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The story of Lowell: a history of Lowell, Massachusetts, for fourth grade children

Shapiro, Sylvia

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

THE STORY OF LOWELL
A HISTORY OF LOWELL, MASSACHUSETTS,
FOR FOURTH GRADE CHILDREN

Submitted by

Sylvia Shapiro
(B.S.E., Lowell State Teachers College, 1940)

In Partial Fulfillment of
the Requirements for the Degree
Master of Education

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First Reader: Gilbert M. Wilson, Assistant Professor of Education

Second Reader: W. Linwood Chase, Dean of the School of Education
PART I

STATEMENT AND JUSTIFICATION OF THE PROBLEM

Many communities require that local history be included in the curriculum of the school system. For many years Lowell has placed the study of local history at grade four level. The method of presentation and the content of subject matter have been left to the discretion of each individual teacher.

When the writer took over her present position, she was fortunate to have another fourth grade teacher in the building for help and guidance. For many years she had taught local history with the aid of a few notes she had made from her own research. These notes were compiled and duplicated, and small booklets were made for each child. This was the entire source of information.

As time went on, the inadequacies of the material became more evident. It was not written in the child's language but in adult vocabulary. There was not enough information on some periods and no information on other periods.

Fourth grade teachers in other schools were questioned to find out what they used as a guide. They had even less material. The training teachers connected with Lowell Teachers College had more material than the rest of the teachers. But their
material was not written in the child's language. It was a
teacher's collection of background information. As far as could
be ascertained, every fourth grade teacher wanted a booklet to
put into the child's hands, but no one had prepared a suitable
text to meet this need.

To fill this need in our curriculum the writer decided to
write a history of Lowell at fourth grade level. The finished
work is to be used by all fourth grade classes in the city.

A few hours of research in the local library soon made it
clear as to why no one had solved the problem before. Most
available material is from the pre-Civil War era. There is a
very limited amount of information on the last half of the 19th
century. The only available material on the 20th century can
be found in old newspapers and annual reports. A great deal of
the historical material cannot be taken from the library.
Therefore, long hours must be spent in reading and taking notes
in the library.

If there has been so little written on Lowell history,
these questions arise: What is the purpose of teaching local
history? What do other communities do to solve this problem?

After reading articles in various educational publications,
the writer realized that leaders in the field of social studies
are trying to find answers to these questions.

The lack of local material prepared for both adults and
children is nation-wide. The need for research is a pressing
one. As a result many teachers of English and Social Studies
have undertaken group projects to write local history in their communities. Their experiences have given some definite reasons for teaching local history. In one experiment Schapiro\(^1\) found the class appeared to make a transition from local history to that of county, state, and nation. Rimer states, "Some of the teachers who have tried the use of local history report that they have found it to be a golden key that unlocks the door to the study of traditional history."\(^2\)

Other authors have found additional reasons for teaching local history.

The roots, sense of stability, and personal continuity, grow increasingly strong as he is able to identify himself with those who lived before him in the same familiar surroundings. The study of local history, therefore, tends to develop the sense of belonging which is an essential factor in group loyalty and citizenship.\(^3\)

Rimer expresses the same idea in her statement:

Loyalty to and love of home is probably the root of childhood patriotism. As boys and girls come to identify their United States with their own community, their naive first-hand affection may well expand to include it all.\(^4\)

She further states, "If boys and girls love their community we have gone perhaps as far as we can usefully go in inculcating patriotism."\(^5\)


\(^4\)Rimer, op. cit., p. 6.

\(^5\)Loc. cit.
Still another reason for teaching local history was given by Moffatt:

Local history is that part of it which we feel belongs particularly to our own lives because it has directly affected what we do, where we go, how we act. It is not a separate kind or part of history, but the raw material of all history, the part of history that the younger persons can most readily and enjoyably grasp. 6

These are valid reasons for teaching local history. But there are obstacles which must be overcome. Irwin tells about a recent conference of forty New Jersey historians invited to Rutgers University to discuss the problems of local history.

Those present agreed that one of the real obstacles to serious research on the local level was the difficulty of locating and using source material. Even though the area to be covered is limited, such material is usually scattered and its whereabouts unknown except to the possessor. 7

Another obstacle is pointed out by Moffatt. "The great difficulty in handling local history is to estimate at their real significance the events of recent periods and our own time." 8

In writing "The Story of Lowell" two big problems had to be met. The first problem was the collecting of the available data on Lowell. The second problem was more difficult to solve. It meant sifting the data collected to find material that would interest a fourth grade child and yet be important enough to include in a local history. Then this material had to be

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7 Irwin, op. cit., p. 35.

8 Moffatt, op. cit., p. 86.
assembled in some order or type of division to attract the child.

"The Story of Lowell" is written in eight chapters. These chapters would be divided into periods of chronological order written in a continuous narrative. The first chapter tells about the Indian period in Lowell history. Chapter two deals with the pre-Revolutionary and Revolutionary War periods. The next chapter covers the period following the Revolution until the founding of Lowell. Chapter four begins the industrial period in Lowell and tells about its years of greatest growth. The fifth chapter tells the story of the periods preceding, during, and following the Civil War. Chapter six covers the era before the twentieth century and the next chapter is devoted entirely to a study of the history of the Lowell School System. The closing chapter relates the events of the twentieth century.

In order to accomplish the objectives set forth, the writer spent many hours in the Lowell City Library reading reference books, newspapers, pamphlets, and studying old photographs and maps, and on week-ends drove around the city to find landmarks so as to be more familiar with these areas.

While writing the stories of historical events, two factors were kept in mind. First to be taken into consideration was the wide range of reading ability of children of this grade. Care was taken to keep the vocabulary, phrasing, and length of sentences within the ability of an average fourth grade child. In some cases, the vocabulary used has not been developed in the Scott Foresman Readers. It will be necessary for the teacher to explain these words prior to a social studies lesson.
The second factor considered was how to make the story interesting. In descriptive passages mental imagery was developed to make the event real to the child.

This is not a thorough history of Lowell because it would be necessary to include events, statistics, and biographies which would have no significant meaning to the child.

The writer hopes that as a result of reading "The Story of Lowell," the fourth grade children of Lowell develop a greater familiarity with their city, a pride in their community, a desire to learn more about the city, and a greater interest in social studies.
PART II
RELATED RESEARCH

Although this is the first history of Lowell written for fourth grade children, it is not the first time local history has been written for this level. Two histories for fourth and fifth grades have been written by graduate students at Boston University School of Education.

One of these histories is *A History of Nashua, New Hampshire, Nashua of Yesteryear*, unpublished service paper by M. Lillian Sullivan written in 1953. It was done by a teacher in the Nashua, New Hampshire, schools for her pupils in the fourth grade. The style of the history was non-fiction form. It was written in eight chapters and covered a period from the Indian period to the middle of the twentieth century.

Another type of local history was done by Barbara J. Parker in 1954. Her thesis entitled *History of Sudbury, Massachusetts, for Children on the Intermediate Level* was written in fictional style. The characters were members of the Parker family and the story of Sudbury was told through the conversations of the Parker family.

Many cities and towns have undertaken projects to do local histories. The Newton High School English classes wrote a history of Newton for children. The story is told in fictional
form. Grandfather takes a group of children on a trip through Newton visiting the various landmarks. He answers questions children ask about the places visited. Thus the history of Newton is told. This history, entitled *A Young Citizen's History of Newton*, is illustrated by drawings which make the booklet more attractive.

Other cities have done group projects on local history. Grand Rapids, Michigan, chose a committee to write a book on the history of the city. The stories were non-fictional reporting and were read to the children. Then the children illustrated the stories they had heard. The best pictures were chosen for publication with the book. The stories and illustrations were compiled in an attractive hard-cover book entitled *Our City, Grand Rapids, Michigan*.

The histories reviewed have all been written at fourth and fifth grade levels. Local history has been written at junior high school level. Lowell history has been the basis of two service papers at Boston University School of Education.

One of these papers, *Incidents of Lowell History Related to General United States History*, was written by Dolores M. Regan in 1951. It is not a complete history of Lowell, but takes important events, such as the coming of the railroad and the telephone, and shows their effect on Lowell history. The writer prepared a chart showing the integration of national history and local history.

Another service paper involving Lowell history was the
work of Marion E. Carroll. Her paper, *The History of the Government of Lowell for Schools*, was not intended as a complete history of the city but rather as a civics study with some history as a background.
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Chapter I
The Indians and How They Lived

When boys and girls go home from school each day, they must look both ways and be careful crossing streets. Cars and trucks go up and down the streets of Lowell.

About three hundred fifty years ago there were no streets or houses around here. There were no little white boys and girls living here. This land where we walk was covered with so many trees that it was a forest. Wild animals lived in the forest. Indians came to hunt for the animals. The Indian needed the animal skins to make clothes for him and his family. The meat from the animals gave the Indian family food.

The Pawtucket Indians find good fishing.-- The Pawtucket Indians liked good hunting and set up their wigwams near what is now Pawtucket Falls in the Merrimack River. There were many kinds of fish in this river. The Indians liked to fish for salmon and sturgeon. Sometimes the Indians invited other tribes to a feast. Then the Indian braves went hunting and fishing so there would be plenty to eat.

The Wamesit Indians find good land.-- Another tribe of Indians called the Wamesits lived near Wamesit Falls. They liked to camp on the grassy meadows near the river. The land now called Belvidere was good for raising corn. When tribes met at a feast they talked about hunting and fishing. This was how news was passed from one tribe to another.
White men discover the Merrimack River.— Some Indians in Canada heard about the beautiful river called the Merrimack. They told a white man who had come from France about the river. This white man whose name was Pierre Du Gua, Sieur de Monts wanted to see the river. He started to look for the river. Some French gentlemen, some sailors, and an Indian with his squaw went to help the explorer to find the river. In July, 1605, they found the mouth of the Merrimack River at what is now Newburyport, Massachusetts. One of the French gentlemen whose name was Champlain wrote a description of what he saw. White people heard about the river. About thirty-five years after the Merrimack was discovered, white people settled there.

How the Indians looked.— The white people saw Indians for the first time. The Indians were very different looking from the white people. The skin of the Indians was a copper color. Their hair was long, black, coarse, and very straight. Their eyes were very black. The Indians had very straight arms and legs that seemed to be made exactly the right size for their bodies.

The Indian home.— Not only did the Indian look different from white people, but the Indian lived in a different kind of home. The Indian home was a wigwam made of animal skins. When the Indian had to move, it was easy to take down the tent. To put up and take down the tent was the Indian squaw's job. As soon as the Indian had found a new place to move, the squaw
started to put up the tent. First, she set the slim poles in the ground. Then she fastened the poles at the top with the bark of trees. Next she covered the poles with animal skins. The squaw left a hole in the top of the tent so that smoke could go out. This hole took the place of a chimney.

After a hard day's work, the Indians were tired. They lay down to sleep on rough boards. The boards were raised about a foot from the ground. Then the boards were covered with skins or with woven grass.

Getting food for the Indian family.-- When the Indian family finished moving, they had to look for food. When they found good soil, they planted corn. The Indian squaw had to get the soil ready for planting. The Indian brave spent his time hunting and fishing. The squaw cooked the food. One dish was made with Indian corn, kidney beans, many kinds of roots, ground-nuts, squashes. Then the squaw took dried acorns, walnuts, and chestnuts, and made them into a powder like flour to thicken the dish. Cake was made of corn, and it was called NOAKE. Indians took this cake with them when they traveled. When they couldn't find other food to eat, this cake was enough food to keep them from becoming hungry. Sometimes they lived on the cake for many days while wandering from place to place.

A squaw needed pots with which to cook. She used pots made of clay. Dishes and spoons were made of wood that would not split. Water was carried in pails made from birch bark. The pails were square with a handle. Some of these pails could hold
two or three gallons of water. If the pail broke, the Indian could make a new one in about an hour. Indians drank only water until the white man came. Then the Indians learned how to make and use cider.

The Indian dresses up.-- When Indians killed animals, they used the animal skin to make clothes. Sometimes they used bird's feathers to make a cape. When a bear was killed, the Indians used the fat to make a grease. The Indians oiled their skin with the bear grease. Then the Indians painted their faces red. Sometimes they painted one half of their face black and the other half white. They also used other colors to make themselves ugly when going to war. When a brave got ready to go to war, he put his hair in a roll. Then he put turkey's or eagle's feathers in the hair.

Indian dances.-- Before going to war, the Indian braves danced. The other Indians stood around singing or whooping. Indian braves liked to dance at any time. When it was not a war dance, an Indian brave danced alone. He would take off his feathers, beads, or any other decorations one by one. These he would give away to the Indians watching him. After he had given away all his decorations, another brave took his place. As soon as he became tired, another brave would take his place. Then another brave would take his place. Sometimes this went on every night for a week.

Taking care of the sick.-- If the braves became ill, they
were put in a special hut. Then other Indians built fires around the hut. The heat would make the sick Indian very warm. Then the Indians would take the sick Indian and drop him into a brook. They thought this would make the sick Indian well.

When an Indian was very sick or dying, a priest or powow came to try to help. The powow tried to cure him by giving him roots, herbs, and saying magic words. He made awful noises and motions. The Indian believed that his soul did not die. The good ones went to a nice place where they were kept happy. The bad ones wandered in pain forever.

Indian religion.-- Indians believed in many gods. The sun, the moon, the earth, the fire, and everything in nature had a god in it. They believed that there was one god in the Southwest who was the chief god. Sometimes things happened that the Indian did not understand. Then he said that it was a spirit.

Passaconaway, the chief of the Indians.-- The gods could not make rules. So the tribes had a chief sachem. He had other chief men who helped him decide what laws to make. A very great sachem named Passaconaway lived near the Merrimack River. He was the chief sachem of a powerful tribe. This tribe was divided into smaller groups. The groups had different names. The Indians who lived near here were the Pennacocks, the Pawtuckets, and Wamesits. They were all ruled by Passaconaway. Passaconaway was such a smart powow that the Indians thought he could do magic. They thought he could make a green leaf grow
in winter or make the trees dance. When the white people began coming here, Passaconaway was a very old man. He was still the most powerful sachem in all New England.

White people and the Indians.-- Many white settlers began coming here. Other Indians were enemies of Passaconaway's tribe. These enemies attacked them. Passaconaway wanted his tribe to be friendly with the white people. He knew that his Indians could not win against the English. So he made a promise to the white men that he would live in peace with them. On May 17, 1629, Passaconaway sold land to a white man called John Wheelright. Passaconaway and several local chiefs made marks on a paper to show that they sold the land. This paper can still be seen at the State House in Boston. These white people were Christians. They wanted the Indians to become Christians. It was hard to make the Indians believe in one God.

John Eliot visits the Indians.-- John Eliot was a minister who lived in Roxbury. He wanted to tell the Indians about one true God. As a minister he did not make much money. He had a wife and family to support. However, John Eliot used some of his own money to help others. He made up his mind that he would spend every spare minute to teach the Indians to be praying Indians. This was a big job and took up much of his time. John Eliot could not give up his minister's job because he needed the little money he earned. So he trained Indian preachers to help him. John Eliot spent days in traveling and
preaching. In the evenings he met his Indian friends in their wigwams. There he listened to their questions and answered them. Sometime in 1647, Mr. Eliot traveled as far as the Merrimack. When Passaconaway saw John Eliot, he did not want to listen to him. Passaconaway took his sons and ran away. He made believe that he was afraid of being killed. Some of the other Indians stayed and listened to John Eliot.

The next year John Eliot again visited Pawtucket. It was spring in 1648 and all the Indians had come to a meeting. They had come here because it was such a good fishing place. All the Indians gathered about John Eliot. Then the Indians sat down in a half-circle under the trees. They listened without making a sound. After a while Passaconaway became interested. He stared at John Eliot. Then tears came down Passaconaway's old face. When John Eliot finished talking, Passaconaway promised to pray to God. He also said he would try to make his sons praying Indians. Passaconaway asked John Eliot to come to live with his tribe so that the Indians could hear John Eliot more often. The sachem thought that John Eliot's once-a-year visits were not enough. Passaconaway was afraid that his people would forget what they had learned by the time John Eliot came back again.

John Eliot studies the Indian Language.—John Eliot knew that the best way to make more Indians praying Indians was to learn to talk to them in their own language. Then he would not need an interpreter who could tell the Indians what he was saying.
Sometimes the interpreter made mistakes. So John Eliot found an Indian who could speak English. This Indian went to live with John Eliot's family. John Eliot talked with the Indian often. Soon he was able to talk with the Indian in the Indian language. After a while, John Eliot understood the Indian language so well that he made rules for writing it.

The language was very different from any other language John Eliot knew. Some of the words were so long they filled a whole line. There were Indian words of eight syllables. When John Eliot started to learn this language, he was forty years old. It was not easy for him to learn a new language. He had to study very hard.

**John Eliot's Bible.** Then John Eliot started to write the Bible in Indian language. After working for fifteen years, John Eliot finished writing the Bible in the Indian language. The Bible had to be printed. John Eliot did not have enough money to pay for printing the Bible. Some friends in England gave money to pay for printing the Bible. The printing press and all the things needed for printing were sent over from England. The Bibles were printed in Cambridge. Two hundred copies were given to the Indians. They were the first Bibles printed on this continent. One of these books can be seen at Harvard College.

**The chapel on South Common.** When more Indians became praying Indians, a place to pray was built. This meeting house
was a log chapel at the edge of South Common. The meeting house was one and one half stories high. There was an apartment for the preacher to stay in when he visited.

The building was used for praying on the Lord's Day. During the week it was used as a school to teach Indians to read and write. The teacher was an Indian named Samuel. He was also the preacher when John Eliot was not there. The Eliot Church named for John Eliot now stands near the spot where he preached.

**John Eliot's Helper.**—John Eliot had another helper who preached to the Indians. The helper's name was Daniel Gookin. One of his jobs was to help settle Indian problems. Every May Daniel Gookin came to a log cabin where he acted as judge. This log cabin stood near the place where the Boott Mills now stand.

**Passaconaway's farewell speech.**—Passaconaway was growing very old. When Indian sachems thought they were getting too old to rule, they made a farewell speech. A great feast was held at Pawtucket Falls. Many chiefs and braves came. Some white men were invited, too. They feasted and danced. The Indians told stories about their battles and their hunting. Finally, Passaconaway stood up to give his farewell speech. This was part of his speech:

"Think, my children, of what I now say: I commune with the Great Spirit. He says: 'Tell your people, Peace, Peace is the only hope of your race. I have given Fire and Thunder to the
pale faces for weapons. I have made them plentier than the leaves of the forest and still shall they increase. These meadows they shall turn with the plow; these forests shall fall by the axe. The pale faces shall live upon your hunting grounds and make their villages upon your fishing places. The Great Spirit says this and it must be true. We are few and powerless before them. We must bend before the storm. Peace, Peace with the white men is the command of the Great Spirit, and the wish, the last wish of Passaconaway'."

Wannalancet becomes sachem.-- Passaconaway lived a few years after his speech. Then his son Wannalancet became the sachem. Wannalancet in the Indian speech means "breathing pleasantly."

To protect his Indians from enemy Indians, Wannalancet had a fort built. The fort was also used as a camping place for part of the tribe. The place is now called Fort Hill Park.

Many Indians camped near Pawtucket Falls during the fishing season. These camping grounds spread over a large part of what is now Pawtucketville. The place where Lowell Technological Institute now stands was one of the Indians' favorite resting places. Many arrow heads and other Indian weapons have been found there. Wannalancet had his wigwam near Pawtucket Falls. On that spot the French-American Orphanage now stands.

The Indians dislike the English.-- Other tribes of Indians did not like the English. The Indians thought that the English
were taking away their hunting grounds. The Indians were afraid that the English ways of living and Christian ideas would change the Indians' life. Then the English would rule over the Indians.

**King Philip's War Begins.** -- The Indians who were not Christians found a powerful Indian chief called King Philip. He became their leader in a war against the English. These Indians tried to get Wannalancet's Indians to join them against the English. But Wannalancet kept his promise to be friendly with the English. He even warned the English of a coming attack by the Indians. Some Christian Indians joined the English army and showed the English how to fight the Indians.

**Wannalancet's Indians leave their homes.** -- The white settlers did not trust the friendly Indians. The enemy Indians attacked the praying Indians. So Wannalancet's Indians left their corn fields and their fishing spots. They went to the wilderness near the Connecticut River. There the Indians did not have any wigwams. They slept under bushes and trees. There was not enough food. It was very cold. The Indians suffered because they did not have the things they needed to live.

White the Indians were away, the white settlers burned the wigwams the Indians had left. The white people carried away the dried fish and corn the Indians had saved.

**The Indians return.** -- After three years of fighting, King
Philip's War ended. Wannalancet and his tribe came back to settle on Wickassee Island. Later it was called Tyng's Island. The Vesper Country Club now stands on that island. Colonel Jonathon Tyng had a large plantation on the opposite shore. He was asked to take care of the Indians.

After staying on the island for a little while, Wannalancet and his people wanted to leave. They wandered through New England to Canada.

The Indians leave again. -- A year later the Indians came back to visit their old homes. At that time Wannalancet and his tribe gave all their lands to the English. Now the Indians didn't have any homes or any land. So they wandered back to Canada and joined the St. Francis Indians. They stayed there for six years.

There was another war called King William's War. The English remembered their old friend Wannalancet. They thought he would be safer if he came to stay with the English. So they sent messengers to Canada asking Wannalancet to return to Massachusetts.

Colonel Tyng's home. -- Colonel Jonathon Tyng wanted to repay Wannalancet for his kindness to the English settlers. Colonel Tyng invited the old sachem to live in the Colonel's big house. This was a safe place for Wannalancet. The house was arrow proof because sand was used in the building material. When the poisoned arrow hit the house, it just fell to the ground. If an enemy Indian came near the house, Colonel Tyng
could see him. The house had a special window that could not
be seen from the outside. Colonel Tyng could look out, but the
Indian could not see into the house.

The Old Tyng House built in 1670 is still being used by
the Marist Brothers of the French Catholic Church. It is on a
hill between North Chelmsford and Tyngsborough almost opposite
the Vesper Country Club.

Wannalancet's last days.-- Wannalancet spent the last four
years of his life at Colonel Tyng's home. On pleasant days
Wannalancet sat quietly for hours at a time. He looked at the
Merrimack River and thought of the happy days of his life.

Near the place where he sat there is a stone. On this
stone this message has been carved: "In this place lived during
his last years, and died in 1696, Wannalancet, last Sachem of
the Merrimack River Indians, Son of Passaconaway. Like his
father, a faithful friend of the early New England Colonists."

Wannalancet was buried in the Old Tyng Cemetery.
Chapter II

Early Settlers of Chelmsford Work and Fight

Some Indians became ill and died. Many Indians were killed in the wars. Soon the tribes grew smaller and smaller. The white people knew that the Indians still owned some good land. The white people wanted this land for themselves.

Beginning of Chelmsford.-- A group of white settlers asked the General Court to give them some land. The General Court said that the white settlers could have six miles of land west of the Indian villages. But a small part of the land near the Merrimack River was saved for the Indians. Soon the Indians were living on land between the two rivers. This land went from North Billerica to the Merrimack River beyond Pawtucket Falls. In 1655 the white settlers named their place Chelmsford.

The white people buy more land.-- About thirty years after that the white people thought they would like to own the land saved for the Indians. They bought Wannalancet's old planting fields at Middlesex Village. The white people kept buying more and more Indian land. By 1714 the white people owned all the Indian land. More white people settled on this land. After a while this became part of Chelmsford.

Making Chelmsford smaller.-- Chelmsford was a very big place. There were few roads. People found it hard to travel very far. The church was in Chelmsford Centre. This was far
away from many farms. Some people had to get up very early on a Sunday morning to get to church on time. When they went to a meeting at night, the people did not get home until late. So all these people asked the General Court to form a new town. The new town was called Dracut. Some parts of that town are now called Pawtucketville and Centreville.

Getting food from the farm.-- All the land was good for raising crops. The settlers made big farms out of the land. The settlers had to work hard on their farms. They didn't have machines, and work had to be done by hand. But every family had plenty to eat. They grew fruits and vegetables. Each farmer had animals. The cows gave milk; the chickens laid eggs. The farms kept pigs and sheep.

Fishing in the Merrimack.-- If the farmer needed more food, he went fishing in the Merrimack River. He caught salmon, shad, and alewives. Most of the time the men spread a net between two boats. The fish would be caught in the net. Then the men rowed the boats to shallow water. They dragged the net to the shore. Then they took the fish out of the net, and there was enough to fill a wagon. Some of the salmon was sold in Boston. The men took the salmon home. They dried the salmon and put it in the cellar. Some fish they salted and put in barrels. So there was always plenty of fish to eat. The alewives were put on the land for fertilizer.
Other work for men.-- When there was no farm work to do, the farmer cut down trees. This gave him lumber to build houses or make furniture. The trees were also cut into logs to be burned in the fireplace. Every home had a fireplace to keep the house warm. The fireplace was also used to cook the meals.

Work for women.-- The women who lived on the farms worked hard. They had to do more than clean the house, make meals, and wash clothes. The women had to spin the wool into yarn and weave it into cloth. They had to make the cloth into clothes. Little girls had to learn to do these things to help their mothers. When these clothes were washed, it was hard work. The water was heated over a fireplace. The soap was made and kept in barrels. Then the women could scrub the clothes by hand. They had to get up very early to do their work while it was light. When evening came, they had to light candles. They had to make sure they had made plenty of candles to last for a while. When they needed more candles, they had to make them.

Using ferries.-- The farmers found time to go to church or to visit their neighbors. Often it meant crossing the Merrimack River. There were no bridges across the river. The only way to cross the river was by ferry. One ferry ran from Middlesex Village to the other side of the river. The place where it reached the other side is now called Old Ferry Road.

At the place where Central Bridge now stands there was another ferry. It was called Bradley's Ferry. The boat was
kept on the Dracut side of the river. When people on the oppo-
site side wanted to cross, they blew a horn. This was to tell
the ferryman to come get them.

Some ferries were used to carry not only people but also
heavy ox-teams. Stage coaches coming from New Hampshire to Bos-
ton had to use the ferries to cross the river.

Old homes--Sewall Bowers.---Ferries are no longer used on
the Merrimack River. Some of those farm homes that were near
the river are still standing. The Sewall Bowers House is the
oldest building in the city. It is still standing on Wood Street.
The settlers met there in times of danger.

Varnum House.--Another very old house still standing is
the Varnum house. It was built about 1700. The Varnum family
had a very large farm. The farm was so large that some Negro
slaves were kept to do the work.

Parker's Farm.--The Parker family also had a farm. No one
knows when the first Parker came there. The first Parker gave
the farm to his son. That Parker gave the farm to his son.
And that Parker gave the farm to his son. Many, many years have
gone by. Nobody but Parkers has ever lived there. The Parkers
are still living there today.

First saw-mill.--As more homes were built saw mills were
needed to make lumber from logs. It took water power to make
the saw-mills run. One saw-mill was built on the Chelmsford
side of Pawtucket Falls. John Ford bought the saw-mill and it
became known as Ford's Mill.

Belvidere.-- Lumber from Ford's Mill was used in building many of the most beautiful homes. One of these homes was the Livermore House owned by Judge Edward Livermore. He named his big farm Belvidere. The house is no longer standing. St. John's Hospital now stands on that spot.

Rogers Farm.-- There was another large farm next door to the Livermore farm. The farm was owned by Mr. Zadoc Rogers. Rogers Hall was built on this land. The cows from the Rogers farm grazed on Fort Hill Park.

Getting ready to fight.-- The neighbors on these farms visited each other. They talked about news. The king of England ruled over all this land. He made laws that the people did not like. The people did not want to obey the laws. Soon the king sent soldiers to make the people do what the king said. The people knew they wanted to be free. Then they could make their own laws. So they began to get ready to fight to win their freedom. The men on neighboring farms met and practiced being soldiers. They were waiting for the signal to go to war.

War comes.-- On April 19, 1775, messengers went out to call the minute men. At seven o'clock in the morning bells were ringing. Guns were being fired to tell everybody that the fight had started. In a short time every soldier from this place was on his way to Chelmsford Centre. A meeting place had been
chosen and every soldier knew where to go. Captain John Ford who lived near Pawtucket Falls was one of the first to go to the meeting place. He was at work in his saw-mill when the alarm was sounded. Captain Ford went home to get some equipment he needed. Then he went at once to Chelmsford Centre. Three hundred one men were gathered there. The minister of the church wanted to have a short prayer service in the meeting house. Captain Ford thought it was a waste of time. He hurried his men toward Concord.

Benjamin Pierce.-- Every man was needed to be a soldier as this war began. They had to leave their farms and go to battle. Benjamin Pierce lived with his uncle near what is now the corner of Midland and Chelmsford Streets. When he heard the men being called to battle, he hitched his team of steers to a stump. He took his gun and started to walk to Concord to fight the English. This battle was the beginning of a long war called the Revolutionary War.

Benjamin Pierce fought in many battles of the Revolutionary War. When the war was over, he went to live in New Hampshire. Later he was governor of New Hampshire. His son, Franklin Pierce, grew up to be a president of the United States.

When he was a little boy, Benjamin Pierce had gone to school in a little red schoolhouse. The school was on a corner. One street went all the way down to Pawtucket Street near Captain Ford's house. That street was named School Street. School Street crossed Westford Street, and the little red schoolhouse
was right where the streets met.

**Lowell during the Revolutionary War**.-- There were many battles of the Revolutionary War. The men from Pawtucket Falls knew it was going to be a long war. When they had time between battles, they were allowed to go home. This was necessary so that the men could take care of their farms, plant some crops, and do chores. They wanted their farms to be ready for them when they came back from the war.

During the war the people who lived near Pawtucket Falls met to decide what to do if the enemy came there. They held their meeting in a little building on Varnum Avenue. This building was the first school house in Dracut. Now this building belongs to Lowell and is the oldest school building in the city. We call it the Coburn Mission.

After six years of fighting, the war ended. The Americans were free. They had won against the English. Now the Americans could make their own laws. They could choose their own leaders. Now they were ready to go back to living and working on their farms.

When the men came home, they began to buy homes and build homes. One of these men was Joel Spalding. In 1790 he bought a house on Pawtucket Street. This was thirty years after the house had been built. The house had been called Davis’s Tavern. Men stopped to rest and eat at this inn.

**Floating logs down the Merrimack**.-- The men were floating logs down the Merrimack River from New Hampshire. Trees were
chopped down in New Hampshire. The trees were used to make tall masts on ships. The ships sailed from Newburyport. The logs were tied together to make rafts. Men poled the rafts down the river. When they came near Pawtucket Falls, they could not take the logs over the falls. There were also too many rocks in part of the river. So the men took the rafts apart when the rafts reached a certain place. That place can be found by looking for the boat house on Pawtucket Street. After the rafts were taken apart, they were loaded onto wagons pulled by great ox-teams. The ox-teams took the logs to a place farther down the river. When a safe place was reached, the men tied the logs together again and made rafts. Once more the rafts were started on their way to the sea.

The Spalding House.-- The men stopped to rest at Davis' Tavern. Stage coaches also stopped there. These stage-coaches came down from Middlesex Village to Pawtucket Street through Salem and Cabot Streets to Merrimack Street. When Mr. Spalding bought the tavern, he used it as his home. The Spalding House is still standing on Pawtucket Street.
Chapter III

Chelmsford Uses Roads and Canals for Trading With Other Cities and Towns

After the Revolutionary War was over, more people began to settle in Chelmsford, Dracut, and Tewksbury. The people built more homes. Not all the homes were on farms. Many people began to make a living in other ways.

Chelmsford's First Mill.-- In 1790 Moses Hale built a "fulling" mill in East Chelmsford. He used water power to run the mill. Cloth was brought to the mill to be finished. This cloth had been made in the homes. The farmers' wives and daughters carded the spool, spun it into yarn, and made it into cloth on the hand loom. Then the cloth was taken to the mill for fulling, dyeing, and dressing. Soon Hale's mill became famous because it did such a good job of finishing cloth.

Mr. Hale thought that machines could card the wool better than by hand. So he bought a picker and carding machine. Everybody heard about the wonderful machine. The farmers brought to the mill their wool packed in sheets. After the wool had gone through the carding machine, the rolls were picked up by the handful. Then they put the wool back in the sheets. Then the cloth was folded over the wool and tied with thorns.

Mr. Hale's Gun Powder Business.-- Mr. Hale and his son-in-law, Mr. Oliver Whipple, also had a gun powder business. They
sold the gun powder to all parts of the world. Gun powder was used in fighting wars. It was dangerous to send gun powder to Boston during the day. If other wagons were on the road, the wagons might bump each other. Then the gun powder would explode. Mr. Whipple made sure this did not happen. He owned his own road for part of the way to Boston. At midnight horse loads of gun powder were started on their trip. The horses' hoofs were covered with cotton pads and heavy cloth. Then their shoes could not strike sparks from the stones on the roads. The flying sparks could start the gun powder afire.

Mr. Hale's House Raising.-- Soon Mr. Hale's business made him rich. Mr. Hale built a large house three stories high. People came from all the neighboring towns to see the house raising. Big tables were put up on the grounds. The tables were full with food. All the people had a good time.

It took lumber to build a big house like Mr. Hale's. There were still plenty of trees in New Hampshire. It was easy to float these logs down the Merrimack River.

Glass factory.-- Another use for the white pine logs was found. They were used to burn in kilns, where bricks and glass were made. There were many of these kilns in the glass factory at Middlesex village. Window glass was made in the glass factory. About sixty people worked there. After a while, pine lumber was needed for building. It could not be used to burn in kilns. When the glass factory could not get anymore cheap fuel, it was closed.
Nathan Tyler's home.-- When people worked in the glass factory, boarding houses were built for the workers. Many large homes were also built in Middlesex Village. Mr. Nathan Tyler built a large home there. He moved to Middlesex Village after selling his old home. This old home was a few steps from our Merrimack Square. There were big fields around the house. The farm went as far as Palmer Street. The lumber for the house came from Capt. Ford's saw mill at Pawtucket Falls. Mr. Tyler sold part of his estate to the Merrimack Manufacturing Company. Then he built his new home at Middlesex Village.

The Tyler family gave some land to the city to be used as a park. Now it is called Tyler Park, and it is on Westford Street.

Trade with Boston.-- Many roads lead to Middlesex Village which was called Chelmsford Neck. Wagons called wains traveled over these roads. Each wagon had a canvas top. The wagons carried butter, cheese, apples, meat, and maple sugar to Boston. On the way back the wagons brought groceries, cloth, clothing, or other things that people in New Hampshire might buy. The goods were covered and tied to the wagons. In winter horse sleighs were used instead of wagons. The drivers of the teams stopped at an old tavern in Middlesex Village. In 1814 it cost 6 or 8 cents a night for a bed and 12\(\frac{1}{2}\) cents for a meal at the tavern.

Ox-teams traveled over these roads. The teams went from what is now Lowell to Boston and Salem. During both summer and
winter these teams started from home early in the morning. The drivers took enough food for both themselves and the oxen. They traveled all day and part of the night so that they could get to market early the next morning. They sold their load that morning. In the afternoon they started home again. They arrived home the next afternoon or evening. The drivers had no sleep. Sometimes they rested while their oxen were eating.

When spring came, the teams were sometimes stuck in mud. The towns had to keep fixing the roads because so many teams went over them.

The first bridge across the Merrimack.-- The farmers who lived on the north side of the river wanted to sell their crops. They had to bring them across the river by ferry. To make it easier to cross the river, a bridge was built near Pawtucket Falls. The bridge was named the Middlesex River Bridge. It was the first bridge to cross the Merrimack River. The bridge was made of wood. When people crossed the Middlesex River Bridge they had to pay a toll. Farmers could cross the Middlesex River Bridge and go up Mammoth Road. This road became the only way to get to all the farms north of the river.

Planning a canal.-- Mammoth Road led to southern New Hampshire. Farmers from New Hampshire sold their farm products to cities near the Merrimack River. In winter the farmers used sleds to carry their products to the cities. In spring sleds could not be used, so trade stopped. Some men in Newburyport
tried to find a way of using the Merrimack River to help trade. They thought that a canal could be built to go around the falls. The men came to Pawtucket Falls and visited Captain John Ford's saw mill. They found out that a canal could be built. These men met at Joseph Varnum's house in Dracut. They made plans and mapped the route of a canal.

Men were hired to work to build the Pawtucket Canal. This canal was built with locks in it. A company called the Locks and Canals was formed to take care of the canal. The company made a list of tolls to be paid by boats using the Pawtucket Canal.

The opening of the canal.-- On October 18, 1796, the canal was ready to be used for boats. Hundreds of people came to see the first boat use the canal. A barge with many well known people on it was the first boat to start through the first lock. Just then the sides of the lock burst. All the people on the boat and some people watching fell into the water. No one was hurt. The lock was fixed, and the Pawtucket Canal was ready for more boats.

Now boats, logs, lumber, and farm products could be taken to Newburyport and the mouth of the Merrimack River. They could go around the falls. There was no other Canal like the Pawtucket Canal in the whole country. People all over the United States talked about the canal.

Another canal is planned and built.-- Canals were a good
way to travel and ship freight. Some men thought a canal to Boston should be built. They asked the General Court to let them build this canal. It was to start at Middlesex Village and go to Boston.

In 1803 the canal was finished. It was thirty feet wide and only four feet deep. Fifty bridges crossed the canal. The canal was named the Middlesex Canal. It was twenty-seven and one quarter miles long. Long flat-bottomed boats went up and down the Canal. Horses walked on a tow-path beside the Canal. These horses had ropes tied to them and the boats. As the horses walked, they pulled the boats on the canal.

**Travel on the Middlesex Canal.**—Many people came by stagecoach to see the boat get ready to leave. Four big horse teams with wagons full of lumber and farm products came to the landing place. The wagons were unloaded, and the freight was loaded onto the boat. When the boat was ready to leave, a horn was blown. At eight o'clock in the morning the boat began to move along the canal. The boat-men shouted to the big strong horses on the tow-path. By three o'clock in the afternoon the boat arrived in Boston.

Passengers went on a boat called the General Sullivan. This boat left Middlesex Village on Mondays, Wednesdays, and Fridays at eight o'clock in the morning. The fare was 75 cents. The captain walked up and down the deck. He greeted the passengers. The passengers gathered in groups to gossip. The ladies took out their knitting. Some passengers sat and read
books. Children played on the deck. Sometimes they pushed the little red curtains apart. They liked to look at the pretty wild flowers growing on the banks. As the boat moved slowly over the canal, little boys liked to reach out to grab berries from bushes.

Boats could not go on the canal on Sunday. There was a law that did not allow noise near churches. The signal horn could not be blown on Sunday.

**Floating logs down the Middlesex Canal.**—Lumber men who brought their logs down the Merrimack River began to use the Middlesex Canal. Big trees were cut down in New Hampshire. These big trees were good for building ships. The big logs were floated down the Merrimack River as far as the Middlesex Canal. Then the logs were on their way to Charlestown to be used in building ships. Col. Joseph Bowers lived near the beginning of the canal. He kept strong oxen who were used to tow the rafts of lumber to Charlestown.

**The railroad puts the canal out of business.**—In 1815 there was a fleet of about twenty-five boats being run by the Merrimack Boating Company. The boats could not run in the winter because the canal was full of ice. In 1835 the Boston and Maine Railroad laid tracks to Lowell. Then freight and passengers could go from Lowell to Boston and back by train during all seasons. After that the canal was not needed.

Now it is hard to find the place where the Canal used to be.
There is no water there. The land that was once the bottom of the canal is used for pasture land.
Chapter IV

The First Cotton Mills Bring Workers to Lowell

The Pawtucket Canal was made for carrying logs around the falls. The men who planned the building of the canal did not know that this canal was going to change the history of East Chelmsford. It took time before some famous men named Nathan Appleton and Patrick Jackson heard about the Pawtucket Canal.

Nathan Appleton meets his friend.-- Nathan Appleton knew Francis Cabot Lowell. They had been friends in Boston. While Mr. Lowell was taking a trip to Scotland, he thought he would like to visit some of the mills in England. Mr. Appleton was also traveling in Scotland. He met Francis Cabot Lowell in a big city called Edinburgh in Scotland. The two men talked about making cotton cloth. Mr. Lowell told Mr. Appleton that he would go to Manchester, England, where there were many cotton mills.

Mr. Lowell visits mills.-- In these mills there were machines for doing different kinds of work in making cotton cloth. The English did not want other countries to know how these machines worked. They would not sell the machines to other countries.

One of these machines was called a power loom. The English tried to keep the plans for making the loom a big secret. Mr. Lowell was very smart and found out all he could about the power loom.
Plans for a mill.-- Mr. Lowell came back to Boston. He had decided to start a mill to make cotton cloth. Francis Cabot Lowell and his brother-in-law, Patrick Tracy Jackson, bought some land in Waltham because there was good water power there. They met Nathan Appleton in Boston in 1813 and told Mr. Appleton about their plans.

Mr. Lowell builds a loom.-- When Mr. Lowell was in England, he had studied the machines carefully. He knew what should be changed. So Mr. Lowell thought he would try to build his own power looms. These were to be even better than the English machines. Mr. Lowell had the ideas, but he did not know how to really make the machine. He needed a mechanic to help him. Francis Cabot Lowell asked Paul Moody to come help him. Everybody knew Paul Moody was a very good mechanic.

Mr. Moody and Mr. Lowell worked hard to make a machine that would work well. Meanwhile the first building of the new mill at Waltham was being built. When the building was finished, Mr. Lowell's first loom was ready to be used.

The mill at Waltham.-- This mill at Waltham became famous. It was the only mill in the whole world where all the work to make cotton cloth was done in one place. The raw cotton was taken in at one end of the mill. By the time that cotton arrived at the other end of the mill, many different people had done something to it to make it into cloth. Then the cloth was finished and ready to be sold.

This mill at Waltham was called the Boston Manufacturing
Company. More people began buying cloth made by the Boston
Manufacturing Company instead of cloth from other countries.
Soon a larger mill was needed. However, there wasn't enough
water power to run more mills at Waltham.

Looking for new land for mills. -- Nathan Appleton and
Patrick Jackson went to look for another place to build mills.
They knew that they had to find land near good water power.
Nathan Appleton and Patrick Jackson asked Paul Moody to help
them choose the best place for a new mill.

Water power is found. -- Paul Moody had helped Francis Cabot
Lowell build the machinery for the mills at Waltham. He knew
how much water power they needed. So Paul Moody said he would
meet Patrick Jackson to look over a place near the present city
of Lawrence. A big rainstorm came, and Patrick Jackson couldn't
meet Paul Moody. When Jackson did not come, Paul Moody went to
Amesbury to visit a friend, Ezra Worthen. Paul Moody told his
friend, Ezra Worthen, that Nathan Appleton and Patrick Jackson
were looking for good water power. Ezra Worthen thought that
these men should buy Pawtucket Canal. He went with Paul Moody
to take a look at the canal. Then Paul Moody and Ezra Worthen
went to see Patrick Jackson. After Moody and Worthen drew a
map of the Merrimack River, Pawtucket Falls, and the Pawtucket
Canal, Mr. Jackson liked the idea very much. Then they went to
see the place. They knew that there was enough water power for
all the mills they could build. Also they knew it would be
easy to ship cloth to Boston by boat through the Middlesex Canal.
Starting a new mill.— In February, 1822, Nathan Appleton, Patrick Jackson, Kirk Boott, Warren Dutton, Paul Moody, and John Boott started the Merrimack Manufacturing Company. There was a great deal of work to do before cloth could be made.

First, the Pawtucket Canal had to be rebuilt. The locks had to be changed so that the canal could hold more water. Then the Merrimack Canal had to be dug.

The first Irish come to Chelmsford.— This made many jobs for men. Many Irish men heard about these jobs in East Chelmsford. They walked to Lowell from Charlestown. Kirk Boott met them and hired them the same day. More Irish heard about these jobs and came to live in the town. They settled in that part of town now called the Acre.

Inside the mills.— Many of these Irish came to work on the building of the mills. When the main buildings along the river were finished, they were five stories high. There were great water wheels in the basement. The carding machines were on the second floor. The spinning machines were on the third floor. And the weaving rooms were on the fourth floor.

People were needed to run the machines in the mills. Girls who lived on nearby farms first came to work in the mills. Soon girls from all over New England began to come to Lowell to work.

Making Calico.— The cloth they made was called Calico. After the cloth was made, it had to be printed. Few men in the
United States knew how to do calico printing. Many men who worked in the mills in England knew how to do calico printing. The Merrimack Company was glad to have these men come to East Chelmsford to work in the mills.

The first church. -- The Merrimack Company thought the mill workers should go to church. In 1824 the Merrimack Religious Society was started. This group held services in a schoolhouse on Merrimack Street. The Green School now stands on that spot. The first minister was Reverend Theodore Edson. Then St. Anne's Church was built. Kirk Boott said that all the mill workers must go to St. Anne's and give $37\frac{1}{2}$ cents a month to the church.

A new town. -- By 1826 three mills and two print works were turning out calicoes for the Merrimack Company. There were now 2,500 people living in East Chelmsford. Also there were twelve stores, a church, a schoolhouse, a minister's home, and two hotels called the Old Stone House and Frye's Tavern. The people who lived in East Chelmsford thought they should have their own town.

Kirk Boott wanted to name the new town Derby. Nathan Appleton thought that the town should be named after Francis Cabot Lowell who started the first mills. So in 1826 the town was named Lowell.

More mills come to Lowell. -- Soon more mills were started in Lowell. First there was the Hamilton Company. Then there were the Appleton and Lowell Companies. A few years later the
Suffolk, the Tremont, and the Lawrence Companies were started. To supply these last three companies with water power the Suffolk and Western Canals were dug.

The Boott Mills were built. By 1833 there were nineteen five-story mills. There were 12,000 people in Lowell. Of these people, 5,000 of them worked in the mills, and 3,800 of them were girls and women.

**Andrew Jackson visits Lowell.**—Lowell had become a famous town. Visitors from all over the world came to see the town. One of these visitors was Andrew Jackson who was the President of the United States at that time. A big parade was held for the president. The mill girls were dressed in white dresses with blue sashes. Each girl carried a parasol. There were 2,500 girls in the parade. Then the girls went back to the mills and stood near the machines. President Jackson came to visit the mills. Each girl did her work and the President watched her.

**Boarding houses for mill workers.**—After the President left the mill, the girls were glad to go home to rest. Most of the girls lived in boarding houses. These boarding houses belonged to the mills. The housekeepers were widows who needed to make a living. They had to work hard. Usually fifty or sixty young women would live in one boarding house. Sometimes six girls slept in one room. The women who kept the boarding houses had to cook and clean for all the girls.
Families lived in tenements built by the mills. The rent was seven dollars a month for eight rooms, eight dollars for nine rooms. If the tenement was smaller, the rent was a dollar or two less each month.

Farm girls come to work in the mills. As more mills were built, more girls were needed to work there. The farm girls heard about these jobs. They were glad to come to work in the mills. When some of the mill girls got their first pay, it was the first time they really saw money. Many farmers just traded their crops for the things they needed, so they didn't really need money.

When each new girl came to work in the mill, she had to sign a paper. This paper made her promise to go to services at some church. The girls spent many evenings going to church meetings.

On other nights they did their sewing. They had to make their own clothes. So they sat in groups in their bedrooms or in a corner of the large dining room. While they worked they talked about their homes or books they had read.

The mill girls liked to read and study. They wanted to learn about other people and places in the world. Sometimes the girls went to lectures. Tickets cost 50 cents for twenty-five lectures.

After going to lectures or church meetings, the mill girls had to go back to their boarding houses early. At nine o'clock a bell rang and the boarding house doors were locked. No one
could come in unless she had a good excuse.

In the morning bells from the mills awoke the girls. During the winter time it was still dark when the girls went to work in the mills. All girls worked from five o'clock in the morning until seven o'clock in the evening. They had half an hour for breakfast and half an hour for dinner.

Many girls did not work in the mills all year long. They worked from eight to ten months. The rest of the year they spent with their families or friends. A few girls taught school during the summer months. These girls liked teaching better than factory work. But they earned six times as much money in the mills as they did teaching. Some girls made as much as six to ten dollars a week. They paid $1.25 a week for board. It was easy for them to save money to help their families.

The mill girls start a magazine.—— Some jobs in the mills were not very hard. The girls had time to write poems and stories while they worked. One of these girls was Lucy Larcom. People read her poems in a magazine called The Lowell Offering. This magazine was written by women who worked in the mills of Lowell. The price of the magazine was 6½ cents a copy.

The mill girls had worked twelve hours a day for many years. They asked the mill owners to let them work ten hours a day. The mill owners would not let the girls work a shorter day. Many of the girls began to leave the mills.

The mill owners had done many things for the girls. They had built boarding houses, churches, and schools. They had even
made Kirk Boott's home into a hospital. This hospital was to be used by people who worked in the mills. It was called the Lowell Corporation Hospital. Many years later a Catholic order bought the hospital and changed its name to St. Joseph's Hospital.

The first mills had been built in 1822. For twenty years after that young women had kept coming to Lowell to work in the mills.

Belvedere becomes part of Lowell. During that time more land was added to Lowell to make it a bigger town. Judge Livermore had died. His home and land, called Belvedere, was sold to John and Thomas Nesmith. They planned the streets and sold land to other people. Homes were built. Belvedere was part of Tewksbury. The people who lived in Belvedere wanted to become part of Lowell.

Tewksbury did not want to let Belvedere become part of Lowell because Tewksbury would lose taxes. One day the people from Belvedere hired all the teams and haycarts they could find. They made sure that there were plenty of people to ride in the carts. Then they started out to go to the town meeting in Tewksbury Center. As they rode along, they made plenty of noise. At noon they stopped for dinner. After dinner they started up the noise again. Everybody in Tewksbury knew that the people from Belvedere would get what they wanted. Finally, Tewksbury gave in and let Belvedere become part of Lowell in 1834.
Lowell United Fire Society.-- There was always danger of fire in the houses and in the mills. There was no fire department. Men belonged to the Lowell United Fire Society. Each man who belonged to it had his own leather fire bucket. He kept this bucket where it could be reached easily and quickly. When an alarm was heard, each man quickly took his bucket and ran to the fire. The buckets were filled with water and passed from man to man like a chain. When the bucket reached the fire, the water was poured onto the fire. Each bucket had the name of the owner painted on it.

Lowell starts a fire department.-- At a town meeting in 1829 the people voted to start a fire department. They also voted to buy a fire engine and some hose.

Meanwhile a state law had been made. The new law said that the town had to choose ten fire wards to protect the town. It was an honor to be chosen to be a fire ward. The people chose the wisest and best liked men because it was an important job to be a fire ward.

When there was a fire, the alarm was sounded by ringing church bells. Firemen couldn't tell where the fire was. Later the bell was hung in the police station. Finally the bell was put in the fire station on Middle and Palmer Streets.

The first train between Boston and Lowell.-- The firemen had to be ready to fight fires caused by sparks from the railroad engines. The first train went from Lowell to Boston in 1835. On the first trip there was an engine and one car with a
few passengers in the car. It took one hour and seventeen minutes for the train to go from Lowell to Boston.

Nashua people go to Boston. -- Many people who lived in Nashua liked to go to Boston. These people had to come to Lowell to take the train to Boston. To get to Lowell they took a steamboat from Nashua. The steamboat came down the Merrimack River as far as Pawtucket Falls. Then coaches took the people to the railroad station. Then they could go to Boston.

The railroads could be used to send cotton cloth to Boston. On the return trip the railroads brought things Lowell people wanted. Trading with other cities was helping Lowell to grow larger.

Lowell becomes a city. -- By 1836 there were 17,633 people living in Lowell. These people thought that Lowell was large enough to become a city. So in 1836 Lowell was allowed to become a city. Elisha Bartlett was chosen to be its first mayor. By 1840 there were 20,796 people living in Lowell. This made it the second largest city in the State of Massachusetts.

The first police department. -- Soon after Lowell became a city, the police department was started. By 1844 there were six watchmen. They were paid $1.25 a night for walking up and down the streets at night.
Chapter V
Lowell Before and After the Civil War

Lowell starts a library.-- The people who lived in the new city of Lowell were proud of their city. They wanted it to grow even bigger and better. One way of making it better was to have a library where everybody could borrow books. The Lowell City Library was started in 1844. Each person who used the library paid 50 cents a year dues.

New roads.-- Some people walked to the library. Other people came on horseback. Still others rode in wagons. The dirt roads became muddy on wet days. This made it hard to travel. The city government decided to try something that had been done in other cities. A public street was paved. Everybody liked the new street, and other streets were paved.

Beginning of Lowell park system.-- Now the people could travel in the city more easily. They could visit other parts of the city and enjoy being outdoors. There was plenty of land for parks where people could sit or just go for a walk. Plans were started to make two parks. Later these parks were called the North and South Commons.

Farm girls leave the mills.-- Men and women who still worked in the mills were glad to spend their spare time in the new parks. Some of the women had left the mills and had gone home to the farms. They had left because they wanted a shorter
work week. The mills needed other girls to take their places, but they couldn’t find any more farm girls who wanted to work in the mills.

The Irish settle in Lowell.-- Meanwhile the people in Ireland were starving because there were no potatoes there. Many of the Irishmen had friends and relatives who had come to the United States years before. Some of those Irishmen had worked building the Lowell mills. They wrote to their friends and relatives in Ireland and told them that workers were needed in the Lowell mills. Soon more Irishmen and women began to come across the ocean. They came to get jobs in the mills.

A new canal.-- Once more the mills were working full time. The mills needed more water power. The great Northern Canal was built. It was the greatest work of its kind in the United States. To build this canal it was necessary to cut through solid rock. When the canal was finished, it was one mile long. The man in charge of building the canal was James B. Francis who was chief engineer for the Locks and Canals.

James Francis’ Gate.-- Mr. Francis built this canal so that the mills could get as much water power as possible from the Merrimack River. He also knew that the Merrimack River and the canals could overflow and flood the city. To keep this from happening he built a gate to keep back the water. This gate was made of heavy lumber 27 feet wide and 25 feet high. It was hung over the canal lock by an iron strap. Boats could pass
under the gate. In case of flood the strap could be cut and the gate would fall. Everybody laughed at the idea and called it Francis' Folly.

Two years later in 1852 a flood came, and the gate was dropped. The city was saved from a flood. About 84 years later in 1936 the same gate was dropped to save the city from another flood. The gate still hangs at the Locks and Canal little house on Broadway ready to stop any other flood.

A carpet company comes to Lowell. -- Because of plenty of water power more mills had come to Lowell. The Lowell Manufacturing Company got the right to use a new carpet loom invented by E. B. Bigelow. The mill started making carpets by the Bigelow way. Visitors to Lowell came to see the new carpet company.

The carpet company gave more people work. New families moved to Lowell. The city was growing bigger because more people moved here. But the city did not grow larger in land because no more land had been bought and no towns had joined Lowell. Centralville which belonged to Dracut wanted to become part of Lowell.

Lowell gets more land. -- There were good reasons why Centralville should become part of Lowell. They were about one-half mile from Lowell. Only the Merrimack River separated them from Lowell. Some people worked in Lowell and came to Lowell to buy the things they needed. Joseph Bradley started a petition among the people who lived in Centralville. This petition was a paper on which 79 people signed their names to say that they
wanted Centralville to become part of Lowell. Finally, on February 27, 1851, Centralville became part of Lowell.

Central Bridge.-- A bridge connected Centralville with Lowell. This bridge was owned by a private company. In order to cross the bridge a toll had to be paid. Dracut and Lowell bought the bridge. They collected the toll until 1862 when the bridge was made free.

The Central Bridge was not the only toll bridge across the Merrimack River. The Pawtucket Bridge was also a toll bridge. For a long time the people who lived in Pawtucketville, West Dracut, and on Pawtucket Street had tried to have the toll bridge made free. Finally, in 1860 these people won their fight.

End of the toll bridge.-- It had taken so long to make the bridge free, the people decided to celebrate. There was a bad snowstorm on that day, but the storm didn't change their plans. The bell on the nearby church kept ringing. The people cheered and thirty-four salutes were fired. Then the toll gate was hitched behind a sleigh and pulled down while the brass band played.

This was the last toll bridge in Lowell. Now there were thirty-one bridges that Lowell people could use. Farmers could cross the bridges to come to the city to trade. City people could visit their friends and relatives who lived on farms near Lowell.

Slaves down South.-- These farmers were white people.
There were not many colored people who lived in or near Lowell. But in the southern part of the United States there were very large farms. Cotton was raised on many of these farms. In order to do all the work the white people kept Negroes as slaves.

The people who lived in northern United States did not think this was right and wanted the southern farmers to free the slaves. Abraham Lincoln thought that there should be no slaves. He said that if he became president of the United States he would free the slaves.

Southern states leave the Union. -- The southern people said that they did not want to be part of the United States if Lincoln became president. After Lincoln was elected to be the president, South Carolina told the rest of the states she didn't belong to the United States any more. By February, 1861, six other southern states joined with South Carolina. They sent men from each of those states to meet and make new laws for themselves. The states called themselves the Confederate States of America. Then they elected Jefferson Davis to be their president and Alexander H. Stephens their Vice-President.

Civil War begins. -- Then the Confederate States of America got ready to fight the northern states. On April 12, 1861, the southern soldiers started shooting at Fort Sumter which belonged to the Union. This was the beginning of the Civil War, a war between the North and the South. The country was divided. Other southern states had joined the first states that left the Union. Now there were twenty-two Union states which were in the
northern part of the country. And there were eleven Confederate states which were in the South.

The soldiers at Fort Sumter could not keep up the fight and had to give in. The North needed more soldiers. President Lincoln asked for men to join the army. He sent a message to Governor Andrew of Massachusetts and asked for four regiments of men. Brigadier General Benjamin Butler of Lowell was named to be the leader.

Lowell men go to war.-- On April 16, 1861, four companies of the 6th regiment met in Huntington Hall in Lowell. The men in these four companies were all from Lowell. Prayers were said for the safety of the men. Some farewell speeches were made and the men were ready to leave for Boston.

From Boston the soldiers traveled through many big cities on their way to Washington. At each city crowds cheered as the soldiers passed through the city. On the 19th of April these soldiers arrived at Baltimore. They had to cross the city to get to the Washington Depot. Part of the group were taken safely by horse cars to the Depot. Some rough men from Baltimore would not let the rest of the horse cars use the tracks. So the soldiers had to walk to the Washington Depot.

Lowell soldiers die.-- While the soldiers marched to the Depot the mob shouted at the men and called them names. The mob threw things and fired guns at the men. The captain of the regiment ordered his men to fire at the mob. Some men were hurt, and others were killed. Two men from Lowell, Addison O.
Whitney and Luther C. Ladd were killed. The bodies of Ladd and Whitney were brought to Lowell and buried in the Lowell Cemetery.

These men were the first Lowell men killed in the Civil War. As the months went by, more Lowell men were killed in the battles of the Civil War. Many Lowell men were wounded. Whenever President Lincoln asked for more soldiers, there were always Lowell men who went to fight for the North.

The war continues. Some of these men were so brave in battle they received honors. One of Lowell's best known soldiers was Benjamin Butler. He was a brigadier-general in the army, and he fought in many battles of the Civil War.

The North won most of the battles. One of these battles was fought at Gettysburg on July 3, 1863. Two Lowell men were killed at Gettysburg.

The South kept fighting even though they were not winning the war. They had a very good general whose name was Robert E. Lee. By the spring of 1865 General Lee knew that he could not fight much longer. He knew that the North had won the war.

The war ends. On April 10, 1865, Lowell people looked at the headlines of their newspaper called "The Lowell Citizen." There was a big picture of the Stars and Stripes. The headlines told that the war was over. General Lee and his army had given up, and the North had won the war. For two days the people of Lowell celebrated the end of the war.
Death of Lincoln.— The happiness of the Lowell people was changed to sadness. President Lincoln had been shot to death while he was watching a play. Special services were held in Lowell churches for Abraham Lincoln. On April 15, 1865, the Lowell newspapers had black lines between the columns because of Lincoln's death.

After the war.— A new president named Andrew Johnson took Lincoln's place. He had a big job to do. The whole country had to go back to being at peace again. Soldiers began returning to their families. Some of these soldiers were sick and crippled. They could not work. They needed help to become good citizens in Lowell again. It would take many years before the country could forget there had been a war.

Ladd and Whitney monument.— Lowell people were busy returning to peaceful living. They decided to honor the first Lowell men who had died in the Civil War. A stone monument called the Ladd and Whitney Monument was placed in Monument Square in front of the City Hall. There was a big parade through the streets of Lowell. Then the governor of Massachusetts made a speech.

The new horse railway company.— The children came with their mothers and fathers to see the parade. They could travel on the new horse cars which were run by the Lowell Horse Railway Company. The first line was started at Pawtucket Bridge and ran along Pawtucket Street, Merrimack Street, East Merrimack
Street to Nesmith Street. Another line ran from Merrimack Square up Central Street as far as Oliver Whipple's mills. Still another line went up Middlesex Street. Later, the horse cars went up Westford Street and Chelmsford Street.

A new bridge.— The city began to build more streets and bridges. A new iron bridge was built at Pawtucket Falls. This bridge took the place of the old toll bridge.

Lowell adds land again.— Now that it was easier to travel to downtown Lowell people who lived in the little towns began to come to Lowell more often. Then more mill workers moved to the country so that they could have little gardens. Then these families thought that they should belong to Lowell. In 1874 Middlesex Village and part of Dracut became part of Lowell.

French-Canadians in Little Canada.— This helped to make Lowell a larger city in land and people. These were not the only new people living in Lowell. French-Canadians came from the farms of Canada to work in the Lowell mills. Most of these French Canadians settled in the part of Lowell called Little Canada. A great many French-Canadians worked in the mills, and it was easy for them to walk to work from Little Canada.

The new pumping station.— There was plenty of land for people to settle in Lowell. But soon there was another kind of problem. There was not enough drinking water. A pumping station was built on West Sixth Street. Engineers came from other
cities and towns to see the machines. Then a place to keep the water was needed. This place was called a reservoir. A reservoir was built on top of Christian Hill in Centralville.
Chapter VI
Sports, Inventions, and New Mills Make
Lowell a Better Known City

The Merrimack River had been used to give the people drinking water. The river had been used for water power for the mills. By 1880 Lowell people began to use the river for sports.

**Boat races on the river.**—During the summer months boats could be seen on the river. There were boat races on Sundays. People from Lowell and neighboring towns came to see the boat races. They stood on the banks of the river. There were so many people on both sides of the river that there was no more room for people to stand.

The boats were kept at the Vesper Boat Club which was on Pawtucket Street. There were many kinds of boats there. After a while canoes were kept there. Then people started to paddle canoes up and down the river.

**Newspapers tell about the races.**—People of all ages liked to go for a ride in a boat. This made them more interested in the races. When the races were held, the Lowell people knew about them. If they could not go to the races, they could read about them in the Lowell newspapers.

But people who lived long distances did not hear about the races for a long time. They had to wait until someone who had seen the races wrote the story for the newspaper. Sometimes it took many days to get the news from one city to another.
The telephone.—A very smart man found a way to bring messages very quickly. This man was Alexander Graham Bell. He had just invented the telephone. On April 25, 1877, Alexander Graham Bell came to Lowell to tell the people about his telephone. Many people went to Huntington Hall to see the telephones and watch them work.

After the inventor had told the people all about the phones, he made a telephone call to Boston. Four telephones had been placed in Huntington Hall. The phones were connected with telegraph lines to Boston. The people gathered around the phones. They were astonished to hear music played on an organ in Boston which was twenty-five miles away. Everybody wanted to use a telephone.

Lowell Telephone Company.—A year later, wires and poles were put up on the streets of Lowell. By April 19, 1878, the Lowell Telephone Company was in business with eighty people owning telephones.

Many people had to share a line. On some lines as many as fifteen people had to share it. Each person had to wait his turn to make a call.

At first the phones were used only for business. Soon people found other uses. One use was to get the baseball scores of the games at O'Donnell Playground. There were no phones near the baseball game. To get the scores outside it took two men. One man stood inside the fence, and another man stood outside the fence. The man inside told the man outside what was going
on and the scores. The man outside would hurry to the nearest telephone and call the telephone company. Then the telephone operators called the people who wanted to know the scores.

Planning the City Hall and Library. -- The telephones were used also to call people to meetings. Some of these meetings were to help make our city a better and more beautiful city. At one of these meetings the City Council decided that a building should be built to honor the men who died in the Civil War. The Council decided to build a City Hall and a City Library. These buildings were to be built on land bought from the Merrimack Manufacturing Company.

A group of men were chosen to make plans for the new buildings. One of these men was James Bicheno Francis who was an engineer for the Locks and Canals. The first problem these men had to solve was to find a design of a building that could be built on the lot of land bought from the Merrimack Manufacturing Company.

Choosing the design of the City Hall and Library. -- The committee decided to hold a contest and give prizes for the best designs. Two Lowell men won two of the three prizes given. After the designs were chosen, the committee had to make plans for building the City Hall and the Library.

They made plans for placing the cornerstone of the City Hall at a special program. The cornerstone was laid on September 23, 1890. But the building was not finished and ready for
use until October 14, 1893. The only remaining job for the
committee was to plan the lawns, sidewalks, and streets around
the City Hall.

The Victory Monument.-- A statue called "The Victory Monu-
ment" was placed in Monument Square in front of the City Hall.
The statue was the figure of an angel holding a wreath of vic-
tory in one hand and a sheaf of wheat in the other hand. It
was an exact copy of a famous statue in Germany.

The Ayer family.-- "The Victory Monument" was given to the
City of Lowell by Dr. J. C. Ayer. He had made a great deal of
money in Lowell. Dr. Ayer made medicines which he sold all
over the United States. Because they had made their money in
Lowell, the Ayer family wanted to thank Lowell. They gave money
to groups that needed help. Mrs. Ayer and her son gave the "Old
Stone House" on Pawtucket Street to the "Home for Young Women
and Children." Later the name was changed to "The Ayer Home."
This home has been used to care for children who needed some-
one to care for them.

The Ayer family did not make all their money in their drug
company. They used some of their money to buy mills that were
not making money. The Ayer money would help the mills get
started again and make more money.

New kinds of mills.-- Some of the new mills were not cot-
ton mills. One of the new mills was the Massachusetts Mohair
Plush Company. This company began to weave long silky hair of
the Angora Goat into cloth. For many years this kind of weaving was done only in England.

Another new kind of mill was started in Lowell. Benjamin Franklin Shaw invented a machine that made seamless stockings. He started a mill to make these stockings. The mill was called the Shaw Stocking Company.

**Lowell dislikes new law.**-- The people who worked in mills tried to get shorter working hours. In 1892 there was a new law that said that women and children could not work more than 58 hours a week. Some people did not think that this new law was good for Lowell. They were afraid that the cotton mills would move down South. The southern states allowed children to work in the mills. There were no laws to stop people working longer hours in the South. It would be easier to run the mills down South.

If the mills moved away, the City of Lowell would grow smaller. Until that time the city had grown larger because so many mills had been built here. So many people had come to work in the mills that there were over 100,000 people living in Lowell in 1893.

These people bought many newspapers to read news, sports, and gossip. There were seven different newspapers printed each day and two newspapers each week.

**The big strike.**-- One of the big news stories was a strike by workers in the mills. The workers asked for a 10 per cent
raise in wages. The mill owners did not want to pay the workers more money. So 15,000 workers went out on strike. The mill owners still would not give the workers a raise, and the workers lost the strike. After three weeks out of work, they went back to work.

Huntington Hall burned down.-- The big news story the next year was the fire that burned down Huntington Hall. The building was old and dangerous. Many people felt sad because they remembered many happy times in Huntington Hall. They remembered the famous people who had come to this old building. The visits of famous people had helped to make Lowell better known all over the country.

Automobile races on Pawtucket Boulevard.-- About four years later Lowell became well known for another reason. Automobile races took place in Lowell. The Pawtucket Boulevard was a good road for races. The Lowell Automobile Club made plans for a big race on Labor Day, 1908. Drivers from all over the United States came to take part in the races. The next year the American Automobile Association chose Lowell as the place for its races. The most famous American drivers came to Lowell to take part in the three-day races.

The Pawtucket Boulevard was closed several days before the races so that the racers could practice. Men made the road smooth, and then they oiled it so that the road would be good for racing.
Tickets were sold to go to see the races. Some tickets cost 25 cents. Seats in grandstands along the road cost more money. All along the boulevard there were places where food was sold and stands with games and shows.

The road for the races was over ten miles long. Great crowds came to watch the show and see the cars speed over the curves in the road. Some days there were from 50,000 to 250,000 people who came to see the show. These people came to Lowell by train or trolley car. There were special trains coming from all directions to bring the people to see the races.

Boys play automobile races.-- For weeks afterwards people talked about the races. Small boys liked to play games of automobile races. One boy was the driver of the machine, and another boy pushed the machine. They used the streets near their homes for racing their cars. Their friends stood on the sidewalks and cheered. Each boy dreamed about the day he could race a big car on the Boulevard during the automobile races.
Chapter VII

Lowell Schools - How They Started and Grew

Boys still like to play auto races. But now they do not have to make their own machines. They can go to the stores and buy many kinds of cars, wagons, and bicycles.

However, some boys like to make model machines. Stores sell kits ready to be put together. Then a boy can make his own airplane, racing car, boat, or wagon.

If a boy wants to learn more about building an airplane or car, he can go to the City Library and borrow books. These books might tell a little about the history of ways of transportation. Some books have beautiful pictures to help tell the story.

But boys who lived here about 175 years ago did not have a library from which to borrow books. There were no books at home except the Bible. They didn't have schoolbooks either. There wasn't even a real school.

The Dame School.— Boys and girls went to learn to read and write in a Dame School. The teacher was a woman, and her house was the schoolroom. While the boys and girls did their lessons, the teacher did her sewing or some cooking over the fireplace.

The pupils learned to read by using a Horn Book. This was not a book at all. It was shaped like a hand mirror and was hung around a child's neck. The Horn Book had all the
letters of the alphabet and the Lord's Prayer on it. Another book they used was the New England Primer. This was a reading book printed like a real book. It was used to teach children how to read.

Schoolhouses are built.-- When more boys and girls began to go to school, the Dame Schools were not large enough. So schoolhouses were built. By 1794 there were three schoolhouses here. One schoolhouse was in Middlesex Village. Another schoolhouse was built at Parker and Powell Streets. The third schoolhouse was built on Pawtucket Street.

Merrimack Company builds a school.-- After the Merrimack Company started the first mill in Lowell, the company also opened a school. This school was started for the children of the people who worked in the mill. It was called the Merrimack School, and the mill owners paid for running the school. Reverend Theodore Edson, the minister of St. Anne's Church, was in charge of the school.

The new district schools.-- In 1826 Lowell became a town. At the first town meeting the people voted to divide the town into school districts and build a schoolhouse in each district.

These schools were one-room wooden buildings with many age groups and grades in the one room. The room was heated by a large Franklin Stove. The stove was in front of the teacher's desk. The boys liked to throw caps into the fire when the teacher was not looking. The the caps would explode and make a
lot of noise.

Then the teacher had to punish the one who threw the cap. The teacher would look at each pupil in the class to find the guilty one. The little children sat in the front seats which were low. The older children sat in the higher seats behind the little children. The boys sat on one side of the room, and the girls sat on the other side. There was an aisle between them and an aisle on each side of the room.

Punishment in the district school.-- The teacher's desk was placed on a step. This made his desk higher so he could look down on the children. Then he could watch his class to find anyone who needed to be punished. One of the punishments was to send the bad boy to the cellar. To get to the dark cellar the boy had to go through a trap. Then the boy had to stay there until the end of school. Sometimes he had to sit on pointed sticks or keep clothes pins on his nose.

It was hard to keep from being punished. The teachers were very strict. When a pupil came into the school, he had to bow to the teacher. A girl had to curtsey to the teacher. If the teacher called on a pupil to give answers, the whole class had to bow or curtsey to the pupil. The teacher gave the signal by saying "manners."

District school at Middlesex and Eliot Streets.-- Sometimes there were a great many pupils in one room. In the district school at the corner of Middlesex and Eliot Streets there were
seventy-five pupils in one room. Their ages were from three to twenty years. The room had been the counting room of the Hamilton Mills. When the town of Lowell did not set aside enough money to run the school, the Hamilton Company paid the money that was needed. The biggest bill was the teacher's pay, which was $28 a month.

Mills build a new school.-- The Hamilton and Appleton Companies built a new schoolhouse in 1829. Two pupils sat in each desk and seat. The seats had very high board backs. The pupils were seated so that their backs were toward the teacher's desk. Then the teacher could see them if they turned around. The teacher's desk was set up high so that he could watch the pupils. Boys and girls had to pay strict attention. Even the windows were built up high so that the pupils couldn't look outside.

Theodore Edson wants graded schools.-- By this time many people thought that there should not be any district schools. They wanted graded schools. Theodore Edson, the minister of St. Anne's Church, believed in graded schools. But the men who owned the mills were afraid the mills would have to pay more taxes. Kirk Boott became very angry, and he said he would not belong to St. Anne's Church. Theodore Edson went to the town meeting and told all the people that all schools should be graded schools.

The town votes for graded schools.-- The people thought that Theodore Edson was right. In September, 1832, a town meet-
ing was held. This meeting was held to decide whether the town should borrow enough money to buy land to build two large schoolhouses. Then all the public schools of the town could be in two large schools. There would not be any more district schools. The town people voted to build two new schools.

The schools were built in 1833. One of the new schools was called the South Grammar School. It was built on the South Common. Later its name was changed to the Edson School in honor of Theodore Edson.

The other new school was the North Grammar School on the North Common. About twenty-three years later the school was rebuilt, and its name was changed to the Bartlett School in honor of Elisha Bartlett, the first mayor of Lowell.

Beginning of Lowell High School.-- Meanwhile, the Lowell High School had been started. It began in a room of the Middlesex Street Schoolhouse which was later called the Free Chapel. There were eight pupils in the first graduating class. One of the pupils was Ben Butler who became a famous general in the Civil War.

The high school was moved to Kirk Street in 1840. At first the boys were in one room and the girls were in another room.

More schools built.-- In the same year that the new high school was built another grammar school was built. The new school named the Franklin School was on Middlesex and Branch Streets. The school was used for almost a hundred years as a public school. It was then sold and is now being used as a
parochial school.

The next year the Moody Grammar School was built. It was on Rogers Street facing Fort Hill Park. The school was named in honor of Paul Moody.

A few months later the Green School was opened. It was first opened in a brick building in Middle Street. When more room was needed, the school was moved to Merrimack Street where it still stands. The school was named in honor of Dr. John O. Green, one of the members of the first school committee.

Two other grammar schools were opened in the next ten years. One school was named the Colburn School. The other school was named the Varnum School. This school was named in honor of Major-General Joseph B. Varnum.

Carney Medals.—As more schools were built in the city of Lowell, more children went to school. Some of the boys and girls from these schools went to high school. Many of them graduated from high school. Mr. James G. Carney thought that boys and girls who studied hard should get prizes. So in 1858 Mr. Carney gave the City of Lowell one hundred dollars. This money was to be spent to buy six silver medals for the six best students in the high school. There were to be three boys and three girls chosen for good marks, good conduct, and good attendance. These medals called Carney Medals are still given every year.

In the year Mr. Carney gave the money to the city people began to talk about their wonderful schools. Now there were
six grammar schools and a high school all made of brick.

This was the time just before the Civil War. The Irish had started to come to Lowell. Then the French from Canada came. People started coming from other countries. They all came to work in the mills. There were more children and more schools were needed.

New schools built.-- The Highland School was built in 1882. Now it is called the Charles W. Morey School. Mr. Morey had been the principal of the Highland School.

The next year the Butler School was built. This school was named after Ben Butler, the famous Civil War General.

Still more schools were needed. So the Pawtucket School was built in 1884. This is the only school which has an Indian name.

Cyrus W. Irish.-- Now that there were so many grammar schools, there were more pupils who could go to high school. The high school needed more teachers. One of the new teachers was Cyrus W. Irish. He taught chemistry in a new way. All the pupils liked Mr. Irish. He taught for many years in the Lowell High School. After his death, a part of the high school was named in his honor. This part was called the Cyrus W. Irish Auditorium.

New courses in the high school.-- Other new teachers came to the high school. The boys were taught to drill as soldiers do. The girls learned to do exercises. Then a Field Day was
held so that the people could see what the boys and girls had learned. This Field Day is still held each year in the month of May.

Rogers Hall.-- Most of the schools had been built by the City of Lowell. These schools were grammar schools and one high school. Plans were being made for other kinds of schools. A new school called the Rogers Hall School was built in 1892. Miss Elizabeth Rogers gave her home and all the land facing Fort Hill Park for a school for girls. Girls from all parts of the United States have come to Rogers Hall.

Lowell Teachers College.-- Many girls who graduated from Rogers Hall wanted to be teachers. They went to colleges in other cities to study to be teachers. More teachers were needed for public schools. The state of Massachusetts decided to build schools for training teachers. These schools were to be called State Normal Schools. One Normal School was built in Lowell. Many young women went to Normal School for two years to learn how to teach. When they graduated, they taught in schools of the cities and towns of Massachusetts and other states. About twenty years ago the Normal School became a State Teachers College. Young men and women now go there for four years to learn to be teachers.

Mill owners want a school.-- A few years after Lowell Normal School was built, another kind of school was built in Lowell. The mill owners thought that there should be a school to train
young men to work in the textile mills. The mill owners asked
the state to give some money for a new school. The state said
that they would give the money if someone or some group would
give the same amount of money for the new school.

The school is built.-- When Frederick Fanning Ayer heard
that, he gave the $35,000 that was needed. Then he chose the
spot where the first building was to stand. He also asked that
the main building be called Southwick Hall in honor of his
grandfather. In 1902 Frederick Fanning Ayer gave $30,000 and in
1903 he gave $40,000 to the new school. The school was called
Lowell Textile Institute.

Since that time more buildings have been built. The name
has been changed to Lowell Technological Institute. Students
come from all parts of the world to study at this school. Most
of the new buildings at Lowell Technological Institute were
built within the past fifteen years. The other buildings were
built when Lowell was a famous textile city.

Schools after 1900.-- The City of Lowell built most of its
public schools when it was a famous textile city. Many schools
were built after 1900. Some of these schools were wooden build-
ings. Many of these wooden buildings are still being used.
Some of them have been closed.

Most of these wooden schools are primary schools. When new
schools will be built, the old schools will be closed or torn
donw. At present Lowell needs all the school buildings. There
are 9,116 boys and girls going to school in Lowell. There are twenty-nine primary, grammar and junior high public schools and one high school in Lowell now. Here is a list of the public schools in Lowell in 1955:

Ames Street School
Bartlett School
Butler School
Cardinal O'Connell School
Colburn School
Dover Street School
Eliot School
Green School
Greenhalge School
Laura E. Lee School
Lexington Avenue School
Lincoln School
Lyon Street School
Middlesex Village School
Molloy School
Moody School
Morey School
Morrill School
Oaklands School
Pawtucket School
Pine Street School
Rogerson School
Tenth Street School
Varnum School
Washington School
Weed Street School

Ames Street
Wannalancet Street
Gorham Street
Carter Street
Lawrence Street
Dover Street
Favor Street
Merrimack Street
Ennell Street
Powell Street
Lexington Avenue
Cheimsford Street
Central Street
Middlesex Street
Smith Street
Rogers Street
Pine Street
Common Avenue
Sycamore Street
Mammoth Road
Pine Street
London Street
Tenth Street
Sixth Street
Lang Street
Weed Street
Chapter VIII
Lowell from 1900 to Today

The schools are in different parts of the city. In each of these parts there are groups of people whose families settled there many years ago.

The Greeks come to Lowell.-- The Greeks settled in Market Street and lower Broadway. They came to work in the mills. Soon they brought families and friends from Greece to live in Lowell. By 1907 there were 10,000 Greeks living in Lowell. There were more Greek people in Lowell than in any city of the United States except New York and Chicago.

For many years the Greeks had stores and coffee houses on Market Street and on other streets near it. The Greek men liked to sit in the coffee houses and play cards.

They spent their time there because there was no other place to go. Their homes were in old buildings over the stores. The homes were dark and damp places. But the Greek families stayed there until they had to move.

The Greeks move.-- About twenty years ago the government thought that these houses were unsafe. The buildings were torn down and a brick housing project was built there.

Many Greek families moved to other parts of the city. Other families moved a few streets away. Then they could live near the Greek church and Greek stores.
When the Greeks came to work in the Lowell mills, there were many different groups working in the mills. Some of the people did not want to live in the boarding houses the mills had built. They lived with their families in other parts of the city.

**End of the boarding houses.**—Some mill workers tried to live in the boarding houses. They were very unhappy there and did not stay very long. Boarding houses had been built with large rooms so that two to six people could sleep in one room. The Yankee girls who had come from the farms were able to live together and be happy. When women from all different countries tried to live together, they found it hard to understand one another and be happy together.

The women who ran the boarding houses found it harder and harder to make a living. The mill owners could not help the women who ran the boarding houses. So the boarding houses were sold as soon as the owners could find people to buy them.

The boarding houses were built by the owners of the cotton mills. The other kinds of mills and factories that came to Lowell did not have boarding houses for their workers.

**Saco-Lowell Shops.**—One of these factories was the Lowell Machine Company. This company joined with another company from Saco, Maine. The new company was called the Saco-Lowell Shops. They made machines for mills all over the world. The Saco-Lowell Shops made the machines for the first textile mill in
China. This shop made the first locomotive for the Boston and Lowell Railroad.

**U.S. Cartridge Shops**—The Saco-Lowell Shops were not the only company to use iron to make their products. Another company called the United States Cartridge Company started in Lowell. Their products were used in fighting wars.

The United States Cartridge Company sold their products easily. A war had started in Europe. The United States did not want to fight in the war. But we were forced to take part in the war.

**United States enters the war**—The Germans had a new ship called a submarine. The German submarines kept sinking American ships. On April 16, 1917, the United States joined France, England, and Russia in a war against Germany, Austria, and Italy. This was called the first World War.

As soon as the United States entered the war, young men had to go into the army and navy. Lowell men had to go to Fort Devens in Ayer for training to become soldiers. After a few months of training, they went to France to help fight the war. The United States kept sending food, guns, and men to help win the war.

**The war ends**—The countries fighting on our side were called the Allies. By November 11, 1918, the Germans knew that they could not win the war. They wanted to stop fighting. So the Germans asked the Allies for an Armistice. This was the
After the war was over, the soldiers started to come back home. Many soldiers had been hurt and had to come back to hospitals. Some were hopeless cripples.

The Lowell people were happy and excited when the men came home to their families. They hoped that this was the last war the United States would ever fight.

Some families were not happy. Their men had been killed fighting in France. But these families hoped that their sons had died to keep peace in the world forever.

**Lowell Memorial Auditorium.**-- The people of Lowell thought that they should remember the soldiers and sailors who had fought in all the wars of the United States. The Lowell people decided to build a beautiful building to be called the Lowell Memorial Auditorium. When it would be finished it could seat 4,500 people. The cost was to be about $1,000,000.

The Auditorium was to be used for Lowell people to enjoy good music shows, travel movies, or for any other purpose the Lowell people wanted to use it.

**Movies on the Common.**-- The Lowell people were glad to go places after working long hours. On warm summer evenings they liked to sit in the South Common. They could rest and watch moving pictures for two hours. These pictures were shown three nights a week for thirteen weeks. On very warm nights as many as 10,000 people would come to watch the travel pictures and comedy pictures.
The bath house on Pawtucket Boulevard.-- During the warm days many people went to swim in the Merrimack River. A bath house was built so that the people could change their clothes after swimming in the river. Sand six inches deep was spread from the bath house to the edge of the water to make a little beach.

A new park.-- Many people did not go to the river to swim. They went to sit on the grass and enjoy the cool air near the river. Some people liked to walk along the river bank. So the City of Lowell made a small park on Varnum Avenue near Pawtucket Falls.

The park was made for people to rest after work. No one expected that the day would come when the people did not have jobs and could not find other jobs.

Mills close.-- By 1926 many mills in Lowell had closed. The Hamilton Company was one of the first mills to close. During the next four years many more mills had no jobs for the mill workers.

Only 100 years before that time the mills in Lowell had started and Lowell had become a town. There had been eleven big mills in those days. Now only three mills were left. The Merrimack, Boott, and Lawrence mills were still making cotton products.

Mills move South.-- Some mills had moved South. They could get the southern people to work for less money. It was warmer
down south and the people did not need to spend as much money for heat and warm clothes. There were no laws to keep southern women and children from working longer hours.

When the mills moved down south, the southern states built new mills. The taxes on the new mills were less than the taxes on the old mills in Lowell. There was new machinery in the southern mills.

**Southern mills make cloth cheaper.** — The mills could make cotton cloth more easily in the southern mills. Then they could sell the cloth cheaper than the northern mills. People all over the country wanted to buy the cloth that was cheaper.

They did not have to buy cotton cloth anymore. Cloth was being made from rayon and silk. Sometimes the rayon cloth was cheaper than cotton cloth. Everybody wanted to buy the cheaper cloth.

**Depression.** — By this time there were thousands of people in Lowell who could not get jobs. There were more cities like Lowell. All over the country there were not enough jobs for people who wanted to work. This was called a depression.

During the depression the mills could not pay the taxes on empty buildings. Some of the owners had the buildings torn down so that they would not have to pay taxes.

**New kinds of companies move into mill buildings.** — A few mill companies sold their buildings to new kinds of companies. Some of the mill owners rented their buildings.
One of the new companies was the Suffolk Knitting Company which made sweaters. This company started in the old Appleton Mill.

The Courier-Citizen Printing Company moved into the old Hamilton Mill. The Courier-Citizen still prints all the telephone books used in New England.

A food company moved near the Courier-Citizen Company. This food company was called the Megowen Educator Food Company. Now this company has the largest baking plant in New England. This company makes crackers and cookies which are sold in stores all over the United States.

Part of the Lawrence Company was sold to the Hub Hosiery Company. This company now makes stockings and socks which are sold in many stores of the United States.

Near the Hub Hosiery Company is the Heinze Electric Company. Automobile horns, motors for heaters and other electrical parts are made by the Heinze Electric Company.

Many of the new companies did not use water power. They used electric power. Not all machines can be run by water power. However, machinery to make shoes can use water power.

Shoe factories come to Lowell.-- Many shoe factories began to move to Lowell. They could rent the empty textile mills and use the water power. There were plenty of mill workers who needed jobs. Today there are many factories that make shoes in Lowell.

Other factories make heels, soles, and other parts for
shoes. One factory finishes leather for shoes. This factory is called a tannery. The American Hide and Leather Company in Lowell is one of the largest tanneries in the world. This company finishes seventeen different kinds of leather for shoes and handbags.

New factory buildings.-- In 1951 a group of men thought that Lowell needed new mill buildings so that new companies would move to Lowell. This group was called the Lowell Development and Industrial Commission. These men bought land and had a group of one-story modern factories built on Chelmsford Street. Two new factories were sold to new companies. Plans are being made to build more new factories on that land.

Lowell today.-- In 1954 there were 223 manufacturing companies in Lowell. Of these companies forty-one companies were making textile products. There were also twenty-six factories making leather products. Clothing was made by thirty factories. There were twenty-two food companies. And there were twenty places where big printing jobs were done. The rest of the 223 manufacturing companies made many different products.

Lowell has been a manufacturing city for almost 130 years. For 100 years it was proud to be called the Spindle City because there were so many spindles in the Lowell textile mills.

"Spindle City" is not a good name for Lowell any more. Now Lowell is being called the City of Diversified Industry. As more kinds of factories move here, the new nickname tells
what Lowell really is. It is a city where there are many different kinds of mills and factories in which Lowell people can work.