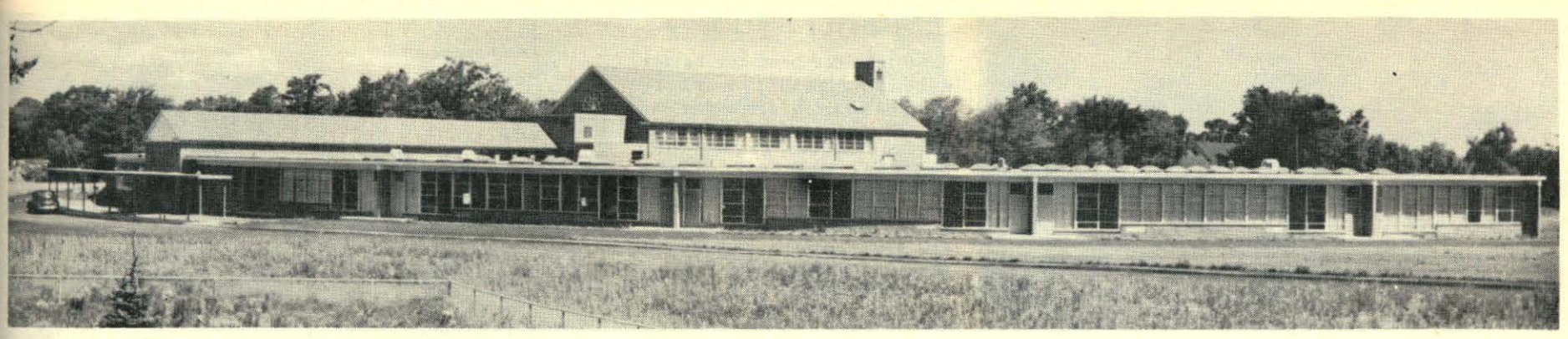

NEW SCHOOL IN THE CENTER OPENED SEPTEMBER 19, 1955

# School History

It almost goes without saying that a people so convinced as the first settlers that every Christian's duty was to read the Bible daily would consider it absolutely essential for every individual to know how to read.

At first it was the duty of parents to teach their children and to catechise both children and servants (including apprentices) at least once a week 'that they may be able to answer unto the questions that shall be propounded unto them out of the short orthodox catechism by their parents or masters or any of the selectmen when they should call them to a tryal.' The selectmen could stop a child at any time and examine him (or her) in the catechism.

This system of education did not work out too well. Some parents were lax in their teaching and we may surmise that a hard, busy frontier life left little time or strength for such lessons. In 1647, at any rate, a free school was made compulsory. A town was required to appoint a teacher in those towns where there were 50 householders. In places of 100 or more householders, a grammar school was required, of such grade that youth 'may be fitted for the university.' This university was, of course, Harvard College, founded in 1636.

School Committee: Left to right, Vernon R. Fletcher, Chairman Allan Dawson Davidson, and Arthur S. Russell.

Supt. of Schools, Thomas L. Rivard.

The preamble to this 1647 law clearly sets forth the purpose of education from the Puritan point of view:

'It being one chief project of Satan to keep men from the knowledge of the Scripture, as in former times keeping them in unknown tongues, so in these latter times by persuading them from the use of tongues, that so at least, the true sense and meaning of the original might be clouded and corrupted with false glosses of deceivers: to the end that learning may not be buried in the graves of our forefathers, in church and commonwealth, the Lord assisting our endeavours;

'It is therefore ordered by this court and authority thereof; that every township within this jurisdiction, after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within their towns to teach all such children as shall resort to him to write and read, whose wages shall be

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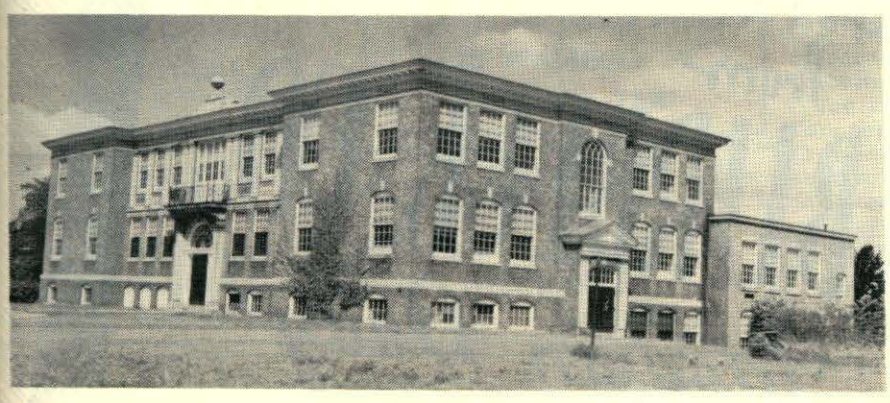
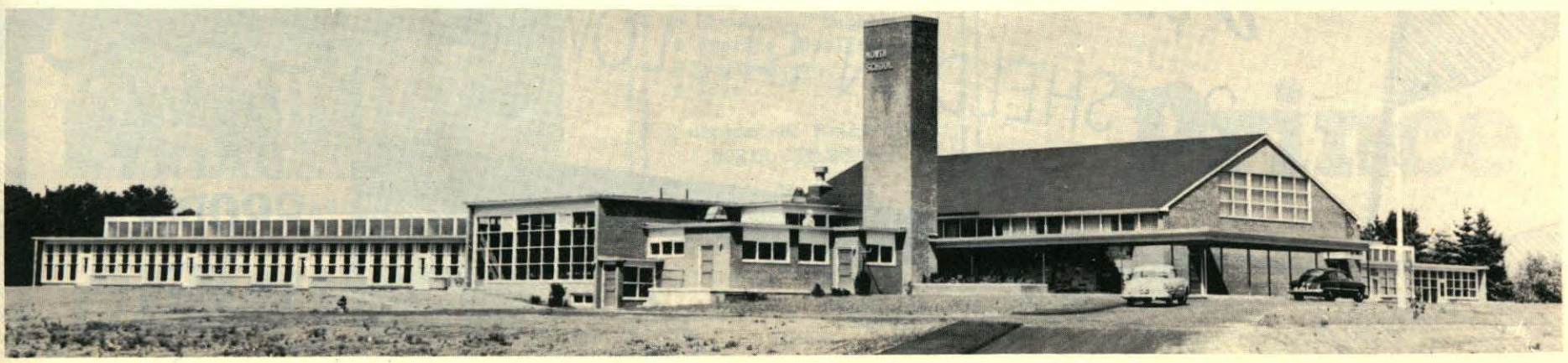


Chelmsford High School

Westlands School



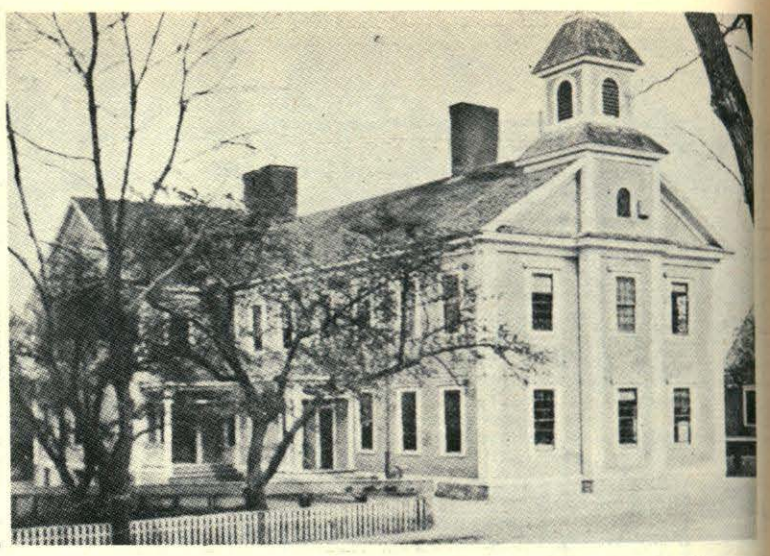
New School at North Chelmsford which is located on Groton Road.

Susan B. McFarlin School, Chelmsford Center.

## Chelmsford Academy

In 1859 the need for better education than the public schools could offer again led to the planning of a school for the higher grades. The building erected for the Classical School thirty-four years before was used for this school, the Chelmsford Academy. The trustees elected Albert Stickney, a graduate of Harvard University, principal. The trustees included Dr. Levi Howard, Charles Dalton, Nathan Dadman, Solomon Byam, William Fletcher, Deacon David Perham, Edward Richardson, and Edwin Warren. The next principal was Edward Spaulding.

The Civil War interrupted the progress of the school, for some of the pupils entered the army. Support for the school ceased, and in 1862 the school closed.

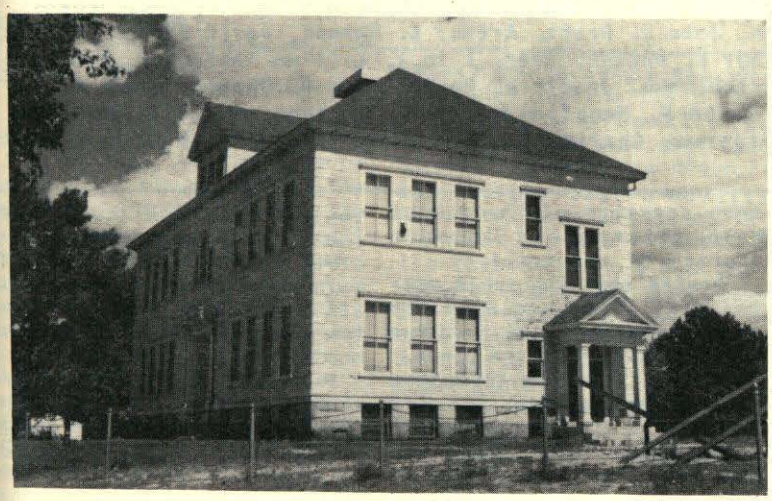


The old School in Chelmsford Center which was located on North Road. The new fire house is now located on this land.

Princeton Street School which has been razed and a new fire house for North Chelmsford will be located on part of this land. The building on the right was constructed about the time of the Civil War while the building on the left was constructed about 60 years ago.

1895. At the old school on the North Road. With Miss Susan B. McFarlin are such well knwon people as, Fred Holt, Arthur Adams, Olive Eaton, Laura Dutton, E. Belle Adams, Maude Perham, Willie Santamour, Arnold Perham, Marion Emerson, Arnold Byam, Ralph Adams, Florence Perham, and Maude Ludwig. Picture submitted by Arnold Perham.


East School, East Chelmsford - now closed.



Highland Avenue School, North Chelmsford which was closed when the new North school was built.

## Homes, Schools

There were fewpainted houses, even one hundred years ago. Red ochre was cheap and some used it.

Families were large, and lived entirely upon farm products. Everything used on the farm and in the house wasmade there as a rule, and brewing, baking, spinning, and weaving were household industries, also the making of tallow dips, the curing of meats and preparing other articles of food. Where there were sanded and sometimes fancy figures were marked out upon them. food. Where there were smooth board floors they were sanded and sometimes fancy figures were marked out upon them. It was not uncommon on large farms to have a tanning vat, a force, a carpenter's bench, and other useful adjuncts. Cider mills were numerous. In Chelmsford a dozen might be counted within a mile. Cider and rum loosened tongues, which were sometimes not as civil as they are now. The minister had occasionally to take cutting jokes and allusions.

The first settlers in Massachusetts were well educated: the next generation had little opportunity for learning; and though schools were made compulsory in towns, the common people received a scanty education, compared with that of today.

The early schoolhouses were so built as to need no modern system of ventilation. There were no clapboards on their sides; one could almost thrust one's hand through the wall. The stove was built of brick, with a sheet iron top, and in it cord wood was stood on end. to burn.

The ink often froze. Quill pens were used, and there were frequent requests: 'Teacher, mend my pen.' Children were not trained in personal neat-

Continued on sixth page

First School, Chelmsford Center

First School of the South Row district on Mill Road, Center.

Quessy School in West Chelmsford which was closed when the new North school was built.

## School History

Continued from first page

paid either by the parents or masters of such children, or by the inhabitants in general, by way of supply, as the major part of those that order the predentials of the town shall appoint: provided that those who send their children be not oppressed by paying much more than they can have them taught for in other towns.

'And it is further ordered, that where any town shall increase to the number of one hundred families of householders, they shall set up a grammar school, the master thereof being able to instruct youth so far as they may be fitted for the university: and if any town neglects the performance hereof above one year, then every such town shall pay £5 per annum to the next such school, till they shall perform this order.

In 1671, because the welfare of the country required that its youth 'be educated not only in good literature, but in sound doctrine', the General Court urged all those who were responsible for hiring teachers 'not to admit or suffer any such to be continued in office or place of teaching, educating, or instructing youth or children in the college or schools, that have manifested themselves unsound in the faith, or scandalous in their lives, and have not given satisfaction according to the rules of Christ.'

In 1683, it was ordered that 'every town, consisting of more than five hundred families or householders, shall set up and maintain two grammar sohools, and two writing schools, the masters whereof shall be fit and able to instruct youth as said law directs.'

From such beginnings our public school system developed. Chelmsford's first school master was Samuel Fletcher (1696). In 1698, Edward Emerson of Concord, ancestor of Ralph Waldo Emerson, was appointed to teach here. In 1699, four school dames were appointed to teach children in different sections of the town. For the two years following, the town had no grammar school, and so it was fined according to law. (It was sometimes less expensive to pay the fine than to hire a teacher.) In 1702, however, 'Sir Weld', just graduated from Harvard, was selected as schoolmaster. He was a son of Dunstable's first minister and also related to the wife of Chelmsford's eminent lawyer, Oliver Fletcher, esq. He was called 'Sir' out of deference to his college degree; attainment of a Master of Arts degree entitled a man to be called 'Mr.' Thomas Weld, jr., was to receive £15 for six months' services--the first recorded mention of a teacher's salary. Three years later, Sir Weld having died in 1704, two men were appointed to teach young persons to write, and four schooldames were appointed to teach reading. One of the men, Moses Barron, was at different times town clerk, town treasurer, selectman and representative to the General Court. The other teacher, Ebenezer Wright, lived at the Neck--near the Merrimack river, in the Middlesex Village-Stedman street section.

In 1716, the town voted to have sessions of the school held alternately in each quarter of the town:

'Voated that the scule master shall keep scule in the fore quarters of the town one month at a time in one place.

'Voated that the selectmen shall determine wheer the fore quarters of the town are.'

Two years later, land was set aside for a schoolhouse in what is now Forefathers Cemetery, the cost of which was about $100, borne by 21 private citizens. This was soon followed by another schoolhouse, erected near the present Blechman house on Parkhurst road, and intended to care for the needs of the northern part of town.

In 1753, mention is first made of a schoolhouse at the South End, which stood near the site of the present Philbrook house at the corner of Park and Proctor roads. This was a brick building, since torn down; the bricks were used to fill in a well nearby.

In 1792, the school administration was for the first time placed entirely in the hands of a school committee composed of nine members--one from each district or squadron. The school system immediately began to expand. School houses were built in the districts previously without them, and in 1800, there were 12 such schools, costing a total of $600 per year. The town could not afford to maintain these schools and a grammar school as well, so the latter was given up. In 1802, the familiar red brick school house still standing in Forefathers Cemetery replaced the older one on that site. In 1801, another new brick building had been erected for school purposes on Mill Road; it is now the home of J. Clark Osterhout, a Chelmsford resident for 65 years. The brick for these buildings were made locally--in East Chelmsford on what is now called Brick Kiln Road.

The brick district school houses were eventually replaced by neat white buildings in each section and these have been superseded now by the large consolidated school buildings in the Center and North sections. The smaller buildings are now in the South

Continued on fifth page

## Ode To The Purple Beech

A living link, O noble beech,
With the time life was begun,
Thou and yon shaft of stone beseech
Children guard what sires have won
In Lincoln's name, whose precepts teach
Justice and sacrifice, and preach
Love boundless as thy branches reach
Purple radiance to the sun.
Winter is chill, but every spring
Finds new life in thee, dear tree,
Our hopes to this blest sign shall cling
Pledge of immortality ----
And as the fleeting years take wind
Mem'ry and fancy 'round thee fling
A rainbow arch, and everything
Shares in glory yet to be.

Jessie H. Wiggin

STUDENTS OF CHELMSFORD HIGH SCHOOL shown at the planting of the Purple Beech Tree in 1891, still standing in the Center Common---Front, l to r, Sarah A. Redmond, Mary B. Bartlett, Ednah F. Byam, Christina Ashworth, Mildred M. Jefts, Alice M. Stearns, Harry A. Dutton, Wm. H. Fulton, John H. Pratt, Arthur A. Harmon, David Perham, George Blood, Carl M. Mansfield, Arthur E. Dutton; Rear, l to r, Lillian Santamour, Florence Cummings, Ida Melvin, Cara Hutchinson, Jessie M. Holt, Grace E. Chapin, Ethel L. Byfield, H. Gertrude Fulton, Grace E. Mansfield, Stella M. Byam, Ralph W. Emerson, Moses C. Wilson, Edwin L. Stearns, Charles E. Soderberg, Daniel E. Haley, Thomas Kearns, Lyman A. Byam.


Chelmsford's Band Director and Baton Twirlers before the parade started.

4-H float represents various aspects of club work.

## School History

Continued from fourth page

section, for example, as a fire station, in the case of an earlier school, and as the Grange Hall, in case of the most recent school. The South Row Village Improvement Association is housed in the wooden school building on Mill Road, opposite its brick predecessor which was the last to be closed.

The so-called 'yellow schoolhouse' for District One at the Center, so long familiar as a primary and grammar school and then as a high school also, on the site of the present fire station, on North Road, was built in the 1850's and some twenty years later was enlarged to provide for a high school. The present high school was built in 1916, and enlarged in 1929. Its auditorium now provides a meeting place for large gatherings instead of the upper floor of the Town Hall, and the sessions of the annual Town meeting are also held here. In 1930, the Susan S. McFarlin School replaced the old 'yellow school' named for Miss McFarlin, longtime teacher and principal.

In 1955, the school system is still adjusting to the loads placed upon it by the rapid post-war increase in population and by the needs of maintaining higher standards of equipment, education and personnel.

This is how it's done demonstrates Claudia Whealen.

Provision of education beyond the district school level until the first high school was established was left to private resources. The Chelmsford Classical School opened in 1825 in a building erected for the purpose and maintained by funds contributed by interested individuals. Its trustees were some of the most distinguished and able men of the town, and some of its pupils in later life earned high reputations for their ability in their chosen professions. Ralph Waldo Emerson of Concord, a young divinity student at Harvard college, taught here from September to December, 1825, when, according to Wilkes Allen's rather mystifying statement, Mr. Emerson 'a very popular and useful instructor. . .was bought off by some gentleman in Roxbury, who encouraged him to expect a profit of $2000 per annum.'

But the need of better educational advantages was still apparent despite the closing of the Classical School, and in 1859, the Chelmsford Academy was opened in the old Classical School building. The Catalogue for the two years ending 1861 lists its teachers (2), its students(82)and thus describes its establishment and purpose:

'This school was established by the enterprise and public spirit of citizens of the town, in the autumn of 1859. A pressing need of a school, wherein a course of study in preparation for college might be pursued, or a business education obtained, has been long felt.

'It has now been in operation two full years, with the exception of part of one term, when a short interruption occurred by reason of the resignation of one teacher, and the delay consequent upon procuring another.

'But although the school was established to meet a local want, it was not designed merely for those in its immediate vicinity. It is the purpose of those interested to make its character, both in reference to the studies pursued, and the manner of teaching, such, that any persons desirous of preparing for college, or of obtaining an education suitable for mercantile or ordinary business, may pursue their studies here, with pleasure and success.

'Location. Its location in the Centre of the town, amid a well-regulated and quiet community, so that few things transpire to disturb the regular routine so necessary to rapid and thorough progress in studies.

'Instruction. The course of study is as comprehensive as in other schools of this grade. The method of instruction is intended to be most thorough, and to make it such, every means will be employed. The motto will be, 'Not how much, but how well;' for experience proves that success in life is dependent far more upon the manner of laying the foundation than upon the area

Continued on seventh page


Chelmsford First School was presented by the Westlands Improvement Association.

## Classical School

Townspeople who were not content with the education that the district school could offer organized a school for higher education, which opened in 1825. A new building for the school was paid for by subscriptions, and a board of trustees was elected to administer its business.

The school functioned for only a short time, but it had an illustrious history. The first teacher of the school was Ralph Waldo Emerson, then a divinity student at Harvard College. He had accepted the position because he was recovering from eye strain that hindered his studying. His younger brother, who at that time was mentally deranged, and under the care of Emerson, came with him, to work on a farm in Chelmsford.

One of the pupils of the school, Josiah Abbott, described the schoolmaster in this way:

## Emerson As A School Teacher

'He never corrected nor criticized, nor found fault with a boy, no matter what the boy had done; that only behind his wondrous smile, which almost concealed a faint expression of regret, could one read pages of what he would say, but never articulated. The worst boys in school were devoted to him. When some of the boys would be engaged in rough quarrels, I have seen Emerson appear at the door of the schoolhouse with his heart in his face, and the boys would forget their quarrel in an instant.'

Ralph L. Rusk, in his biography of Emerson, says that the master of the school was 'apt to seem 'very grave, quiet and very impressive,' almost fascinatin.' Though he was harsh and never punished except with words, he had complete command of the boys.'

Chelmsford can be proud of its influence

Chelmsford can be proud of its influence on the life of this great American philosopher. His biographer, Rusk, says ... 'the poetic moods encouraged by his environment were no doubt kept in check by the Chelmsford people.

The farmers 'were all orthodox, Calvinists ...' If they read no romances, they had sterner teachers - the pulpit, poverty and labor, the town meeting. They were themselves valuable instructors for a youth recently escaped from his theological studies.'

At Chelmsford Emerson's eyes healed, and while on a vacation from the school his doctor tried a successful experiment to relieve the affliction.

The program of study at the school is not known, but it must have provided the students with a background for college. Emerson sent the pupils home 'with an assignment in some such book as Plutarch's Lives and would question them on it the next day.'

## Goes To Roxbury From Chelmsford

In December of the same year Ralph Waldo Emerson decided to close his school in Chelmsford to accept the offer of a better salary at a school in Roxbury.

Many of the pupils of Emerson and of the teachers following him went from the school to distinguish themselves in many fields. Perhaps the most famous of these was Benjamin Peter Hunt, who was a lifelong friend of Emerson. Leaving Harvard before finishing his studies Hunt went to Philadelphia to teach. In 1840 he journeyed to Jamaica, and his account of this voyage appeared in Emerson's famous magazine 'The Dial.' This account was praised by Emerson and by Hawthorne. Several other of his essays were published in 'The Dial.'

He prospered in business in Haiti, while he studied the people and lands of the Antilles. His collection of works relating to this part of the world was the most complete in the country.

When he retired from his business to Philadelphia in 1858 he devoted much of his time to humanitarian projects, many of which were concerned with the negros and abolition.

He was requested by President Grant to join a party of men who were going to the West Indies to collect information concerning possible annexation, but reluctantly gave up the journey because of his poor health.

## Other Famous Old Classical Students

Another pupil was the Hon. Josiah Abbott, L.L.D. Judge Abbott entered Harvard at the age of thirteen. He had a distinguished career in law, and was elected to 'many high positions of political honor, among them that of member of the United States Congress.'

A third pupil, Jeffries Wyman, was Professor of Anatomy at Harvard college at the time of the famous murder of Dr. Parkman by Professor Webster, and the trial was largely based upon the scientific investigation of Professor Wyman.

## Homes, Schools

Continued from third page

ness, as they are now, and conditions were unsanitary; they went barefoot six or seven months in the year. When the children went to meeting, they walked barefoot, carrying their shoes (and stockings if they had any) in their hands until quite near the meeting house, when they would stop by the wayside and put them on. This saved shoe leather, as great economy was necessary in everything. It was not uncommon in the cold winters, for a child to come into school with a frozen ear, or nose, which an application of snow would generally relieve. In the winter, with snow often five feet deep, people would have to tunnel through a drift to get out of the door in the morning. Ox teams would come at night to take the children home from school. The hungry youngsters might find their mother drawing the luscious bean pot from the brick oven, with the brown bread of rhy and Indian.

When not in school, children had to be useful. At times they would get up at two o'clock in the morning to drive a load of wood from District No. 5, to Lowell over Pine Hill (there was no Littleton road then) in time to meet the mill operatives who came out for breakfast, to sell his wood, and get home again by half-past nine, then go to Westford and load up in the afternoon for the next day. Nobody burned coal in those days as there was plenty of wood. Pine and chestnut trees, as big around as hogs-heads, were split up for cordwood.

Chelmsford High School Band and Baton Twirlers.

Lowell High School Baton Twirlers.


School band and twirlerettes from Billerica.

Tewksbury High School Band and Baton Twirlers.

## Dr. Anna Q. Churchill

Dr. Anna Q. Churchill of 88 Dalton Road, assistant professor emerita of the School of Medicine and of Dental Medicine at Tufts University, received in June of this year an award for distinguished services to the university. She joined the Tufts faculty in 1918 and was believed to be the first woman ever to have served on a medical school faculty. She retired in 1955 after thirty-six years of service and was cited by Dean George S. Miller, president of the Tufts Alumni Association as follows:

'Holder of degrees from Smith and Radcliffe in addition to the Tufts degree of Doctor of Medicine, you have devoted your life to preparing young men and young women to be better physicians and dentists. Through your activity in professional societies and alumni affairs you have enhanced the reputation of our Alma Mater. Your generosity in contributing financial support to Tufts is as commendatory as your services as a teacher. Your interest in all departments of the university is indicated by the establishment of the Anna Quincy Churchill prizes in biology to be awarded annually to undergraduates.'

## School History

Continued from fifth page

from which are gathered the materials for its construction.

* * *

'Expenses. The Tuition in the English Department is forty cents per week; this includes the Higher English Branches. For each language pursued an additional charge of thirteen cents per week is made. * * * Board can be obtained, a short distance from the school-room, at $1.50 and $2.00 for Ladies, and $1.75 and $2.25 for Gentlemen.'

The School's 82 pupils at this time were divided among the Classical Department (10), the Higher English course(32), and the Common English course (40). Forty-three of the students were gentlemen; 39 were ladies.

This institution was forced to close in 1862, because the necessary financial support was lacking during the troubled Civil War days and some of its pupils also withdrew to join the army.

The Central Baptist Church held its meetings in this building for 20 years (1847 and following) when the present church building was erected, and the old Academy building later became its parsonage. This is now (August, 1955) being torn down to make room for a more modern building on the same site.

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Miss Susie M. Emerson, for several years a teacher in the Concord public schools and latterly principal of the Emerson school, resigned her position last winter on account of impaired health caused by the arduous nature of her duties and is now at her home in this village for rest and recuperation. 1886

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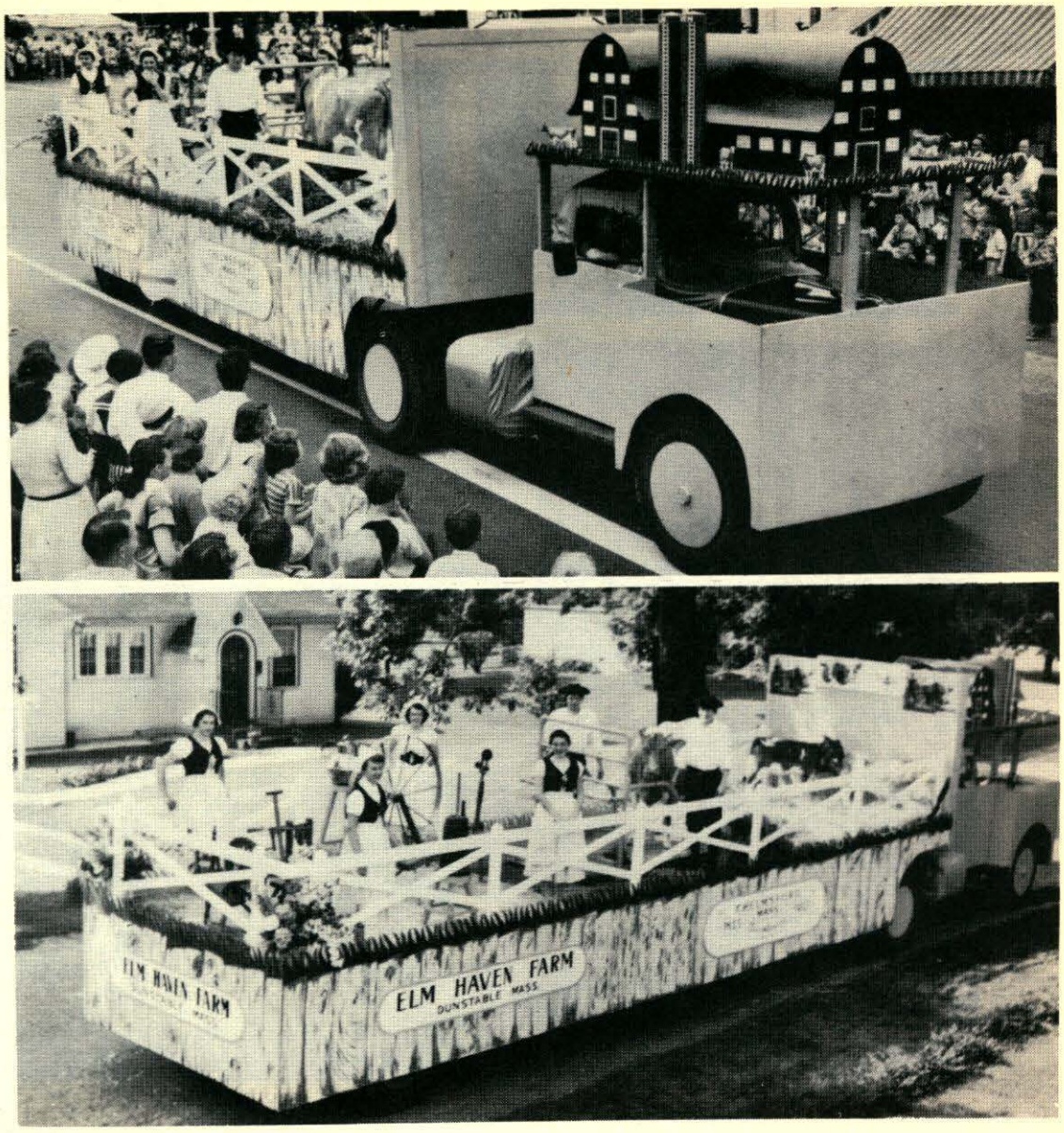
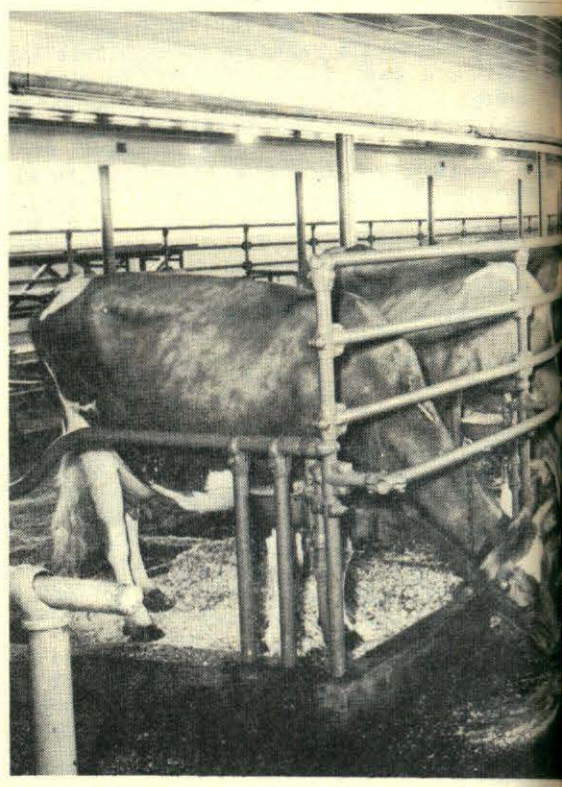
A writing school has lately been opened by Frank W. Martin, who also has a school in the South village. Mr. Martin is a fine penman and seems to possess the requisite qualifications for a successful teacher. Nov. 1885



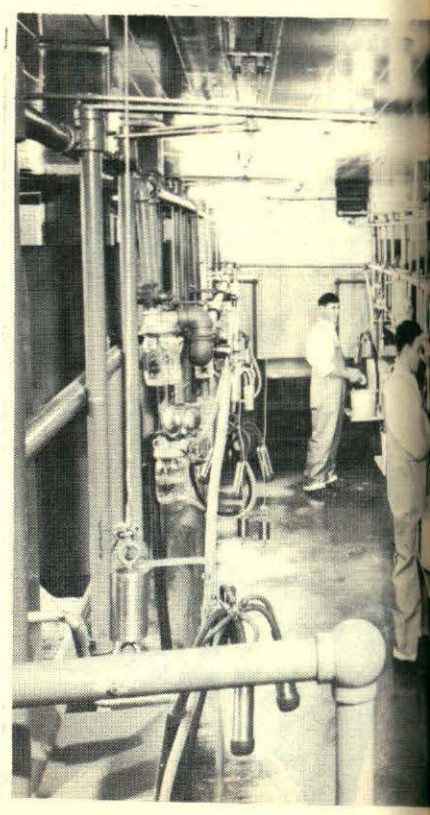

One of the most picturesque and appealing floats in the parade was that from Elm Haven Farm of Dunstable with real cows, colonial maidens and rustic farmhands. Above is shown the front view of the float while below is the rear view of the same float.

# ELM HAV

REGISTERED GUERNSEYS ON DISPLAY



PUREBREDS



THE MILK

## Distributor of GOLDEN GUERNSEY MILK IN THE LOWELL AREA

Elm Haven proudly presents its new home for approximately 150 Registered Guernseys This new dairy barn will house one of the country's outstanding Guernsey herds in which supervised tests are made monthly The new barn and milk plant, with its two huge silos, is considered among New England's best and is a natural and fitting development at Elm Haven

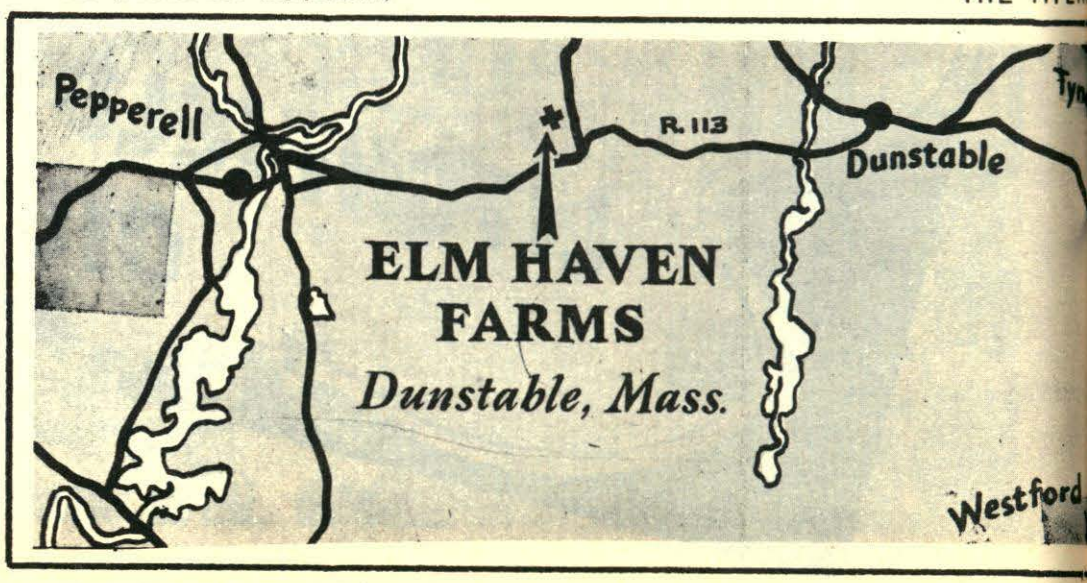
One of our cows has just broken the World's Record in her class..Such performanoe, needless to say, comes as a result of the combination of good breeding and good handling. Another result, even more important to our customers, is *milk of the highest quality at competitive prices*. These prices in turn are made possible by the ultra modern equipment and devices used in caring for the cows and in processing the milk.

It is important to know the full story behind your bottle of milk and to be able to see to your own satisfaction that your most important food is properly handled from start to finish. Milk, fresher by many hours, and with less handling, is made and processed at Elm Haven Farms.

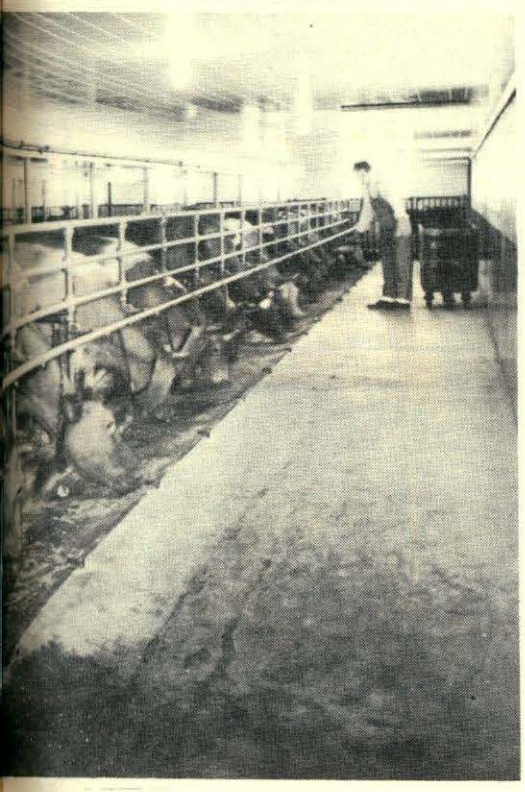
So that you, your friends, and the kiddies may see the many interesting farm details we set aside each Wednesday, Saturday and Sunday afternoon between one o'clock and three o'clock as visiting hours. Please come. It should be a pleasant drive to the new farm. This is four miles west of the old farm, two and one half miles west of Dunstable center and two miles east of Pepperell, on Route No. 113 (Please see map below.)

GOLDEN GUERNSEY

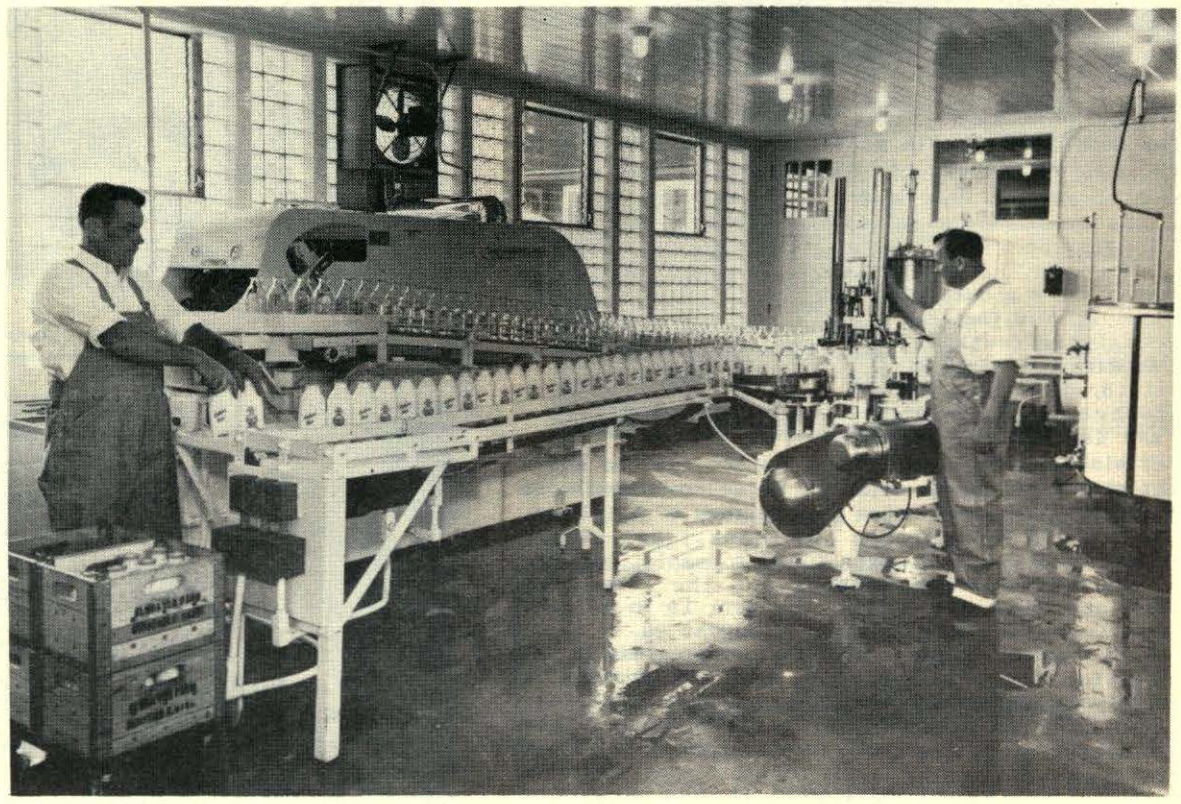
TRADE MARK



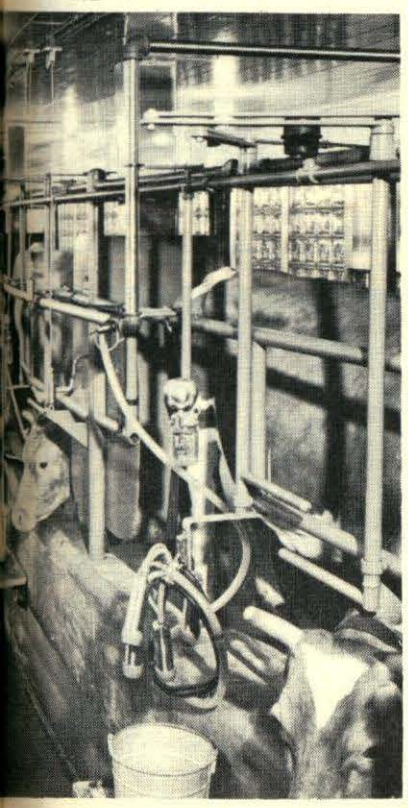
# EN FARMS



EVERY ONE



PASTEURIZING AND BOTTLING



NG PARLOR

## *The Story of*

## ELM HAVEN FARMS

The original Elm Farm was established in 1941 about one and one half miles east of Dunstable center. It was at this location that the present Guernsey herd was started by the careful selection of a number of promising purebred Guernsey cows to be used as foundation stock. By study of the many blood lines, and by much good fortune, the present herd (descendants of the foundation stock) have risen to national prominence.

Several years ago the need for a new dairy barn and milk handling facilities became evident. It was at this time that we decided upon locating a new modern barn and pasteurizing plant on a lovely hillside about four miles west of the original farm.

The planning of the buildings, with their modern improvements, took over a year and actual construction has taken another three years. The main barn is 215 feet long and 40 feet wide. By a special type of arch construction the hay loft is completely free of central supports. This type of design permits storage of a maximum amount of hay. The hay and grain are trucked directly from the hillside into the second story or hay loft. The grain is delivered in bulk and deposited in cone-shaped metal bins from which it is fed directly to the cows without additional handling. Each cow has a private drinking bowl.

From the Milking Parlor the milk passes through the clear plastic tubing of the milking machines and on through stainless steel pipes directly from the cow to the pasteurizing room. It has no contact with the outside air.

This new farm site was chosen primarily because of the superior quality of the soil and the absence of stones in the grasslands area. Much woodland was cleared and we believe that our largest field is also the largest tilled field in Middlesex County. The location commands a pleasant view of the Wachusett and Monadnock areas. Visitors are urged to bring along their cameras.

It is of interest to note that much of the lumber used in constructing the barn was cut from our own land.

To raise sufficient hay and corn to feed the Elm Haven Guernseys we send and plant approximately 175 acres. Pasture land for grazing requires another 50 acres.

Irrigation of the grass lands is practiced to assure the growth of nutritious grasses. This in turn is given its final curing in baled form by our own hay drying equipment right in the barn loft.

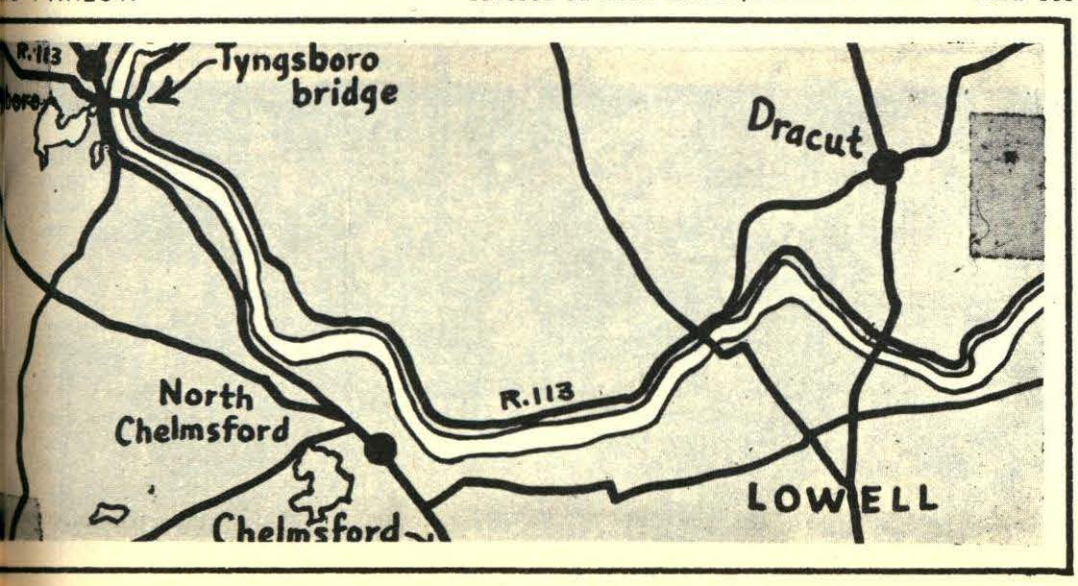
Our silos which hold in store the corn silage for winter feeding are glass-lined and airtight. This keeps the corn from spoiling and the cows again receive a food well preserved with the important nutrients it is so necessary to have for the production of better milk.

The great care given to the raising of good crops and the best known methods of storage have one principal object -- *better milk for you* Golden Guernsey Milk IS that better milk with high food value, attractive color and a delicious and distinctive flavor.

Our delivery now includes Dunstable, Tyngsboro, Pepperell, Chelmsford, Westford, Dracut and Lowell. This delivery is every-other-day including Sundays and holidays.

Our products are: regular and homogenized Golden Guernsey Milk; heavy and light cream; butter, eggs and cottage cheese; strawberry, chocolate and coffee syrups for mixing your own milk shakes.

Why not try a bottle of our regular or homogenized milk free of charge? Please call Tyngsboro 4171 and we will gladly deliver our Golden Guernsey Milk to you. It is never hard to change to a *better* product especially when the price is not only reasonable but competitive with many milks of lower grade.




Golden Guernsey Milk is the *only* milk now accepted for advertising in the Journal of the American Medical Association.

| Average milk contains: | Golden Guernsey Milk contains: | |
|---|---|---|
| 8.71% | Solids not fat | 9.32% |
| 3.19% | Protein | 3.69% |
| 4.65% | Lactose | 4.91% |
| 3.68% | Butterfat | 4.40% |
| .69% | Ash | .72% |

**TEL. NIAGARA 9-4171**

*Dunstable, Massachusetts*

Elm Haven Farms would like to serve you. Their products are fresher and more nutritious.

Lt. Governor Sumner G. Whittier when he came to Chelmsford to speak at a North PTA meeting. Pictured are, l to r, Judge John H. Valentine, Lt. Gov. Whittier, PTA president John A. Breen and Rep. Edward J. DeSaulnier, Jr.

## Social Life

There always was a genuine hearty, social life in Chelmsford. The early recreations were corn huskings, trainings of the militia, ordinations, house raisings, sleighing parties, and dancing, which the minister winked at, because he could not stop it. Practical jokes were a common amusement. A man, after spending an evening at the tavern, might, with difficulty, get into his chaise in the dark, and find his horse apparently backing when told to go forward, some wicked boys having hitched him into the thills with his head where his head ought not to be.

On a cold winter night the boys stuffed the schoolhouse chimney with hay, and poured water down upon it, which froze solid, so that it was impossible to have a fire the next morning.

The first thing a new school master had to do was to show himself master of the biggest boys, which, sometimes, required a knock-down blow, resulting in universal respect for the school-master.

The corn huskings and sewing bees, which were ways of combining useful occupation with pleasure, were common. Dancing schools and parties were conducted in a polite and genteel manner.

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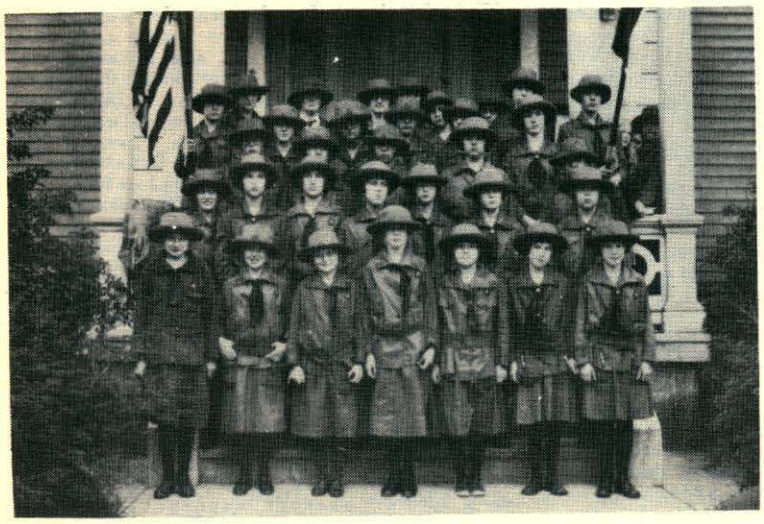
1886

The contract for the addition to the Centre schoolhouse has been awarded to A. G. Green, his bid being $1857. There were four proposals, and Mr. Green's was the lowest by $500. The work is to be completed by August 20.

Satisfactory progress is being made upon the addition to the Centre school building. The plasterers began their work Tuesday morning but it is hardly probable that the rooms will be ready for occupancy by the first of September. The addition of a bell tower is a great improvement, and here will be hung the old Academy bell, so long silent, which will summon the children to school as, more than half a century ago, it rang out a like message to their grandfathers and grandmothers when Ralph Waldo Emerson occupied the master's chair.

Lowell High School band.

Clinton High School Band and Baton Twirlers.



Center Girl Scouts in 1925.

Maynard High School Band and Baton Twirlers


The Powers School of Dancing represented by charming Misses

Lawrence High School Band

## The Chelmsford School For The Deaf

Eighty-nine years ago, on June 1, 1866, Miss Harriet B. Rogers of North Billerica opened in Chelmsford (#1 Academy Street) her school for deaf and dumb children. This was a pioneer school in teaching such children to speak and to read lips, and it was the forerunner of the noted Clarke School for the Deaf at Northampton, opened in 1867 under the principalship of Miss Rogers. Before either school was begun, however, an almost unbelievable amount of opposition had to be overcome, for at that time those who could not speak or hear were considered incapable of learning very much or of being like other persons, and they were taught only a system of conventional signs with which they might carry on very limited conversations with each other but which had little meaning for the rest of the world.

What there was of public education for the deaf and dumb in this country was, in the years just before 1865, usually begun at an age when many 'normal' children were nearly ready for high school; it was obtained by application to the state boards of charities and given chiefly as a charitable gift by a benevolent state. There were no day schools for the deaf, and only 23 'asylums' for their education, although there were more than 12,000 deaf mutes in the country. It was not considered desirable for a child to enter a state institution--which these 'asylums' really were--if he was less than 10 years old and preferably he should be 12. Once the child was admitted, his parents were asked to pay an annual sum of $200 to $600 for board and tuition for from 5 to 8 years unless they presented a certificate signed by neighbors as proof that they were unable to pay these fees, or unless they took a public oath to that effect. On entering the institution, the child was classified as 'a mute' or 'deaf' and became an 'inmate' just as residents of insane asylums, prisons and reformatories were called. He had probably already learned or made up some sort of crude sign-system of his own by which he could 'talk' to other members of his family in a limited way but which had little meaning for anyone beyond this small circle. In general, he could not read, write or speak. The finger alphabet taught in some institutions in the 1860's provided a means for making the letters of the alphabet by the fingers and did aid reading and writing somewhat, but it did nothing to develop or improve the power of speech. The manual or sign method of teaching was widely accepted at this time; one reason for favoring it was that it seemed best adapted to conveying religious doctrine and hence securing the salvation of the pupil's soul.

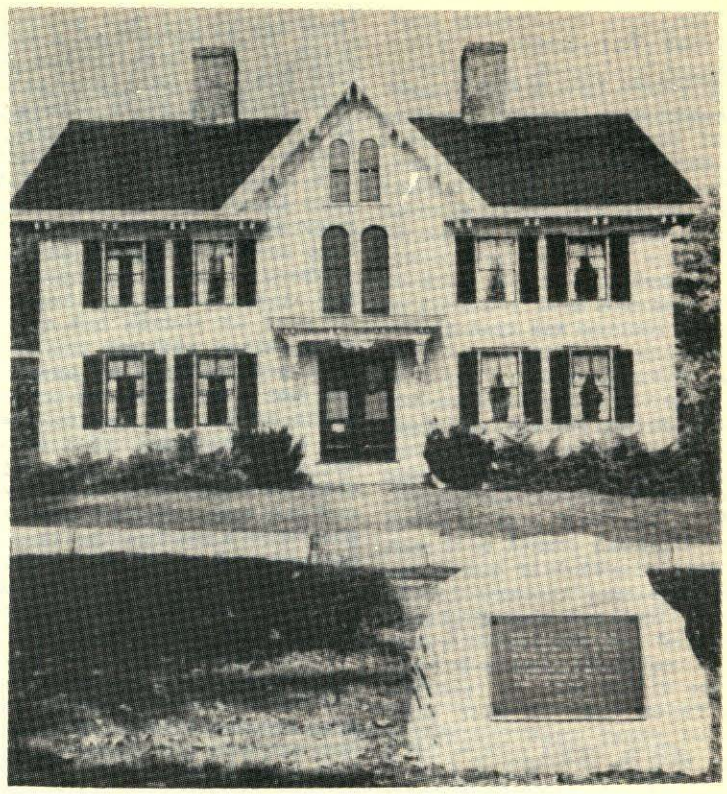
Many things seemed to encourage the isolation of this group of persons already so unfortunately set apart from others by accidents of birth or later illnesses. Their intelligence was doubted although no opportunities were given for its real development; they were generally grouped with the defectives and delinquents under State care; they were taught a method of communication which was limited in its subject matter and range, for only those similarly taught--and so similarly afflicted--could understand it well. One state actually enacted a law making deaf and dumb persons 'legal idiots' and providing guardians for them. Magazines and newspapers of interest only to the deaf-mute population were published and this was another isolating factor. Among the deaf-mutes themselves there was a movement toward establishing a state in the West where they might provide a living demonstration of what they could do in developing the capacities and resources they felt they possessed but which others seemed to consider almost totally lacking.

This was the general situation at about the time Miss Rogers' school opened. It is true that from 1840-60, there were a few scattered attempts to improve the undesirable condition of deaf and dumb children by transferring them to boards of education from the care of charity officials, establishing day-schools, lowering the admission age and, above all, introducing the teaching of articulate speech, but very little headway had been made. Public opinion, the solemn pronouncements of teachers and legislators, and logic were all used as irrefutable arguments that the methods then in use could not be improved upon although in Germany and Holland instruction in lip reading and articulation had been successfully given for nearly a hundred years and the oral method had already been used in our own country experimentally. The American Asylum at Hartford, which had a high reputation for teaching deaf and dumb children (and where, also, most of those from Massachusetts were taught) used the so-called French system of signs and the finger alphabet, but it had also briefly tried the German method of lip reading and articulation which Horace Mann and Dr. Samuel Gridley Howe, both highly respected for their interest in all dependent groups, had seen used in the German schools with such good results. But for the most part the line was clearly and apparently permanently drawn between the two opposing methods.

Miss Rogers wrote (1908) for Caroline A. Yale, her successor at the Clarke School, an account of the way in which

Continued on twelfth page

In 1952 Selectman T.W. Emerson received the transfer title of the Memorial during ceremonies commemorating the establishment of the first successful oral school for the deaf in America. President H. Latham Greunig of the Clarke School for the Deaf is making the presentation.



The Deacon Otis Adams house where the first school for the deaf started. Memorial in foreground was given by the Clarke School for the Deaf.

## School For Deaf

Continued from eleventh page

she happened to begin teaching deaf children. Through the kindness of George T. Pratt, present principal of that school, we are privileged to quote from this letter at length.

'In taking up the work of teaching the deaf you know my strong feeling was that it was a leading of Providence from beginning to end.

'After graduating from the State Normal School at West Newton in 1851, I taught in country district schools and for four years was an assistant in Westford Academy. In 1860 came an offer to teach a private school in Texas for the families of friends living there. That position I gladly accepted and was nearly ready to leave when rumors of war became widespread. At last the assurance that it must come was so great that the Texas plan was relinquished. This was a sore disappointment to me, I returned to Westford Academy, but as the war progressed I could not feel easy to work there. I wanted to be a hospital nurse or a teacher of contrabands [negro slaves who escaped to or were brought inside the Union lines], but only as an assistant, as I always shrank from responsibility. I left the Academy at the close of the school year, 1863, after two years of teaching and went home to seek one of the above-mentioned positions. While waiting for this our friend, Mrs. Mary Swift Lamson, one of Laura Bridgman's teachers, asked my sister Eliza (who had also had some part in Laura's instruction) and me if either of us cared to do this. My sister could not leave home and I had other plans. Mr. Cushing wrote asking me to take the child to my home to teach. I refused his request. He was not satisfied and came to see me. I still refused but while he was talking the thought came to me, 'How do I know but Providence is leading me in this direction? I have failed to find either of the positions I sought.' I turned to Mr. Cushing and simply said: 'I will talk this matter over here at home and will write you.' After consulting with the family I decided to take Fanny for the winter. Before receiving her I visited the family of the Rev. and Mrs. Geo. M. Rice of Westford. I told them I was going to take a little deaf girl for the winter and I should try to teach her to speak. At once Mr. Rice said, 'I have an article upstairs cut from a newspaper; I don't know what I have kept it for all these years unless it was for you.'

Fanny Cushing, Miss Rogers' first pupil (Courtesy of Clark School)

This was an account of a visit made to the Institution for the Deaf in Berlin written some fourteen years before by Mr. Edward Hammond Clarke of Boston. This gave me a starting point. I knew the deaf were taught to speak in Germany and I thought what had been done there could be done in America, but I did not know how. I had taught the hearing to read by sounds but these were gained through the ear. This account told of placing the child's hand before the mouth of the teacher to feel the breath escape, then turning the hand to his own mouth that he might feel whether he did the same; also of putting the child's hand on the teacher's throat or chest to feel the vibration of voice, then on his own to induce him to produce the same effect.

* * * *

'Mrs. Cushing wished me to visit her that Fanny might become acquainted with me before coming into our family. The Cushing's home was in Boston, but at this time for a few months they were living in Pawtucket, R.I. Mrs. Cushing said to me one day, 'Before you go home I want to take you to Providence to see a lady who is teaching her deaf child to talk.' Soon after this we made the trip and she introduced me to Mrs. Henry Lippitt whose husband was later Governor of Rhode Island. She was about to go out for a drive, but turning to her deaf daughter, Jeanie, she said, 'Go and tell John we shall not want the horses this afternoon.' The child started immediately to deliver the message. Soon after her mother told her to ask one of the servants to light the gas. Jeanie went for the taper and lighted it herself. Her mother said she understood perfectly but being fond of lighting the gas preferred to do it herself. I talked with Jeanie about her lessons and finding she was then studying fractions, I said, 'If you understand fractions thoroughly, you will have very little trouble with any other part of arithmetic.' The word 'fractions' she could not catch from my lips, but took it at once from her mother's and said she thought I said French. This was the first lip reading I had ever seen and it seemed to me like a miracle that one who could not hear a sound could understand what was said. I had never had such enjoyment then, nor ever can have again in this life. Seeing Mrs. Lippitt's great success I questioned her as to her methods. I found she gave Jeanie the names of the letters. That, of course, I should not do, knowing how much more helpful it was to give the sounds of the letters. Mrs. Lippitt was an inspiration to me; not because of her methods, but because of her success. Jeanie was four years and three months old when she became deaf and had lost nearly all her speech, when, at five years of age, her mother undertook to teach her, determined she should not be mute.

'I had a theory that I could use the manual alphabet in connection with speech-teaching, keeping it always in subservience to speech. Mrs. Lippitt did not approve of this, but I was working independently and could follow my own plan.

'I began teaching Fanny November 16, 1864. I used the manual alphabet only for a few words in which occurred the sounds she had not been able to give, such as k, g, etc. I remember that cat and cow were among the dozen or less words spelled in the fingers. One day, about two months after she came to me, she brought me a picture-book that I might tell her the names of the pictures. I told her by speech but soon she put up her little fingers, moving them to show she wished I would spell the names. This showed me she was depending more upon the manual alphabet than on speech-reading and I decided to carry them on together no longer. I took Fanny to visit her parents, told them I should no longer use the two systems and they could choose which they wished me to use. Seeing what Fanny had accomplished, without hesitation they decided in favor of speech. This, of course, pleased me. I do not see how they could have decided otherwise.

'You remember how I clung to the determination to go as army nurse or to teach the contrabands. After I had decided to take Fanny both these situations were offered me. Then I felt surer than before that Providence was leading me in this direction or these chances would have come earlier. You can imagine the comfort this gave me.'

Harriet B. Rogers, principal of the Chelmsford School for the Deaf and later principal of the Clark School, Northhampton. (Photo courtesy of Clarke School)

Before Miss Rogers began her work with Fanny Cushing, a somewhat similar experiment was being tried in Boston, where in her own home, Mabel Hubbard, later to become Mrs. Alexander Graham Bell, was being taught by the oral method. Mabel had lost her hearing as a result of scarlet fever in the winter of 1862, when she was 4 years old, and her parents were told that she would soon become mute as well, since she could not hear speech and so would not be led to talk. After Mr. Hubbard's acquaintance with Horace Mann and Dr. Howe and their support of the German system, and Mabel's own progress under a private teacher had convinced him of the value of this method, he tried to learn what opportunities existed for teaching it on a wider scale in America. He realized that now only children of comparatively wealthy and progressive parents could take advantage of the new system as yet, so he persuaded several other interested men to join him in asking the State of Massachusetts to incorporate a school where the oral method could be taught. The State would pay the school $5000 yearly and the school would board and teach 30 children designated by the Governor. This bill was defeated primarily because its opponents favored the continued use of the sign language, but the evidence favoring the new method during the hearings had increased public interest greatly and thus Mrs. Cushing had come to seek a teacher of this method for her daughter, Fanny, and so, as we have seen, finally secured Miss Rogers.

Her success with Fanny so encouraged Miss Rogers that she thought of starting a school where several children could be taught together. Again quoting from her letter to Miss Yale: " 'I soon began to wish for more pupils, but how to find them I did not know. Teaching the deaf was so new a thing in America it would be no use to advertise for pupils as people would think it charlatanry. At this time there was no recognized school for the deaf in America that had a teacher of articulation. Two or three of the oldest had made an effort some years before to teach a little articulation, but had abandoned the work as not worth the time and labor. Their efforts had been solely with semi-mutes. I thought if I could find someone who would examine Fanny and testify to the genuineness of my work, I could publish this testimony with an advertisement for pupils.'

At first she met with little success in finding someone to furnish the testimonial she wished, but Mrs. Lamson, Laura Bridgman's teacher, now introduced her to Gardiner Greene Hubbard, Mabel's father, whose interest in furthering the teaching of the oral method had not ended with the defeat of this bill for a new state school for the deaf. Mr. Hubbard arranged a meeting of several prominent men at his home in November, 1865, and Miss Rogers demonstrated what progress Fanny had made with a year's instruction. Her listeners were so impressed that they drew up and signed this certificate:

'The subscribers have witnessed the examination of a child, nine years old, a deaf-mute under the instruction of Miss Harriet B. Rogers, who entirely substitutes the voice or articulation for the sign language. From the results of this experiment we feel authorized to recommend Miss Rogers and her method, and to encourage her in forming a class.'

The following advertisement was also drawn up for a few newspapers:

'We ask the attention of those interested in the instruction of Deaf-mutes to the advertisement of Miss Harriet B. Rogers. We have heard of some wonderful stories of her success in teaching this class of unfortunates, stories which are so well authenticated as to command belief of them.

'Miss Rogers proposes to take a few deaf-mutes as pupils, for instruction in articulation and reading from the lips, without the use of signs or the finger-language. The number is limited to seven, of whom seven are already engaged. * * * References were: Thomas Hill, D.D., President of Harvard College; S.G. Howe, M.D., Supt., Institution for the Blind; Edward N. Kirk, D.D.; John D. Philbrick, Supt., Public Schools; Henry M. Dexter, D.D.; James C. Dunn, Esq.; Gardiner G. Hubbard, Esq.; Lewis B. Munroe, Professor of Elocution; James Cushing, Esq.; Mrs. Edward Lamson, 5 Beacon Street.

Nearly seven months later (June, 1866) Miss Rogers opened the school in Chelmsford with three pupils in attendance and two more registered to come during the month. In the class of 8 that was 'the Chelmsford School' were 2 boys who were born without speech, a girl who was born deaf, 3 boys and 1 girl who had become deaf in early childhood. The expenses were paid from $1000 raised by subscription by Mr. Hubbard, who had also made many new friends for the cause through his continuing efforts on behalf of the new method teaching. The building was a part of the home of Deacon Otis Adams, and Miss Rogers and Miss Byam were the teachers.

Miss Rogers wrote: 'I had known Miss Mary Saville Byam as an unusually good teacher of hearing children and had engaged her services on condition that a sufficient number of pupils could be found to warrant opening a school. While teaching Fanny I had heard much of the feeling in the old institutions regarding the teaching of speech to the deaf-that it was a waste of time, children might learn to speak words and sentences parrot-like, that was about all that would be accomplished and it was a hindrance to mental development. Therefore our great object in the work at Chelmsford was to show that speech was not a hindrance to mental development, but rather a help, so we did not give as much time to obtaining distinct enunciation as we should otherwise have done. We gave words and sentences very soon that communication through speech might be opened between teachers and pupils and between the pupils themselves. * * * I chose Chelmsford as a location for the school as it was a quiet town, five miles from a railroad, where I thought I could work unobserved until the pupils had advanced far enough to show the public that articulation for the deaf was worth trying. We found we were not far enough away to be undisturbed. Although we were five miles from the cars and had only a covered wagon as a stage or express to Lowell, visitors found the way to us. Among them was Miss Eddy from the Wisconsin Institution, who became so much interested in the work and so enthusiastic that on her return she obtained permission to begin an articulation class. She did successful work as I know from observation.'

Another visitor, a teacher, returning from a visit to the school, is reported to have said 'that while the oral method was directly against all reason, and in all probability would never succeed, still deafborn pupils were actually conversing intelligently in Miss Rogers' school' and so it would be wise to give the method a trial elsewhere.

Meantime, Mr. John Clarke of Northampton had offered $50,000 to establish a school for the deaf in that city. Mr. Hubbard and others asked the Legislature of 1866-7 to charter such a school and during the committee hearings on the bill, 'levees' were held on two successive days in Mrs. Lampson's Boston home at which Dr. Howe and Frank B. Sanborn of Concord presided and the children of the Chelmsford school demonstrated to the 70

Continued on thirteenth page


Tomorrow is Theirs -- First school days float shown by the North Parent Teachers Association.

## North P.T.A.

In September, 1953, the newly completed North School received its first pupils, and along with them, a re-organization of the P.T.A.'s of the Highland and Princeton St. Schools of North Chelmsford, and the P.T.A. of the Quessy School of West Chelmsford.

The officers of the new association were as follows: Pres. John Breen; V. Pres. Mrs. Weldon Haire, Mrs. Harold Malloy; Secretary, Mrs. Alfred Angus; Treasurer, Emery Gagnon.

Without question, the highlight of the 1953-54 meetings was the speech of Lt. Gov. Sumner Whittier who spoke to us on the 'Educational Program of Massachusetts'. Approximately 375 people attended this meeting and the Lt. Governor's message was received with enthusiasm.

Our next season's officers were as follows:

Pres. John Breen; Vice Presidents, Mrs. Terrance O'Rourke and Mrs. Cyril Morrison; Secretary, Mrs. Kenneth Koch; Treasurer, Major Lee Minter (Transferred from Ft. Devens to Japan in January), replaced by Chandler Robinson.

During the past season we have had many excellent speakers and projects. Our speakers, to name a few, were, Mr. B. Harmon, representative of the Mass. Public Safety Dept., Mr. E. Remick, who was associated with the consulate service in Turkey, and Mr. Lester Ball, the town historian.

The largest project undertaken by the organization was constructing a float for the Tercentenary Parade, and operating the food concession at the Muster Field.

The officers elected to serve during 1955-56 are as follows: President, Edmund Polubinski; Vice Presidents, Mrs. Alfred Angus, Mrs. Carl Lebedzinski; Secretary, Mrs. Walter Pihl; Treasurer, Mr. John Sargent.

Unlike the other P.T.A.'s we are undeniably in our infancy, but if the spirit and membership is any indication of our strength, we can look forward to an effective and valuable future.

## School For Deaf

Continued from twelfth page

guests how well they could read lips and speak. Soon after returning to Chelmsford, the pupils were invited to Boston again, to Mrs. Josiah Quincy's, for another demonstration before members of the legislature and other interested persons. Miss Rogers noted that 'The most telling thing at that levee was a conversation held by Miss Lippitt and Roscoe Greene who, in the summer before, could not read more than a dozen words from the lips. They carried on conversation with as much ease as if they were alone and it could be readily seen that they were understanding and enjoying each other as if they heard.'

Legislative discussion continued, public interest rose, and members of the committee visited both the Chelmsford and Hartford schools. A newspaper reporter wrote that Miss Rogers was 'a young woman of marked ability...who believes in her system and does not believe in failure . . but it may be questioned whether the evidence yet produced warrants any radical change of method ....' Finally the committee reported favorably on the bill and, led by Lewis J. Dudley of Northampton, the fight to pass the bill was won. Mr. Dudley's only child was a deaf-mute who had been taught the sign-language at Hartford, and he had at first opposed the teaching of the oral method. Mrs. Dudley had tried to teach Theresa herself without the use of signs and with the aid of the manual alphabet and writing. The Dudley family visited the Chelmsford school, and Mrs. Dudley and Theresa stayed a few days here in the home of Dr. John Call Bartlett who was much interested in the school's work. Miss Byam taught Theresa a few words and when she returned home, her father described his feelings as follows: 'She was sent to the school to learn to read the lips, and I had no more idea that she would learn to talk than that I should receive the gift of tongues! *** Here was a lesson for a skeptic, and such I had been. I had almost ridiculed the idea of teaching a child born deaf to talk, and I had spoken in terms not over-respectful of certain men whom I regarded as visionary, utopian and wild. I ceased to be a skeptic, not to say a scoffer, and began to side with Providence. My daughter went on to talk. Where, for thirteen years, there had been perpetual silence, there is now perpetual music.'

So the organization of the Clarke School was accomplished. Mr. G.G. Hubbard became its first president, Miss Rogers its first principal and the oral method of instruction was adopted. Miss Rogers and Miss Byam left Chelmsford in August and the school in Northampton opened on Oct. 1, 1867. A report of the Board of State Charities (which had been much interested in the establishment of both schools) said in this year that 'The two acts of the last Legislature concerning the instruction of deaf-mutes are likely to do more to advance the interests of the class for whose benefit they were enacted than has yet been done or attempted in any part of the world.' Children who were deaf-mutes were now placed on exactly the same footing as 'normal' children and could enter school at public expense as early as five years of age and continue for ten years.

Until her death in 1927, Miss Rogers maintained an interest in the work she had begun so well. She continued as principal until 1886, then resigned because of ill health. She studied institutions for the deaf-mute abroad in 1871--her first opportunity to study first-hand the oral method she so successfully established in America. At home in North Billerica, her keen sympathy and good judgment were frequently called upon in connection with many educational problems. In 1952, a bronze tablet was erected on Chelmsford's Center Common by the Clarke School Alumni Association commemorating the opening of 'the first school in America to successfully teach lip reading and speech to deaf children.' Mr. Ernest A. Pouliot, NEWSWEEKLY photographer, was, with Mrs. Lillian Pouliot of Lowell, co-chairman of the committee for this memorial. He and his wife, the former Irene G. Stockwell, are both graduates of Clarke School. At the time of this celebration, Miss Julia E. Laws of Bedford, also told of the connection of her mother, the late Mrs. Mary E. (Dutton) Laws who was living with Deacon Otis Adams' family at the time when Miss Rogers' pupils were studying there. Mrs. Laws was then about 16 years old and often spoke of playing with the small children of the school.

ADAMS LIBRARY

MacKay Library, North Chelmsford

## Libraries

The Social Library was organized in town in 1794 largely through the efforts of the Rev. Hezekiah Packard, who 'loved good books and delighted in their refining and improving companionship and himself embodied the grace and culture created and fostered by good literature.' A few years later, when a list of the 170 books in the library was published, its purposes were outlined as follows:

'Every attempt to improve the minds and morals of men laudable and praiseworthy. Every exertion to entertain and instruct persons of different ages and ranks, and to induce a relish for useful learning and moral science deserves the patronage of the wise and good. Being persuaded that a Social Library, under good regulations, may answer these purposes, We, the Subscribers, do constitute and form ourselves into a Society, this sixth day of January, 1794, for establishing such a Library in the Town of Chelmsford. And we mutually promise and engage to conform and submit to the following Laws and Rules, which shall be subject, however, to such alterations as shall hereafter be thought proper.'

There were 78 original subscribers to this enterprise. The membership fee was $2., and the annual dues were 25¢. Membership in the Social Library was often passed on from father to son and was evidently a prized possession. In keeping with the lofty purposes of the Social Library, the preponderance of books was of a moral, religious, and philosophical nature. Only 12 of the first 93 books purchased were fiction. A few were poetry and travel.

Oliver Barron, tavern-keeper in the center of the village, was the first librarian and kept the books at his tavern. Simeon Spaulding, who had bought what is now the site of the Fiske house in 1785, was the second librarian, and following him, Mr. Packard took charge of the books which were then kept in the parsonage. Thereafter the books were moved about frequently until no suitable place could be found to keep them and they were stored until a room in the Town Hall was set aside for them. In 1893, the Free Public Library was organized, making it possible for the town and the state to share its costs. The Social Library, the Chelmsford Agricultural Library, and the South Chelmsford Library gave their volumes to the new organization which began to function Oct. 7, 1893. Because of the interest of the Adams family in this project, the name was changed in 1896 by vote of the town to 'The Adams Library.' As accommodations became inadequate at the Town Hall, plans were made for remodelling the old brick schoolhouse in Forefathers' Cemetery to house the collection of books, but an entirely new building was finally decided upon in the present location, J. Adams Bartlett having provided the grading of it, and Amos F. Adams assuming financial responsibility for the building itself. This library building was dedicated in 1895

Continued on fifteenth page

Building on Gay Street in North Chelmsford which was used as a library by the North Chelmsford Library Corporation until the late Selectman Stewart MacKay gave his home to the Town to be used as a library.

# MIDDLESEX COUNTY TRAINING SCHOOL

Gould Cottage for the younger boys at the Middlesex County Training School.

The Middlesex County Training School at North Chelmsford, established in 1893, offers a wide variety of well-equipped facilities for the care of boys who have not been able to adjust in the public schools of six counties, and so makes a valuable contribution to the wider community of which Chelmsford is only a small part. Originally called a 'truant' school because of its interest in helping boys who for various reasons did not attend school regularly, the institution in 1908 assumed its present name as more accurately representing its broad general purpose: to furnish opportunity and training for good citizenship. It accepts boys between the ages of 7 to 16 years from Middlesex, Suffolk, Norfolk, Bristol, Plymouth, and Barnstable counties, thus covering the large area of the eastern seaboard lying between Provincetown and Newburyport. Its average enrollment throughout the year is about 130 boys, received after a very careful screening process on the recommendation of a public school official, based on the lack of school adjustment each boy displays in becoming a school offender, truant, or absentee.

This is in no sense a disciplinary or reformatory institution. It is an integral part of the public school sysmates) and residence here establishes no record against any boy. Since home conditions are largely responsible for the boys' difficulties, the Training School seeks to develop in its students a respect for authority and a sense of duty combined with knowledge of the requirements of living in a social group. Character growth is encouraged by the requirements of the school community for obedience, mental and physical control, personal cleanliness, regular habits of study, work, and recreation. Many of the boys find themselves for the first time actually liking their studies to a degree they never before thought possible. Academic instruction is provided through the regular high school subjects, and in addition basic training is given in such trades as carpentry, plumbing, baking, shoe repairing, laundry operation, farming and poultry raising. These courses help each boy to prepare for a useful occupation, as the military training courses are of great benefit to him when, as in most cases, he is called upon for the required military service. Students of the school thus receive valuable training in military discipline and order as well as in the manual of arms. They have not only made excellent adjustments in the service but have become corporals, sergeants and other officers. Drills are held twice a week on the parade ground and their uniforms are manufactured by the boys in the school's own shop--another source of great pride to them.

This school has an outstanding staff of 40 persons, including specially-trained and accredited teachers. Its grounds compare very favorably with that of any college campus and are excellently kept up by the boys. Much of the school's food supply comes from its own gardens and milk is provided by its pure bred Ayrshire herd. The boys assume a large share of responsibility in both gardening and dairying. They also have in addition to fine buildings and equipment, splendid recreational facilities and daily medical inspection. Few leave the school without showing positive improvement in many respects.

Although a form of military discipline prevails, the atmosphere of the school is relaxed yet orderly. A special effort is made to provide a wholesome homelike atmosphere for the students, most of whom have not had such an experience before. The dormitories are headed by masters, but matters pertaining to the boys' physical welfare, diet, and clotning are all in charge of the Superintendent's wife, who is constantly on call for such special problems as homesickness, accidents, or illness. Mrs. Wotton sees to it that all the supplies necessary for the institution's maintenance and work are kept available but she, herself, is the chief source of mothering--perhaps the most essential ingredient of all in helping these students to become happy, well-adjusted young men.

Some of the school's graduates are also college graduates, among whom in the Boston area are a physician and several lawyers. Others have made good records in other lines and see in their training-school experience a determining factor in their success. Graduates return to the school as proudly as to any college and on visiting days, the students entertain their relatives who are often pleasantly surprised by the marked change in their boys and by the attractiveness of the buildings and grounds.

J. Earl Wotton, who has been superintendent of the school for twenty-five years, has also been a member of the Chelmsford school committee and board of assessors. He was educated in the schools of Lowell--where he was born--and of Chelmsford--where he has long been a resident, and studied sociology and psychology at Columbia University.

## Libraries

Continued from fourteenth page

and has since been enlarged by the addition of George Memorial Hall. (which also houses the Historical Society's room) presented by Orra A. George Flint, in memory of her parents, Aaron George and Mary N. George.

Following are excerpts from a paper compiled and read at the 50th anniversary of the Adams Library (1944) by Mrs. Lydwin Batchelder, then a member of the Board of Trustees:

In 1893, 'at the request of Henry S. Perham, L.M. Dutton, George Parkhurst and others, a meeting was held to see if the town would elect a board of trustees and appropriate the money necessary to procure the sum of $100 worth of books from the state thereby accepting the provisions of Chapter 307 of 1890 or act in relation thereto.' This was quickly put through, for in the Town Report of 1894, the Town appropriated $200 for the library. Receipts were $221., expenses $211, which left a balance of $10 that year.

The first meeting was held in the Town Hall, Chelmsford, March 30, 1893. The full board was present--Mr. H. Perham, Heady Park, Louise Allen, and Harriet Bartlett, who was made secretary. Mrs. E.T. Adams was made first librarian and paid 20¢ an hour for her services. So the Free Public Library was born!

Mrs. Adams was followed by Miss Nellie Stevens at a salary of $50. per year, and the Rev. H.A. Connell became librarian when Miss Stevens resigned in 1895, the Rev. H.A. Connell became librarian when Miss Stevens resigned in 1895.

On May 8, 1895, the new building was dedicated. According to a very nice program which is still kept in the Historical Room upstairs you can learn that dinner was served in a large tent on the library grounds. D.L. Page was the caterer. Rev. E.A. Horton of Boston was the principal speaker. Gov. Greenhalge, Prof. E.T. Emerson, Hon. Thos. Proctor, Judge S.P. Hadley of Lowell and others were there. Music was furnished by the Quartette and the Dunstable Band.

Many gifts of books and money came pouring in now. A gift of $500. was given by the Adams Brothers of South Chelmsford which was more than appreciated. Mr. Albert H. Davis, a former trustee, told me a rather amusing incident about the Adams brothers. The story goes that when someone asked them what in all their life gave them the most pleasure, they replied in unison very crisply 'Savin' and that characteristic, you see, enabled them under the influence of a Mr. Pierce to give that $500. which did much good for the library. According to the Secretary's reports in 1896, Mr. Amos F. Adams gave 100 volumes of books on the first anniversary of the new building. A special meeting was held at this time to accept this gift and also certain rules were amended.

Perhaps you would be interested ina few highlights in the reports of the Secretaries throughout the years. One report says that from now on the library began to grow by leaps and bounds. Gifts and money came in to the library trustees often and in 1896 Charles Greenleaf succeeded Rev. Mr. Connell as librarian. In 1903 Miss Frances Clark was unanimously elected to succeed Mrs. Harriet Bartlett who had passed away. In 1908 we find that there were 8167 volumes and that the circulation was increasing daily. Also, the Reading Room was being used by many more people than formerly. In 1909 Mr. Amos Adams presented a very fine portrait of himself with the request that it be hung in the trustees room, and also in 1910 a pay circulation was started as an experiment, but it was not a success. In 1911 Maria Read gave $200., a Webster's Dictionary and a new Encyclopedia Brittania. The Trustees also were always looking toward the advancement of their library for at this time Mr. Davis suggested that the library buy French and German dictionaries. In 1912 a Mr. Mayo gave a History of Chelmsford by Allen. In 1915 the trustees voted to ask the Town for an appropriation for publication of the History of Chelmsford by Henry S. Perham. This next report interested me.

In looking over the minutes I can find only one trustee's meeting which was postponed and that in February 1910 because of bad weather.

Another step forward this year was the trustee's request for three people from each of the Chelmsfords, these people not to be connected with the library, to hold a meeting with them to find ways and means of improvement.

In 1912 the Misses Catherine and Margaret Hall took over the librarian's job left open when Mr. and Mrs. E.R. Clarke resigned, they having been elected in 1905, now resigning because of other duties as trustees. A Miss Ellis became an assistant in 1922. Mr. Clarke and the Rev. Wilson Waters were sent to Worcester to receive the bequest of the Flint will, Mr. Clarke to make designs for a new building made possible by this Flint will, and this new building to be called the George Memorial Hall. Mr. Davis was appointed to take care of the gravestone of the George lot as indicated in the will. Every year Mr. Davis reported that he had taken care of it. For the information of those who do not know what the duties of Mr. Davis were a new steel brush was to be purchased every year and the gravestone scrubbed thoroughly, using Merrimack River sand.

In 1929 the trustees decided to celebrate the 30th anniversary in a very informal way. It must have been very informal for nothing more was said in the minutes about it.

At this time Mrs. Ida Jefts was appointed librarian, the Misses Hall having resigned July, 1929.

All plans for the new building were ready and work was to start immediately. The old building, that is the library, was to be all redecorated. The trustees stated that the George Memorial Hall could be used for literary, cultural and educational meetings. Mr. F.A.P. Fiske and Mr. J.M. Fiske gave the lamps to be used at the entrance to the new hall on Adams Avenue. Here is a most interesting item: two story-hour mornings for third and fourth-grade children were introduced. The program will be reinstated very soon on Saturday afternoons.

In 1935 Miss Sally Hemingway became an assistant librarian for the children's room. Later Miss Grace Taylor and still later Miss Edith Alcorn, all doing excellent work.

When Mrs. E.R. Clarke resigned as librarian, she became secretary to the Trustees and now she resigned as secretary and Miss Miriam Warren took her place and served six years.

Mr. Davis resigned after forty years of the most conscientious service to this library. He told me that no one would ever be able to measure the services. the kindness and the courtesy extended to the patrons of this library by the Clarkes, a great tribute, I should say.

And again in 1940 a new idea by the board--readers were named to help Mrs. Jefts in her work of finding out about all the books now being bought. Miss Lottie Snow passed on at this time and her sister-in-law, Mrs. Frederick Snow, finished out the term. Mrs. George W. Peterson, a faithful librarian's assistant did excellent work for a good many years.

Miss Ethel Wright succeeded Mrs. Ida Jefts, and served her position well until her death in 1948. She was ably assisted by Mrs. Fred Laton. Mrs. Adelaide Ball succeeded Miss Ethel Wright in 1948 and is the present Librarian and is assisted by Mrs. William Pickles and Mrs. Thomas Green.

NORTH CHELMSFORD LIBRARY

The North Chelmsford Library Association was organized by public-spirited citizens in 1872. Six years later a building and land were purchased for its uses by the library association and in 1894, in consideration of an appropriation made available to it by the town, the Association voted that its books be made free to all residents of the town instead of to its members alone. The present library building is the gift to the town of the late Stewart MacKay, a former selectman.

*Congratulations*

# CHELMSFORD

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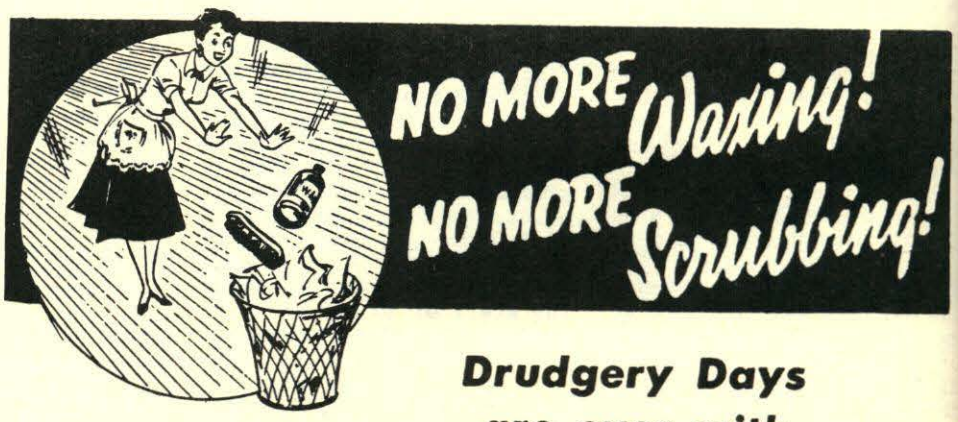


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