Asia.

## Arts & Crafts Movement



Arts & Crafts style stair railing from Glencairn.

The Arts & Crafts Movement was popular in the US in the late 1800s. It was a reaction to the time of the Industrial Revolution where objects were made quickly in assembly lines and all looked the same. A main idea was to bring beauty to everyday objects.

## Medieval Motifs



Light switch cover from Glencairn showing the clouds of heaven.

Glencairn includes many connections to designs that were popular in the Middle Ages including the crozier - a spiral type shape, and the clouds of heaven.

# Architecture & Artifacts of Glencairn



Monel air vent



Monel balcony railing



Plexiglass lampshade



Marble and gold tile bathtub



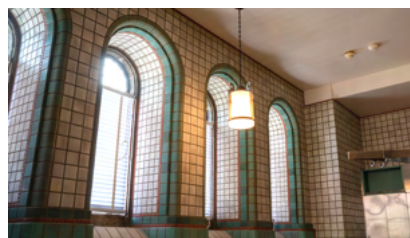
Monel lightswitch cover



Carved stone capital



Poured concrete stairs



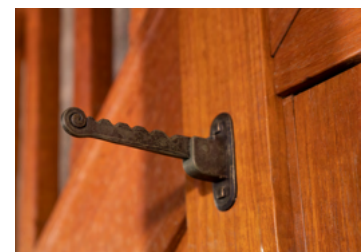
Tiled kitchen windows



Teak bench



Teak baby crib



Monel coat hook



# Architecture & Artifacts of Glencairn



**Monel air vent**  
Arts & Crafts  
Art Nouveau  
Medieval Motifs



**Monel balcony railing**  
Arts & Crafts  
Medieval Motifs



**Plexiglass lampshade**  
Art Nouveau  
Arts & Crafts



**Marble and gold tile bathtub**  
Art Deco



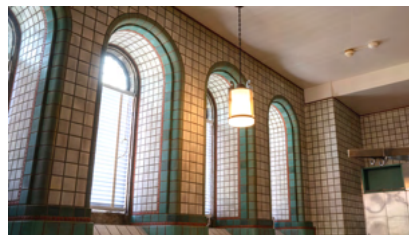
**Monel light switch cover**  
Arts & Crafts



**Carved stone capital**  
Art Nouveau



**Poured concrete stairs**  
Arts & Crafts  
Art Nouveau



**Tiled kitchen windows**  
Art Deco



**Teak bench**  
Arts & Crafts



**Teak baby crib**  
Arts & Crafts  
Medieval Motifs



**Monel coat hook**  
Arts & Crafts  
Medieval Motifs



1885

Raymond Pitcairn, the designer and builder of Glencairn is born.

1889

John and Gertrude Pitcairn, Raymond's parents, buy 84 acres of farmland and woods in Huntingdon Valley, PA so that families of their church can move to the countryside.

1895

Cairnwood Estate, Raymond's childhood home, was finished.

1910

Raymond married Mildred Glenn and they lived together at Cairnwood and started raising their family.

1919

The Bryn Athyn Cathedral, the church for the community, is finished. It was the work of Raymond, his father John, and many other craftspeople.

1928

Work is started on Glencairn while Raymond, Mildred, and their 9 children are still living next door at Cairnwood.

1939

Glencairn is finished and the family moves in.

1966

Raymond Pitcairn dies.

1979

Mildred Pitcairn dies.

1982

Glencairn officially opens as a museum.

# Key Words

Architecture: the art of designing and building different kinds of structures or the way that a building or structure looks

Biography: an account of someone's life

Capital: a carved piece of stone that sits on top of a column, below the roof

Craftsman: a person who is skilled and trained in a specific kind of craft or art

Engineer: people who has trained and studied to invent, designs, build, test, and develop machines, buildings, and other types of systems and structures

Global: considering the whole world

Guild: a group of craftspeople or artists who are all trained in the same craft and who support one another

Imagery: the people, animals, designs, patterns, or other visual objects that appear in a work of art

Influence: to have an effect on something or to cause something to change

Innovation: coming up with a new way of doing something, a new item, or a new idea

# Key Words

Material: a substance used to make something

Method: the way in which something is made or done

Romanesque: a type of building style that is based on ancient Roman architecture and buildings and was used a lot in the middle of the Middle Ages from about the 1000s to the 1200s

Symbol: something that stands for or represents something else

# Santa Maria Maggiore

Rome, Italy

432 CE

This is the triumphal arch at the Basilica di Santa Maria Maggiore. The Basilica was built during the time of Pope Celestine I who was the bishop in Rome from 422 to 432 CE.

The arch is covered in mosaic designs and shows Christian images telling the story of the birth of Christ including Mary receiving the news from the angel Gabriel, the wise men bringing their gifts, and Jesus being presented at the temple.

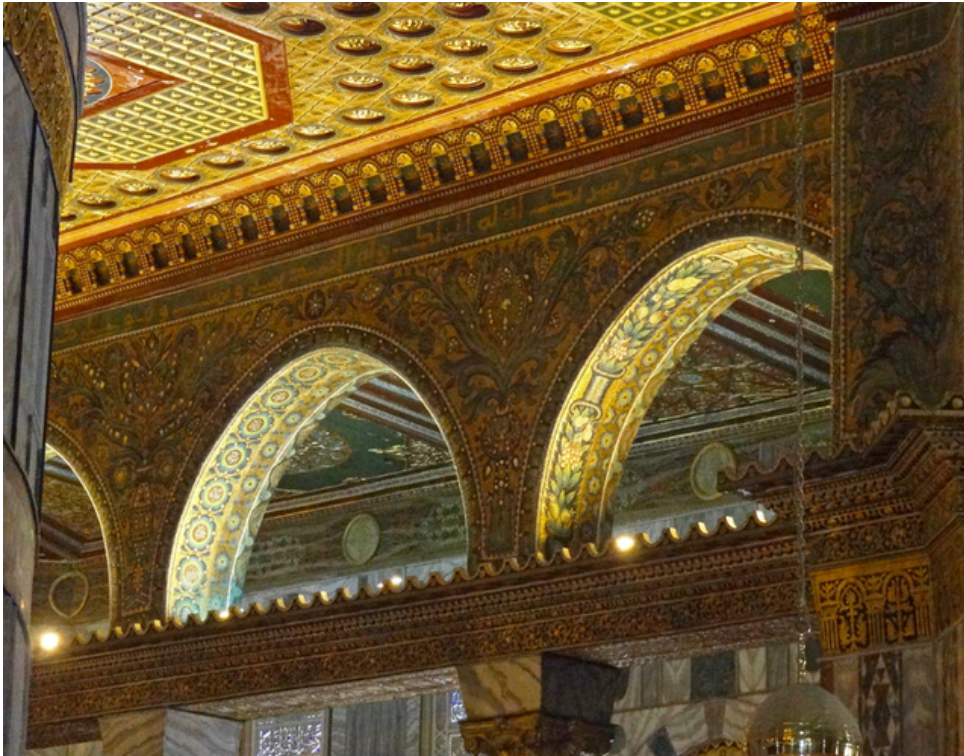


# The Dome of the Rock

Jerusalem, Israel

691 CE

The Dome of the Rock is an important religious site to Muslim, Jewish , and Christian people. In the Jewish and Christian faith, the rock that is in the center of the building is believed to be the rock that Abraham almost sacrificed his son



Isaac on. In the Islamic faith, the rock is believed to commemorate part of the journey of Muhammad.

The higher walls inside the space are covered in mosaic designs and don't include any people or animals. There are designs inspired by plants and nature, and designs that look like large vessels and containers.



There is also a long inscription in Arabic that has verses from the Qu'ran. This is an example of Arabic calligraphy, which is a common type of decoration used in Islamic art.

# Glencairn Museum

Winfred Hyatt

Bryn Athyn, PA

1939 CE

Glencairn's mosaic archway was designed by the artist and craftsman Winfred Hyatt. The mosaic pieces are made of glass that was blown at Glencairn and the designs are connected to the high school in Bryn Athyn. Each circle, or medallion, represents one part of the school and shows how important education was to the Pitcairn family. The arch also has a quote about the faith of the family.





# Philadelphia's Magic Gardens

Isaiah Zagar

Philadelphia, PA

2004 CE



Philadelphia's Magic Gardens are a walkable work of art in downtown Philadelphia. The mosaic art was created by artist Isaiah Zagar. Isaiah and his wife wanted to make South Philly a beautiful place for people to live and started creating mosaic murals around where they lived.



Isaiah and his wife were able to make such a big difference to their neighborhood that that time was called the "South Street Renaissance".

Isaiah uses lots of found and recycled materials to create his mosaics including glass bottles, bicycle wheels, plates, and bricks.

Isaiah is inspired by his travels around the world, and by the work of other artists and mosaicists.

# Post-Program Materials



## **Symbols**

Much of the discussion students will have during their program will revolve around the symbolism found in the craftsmanship at Glencairn. By participating in the activities in this section, students will reinforce their understandings of symbolism, and review material covered on the tour. A chart of some of the most program relevant symbolism is provided on page 37.

## Making New Meaning

Students can choose one of the symbols from the chart on page 37 and think of a new meaning that they would give that symbol if they were to use it to decorate their classroom, bedroom, or home.

## History of the Symbols

Students can choose one of the symbols from the chart on page 37, or think of a symbol of their own, and research what that symbol has meant to different people during different times in history. Students can make a timeline, presentation, comic, artwork, or write a report or essay on the history of their chosen symbol's meaning.

## Symbols of Faith

Many of the symbols found in the craftsmanship of Glencairn are connected to the Pitcairn family's Christian faith. Other religions also have symbols that have significant meaning to people of that faith. Students can choose one of the symbols from the list on page 38 or research one of their own and share what they learn with the whole class.



# Symbols in the Craftsmanship of Glencairn



**Image:** Sheep  
**Meaning:** Family



**Image:** Stork  
**Meaning:** Love between parents and children



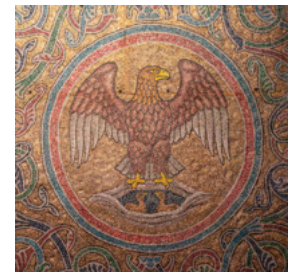
**Image:** Eagle with shield  
**Meaning:** Patriotism



**Image:** Camels  
**Meaning:** Learning



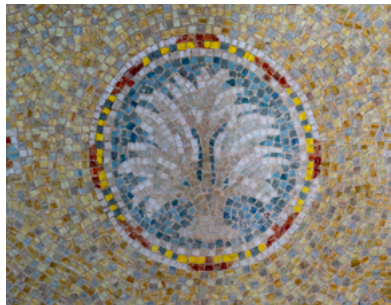
**Image:** Bird of Paradise  
**Meaning:** A person's mind and spirit



**Image:** Eagle with chicks  
**Meaning:** Protecting and teaching children



**Image:** Turtle doves  
**Meaning:** Marriage



**Image:** Tree  
**Meaning:** A person's life



**Image:** Lampstand  
**Meaning:** Church



**Image:** Lion with crown & key  
**Meaning:** Power of God



**Image:** Winged horses  
**Meaning:** Truth and wisdom

# Symbols of World Religions



**Image:** Lotus flower

**Religion:** Buddhism

**Meaning:** Purity



**Image:** Dove

**Religion:** Many including Christianity, Judaism, and Islam

**Meaning:** Peace, promise, the soul, protection



**Image:** Om

**Religion:** Hinduism

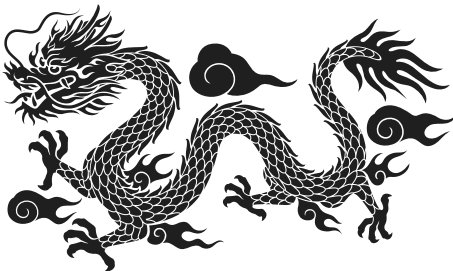
**Meaning:** Sound symbol that represents the Universe or ultimate reality



**Image:** Sun disk

**Religion:** Ancient Mesopotamian beliefs

**Meaning:** Symbol for Shamash, the sun god and god of protection



**Image:** Dragon

**Religion:** Buddhism

**Meaning:** Power and imperial majesty



**Image:** River leaf

**Religion:** Beliefs of the Edo people of Benin  
**Meaning:** Symbol for symbol for Olokun, god of the sea

## Tools and Training

The following activities suggest ways for students to learn about the tools and training that go into the craftsmanship that they experienced during their program.





## Guild Life

Glencairn's construction happened in a very similar way to many medieval European construction sites where workers of a craft worked together in guilds. Students can read [this article on workshops and guilds in northern medieval Europe](#) and then working alone or in small groups, choose a type of craft to research how guild life worked in that craft, for example the stone masons guild.

## Making Models

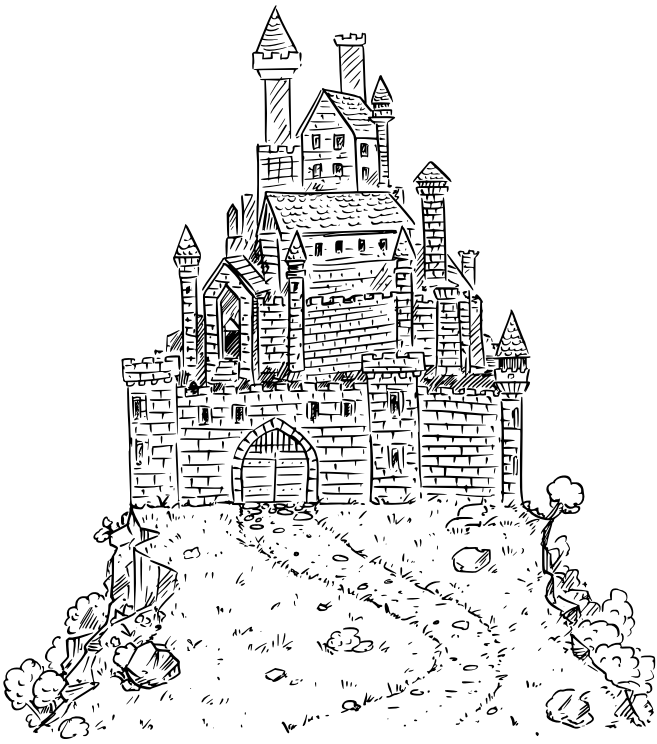
A lot of the design work for Glencairn was done by making scale models. Students can read [this article about the models made for Glencairn](#), and then they can choose to make a model of an object that they encountered on their program, or make a model of something of interest to them. This could also provide an opportunity to tie in a lesson on scale and proportion.

## Tools of the Trade

Each of the craftspersons who worked on Glencairn had many tools that they used for their craft. Using the bio bubbles on page 18, students can select a craftsperson and research their craft to make a list of all the tools used in that craft. If able, students can bring in a tool that they researched, find images of one, or make a model of a tool to share what they learned with the class.

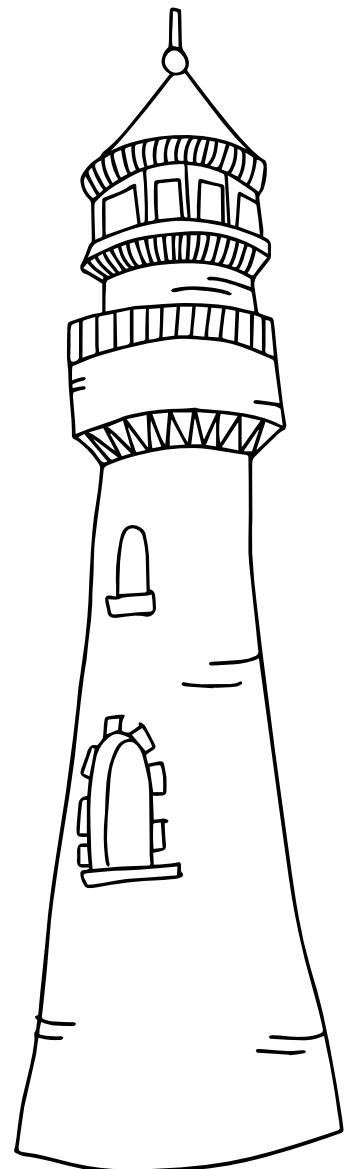






## **Glencairn's Long Lost Second Tower**

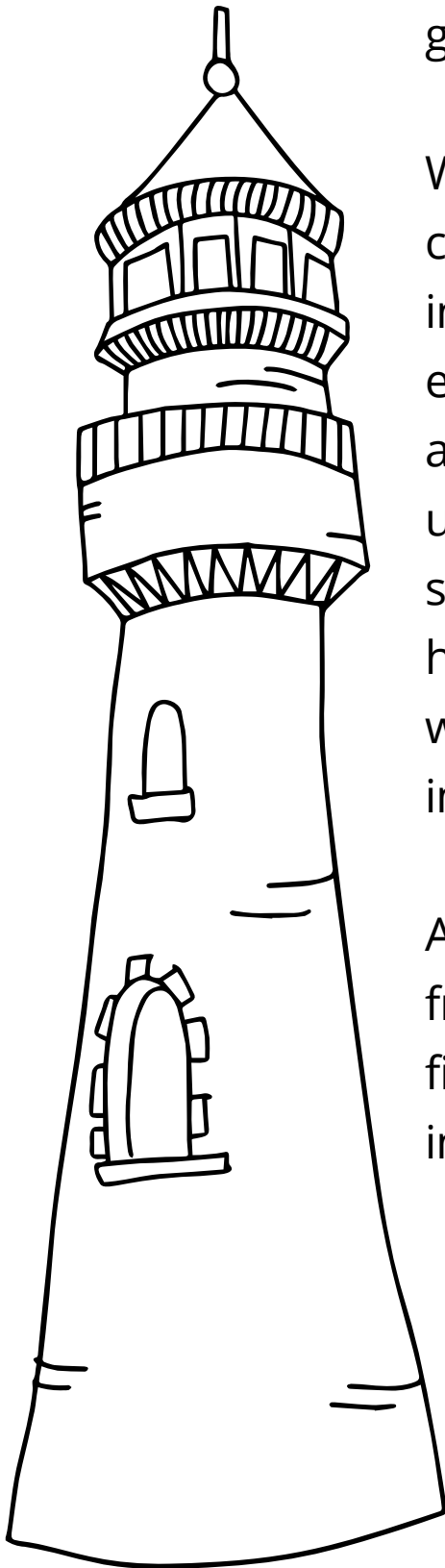
Now that students have had gained an understanding of the people, materials, tools, training, symbolism, and context behind the craftsmanship of Glencairn, they are ready to work collaboratively to design and build a second Tower for Glencairn!



Using a variety of craft and recyclable materials, students can work together in small groups to design and build a castle tower.

While designing their tower, students should consider what building materials they will incorporate - stone, wood, metal, glass, fabric, etc. They should also consider structure and architecture, and what kind of style they will use. Lastly, students should consider what symbolism they will include in their tower and how they will show it - carving in stone or wood, stained-glass images in windows, mosaic imagery, etc.

Allow students time to move through the steps from concept, to planning, to building, to finishing touches. Once students have finished, invite each group to share about their creation.



# Media Recommendations

These links are all to Glencairn Museum News articles connected to craftspeople and parts of Glencairn that are talked about in the program:

[Craftsmanship at Glencairn: Five Artists](#)

[Winfred Sumner Hyatt: A Lifetime of Artistry](#)

[A Woodcarver's Legacy: The Work of Frank Jeck \(Part One\)](#)

[A Woodcarver's Legacy: The Work of Frank Jeck \(Part Two\)](#)

[Glencairn's Tyldal Chair](#)

[An Interview with Jens Langlotz, Bryn Athyn's Master Stone Carver](#)

[An Interview with Warren Holzman of Iron Studio](#)

[The Story of Glencairn's Glass Mosaics](#)

These links will support understanding of craftsmanship, architecture, art, and symbolism in a variety of location, cultures, and religions:

[The Art of Africa: A Resource for Educators - The Met](#)

[The Art of the Ancient Near East: A Resource for Educators - The Met](#)

[Introduction to Buddhism by Dr. Jennifer McIntire](#)

[Romanesque Architecture](#)

[Art Periods](#)

[Heilbrunn Timeline of Art History](#)

# Contact Information



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## Credits

*Developed by Fiona Dwyer for Glencairn Museum*

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