1951

Units on the local history of Chelsea to supplement a course in American history.

Wolski, Charles A
Boston University

http://hdl.handle.net/2144/10683
Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

SERVICE PAPER
UNITS ON THE LOCAL HISTORY OF CHELSEA TO
SUPPLEMENT A COURSE IN AMERICAN HISTORY

Submitted by
Charles A. Wolski
(A.B., Boston University, 1950)

In partial fulfillment of requirements
for the Degree of Master of Education
1951
First Reader: William H. Cartwright, Associate Professor of Education

Second Reader: George W. Denemark, Assistant Professor of Education
<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td><strong>Unit One. A New World.</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>11</td>
</tr>
<tr>
<td>Activities</td>
<td>17</td>
</tr>
<tr>
<td>Bibliography</td>
<td>21</td>
</tr>
<tr>
<td><strong>Unit Two. A New Nation.</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>23</td>
</tr>
<tr>
<td>Activities</td>
<td>29</td>
</tr>
<tr>
<td>Bibliography</td>
<td>32</td>
</tr>
<tr>
<td><strong>Unit Three. The Growth of the Nation.</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>33</td>
</tr>
<tr>
<td>Activities</td>
<td>40</td>
</tr>
<tr>
<td>Bibliography</td>
<td>43</td>
</tr>
<tr>
<td><strong>Unit Four. The Civil War Period.</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>44</td>
</tr>
<tr>
<td>Activities</td>
<td>50</td>
</tr>
<tr>
<td>Bibliography</td>
<td>52</td>
</tr>
<tr>
<td><strong>Unit Five. The Emergence of Modern America.</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>53</td>
</tr>
<tr>
<td>Activities</td>
<td>64</td>
</tr>
<tr>
<td>Bibliography</td>
<td>69</td>
</tr>
<tr>
<td><strong>Unit Six. Reform Movement.</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>71</td>
</tr>
<tr>
<td>Activities</td>
<td>78</td>
</tr>
<tr>
<td>Bibliography</td>
<td>81</td>
</tr>
<tr>
<td><strong>Unit Seven. Between Two Wars.</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>82</td>
</tr>
<tr>
<td>Activities</td>
<td>92</td>
</tr>
<tr>
<td>Bibliography</td>
<td>96</td>
</tr>
<tr>
<td><strong>Unit Eight. The U.S. Becomes A World Power.</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>97</td>
</tr>
<tr>
<td>Activities</td>
<td>106</td>
</tr>
<tr>
<td>Bibliography</td>
<td>109</td>
</tr>
<tr>
<td>Unit Nine</td>
<td>Domestic Problems</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Overview</td>
<td>110</td>
</tr>
<tr>
<td>Activities</td>
<td>115</td>
</tr>
<tr>
<td>Bibliography</td>
<td>118</td>
</tr>
</tbody>
</table>

**Appendix**

| Bibliography | 119          |
| Places of Interest | 120          |
| Map | 122          |
Introduction

The primary purpose of this paper is to encourage, guide, and aid history teachers in making greater use of local history material in American history courses. These units of work are designed to help teachers and students to make a study of the role local history played in the development of modern life. The aim being, to present ideas for teaching the geographical, economic, political, and especially the social implications of the city of Chelsea.

Today the school has a definite responsibility to help students develop understandings, appreciations, attitudes, and abilities in regard to their local communities. The author is restricting the term community to the city limits of Chelsea. Few people are conscious of the impact of their local community upon modern life. Today we have become nationally minded, and often the local community is ignored. Little respect and interest is manifested by citizens toward their local governments. Also the local community can act as a training ground for county, state, and federal officials, and as such should not be ignored. Often national domestic problems have their roots in the local communities; the best way of solving a problem is by attacking the roots.

Rolla M. Tryon lists five substantial reasons for teaching local and state history. They are:
1. State history serves as a basis for the development of an intelligent and elevating state pride.
2. State history puts the pupil in touch with local political, social, and industrial developments and furnishes him the background knowledge necessary for interpreting them.
3. State history furnishes the pupil with concrete illustrative material which aids him in securing an adequate understanding of national history.
4. State history supplies the opportunity for the pupil to come face to face with historical material, thus creating in him a feeling of historical reality and giving him training in handling historical sources.
5. State history supplies the teacher with many opportunities to make his teaching conform to the modern educational principles of proceeding from the concrete to the abstract and from the known to the unknown.\[1\]

The writer believes these reasons, as stated by Tryon, are excellent for justifying the teaching of local history in conjunction with national history, with the exception of the first—that of elevating state pride. If the teaching of local and state history will develop narrow provincialism, it will do more harm than good. It is for this reason, to avoid the development of provincialism, that the writer is suggesting that these units be integrated with national history. Local history when taught separately becomes a meaningless record of historical events. However, when used in conjunction with

---

national history, it not only avoids the development of provincialism but enriches the study of national history as well. Consequently, it is proposed that these units on the history of Chelsea be integrated with national history. Such an integration will facilitate the understanding of national history.

Secondly, the study of the community can contribute to "developing individual competence in social participation".¹ When a student is participating in community activities, he is acquiring competence in the evaluation of the problems confronting the community. Also, while studying the community, the pupil ought to be formulating ideas as to the needs of the community, as well as possible solutions to its problems. In order to have a thorough understanding of the social, political, and economic conditions of the community, "it is necessary for children to know about the forces of the past which have operated in determining the course of the problems of the present time."² A study of the history of Chelsea will help the pupil to realize the contributions made by the early

---

2. Ibid., p.10.
settlers to the growth of his community as well as the nation. It will give him the feeling of social continuity. He will learn to realize that his city is similar to other cities in social, political, and possibly economic organization; that it is the aggregation of these cities and towns which make up our nation.

Just as a science teacher uses a laboratory to illustrate scientific principles, so the history teacher can use the community as a laboratory to demonstrate social trends and principles. It is the duty of every teacher to teach our future citizens to take an active part in society. Each generation of a society grows more complex; its problems are composite. Economic, social, and political factors are in close relation, thus making solutions all the more difficult. Several solutions are often possible for one problem. After careful scrutiny and study of the problem, a citizen must make his own decision from the numerous alternatives presented. By actual study and observation of community problems in the school, the schools will be graduating better citizens.

If the purpose of the social studies is to help boys and girls to understand and interpret the social life

of which they are a part, and to participate in that life with satisfaction to themselves and to society, then it seems obvious that all of the environment, all of the community factors, all of the community problems are inescapably a part of the social studies curriculum.¹

Thirdly, a community usually abounds with local historical material which will aid in the understanding of national history. The understanding of national trends can be brought about more effectively through emphasis on the cultural contributions of the local community. Within every community there are examples in the arts, literature, religious, and governmental achievements of the local residents. It is the purpose of these units to point out the residents of Chelsea who have attained national fame, and the contributions of the community to national life.

Fourthly, by making use of local historical material, a teacher is in accord with the current educational principle of bringing teaching and subject-matter as close to reality as possible. Henry Johnson states:

Any local past properly realized not only contributes in a general way to the feeling of reality in dealing with the larger past, but supplies specific elements for reconstructing the larger past. This is not the only reason why teachers and pupils in any community should know the past and present of the community, but it is sufficient reason;²

He further states, "the most effective appeal to the sense of reality is, of course, through reality itself". This reality may be achieved by using the experience of the children, local history, and the local experiences and interests of the pupils. Any material that can be directly observed is excellent material for the social studies.¹

The principle of reality in education has been readily accepted and adopted with great success in science courses. It has been approved by the leading educators of the country as well as by the national educational associations. The reality principle is spreading rapidly to other courses of study. But history has continued to be taught from books, even though the vicinity of the school abounds with historical wealth.

It is true that the materials are not always readily available. Chelsea is not as gifted historically as the neighboring community of Charlestown of Boston. There is no local historical society which might collect and preserve historical material. The public library does not have an abundance of literature on local history which could be readily accessible to teachers or students. The great

---

¹. Ibid., p.164 ff.
conflagration of 1908 consumed the public library and a wealth of historical documents. Inspite of these hinderances, "favored communities are no more real than unfavored communities. In every community there should be, not merely casual use of the local past and present as may happen to occur to the teacher, but a systematic search of local resources for points from which the pupil may begin his journeys to the past and to which he may return."¹ This quotation adequately sums up the purpose of this paper, that is, to give the teacher of American history a systematic compilation of local historical material which may be used in conjunction with a course in United States history.

Fifthly, closely allied with the educational principle of making history real, is the current educational psychology of proceeding from the concrete to the abstract and from the known to the unknown. Too often textbook superficiality is preferred by many teachers to first-hand experience. The psychology of keeping education close to concrete and real things is not new, and it is slowly gaining impetus today. Comenius in his book Great Didactic formulated the idea that, in presenting knowledge to children, the teacher must make

¹. Ibid., p.164 ff.
constant appeal through sense perception to the understanding of the child. He arrived at the conclusion that education should proceed from the easy to the difficult, the near to the remote, the known to the unknown, and that the "great business of the teacher was imparting and guiding, and not storing the memory".¹

On the high school level, most pupils are aware of their general surroundings but only need help to logically integrate these surroundings into their courses of study. This is the task of the teacher. For example, many students pass the monument across from the Chelsea City Hall commemorating the Civil War, but few will note the connection between this monument and the study of the Civil War in a national history course. Such a monument affords the teacher excellent opportunity to illustrate the role of Chelsea in the Civil War. Now the study of the Civil War has added significance for the students.

Finally, the use of local history will act as a motivating device in the study of national history. Students have local pride and interest, as beat revealed in inter-city athletic contests. William Peterson states:

The study of local history in any state clearly affords a rich opportunity for teachers of the social studies to become more effective and interesting instructors. And in humanizing and vitilizing the American scene by the application of local, state, and regional illustrations, they will doubtless strike a spark, not only in the pupils but also in the parents of young America. The value in becoming familiar with the local scene can scarcely be over-emphasized.

Procedure: The application of local history in teaching American history has been very successful in the elementary grades. It is desirable to emulate in the junior and senior high school this good work. Therefore, these units are constructed for the secondary schools, with no particular grade level in mind.

Every effort was made to base the units on the local curriculum at Chelsea. Since the textbook approach is still widely used, the textbook currently used at the Chelsea High School, Harlow's *Story of America* was used as the basic method of organization for the units with some modifications.

The units commence with the settlement of the territory, now called Chelsea, to the present time. Each unit has the following organization:

1. The Overview
   A few paragraphs summing up the main ideas in the unit.

---

1. Peterson, op. cit., p.110
Each overview contains two parts: first, a brief overview of the nation's history for the period under discussion, and secondly, an overview of the history of Chelsea, corresponding to the same period. This is not an attempt to write the history of Chelsea, and, therefore, should not be considered as such.

2. Suggested Activities
A list of activities is provided for each unit. Whenever possible, an attempt was made to correlate community and national history in the activities.

3. Bibliography
Each unit contains a bibliography. Only such material which is available within the community is used. Also, there is no repetition of books in the several bibliographies, although one book may be used in several units.

It should also be remembered that the units in their entirety should not be utilized in a single course of American history; otherwise, they may defeat their own purpose by causing a neglect of our national history. When the time comes for utilizing the various units in the course, the teacher and students should plan together and adapt the unit or portions of the unit to the classroom situation. The clue to the successful integration of the activities with American history is to capitalize on the community spirit, interests, and enthusiasm of the students.
Unit One. A New World.

The title of this first unit might have been put in the form of a question: What was the beginning of American history? People had been living on the American continent for hundreds of years before Columbus accidently re-discovered America. Perhaps we should begin with the original inhabitants of that territory which is now Chelsea. But most histories begin with our European heritage, this then, is probably the best starting point. It is with these new immigrants coming into that part of the new world now called Chelsea, that we are concerned.

It was in 1614, that Captain John Smith explored the coast of New England. He sailed up Boston Harbor and named the river there after King Charles. Long before this, fishermen from Europe had come to Boston Harbor where they traded with the Indians, or stopped to repair their nets and ships.

In September 1621, twelve men from the Plymouth colony sailed along the coast and entered Boston Harbor. The party was under the command of Captain Miles Standish, and their purpose was to explore the territory surrounding Boston Harbor. Thus the territory now known as Chelsea was discovered and explored.

The first permanent settlement in the harbor was made at
Winnisimmet, now Chelsea, by Samuel Maverick in 1624. Maverick built his house on the grounds of what is now the United States Naval Hospital.

For a long time Europeans knew little about America. Europe was considered the center of the world, and the New England colonies hardly an outpost. The settlers had no rights of their own, being completely dominated by the English Crown. The Great Council of New England was set up which granted large tracts of land to the nobility who might wish to migrate to the new world. Such a grant was made to Robert Gorges, to include Charlestown, Chelsea, East Boston, Revere, and Winthrop. A government was formed for this territory with Gorges as governor. Although Maverick had no deed for Winnisimmet, his possession was not disturbed.

In the study of history we are as much interested in how people lived and in what they did. We want to know how the first Americans made a living. In the years between 1614 and 1763, the settlers made great progress in providing for civilized living. There were great opportunities here and the first settlers were ready to take advantage of them. Starting the colonies was the first step in building our nation. The second was learning to live in the new environment.
When the colonists first landed at Chelsea, they were confronted by the Pawtucket Indians; repulsed their attacks, and in a short time became their friends. The relationship between the Indians and the settlers was cordial at all times.

There were several ways of making a living in the colony, hunting such animals as lynxes, bears, wolves, moose, fox, etc.; trading with the Indians; fishing in the numerous streams; but among all the methods of making a living, farming was the most important.

The population of Winnisimmet, Rumney Marsh, and Pullen Point between 1635 and 1680 is uncertain; but in 1688 there were twenty-five estates aggregating about 125 inhabitants. Because of the small number of people the residents affiliated with the Boston church. The First Church of Christ was established in Chelsea in 1715 with Rev. Thomas Cheever as pastor. And so for 126 years this church was the only church in Chelsea. The second church to gain a foothold was the Baptist in 1837, followed by the Unitarians, Congregationalists, St. Luke's Episcopalian in 1841, and finally the Roman Catholics established a church in 1849. Until 1837, the population was homogeneous religiously, but as the population of Chelsea grew, other sects continued to invade the stronghold of the Puritans.

One of the first problems to receive the attention of
the Puritans was education. The educational motive was primarily religious, so that every child could read the Bible. The school was supported by the local residents, and Mr. Cheever was the teacher.

It was also during the colonial period that Chelsea acquired a sufficiently large population to become a town. Since its inception Chelsea was always considered to be part of Boston, but through the persistent efforts of the inhabitants, it became a town in 1739. These same efforts for self-government are a manifestation of a greater trend occurring during this period.

The settlers had vast ambitions. Soon people left the older colonial settlements in search of better opportunities elsewhere. They kept pushing the frontier farther and farther away from the original settlements. This process brought these early Americans in contact with the French, and later into war with them. During this period of uncertainty, each town was requested to keep on hand a stock of arms and ammunition for any emergency. Expeditions were sent from the older colonies to aid the frontiersmen. During the French and Indian Wars, the quota for Chelsea was six men to be impressed unless otherwise procured.

The American Revolution terminated the colonial period.
Long before the war people were quick to resent any infringement of their political or economic rights. Mellen Chamberlain in his book Documentry History of Chelsea presents documentary evidence of the general opinion of the inhabitants toward the British government's efforts for stricter control of the colonies. For example, when in 1757 Parliament imposed duties on paper, glass, and tea, payable upon importation into the colonies, Chelsea followed the lead of Boston and voted to disuse imported articles and to encourage the consumption of home manufactured products.

During the war for independence, the citizens of Winnisimmet rendered good service to the cause. A signal station was maintained on Powderhorn Hill. Washington's troops were quartered in barracks constructed in the Prattville area. Washington made several visits to Chelsea for the purpose of organizing and reviewing the troops quartered in Chelsea. At the request of the Provincial Congress, two companies were raised in the towns of Chelsea and Malden, and Captain Sprague's Chelsea company marched on the Lexington alarm.

Perhaps the most eventful battle took place on Chelsea Creek. This was the first armed military offensive initiated by the colonists in the Revolutionary War. Men from New Hampshire, Connecticut, Rhode Island, as well as
Massachusetts fought in this battle. It was on the shores of Chelsea that the unity of America was sealed.

While the war was in progress, the Americans changed their local, state, and national governments. Independence meant the end of British control, so the Americans began to organize a central government. The next unit will consider the formation of the national government, and matters of politics in general through the recorded sayings and doings of the people of Chelsea.
Unit One. Activities.

1. Imagine that you are an English visitor to one of the estates in Chelsea about 1680. Write a letter home describing the location, people, social activities, everyday life of the inhabitants, expressing your opinions and making comparisons with conditions at home in England.

2. Oral Report: "Was the Chelsea Settlement a Tyranny or a Democracy." Briefly define the terms tyranny and democracy. In presenting this report, keep in mind the political and religious viewpoints of the time. Then measure the Puritan colony in terms of today's standards of religious and political freedom. In your report, you may discuss the growth of religious freedom in Chelsea as one aspect of the growth of freedom in America.

3. Write a brief biographical sketch of the persons listed:
   a. Cary Family
   b. Captain John Smith
   c. Captain Samuel Sprague
   d. Col. John Stark
   e. Dr. Tuckerman
   f. John Sagamore
   g. Pratt Family
   h. Rev. Thomas Cheever
   i. Rev. Payson
   j. Richard Bellingham
   k. Robert Gorges

4. List some of the cultural achievements of Chelsea during the colonial period.

6. Those who may wish may begin a historical scrapbook of important articles and pictures cut out from the local newspaper. These articles will be of value and interest later in the course. When complete, bring the book to class, so that it can be read by other members of the class, as well as by future students of history.

7. Make a list of the products exchanged between the Massachusetts Bay Colony and England. Find out where your community obtains these products today.

8. Prepare an advertisement for insertion in the local newspaper, listing the articles that a merchant, whose ship has come from England, has for sail. Indicate what the merchant could purchase in Chelsea for a return trip home.

9. Plan and carry out the typical procedure followed in a Chelsea town meeting just prior to the Revolutionary War. Include notices for the meeting and topics likely to be discussed.


-18-
13. Map: On an outline map of the world trace the voyages of Columbus to the New World; of the Plymouth settlers; of Captain Smith's voyages and explorations of Massachusetts Bay; of Miles Standish's voyage and explorations of Massachusetts Bay and his expeditions on the mainland.

14. Write a brief summary in essay or outline form on three of the topics listed below:
   a. Indians of Winnisimmet
   b. Chelsea in the Revolutionary War
   c. Chelsea's Participation in the French and Indian Wars
   d. Commerce and Transportation in Chelsea During Colonial Days.
   e. Settlement of Chelsea
   f. Story of Prattville

15. Make a comparison of several institutions as they existed during the colonial period, and the same institutions as they exist today. For example, discuss education in Chelsea during the colonial period and education within the community today. Other suggestions are: religion, government, entertainment, occupations, transportation.

16. Make a chart entitled, "Town Government and the Confederacy" or "Local and Central Government". Copy on the chart diagrams showing the way the affairs of the town were managed. On your chart illustrate or write a brief explanation of how the Indians managed their political affairs.
17. Dramatization: Prepare and dramatize a meeting of a sewing club. Time: December 1773. Place: Chelsea. Characters: Daughters of parents in sympathy with the British Parliament, daughters of parents who emphasize American rights, and a guest from England who is visiting Chelsea. Purpose: To discuss and argue the issues and events of the times. During the discussion, relate the effect of these issues on the local community.

18. Prepare a statement in essay form that will summarize the major trends in the history of Chelsea during the colonial period. Your essay should not exceed 500 words. Be prepared to read and defend your essay in class.
Bibliography. Unit One.

Fitz, Adeline Francis, A Bit of Old Chelsea. A pamphlet. A very brief and somewhat inadequate account of the Cary family. Well illustrated.

Bosson, A.D., Battle of Chelsea. (in Massachusetts register of the Old Suffolk Chapter.) 1901, pp. 21-35.

Chamberlain, Mellen, A Documentary History of Chelsea. 2 vols. Boston: Massachusetts Historical Society, 1908. As the title suggests, this work uses original source material with notes. This is a very reliable account of the history of Chelsea, and can be regarded as a primary source.

Chelsea, Mass., Sons of the American Revolution. (in Massachusetts register of the Old Suffolk Chapter.) Boston: Spooner, 1901. Contains the constitution of the organization, historical sketch of the society, list of members, and brief record of revolutionary ancestors.


McKay, Battle of Chelsea Creek. Reprinted from the Chelsea Evening Record, Samuel H. Robie, editor, Chelsea, Mass., 1928. A restatement of the events of the Battle of Chelsea Creek. It is the most comprehensive treatment of the event. Although a secondary source, it is reliable, with frequent use of direct quotations and documentary evidence.
This is a secondary source. The book consists of three parts--1. Topical history of Chelsea from 1624 to 1908, 2. Story of Prattville and the Pratt family, and 3. A rather unorganized account of the author's own experiences and observations in Chelsea and elsewhere. Care must be taken in reading the book since family pride permeates the account.

Although the book is primarily concerned with the history of Revere, much space is devoted to the early association of Revere and Chelsea. A highly detailed, descriptive, and well documented account.

The volumes are written by several authors, each writing in his field of specialization. The diversity of authors, of course, results in variety of opinions without damage to the whole. The account is in novel form but the comprehensiveness of the work makes it valuable as a source book and not to be read from cover to cover.
This unit begins with the Treaty of Paris in 1783 and closes with the end of the Jeffersonian period. The period is often referred to as the "critical period of American history." When the Americans were under the authority of the British government, they could blame the British whenever any economic or political problems arose. Once free of England, so the argument ran, everything in America would run more smoothly. To the consternation of the Americans, independence did not put an end to their problems. As a matter of fact, the problems became more acute. Some of the more perplexing problems confronting the young, unorganized nation were: 1. the English, Spanish, and Indians made trouble on the frontier, 2. the English cut the Americans off from the West Indian trade, 3. the nation suffered two depressions in this short period of time, 4. the farmers in Massachusetts rebelled in what is known as Shay's Rebellion, 5. the problem of constructing state and national constitutions, 6. difficulties in foreign affairs and the War of 1812. To the nations of the world, it appeared as if America as a united nation could not survive.

Gradually all these problems were solved and much was accomplished during this critical period. The nation successfully put down the Indian uprisings in the West, the
central government was formed, Jefferson's administration began a program of reform, and finally the War of 1812 was concluded.

On the local scene, the people of Chelsea were faced with problems similar to those confronting the rest of the nation. The chief problems confronting the community were, the economic distress of the town and the formation of the state and national constitutions. One of the chief grievances of the people of Chelsea was the high tax rate assessed on the town by the state. Even prior to the Revolution, Chelsea was constantly petitioning the courts for a lower tax rate, but to no avail.

"Your petitioners, therefore, humbly pray, that in Justice to the Oppressed & Compassion to the miserable, this honorable court would consider our Grievances, and grant's us an order on the province Treasurer, or Some other Method your Wisdom shall dictate, refund, paid, and which has so much impoverished us; that the sinking Town may be saved from Ruin. -- And your petitioners, as duty bound, shall ever pray."  

Economic conditions became worse in 1779, and the people were dissatisfied with the high prices of commodities, and the depreciation of paper money. In consequence, a convention was called which met a Concord. This convention

---

passed resolutions fixing the price of commodities, farm products, and even labor. The economic distress of the community was slightly alleviated, but only for a short time. Only after the economy of the nation was established and stabilized could the small community hope to again be prosperous.

The second major political development which confronted the local residents was the organization of a state government. The Revolution made the colonial government of Massachusetts obsolete. The people of Massachusetts had been contemplating a convention in order to write a state constitution since the outbreak of the War. A town meeting was called to choose a delegate to the convention. In May 1780, another town meeting selected a committee to consider the state constitution. A study of the alterations and corrections proposed by the committee are interesting in that they reflect the national attitude of the American people at that time toward government. The first proposal was "that all shall be voters for a representative, senator, governor, etc., that pay taxes and are twenty-one years of age".¹ this was common in most of the colonies and

¹ Ibid., p. 546
incorporated into the constitutions of the state.
Secondly, "that the word order and direct in the paragraph respecting the Governor and Council be changed for the word consult and advise".\(^1\) Here the adverse affects of the colonial government are noticeable. Under the colonial government, the governor of the colony of Massachusetts was appointed by the Crown, who had a great deal of authority. Chelsea apparently feared the concentration of too much power in the hands of the governor, and, therefore, desired to reduce these two organs of government to a consultive and advisory capacity. The third alteration proposed by Chelsea, was "that the clergy be exempt from all offices in the civil department".\(^2\) This proposal of the principle of separation of church and state was later incorporated into the Federal Constitution. The proposal was unusual for the highly Puritan population of Chelsea.

In 1780, the town assembled to vote for governor, lieutenant governor, and six senators. Chelsea in this first state election cast twenty votes for John Hancock, with only one dissenting vote. In the next election, Chelsea voted unanimously for John Hancock.

---

1. Ibid., p. 546
2. Ibid., p. 547
The most important development to take place during the period under discussion is the adoption of the Federal Constitution. The democratic procedure in dealing with the problem demonstrates the interest of the community in national problems even during a period of poor transportation and communication. A copy of the constitution was obtained by the town and thoroughly discussed and debated at a town meeting. Then a delegate was elected to the state convention to confer upon it.

Since the new government under the constitution was to take effect in 1789, the town of Chelsea voted in 1788 to fill the federal offices. Chelsea cast twelve votes for the great patriot Samuel Adams and seven for Oliver Wendell for representative.

When the nation began to split into political factions, Chelsea in the beginning supported the Federalist cause. But, about 1815, the population of Chelsea had become evenly divided between Federal and Republican parties; in the election for governor in April, the Republican candidate received thirty-six votes, while the Federalist candidate, thirty-seven. The probable reason for this shift is that in 1788 when the Federalists began their government, Chelsea was still owned and controlled by a few land proprietors who, in turn, seemed to be the chief supporters of the Federalist
party. It was on such a narrow foundation of a small wealthy class that the Federalist party was dependent. However, after the War of 1812, the population of Chelsea became more heterogeneous.
Unit Two. Activities.

1. Make a time chart of the major events in our national development from 1782-1815. Make another similar chart covering the major events in the development of Chelsea for the same period.

2. You are a delegate from Chelsea to the state convention which is meeting to ratify the Federal Constitution. Write periodical reports to the town meeting notifying them of the progress.

3. You are an anti-Federalist. Prepare a newspaper editorial opposing ratification of the Federal Constitution. Your editorial will be read in class and answered by a Federalist.

4. Dramatize a meeting of the state convention for the purpose of writing a state constitution. What was Chelsea's attitude toward the new State Constitution? What alterations and corrections did the Chelsea committee for the study of the constitution propose? Why?


6. Draw a poster summing the people of Chelsea to a town meeting to discuss the new Federal Constitution.
7. Prepare a map of Massachusetts to show the chief means of transportation in 1850. The main highways may be indicated by thick black lines, steam railroads by a broken line, color water bodies blue, and be sure to include important bridges. Note the relationship between Chelsea and Boston and the Northeastern section of our country.

8. During this period the idea of democracy took root and grew in America. Can you illustrate through posters, diagrams, drawings, or an essay, how this statement is true. Give four examples, in the United States, four in the State of Massachusetts, and four in the community of Chelsea. Now trace the growth of some democratic practices in the community of Chelsea since the time of settlement in 1624 to 1815.

9. Report to the class on the topic: "Civil Liberties in Our Community Yesterday and Today".

10. Let one pupil present to the class the arguments in favor of the ratification of the state constitution, and a second pupil the arguments against ratification. A third pupil will act as a chairman who will guide the class in any class discussion which may arise.

11. Draw a cartoon to illustrate the attitude of the community toward the War of 1812.

13. Oral Report: Let one pupil represent the nation, a second pupil the State of Massachusetts, and a third pupil a citizen of Chelsea. Each is to relate some of the important powers and rights guaranteed to each by the Federal Constitution.

14. Prepare in your own words a two page summary of the entire unit. Your written summary should correlate the local problems and activities of the people of Chelsea with the state and national problems.
Bibliography. Unit Two.

Barry, J.S., History of Massachusetts, the Commonwealth Period. 3 vols.; Boston: Boston Stereotype Foundry, 1908.

Chamberlain, Mellen, A Documentary History of Chelsea. 2 vols; Boston: Massachusetts Historical Society, 1908.


Unit Three. The Growth of the Nation.

Unit Three is concerned with the period from 1800 to 1860. While emphasis in the preceding unit was on the political affairs of our nation and community, this unit shall treat the economic and social developments of our nation and community.

At the close of the War of 1812, the people of the United States devoted their time and energy to domestic problems and the development of their country. There was opportunity for growth in almost any direction. It was evident during this early period that the East tended to specialize in manufacturing, while the South put great emphasis on the new crop cotton. In the West, the farmers grew the food that fed the nation.

To build a stronger nation, Americans needed better transportation and communication facilities. So the people began to build better roads, and constructed canals, railroads, and steamboats. At first the roads were short and built to satisfy local needs; these were later developed into a national network. The greatest impetus to transportation was given by Robert Fulton, who made the steamboat practical. The steamboat brought new life to the community of Chelsea, and played an important part in the evolution of the present city.
Even though Americans were busy building a nation, they found ample time for cultural and social pursuits. During this first half of the nineteenth century, America produced great novelists, poets, and historians. More newspapers were sold, more magazines published, and free public education became the rule in most of the states. Mr. Harlow refers to the period as "the intellectual and moral renaissance" of the American people.

Even on a local scale, when the history of Chelsea for this period is examined, the nationwide trend toward growth in social and economic improvement is noticeable. Following the Revolutionary War, Chelsea experienced economic reversals. One of the constant grievances of the people, as noted in the last unit, was the high tax assessment. There was no abatement of these taxes until after the Revolutionary War. Economically the town was handicapped and its growth hindered not only because of the high tax rate, but because the large estates were economically unprofitable. The chief crop grown in the community was English hay which was not a money crop. Also, Chelsea's chief market was Boston, and the farmer encountered great expense in shipping such a bulky product as hay by ferry. Finally, the town suffered great losses as a result of the Revolution. Most of the livestock and
crops had been destroyed in order to prevent the British from obtaining them. Agricultural Chelsea never recovered from this loss, and the community never again prospered until it changed to manufacturing.

As late as 1830, Chelsea was unimportant except as a market-garden for Boston. According to the first census of the town in 1765, there were 419 inhabitants, comprising seventy families, most of whom resided in what is now Revere. What is now Chelsea was owned by Richard Bellingham whose policy was to divide the estate into small farms and rent them. This enormous estate for a long time hindered the expansion of the community. In 1831, the importance of Chelsea was recognized by a group of farsighted citizens who organized the Winnimmet Land and Ferry Company. The company purchased the ferry franchise and the land around the ferry eventually acquiring the Shurtleff Farm and divided the company into house lots. Eventually the other three estates which comprised Chelsea were also broken-up and with the increased ferry service and the sale of house lots, the town grew rapidly. In 1840, there were over 2,000 inhabitants. In 1846, what is now Revere and Winthrop was separated and organized into towns. In spite of this loss of territory, the population increased to 6,151 in 1850, and 13,395 in 1860. These figures best
illustrate the rapid growth of the community after the Winnisimmet Land and Ferry Company was organized.

Other reasons for the rapid expansion of the community are numerous, but perhaps the chief reason is that Chelsea began to turn toward manufacturing. George Adams gives the following description of the town of Chelsea for the year 1849:

This town is in a thriving condition. New buildings are added to its numbers every year, to accommodate the increasing demand for residences of the Boston people, as well as mechanics and businessmen, who have been attracted to the place for permanent settlement. By reference to the list of schools and churches, the reader will perceive that the citizens of Chelsea are not at all backward in the interest they manifest for the cultivation of the mind and salvation of the soul. The schools and churches are in flourishing condition; the business of the place is on a constant increase, in all of which we see the germ of the towering city toward which the place is ultimately tending. The scenery here is delightful, and the encouragement for the concentration of capital is of no inferior order.¹

Adams' business directory for the year 1849 lists among others, such establishments as bakeries, blacksmiths, a box maker, carriage builders, lumber mills, brass foundry, clock maker, marble works, and three apothecaries. This directory definitely establishes Chelsea as a manufacturing

The change was rapid and adequately demonstrates the tendency for New England to concentrate on manufacturing. The necessity for this change was a result of the westward expansion, and the settlement of the rich farm lands to the West. Even as early as the Revolutionary War, Chelsea began to feel the sting of the westward expansion.

In 1857, Chelsea had acquired sufficient population to become an incorporated city. Its territory covered about 1,441 acres. The city government had until 1894 been vested in the mayor, and the city council which consisted of a board of alderman and a common council. Changes in the charter occurred in 1898 and 1899. Under the new charter, the common council was abolished. There were to be fifteen aldermen, one elected by each of the five wards, and ten to be elected at large. All the city officers were appointed by the mayor and confirmed by the council.

The turn of the century brought with it new land and transportation developments. In 1802, a toll bridge was built between Chelsea and Charlestown. Before that, the only way to reach Boston with a wagon was through Malden, Cambridge, Roxbury, and over Boston neck; the trip took a whole day. In 1855 a charter for a free bridge to East Boston was granted, and the bridge was constructed the following year. The improvement in road and bridge construction was another factor contributing to the growth.
of the city.

Still another milestone in the development of the city was the invention of the steamboat. Prior to the steamboat, Chelsea was linked to Boston and the outside world by sailboat. The trip across was hazardous and most inconvenient. The ferry across the Mystic River was not established merely for the convenience of the people of Chelsea, but was also the best means of travel between Boston, Salem, Portsmouth, and the entire eastern part of the country before the opening of the Newburyport Turnpike. Until sails were replaced by steam, Chelsea was in a state of stagnation. The Chelsea Directory for 1856 states:

So intimate are the relations, and so interwoven the interests of the town of Chelsea with the Chelsea ferry, that we cannot speak of the former—of its unparalleled growth and prosperity, and the causes which have contributed thereto—without the latter becoming prominent in our minds, as one of the chief instruments in bringing about these results.¹

In the year 1849, the Grand Junction Railroad was granted a charter to run from East Boston, giving Chelsea another outlet to the outside world. This railroad was only important locally. Nevertheless, this was the advent of the rapid railroad expansion which took place during the latter

¹ John Bent, Chelsea Directory for 1856. (Boston: Rand and Avery, 1866.)
half of the nineteenth century, which caused even the smallest and most remote community to be closely allied with the national economy.

Several times in our national political campaigns, there have been Chelsea residents who received public attention. Lucius H. Chandler, was one of the outstanding orators for the Whig party.

The importance of Chelsea, even as early as 1848, is exemplified by Abraham Lincoln's visit to Chelsea. Lincoln, who was stumping the country in behalf of the Whig ticket, included Chelsea in his tour, and a rally was held on behalf of the Presidential candidate Taylor and Vice-Presidential candidate Fillmore. The rally was held in Gerrish Hall, presently occupied by the Salvation Army.

Prominent authors such as Shillaber and Chamberlain, although born during this period belong to the second half of the nineteenth century. Chelsea's literary achievements can be best illustrated by the sermons and discourses which were recorded and passed down as history by such eminent pastors as Tuckerman, Samuel Robbins, and Cheever. Unfortunately, there is little record of the social and cultural pursuits of the inhabitants during this period.
Unit Three. Activities.

1. Assume that you are a farmer in Chelsea in 1835, write an article for the community newspaper in which you express your grievances.

2. Tell the story of a journey from Boston to Portsmouth, N.H. about 1800. Consider these points: condition of the roads, type of vehicle, time required, accommodations along the way, observations along the route of travel, give a description of Chelsea as you pass through.

3. Prepare a historical sketch of the development of the Chelsea school system from the colonial times to the present. Note the changes in curricula. Compare your education with that of a boy or girl living about 1850.

4. Oral Report: "The invention of the steamboat played an important part in the development of Chelsea."

5. Oral Report: "Reasons why Chelsea, as well as other New England communities, changed from an agricultural economy to manufacturing."

6. Make a bar graph showing the population growth of Chelsea for the following years: 1790, 1800, 1810, 1830, 1840, 1860, 1865. Make a similar graph for the same years showing the population growth for the United States as a whole. Consult an almanac.

7. You are a visitor to Chelsea about 1850. Write a letter home describing the community and its activities.
9. List the manufacturing concerns founded in Chelsea during the period under discussion. Consult an almanac and make a similar list of the industries founded in the state of Massachusetts for the same period.

10. Give a historical account, either written or oral, of the religious denomination to which you belong. Compare the religious activities in the community during the colonial period and after 1850.


12. Appoint a committee to secure a copy of the last United States or Massachusetts State census report. Discuss the information that has been collected. Of what use is it to your community? How can the census report be used to improve your community?

13. Draw a cartoon depicting Abraham Lincoln's visit to Chelsea in behalf of the Whig Party.

14. Make an illustrated chart showing the gradual changes made by the community from farming to industry.

15. A Comparison: Make a list of all the things made in the home in Chelsea during the colonial period; demonstrate or explain how these same things were made about 1850; and show how these same things are made today.
16. Draw a diagram demonstrating the operation of the city government under the charters of 1857 and 1899. Draw a diagram illustrating the operation of the state government, and the relationship which exists between the city and state government.

17. Copy a diagram illustrating the operation of the city government under the present charter, and explain it to your classmates. Give references to the city charter which tell about the following: a. the departments of the city government, b. what each department does, c. the officers of the city government and the methods by which they are selected, d. how the city government serves the people, e. the responsibilities of the local citizens to their government.

18. Unit Summary: Construct a series of newspaper headlines covering the important events for this period.
Bibliography. Unit Three.


Laws passed at a town meeting of the inhabitants of Chelsea in 1842 and additional laws passed in 1853. Significant in that these laws demonstrate the government of the town. Also contains a list of town offices and officers for 1853.

Chelsea, Mass., *Municipal Register*. Chelsea: Printed by the City of Chelsea, 1857.


Preached to the Third Congregational Society of Chelsea. An example of the literary achievements of local scholars.

Scanlan, M.J., *Souvenir and Memorial Program of the One Hundred Anniversary of the St. Rose Parish, 1844-1944*.


The sermon deals with the ecclesiastical and parish history of the Church of Christ in Chelsea.
Unit Four. The Civil War Period.

The units just completed cover the national period of American history. During the period between 1800 and 1860, the American people were largely concerned with the economic problems and the development of the country. The units traced the gradual growth of Chelsea as a manifestation of the national expansion. This growth was suddenly interrupted by a crisis.

In the previous units, attention was called to the development of a spirit of unity among the American people. Even in Chelsea, it was apparent that the community was no longer isolated and self-sufficient but had become linked with the nation as a whole. This unit deals with the opposite tendency. The Civil War proved that this spirit of unity was superficial. At first, Congress attempted to solve the dispute between the North and the South by compromise. The climax came with the federal elections of 1860, when Lincoln was elected president. Eleven Southern states tried to secede from the Union and establish their own government. The Southern Confederacy was willing to fight for independence, but so was the North to preserve the Union. The result was Civil War.

The presidential elections had their parallel in the state elections for governor. In 1860, there were four
candidates, representing four political parties. John A. Andrew was candidate of the Republicans; Erasmus D. Beach, of the Douglas Wing of the Democrats; Amos A. Lawrence, of the Conservative party; and Benjamin F. Butler, of the Breckenridge faction of the Democratic party. Of these candidates, Mr. Andrew received a majority of the votes cast and so became governor. The eight councilors elected were all Republicans, as well as all of the members elected to Congress. The presidential electors in favor of the election of Lincoln for President, and Hannibal Hamlin, for Vice-President, also received a majority of the votes cast. Nearly all the members of the Senate and House of Representatives were of the Republican party. Massachusetts was a Republican stronghold and naturally backed the actions of President Lincoln.

As a result of these developments, Chelsea vehemently supported the war effort. During the ensuing conflict, the people of Chelsea performed their distinguished part to preserve the Union. From a population of approximately thirteen thousand, more than twenty-two hundred men served in the Union army and navy. Even two local women, Mrs. Fomeroy and Miss Gilson, left their homes to serve the sick and wounded at the battlefronts.

Massachusetts had for years maintained a military force
known as the Volunteer Militia. At the outbreak of hostilities in 1861, Governor Andrews immediately summoned the militia for service. The Sixth Massachusetts Infantry was sent to Washington to protect the capital, and the Third and Fourth Infantry to Fort Monroe, which no doubt helped save these points from capture by the Confederates. In almost every company, names of local men can be found. Suffolk County, of which Chelsea is a part, contributed one full company to the Fifth Regiment.

In 1861, at the first meeting of the city council, the treasurer was authorized to pay out of the city treasury three thousand dollars to organize the Chelsea Infantry or any other military organization raised by the city.

The mayor's annual report for 1862 is largely concerned with the Civil War effort of the community. The quota of men required of Chelsea was 891. Those who enlisted received a bounty of from one hundred to two hundred dollars from the city. The report shows that Chelsea had one thousand men in the army and one hundred men in the navy as early as 1862. Chelsea had five distinct companies in the field -- Company H, First Regiment, took part in engagements at Yorktown, Williamsburg, and Fredericksburg. Company C, Thirty-fifth Regiment, participated in the famous Battle of Antietam, during which Lee's army was forced to retreat.
Another company took part in the Battle of Bull Run. Others have participated in engagements in North Carolina and as far as New Orleans.

For a city of its size, Chelsea did a great deal for the preservation of the Union. Superior strength and resources resulted in victory for the Union, and the soldiers returned to their communities and homes. A contemporary description of this great event is available in the mayor's report for 1866. He said:

The most pleasing of our municipal duties during the past year have been connected with the reception of our returning soldiers...Never was there a more spontaneous outburst of enthusiasm than was exhibited as the brave veterans of the Thirty-fifth and Fourtieth...were escorted through the streets. Their soiled uniforms, well worn but never disgraced; their sunburnt faces, beaming with delight at again meeting their loved friends, and lighted up with a consciousness of having served their country well...the appearance of the wounded, suffering for their country's sake; all conspired to create the deepest impression, making us to rejoice that we lived to see the day, and proud that such men were our citizens.¹

The feeling of the local citizenry about the death of President Lincoln is registered in the following preamble of the city council:

Whereas, God in his inscrutable providence has suffered the hand of the assassin to snatch away from us the beloved Chief Magistrate of the nation, it is

¹ Eustance C. Fitz, Mayor's Address. (in City Documents; Chelsea: Telegraph and Pioneer Press, 1866), p.6.
therefore by the corporation of the city of Chelsea--

Resolved, that since the days of Washington no
hero or statesman has held so high a place in our
respect and affection as he for four stormy years
has guided our ship of state through unknown waters
and over hidden shoals.¹

In 1868, a monument was erected in honor of the Civil
War heroes, which still stands across from the city hall,
to remind us of that great struggle. It is a symbol of
unity, that the principle of individual states has no
existence outside of the Union.

All wars add additional burdens upon the people and
disrupt the normal course of events and progress. The Civil
War bounties to soldiers, widows' aid, family aid, the
equipping of five companies of soldiers, and general war
relief added to the financial debt of the city. The mayor's
report of 1879 refers to the great financial problem,
"complicated by the unprecedented strain of a Great
Rebellion". Inspite of these financial burdens, the city
made rapid progress during the post-war years. It was still
mainly a residential section with small beginnings in industry.
The business directory of Chelsea for 1861 to 1866 shows
that the city was gradually changing to heavier industries--

¹ Chelsea, Mass., City Documents. Chelsea, Mass., Printed
by the City of Chelsea, 1868.
Magee Furnace Company, iron foundries, elastic fabric company, oil storage, and brick factories. The population increased steadily; interest in schools was exceptional. In 1865, a new system of drainage was begun, and in 1871, twenty thousand dollars was spent for highway improvements.

Although the years following the Civil War were marked by vengeance and corruption, the nation as a whole had undergone unprecedented growth, especially the industrial North. The city of Chelsea also turned toward industry, having several important advantages for industrial development. Perhaps its chief advantage was its proximity to Boston. Chelsea also possessed a natural advantage for commercial enterprise in its extensive waterfront, comprising about four miles of dock space. The industrialization of Chelsea is considered in the next unit.
Unit Four. Activities.

1. Prepare a list of not more than ten statements that will present a connecting series of generalizations of Chelsea's history from 1700 to 1877.

2. Prepare a poster that urges the men of the local community to volunteer for army duty during the Civil War.

3. Write a report of the battle engagements in which the Chelsea companies and regiments served.

4. You are a soldier in the Union Army. Write a letter to your father back home describing conditions in the South, comparing and contrasting Southern conditions with those back home. Consider the people, economic conditions, and give your impression of the slaves.

5. Write a newspaper account of the federal elections of 1860, and the state elections of 1860. Comment on the significance of the results. How do you suppose the people of Chelsea voted in these elections? Why?

6. On a map of the United States in 1864, show the divisions between the Union and seceded States. Shade the seceded states in one color, the border states which remained in the Union another color, and leave the Union states white. Indicate on this map the battlefields at which the Chelsea companies fought.

7. Make posters which may have been used in the presidential
campaigns of 1860 and 1864.

8. Draw a cartoon which will illustrate the opposite positions taken by the North and South on the slavery question. What position did your community take? Give reasons for your answer.

9. Make a study of the Negro in your community. What is their status in the community? Trace the progress made by the Negroes in your community. Make a survey of their present living conditions. Make suggestions for the improvement of their conditions.

10. Prepare in your own words a written summary of the entire unit. Your summary should be a summary of what the unit means to you.
Bibliography. Unit Four


Massachusetts, Secretary of the Commonwealth, Massachusetts Soldiers, Sailors, and Marines in the Civil War. Norwood, Mass., 1931.


Schouler, William, History of Massachusetts in the Civil War. 3 vols.; Boston: E.F. Dutton and Company, 1868-71. Volume two treats the contributions and efforts of each city and town during the Civil War.
Unit Five. The Emergence of Modern America.

America as we know it today began to take shape after the Civil War; for the war stimulated the nation's industrial growth, especially in the North. During the following years the country and community made rapid progress.

The rise of big industry and big business was perhaps the most remarkable change which took place during this period. Manufacturing grew slowly before the war, but after the war American factories expanded so rapidly that by 1900 the United States had become a leading manufacturing nation in the world. Hamilton's dream of the United States developing into a manufacturing nation had come true. The small factories were soon combined into the great industries we know today. Railroad lines were organized into vast systems. Steel and petroleum trusts organized, as well as other types of "Big Business". As the consolidation of business went on, the public feared that big business would rule the nation. They demanded that laws be passed to prevent the growth of trusts. The laws passed in response to public demand, such as the Interstate Commerce Act and the Sherman Anti-Trust Act, proved ineffectual. Little improvement was made until after 1900.

The rapid growth of industry naturally led to the rapid growth of cities. The cities drew much of the needed
labor from the farms, and multitudes of immigrants from Europe. Since Chelsea is so close to the port of Boston, it was natural that some of the immigrants should settle here. As cities grew, problems were posed which were unprecedented, puzzling, and complicated. There were problems of government, of law and order, poverty, public health and safety, and education. Some of these problems can be analyzed by the further study of Chelsea.

Chelsea was for many years a residential section as well as a summer resort for Bostonians. The Highland Park House, now the Soldiers Home, compared favorably in size and architecture to the big hotels of the period at Saratoga and Manhattan Beach. Why was it then that in less than fifty years Chelsea had lost its standing as an aristocratic suburb of Boston? How was it possible for a city of wealth, with a population of about ten thousand, to change in so short a time to a business and manufacturing community with a population of forty thousand?

This is what happened. In 1846 North Chelsea, now Revere, was set apart, leaving an area of only two and one-fourth square miles. As the population increased, business crowded the people back, until those who wished large estates were forced to migrate to Brookline, Malden, Newton, and other suburbs. The Winnisimmet Ferry Company reduced its fare to
three cents, and the overcrowded North End of Boston overflowed into Chelsea. The steam ferry made and then ruined Chelsea as a summer resort. The fire restrictions placed on North End property caused more people to move into Chelsea. The water-front properties were too valuable to lay idle, and large manufacturers secured them and built their factories. Industry, bringing its congestion of population, pushed on from the water-front up Winnisimet Street to Chelsea Square, then along Everett Avenue, the Boston and Maine Railroad Line, and along the marsh lands.

Perhaps the Chelsea fire of 1908 should be regarded as a milestone in the process of industrialization. The fire ruined the few remaining estates. The fire razed 492 acres. It swept through the center of the city, destroying practically all the business section, the Everett Avenue industrial section, the municipal buildings, and 2,872 other buildings. The property destroyed was valued at $20,000,000, and the work of over a hundred years was destroyed during a single night. After this great conflagration, the industrial growth of Chelsea was even more rapid.

During the following year, another disaster occurred as raging waters tore away the dike which for sixty-five years had confined the tide in the Island End River. More than two thousand persons were made homeless, and half
of a square mile of the most densely populated section of the city was inundated. The city quickly recovered from this disaster and on its ruins arose new industry.

The process of industrialization was gradual, beginning before the Civil War, gaining momentum during the nineties, partially destroyed by the fire of 1908, and attaining new strength after the great fire.

The rapid industrial expansion was no accident. The city had several advantages for industrial growth—proximity to Boston, an abundant labor supply, available capital, and a ready market for its products.

1. With the growth of Boston as a great metropolitan center, it was inevitable that Chelsea should assume an industrial character. The city enjoys some of the same industrial advantages as Boston; for shipping, Boston has excellent railroads and a harbor. The excellent shipping and terminal facilities of Boston are utilized by Chelsea because of her proximity. The flat areas of Chelsea made railroad extensions and spur building economical.

2. Chelsea is almost completely surrounded by water. Its four miles of water frontage, along Chelsea Creek, Island End River, and Snake Creek, is of great commercial advantage.

3. After the Civil War, the population continued to grow
partly because of the overflow from metropolitan Boston and partly because of migration. Some of the immigrants disembarking at Boston remained and populated the local area. These immigrants supplied the local industries with an abundant and cheap labor supply.

4. The growth of industry demanded capital. The proximity of Chelsea to Boston, an important financial center, was naturally advantageous.

5. Improvements in transportation were necessary for industrial expansion. A study of the mayors' reports will show liberal appropriations for highway construction. In 1849, the Grand Junction Railroad connected Chelsea with Boston. In 1868, tolls were abolished on Chelsea Bridge and Salem Turnpike. The construction of the Boston and Maine Railroad was a tremendous impetus to industrialization. The fact that along the railroad line are found warehouses, lumber yards, and factories demonstrates the effect of the railroad line on Chelsea's industry. Today, low rail rates are assured since Chelsea is within the Boston Switching District and is serviced by the New York Central Lines (Boston and Albany Division), Boston and Maine Railroad, and through the Union Freight by the New Haven Railroad. The port of Chelsea benefited by differential water rates. Freight steamship lines sail to all the principle ports from Chelsea.
The Logan Airport at East Boston is a few miles from the heart of the city's industrial center.

These advantages plus the initiative taken by the local community to attract industries made the community prosperous. In 1889, the Chelsea Board of Trade was organized by prominent citizens who realized the advantage of organized effort as essential to the growth and consequent prosperity of the city. Correspondence and investigations were made by the board in different sections of the country of industries prospecting for locations. Such initiative attracted many new industries into the city.

In 1880, there were 151 manufacturing interests located in Chelsea; in 1890, 334; and in 1894, 434.

The city has diversity of manufacturing interests so characteristic of New England industry. The most prominent industry is that of rags and waste material. The waste industry includes bottles, burlap, rags, cotton and woolen material, metals, and paper. Other leading industries include lithographing, printing, chemicals, paint and varnishes, foundry and machine shop products, heels and soles, clocks, car wheels, elastic webbing, paper and wooden boxes, cloth bags, furniture, mattresses, storage, structural products, seaboard construction, shoes, rubber products, and others too numerous to mention. These products are shipped
throughout the United States and exported to foreign countries. For example: locomotive and streetcar wheels made by the Griffin Wheel Company are used on railroads and streetcars throughout the United States; while the Chelsea Clock Company produces army and navy timepieces; and the products of Forbes Lithograph and Walton Shoe Companies, who together employ several thousand persons, are also nationally known.

Chelsea is one of the largest wholesale distributors in New England, having its own port facilities for bulk oil and ample oil farms for storage, served by rail and water, plus excellent highways for distribution inland.

Over five hundred retail stores offer a wide variety of merchandise and serve the neighboring cities.

The rapid growth of manufacturing and trade led to the rapid growth of the city and all its problems. Walter Pratt describes the housing situation before the fire as:

... ugly, long, low-priced brick blocks on narrow streets with the narrowest of alleys and yards at the rear, and nothing whatever of space in front. The front wall flush with the line of the diminutive houselots... Mean houses, mean in looks and mean in substance; meaner houses were never offered for human habitation in any urban community.¹

The streets where these factory settlements sprang up were on the salt marsh that had been retrieved from the sea

by building the Island Creek Dam. It was in this region that the fire of 1908 started and wiped much of the slum area out of existence.

Population pressure within the city was a cause of slum conditions. In an area of about four square miles live more than forty thousand persons. Chelsea, like many other New England cities, attracted thousands of immigrants from Europe. Until about 1880, the greater portion of these immigrants came from Northwestern Europe. Since Chelsea had few industrial attraction before 1880, not many settled here, but after 1880, America began to receive immigrants from central and southern Europe. It was after 1900 that Chelsea was industrialized, thus attracting many of the immigrants from eastern Europe where the standard of living was much lower. At present, the population of Chelsea is cosmopolitan in character, containing a large element of foreign-born. The census report for the city in 1940 was 41,259 persons, of which one out of every eleven was foreign-born, and one out of every six was of foreign parentage. The foreign element is largely composed of Russian-Jews, Poles, Italians, French-Canadians, Irish, and Newfoundlanders, in that order.

The factory system led to an increase of sickness. Sanitary arrangements were crude, and the congregation of a large number of people or workers in one building fostered
the spread of diseases. The city physician, Dr. J.B. Fenwick, in his annual report to the city council, reported a Small Pox epidemic raged during the winter of 1871. Typhoid, another prevalent disease, which, according to the city physician was confined to the localities where the hygienic surroundings were of the worst possible type. Diphtheria was another common epidemic disease. As the problem of sanitation was gradually solved by the city government, these diseases became extinct.

Each mayor's report shows constant attention to such problems as street lighting, water systems, sewerage systems, park construction, highway improvements, and fire protection.

The difficult problems confronting the community during this period of transition from a peaceful residential section to an industrial economy, has never shut out other interests. During the period 1870 and 1912, Chelsea made its greatest cultural contribution to society. During the period under discussion, lived such notable men as Hon. Rutton Fitz, Rev. Houghton, and Rev. Hutchinson.

Perhaps the most prominent citizen of the community was Judge Mellen Chamberlain, who served in the state legislature and senate, and as judge from 1866 to 1873, a portion of which time he served as chief justice of the municipal court of Boston. In 1878, he was elected as chief librarian of the
Boston Public Library. His research into New England history has been profound, and he has been considered the most imminent authority on local history. His greatest lasting contribution to his community was the writing of the history of Chelsea from the time of its settlement to 1825.

Benjamin P. Shillaber, celebrated poet and humorist, was also a resident of Chelsea. Shillaber wrote for the Boston Post where his career under the pen name of Mrs. Partington began which brought him national fame. He wrote nine books in all, the best known being *Lives in Pleasant Places*, a collection of occasional poems.

Simon Butterfield was also a prominent lawyer and Historian. He continued Chamberlain's work of writing the history of Chelsea.

Chelsea has been particularly favored in having among its citizens artists of more than local fame. As early as 1835, Charles Hubbard was distinguished as a portrait painter. George Curtis became widely recognized as a marine painter of great ability. John G. Low, also an artist, made practical use of his ability and founded the Low Art Tile Company which constructed tiles of exquisite beauty and design.

These and many others, too numerous to name, have made their contributions to American culture. These are the pride of the community. Undoubtedly, others have been equally
successful, but their connection with Chelsea has been lost.

We have observed the rise of industry in a single community, as an example of the large scale industrialization which occurred in the United States as a whole. We have seen that patterns in economics and social life are constantly changing. These patterns themselves, the changes and the reasons for the changes, are an important part of American history. The rise of industry in Chelsea was a small phase of a national trend. In the following unit, the efforts of the local citizenry to solve the problems brought about by industrialization shall be considered.
Unit Five. Activities.

1. Make a class scrapbook on some large industry located in your community. Cover the story of its growth to the present day.

2. Draw up briefs for both the affirmative and negative sides of this question: "Resolved: That a high tariff was necessary to the industrialization of our community."

3. Make an outline for this unit. Each pupil, using his outline, should write an article for a magazine or newspaper entitled, "The problems of an industrial age as exemplified by our city".

4. Make a pictorial map of the United States, a. name all the states, b. locate all the natural resources that have helped make us an industrial nation, c. list all the resources needed by the various industries in your community, and the states from which they are obtained.

5. Make a time line showing the important inventions which helped make the United States an important industrial nation. In what way have these inventions helped your community?

6. Arrange a class visit to some nearby factory. Ask the manager to tell you how inventions have helped his industry.

7. Cut out from newspapers the names of the different corporations in the United States. How many of these are represented in your community? Make a list.
8. You have noticed that there are some stores and factories which use company or corporation after their name such as the Chelsea Clock Co. List the local businesses conducted as a company, corporation, and those individually owned. Notice these on your way to and from school.

9. Draw cartoons illustrating:

   a. The dependence of the modern home on light, heat and power; upon transportation and communication.
   b. Some of the advantages of large scale production.
   c. The contributions of big business to your community.
   d. Some of the unfortunate effects of a depression upon your community.

10. Make a line graph showing the rapid growth of industry in Chelsea. Consult an almanac or the local Chamber of Commerce for figures on the value (in dollars) of the local production, and make a graph to show how the total value of the products produced increased. Use ten year intervals from 1880 to 1950.

11. Panel Discussion: "The value of the railroad to our community." Members of the panel should consider the various roads to which the community has access, what areas are connected by the railroads, how it encouraged industry, and how the railroad tied in your community with the nation.

12. Study four of the mayors' annual reports (see bibliography) and write a report on the community developments noticeable in the reports. How has the Civil War affected your community? Give reasons for your answer.
13. Suggestions for talks or written reports:
   a. Little and big business in my community.
   b. The Chelsea Fire—a milestone in industrialization of Chelsea.
   c. The history of communication and transportation in my community.
   d. The effects of immigration on my community.
   e. A short history of some local industry.

14. Write an editorial on living and working conditions among the factory workers in the 1890's and 1900's.

15. Illustrate or prepare a scrapbook on life in the 1890's. Include sections on city life, dress, travel, education, amusements, transportation, etc. Consult the newspapers for this period at the library.

16. Write a biographical sketch of the following persons:
   a. Eustance C. Fitz
   b. Rev. C. Littlefield
   c. Rev. C.S. Hutchinson
   d. Mellen Chamberlain
   e. Simon Butterfield
   f. Benjamin P. Shillaber
   g. John G. Low
   h. John W. Mansfield

17. Written Report: "The growth of the city brought new social problems." Give examples, as well as the means used to solve the problems.

18. Panel Discussion: "The city—a health problem." The panel should point out how these problems are being met within the community today.

19. Show the effects of railroad expansion throughout the country upon manufacturing in your community.
20. On a bar graph show the number of immigrants entering the United States for each five year period from 1870-1912. In a similar way show the increase of immigrants in Chelsea for the same period. Consult a World Almanac and the local Chamber of Commerce.

21. Make a survey of the nationalities and racial groups in your class. Prepare a brief questionnaire to be answered. You might ask: a. Where were you born, your father, mother, grandfather, grandmother? b. What kind of work did each do when he came to America? c. What was their occupation in Europe? Each pupil take the questionnaire home and get it filled. A committee should tabulate the results. From this information prepare a written report. Maps should be constructed to show the homeland of parents and grandparents. Labeled charts should be prepared to show the variety of work that these people contributed to the community and America.

22. Prepare a list of what you believe to be the ten outstanding American inventions and discoveries. Give the invention, date, and inventor of each. In a short sentence explain its importance within your community.

23. As a newspaper reporter sent to "cover" the Chelsea fire of 1908, write an article for your newspaper, giving an account of the conflagration and devastation.
24. Imagine that you were a recent immigrant from some country in Europe. Write a letter home describing your trip over, the jobs available in Chelsea, and living conditions within the community. Also contrast the food, clothing, and other features of your life here within the community with those in Europe. For more information you might interview someone who was an immigrant.

25. Quiz Program: Each member of the class is to prepare three questions on the unit. A class committee will sort the questions to avoid duplications. The class is to select a quiz master. Class to be divided into two groups. Keep score to see which group can answer the most questions.
Bibliography. Unit Five.


Chelsea, Mass., City Ordinances, City Charter, Special Laws. Published by the City of Chelsea, 1909.

Chelsea Directory for 1912, Published by the Union Publishing Company, Boston, 1912.

City of Chelsea, Mayors' Addresses; Elective Officers; Treasurers' Reports; Reports of Departments, for the Years 1869, 1871, 1873, 1876, 1877, 1896. Chelsea: Telegraph and Pioneer Press, 1869-90.


Gillespie, Charles B., The City of Chelsea, Chelsea Gazette, 1898. Excellent biographical sketches of leading citizens in the community at the turn of the century. Gives a concise history of Chelsea to 1898. Has an especially good account of the industries in Chelsea.


---, Lives in Pleasant Places. Chelsea: Published by the author, 1874.
Unit Six. Reform Movement.

In the preceding unit a great change in American life was described. This great change was the growth of industry. Until the Civil War, most Americans had been earning a living with their own hands. They grew their own food and wove their own cloth. In the community of Chelsea, farming was the chief occupation prior to the Civil War. As shown in the last unit, the growth of industry brought changes in the American way of life. People no longer worked for themselves but now worked for wages.

This major change in the American way of life, the growth of industry, created a whole new set of complicated problems for the governments to solve. The preceding unit describes these problems. This unit will deal with the efforts of the local government, as well as the federal government, to solve the problems of a new and highly industrialized period.

The period from 1896 to 1917 is often called the "Age of Reform" or the "Progressive Era". The period was one of great discontent. The people saw the effects of poverty, injustice, and political dishonesty. A wave of reform swept over the country. People wanted to know how these conditions came about and how to remedy them.

Under our constitution, the states are responsible for local government, education, labor conditions, and most
matters of social welfare. Therefore, it was natural for reforms to originate within the state and local governments. The states often pointed the way for reform, and a reform successful in one area was often copied in other localities. In the Commonwealth of Massachusetts, the cities have a great deal of autonomy, therefore, many of the reforms were carried out by the city governments.

Political Reforms.

The merit system was one way of weakening the powers of the political boss. Under the merit system of government, employees are chosen through competitive examinations. New York and Massachusetts were the first states to adopt the merit system. The merit system was extended to the city government. So that, positions such as for the fire and police departments, which previously were political appointments, are now filled through competitive examinations.

The Australian ballot or secret ballot, was first adopted by Massachusetts in 1888. The secret voting was extended to municipal elections and no doubt abolished some corrupt practices in local politics. The city charter adopted in 1928 also forbade party designations on ballots during municipal elections. This was an attempt to lift local elections above party politics.

The recall, is another device adopted by local governments
to give the people more control over government. It enables citizens to remove an official before his term expires. Section seventy-six of the city charter of 1928 provided for the recall of any elective office. Whenever twenty-five percent of the aggregate number of registered voters in the city are dissatisfied with an official, they may sign a petition requiring him to stand for a new election. If defeated in the election, he cannot complete his term of office.

The initiative is also used by local citizens for greater control over government affairs. By signing a petition, local citizens can legislate by the use of the initiative clause as provided in the city charter.

Most large cities were badly governed as the Progressive Era began. As the city grew larger and became industrialized, city government grew more complicated, and the voters seldom knew who to blame for inefficiency and corruption in government. Usually, as in the case of Chelsea, the powers of the mayor were extended. He was given greater appointive powers together with greater responsibility.

After the fire of 1908, the citizens of Chelsea decided they must have a strong and more efficient government to take charge of reconstruction. The mayor and council type of government was abolished, and the government of the city was put in the hands of five commissioners. Under this plan, each
commissioner headed a department. He made all appointments within his department, and the citizens held him directly responsible for any inefficiency within his department. Many cities throughout the United States adopted the commission type of government permanently, but for Chelsea it was only a temporary expedient. After a few years, the city returned to the mayor and council scheme of government.

Social Reform.

The common people also demanded social changes as well as political reforms. They wanted more educational benefits, playgrounds, parks, and public health services. They demanded prohibitionary laws. In short, they were seeking a happier life. Fortunately, many wealthy people were interested in social reforms. For example, Andrew Carnegie contributed funds for the rebuilding of the Chelsea Public Library totally destroyed in the fire of 1908.

The previous unit has traced the rise of the city slums as a result of industrialization. Once the people knew the facts concerning the high death rates in the city slums, they demanded action. Public health officials were given extensive powers to check the spread of diseases. An annual medical examination of every child in school was adopted by the city health department. A milk inspector investigated food stores, restaurants, factories, bakeries, plumbing, yards, drains,
even homes. It is to be noticed that these health services were later adopted by the federal government. At the turn of the century, there was little federal interest in public health, so the services rendered by the local governments were very valuable. Gradually, such common diseases as diphtheria, small pox, and typhoid fever which prevailed extensively, and were a common cause of death became extinct. The growing attention to public health was one of the greatest achievements of the period.

The prohibition movement also originated during this period. One of the problems of a large city was heavy drinking especially among the poor. As early as 1882, the mayor's report called for a more severe enforcement of the laws restricting the sale of alcoholic beverages within the community. Prohibitory laws were passed requiring licenses which were originally intended to restrict the sale of intoxicants, but the law proved ineffectual. The alcoholic trade was one of the chief sources of political corruption.

Another problem which needed regulation was housing. The last unit analyzed the growth of slums as the city became more industrialized. Bad housing was a problem in every large city. To prevent the building of new slums, the city passed successive housing laws. The laws as provided by the city charter regulate ventilation, building material, sanitary arrangements,
fireproofing, excavations and foundations, spacing between structures, plumbing etc.

The city also operates a charity department. For the year 1883, the department expended $11,000 for the maintenance of patients in state asylums, and general poor relief. It is significant to note that as the city became more industrialized the appropriations for the welfare department increased. In 1887, the appropriations amounted to $13,000; in 1901, $24,103. The department lists such aids as care of the insane, groceries, rents, fuel, hospital and medical services, burials, clothing, mother's aid.

The municipality has assumed a greater responsibility to its citizens in matters of higher education; larger and better equipped fire, police, and health departments; pure and plentiful water supply, adequate sewerage, and refuse removal. It has instituted well lighted streets, public buildings, parks, and playgrounds. It has taken charge of the sick, aged, insane, and poor. More and more the local government is becoming the true servant of the people. Each year the municipality takes on additional social services.

The progressive movement throughout the United States was interrupted by the World War, and did not regain strength for many years after the war. The accomplishments of the reform movement were extensive and are noticeable within the
community of Chelsea. First, the movement gave the people more control over the government both local and national. Second, the progressive movement brought business partly under control. No longer could a builder construct cheap housing projects, but had to adhere to the specifications laid down by the city. Third, the city and state governments were providing for the welfare of the public hitherto unprecedented. The city provided hospitals, clinics, playgrounds, schools, and other public benefits.

1917 was not the end of the progressive movement. The dates are arbitrary. The period of rapid progress toward political and social reform was temporarily halted by World War I, lost during the twenties, and recaptured during the administration of Franklin D. Roosevelt.
Unit Six. Activities.

1. List the ways in which your city government serves you. List your responsibilities to the city government.

2. Appoint a committee to interview well-informed persons in your community on needed local reforms. You might, for instance, include the mayor, councilman, the editor of the Chelsea Record, your principal, civic teacher, clergymen, member of the Chamber of Commerce. Report the results to the class and discuss ways in which these reforms could be accomplished.

3. Draw a diagram illustrating the Mayor-Council type of city government; the Commission Plan of city government.

4. Study your own city government with a group of students in your class. Each member of the group may be responsible for a definite piece of information. Write this information in the form of a report to be presented to the class.

5. Make a large original illustrated chart to show some of the sources from which the city government secures money to pay its expenses. List the expenditures of the city government for any one year between 1890 and 1900, and for the past year.

6. In a cartoon show that the secret ballot corrected a serious weakness in American democracy.
7. Prepare to tell your classmates the story about the slums and housing needs of the community during the period under discussion. After the story, have a class discussion about public housing today. Is there a public housing project in your community? How was the land for it obtained? How was the money obtained? How many rooms are there in the units? Describe the architectural design of the project.

8. Construct a pictorial chart entitled, "My School as a Public Health Institution". In the center of the chart place a drawing of the school building. Show lines radiating to pictures placed around the border of the chart. Show the work of the school doctor, school nurses, and physical director.

9. Draw a cartoon which illustrates how the merit system was an improvement over the spoils system.

10. We are interested in the advancement of democracy. In this exercise you are asked to think about democracy in your community, your school, and your club. For each prepare a list of "Democratic Privileges Now Enjoyed", and "More and Better Democratic Privileges". Then for each—community, school, and club—prepare a list entitled: "My Responsibilities To".

11. Draw cartoons to illustrate the social problems that faced your community at the turn of the century.
12. Prepare and illustrate a booklet about the contributions of your community to American civilization. Write about such institutions as library, parks, clubs, recreation centers, hospitals, etc. Illustrate with pictures taken with your camera of places of importance within your community. Include a honor roll of ten persons selected by you because of the enrichment they have added to the life in your community. In a brief paragraph tell something about each person.

13. Arrange a visit to some of the following institutions and report to the class what you learned from your visit. Before going, it would be more profitable to make a brief outline of some of the things and services you wish to see:
   a. City Clinic
   b. Chamber of Commerce
   c. Local Court House
   d. City Council Meeting
   e. Board of Education Meeting
   f. Public Library
   g. City Hall

14. This unit has presented the chief democratic gains since 1890. Let five persons conduct a round table discussion on the subject: "Our Democratic Progress". Additional reading should be done on the reforms in national, state, and city governments. Under the direction of a chairman, each of the four other members will present one of the topics above. For procedure consult instructor.
Bibliography. Unit Six.

Catholic Citizen, a newspaper, (for the years 1896 to 1917)

Chelsea Gazette, a newspaper, (for the years 1896 to 1917)


Unit Seven. Between Two Wars.

After the first World War, the people of the United States were weary of hardships and self-sacrifices. They expected to return to the normal conditions which existed before the war. Mayor Melvin B. Breath describes the attitude of the American people in 1920 thus:

At the beginning of my first term as mayor the war had just ended and everything and everybody was at high tension. It was impossible to find a firm basis upon which to build a program for the future. At the opening of my second year as mayor the whole country was groping its way toward pre-war conditions.1

But the war years upset the pattern of social and economic life, so that the return to pre-war conditions was impossible. After the war, there was a let down in morals and ideals, and so many gave themselves to the pursuit of pleasure, that the period is often referred to as the "Mad Twenties". The people lost interest in reforms after the war, and they turned their backs on the progressive movement. There was a craze for speculation on the stock market. The passage of the Eighteenth, or Prohibition Amendment, led to bootlegging, racketeering, and political corruption. For example, in August, 1925, a federal grand jury indicted Mayor Lawrence Quigley, a number of Chelsea police officers, and

other city officials who were charged with conspiracy to violate the Volstead Act, and for illicit liquor traffic. This was merely one of the numerous deplorable liquor incidents occurring within the community. Also, the idea that government should let business alone again became popular, and big business became even bigger. The Republican presidents Harding, Coolidge, and Hoover made no effort to enforce the anti-trust laws but gave business a free rein. The free rein given to business was to have adverse affects upon the economy of the nation. Mayor Breath reports that in 1920, "business houses were retrenching; manufacturers are discharging their help and are arranging a lower scale of wages for all new employees".1

On the surface, the nation seemed to be remarkably prosperous. However, careful observation would have revealed signs of the coming disaster, for the farmers were undergoing a depression of their own and in the cities unemployment was rapidly increasing. In the latter instance, Mayor Breath showed considerable foresight when in his inaugural address he stated, "I desire at this time (1920) to bring to your attention a matter that threatens to become a serious one in the near future. I refer to the problem offered by the unemployment

1. Ibid., p.6.
of many of our citizens." Unemployment steadily increased throughout the twenties, but the city could not alleviate the situation except to ask local industries to give preference to local citizenship in employment.

Another sign of the impending crisis was the rapid mounting of public relief expenditures. The total expenditure for Chelsea's welfare department in 1922 was $79,408, and the number of persons aided 407. This amount increased to $109,156 and 1811 persons in 1926; $145,459, and 2,758 persons in 1928; $179,411, and 3,248 persons in 1929.

Early in 1929 business was slowing up. Building, steel, and automobile productions were dropping. During the six years prior to 1929, bank failures occurred at an average rate of two a day. Yet few paid attention to these warning signs.

The bubble of prosperity burst on October 29, 1929. "Black Thursday" saw hysteria rampant at the New York Stock Exchange.

After the first shock, official optimism took over. The administration at Washington still maintained that business would right itself. Prosperity always seemed to be just around the corner. The optimism toward the existing crisis

1. Ibid., p. 7.
was registered in the Chelsea Gazette, when it maintained that the administration's proposal to spend $175,000,000 for the construction of public buildings would help to make 1930 a prosperous year.

President Hoover believed firmly in modified laissez-fair, the gold standard, individual enterprise, profit motive, and self-denial. Therefore, he thought the economic system would eventually readjust itself, and he took no immediate steps to alleviate the crisis. When he finally realized the gravity of the situation, he began "pump-priming" at the top of the business structure. The greatest need, the immediate relief of the masses of unemployed, was left to the charitable organizations and to local initiative. The task was too great for local charity, and the city government already financially in the red had to take over this additional burden. President Hoover objected to the proposal that the federal government directly take over the relief program. Mayor Whalen describes the plight of the unemployed in Chelsea:

Daily I have witnessed hundreds of Chelsea citizens wend their way wearily to the mayor's office in search of work to sustain their families. No man whose emotions and instincts are human and normal could close his eyes and ears to the heart rendering, almost incredible tales of woe and misery. Persons who once occupied comfortable positions sought menial labor. Women came accompanied by their children clad in tattered clothes to plead for some form of relief from the distress that brought privation and hardship to them. None of these unfortunate
people wanted charity, but only an opportunity to earn enough to furnish themselves with the bare necessities of life.\textsuperscript{1}

Various attempts were made by the city government to alleviate the unemployment crisis. An unemployment committee was organized under the auspices of the Chelsea Chamber of Commerce. This was a community employment agency—a forerunner of the Federal Employment Agency—which placed local residents in temporary or full time positions. The organization launched "Give-a-Job" campaigns to secure work for the many unemployed. They urged manufacturers, businessmen, homeowners to have necessary work done which would assist the large army of unemployed. The measure was only a temporary expedient with the feeling that the crisis could not last long.

With no relief in sight, the public used the ballot to obtain relief. During the presidential primaries, former Governor Smith of New York was the idol of the Democrats in Massachusetts. In Chelsea, the Smith delegates defeated the Roosevelt delegates, due to the large Irish-Catholic population of the city. Little interest was manifested in the Republican primaries of the city, since it was a foregone conclusion that the delegates pledged to Hoover would win. During the ensuing contest, the Chelsea Gazette supported

\textsuperscript{1} John Whalen, \textit{Mayor's Address}, (in city documents; Chelsea: Telegraph & Pioneer Press, 1937), p.5.
Hoover and the Republican ticket. However, the election results showed that the Democrats swept the city as well as the nation. Franklin D. Roosevelt carried forty-two states and received a vast majority of the popular votes. Both Houses of Congress were Democratic by a large majority. In Chelsea, Roosevelt and Garner carried the city by a large plurality. The election returns for the city and nation showed the comparative insignificant vote of the Socialist candidates. Inspite earlier predictions, the American people had not gone radical and democracy has survived its most severe test.

**Chelsea Election Results For 1932.**

<table>
<thead>
<tr>
<th>Position</th>
<th>Candidate</th>
<th>Total Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>President and Vice-President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hoover and Curtis (R)</td>
<td></td>
<td>3,129</td>
</tr>
<tr>
<td>Roosevelt and Garner (D)</td>
<td></td>
<td>8,061</td>
</tr>
<tr>
<td>Thomas and Maurer (S)</td>
<td></td>
<td>462</td>
</tr>
<tr>
<td>Governor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ely (D)</td>
<td></td>
<td>7,927</td>
</tr>
<tr>
<td>Oram (S)</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>Youngman (R)</td>
<td></td>
<td>2,982</td>
</tr>
</tbody>
</table>

The Roosevelt administration immediately began its attack on the depression. During the first hundred days the Emergency Banking Act was passed, and within five days the banking crisis was under control. Within the city no bank
failures occurred, although brief runs were made on the banks, but, no doubt, the Federal Deposit Insurance Act passed by congress restored the confidence of the people and strengthened the banks.

The most urgent problem, once the banking crisis had eased, was that of relief. This problem was attacked two ways: grants to states largely for direct relief to feed and clothe the unemployed; and the enrollment of workers by the federal government in a program of public works.

The first was accomplished by the passage of the Federal Emergency Relief Act. Prior to the passage of this act, some of the relief burden fell upon the state, but mostly upon the local government. The mounting expenditures for the Chelsea Welfare Department has already been discussed. Thus the ERA timely lessened the city's financial burden and provided a more substantial relief for the destitute.

The ERA was an emergency relief measure. Gradually the administrators drifted away from direct help toward a work program. The ERA employees were gradually transferred to the new works programs such as the Civil Works Administration, Public Works Administration, and the youth were employed in CCC camps. In Chelsea, the WPA constructed and repaired roads, sidewalks, municipal and federal buildings, schools, bridges, sewage system, slum clearance, and other enterprises. Inspite
of the many defects of such programs, it served its purpose. For example the federal government through the ERA allotted to the city of Chelsea approximately $780,000 for work relief, affording employment to 1200 persons weekly. Mayor Voke, in his inaugural address on 1938, said of the WPA, "This federal relief agency has reached into our community and assisted very substantially in the solution of our unemployment situation. Through its efforts hundreds of thousands of dollars has been paid to men and women of our city during the year 1937".  

The WPA did not originate with the New Deal. In 1932, Mayor Quigley objected to the dole provided by the city to the unemployed as a waste because it tended to destroy the self-respect and the self-reliance of those who were compelled by circumstances to accept it. Therefore, the mayor introduced the policy that the unemployed work for what they received. His purpose was to transfer wasted energy into useful labor and create something of value to the community. Here are embodied the principles of the WPA, PWA, and CCC. Upon recommendation from the mayor, the city began to carry out the following projects which were later completed by the WPA:

1. The land on Powderhorn Hill, and the land comprising the Curley and Huddell Estates to be developed into residential

---

districts. This project called for land levelling, sewage and street construction.

2. New fire houses.

3. Sidewalk and street construction (a major activity of the WPA).

4. Widening of lower Broadway and the approach to the Chelsea Bridge.

5. A city operated store. (Previously welfare grocery orders were purchased at local stores, but the abuse of this privilege led the city to establish a city operated store where later federal surplus foods and products were distributed to families on relief.)

The New Deal did not solve the unemployment problem, although by 1940 business had fully recovered. Money for relief was still appropriated as late as 1942 when the WPA was finally abolished. The problem of unemployment was solved by the impending world crisis—World War II. However, Roosevelt was an experimenter and points of strength and weakness, success and failure, grew clearer as time went on. Probably the fairest judgment which could be reached as to the success or failure of the New Deal was that of a British economist: "Mr. Roosevelt may have given the wrong answers to many of his problems, but he is at least the first President
of modern America who has asked the right questions.\(^1\)

The 1936 election results are indicative that the vast majority of the American people supported Roosevelt's policies. President Roosevelt was re-elected by a tremendous vote. He carried Chelsea by an 8,378 plurality. Since the campaign centered around domestic issues, the overwhelming victory of the President indicates that practically two-thirds of the voters of the community and nation believed in his administration and accomplishments.

Jefferson's conviction based on a single agrarian society, that the best government is one which governs least, has been destroyed by the great depression and the New Deal. The government is no longer remote from the citizen's daily life and needs. Previously, the individual looked to the federal government for only such services as national defense, currency, and postal service. Today the individual increasingly looks to Washington for such services as health protection, housing, control of business and labor, social security, law enforcement, and grants-in-aid to states.

One fact is evident, the depression brought the individual in closer contact with the federal government.

---

Unit Seven. Activities.

1. Appoint a committee to interview various well-informed citizens on the question: "Is there a liquor problem in our community."

2. Investigate the success or failure of prohibition in your community.

3. Interview a member of the Department of Public Welfare and the secretary of a Welfare Society in your community to obtain information on the number of persons needing relief each year of the 1930's.

4. List the projects carried on in your community with the aid of federal funds in an effort to relieve unemployment during the 1930's.

5. Each student might ask his parents how the depression affected them. Write as much as the story as they are willing for you to write and pass the papers in without using names. A committee should go over the papers, tabulating interesting facts such as the number of unemployed, number of years unemployment lasted, proportion who lost their businesses, homes, number who were forced to move into cheaper dwellings, wages earned, what was the chief means of support during these years.

6. Make a chart of the major New Deal laws, giving in parallel columns name, date, purpose.
7. Each student should ask several adult acquaintances to tell what they consider to have been the good and bad aspects of the New Deal Administration.

8. Write a letter to your congressman commending his favorable vote on the Social Security bill, and telling him what it means to you.

9. Round Table Discussion: "The National Government is assuming too much responsibility for the welfare of the people." Show the growth of operations of the federal government within your community.

10. As a result of reading current magazines and newspapers, prepare a list of at least five leading issues facing our country today. Do the same for your state and local community. Include the references you used.

11. As a citizen of the industrial community of Chelsea in 1932, write a letter to your cousin on a farm, explaining why you think Franklin D. Roosevelt and the Democratic ticket should be supported. Try to catch the seriousness of the election as well as the political excitement of the times.

12. Draw campaign posters the might have been used for the presidential election of 1936.

13. Discuss public works, employment agencies, and unemployment insurance as a means of alleviating the effects of a depression.
14. Topics for oral or written report:
   a. The everyday services of our federal government.
   b. Ways in which the federal government protects our health.
   c. Our duties toward the federal government.
   d. The housing problem in our community and what the New Deal did toward solving it.
   e. The problem of unemployment in an industrial community.
   f. The farm problem affects the economy of the entire nation including an industrial community such as ours.

15. Have a committee survey the housing conditions in your community, noting especially those districts which fall below minimum essentials and those which have advantages greatly in excess of minimum essentials. Report your findings to the class.

16. Using your community as an example, draw cartoons illustrating:
   a. The insecurity of the modern worker contrasted with the relative independence of the colonial farmer.
   b. Some of the unfortunate effects of a depression upon your community.
   c. The business cycle.
   d. "Want in the midst of plenty."

17. In order to see how your local community life has been affected by the New Deal, make a list of the various activities and projects that were sponsored by the New Deal in your community. Contrast this list with one showing the activities of the federal government in your community during the three preceding administrations. Summarize your findings to the class.
18. Prepare a three column chart. In the first column, present some of the problems caused by the depression of 1929. In column two, the remedies for these problems planned by President Roosevelt. In column three, how the local community attacked these problems prior to the Roosevelt administration.

19. To get a first-hand picture of what the leaders of the New Deal were striving to do, read at least two of the following:


To understand the major criticisms that were made against the New Deal, read two of the following:

   b. Lawrence, D., *Beyond the New Deal*.
   c. Thomas, N., *After the New Deal, What?*
   d. Worburg, J.P., *It's Up to Us*.

On the basis of your readings from each of the above groups, write a paper drawing your own conclusions.

Can you give illustrations for each of the above viewpoints within your own community?

20. Prepare a table summarizing the New Deal under these headings: Chief Problems Facing It; What It Did; What I Think About It.
Bibliography. Unit Seven.

Catholic Citizen, a newspaper, (for the years 1920 to 1930)

Chelsea Gazette, a newspaper, (for the years 1920 to 1940)

Chelsea Record, a newspaper, (for the years 1938 to 1940)


Unit Eight. The U.S. Becomes A World Power.

All relations between the United States and other nations are in the hands of the Federal Government. Our problem is, How do foreign relations affect the individual citizen?

The President is the primary figure in the field of foreign relations. His chief aid is the Secretary of State who heads the large organization known as the Department of State.

All negotiations with other nations begin with our President through the Department of State. But both the Senate and the House of Representatives have important roles to play. The President may sign a treaty with another nation but no such treaty is valid unless it is approved by the Senate. Only after a treaty is approved by the Senate does it become law. As a law of the United States, the treaty has to be obeyed by, and affects, each and every individual.

The House of Representatives often has an important role in foreign affairs. For example, if the treaty calls for the spending of money, then the House of Representatives has to approve the appropriation.

The people also have a voice in foreign affairs. The Senators and Representatives are elected by the voters. Senators are likely to respond if there is a strong public opinion for or against a measure. Our generation certainly
understands the effects of foreign affairs in the two World Wars in which our nation has participated. War means higher taxes, bond buying, rationing, and drafting men for the armed forces. It certainly is a truism, that, if the people take enough interest in foreign affairs, they can determine their own foreign policy through public opinion.

The purpose of this unit is to study the attitude of the American people toward foreign relations during the Twentieth Century through the eyes of one community.

Although the United States was a world power by the time of World War I, Americans wanted to stay out of European affairs. Even during the earlier phases of the European War of 1914, public opinion was against intervention. Before long, German attacks on American ships forced the United States into the war. America helped the allies win the war; then again turned its back on Europe, and in so doing lost the peace.

Although public opinion was against intervention in the European conflict of 1914, when war was forced upon our country, the community responded as all patriotic and loyal citizens had done throughout the nation. To the community, as a component part of the United States, fell its share of the varied duties that devolve upon a people in time of war. The attitude which prevailed within the community toward the war effort can best be illustrated by the words of Mayor E.
Chelsea citizens of other generations in time of war, were always first in patriotic effort and we, by our prompt and earnest answer to the first and each subsequent call made upon us, have fully exemplified our loyalty and patriotic devotion to our country in her time of need. The same interest and enthusiasm manifested at the beginning, in recruiting our local military organization to its war strength, has accompanied each of the varied services, such as organizing for public safety and conservation, raising relief funds, Liberty Bond sales, Y.M.C.A. and Red Cross drives, and work of the selective draft and, in fact, the almost endless variety of war activities.

By 1917, more than 1,000 Chelsea men had joined the army and navy. To succeed the Fifth Company, Chelsea National Guard, when it was called into national service, a local state guard was organized for the defense of Massachusetts.

Immediately, the community was organized to aid the war effort. The Chelsea United War Work Campaign Committee had provided "four minute" speakers at local theaters who had been sponsoring the cause. United War Work drives representing the Y.M.C.A., Knights of Columbus, Jewish Welfare Board, and the Salvation Army had been performing excellent service for the men in the service. The community responded enthusiastically during these drives. For example, during one such drive, Chelsea exceeded its $30,000 quota by $16,000.

The war, undoubtedly, influenced the development of the

community industrially, but, on the other hand, limited and curtailed public expenditures and improvements. Extremely high costs of supplies, equipment, shortage of labor, and the uncertainty of the future postponed improvements within the community.

When the First World War ended, the community and nation looked toward peaceful, happy, and prosperous days. They renewed and revived the intensity of their Americanism, and all worked to create a better city and nation for themselves. They selfishly refused to fulfill their duty toward humanity and universal peace. Americans, at that time, were not willing to accept their responsibility as a world power.

It is difficult to ascertain the attitude of a community toward foreign policies. The best indications seem to be election results and contemporary newspaper accounts. Even these are poor sources, since most of the elections in the interim between the two World Wars were based on domestic issues, rather than foreign affairs—with the exception of two—1920 and 1940.

During the presidential election of 1920, Wilson appealed directly to the people for the support of the League of Nations which was the chief issue. President Wilson was in effect asking the American people to drop the old policy of isolationism laid down by Washington when our nation was young.
The Hearst newspapers vigorously opposed the League, and took as their slogan "One Hundred Per Cent Americanism"; they considered a "One Hundred Per Cent American" to be one who opposed the League. Anti-League societies were formed in Massachusetts. Senator Lodge of Massachusetts, a bitter enemy of the President, made it his personal duty to crush the League.

During the election of 1920, the Chelsea voters cast their ballots overwhelmingly for the candidates of the Republican party. It has been a long time since Chelsea gave such a plurality to the Republican ticket. The total vote cast was 7610.

**Chelsea Election Results For 1920**

<table>
<thead>
<tr>
<th>Position</th>
<th>Candidate(s)</th>
<th>Total Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>President and Vice-President</td>
<td>Cox and Roosevelt (D)</td>
<td>2008</td>
</tr>
<tr>
<td></td>
<td>Debs and Stedman (S)</td>
<td>676</td>
</tr>
<tr>
<td></td>
<td>Harding and Coolidge (R)</td>
<td>4539</td>
</tr>
<tr>
<td>Governor</td>
<td>Cox (R)</td>
<td>4285</td>
</tr>
<tr>
<td></td>
<td>Hutchins (S)</td>
<td>437</td>
</tr>
<tr>
<td></td>
<td>Walsh (D)</td>
<td>2106</td>
</tr>
</tbody>
</table>

The election cannot be considered a vote on the League alone. If the election meant anything, it meant the people were tired of Wilsonian idealism. They wanted a change, and
Harding’s offer of a return to "normalcy" appealed to the voters.

After World War I, the United States was largely preoccupied with domestic affairs. In foreign affairs the United States tried to return to its old policy of isolation, even though this policy was obsolete.

The community newspaper reflected this policy of isolation between the two wars. The column on national affairs repeatedly preached non-intervention in European affairs. For example, in 1936, the Gazette, commenting on the rearmament of Germany, Italy, Russia, and the proposal of the British government to spend two billion dollars for the defense of the British Isles concluded: "It is not Uncle Sam's fault that European nations cannot get along with their neighbors, and it is, therefore, not up to him to make sacrifices to settle European quarrels". Or, "United States needs no alliance or accord with any group of powers against any other group. What we need now, as we always needed, is a clear and sensible understanding of traditional political independence."

Just prior to World War II, the United States still attempted to follow the same policy of isolationism. In 1935, Congress passed a Neutrality Act, forbidding the sale or transport of munitions to any nation at war. This act was immediately put into effect in the case of Ethiopia and Spain.
In 1937, Congress passed another and stronger neutrality act. Upon the outbreak of war in Europe, the President was directed to forbid the sale of munitions and also the loan of money to either side. The Neutrality Act of 1937 was passed at the peak of American isolationism.

When actual war broke out in Europe, Americans maintained that it was no concern of theirs. However, late in 1939, when France and England were in danger, we began to see that isolationism was impossible during this era of rapid transportation and communication and intercontinental dependence. Also, France, England, and the United States were bound by a common heritage—democracy. But even though the Americans deplored the Nazis, they still hesitated to aid the democracies of Europe. The vacillating foreign policy of the United States was resolved by the Japanese attack on Pearl Harbor. On the following day Congress declared war on Japan. Germany and Italy declared war on the United States.

Immediately the mobilization of the resources of the community and nation began.

1. Obtaining manpower. Even before war was declared, Congress passed a draft law, making all men between the ages of twenty and forty liable to service.

Drafting millions of men into the service throughout the United States resulted in an acute shortage of labor. Women
were persuaded to enter industries. It was a common sight during the war years to see women from the community travelling to and from work in the Charlestown Navy Yard.

2. Saving raw material. The production of war supplies demanded huge supplies of raw material. In this effort the Chelsea scrap metal industry was of considerable value. The local schools sponsored scrap drives in the community and school children collected scrap rubber, metal, tin cans, rags, and paper.

3. Rationing scarce goods. Many civilian products became scarce. Common products as coffee, sugar, meat, canned goods, shoes, tires, and gasoline were rationed.

4. Raising money for war. War is costly. Various means were adopted by the federal government to raise the needed money. Money was raised by taxation and borrowing. Income taxes fell heavily upon all classes. Individuals who never before paid income taxes were required to do so now. Besides paying heavy taxes, everyone was urged to buy war savings bonds. The community sponsored frequent war bond drives and rallies. Children in school were urged to buy war saving stamps. Workers were urged to put a portion of their weekly salary into bonds.

World War II, even more than World War I or the depression touched every individual in one way or another.
World War II finally put an end to the old policy of isolation. There were other signs that showed Americans are gradually accepting the fact that what the rest of the world does affects us also. The fact that the United States joined the United Nations demonstrates the change of attitude. The North Atlantic Pact, President Truman's Point Four Plan to aid backward countries of the world, and our intervention in Korea are other examples of our change of attitude and thinking in world affairs.

After victory over the Axis powers, the allies soon separated. The post-war world saw a division in power politics between Communism in the East and the Democracies of the West. Unable to secure cooperation with Soviet Russia, and tired of her belligerent attitude, President Truman announced a new policy for blocking Communism. In 1947, aid was extended to Greece and Turkey. The Marshall Plan was adopted to help Western Europe recover. The British and Americans organized the airlift and foiled the Russian attempt to drive the allies from Berlin. Finally, the President resorted to actual war fare to prevent the spread of Communism in the Far East.

Today the world is suffering from uncertainty. There is again a mobilization of the nations of the world for war. But one thing is clear, the United States has accepted world leadership.
Unit Eight. Activities.

1. Make a poster that might have been used to start a war loan drive in your community during the First World War. Be sure to illustrate why the boys are fighting.

2. Make a poster urging your community to support the League of Nations.

3. It is often said the world is getting smaller. Prove this statement by showing the economic connections of your community with such places as the Far East, Europe, Canada, South America.

4. Write a historical sketch of the work performed during World War II by the following organizations: Salvation Army, Y.M.C.A., local Red Cross chapter, War Camp Community Service, Knights of Columbus, United War Campaign Committee.

5. Make a chart, listing the steps in making a treaty and putting it into effect. How do treaties affect every individual?

6. Panel Discussion: "War activities in our community during World War II."

7. Make a study of what your community did during the two World Wars. Find out how many men and women were in the armed forces; how many government bonds were bought; what sort of place your community was in which to live at the time.
8. Have two groups, one representing the Republican party, the other the Democratic party, and discuss the issues of the presidential election of 1940. How has your community voted in the election? How would you have voted?

9. Hold a panel discussion on whether the survival of the United States is bound up with the survival of Europe.

10. Draw a cartoon illustrating the reaction of your community toward the Pearl Harbor attack.

11. Have a class discussion on the subject: "The duties of every citizen in foreign affairs."

12. On the blackboard or a large sheet of paper make a chart of the United Nations Organization. Explain to the class how this organization works to promote and keep peace. Why is it important that every person support the U.N. charter? Explain.

13. Study German and Russian dictatorships. Visualize your community under such a dictatorship. Discuss the social, political, and economic life of your community under a dictatorship.

14. Write an appeal in the local newspaper for funds for the United War Work Campaign.

15. Discussion: "What every individual can do to promote a friendly relation between his country and other countries."
16. Democratic ideals and institutions are one of America's greatest resources. Make a list of these Democratic ideals and institutions. Write an essay on what it would mean to you to see our ideals and institutions destroyed by dictatorship.

17. Have you a friend or relative who won a military decoration for an act of bravery? Prepare to tell your classmates about the occasion for which he was awarded a medal.

18. Panel Discussion: "The experiences since 1940 show that an understanding of world affairs is essential for an intelligent citizen of the United States.

19. List on the blackboard the chief foreign problems faced by the United States today. Discuss possible solutions for each. Why should every person take active interest in the nation's foreign policy? Discuss.

20. Make a collection of cartoons dealing with affairs which come under the direction of the Department of State. Show your collection to the class and give a brief interpretation of each.

21. Discussion: In what way has your community become closer to all nations in 1920 than it was in Washington's time? In what way has your community come closer to other nations since 1920?

22. Write a short letter to your congressman dated July, 1950 urging him to vote for or against appropriations for defense.
Bibliography. Unit Eight.

Chelsea Gazette, a newspaper, (for the years 1912-35)

Chelsea Record, a newspaper, (for the years 1939-50)


Massachusetts, Commission of Massachusetts' Part in World War I. 3 vols.; Published by the Commonwealth of Massachusetts. Boston: Wright and Potter, 1931.

Unit Nine. Domestic Problems.

When Japan surrendered in 1945, the American people immediately began the process of reconversion from war to peace. Reconversion largely meant changing industries from the production of war materials to the production of civilian goods. It also meant that housewives could leave their war jobs and devote full time to the care of their families. Reconversion meant that soldiers would return to their civilian life. For the community, it meant new problems of housing, long delayed repairs to public buildings and roads, and the problem of increased expenditures.

The first post-war problem was to get the boys home from overseas. Demobilization was rapid and largely completed by the end of 1946, and once again the great army was reduced to a token force. A part of the demobilization program was to help the veterans resume their place in society. Congress passed the Servicemen's Readjustment Act which provided veterans with refresher courses, educational benefits, life insurance, rehabilitation for the disabled, pensions for the disabled and widows of soldiers. The State of Massachusetts granted a bonus to the returning citizens. The community also extended various benefits to the returning veterans, giving them preference in municipal employment, and on civil service lists.
Probably the greatest problem confronting the American people after the war was the conversion of industry to peacetime production. Industrial conversion was also rapid and completed by the end of 1946. The shortage of consumer goods which existed until supply caught up with demand, coupled with the increase in wages during and after the war resulted in high prices and an increase in the cost of living. Now that industry is again mobilizing for war production, the problem becomes more acute. Price curbs and restrictions on installment buying has already been put into effect.

One of the most perplexing problems at the close of the war was the lack of housing. During the years of depression, housing construction decreased considerably. During the war years, it ceased altogether. Not a single structure was built within the city during the war years. The already serious housing shortage was further aggravated by the appropriation of property and the ejection of several hundred families from their homes by the Mystic Bridge Authority for the purpose of constructing a high level bridge through the heart of the residential section of the city.

In 1948, the citizens of Chelsea were engaged in a bitter conflict with the Bridge Authority in a futile attempt to divert the bridge approaches through a less densely populated section of the city. Finally, the city took direct action
to rescue the displaced persons by undertaking a program for moving approximately seventy-five homes from the affected area to city owned land on Webster and Clark Avenues. In addition to this project, the city was awarded a Veterans' Housing program, calling for the construction of 130 units. As an emergency measure, the State Housing Board aided the city by awarding it seventy additional units. This post-war home construction program eased the housing shortage within the community, but the problem is not as yet completely solved.

The increased expenditures of the city constitutes another major problem confronting the community. In 1948, the bonded debt of the city was $1,448,000. The high cost of living during the post-war years resulted in salary increases for policemen, firemen, teachers, and other city employees. The city is also confronted with the mounting school expenditures, new federal and state requirements on old age assistance, increased demands from the state for contributions from the city and towns, and the Metropolitan Transit Authority's deficit. All these additional expenses had to be met by an increase in the city tax rate. In 1947, the tax rate for the city was $53.20 per thousand dollars. In 1949, the rate was increased to $60.40, while the 1950 tax rate was reduced by forty cents.
What are some of the solutions to the tax problem? First, the city needs more industry. New factories and new buildings could provide the city with the necessary revenue. The Chelsea Chamber of Commerce is meeting the challenge by publicizing the industrial advantages of the city, and thus attracting new industries. The number of industries increased from 115 to 120 in 1949, while the value of manufactured products increased from twenty-eight million to thirty million dollars. Second, the need for wise economy in city government is also apparent. Third, legislation to have the Commonwealth bear a greater share of the burden in the maintenance of schools and public welfare.

The widespread problem of juvenile delinquency, aggravated by post-war conditions, is of major importance today. Mayor Sullivan appointed in 1947 a member of the police department to make a study of the problem. At present a permanent youth commission is maintained within the city, composed of responsible community leaders, to cope with the problem.

During the presidential campaign of 1948, President Truman took up the controversial issue of civil rights. In 1947, the President appointed a committee to study the problem. Upon its recommendation, President Truman repeatedly asked Congress to pass laws: 1. To abolish the poll tax; 2.
To make lynching a violation of the federal law; 3. To guarantee fair employment practices regardless of race, color, or creed; 4. To end "Jim Crow" laws. Unfortunately, the President failed to achieve his goals.

With bigotry rampant in many parts of the country, especially the South where the Klan has been revived after the war, and is causing dissension and disunity among the American people, the forty thousand people of Chelsea, who are composed of thirty-two distinct nationalities, living in a compact area of 1.9 square miles, live in relative peace and harmony. There are within the community fifteen Protestant sects, ten Synagogues, four Roman Catholic churches, and one Russian Orthodox church. Chelsea is an excellent example of the American ideal which the President is striving to promote throughout the nation.

Most of the above mentioned problems are yet to be solved. Our nation and community are constantly confronted with problems, and it is the duty of every citizen to be aware of these problems, and perhaps contribute to their solution.
Unit Nine. Activities.

1. The class might consider itself a regional planning group. Make suggestions as to how you could improve your city for greater beauty, convenience, and enjoyment.

2. List all the diseases that were feared within your community in the days of our great-grand parents. Write a short paragraph telling why such diseases are no longer feared.

3. Prepare a line graph which shows the rise and fall of the cost of living after World War II. Perhaps you will wish to make several lines, one for the overall average in the United States (see World Almanac), one for the community, one for rent. Explain this graph to the class.

4. Whether at war or at peace, your community has serious problems on the home front. Prepare three columns on a paper. In the first column, place a list of the problems the community faced at home in the ten year period prior to World War I. In the second column, place the problems faced by the community after the war. In the third column, list those problems faced by the community during the war. Report your finding to the class.

5. Make a scrapbook with these sections: Economic, Social, and Foreign Affairs. Collect for a period of two weeks important items from your local newspaper dealing with
these current problems. Make a comment of your own to each clipping, indicating why you think it is important.

6. One of the key problems of our time is for people—individuals and groups—to learn to get along with each other. Make a collection of incidents from newspapers and magazines that illustrate some of the following human relation situations: international, family, racial differences, labor-management, religious differences, community strife, youth problems. For each incident state what you believe the problem to be, illustrate from your own community if possible, and propose a remedy for it.

7. You are an editor of the local newspaper. Prepare an editorial on the announcement of President Truman's report on civil rights. How would such a problem affect your community?

8. Take a poll of the class to obtain its consensus of current problems facing the community. A panel of four or more members of the class might discuss these problems. The causes of each problem should be stated, and a comment on the attempted or proposed solutions made.

9. Discuss in relation to your community: "Every person should have the right to a decent home, right to an education, right to a worthwhile job, right to an equal share in making public decisions through the ballot, and
the right to a fair trial in a fair court. We must
insure that these rights—on equal terms—are enjoyed by
every citizen." Have all these rights been achieved
in 1. the nation as a whole, 2. your community.
Bibliography. Unit Nine.

Chelsea Evening Record, a newspaper, (for the years 1946-50)


Appendix
Bibliography


Harden, Mary, "The Community As A Laboratory for Elementary School Science", Social Education, 1:266-270, April, 1937.


Places Of Interest In Chelsea

Cary Mansion, Oldest house in Chelsea--1629--Parker Street, was once the home of Governor Bellingham. In it Washington quartered the last outpost of the left wing of the Continental Army.

City Hall, Broadway, is in Georgian style, its design having been based on that of Independence Hall at Philadelphia.

Old Chelsea Meeting House, Beach Street, Revere.

Old Pratt House, built about 1662, Washington Ave.

Powder Horn Hill is so named because it was believed sold by the Indians to the early settlers for a horn of gunpowder. On its summit, 200 feet above sea level, is the Soldiers' Home.

Pulaski Monument, Chelsea Square, a medallion head on a granite shaft, was erected by the Poles of Chelsea, and dedicated in 1931 in honor of the great Polish patriot of the Revolutionary War.

Shillaber Residence, Williams Street.

Soldiers Monument, Bassett Square.

Tablet--On fence of U.S. Naval Hospital grounds near Chelsea Bridge, marking the location of the Samuel Maverick House.

Union Park, Walnut Street.

U.S. Naval Hospital--at Chelsea Bridge.
Washington Tablet, in northern wall of Washington Park, was originally the doorstep on the old Washington-Pratt House, over 200 years old.