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A history of Brockton, Massachusetts, "The story of Brockton;" adapted for use in the third grade.

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A History of Brockton, Massachusetts
"The Story of Brockton"
Adapted for Use in the Third Grade

Submitted by
Dorothy L. Clavin

in partial fulfillment of the requirements
For the degree of
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1954
First Reader  Dr. Alice Crossley
Second Reader  Dr. Helen Murphy
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Chapter I

STATEMENT AND JUSTIFICATION OF THE PROBLEM

Purpose: It was the purpose of this study to organize and present in simplified material, the growth and development of a small industrial city in such a way that

A. The vocabulary was fitted to third grade reading.
B. The style and subject matter were adapted to the interests of a third grade child.

Source: Because much of the social studies time of the third grade is devoted to a study of the community's past as well as its present, the writer deemed it advisable that there be a story of the city written at a third grade level which could be used as a basis for this study.

Justification: The problem was suggested by a need for such a story because the social studies program was to be revised at this time. The Superintendent of Schools, the Elementary Supervisor, and the third grade teachers all agreed that the Story of Brockton needed to be written on a third grade level.

Scope: This study, which aims to adapt the subject matter and style to accommodate the third grade child, will cover a long time range, namely from 1620 to 1954, but a limited range as far as detail is concerned. Only subject matter at the interest and comprehension level of the third grade child is to be used. Sentence structure is purposely short and at times "choppy" because the writer felt the difficulty of content made a simplified style mandatory.
Procedure: The procedure and techniques to be used in the study are

A. Research in the fields of
   1. Values of Local History
   2. Historical data on Brockton

B. Sift data to find material suitable to a child of eight or nine years and assemble it in a simple style.

C. Check vocabulary against the Scott Forseman's Primary List.

D. Allow the third grade to read some chapters and note their reactions to the story.

E. Rewrite chapters making necessary changes.

Summary: Much of the social studies time in grade three in the City of Brockton is spent on the history of the community. A story written with a controlled vocabulary and simple sentence structure was needed. It is expected that a copy of the story will be placed in the hands of each third grade child. Failing this each third grade teacher will be given at least ten copies.

Through the study of our local community the children should gain insight into the fact that history deals with actual happenings. As they learn about the community it is hoped they will build up a desire to go on and study about the State, Nation and the World.
Chapter II
RELATED RESEARCH

Since this study is concerned with the teaching of local history the literature was explored for pertinent information in this field.

Kelty\textsuperscript{1} states, "A study of the local community can be given concreteness and reality because it deals with localities and names which the children already know. Through it they can be brought to realize that history deals with actual concurrences. As such, local history serves as an excellent introduction to the larger story of the nation or the world".

However, according to Tryan\textsuperscript{2} "The use of local history as a means of making the study of the various phases of American history more meaningful has been too little exercised by the teachers of history throughout the country".

Wesley\textsuperscript{3} thinks that since "The community is an epitome of the world, it provides instances of every fundamental process. The local church is the summation of man's effort to meet spiritual needs, the grocery store is the crossroads of the

\begin{enumerate}
\item Mary G. Kelty, Learning and Teaching History in the Middle Grades; Boston, Ginn and Co., 1936 p. 17.
\end{enumerate}
Worlds economic highways; the village council is wrestling with many of the problems that have vexed rulers of all ages; the doctor shares in all knowledge concerning sickness and health; the local citizens are heirs of all the ages. The local community has continuity with the past and connections with all the world, and includes all the hopes which inspire men everywhere. It has dignity and meaning. The teacher who cannot appreciate the community in which her school is located is overlooking a source of living power.

In further discussion Johnson offers: "In every community there should be not merely such casual uses of the local past and present as may happen to occur to the teacher, but a systematic search for points from which the pupil may begin his journeys into the past and to which he may return".

Another advocate of the teaching of the community, Olsen says, "Ever more clearly it becomes apparent that school education must be projected out of the sheltered classrooms and into the living community which is the child's primary scene of present and future activity".

Olsen speaks of the "present and future" but he also realizes the importance of the past as in further reading we find, "A community's present outlooks, values and ideals are


themselves outgrowths of traditions. It follows that a community can be better understood when its essential history is known."

Hartwig⁷ says, "Lest the value of using local resources be lost by failing to give the pupils the proper concept of the relationship between local, state and national history definite criteria in intergrating it with national history may be in order at this point. The following criteria for selection may serve to lead the way to successful integration.

1. Individuals and places which played a part in the local history.
2. Individuals who played a part in the nation's history and may be claimed by the state or local community.
3. Individuals who played parts, though unequal ones, in state and national history.
4. Events which are part of both local and national history.
5. Events which are part of local history.
6. Points of similarity and points of difference between conditions in the local area and the rest of the nation".

Tryan lists five outstanding reasons for teaching local history. They are as follows:-

1. It serves as a basis for the development of intelligent and elevating local pride.

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2. It puts the pupil in touch with local, political, social and industrial development and furnishing him with the background knowledge necessary to interpret them.

3. It furnishes the pupil with illustrative material and aids him in securing an adequate understanding of natural history.

4. It supplies the opportunity for the pupil to come face to face with historical reality and giving him training in handling historical resources.

5. It supplies the teacher with many opportunities to make his teaching conform to the modern educational principles of proceeding from the concrete to the abstract and from the known to the unknown.

It is worth while to aid the children to have an interest in the community and have pride in it because any one who is well informed is likely to take an active part as a citizen to make it a better place in which to live.

The story of the community which follows has tried to follow the suggestion offered by Wesley\(^9\) when he says, "The teacher should know the community as thoroughly as her pupils do. This may sound like a low standard, but in view of the fact that teachers shift from city to city and often begin the school year in a relatively unfamiliar setting, it is a practical standard. Most of the pupils within a particular school group have grown up in the surrounding community and so have a degree of understanding which a new teacher has had no chance to acquire".

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The Story Of Brockton
Chapter 1

THE PILGRIMS COME TO PLYMOUTH

Many years ago the King of England wanted all the people to go to his church. Those who wouldn't obey were punished. Some of these people went to Holland. There they could worship as they thought right. These people called themselves Pilgrims.

The Pilgrims were happy in Holland. They were free to worship God as they wished. When they were in England they lived on farms. They had no money to buy farms in Holland so they went to work in the woolen mills. The children learned to speak the Dutch language and ways of living.

After living in Holland almost twelve years, some of the Pilgrims decided to go to America. There they could have farms, be free to worship as they pleased, and bring up their children in the English ways.

The Pilgrims first went back to England. From there they started out in two boats, -- the Speedwell and the Mayflower. The Speedwell leaked and had to turn back. The Mayflower went on alone.

There were one hundred and two people on the boat. Two babies were born on the voyage. One of these was Perequin White. The other was Oceanus Hopkins. After sailing for nine long weeks they came to Cape Cod. The land seemed to
PLYMOUTH ROCK—PLYMOUTH, MASS.

MODEL OF ONE OF THE FIRST HOUSES
Lighting The Candle

The Family At Supper
be a long arm stretched out into the sea. They anchored and some of the men explored to find a good place to settle. They found a place where the land seemed good. A brook of good fresh water flowed at the foot of the hill.

The men went back to the Mayflower and helped the women and the children come ashore. The Pilgrims landed at Plymouth on December 21, 1620. The rock they stepped on is still called Plymouth Rock.

The first house was started on Christmas morning. It was called the Common House. The women and children stayed on the Mayflower while the men were building this house.

The first houses were built of wood and had thatched roofs. The cracks were filled with mud and moss. Windows were made of oiled paper. The floors were covered with clean dry sand. A large fireplace was on one side of the room. Candles made by hand lighted the room at night.

Many people became sick the first winter. Brave Myles Standish and others did all they could to care for the sick, but long before Winter was over half of the Pilgrims had died. Corn was planted over their graves so that the Indians wouldn't know how few Pilgrims were left.

The winter was such a hard one for the Pilgrims that as soon as Spring came they began to get ready for the next
Winter. They planted corn, barley, pumpkin seeds and potatoes.

There was a wonderful harvest and Governor Bradford said, "Let's have a time of Thanksgiving and feasting and give thanks to God for all our blessings."

The Pilgrims shot deer, turkeys, duck and geese. They dug clams and caught lobster and codfish. The women cooked the food. Long tables were built of boards and put out under the trees.

Governor Bradford invited some of the Indians to the feast. Chief Massasoit was one of the men. When the Pilgrims came to Plymouth, Massasoit helped the white men. He sent Samoset, one of his warriors to greet the settlers. Samoset spoke to them in English saying, "Welcome Englishmen!"

Massasoit and Governor Bradford later signed a treaty of peace which was kept for fifty-four years. Once when Massasoit was ill one of the Pilgrims visited him and gave him medicine which made him better. The Indian remained a friend of the white men until he died.

The Indian chief and his braves brought some deer as their share in the feast. A service of thanksgiving was held. This was followed by games, running, jumping, and drills by the Pilgrims and the Indians. The Thanksgiving
lasted several days. Since that first Thanksgiving we have had a Thanksgiving Day every November.

Later other people came from England to Plymouth so there was need for more food. More land was needed for farming. The families began to move out from Plymouth.

Captain Myles Standish, Elder Brewster, John Alden and other Pilgrims went to live in Duxbury, a little north of Plymouth.
Chapter 2
SETTLING OF SATUCKET

As the years passed more people settled in Duxbury. More land was needed for their crops and livestock. In 1649 Myles Standish and some other men bought some land from Massasoit. This land was called Satucket. It included what is now Brockton, East Bridgewater and West Bridgewater. This contract was signed at Sachem's rock in East Bridgewater. Massasoit could not write so he put his mark, the shape of his hand, to the deed. In payment Massasoit was paid seven coats, nine hatchets, eight hoes, twenty knives, four moose skins, and ten and one half yards of cotton cloth. All these amounted to less than $20.00 in our money today.

The first name given to the land was Nuckatest or Nuncioetetest. The settlers built a stockade on the south side of the town. After the land was divided, not more than twenty people ever came to live in the new settlement.

Soon the settlers changed the name to Nuckatet. They scattered to other parts of the town toward Taunton and Middleboro.

One of the first settlers was John Howard. He ran a hotel. The hotel was near the only bridge so it stayed open for many years.
The first church was built of logs. A stone shaft in West Bridgewater marks the spot where the church stood. Later a larger building was put up where The Soldier's Monument is now.

Later Nuckatet was called Bridgewater. It was the first town settled away from the coast. After a while the town was divided into districts called parishes.

The last part of the town to be settled was the North Parish. The people built homes and a meeting house. In 1764 there were one hundred and twenty houses and one hundred and thirty families.
Chapter 3

EARLY HOMES AND HOW THEY LOOKED

The first houses in North Bridgewater were small one-story frame houses built of thick wide boards. There were usually three rooms.

Later houses with second floors were built and the outside covered with shingles. It took two years to make enough shingles for a house. The chimneys were made of stone or hand-made bricks. The windows in these early houses were either of mica or diamond-shaped glass. Each house rested on the ground with a small dark cellar under one room.

The largest and most important room in the house was the kitchen. A large fireplace took up one side of the room. All the large iron, brass, or copper kettles and other cooking tools were hung near the fireplace. Kettles were hung from a crane. Meat was roasted on a spit which had to be turned to keep the meat from burning.

There was a tinder box near the fireplace. This was a round tin box. Inside the box were pieces of burned cloth or soft wood. Sparks made by striking a stone with a piece of steel would fall on the cloth. Fine pieces of dry wood caught on fire from the cloth. In this was the kindling was lighted. Every night some one would cover the fire with ashes to keep it alive. If the fire went out they had
Kitchen Fireplace
to use the tinder box and it was a tiresome job.

There was an oven built into one side of the chimney. A fire was built inside. When the oven was hot enough the coals and ashes were let down through a trap door in the bottom of the oven. Corn bread, beans, Indian meal pudding and pies were put onto the oven with a bread peel. This was a flat board with a long wooden handle.

At each end of the fireplace were small benches where the children sat and warmed themselves in the winter. The older folk sat in front of the fire on high back benches called settees.

The large kitchen was used as a living room. Nearly every house had a summer kitchen too. This was a shed joined to the house. It was used for cooking in the summer. A large kettle was kept in the summer kitchen. All the scraps of fat and the ends of candles were placed in this. Later it was used in making soap.

A bedroom was usually very small with only one small window. The room was just big enough to hold a bed, chair and a wooden chest. Many people had four-poster beds. Mattresses filled with corn husks rested on ropes that were laced from side to side on the bed. On top of this there would be a feather mattress. The beds were so high that the
people had to climb a small ladder to reach the bed. A trundle bed was a smaller bed used by the children. It could be rolled under the big bed during the day. The bedroom was icy cold in the winter. In many homes the bed had curtains to keep out the cold. Warming pans filled with hot coals were passed between the sheets to take off the chill.

Every home had a wooden chest. In this chest the mother kept her bed linen and other things she prized.

In the winter the mother had her spinning wheel and loom moved into the kitchen. Here she spun the flax into thread and the wool into yarn. After that was done she wove the thread into cloth. She dyed the cloth and made clothes for the family.

There was very little furniture in the early days. Most of the people had only the things that were really needed. Often there was a table with a leaf on each side which could be let down when not in use. Beside a table there were benches or stools and maybe one or two chairs. Very often the children did not sit at the table while eating but stood behind their parents.

The floors in all the houses were made of rough wide boards. Later the floors were painted. Many times the women
made braided or hooked rugs. At first the walls were bare but later wallpaper was used. The first wallpaper was tacked to the walls instead of pasted.

Candles made either of bayberry or tallow were used to light the homes. These candles were made at home by the women.

There were few clocks. People told time by sundials or hour glasses. In many homes there was a mark on the window sill. When the sun reached this mark it would be time to start the dinner.

Almost every house had a well sweep. It was about ten to fifty feet from the house. A forked post was put into the ground. A long pole was balanced in this fork and it swung up on a wooden pin. A bucket was fastened to the end of a smaller pole that hung from the long one.
Chapter 4  
WORK AND PLAY IN NORTH BRIDGEWATER

When North Bridgewater was first settled nearly everybody raised all their food on the farm. The people ate meat and potatoes three times a day. They had no salads or fancy desserts as we have today. There were no refrigerators so in the summer the butter and milk had to be put into a part of the well to keep fresh.

In the fall vegetables were packed in sand in the cellar to keep for the winter. Some fruits were preserved, dried or made into jam or jelly.

There was no good way to keep apples. The apples would freeze in the barn or cellar so they had to be dried. The apples were peeled and cut into rings. The apples rings were put on strings and hung near the fireplace to dry. When the apples were needed they were washed and soaked over night. The water made the rings puff up and look almost like fresh apples. These apples made good pie or sauce.

Making Linen Cloth on the Farm

Nearly every family had a field of flax. At first the plants looked like blades of grass. They grew into slender stalks with pretty blue flowers. After the flowers
went to seed the stalks turned yellow and brown.

The stalks were carefully pulled up by the roots. The stalks were tied into small bundles and left on the ground for a day or two to dry. After they were dried the bundles were piled in the fields for two weeks.

The seeds were then pulled from the stalks and put away in the attic until spring planting time. The stalks which were left were soaked in water until the fibres began to separate from the woody cores. The stalks were spread thinly on the ground to dry. Then the fibres were combed until they were straight.

Later the women spun the fibres into linen thread. The thread was woven into cloth. The linen cloth was so grey that it had to be bleached. This was done by spreading the wet cloth on the green grass so that the sun and rain could help make it white. After it was nice and white the cloth was made into sheets and underwear.

Making Hats

Often, after the grain had been threshed, the straw was used to make hats. The straw was made into very fine braids. On many mornings the children did this before going to school. When the braids were finished they were taken to a hat factory to be made into hats. One of these hats might cost fifteen
dollars and would last for many years.

Sometimes a man went around the farms selling straw, which the women made into braids. The man collected the braids and made them into hats.

**Making Soap**

Soap was made at home. A hole was made in the bottom of a large barrel which was put on a bench in the yard. Hay was put in the bottom of the barrel. All the ashes from the grate in the fireplace were thrown on top of the hay. Water was put into the barrel and allowed to soak through the hay. A brown liquid came out of the hole in the bottom of the barrel. This liquid is lye. When an egg would float on the lye it was strong enough to be used in making soap. Maple, walnut, and hickory ashes made the strongest lye. The lye was added to the grease, put in a large kettle and put over the fire to boil. The liquid had to be stirred all the time so that it would not burn. When the liquid was thick it was put into pans to cool. This soft soap looked like brown jelly. The soap was used for washing.

**Making Charcoal**

The wood needed for the fireplace and for making charcoal was cut on the land owned by the farmer. After the
trees were cut down the stumps were hollowed so that the water would stay in the top and help to rot the stumps so they could be pulled out more easily. The hogs would be allowed to hunt for food near the stumps and would push them over. If they were still too hard to get out, the men would put a heavy rope or chain around the stumps and pull them out with the help of the oxen.

After the logs had been pulled into the yard they were left to dry out. Later they were sawed and chopped into stove lengths. These pieces were put on end in the charcoal pit. The wood was piled up row on row until it was about eight feet high. Sand was put over the whole thing until it looked like an Igloo. An opening was made on one side and a fire was built in the opening. As soon as the men thought enough gas had burned off, the fire was put out and another opening and fire would be made. This was done until they had gone all round the pile. The charcoal was then taken out and taken into Boston to be sold.

Fun on the Farm

Everyone worked hard and they were all tired when night came but the people had some time for pleasure. They were friendly with their neighbors. They all helped each other.
If a woman had a quilt to make, all the neighbors came to help her. They came early in the afternoon and brought the children along. The cloth to be made into the quilt was put on a frame and the women sat around this and made very small stitches to put the pattern together. The children worked on cross-stitch samplers or knitted stockings and mittens for the next winter.

When it was time for supper all the men came in from the fields. After supper the small children were put to bed and the grownups stayed to visit or dance.

Games for Fun

The children in North Bridgewater played many games that we play today and had just as good times as we do.

They played Ring Around Rosy; Oats, Peas, Beans and Barley; London Bridge and other singing games. The older children played more active games. They liked to play with a ball and stick. Three Old Cats, Town Ball and Rounders were some of the names for a game like baseball. The boys and girls played tag, too. They played Poison Tag, Squat Tag Wood Tag and Cross Tag. The boys liked to run foot and relay races.

In the spring the children were busy with top spinning, hoop rolling, marbles and jackstones. In the winter they
enjoyed coasting and skating. Their toys were all homemade. Some skates had iron runners, but some of the earliest were made of beef bones.

During the long winter evenings the families enjoyed sitting around the fireplace. The older people told about the struggles the Pilgrims had in building a settlement in New England. Sometimes they would all sing songs that the older people knew. The women worked on their sewing and the girls would knit. Apple cider, popcorn, molasses taffy and the freshest cookies and pies were served at these gatherings.

When a new home was built all the men and older boys helped to put up the frame. When mealtime came the women and girls would come with baskets of food and everyone would enjoy a period of fun.

Parties in North Bridgewater

At an Apple Bee the baskets of apples were put near groups of people who were soon busy peeling the apples. Next the apples were cut into fourths and the seed taken out. The slices were quickly strung to dry.

The Corn Huskings always had many people present. The corn had the outer husks removed by the young people. If a
boy found a red ear he could kiss any girl he pleased. When the corn was all husked and shelled the group had good things to eat. If the space in the barn was large enough, the young people danced.

As the winter came the Singing School was very popular. A man who could sing well would teach all the other people to sing.

Spelling Bees were also held. The grown-ups took part in these too. They liked to see who could spell the hardest words.

Many people had picnics in the spring and summer. Swings and see-saws were made for the younger children. When the families gathered to eat lunches, they shared food. Picnics would last until it was time for the evening work to be done. Everyone would get into the wagons and the horse would pull them home.
Chapter 5

HEATING AND LIGHTING IN NORTH BRIDGEWATER

Heat and Light in the Homes

When Brockton was the village of North Bridgewater the ways of heating and lighting were very different than those we have today.

Pitch pine knots were used for lighting since they gave a strong bright light. They were used for parties and evenings at home before the fire was covered.

Candles were made by the mothers and the children. This took up one or two days every fall. A fire was started in the fireplace under two large kettles filled with boiling water and melted tallow. Long poles were laid from chair to chair. Wicks were put across these poles. The wicks were dipped into the warm tallow. The tallow stayed on the wick and hardened. The poles were dipped again and again until there was enough tallow on the wick to make a candle. It was slow work but sometimes 200 candles were made in one day.

Bayberry candles were made for special days. These gave off a sweet perfume when they were burned.

Later candle molds were made of tin or pewter. Warm tallow was poured into each mold. When the tallow was cold
the mold was opened and the candle taken out.

Lamps were not used by the sellers for quite a few years. Among the first one were the Betty Lamps. These were small basins made of black iron. The basin was filled with grease, tallow or oil and a piece of cotton or a coarse wick was placed in the basin and lighted. Phoebe Lamps were about the same. They had room for two pieces of cloth or wicks. Pewter Lamps came next and then glass lamps came to North Bridgewater.

Most of the heat came from the large fireplace. Later people had stoves in each room.

Street Lights

Think how it would seem if there were no street lights anywhere. Think of people going about in the dark carrying a flaming torch to light the way.

After candles were made people tried to use them to light the way after dark but the wind kept blowing them out. Then a cover was put around the candle to protect the flame. These were called lanterns. Some lanterns were made of brass or tin. There were small holes in the lantern to let the light shine through. People hung these lanterns on their houses. These were the first street lights.
Kerosene lamps were placed in lantern frames and placed on tall poles. Men with ladders went around every night to light the lamps. In the morning the lamplighter went to each lamp, cleaned it, trimmed the wick and filled the lamp with oil.

After the Gas Light Company was formed in 1859, the gas lights burned day and night on the streets.
General Stores

The general store was a busy place in North Bridgewater. Since people travelled by horseback or walked these stores had to be near the farms. The storekeeper carried the things the people could not make or raise on the farms. The country stores sold everything from sugar, molasses and tea, to garden tools, medicines and cloth.

The village was important as a meeting place for the people since the post office was usually in the store. People would gather to meet their neighbors and talk about the news of the day while they were waiting for the mail to come in.

In the early days of North Bridgewater there were several general stores. In the northern part of town, Deason Ichabod Howard owned one. There were two stores in the center owned by Silas Packard, Colonel Edward Southworth, and Major Daniel Cary. In the southern part of town Jonathan Keith kept a grocery store and not far away Isaac Keith sold groceries in his own home. There were several store of this kind which opened from time to time.
Tailors

In the early days, ladies cut and made the clothing for the men. A little later men cutters went from house to house making enough clothes at one time to last through the year.

The first tailor was Nathaniel Snell. He was paid twenty-five cents a day and his board. Later the stores which sold dry goods hired tailors to make clothes for their customers.

Bakeries

The first baking business began about 1830. It was run by B. C. Hatch and Cyrus Hatch.

Later the firm of Hunt and Wilder had a fine baking business. This firm built a new shop and used horse power for mixing and cutting crackers, bread and cakes.

Saddlers

In the days when people traveled on horseback, the making and selling of saddles was very important. When people started using carriages, these saddlers made harnesses for them.

Among the earliest saddlers were Seth Snow, Nathaniel Cross, and Eldridge Packard.
Jewelers

The first jeweler was David Studley. He made and sold jewelry, watches and repaired clocks.

After a while other jewelers came and started stores. Two of these, Hewett's and Gurney's on Main Street, are still important names today.

Drugstores

There were no drug stores in the early days. A supply of medicine was kept on hand in the general stores.

J. A. Rainsford was the first person to sell drugs. He had his shop in one room.

Shoemaking

As we read about the life of the people in North Bridgewater, we learn that the making of shoes helped to make our city important.

Shoemaking used to be a very simple industry. There were very few steps in making a shoe and they were easy to learn. Any farmer could make a pair of shoes with about eight tools. Of course, some men were more skillful than others at this job.

Shoes were first made in the home. The child needing shoes would stand on a piece of paper and his feet would be traced with charcoal or chalk. The father would look over
his stock of leather and lasts to see if he had the right kind. If the child were lucky, his shoes would fit. If not, he would have to wear what he had.

After a while a travelling cobbler came and made shoes to last until he came the next time. The family planned the number of pairs of shoes that were needed. The man of the house tanned the leather himself.

Micah Faxon was perhaps the first person who made shoes to sell at wholesale. He came from Randolph and started cutting and making shoes. At that time there was no one in town who knew how to put the shoes together so they were sent to Randolph to be made.

Until 1818 shoes were made by hand. From then on machines were invented to make shoes faster and better. North Bridgewater people were always ready to try out and use these machines.

**Tanning the Leather**

In order to tan leather a farmer dug a pit in his yard. He put in a layer of skins, then a layer of bark from the hemlock tree, another layer of skins and more bark. He did this until all the skins were used up. Once a year he opened the pit and took out the leather. The hairs were scraped off the skins. The skins that were needed for the
tops of the shoes were softened with oil. The harder leather was used for the soles.
Chapter 7

GOING TO CHURCH

The town grew up around the church or "Meeting House" as it was called. The church building was used for worship on Sundays and as a place for the people to meet and talk over the business of the town.

The first meeting house in the North Parish was built where the corner of Main and Pleasant Street is now. It was a small plain building without a steeple or chimney. The windows were diamond shaped pieces of glass.

On Sunday mornings a man stood on the steps and beat a drum to call the people to worship. The pews inside the church were like boxes with seats around the sides. The backs were very high. Children could not touch the floor with their feet when sitting in the pews.

The family did not all sit together in church as we do now. The men and boys sat on one side of the church and the women and small children sat on the other side.

There was no way to heat the church so the people were very uncomfortable. Sometimes they filled iron or tin boxes with coals from the fireplace and took them to church. These boxes were put on the floor to keep the feet a little
Bread Peel

Foot Warmer

Warming Pan
warmer. Later when stoves began to be used some of the people wanted to have the church heated but it was voted down. It was thought wicked to want comfort in church.

The sermon lasted two or three hours. There were few hymn books. Some one would read two lines of the hymn and then the people would sing them. They kept this up until the whole hymn was finished.

If a lady became sleepy during the sermon, the "Tithing Man" tickled her face with a rabbit's foot or squirrel's tail on a long pole. But if a little boy became restless or whispered, he would get a sharp rap on the head with the knob on the other end of the pole.

Everyone went to church. Sometimes the men and boys walked barefoot and carried their shoes to put on when they came near the church. A man and his wife sometimes rode on horseback. The wife sat behind her husband.

John Porter, a young man of twenty-four was chosen for the minister of the North Parish church. He was the pastor of this church for sixty years.
Chapter 8

GOING TO SCHOOL

In the first settlement of North Bridgewater there was only one school. The teacher was usually the minister of the parish. He taught the children to read, write and figure.

As the different parts of North Bridgewater became settled, schools were held in private homes, machine shops, corn houses, or any building that could be found.

In 1865 there were fourteen districts. The School Committee thought it best to have a schoolhouse in each district instead of using private houses.

A boy was lucky if he could go to school for six weeks a year. Everyone was busy clearing the land and getting food for the families.

Private schools were started as early as 1831. The most noted one was taught by Mrs. Jones in the basement kitchen of her home. It cost twelve cents a week for a child to go to this school.

The seats in the kitchen were wide steps, one placed above the other. This made the heads of the pupils who sat on the top row quite close to the ceiling.
Mrs. Jones did her kitchen work while the children were singing the ABC's and the multiplication tables. She would beat time with a knife, turnip, potatoe or whatever she had in her hand. She never whipped the children, but for punishment she would put them through an opening into a dark space under the steps or seat them upon a very high chest until she was ready to take them out.
Chapter 9

TRAVEL IN NORTH BRIDGEWATER

Early travel in North Bridgewater was very hard. Most people walked to get from place to place. Older people who owned horses often rode double. The wife sat on a little seat behind her husband and held on with both arms around him.

The first roads were Indian trails through the woods. People travelled over these roads on foot, in ox carts, and on horseback. A carriage or chaise or wagon was very unusual.

The "Old Taunton Turnpike" was built during 1806 and 1807. It went from Taunton to South Boston going through Raynham, Easton, Stoughton, West Bridgewater, North Bridgewater, Randolph and Milton. It was laid in as straight a line as it could be to make it as short as possible. There was a great deal of travel on this road. Stagecoaches and baggage wagons used it every day.

A few years later a stage route was started. The two carriages went from Bridgewater to Boston three times a week. It took one day to make the round trip. Later a coach ran every day and lasted until the opening of the railroad.

The railroad began running to North Bridgewater in 1846. A small station was opened in Campello. The engines burned
weed to make steam to run the train. Soon North Bridgewater was connected by rail with Boston, Fall River, Fairhaven, Middleboro, Newport and Cape Cod.

In 1871 a line of public carriages was put on the road between North Bridgewater and Campello for the workmen. Large barges and other wagons drawn by horse went between this city and all the towns around us to take the men to the shops to work. There was so much travel upon Main Street that it was decided to pave it the whole way. In 1881 a street horse-car railway with one track was opened between Campello and Montello on Main Street.

The people who could afford it soon owned carriages or wagons drawn by horses. They were chaises, buggies, sulkies, democrat wagons and teams. But a good many people still walked or rode horseback as in the early days.
Chapter 10

SENDING MESSAGES TO FRIENDS

At first mail was not delivered every day as it is now. It was hard to get anyone to take letters from place to place. Mail was brought into town by post-riders. Sometimes letters and a few newspapers were brought in by market wagons. The most important people in town only had letters about once a month. A post rider had a hard job. He carried the letters in a small leather bag hung across the horse's shoulders. In the winter he had to ride through unbroken snow drifts. The post-rider blew his horn to tell the villagers that the mail had come. Everyone hurried down to the store to see if there was any mail for him. The people who received letters had to pay the postage before they could get the letter. People did not care to get long letters. The postage rate was based upon the number of pages in the letter.

The first post office in North Bridgewater was opened in 1816. The first postmaster was Charles Packard. He was the keeper of the country store so the post office was in the store. The letters and other mail was kept in a drawer and every time anyone asked for mail the whole pile had to be looked over.
In 1829 when Andrew Jackson became President of the United States he appointed Nathaniel H. Cross as postmaster. The office was moved to the "old green store" at the corner of Main and Belmont Streets. At this time boxes were put in the store. There were forty of them but only one-half of them were rented. The postmaster was paid about forty dollars a year.

The name of the post office was changed to Brockton May 26, 1874. The free delivery of mail did not begin until 1885. There were five letter carriers at first.

People used five and ten cent postage stamps in 1874. Before this all the postage was paid in money. It would cost 6 cents to send a letter 30 miles and 25 cents for over 400 miles.

In North Bridgewater days letters were folded and the edges were sealed with wax. The address was placed on the back. Envelopes were not used.

The mail travelled slowly. Even as late as 1870 the mail took a week to go from Boston to New York in the summer time. In the winter it took at least two weeks.
Chapter II

NORTH BRIDGEWATER BECOMES BROCKTON

In 1870 North Bridgewater had grown a great deal larger than it was in 1821. More people lived and worked here. The shoe industry was growing fast. The people began to thank about changing the name of the town. They wanted a shorter name not like the name of any town nearby.

Several names were suggested such as Standish, Madison, Oriole, Pyrola, Langdon, Gaston, Aberdale, Alden, Montello and Norwood.

Then separate groups were formed. Each group made up a petition for the name it wanted and the people signed them. The petitions were sent to the men at the State House. This group of men called the legislature could give permission for a town or city in Massachusetts to change its name.

In 1871 it was voted to change the name to Stanton. About that time another petition was sent to Boston asking for the right to take Amburg for a name.

The legislature gave permission for Standish, much to the surprise of the people because they had voted for Stanton and had petitioned for Amburg. They were not pleased and kept sending petitions until the legislature could not keep
up with them. In 1874 the name Brockton and Allerton came on the list. The legislature gave the people of North Bridgewater permission to vote and choose one of the three names,—Brockton, Allerton or Avon.

Tuesday, May 18, 1874 was the day set for the meeting. For several days there was a great deal of excitement. Flags were hung in front of the stores. Windows were decorated and lighted by candles. A paper was printed and given out telling the people that Avon was a common name. The postmasters of other towns told the people not to vote for it. Names that are alike cause trouble in the mails.

Parades were held with music, torches, banners, a hundred horsemen, several wagons and many carriages.

On Tuesday the shops and stores closed. It seemed like a holiday because there were crowds on the sidewalks and bright colors on all the stores. Of the 1491 votes that day, 1080 were for Brockton and 411 for Avon. For some reason Allerton was forgotten.

After four years the town had a new name. Church bells rang, music played and fireworks were displayed to show how pleased the people felt.

A dinner was given to the important men of the town by the Washburn Hotel which took the name of "Brockton." A speaker
at the dinner suggested that all the people who had became unfriendly because of the name should now forget it. They should all work together to make Brockton a better town in which to live.
A Map Of Brockton
Chapter 12

A TOWN BECOMES A CITY

The town of Brockton grew very fast. The population and industries kept getting larger. The people began to think that the town form of government was not the right kind to make the town run smoothly. They decided that a city form of government seemed to be needed.

In December of 1880 a meeting was called to talk over a city charter. A charter is a paper given by the legislature allowing a town to become a city. By January of 1881 the people had voted and asked for the charter. On May 23, 1881 the charter was accepted and Brockton became a city.

There was still a lot to do before Brockton really became a city. The "Act to Establish the City of Brockton" was worked out. There would be a mayor and a City Council to govern the city. The city would be divided into seven wards. Each ward would choose an Alderman. Three councilors were to be chosen from each ward. These twenty-one men would be the Common Council. Dates were set for the elections. The duties of the officials were written out. All the other officers and department heads were to be chosen by the City Council and not by the direct vote of the people.
The Act was accepted in April of 1881 and the people made plans for the election. On the Tuesday after the first Monday of December, on which we always hold the city elections every two years, the people of Brockton voted and elected Mr. Ziba Keith as Mayor. He was very well liked and was re-elected five times.

On January 2nd the mayor met with the council and the real work of the city began.
Chapter 13

THE PEOPLE OF BROCKTON AND THEIR HOMES

From 1821 to 1954 the number of people in Brockton has become very much larger. In 1821 there were 1480 people. The shoe business brought many people to Brockton. Later the other industries brought more people. In 1950 there were 62,860 people. Many of the people still worked in the shoe shops. Others worked in the stores, hospitals and other businesses. Some of the people were active in the City Government.

The people who came to Brockton came from other parts of the United States, Canada, and many other countries of the world.

From the beginning of the town the people enjoyed meeting each other in the social way. Many clubs were started by different churches. More clubs were started by people who wanted to meet together for fun. Now there are many clubs and societies. All are helpful to the city.

People of each nation have many talents that interest others. Many have become musicians or artists. We have concerts given every winter by these groups. Quite often there are exhibits in the library or store windows.

Our city may be called a city of homes. There are still
many one-family houses. In many parts of the city there are three-story buildings with flat roofs called "flats." We also have several "housing developments" for veterans.

Today our houses are lighted by electricity. A few homes use stoves for heating the living rooms. Many homes have furnaces in the cellar in which coal or oil is burned. Many of our houses have electric or gas refrigerators to keep the food fresh.

In most of our houses the mothers stay at home and keep house. In some homes the mothers go out to work in the factories or stores. The fathers almost all go to work in the factories, the stores or the offices.

The people of Brockton take great pride in their homes and yards. The lawns are usually well cared for.
Chapter 14
OUR LIBRARY

We all like to read stories and learn things from books. The Brockton Library is one place to find these books.

The first library in Brockton was started when a few people who owned books wished to share them with one another. They formed a club called the Library Association. They bought books for the members to read. These books were kept in the homes.

A Public Library was started in 1877. It was called the Town Library. It was in a store at the corner of Main and High Streets. Later it was moved to the Satucket Block and then to City Hall.

The Public Library belongs to the people of Brockton. It is paid for from City money. The City Librarian, Rachael Cartland, has charge of the library. She has many assistants and helpers. The library buys many books to help people who are studying. There are also books in foreign languages for those people who like them.

The Children's Librarian is Margaret Little. She also helps the children to find the books they will enjoy. She also helps the teachers to find books the children will enjoy in the classroom. Some schools receive a basket of
books from the library from time to time.

The Children's Room is a pleasant place to visit. It is in the basement of the building. There are many pictures on the walls and good books to read. Children may sit at the tables to read or look over the books they wish to take home.

Any child who lives in Brockton may have a library card as soon as he can write his name. When he takes out books he may keep them for two weeks.

There are several other parts to the library. People who are studying use the Reference Room to find the books they need. In the Open Shelf Room are the books and magazines which may be taken out.

On the second floor of the library there is a Lecture Hall. Meetings of all kinds are held here. Sometimes there are exhibits in the Exhibition Room. Paintings by Brockton artists and other artists are shown there. The Historical Room contains books and pictures about early Brockton.
Brockton
City
Hall

County Court House
Chapter 15
POLICE DEPARTMENT

When Brockton became a city there were only three or four policemen. There were only seventeen policemen eight years later. Now in 1954 there are 121 people working in the department.

The police department works from the police station. The main station is at the corner of East Elm Street and City Hall Square.

The early policemen wore helmets. The Brockton police were the first to wear caps instead of the helmets.

The first patrol wagon was pulled by horses. Later a motor driven patrol wagon was bought. The City of Brockton also had an ambulance in 1912. Now we have several.

The Police Chief decided that a cruiser car would be a good idea. After about a year the people decided that they did not want it and so for many years there were no cruiser cars. Now there are a great many. These cars have two-way radios so the policemen can keep in touch with the Station at all times.

There are police call boxes on the corners of many streets. Each policeman on the beat has a key to open the box. He uses the telephone to call the station.
There are 121 policemen in Brockton. The head of the department is the chief. Some of the others are captains, lieutenants, inspectors, sergeant and radio technicians.

There is a record bureau where the records of each prisoner are kept. The fingerprints and pictures of the prisoners are taken in this room.

There is also a traffic bureau. The reports of all accidents, stolen cars, stolen bicycles, etc. are recorded.
There is a department to take care of the parking meter record.
Chapter 16

FIRE DEPARTMENT

The first fire engine was bought by some of the men of the town in 1827. This was a "bucket tub" that had to be filled by hand. The very first fire engines were pulled to the fire by the men and then they all pumped the water on to the fire.

Later steam engines were bought. The engines were pulled by horses. Still later motor driven trucks were bought.

Now there are about one hundred and fifty people in this department. The chief is in charge. The other members are: three deputies, ten captains, ten lieutenants, one hundred eighteen privates and fourteen civilians. The men are divided into five companies. There are six fire stations. Each station has the necessary trucks and equipment. There are three large aerial trucks place at the various stations in the city.

There are 222 fire alarm call boxes in the city. These alarms call the men to the fire quickly. They work hard to put out the fires.
Activities

1. Make a model of a Pilgrim village.
2. Draw pictures of Pilgrim doing things to help settle the town.
3. Tell about the First Thanksgiving.
4. Tell about a trip to Plymouth.
Put in the right word.

1. Myles Standish and some of the men bought some land called _____ from the Indians.
2. It cost about _________ in our money today.
3. The first church was built in what is now ________.
4. When the settlement became too large it was divided into ________.
5. The last part to be settled was the ________.

twenty dollars  West Bridgewater
Satucket        parishes

North Parish
If the sentence is true put a T after it. If it is not true put an F after it.

1. In the early days people told time by clocks.
2. The schoolroom was sometimes in the kitchen of a house.
3. Each child had a comfortable chair and desk.
4. The people got their water from a well.
5. The people never ate meat and potatoes.
6. Mothers sometimes wore a hat for 20 years.
7. The oxen helped the early farmer in many ways.
8. The people in North Bridgewater had electric lights.
9. The churches were well heated.
10. The footstoves were used to warm the sheets on the bed.
Choose the correct word:

1. The **fireplace** was usually small, large, narrow

2. A **settle** had a back that was high, low, short

3. The window of the **cabins** were made of glass, oiled paper, cloth

4. The **footstoves** were used by men, women, boys, girls

5. To attend Mr. Jones's school it cost fifty cents, two dollars, twelve cents

6. Every house had a sewing machine, spinning wheel

7. Inside the **early lanterns** there was a bulb, candle, flashlight

8. One of the early lights was a **Mary Lamp**, Betty Lamp, Ann Lamp

9. The footstoves were filled with oil, coals, wood
Fill each blank with one of the words at the bottom of the page.

1. _______ bought a tract of land called Satucket from the Indian, ________________.
2. It included what is now Brockton and the _________.
3. The deed was signed at Sachem's Rock in ____________.
4. The first homes in No. Bridgewater were _________ stories high.
5. The most important room in the house was the ________.
6. All the cooking was done over a fireplace in the ________________.
7. The bread was put into the oven with a bread ________.
8. Pieces of burned cloth and paper were kept inside a _________.

Kitchen Myles Standish peel tinder box
Miles Standish Bridgewater East Bridgewater
stone
Fill the blanks with one of the words at the bottom of the page.

1. The women carried __________ to church.
2. The church was also called __________.
3. There was no __________ in the church.
4. Some people __________ miles to get to __________.
5. Elderly people who owned horses __________ to church.
6. The church services lasted __________ hours in the morning and several __________ hours in the afternoon.
7. At noon the people ate their __________ lunch.
8. The footstoves were filled with __________.
9. The footstoves were used by the __________.
10. They had a recess at __________.

cold church walked
footstoves heat coal
meeting house women several
rode noon
Put a T beside each true sentence.
Put a F beside each false sentence.

1. Brockton's only industry is the shoe industry.
2. Brockton is a town.
3. Brockton has no parks.
4. Brockton is called the "Shoe City."
5. The best material for making shoes is paper.
6. Brockton has no Postoffice.
7. ________ is the chief of Police.
8. We do not get our water from Silver Lake.
9. The Mayor of Brockton is Mayor Lacey.
10. ________ is the Fire Chief.
11. We do not have a newspaper in Brockton.
12. There are only ten schools in Brockton.
13. There are six firestations here.
14. The Police Station is on Perkins Ave.
15. We live in Ward 4.
Choose the word which makes the sentence right.

1. A house built for only one family is called a
   flat       bungalow       cottage

2. A house with only one floor is called a
   cottage    bungalow        tenement

3. A house with 3 floors and a flat roof is called a
   flat       cottage         ranch house


5. Brockton is a city    town    state.

6. The post office is on
   Main St.  Crescent St.  School St.

7. Perkins Ave. is a
   north-south street     east-west street

8. Leyeden Street is a
   north-south             east-west

9. City Hall is on
   Main Street            City Hall Sq.  Plain Street.
DISCRIPTION OF THE VOCABULARY

The vocabulary used in this story for the third grade was based on the Scott Forseman Primary Word List, entitled "Combined Word List For The New Basic Readers". When it became necessary to express a thought more clearly the following words which do not appear on the list were used.

The words which follow are listed in the order in which they appear in the story.

Page 8
church
decided
leak
obey
punish
voyage
worship

Page 11
anchored
common
died
explored
oil
settled
thatched
parish
shaft

Page 16

cellar
diamond
died
important
mica
roasted
steel
usually

Page 18

benches
matress

Page 20

icy
trundle

Page 21

balance
bayberry
braided
rug
sundial
Page 22
dessert
dried
preserved
refrigerator
salad
Page
sauce
slender
stalks
vegetables
Page 23
bleached
bundles
comb
factories
fibers
flax
piled
woven
Page 24
collect
grease
hickory
liquid
stirred
walnut
Page 25
charcoal
lengths
oxen
Page 27
freshest
husking
remove
slice
strung
taffy
knitted
Page 29
perfume
pewter
pitch
special
tallow
Page 31
basement
candles
flaming
lanterns
torches
kerosene
lamplighter

general

business
clothing

harness
saddler

chalk

industries

skillful

cobbler

hemlock

scraped

barefoot

comfort

hymn

minister
sermon
stove
sulkies

Page 41
celling
private
pupils

Page 43
chaise
invented
establish
finish
turnpike
received

Page 45
address
appointed
edges
postage
sealed

Page 48
legislature
permission
petition
vote
Page 49
banner
decorate
holiday
parade

Page 50
suggested

Page 52
accept
alderman
barge
chosen
council
department
direct
duties
election
government
population

Page 53
mayor

Page 54
artist
concert
exhibits
musicians
social
societies
talents

Page 55
development
furnace
lawns

Page 56
assistance
association
foreign
library
members

Page 57
historical
magazines
reference

Page 60
ambulance
cruiser
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