

THE FOUNDING AND BEGINNING
OF
EDMONDS, WASHINGTON
1876 - 1906

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THE "TRUNK TALES" PROGRAM

The "Trunk Tales" Program has been designed to enhance a social studies curriculum at the elementary level. The original concept of the "Trunk Tales" Program originated with the director of the Edmonds Historical Museum's desire to develop a traveling program for the museum. The program is an offshoot of the museum's educational outreach activities designed to make local history and cultural resources more accessible for instructors at the elementary level. The concept is to allow the museum to communicate history through 'hands-on' learning and activities in the classroom. In doing so, it provides a way for the instructor to incorporate museum resources into classroom teaching. The program is similar in scope to what other historical organizations are doing.

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*This trunk is the property of the Edmonds Historical Museum.
It is available for loan to area instructors or community centers. The contents of the trunk are adaptable for the elementary level. It promises to be a place of learning.*

TO THE INSTRUCTOR

INTRODUCTION

This historical trunk contains a portable multimedia collection of cultural objects related to the early years of Edmonds, Washington. The time period covered is 1876 - 1906, the founding and beginning of Edmonds.

Founded by George Brackett in 1876, the city of Edmonds grew out of a homestead and logging operation. Virtually cut-off from their neighbors in their isolated waterfront settlement and surrounded by a nearly impenetrable forest, a handful of early pioneers struggled in the settling and building of a town. As dreams and visions were realized, these early settlers slowly made progress and by the turn of the century, Edmonds had grown into a small but well-established town. The trunk will provide a background of the unfolding of a new era and a new frontier - the pioneers, the early settlers, and the beginning of industry and commerce.

PURPOSE

The objective of the trunk will be to make local history available for classroom use. It will introduce the concept of history to younger children and will support the study of local history to older youth. The hands-on artifacts, related to every day life, will provide students with a closer look at history, which will foster an awareness and appreciation of the early history of a small coastal town as it struggled to develop and grow culturally, socially and economically. The students will be given information about why the objects are important, which will promote a foundation of relationships and ideas. As the students understand the use and value of the items, connections to their own experiences will be formed.

While the trunk will focus on the local history of Edmonds, the material could lead to a number of subjects and serve as a springboard into other areas related to early settlers and the growth of commerce and industry. The trunk could also serve as an introduction to schools planning a field trip to the area.

CONTENTS

Trunk

Artifacts
Photographs
Documents
Maps
Slides
Manual

Manual

Slide Show Script
Reference Materials
Lesson Activities

HOW TO USE THIS TRUNK

Introduction: The concept of the traveling trunk is to allow students to be directly involved in 'hands-on' learning rather than just listening. A preliminary review of this manual will allow you to select or adapt sections and suggested lesson activities that best meet teaching strategies.

Questions, topics for discussion, and activities have been designed to assist instructors and to support the elementary school curriculum. These teaching tools are 'suggestions'. The material is flexible and versatile. Activities can be done individually as well as in groups. Keeping in mind that each student has their own level of learning, the material is easily modified to meet both the instructor and student needs. Instructors are encouraged to adapt the material.

All material can be easily adapted into existing lesson plans. The purpose of the trunk is to create an effective and 'fun' hands-on tool for students and teaches alike to learn more about a topic in the classroom setting.

Procedure:

1. Review the manual for content, reference materials, and suggested activities before introducing the trunk to the class.
2. Use the trunk checklist to confirm that all materials are present. Following the presentation, the checklist will again be used to ensure that all materials have been safely returned to the trunk. Please note any items or artifacts that have been damaged.
3. During the presentation, students should be encouraged to use all their senses as they make history come alive in a fun, 'hands-on' manner.
4. Leave a comment card for the instructor to complete and return.

SLIDE SHOW

SLIDE SHOW

Introduction: Photographs are an important historical record. They represent a view, a place, and a moment in time. The slide show presents an overview of Edmonds from 1876 to 1906. During this period, Edmonds grew out of a homestead and logging operation into a small but well-established town.

Objective: The slide presentation will familiarize the students with the local history of Edmonds which can foster an awareness and appreciation of how the pioneers and early settlers adapted to their new life and environment. In addition, the slides will teach and practice the skills of gathering information through observation and deduction.

Suggested Procedure:

1. Tell the students that the slide show will trace the founding and beginning of Edmonds between 1876 and 1906.
2. Explain to the students that, as historical detectives, they will gather information from the slides about: Natural setting, People, Transportation, and Commerce and Industry.
3. Show the slides.
4. After the presentation, the questions on the next page can be asked and the answers discussed.

Length
30 minutes

Materials
44 slides
Slide show script
(found on the following pages)

Additional Activities
See History 1 & 2

SLIDE SHOW

Topics and Questions:

Natural Setting

- What physical features helped to shape the town?
- Did the climate affect the early settlers?
- How did the early settlers adapt to the environment?

People

- What was life like for the early settlers?
- Did the people appear to be happy?
- Did the people appear to be healthy?
- What were their clothes like and how similar did they all dress?

Transportation

- Was transportation easy or difficult for the early settlers?
- How did transportation help to develop the town economically?
- What additions or changes did the town have to make?
(*e.g. longer wharf needed for the larger boats, more horses required smoother streets*)

Commerce and Industry

- Was a source of income immediate for the early settlers or did it have to be developed?
- What economic activities contributed to the town's growth?
- As the economy changed, how did people change?
- What industries and support services were likely to follow an early settlement and logging community? (*e.g. grocery & dry goods store, blacksmith, phone lines, train*)

<p>"The Region" (EHM 302.23)</p>	<p>In 1876, the region was for the most part a wilderness with forests so thick and vast that travel was mainly by water. The early settlers were attracted to this region because of the abundance of cedar and heavy timber which often grew right down to the water's edge.</p>
<p>"Old-Growth Forest" (EHM 144.40)</p>	<p>Since the last glacial retreat which occurred between 10,000 and 12,000 years ago, much of Western Washington was covered with forests of cedar, fir, spruce, alder and other trees. With little understanding of the need to conserve resources, the settlers would see the trees mainly as a source of income. Entire forests like this would be wiped out. The lumber they produced would build the homes, towns, and cities of America.</p>
<p>"Indian Village - illustration" (Everett Public Library)</p>	<p>Native American tribes of Puget sound lived in and near the forests for thousands of years without depleting them. Located in large permanent villages, the Indians were only semi-sedentary and followed a seasonal round of food gathering.</p>
<p>"Longhouse" (Everett Public Library)</p>	<p>Over the centuries, the coastal Indians developed a way of life that closely fit the resources of the region. Traditional houses were made of split cedar boards covering massive post and beam frames carved from cedar logs. These longhouses were typically 50 to 100 feet long and 15 to 20 feet wide. Several families would live in a long house during the winter months.</p>
<p>"Indians in Canoe" (Everett Public Library)</p>	<p>Coastal Indians relied heavily upon the Sound for communication, transportation and commerce. In meeting this need, the Indians built large cedar dugout canoes to travel between settlements.</p>
<p>"George Brackett" (EHM 201.6)</p>	<p>In 1870, George Bracket was paddling a canoe north from Seattle looking for timber to cut when an approaching storm forced him to land on the shallow beach at the future site of Edmonds. With an eye for timber, he knew this was a good place for a logging operation. Within two years George Bracket bought 147 acres of where he would carve a community out of a wilderness.</p>

"Brackett Family" (EHM 181.1)

By 1876, George Brackett had moved his family to their new location. Isolation was common to the early settlers and Mrs. Brackett would be the only white woman in the area for almost 4 years. Their daughter Fanny would be the first white child born in Edmonds. This photograph, taken a few years later shows the family in front of the home George Brackett had built as the forest slowly receded. The man on the far right is unknown and presumed to be a worker.

"Allen Yost Family & Friends"
(EHM 202.24)

In 1890, Allen Yost (the man in the center) arrived in Edmonds with less than \$10 in his pocket. Like other early settlers, Allen was an ordinary person who would struggle to take control of the wilderness. For the first few years, he worked at his trade as a carpenter. Over the coming years, he would play a major role in the development of Edmonds. Beginning with lumber, Allen and his sons would own a mill that produced both lumber and shingles. In the new century, and with the continued help of his sons, he would start a local telephone company, a water company, a bus line and own the first car agency in Edmonds.

"Mr. & Mrs. John C. Lund"
(EHM 200L-1)

In 1883, John Lund married the widow, Matilda Deiner, with five children. Typical of the many early pioneers, Lund homesteaded a claim of 160 acres of timbered land. The property was located about four miles north of George Brackett's holdings in what is now called Lund's Gulch in the Meadowdale area.

"Edmonds First School" (EHM 130.32)

The opening of a school illustrated the rise of a community. In 1884, Edmonds School District No. 15 was formed and the first classes were held in George Brackett's feed barn. The makeshift school would have an enrollment of six students. During this same year, George Brackett filed a plat for the townsite, established a post office and named the town 'Edmonds', spelled with a "u" instead of an "o". As a result of a clerk's error, the official entry was misspelled and the mistake never corrected.

"The Deiner Children" (EHM 200D-1)

School for three of the Deiner children was too far for them to walk to. As a result, they boarded in Edmonds during the week. Every Friday afternoon, their stepfather John Lund, rowed to Edmonds to take them home for the weekend and then returned them on Sunday afternoon.

"Class Photo" (EHM 100.2)

By 1888, attendance had grown to 15 students as other settlers arrived in Edmonds. The photograph uses a once-popular style showing both the school building and a group picture. All grades of children were typically taught in one room. The teacher would teach one grade of children at a time while the other grades would study. This one-room schoolhouse was built in 1886 and enlarged in 1889 to accommodate the growing community. By 1891, the school was again too small for the increased student population. As a result, classes were held in Brackett's Hall just south of his feed barn.

"New School" (EHM 101.22)

In 1891, as more and more families came and settled the land, this impressive three story frame school was built. Originally called the Edmonds Graded School, the building was heated by small wood-burning stoves. It lacked both plumbing and electricity.

"*Buckeye*" (EHM 2)

In the 1800s, the modern way to travel was by steamer. They moved faster and allowed schedules to be maintained which was critical for commerce. For a nation on the move, the steamboat was an ideal vessel for a region where trees supplied the fuel for the vessel. The steamer "*Buckeye*" was built in Seattle in 1890 and was one of the first boats to make regular stops at Edmonds. It would stop once a week on its run from Seattle to Everett. Even though a boat was now making stops at Edmonds, the mail continued to come by way of horseback from Seattle to Bothell.

"Greyhound" (EHM 23.1)

In 1890, as more efficient vessels were needed to serve the settlements that were developing along the coastline, the sternwheeler *"Greyhound"* was brought up from Portland. This boat would replace the *"Buckeye"* and become the first boat to stop daily in Edmonds. It would make three round trips in its Seattle to Everett run. Like all steamers of the day, when the *"Greyhound"* stopped in each town it took on freight, water, and wood. People who lived along the shore could make extra money by cutting and staking firewood for these ships.

"Telegraph" (EHM 67)

Not all maritime vessels that plied the waters of the Sound were efficient. The sternwheeler *"Telegraph"* was built in 1903 and was one of the boats that took the place of the *"Greyhound"*. It carried passengers and freight on its run from Seattle to Everett and made three round trip stops daily in Edmonds. This was a problem boat and always seemed to breakdown. This would prove unfortunate for the passengers who would be left stranded in either Seattle or Everett.

"Great Northern Railroad Arrives"
(Everett Public Library)

The coming of the railroad was a transportation miracle that would play an important role in the growth and economic development of the region. The biggest advantage offered by the railroad was the speed that it transported goods of every type between the new land and the established markets of eastern cities. One of the most notable railroad builders of the time was James Hill, who built the Great Northern Railroad from St. Paul, Minnesota, over the Cascade Mountains to the coast. From Everett, the trains headed south to Seattle. In 1891, the track-laying engine had reached Edmonds. When completed, the big freight locomotives took huge trainloads of lumber east back over the Cascades.

"Growth of the Shingle Industry"
(EHM 141.24)

In 1889, the year Washington became the 42nd state George Brackett built the first saw mill and loading dock in Edmonds. Because of the abundance of heavy timber nearby, the pattern of early settlement emphasized logging. As a result, lumber and shingle mills would come to play a major part in Edmonds history and would be the driving force for the town's economy. This photograph reflects the sparsely settled community.

<p><i>"Waterfront Traffic"</i> (EHM 141.5)</p>	<p>George Brackett had built a small wharf within a few years after his arrival. Because all the early settlements were at sites easy to reach by boat, the construction of a wharf was one of the first local improvements of the area. At high tide, the passing steamers were able to reach the wharf in order to pick up the community's products, deliver freight and refuel for their voyages. This waterfront pattern would become the focal point of the town's activities.</p>
<p><i>"View from Schoolhouse"</i> (EHM 150.16)</p>	<p>In 1890, Edmonds was incorporated as a fourth class village and covered approximately 600 acres. Life in the early days of Edmonds was one of clearing the land, and building homes and businesses. When this photograph was taken around 1895, Edmonds had grown into a small but well-established town. The photograph reflects how growth produced dramatic changes in the landscape.</p>
<p><i>"City Wharf"</i> (EHM 141.15)</p>	<p>As the population increased, regular ferry service was needed to serve the growing number of settlers. A longer wharf was built that reached into deeper water. This new wharf made scheduled ferry service possible and kept the larger boats from going aground on low tide.</p>
<p><i>"Waiting for the Ferry"</i> (EHM 130.3)</p>	<p>Steamboats were the lifeline to larger towns and cities. Regular ferry service provided the townsfolk with a new dimension to their life style. Fashionable apparel was also becoming increasingly available at department stores and specialty shops.</p>
<p><i>"Growth of the Shingle Mills"</i> (EHM 141.12)</p>	<p>Logs and shingles were an immediately saleable product for the settlers. The wood of the cedar trees proved to be excellent roofing and outside wall coverings. There was plenty of cedar available at the time and as a result, shingle manufacturing grew quickly. At the time this photograph was taken in 1893, Edmonds waterfront was lined with shingle mills. The train was on the main line of the Great Northern Railway and its cars were loaded with shingles.</p>

"Logging Camp" (EHM 309.1)

Temporary logging camps would be set up near the areas where the trees were being cut. The camps had many buildings: bunkhouses, cookhouses, and building for the logging operations. Loggers often led an unsettled life, going from one job to the next. For this rugged group, the work was hard and the days were long.

"Bucking Logs" (Joyce Koerner Collection)

After a tree was cut down, 'buckers' would trim off the branches and cut the trunks into the proper lengths of logs for the mills. The logs were then ready to be hauled out of the woods and to the mills. This was very dangerous work because at any time the log could roll over.

"A Typical Logging Pose" (EHM 144.6)

The intensity of logging activities would continue until almost all the trees in the local area were cut down. This cedar is approximately 16 feet in circumference. Even young boys would help in the logging operations that would clear this area of its fine stand of enormous trees.

"Ox Team at Work" (EHM 144.12)

A problem faced by the early mill owners was how to move the huge logs. The solution was to build 'skid roads'. The skids were built of timbers that were embedded crossways on the trail. The timber would be greased with dog fish oil to make it easier to pull the newly cut logs. At first, loggers used teams of eight to ten oxen to haul the giant logs out of the woods. While roads were cut out of necessity for the logging operations, most transportation continued to be by boat.

"Horse Team at Work"
(EHM 144.9)

"Yarding" is the process of moving cut logs to a central place. Horses were widely used in the logging industry because they were more intelligent, strong, and easier to handle. Horses gradually replaced oxen for yarding logs.

Horse Team on Skid Road"
(Yost Album)

As the area was gradually logged over, skid roads were built deeper into the woods. Teams of horses would pull cut logs great distances from steep slopes and dense woods to the mills at the waterfront.

<p><i>"Donkey Engine"</i> (EHM 144.19)</p>	<p>Animal teams would soon give way to technology. The steam donkeys or donkey engines were an efficient way for yarding logs. Fueled with ever-plentiful wood, long cables were attached to a log, and the donkey engine reeled it in. Loggers also used the steam donkeys to load logs onto car beds.</p>
<p><i>"A Load of Logs"</i> (EHM 144.1)</p>	<p>If the terrain permitted, logs were also loaded onto wagons pulled by teams of strong horses. This had to be a difficult task without the help of the donkey engine to lift the logs.</p>
<p><i>"Inside a Saw Mill"</i> (EHM 141.33)</p>	<p>This saw mill supplied the lumber needed for building houses and other buildings. Sophisticated machinery was used to saw board feet of timber. This photograph is dramatic evidence of the size of the trees found in the area at the time.</p>
<p><i>"Shingle Mill Workers"</i> (EHM 141.31)</p>	<p>Shingle mills had a variety of jobs for hardy workers of all ages. Working in groups, the first group took blocks of cedar, called bolts, and cut them to the right size with a series of saws. The next group of workers, called shingle weavers, would cut the wood into the thin shingles. They were called 'shingle weavers' because of the way they moved the wood in the sharp saws. This was very dangerous work, and many workers had their fingers cut off.</p>
<p><i>"Livery Stable and Feed Store"</i> (EHM 160.78)</p>	<p>As Edmonds became increasingly settled, the necessary support businesses and services that were needed to make the town self-sustaining followed.</p>
<p><i>"Blacksmith Shop & Workers"</i> (EHM 160.3)</p>	<p>A blacksmith made and repaired things made of iron or steel. Because a settlement had to be self sufficient, a blacksmith provided a vital service to the town. A typical day would include the making or repairing of axes, logging chains, harness equipment, and the hardware necessary to build with. In addition, the blacksmith would also shoe horses and oxen.</p>
<p><i>"Meat Market"</i> (EHM 160.24)</p>	<p>Basic to an early town's existence was the short line of developing shops that provided just about everything a town dweller needed. Edmonds attracted more and more commerce and industry as the town was increasingly settled.</p>

"Hotel Bishop" (EHM 161.2)

A hotel was a necessity in the building of a town. While its primary purpose was for travelers, it would also provide a central place for a community to come together and socialize. In 1890, with the Great Northern Railway soon to arrive in Edmonds, a company from the east anticipated the town's growth and subsequent need for businesses. The company bought the entire townsite and adjoining property from George Brackett. The men in the company formed the Edmonds Land and Improvement Company. They would build the Bishop Hotel, named in honor of the company's president, replat the town, build a large wharf, and construct an office building. When the anticipated land boom failed to take place, the company was unable to keep up with the payments. The property, including the hotel, wharf and office building reverted back to George Brackett.

"Post Office" (EHM 160.41)

In 1887, Matthew Hyner arrived in Edmonds. Within the year, he would buy the little store George Brackett had built a few years earlier, enlarge its stock and, in doing so, become Edmonds first real merchant. During that same year, he was named Edmonds postmaster, a position previously held by George Brackett. Mr. Hyner's general store would also serve as the post office. His house is in the background.

"Postmaster's House"
(UW Negative 4322)

Matthew Hyner was so dedicated to his position as postmaster that he built his house with the small dome, called a "cupola" on top with windows all around. This served as a lookout post for his children to watch for mail boats coming towards Edmonds from either the north or south.

"Telephone Comes to Edmonds"
(UW Negative 4324)

In 1900, the first switchboard was set up in the home of Matthew Hyner and was operated by his daughter, Ruth. In 1901, insurance man L.L. Austin became postmaster and moved the post office to his business office. Soon thereafter, the switchboard was moved to the same building. The habit of changing the location of the post office with every new postmaster seemed most convenient at the time for those holding the position.

"Switchboard Exchange"
(Everett Public Library)

In the early days, telephone operators seated at a switchboard would manually connect each local and long-distance call. Most telephone operators were women. This 1898 photograph taken in Everett was typical of a telephone exchange of the time. Notice how the ceiling light fixtures include both an electric lamp and oil lamp.

"Leveling the Streets" (EHM 150.15)

Smoother streets were needed as the town grew and the residents increased their transportation needs. By 1895, street grading had begun in Edmonds. Wages were 20 cents an hour for street work. A man with a team of horses would be paid 50 cents an hour.

"Edmonds City Band" (EHM 222.1)

Bands were very popular in the 19th and early 20th century. Many towns had at least one band which played on holidays and special occasions, gave concerts, and led parades. In 1904, the Edmonds City Council appropriated \$50 to support the Edmonds Cornet Band. This was done on the condition that the band would play upon request at civic events.

"Fourth of July" (EHM 225.2)

For a new region, Fourth of July celebrations were especially festive events where entire towns would take place in the celebration. Activities often included games, sports, parades, races, speeches, band concerts and fireworks. Fraternal-type organizations, like the Odd Fellows and Rebekka Lodges shown here offered not only a close social life, but they also worked for the good of the community.

ARTIFACTS

ARTIFACTS

Introduction: Artifacts tell a story of the past and represent the social and economic development of a community. Through a student's natural curiosity, history will come alive as they handle objects that were used in the past. From this stimulus, the youngsters are encouraged to use all their senses to gather information about the past. This approach will make the past more meaningful because it helps to establish an historical pathway for the youngsters and humanize the objects being touched.

Objective: As the students look, handle, and feel each object, they will appreciate the historical qualities and characteristics of the early settlers.

Suggested Procedure:

1. Explain to the students that the artifacts are 'windows to the past'. As they look, handle, and feel each object, they should think about what the artifact is and what it meant to the pioneers and early settlers.
2. After the students have had an opportunity to handle and examine the artifacts, the questions on the next page can be asked and the answers discussed.

Materials

27 hands-on artifacts

Additional Activities

Day to Day Living #1
Day to Day Living #2

ARTIFACTS

- What is the artifact?
- How was it used and by whom?
- How did the artifact make life easier for the early settlers?
- Did the artifact change the social or economic development of the community?
- Was the artifact a luxury or a necessity?
- Are similar objects in use today? If not, why?
- If the object is available today, how has it changed? If possible, compare the prices between then and now.

ARTIFACTS

HOME LIFE

Ball-Mason Jar

The early settler homes were like a mini-factory - producing and growing just about everything the house-hold needed. Families depended on their own ability to grow fruits and vegetables. Without the refrigeration of today, the women had to can and preserve their food supply. The airtight jars could then be stored until the food was needed. Glass jars have long been used as storage containers for a variety of foodstuffs. Beginning in the 1800s, they were mass produced with the contents or intended usage determining their design.

Butter Mold & Butter Paddle

Like so many other foods that are now commonplace, making butter was once considered a chore of every day life. Many families kept a cow for fresh milk and cream, which could be turned into butter. Butter would often be traded for simple necessities. As with most household tasks, the women were responsible for this task. To make butter, fresh milk was allowed to set in pans until the cream rose to the top. The cream was then skimmed off the top and put into a churn. After stirring the cream for quite a while, curds of butter formed. The curds were rinsed in cold water to remove the buttermilk and then were salted and shaped into squares with the butter paddles or packed into the butter mold to be shaped.

Food Masher

Kitchen gadgets helped to make household chores easier. The food masher would help process soft or cooked fruits and vegetables. Kitchen equipment also incorporated metal in the originally all wooden tools.

Wooden Spoon

Wood, being plentiful, cheap, and easy to work found its way into countless forms and functions of kitchen utensils. The wooden spoon was a basic kitchen tool and would be used at virtually every step in food preparation. While many 19th century utensils are primitive and outdated, or have given way to plastic, the wooden spoon continues to be a mainstay in many modern kitchens.

Waffle Iron and Stand

In the early days, cast iron was a widely used material for cookware. Cooking utensils made of this material heated more evenly than tin or copper and were more durable. With an iron weighing up to 10 pounds, even the simple task of making waffles was hard work.

Sadiron

Without modern conveniences, basic household chores were often time-consuming and hard work for the women. On ironing day, the early clothes iron would be heated on the stove and then used to press the clothes. Cast Irons were usually sold in sets of two or more because while one iron was used the other was left to heat on the stove. They often weighed as much as ten pounds, thus the name "sad," an old term meaning heavy.

Washboard

The washboard was a basic tool that was born out of necessity. Before the days of the modern washing machine and dry cleaners, clothes were washed in buckets by scrubbing the wet soaped clothing against a washboard by hand. While companies would advertised that "the board will do the work for you", the women still needed a strong arm to keep the families clothes clean. Many of the 19th century clothes were dark color because they looked cleaner longer than light clothing.

PERSONAL

Calling Cards

Calling cards became a tradition during the Victorian Era when visiting. There would be a tray or bowl in the foyer of the homes in which were placed the cards of guests who came to call.

Coins

With the cost of goods and services much less than today, coinage was very important. While most of the coins retained their size over the years, their emblems changed to reflect national themes and to memorialize our greatest leaders.

Ladies Sleeping Bonnet

Throughout history rarely did women dress or retire for the night without a hat. While most daytime hats were for fashion, the sleeping bonnet was purely functional. A hat would help to keep one's head warm during a chilly night and, before women began to wear shorter hair, keep it manageable.

Ladies Lace Collar

Clothing reflects the life styles of the past. While fashions often mirrored social status, the women would wear whatever was available and then "dress it up". Lace collars would be worn over a woman's dress as a decorative element and to protect the material. The more clothing and accessories a woman had would also serve to differentiate social standing.

School Books - Geography and Spelling Books

By the late 1800s, laws were passed that required towns and cities to have schools. A new emphasis was placed on the school and teacher's work and responsibility to educate the children. The youngsters would be taught basic knowledge as future citizens. Subjects included history, arithmetic, geography, spelling, reading and grammar. Of these subjects, good spelling was considered of prime importance and an essential tool for communication. The "Spelling Bee" was a popular classroom activity to practice the skill of spelling.

Cloth Story Book

Books could also have "teaching value" as the child learned to read while enjoying a favorite nursery rhyme. Using readily available material, cloth books were washable and durable, as the company advertised on the front "Ever wear - Never Tear".

Writing Slate

Good penmanship was considered important in the school lessons. Students would use chalk on their writing slate to practice writing letters and numbers over and over again. This slate is representative of the type used in the late 1800s and early 1900s.

LEISURE

Jacks

A children's game also called jackstones, dibs, and fivestones, has its roots in Knucklebones, a classic game of prehistory that used small sheep bones. Small pebbles or marbles were sometimes substituted for the bones. By the mid-nineteenth century, six-pronged metal counters, called jacks, which mimic the shape of the sheep bones were used. The object is to pick up jacks in the time it takes to bounce a ball. Because each person plays individually, for the often isolated families, this was an excellent solo game for a child to play. While other games are fads to some extent, this simple contest of physical skill continues to endure. These jacks are representative of the pieces used in the late 1800s and early 1900s.

Marbles

Marble games have been played in all parts of the world for more than two thousand years. Children in the nineteenth century had their choice of clay or glass marbles. While any number can play, usually two to six youngsters would gather together outdoors with at least a half a dozen small "target" marbles and one large "shooter" each. The object is to capture as many marbles as you can. Marbles is a game that has remained unchanged for centuries. A variety of traditional marble games are still very popular today.

Playing Cards

As life became easier, more time was allowed for game-playing. A evening at home would often find families playing cards to entertain themselves and guests. Because of the flexibility of a playing card deck and the small space required to store it, playing cards have endured. To this day, cards continue to be a pleasant and challenging pastime for an individual or small groups of any age.

Stereoview & Stereos

Stereoviews were the forerunner to the Viewmaster and were the televisions of the 19th century. During the late 1800s, stereos were a mainstay of family home entertainment, perhaps second only to reading as a personal leisure activity. Families would relax in the parlor and be transported around the country and around the world with a box full of stereos and a hand-held or tabletop viewer. The subject matter of the views was boundless, appealing to many interests and ages. Stereoscopic views included topographic views, local history, events, costumes, urban and country life, and industries and trade. Stereoviews consist of two nearly identical photographs - one for the left eye and one for the right. When they are viewed through a special lens arrangement (stereoscope) our brain combines the two flat images and "sees" the illusion of objects in 3D.

WORK

Cedar Shingle

Red cedar is a soft, easily worked, aromatic wood. Because it splits cleanly and is strong, light, and waterproof, cedar shingles have been used on the roofs and outside walls of houses throughout the United States. Originally cut by hand with a tool called a 'froe', the shingle machine was later introduced and sawed the cedar into thin, uniform shingles.

Horse Shoe

Well into the 1900s, horses were a familiar sight in the blacksmith's shop. The blacksmith nailed iron shoes to the horse's hoofs to protect them from painful cracks and breaks. Because early settlers relied on the horse for work and transportation, it was vital that the animal was shod, sure-footed and well cared for. Early Americans, by necessity, were resourceful. They would use whatever resources were available including cast-off horseshoes as a means for a simple game-playing pastime.

Iron Shoe Last and Stand

While the early settlements offered a line of shops that provided the basic necessities, the specialty shops like shoe making, would be found in the larger cities. Iron was heavy and durable, making it an ideal material for the craftsman. The shoe cobbler was an artist at his trade who would construct and repair shoes. The shoe last and stand would hold the shoe in place while it was being constructed or repaired.

Cobbler Hammer

No shoe maker's chest would be complete without the sturdy and durable cobbler hammer. While some early American tools will eventually be replaced by machines in large factories, others like the hammer will remain similar in form and function.

Molding Plane

Planes were essential to the woodworking process in house building and furniture making. The sharpened iron on the underside of the plane was used to shave off thin layers of wood from a board to level and square it before finishing. The iron was easily adjusted to control the contour of the wood. Before the days of store bought moldings, every woodworker had multiple planes.

Railroad Spike

The railroad spike symbolizes the transition from wilderness to the industrial age of the region. The spikes were used to attach the rails to railroad ties. There were four hundred rails per mile of road, with each rail requiring 30 spikes driven into it. The backbreaking work of building the railroad lines were done using sheer determination and muscle power.

Telegraph Key

With the railroad depot came a new type of communication - the telegraph office. Telegraph keys were the tools of a telegraph operator's trade. The telegraph provided a quick way for people to send and receive messages to almost any place in the United States. The basic key consists of a lever, operated in an up and down motion, to complete the telegraph circuit, sending dots and dashes down the wires. The receiving operator listened to the dots and dashes on a sounder. The sounder moves in concert with the current of in the wire. In doing so, it makes a clicking noise, with the dots and dashes being distinguished by the pause between each click.

PHOTOGRAPHS

PHOTOGRAPHS

Introduction: As in the slide show presentation, photographs are an important historical record. They represent a view, a place, and a moment in time.

Objective: Photographs are a window to the past. Historical information can be gathered by examining and analyzing the photographs. Visual skills, coupled with the information on the back of each photograph, will help the students interpret the past. The questions, also found on the back of each, will reinforce the skills applied to understand and formulate a model of the past. The photographs can be used as an individual or small group exercise.

Photograph List

- 1) Snohomish Indians - Priest Point Sam, 1906 (UW Special Collections)
- 2) Steamer "City of Everett" (EHM 3.1)
- 3) Class Photograph, c1904 (EHM 100.1)

Suggested Procedure:

1. Tell the students that the photographs present moments in time in Edmonds between 1876 and 1906. Relevant information about each each photograph is contained on the following pages.
2. Explain to the students that, in the role of historians, they will gather information from the visual clues provided in the pictures.
3. Tell the students that as they examine the pictures, they should keep in mind the points found on the next page.
4. Read aloud the relevant information about each photograph found on the following pages.
5. After the students have examined and analyzed the pictures, the points can again be asked and the answers discussed. In addition, the questions that accompany each photograph's description can be asked and the answers discussed.

Materials

3 laminated pictures
(each 8 ½ X 11")

Additional Activities

Transportation 1 & 2

PHOTOGRAPHS

Points to Keep in Mind during the Examination of the Pictures

- What is happening in the photograph?
- If there are people in the picture, what are they doing? What are they wearing?
- If there are buildings or other structures in the picture, what are they?
- What have you already learned or studied that is relevant to the picture?

LOCAL NATIVE PEOPLES

A treaty signed by Washington's territorial governor Isaac Stevens on January 22, 1855 prepared the way for white settlers to claim and farm land that had been used for centuries by the Native Americans. By the time George Brackets arrived in the area, the impact of white settlement on the local Native peoples had already been felt throughout the region. Many of the local tribes no longer had access to traditional fishing and hunting grounds, had lost almost all their tribal land and had been relocated to reservations. The Native children were required to attend school where they were taught the English language and not allowed to speak their own language or practice their own culture. Native American communities were increasingly forced to adapt to the "whiteman's" ways as the numbers of whites appearing in the region steadily increased.

BACKGROUND INFORMATION

Local native groups and tribes had evolved complex cultural, social and economic structures. They developed a way of life that closely fit the resources in the region and lived in harmony with the environment. Life with the local tribes, including the Suquamish and Snohomish whose territory had included the waterfront region of Edmonds, followed a seasonal round of food gathering. Individuals and groups would travel by large dugout canoe and gather fish from the Sound, dig for shell-fish from the beaches and mud flats, dig for root food, and pick berries and nuts.

QUESTIONS

- What do you think is happening in the picture?
- Note how the Native Americans are dressed. What does this indicate about the combination of cultures?
- Why do you think the government wanted to eliminate traditional practices that made Native people different from the other Americans?
- If this photograph was taken today, what elements would be different?

MARITIME TRANSPORTATION

The steamer *City of Everett* was built in 1900 for the Seattle to Everett run and made three round trip stops daily at Edmonds. She was the principal means of travel to Seattle, which had become a major distribution hub and offered a wide range of businesses and services to the settlements along the coastline.

Even though other steam vessels traveled up and down the Sound, this boat was fast and comfortable and gave the other sternwheelers stiff competition. Many people preferred to ride this boat to Seattle, even after train service was available.

BACKGROUND INFORMATION

Transportation has always played an important role in every day life. From the days of the earliest Indian canoes through the turn of the century, Puget Sound has served as the major transportation route of the Northwest. During the early years, nearly everything people needed was transported by water, including access to the early settlements.

The era of the steamer gave a new dimension to the lifestyle of the early settlers. These vessels offered more dependable service and provided the only link between many isolated settlement communities and the larger cities and towns. Adhering to a schedule, these vessels provided regular service among Puget Sound ports as they moved settlers, machinery, timber, farm produce, supplies and everything else needed to build and serve the settlement towns along the coastline.

QUESTIONS

- What is happening in the picture?
- Is the steamer arriving or departing?
- Note how the people are dressed. What does this indicate about the Edmonds economy?
- Is one or multiple cultures indicated in the picture? Why do you think so?
- Why are there more men than women and children in the picture?
- Why do you think a band is on the boat?
- What do you think is in the crates on the dock?
- How does this scene differ from a ferry scene today?

SCHOOLHOUSE AND GROUP PICTURE

This c1904 photograph uses a once-popular style showing both the school building and a group picture. The small one-room schoolhouse measured 18 by 24 feet and was built in 1886. Like most one-room schools of its day, this one had a wood-burning stove to provide the heat, kerosene lamps for light, an outhouse, and a play yard that was a not too level clearing of land. During these early years, students would often have long walks to school and home. Typically, if it was raining and you arrived at school wet, you would stay damp the rest of the day.

BACKGROUND INFORMATION

The idea of public education was to teach basic knowledge to future citizens. Early settlers typically regarded education as an important aspect of life even during the town's early period of growth and development. The formation of a school district in a newly forming town is indicative of the early settlers concern about the education of their youth. Many of the area's first school classes were held in homes or farm buildings. Typically a one-room school would be built later to accommodate the town's growing population of school children.

QUESTIONS

- Compare this class picture with your own. What are the similarities and differences in the clothing, physical setting, age range of the students, and way they are grouped?
- What does the varied ages of the students suggest about the school?
- What do you think has changed and what remains the same about the way youngsters are taught? Do you think education at the turn of the century was better, worse or just different?

DOCUMENTS

DOCUMENTS

Introduction: Primary sources are first-hand accounts or documents that show real attitudes, experiences, activities, and events of the time. They were created by the people who experienced or lived in the time of the events they document. Primary source material are like artifacts. They make history come alive and are a window to the past. The material can be a diary, an advertisement, a marriage license, letters, and editorials, just to name a few.

Teaching the students with primary source documents is a valuable tool because it encourages the students to examine the information contained within. Using these documents challenges the students to interpret the information and construct an understanding of the time period.

Materials

5 laminated sheets
(3- 8 ½ X 11")
(2- 11 x 11")

Document List

- 1) Sternwheeler "Greyhound" Timecard
- 2) 1900 U.S. Census (2 sheets)
- 3) Snohomish County Fair Advertisement
- 4) 1884 Plat of Edmonds

Suggested Procedures:

1. Make copies of the documents and use as handouts.
2. Tell the students that as they examine the material, they should keep in mind the points found on the next page.
3. Read aloud the relevant information about each document found on the following pages.
4. After the students have examined and analyzed the material, the points can again be asked and the answers discussed. In addition, the questions that accompany each document's description can be asked and the answers discussed.

DOCUMENTS

Points to Keep in Mind during the Examination of the Documents

- What type of document is this?
- What is the date of the document?
- Who made the document?
- How was the document created?
- Who was the document created for?
- How was the document distributed?
- What does the document say about the person who created it?
- What does the document say about life in Edmonds at the time it was created?

THE STERNWHEELER *GREYHOUND* TIMECARD

Characterized by a large steam driven sternwheel, the *Greyhound* took the place of the *Buckeye* and was the first boat that stopped in Edmonds every day. The *Greyhound* was built in 1865 in Portland and in 1890 was brought up to Puget Sound. During its run it would make three round trips daily between Seattle, Edmonds, and Everett. Typical of the steamers in its time, when the boat stopped in each town it

took on freight, water, and wood. People who lived along the shore could make extra money by cutting and staking firewood for these boats.

The development of commercial passenger service parallels the settling and development of coastal communities. Today, the ferry system continues to perform the work of the *Greyhound* and its predecessors.

Notice that "Edmonds" is spelled the way George Brackett had originally intended it to be.

QUESTIONS

- Looking at the schedule, what time do you think the steamer arrived in Edmonds? How long do you think the steamer was docked at each port?
- Why was this Seattle-Edmonds-Everett route discontinued? How would you design an advertisement poster that expresses the advantages of reinstating this route?
- What other commerce and industries are represented on the timecard?

**TWELFTH CENSUS OF THE UNITED STATES
1900 SCHEDULE NO. 1 - POPULATION
JUNE 1900**

Every 10 years since 1790, the U.S. Government has required that a census be taken to count the population. Census enumerators would canvas their districts going house-to-house and collect information about individuals and households. They would record this information on large forms called population schedules.

Census records originally recorded minimum information on each household. The inquiries included the name of the head of the family and the number of persons in each household. Over the decades, the Government has expanded the amount of information collected in the canvassing of households. During the mid 1800s, the information that was collected included type of occupation, school attendance and "social statistics" (information about taxes, wages, estate value, etc.). The general scope of later censuses expanded slightly but with much greater detail.

The information collected in the census gives us a glimpse into the lives of ordinary people and helps us to appreciate these people as real human beings.

QUESTIONS

- What does the census tell you about the groups of people that settled in the area? Why do you think groups settled together?
- What do you think the immigrants were attracted to this area?
- Both pioneers and immigrants alike had to adapt to their new life and environment. What type of adventures and hardships do you think the immigrants endured in moving to America?
- The 2000 census is currently in progress. Obtain a copy of the current census form. Look at the type of information that is being collected and compare it to the information collected 100 years ago.

1906 SNOHOMISH COUNTY FAIR ADVERTISEMENT

The primary function of a county fair was to promote and improve agriculture and manufacturing, and to expand trade. County fairs introduced modern marvels and inventions, and illustrated the progress and accomplishments of a community. The exhibitions provided a way for farmers to display the fruits of their labor and encouraged competition with their neighbors over crop production and animal husbandry. The value of the fair was the sharing of knowledge and ideas. As a result, agricultural practices improved.

Over the years, as America became more industrialized, the fair's emphasis changed from agriculture to manufacturing. Fairs are now a mixture of agriculture and industry with special emphasis on educational activities. Then, as now, the county fair is also a prime social event and attracts visitors because of its educational and entertainment value. County fairs stimulate public interest and capture the minds and hearts of the public.

QUESTIONS

- What activities would you expect to find at the this fair?
- Who would be attracted to the fair?
- What modern marvels do you think were on display?
- The advertisement promotes tourism. How far would you travel to attend the fair? Why?

1884 PLAT OF EDMONDS

A plat is a map of a town section or subdivision indicating the location and boundaries of property. When a town is laid out, the titleholder would file a plat depicting land ownership. The property depicted on the plat map is a snapshot-in-time of the first deed filed on a property at the time. The map would then remain static until it was updated several years later.

A plat sets forth: 1) Streets and alleys and their width 2) Parks, squares, and other grounds reserved for other uses, with their boundaries and dimensions 3) Lots and blocks, with their boundaries, designating the lots and blocks by numbers, and giving the dimensions of the lot.

QUESTIONS

- The talk of railroads prompted the Brackett's to file a plat of the townsite. Why did the Brackett's do this?
- Why would the Brackett's reserve certain rights in the dedication of the plat? What were they?
- How do the street names in 1884 compare to today? Why would streets be renamed?

SONG PAGES

SONG PAGES

Introduction: Song lyrics are first-hand accounts that show real attitudes, experiences, activities, and events of the time. Songs are shaped by the social and cultural events of the time. Through music, individuals record ideas on love and sentiment, politics and patriotism, hopes and fear, and ambitions and struggle.

Teaching the students with songs of the time is a valuable tool because it encourages the students to examine the information contained within. Using these documents challenges the students to interpret the information and construct an understanding of the thoughts and attitudes of the time period.

Combining song lyrics with lessons in history allows the student an intimate glimpse into the manners, customs and habits of everyday people.

Song Lyrics List

- 1) The Old Settler
- 2) Do Not Mortgage the Farm
- 3) Daisy Bell (Bicycle Built for Two)

Suggested Procedures

1. As the words of the songs are read, tell the students to think about what the songs may have meant to the people at the time.
2. After reading the words, the following questions can be asked and the answers discussed:
 - What does the music say about the time and the people?
 - How does the song "Do Not Mortgage the Farm" portray the difficulties faced by the early settlers?
 - How do the songs from Washington compare with the song from the east coast?
 - How do the themes of these songs compare with the music of today?
 - What purpose did music serve for the early settlers? Does it serve the same purpose today?

MUSIC IN WASHINGTON STATE: 1876 - 1906

[Allen, Linda, *Washington Songs and Lore*. Spokane: Melior Publications, 1988 and Ewen, David, *American Popular Songs*. New York: Random House, 1966]

Songs reflect the changes that America was undergoing at this time. With the westward expansion of a young country, songs of the pioneering type naturally became popular. As the importance of transportation increased, songwriters gave musical expression to that field. These songs held a particular charm and innocence and reflected the day-to-day feelings, conflicts and sentimentality of ordinary people. As America looked to the future, the songs were of hope and anticipation and had an individual rather than a national appeal.

"The Old Settler" is the Northwest's most enduring folk song. Written around 1874 by police court judge Francis Henry, it appeared in Olympia's newspaper, the *Washington Standard*, in April 1877. One of the earliest songs considered the state song, *The People's Song Bulletin* mentions that a Washingtonian wrote in to say that "Acres of Clams" used to be the state song, until some of the newer settlers thought it too undignified!

"Do Not Mortgage the Farm" appeared in editions of *Grange Melodies* published between 1891 and 1925. The song came from the epidemic of farm foreclosures that occurred from the 1870s to the 1890s. Farm foreclosures are again a reality; the accompanying human tragedy and loss of irreplaceable skills make this song timely once again.

"Daisy (or Bicycle Built for Two)" was written in 1892 by Harry Darce, an English popular composer. When Darce arrived in the United States he was charged duty for his bicycle. Darce was so taken by a friend's comment that "It's lucky you didn't bring a bicycle built for two, otherwise you'd have to pay double duty" that he decided to use the phrase in a song. A good deal of the song's popularity was due to the fact that in 1892 the bicycle was becoming popular with women, having just been made easier and safer to handle. The lyrics reflect the sentimentality of the late 1800s.

DAISY BELL (A Bicycle Built For Two)

Words and Music by Harry Dacre

Verse 1

THERE IS A FLOW-ER WITH-IN MY HEART, DAI--SY, DAI--SY!
PLANT-ED ONE DAY BY A GLANC-ING DART,
PLANT-ED BY DAI-SY BELL!
WHETH-ER SHE LOVES ME OR LOVES ME NOT,
SOME-TIMES IT'S HARD TO TELL;
YET I AM LONG-ING TO SHARE THE LOT
OF BEAU-TI-FUL DAI-SY BELL!

Verse 2

WE WILL GO "TAN-DOM" AS MAN AND WIFE, DAI-SY! DAI-SY!
"PED'-LING" A-WAY DOWN THE ROAD OF LIFE,
I AND MY DAI-SY BELL!
WHEN THE ROAD'S DARK WE CAN BOTH DES-PISE,
P'LICE-MEN AND "LAMPS" AS WELL;
THERE ARE "BRIGHT LIGHTS" IN THE DAZ-ZLING EYES
OF BEAU-TI-FUL DAI-SY BELL!

Verse 3

I WILL STAND BY YOU IN "WHEEL" OR WOE, DAI-SY! DAI-SY!
YOU'LL BAE THE BELL(E) WHICH I'LL RING, YOU KNOW!
SWEET LIT-TLE DAI-SY BELL!
YOU'LL TAKE THE "LEAD" IN EACH "TRIP" WE TAKE,
THEN, IF I DON'T DO WELL,
I WILL PER-MIT YOU TO USE THE BRAKE,
MY BEAU-TIFUL DAI-SY BELL!

Chorus

DAI-SY, DAI-SY, GIVE ME YOUR AN-SWER, DO!
I'M HALF CRA-ZY, ALL FOR THE LOVE OF YOU!
IT WON'T BE A STYL-ISH MAR-RIAGE,
I CAN'T AF-FORD A CAR-RIAGE,
BUT YOU'LL LOOK SWEET ON THE SEAT
OF A BI-CY-CLE BUILT FOR TWO

[Song Pages. 2000. 'Daisy Bell'. *The Lester S. Levy Collection of Sheet Music*. Available from
< <http://www.bright.net/~mrbanjo/> > (accessed 3/5/00).]

MAPS

Introduction: Maps reflect the unfolding of history and tell the story of man's exploration and settlement. The geographical information contained in a map includes the very latest changes and corrections occurring in the United States. A map can also illustrate the historical themes associated with the region: how an area was politically developed during a particular time period, the destinations of groups, where families settled, trade and agriculture.

Map List

- 1) 1885 Atlas Map of the United States
- 2) 1885 Atlas Map of Washington Territory
- 3) 1895 Atlas Map of Washington State
- 4) The Pioneer Economy to 1880 in Washington State

Additional Activities

See Geography 1

MAPS

Topics and Questions:

- As settlers moved Westward, why were certain regions settled? How did the different environments affect those settlements across the United States?
- Discuss the physical characteristics that make a region uninhabitable.
- What are the unique qualities and characteristics of Washington?
- How do you think the region's natural resources influenced the economic development of the community?
- Do you think that water (e.g. rivers) determined the location of the early settlements? Why?
- How does the territorial map compare with the state map of Washington?
- Why do you think it became necessary to have political subdivisions (e.g. counties) within the state?
- How does the map of the United States compare with a modern day map?
(Hint: Find North and South Dakota and Oklahoma)

MAPS

1. 1885 Atlas Map of the United States

[Watson, Gaylord, *Watson's New and Complete Illustrated Atlas of the World*. Boston: J.R. Spaulding and Company, 1885)

A standard large-scale colored map of the continental United States, southern Canada, and northern Mexico. Indicates cities, towns, drainage, state boundaries, international boundaries, forts and major land features. The map does a good job reflecting the density of population in the eastern States and the lack of it in the west. With the exception of the Dakotas, which still formed one territory, all future states by this time had their permanent boundaries. The railroads had played a crucial role in building the economy in the East and providing a means to integrate the West into the fabric of the county.

2. 1885 Atlas Map of Washington Territory

[Watson, Gaylord, *Watson's New and Complete Illustrated Atlas of the World*. Boston: J.R. Spaulding and Company, 1885)

A standard large-scale colored map of Washington. Indicates early counties, towns, forts, drainage systems, state boundaries, international boundaries, and important land features. Distinguished by color and pattern are several large Indian Reservations.

3. 1895 Atlas Map of Washington State

[*The Columbian Atlas of the World*. Buffalo: Garretson, Cox and Company, 1898)

A standard large-scale colored map of Washington. Indicates counties, cities, towns, drainage, state boundaries, international boundaries, and important land features. Includes ethnic breakdown for the state, and population statistics for cities and towns. Reflects the growth of Washington's counties from the preceding map. Additionally, county boundaries, waterways and coast lines are better defined as a result of improvements of both survey techniques and publishing.

4. The Pioneer Economy to 1880

[Scott, James W., and De Lorme, Roland, *Historical Atlas of Washington*. Norman: University of Oklahoma Press, 1988]

This map illustrates the gradual transformation of Washington from a land of forests to a landscape organized by man. The map highlights settlement patterns and shows the significant contributions that the various major pioneer industries were making to the territory's economy. Originally an economy of subsistence farming, logging and mining, Washington was rapidly changing. With the beginning of the railroad era, national markets were quickly developed. Over the years, settlers would be drawn to the region for the commercial intent of these industries. As a result, the exploitation of the region's natural resources had begun.

TIMELINES

Introduction: A timeline is a record of significant moments in history.

It can be a record of the town's history, a family history, a record of important historical events, and important inventions, just to name a few. The list of possibilities is endless.

For the youngster though, it may be difficult to appreciate the concept of time, understand the significance of historical events, and the mechanisms for the selection data in historical reporting. A timeline allows the student to see the sequence of events and learn can about relationships among them. As the student sees events that show a cause-and-effect they can begin to understand what happened in the past.

Additional Activities

See Timeline 1

Timeline List

- 1) Edmonds, Washington Major Dates and Trivia: 1876 to 1906
(with limited information between 1841 to 1875)
- 2) Food: 19th Century
- 3) Technology: 1801 to 1903

Topics and Questions:

1. As the timelines are read through, encourage the students to not only think about the facts but what the facts meant to the people at the time.
2. After the review of the timelines, the following questions can be asked and the answers discussed:
 - What were the most significant events on the timeline?
Why?
 - What effects did the events have on the people?
 - Were there connections between the events in the town and the United States at the time?
 - What obstacles did the early settlers face? How did they overcome them?

EDMONDS, WASHINGTON: MAJOR DATES & TRIVIA

BEFORE GEORGE BRACKETT MOVES TO EDMONDS, WASHINGTON

- 1841** Lt. Charles Wilkes names Point Edmund. The point lies just south of where the city of Edmonds will be founded.
On May 22, George Brackett is born in New Brunswick, Restigouchie, in Eastern Canada. He is one of 20 children born to Daniel and Mary Brackett.
- 1853** Washington is recognized as a territory separate from Oregon.
- 1859** George Brackett works in Maine for 10 years as a logger before moving to Seattle.
- 1866** On October 10, Pleasant H. Elwell files original land claim at Edmonds. He lives on the property for 4 years.
- 1870** George Brackett visits the area that will become Edmonds for the first time. He is traveling by canoe along the shoreline in search of timber. An approaching storm forces him to row his canoe ashore. Impressed by the natural slope of the land and the abundance of timber, he vows to return and to found a town on the site. Daniel Hines is the only white man living in the vicinity and ekes out a living by making hand-shaved shingles. Daniel lives two miles south of where George Brackett set foot.
- 1872** George Brackett buys 147 acres at future townsite from J.D. Fowler, Nat B. Fowler and M.H. Frost for \$650. The three had originally purchased the land from Mr. Elwell in 1870 at a cost of \$200. Mr. Brackett finds two new neighbors - Thomas F. Kennedy, an old sailor, lives immediately north, and J.C. Purcell, whose claim is on the tidelands, lives to the south.
- 1872**
to George Brackett logs off the areas that are later to be known as Ballard and Fort Lawton.
1875
- 1875** George Brackett marries Miss Etta Jones whom he meets through a mutual friend John Lund. Within a year, George Jr. is born.

AFTER GEORGE BRACKETT MOVES TO EDMONDS, WASHINGTON

- 1876** George Brackett moves his family, oxen and logging equipment from Seattle to his townsite. Etta is the only white woman in the area for the next four years.
- 1876** George Brackett builds a temporary house, puts in ditches to drain the marshy land near the waterfront, and starts his logging operations. Fannie Brackett is the first white child born in Edmonds. Attracted to the area
to
- 1881** because of the heavy growth of timber, early settlers will slowly begin to arrive and take up claims. They will travel by the waterways because the forest and undergrowth is extremely dense.
- 1881** Captain William H. Hamlin, one of the best known navigators of Puget Sound arrives and takes a claim. He builds a small wharf near what is now Third Avenue so he can dock his boat at high tide.
- 1883** John C. Lund, marries the widow, Mrs. Matilda Deiner, with 5 children and homesteads 160 acres about four miles north of George Brackett's holdings. The place will later become known as Lund's Gulch and is in the vicinity of Meadowdale.

EDMONDS, WASHINGTON: MAJOR DATES & TRIVIA

1883 Charles B. Breed homesteads a 160 acre tract inland from Mr. Brackett's property. Within a short period of time, he sets up a sawmill to cut much of his timber.

cont'd

George Brackett builds the settlement's first wharf at the foot of Bell Street. It will serve as the town's major boat landing which the passing steamers are able to reach only at high tide. Brackett also builds a small store at the foot of the wharf and carries a small stock of general merchandise, becoming the first merchant in Edmonds.

1884 On April 3, George Brackett establishes the first post office and becomes postmaster. Legend has it that Brackett names the town Edmonds, after Senator George F. Edmunds of Vermont, a man he had long admired. As a result of a clerk's error, the town's official entry is misspelled Edmonds. The mistake is allowed to stand.

Mail delivery is once or twice a week by a lone horseman from Bothell. The post office is located in George Brackett's small store at the foot of the wharf.

On August 23, George Brackett files a plat for the townsite, including water rights and a mill site. The plat covers an area two blocks in breadth and five blocks deep extending inland from the wharf.

Edmonds School District No. 15 is organized. The first classes are held in Brackett's feed barn at the corner of Third and Edmonds Street. Six students are enrolled and taught by Miss Emily Box. She is paid \$20 a month and 'boards around' at various homes in the area. It has kerosene lamps for light and has no running water. Three of the Deiner children are pupils. Because they lived too far to walk to school, they board in Edmonds during the week. Every Friday afternoon, their stepfather John Lund, rows to Edmonds to take them home for the weekend and then returns them on Sunday afternoon.

Chris Wilsted moves to Edmonds and finds there to be three families living in the immediate community.

1886 The first one room schoolhouse is built on a knoll between Third and Fourth just north of George (Main) Street. Miss Lydia Morris is the teacher. The school operates only three months a year. George Brackett donates the lot and sees to it that the lumber is also donated.

1887 On February 21, the steamer *Monroe*, taking advantage of full tide, ties up at Brackett's wharf. Matthew E. Hyner, his wife, Clara, and their three children arrive from Illinois. He buys Brackett's little store at the foot of the wharf, enlarges the stock of flour, dried beans and spices, and becomes Edmonds' first real merchant.

June 24, the first flag of the United States to be flown at Edmonds arrives. It has 13 strips and 38 stars. It is flown thereafter on every fair day.

On November 7, Matthew Hyner becomes the postmaster for Edmonds. He serves in this capacity until 1896. Mail delivery now comes by steamer from Seattle. If the boat arrives at low tide, Mr. Hyner rows out to meet the steamer. He is so dedicated to his position as postmaster that his house has a cupola on the top which serves as a lookout for his children to watch for the mail boats.

Other new arrivals include the Samuel Fourtners, H.M. Burleson, and Samuel Holmes. The Holmes family share Brackett's cabin until they become established. Burleson's claim is four miles from Edmonds. For the next three years, Burleson must pack in his supplies on his back until a road is built.

Charles Deitz erects the City Hotel. It is destroyed by a fire in 1905.

EDMONDS, WASHINGTON: MAJOR DATES & TRIVIA

1888 School enrollment is up to fifteen students. Miss Susie Houghton is the teacher.

New arrivals include: Louis P. Arp, James Currie, F.H. Darling and Christopher T. Roscoe and family. Mr. Roscoe serves early as a marshal and as mayor of the new town.

G.H. McGowan arrives from Dakota and opens a new hotel.

Johnson and Ashcraft, arrive from Dakota to establish a general store.

Fred L. Brown arrives and starts a cigar factory.

The first church of Edmonds is organized. The Congregation Church is located at Sixth and Dayton.

1889 The growth of the shingle industry begins as George Brackett builds the first sawmill and loading dock at the foot of Bell Street in Edmonds. He leases it to Owen and Fish. The mill has a capacity of 25,000 feet a day. Within a year, Owen and Fish fall on hard economic times and the mill reverts back to Brackett. Leased out again in 1893 to Codd and Dwyer, it shortly thereafter burns down with a loss of \$55,000.

The school is enlarged to accommodate a population increase to 32 students. Willard Allen is the teacher.

J.N. Martin opens the town's first drug store. He returns to his native land of Norway in 1892.

Two brick factories open. The Wells Brick Company employing approximately 40 men, and the second brick yard was opened by Bryant & Stanley. After sometime, both factories close down.

James Currie, establishes a logging camp on the Kennedy homestead which he had purchased. He equips it with two miles of track and a car. He also sets up a shingle mill and wharf. The mill is leased to Owen and Fish.

Ole C. Sorensen arrives from North Dakota with his bride of two years, and works at his trade of blacksmith in Currie's logging camp.

On July 4, Frank W. Peabody and his partner, spot what appears to be a vein of gold while prospecting in the Cascades in South of Snohomish County. The name "Monte Cristo" sticks with the site. While Peabody retains most of his holdings, his company sells most of the claims. The proceeds are used early in the next century by the Seattle syndicate of Coon, Kingston, Peabody Company to purchase most of the holdings of George Brackett, Captain Hamlin and others.

Justice of the Peace George P. Bartlett and family arrives. Bartlett performs the first marriage in Edmonds between Frank Milspaugh and Dot Watkins.

On November 11, Washington ceases being a territory and becomes the 42nd state.

1890 Because the Great Northern Railway is soon to reach Edmonds, the value of land is certain to rise and prosperity is anticipated. The Minneapolis Realty and Investment Company selects Edmonds as the site for its development operations. The company buys the entire Edmonds townsite and adjoining property totaling 455 acres from George Brackett for \$36,000. Brackett, who had sometime after the town was started purchased 555 acres of adjoining land, still retains 100 acres.

EDMONDS, WASHINGTON: MAJOR DATES & TRIVIA

1890 The men in the company form the Edmonds Land and Improvement Company. The company replats the town to an area of nine blocks in breadth by six deep, builds the Bishop Hotel at Second and Bell, named in honor of its president, James H. Bishop, constructs a new wharf at the foot of George (Main) Street, and an office building which will later be used for the post office. The new "ocean" wharf is 600 feet long and 200 feet wide and gives the residents greater access to the steamers passing up and down the Sound.

cont'd

On August 11, Edmonds is incorporated. It is established as a village of the fourth class and is to be designated as the "Town of Edmonds," covering an area of approximately 600 acres. In May, seventy-two signatures had been obtained for incorporation. Legend has it that George Brackett, finding that his petition for incorporation was lacking two signatures, adds the names of his two oxen, Bolivar and Isaac.

The first town election is held and George Brackett becomes the first mayor.

George P. Bartlett is named police justice and Nels Owen is elected marshal.

On October 20, the new council passes a rash of regulatory ordinances covering liquor traffic, gaming tables, shows, peddlers, stock roaming at large, dogs, nuisances, and one to prevent and punish gambling.

Allen M. Yost, a native of Pennsylvania, arrives with less than \$10 in his pocket and bad memories of farming in Kansas. He works at his trade of carpentering for approximately three years. His first job in town is as one of Bishop Hotel construction workers. Mr. Yost will also become the principal directional force in Edmonds history.

M.J. Hartnett and William H. Lentz starts Edmonds' first newspaper, the *Chronicle*.

William Schumacher opens a general store on Main Street midway between Third and Fourth, selling groceries and 'furnishing' goods. He operates it until 1904.

North Edmonds is platted by A.C. Allen. The plat contains fifty acres. Mr. Allen builds a three-story hotel called the Alameda and builds a small stone pier. As an inducement to anyone who will build a mill or factory, Mr. Allen offers residence and a business lot. O.C. Sorensen, H.G. Chase, J.N. Currie, Fred McKilligan, M.J. Berg, A.C. and W.M. Allen are among the first early settlers in North Edmonds.

The steamer *Buckeye* is built in Seattle and becomes one of the first boats to make a regular stop at Edmonds.

The sternwheeler, *Greyhound*, built in 1865 is brought up to Puget Sound. It will replace the *Buckeye* and become the first boat to stop daily in Edmonds, making three round trip stops on its Seattle to Everett run.

1891 From April to about July, the newspaper, the *Chronicle*, is forced by the hard times to suspend its publication.

In June, the Great Northern Railroad's track-laying engine arrives in Edmonds, headed south to Seattle. While it isn't completed until 1892, by the end of the year other train lines are running regularly through Edmonds.

Allen Yost is able to make enough to send for his wife and eight children. They arrive on the *Buckeye*.

School attendance has outgrown the building and classes are temporarily held in Brackett's hall just south of his feed barn. James Brady is the teacher.

Edmonds Grade School, originally called Edmonds Graded School, is built at Seventh and Main. George Brackett influences the Realty Company to donate half a block to the district for a new school building. The schoolhouse is heated by small wood-burning stoves. It lacks both plumbing and electricity.

EDMONDS, WASHINGTON: MAJOR DATES & TRIVIA

1892 Ole C. Sorenson establishes his own blacksmith shop and operates it for about ten years.

In April, the newspaper plant is destroyed by a fire. Publication of the *Chronicle* is resumed in August.

November 5, in one of the last issues of the *Chronicle*, the voting population of Edmonds is reported to be 127.

George Brackett builds a fourth shingle mill on the waterfront and J.W. Currie builds a lumber mill in the woods two miles east of Edmonds.

1893 The anticipated land boom fails to materialize as years of general depression settle in the northwest. The Minneapolis Realty and Investment Company cannot keep up with the payments on the land contract so the property, plus the hotel, wharf and office building reverts back to George Brackett.

J. Hartson Dowd arrives in Edmonds and begins publication of the *Edmonds Lyre*, a weekly paper.

George Brackett secures a franchise from the City Council to lay a six-inch water main and a tramway. For the next few years, his little system serves the town as the cedar pipes take water from springs in the south end of town.

William Kingdon arrives with his wife and two daughters. After a few years he moves away for a short time.

1894 Allen Yost rents the Currie mill and begins contracting for timber and shingle bolts.

On April 16, the Hotel Stevens opens for business. The hotel was previously called the Bishop Hotel. Mr. and Mrs. W.S. Stevens had acquired the property from George Brackett and completed it. The hotel is later renamed the Olympic View Hotel.

The R.L. Polk & Company's Edmonds Directory for 1894-95, lists a population of 750. Businesses and occupations listed include: shingle manufacturers and operators of a general store, agent for the Great Northern Railway, cigarmaker, livery stable, City Hotel, rope manufacturer, tinsmith, meat market, lawyer, grocers, teamsters, boltcutters, and a rancher.

A group of Edmonds citizens grants a bonus of 120 acres to a company from Pennsylvania, which proposes to build an iron foundry. It expects to produce 40 tons a day and to employ 100 men.

1895 The Hatch & Bosner shingle mill, one of the most successful shingle mills of the period, cuts 19,801,000 shingles during the year. Early in the 1890's, it is the first mill to install an electric generator and supplies lights for the mill and the homes of its owners.

Allen Yost buys the Currie mill and brings it to Edmonds' waterfront where he produces both lumber and shingles. To supply lumber for his mill, Yost buys 500 acres south of Edmonds. When the logging operation is completed, he later sells the land for \$90,000.

In October, the iron foundry is established and manufacturing large quantities of shingle bands to hold the bundles of shingles together. After sometime, the factory closes down.

Street grading begins and most of the surfacing is done by laying heavy planks or timbers. Wages are 20 cents an hour for street work. A man with a team of horses is paid 50 cents an hour.

EDMONDS, WASHINGTON: MAJOR DATES & TRIVIA

1896 The *Edmonds Lyre* publication is suspended and the plant moves to Everett.

1897 The mill of Johnson, Johnson and Anderson is founded.

1898 A group of citizens presents the town with a flag and a flagpole that is erected at Fifth and Bell.

1899 A poll tax is established to improve the streets. Every able-bodied man between the ages of 21 and 50 will pay \$2 in cash or work one day on the streets each year.

A franchise is granted to the Sunset Telegraph and Telephone Company of Everett to erect polls and string wires in the streets of Edmonds. Trees will serve as telephone poles as the lines are strung through the woods from Bothell into town.

Following in the footsteps of the early settlers, James Brady opens a shingle mill at the foot of Bell Street. Brady, who arrived in 1890 will serve as a teacher, school principal, city clerk, city attorney, and the mayor.

1900 In January, the W.D. Perkins firm, known as the Edmonds Water Company, a privately owned company, turns on their newly installed water system. The water pressure in the ten newly installed hydrants is so feeble that the city refuses to pay for water service until it is strong enough to made a fire hose squirt. Plans are abandoned on the spot to purchase a fire hose.

An ordinance is passed that regulates bicycle traffic in Edmonds.

On July 31, the first telephone service is installed. The small switchboard is placed in the Hyner home and sixteen-year old Ruth Hyner is the telephone operator. There are only about five phones in Edmonds and most calls are long distance which are put through Bothell. Frequent storms typically send the tree-held wires to the ground, and interrupt the service.

The steamer *City of Everett* is built for the Seattle to Everett run and makes three round trip stops daily at Edmonds.

1901 The City Wharf is built at the foot of George (Main) Street. Construction is finished in 1902.

L.L. Austin, an insurance man, becomes postmaster. He moves the post office to his office on Bell Street near Second. The telephone switchboard is soon moved to the same building.

The Library Association rotates books every three months by steamboat under the supervision of the Washington State Traveling Library Committee.

William Kingdon, who has returned to Edmonds, leases the Bell Street wharf. From the shed at the end of the wharf, he supplies shingle bolts for mills and firewood for Puget Sound steamers, a profitable activity in Edmonds at the time. He and J.C. Farrell operate a waterfront store for the next two years.

On October 17, Allen and Amanda Yost deed a tract for water purposes to Edmonds. They do this because water service continues to be inadequate for the town.

EDMONDS, WASHINGTON: MAJOR DATES & TRIVIA

1902 Town Hall is built at a cost of \$84.

Twelve kerosene street lights are installed on George Street from the waterfront to Fifth Avenue. A caretaker is paid 50 cents a day to fill and light the lamps. He makes his rounds with a stepladder.

For the first time a "star" is provided to marshal Frank Shiner, as a symbol of his authority.

On October 1, the Edmonds Spring Water Company is formed by Allen Yost and his sons. They later buy the existing water company systems.

Edmonds is hit with an outbreak of smallpox. The City Council equips a "pest house" on the beach and pays the health officer and attendants to care for all who are stricken with the disease.

Jim Otto's meat market opens on Fifth and Main Streets.

1903 The town marshal is provided with a telephone.

The first curfew law is established. Children up to 15 years of age are prohibited from roaming the streets after 8 o'clock at night in the winter and 9 o'clock in summer months.

The sternwheeler, *Telegraph* is built and carries passengers and freight on its run from Seattle to Everett. It makes three round trip stops daily in Edmonds. While it is one of the boats that takes the place of the sternwheeler *Greyhound*, it is a problem boat and always seems to breakdown.

1904 August 1, the newspaper, the *Edmonds Review*, is established by Richard Bushell Jr.

The Volunteer Fire Department is formed. A single, two-wheeled cart is the only equipment which is pulled through the streets by the firemen.

The City Council appropriates \$50 towards support of the Edmonds Cornet Band. The band is to play at all requested civic events during the year.

William H. Schumacher sells his general store to William Kingdon.

August 5, the Edmonds Chamber of Commerce is organized. Zophar Howell III, from Philadelphia, is instrumental in its organization. It is the first substantial business organization in Edmonds.

In December, the first bank is opened in Seattle.

1905 Mrs. M.T.B. Hanna and Prof. Frank H. Darling buy the *Edmonds Review* from Richard Bushell Jr. Mrs. Hanna is one of the first woman newspaper managers in America. While Hanna is a relative newcomer to the area, Frank Darling arrived in Edmonds in 1888. He had been a grade school teacher and the marshal in 1890.

The Book and Thimble Club is the leading ladies' organization in Edmonds. It is said to combine "literary inclinations with industry" and provides for discussions of literary and artistic topics.

The September 15 edition of the *Edmonds Review*, claims the present population is over 1000, with ten miles of graded streets.

EDMONDS, WASHINGTON: MAJOR DATES & TRIVIA

1906 A roller skating rink opens at Keeler's Pavilion on Second Street.

The population of Edmonds is under 1200.

Of his original 147 acres, George Brackett retains a 20 acre tract of land and various smaller land parcels.

The explosive development of Edmonds has reached its plateau.

FOOD TIMELINE: 19th CENTURY

[Reid, Joan. 2000. '19th Century History - Food Timeline', *About.com*, Available from
< <http://history1800s.about.com/education/history1800s/library/bltimelinefood.htm> > (accessed 3/4/00).]

1876

Blackjack chewing gum
Heinz Ketchup
Premium Saltines

1884

Moxie (Our nation's first mass
marketed soft drink!)

1886

Coca Cola
Clark Bars
Pillsbury flour

1889

Pizza (modern)
Calumet Baking Powder
McCormick Spices
Log cabin syrup
Aunt Jemima pancake mix

1891

Lipton tea
Del Monte
Fig Newtons

1894

Juicy Fruit gum
Hershey bars
Iceberg variety of lettuce

1896

S&W canned foods
Tootsie Rolls

1898

Nabisco graham crackers
Shredded wheat cereal
Texas sweet onions

1879

Saccharin

1885

Dr. Pepper

1888

Ball-Mason jars

1890

Peanut butter
Egg creams

1893

Quaker Oats Company,
Cream of Wheat
Good & Plenty
Cracker Jack

1895

Chili powder
Shredded coconut
Triscuits

1897

Campbell's condensed soup
Campbell's tomato soup
Grape Nuts
Jell-O

1899

Wesson oil

What about before 1876?

1808 New England Johnny Cake

1815 Dolly Madison's ice cream

1829 Graham crackers

1830 Dessert gelatin

1835 Worcestershire Sauce

1842 Corn starch

1847 Chocolate candy

1853 Potato chips

1855 Condensed milk

1861 Jelly Beans

1863 Breakfast cereal (bran-
heavy nuggets that had
to be soaked overnight!)

1868 Tabasco sauce

1869 Campbell's Soup

1870 Margarine

1872 Idaho potatoes

1874 Ice cream sodas

1875 Gingersnaps

TECHNOLOGY TIMELINE: 1801 to 1831

PBS. 2000. 'The Telephone - Technology Timeline: 1752-1990'. *The American Experience Online*. Available from < http://www.pbs.org/wgbh/amex/telephone/timeline/timeline_text.html > (accessed 3/5/00).]

1801 Steam-Powered Pumping Station

The Fairmount Water Works harnesses steam power to provide water for the city of Philadelphia.

1803 Spray Gun

Dr. Alan de Vilbiss of Toledo, Ohio, invented this device to replace swabs as the method of applying medication to oral and nasal passages.

1805 Amphibious Vehicle

Oliver Evans' "Orukter Amphibolos" dredges the waters near the Philadelphia docks. Its steam-powered engine drove either wooden wheels or a paddle wheel. Evans demonstrated his machine in Philadelphia's Center Square, where he passed the hat for money.

1806 Coffee Pot

Coffee drinkers the world over no longer have to chew their brew. Benjamin Thompson, Count Rumford, invents a coffee pot with a metal sieve to strain away the grounds.

1807 Steamboat

Robert Fulton, former miniaturist and landscape painter, opens American rivers to two-way travel. His steamboat the "Clermont" travels 150 miles upstream between New York and Albany at an average speed of 5 mph.

1814 Plough

Farmers had furrowed the rocky soil of New England with wooden-tipped ploughs. John Jethro Woods of Poplar Ridge, New York, creates a plough with a replaceable cast-iron tip, making farming in America easier.

1817 Erie Canal

Overland travel in the 1800s is slow and difficult. Engineers propose a plan to supplement natural water systems by digging a 363 mile canal to connect the Hudson River with Lake Erie. The "Seneca Chief" will make the inaugural run through the Erie Canal in 1825.

1818 Profile Lathe

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

1830 Electro-magnetic Motor

Joseph Henry, Professor of Mathematics and Natural Science at the Albany Academy, builds a motor employing the electromagnet, invented by William Sturgeon in London just five years earlier. Henry's motor has no practical use.

1831 Reaping Machine

The McCormick Reaper, which cut grain much faster than a man with a scythe, failed to catch on. McCormick sold the first unit around 1840; by 1844, only 50 had sold. After taking his operation to Chicago, McCormick prospered. By 1871 his company was selling 10,000 reapers per year.

TECHNOLOGY TIMELINE: 1833 to 1845

1833 Sewing Machine

Walter Hunt invents the first lock-stitch sewing machine, but loses interest and does not patent his invention. Later, Elias Howe's patent to make his own machine, which makes Singer rich. Hunt also invents the safety pin, which he sells outright for \$400.

1834 Threshing Machine

John A. and Hiram Abial Pitts invent a machine that automatically threshes and separates grain from chaff, freeing farmers from a slow and laborious process.

1836 Revolver

To finance the development of his "six shooter," Samuel Colt traveled the lecture circuit, giving demonstrations of laughing gas. Colt's new weapon failed to catch on, and he went bankrupt in 1842 at age 28. He reorganized and sold his first major order to the War Department during the Mexican War in 1846, and went on to become rich.

1837 Power Tools

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

1840 Paint Tube

John Rand invents a collapsible metal squeeze tube. The container immediately hits markets in Europe, where it is used to hold and dispense artists' pigments.

1842 Ether Anesthesia

Crawford Williamson Long, of Jefferson, Georgia, performs the first operation using an ether-based anesthesia, when he removes a tumor from the neck of Mr. James Venable. Long will not reveal his discovery until 1849.

1843 Vulcanized Rubber

Rubber, so named because it could erase pencil, had long been considered a waterproofing agent, but in its natural state, it melted in hot weather and froze solid in the cold. After ten years of tireless work and abject poverty, Charles Goodyear perfects his process for "vulcanizing" rubber, or combining it with sulfur to create a soft, pliable substance unaffected by temperature.

1844 Telegraph

Samuel F.B. Morse demonstrates his telegraph by sending a message to Baltimore from the chambers of the Supreme Court in Washington, DC. The message, "What hath God wrought?," marks the beginning of a new era in communication.

1845 False Teeth

Cladius Ash creates a new type of artificial dental wear featuring individual porcelain teeth mounted with steel springs.

TECHNOLOGY TIMELINE: 1846 to 1865

1846 Cylinder Printing Press

Richard M. Hoe creates a revolution in printing by rolling a cylinder over stationary plates of inked type and using the cylinder to make an impression on paper. This eliminated the need for making impressions directly from the type plates themselves, which were heavy and difficult to maneuver.

1857 Passenger Elevator

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

1858 Burglar Alarm

Edwin T. Holmes of Boston begins to sell electric burglar alarms. Later, his workshop will be used by Alexander Graham Bell as the young Bell pursues his invention of the telephone. Holmes will be the first person to have a home telephone.

1859 Oil Well

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

1860 Repeating Rifle

B. Tyler Henry, chief designer for Oliver Fisher Winchester's arms company, adapts a breech-loading rifle invented by Walter B. Hunt and creates a new lever action repeating rifle. First known as the Henry, the rifle will soon be famous as simply the Winchester.

1862 Battle of the Ironclads

For the first time, two armored ships battle each other at sea. The Union Monitor, designed from scratch by John Ericsson, features a two-cannon revolving turret and eight-inch plate armor. The Confederate Merrimac, a wooden hulled ship hastily outfitted with iron plates, holds its own against the Monitor. The two battle to a draw.

1863 Roller Skates

James Plimpton of Medford, Massachusetts, gives the world the first practical four-wheeled roller skate. This sets off a roller craze that quickly spreads across the U.S. and Europe.

1864 Oil Pipeline

Built in the oil fields at Pithole, Pennsylvania, Samuel van Syckel's five-mile, pump-operated pipeline made oil transport infinitely easier. No one appreciated this less than the Teamsters, who saw the pipeline as a threat to their business and destroyed it. The determined van Syckel hired a crew of "pipeline protectors" and rebuilt the pipeline.

1865 Web Offset Printing

William Bullock introduced a printing press that could feed paper on a continuous roll and print both sides of the paper at once. Used first by the Philadelphia Ledger, the machine would become an American standard. It would also kill its maker, who died when he accidentally fell into one of his presses.

TECHNOLOGY TIMELINE: 1867 to 1879

1867 Barbed Wire

Lucien B. Smith of Kent, Ohio, invents the product that will close down the open cattle ranges by closing in cattle onto individual plots of privately owned land. I.L. Ellwood and Company's Glidden Steel Barb Wire will dominate the market; by 1890 the open range will be only a memory.

1870 Pneumatic Subway

Working in secret to hide his operation from Boss Tweed, who opposes it, Scientific American publisher Alfred Ely Beach builds a pneumatic subway under Broadway in New York. Beach's single subway car, which features upholstered chairs and chandeliers is driven along the 300 foot tunnel by a 100 horsepower blower.

1873 Typewriter

Inspired by a Scientific American article featuring a British attempt at a typing machine, Christopher Latham Sholes invents his own. In 1873 he sells an improved prototype to Remington and Sons, gunsmiths, of Ilion, New York, who begin to mass produce the machines. Among the first works to be produced on a typewriter is Mark Twain's "Adventures of Tom Sawyer."

1874 Structural Steel Bridge

Captain James Buchanan Eads finishes the bridge across the Mississippi at St. Louis. Using steel supplied by Andrew Carnegie, Eads incorporates a triple arch design, with spans measuring 502, 520, and 502 feet. The construction amazes the engineering world; Eads will be the first American engineer to be awarded the Albert Medal of the Royal Society of Arts in London.

1875 Electric Dental Drill

George F. Green of Kalamazoo, Michigan, replaces the agony of tooth decay with the anxiety of the dental drill when he invents an electric powered device to drill teeth.

1875 Mimeograph

While using paraffin in an attempt to invent and improve telegraphy tape, Thomas Alva Edison discovers a way to make duplicate copies of documents instead.

1876 Telephone

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

1877 Phonograph

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

1879 Incandescent Light Bulb

Thomas Edison perfects an incandescent light bulb. He is backed by \$30,000 in research funds. The first commercial incandescent system will be installed at the New York printing firm of Hinds and Ketcham in January, 1881.

TECHNOLOGY TIMELINE: 1880 to 1903

1880 Hearing Aid

R.G. Rhodes improves on the ear trumpet with another primitive hearing aid. The device is a thin sheet of hard rubber or cardboard placed against teeth which conducts vibrations to the auditory nerve.

1882 Electric Fan

The world becomes a cooler place, thanks to Dr. Schuyler Skaats Wheeler. His two-bladed desk fan is produced by the Crocker and Curtis electric motor company.

1897 Player Piano

Edwin S. Votey, patents his self-playing piano, which he calls the pianola. The instrument uses instructions recorded on perforated paper to drive a set of artificial wooden fingers poised above a piano keyboard. Later versions placed the entire mechanism inside the body of the piano, eliminating the fingers.

1898 Submarine

The J.P. Holland torpedo boat company launches the first practical submarine, commissioned by the U.S. Navy. The test is successful. Holland gets orders for six more.

1901 Shaving

King Camp Gillette, former traveling hardware salesman of Fond du Lac, Wisconsin, takes the risk out of shaving with his new double-edged safety razor. By the end of 1904, he will have sold 90,000 razors and 12,400,000 blades.

1902 Air Conditioning

Working as an engineer at the Buffalo Forge Company, Willis H. Carrier designs the first system to control temperature and humidity. He will go on to found his own company, the Carrier Corporation, to produce air-conditioning equipment.

1903 Airplane

At Kitty Hawk, North Carolina, brothers Orville and Wilbur Wright break the powered flight barrier with their gasoline-powered "Flyer I." The first powered, sustained, and controlled airplane flight in history lasts 12 seconds. Wilbur pilots the machine. On a flight later that day, Orville will remain aloft 59 seconds and travel 852 feet.

BIOGRAPHIES

Introduction:

When studying specific periods in history, a common resource to help the student learn about a person and the time in which he/she lived is a biography. A biography provides facts about a person and the events in his/her life. It is a way for students to gather information and expand knowledge of that person. As the student reads a biography, they can begin to understand these people as real human beings and appreciate the contributions they made that helped to shape their community.

Biography List

- 1) George Brackett: Founding Father
- 2) Mrs. M.T.B. Hanna: Newspaper Publisher
- 3) Allen M. Yost: Businessman

George T. Brackett, Founding Father 1841 - 1927

[Adapted from: Whitfield, William, *History of Snohomish County*, Volume 1 & 2. Seattle: Pioneer Historical Publishing Company, 1926]

George Brackett was born in eastern Canada on the 22d of May, 1841, and is a son of Daniel and Mary Brackett. They were the parents of twenty children. The father followed the lumber business during his active years, and in the early '70s he moved the family to Wisconsin. George Brackett was reared under the parental roof and secured his education in the public schools. In 1859, at the age of eighteen years, he started out on his own account, going to Maine, where he lived about ten years. He then came to Seattle, Washington, and during the years 1872-74 was engaged in logging operations in that section of the city now know as Ballard, while in 1875 he logged off the land now occupied by Fort Lawton.

One day in 1870 he was traveling by boat along the shoreline in search of timber when an approaching storm forced him to row his canoe to shore. The spot were he landed was to be his future home and the site of the town of Edmonds. He had an eye not only for the value of standing timber but for the beauty of nature, and the site of the future Edmonds so impressed him that although he continued his journey at the time, the memory lingered and in 1872 he returned and bought the old Elwell claim from Frost and the Fowler brothers, paying them \$650 for the 147 acres though an offer of one thousand dollars for the property six years before had been refused. Brackett busied himself logging his claim, put in ditches to drain the marshy land near the waterfront, and within a few years after his arrival, built a small wharf. As other settlers continued to arrive, there were enough people to warrant an application for the establishment of a post office. In 1884, Mr. Brackett made this application, which was granted, and he was made the first postmaster. As postmaster, it fell to him to select the name for the new office. As a great admirer of Senator Edmunds of Vermont, he named the place in his honor- but a mistake in the spelling changed the official designation to "Edmonds". A mistake that was never corrected. During this time railroad talk was rife, so that on August 24, 1884, he filed a plat of a townsite. This was dedicated by George E. and Etta E. Brackett, and the wisdom and farsightedness of the founder was shown in that exclusive water and riparian rights were reserved together with reservations for a mill site and for a park.

With a high priority on schooling, within eight years of Brackett's arrival, the first school was set up in his feed barn. Over the course of the next seven years, he donated two lots as a site for a schoolhouse, and saw to it that the lumber was also donated.

In 1889, the growth of the shingle industry began when George built the first sawmill and loading dock in Edmonds. A new era opened with the arrival of more settlers, manufactories commerce and industries, as the tiny settlement slowly changed into a real village.

George T. Brackett, cont'd

Ever watchful of the community's growth and welfare, George took a deep interest in the development of the new town, streets being laid out and other public improvements properly looked after, including, in 1890, the incorporation of the town of which he became the first mayor.

Sometime after the town was started, George purchased 555 acres of adjoining land, of which 455 acres were bought from him by the Minneapolis Realty & Investment Company, which concern eventually formed what was called the Edmonds Improvement Company and built the first hotel in the town on a plot of land donated for the purpose by Mr. Brackett. Later, through a trade with the Minneapolis Realty & Investment Company, he obtained the present site of the grade school and gave it to the town for school purposes.

George Brackett, to whom more than to any other person is due the existence of the prosperous town of Edmonds, had always maintained a keen interest in every phase of the community life, had long been a member of the town council, and since he first came here had been regarded as the leader of his community.

QUESTIONS

1. What do you think George Brackett thought about Edmonds future in 1890?
2. While most men developed their claims enough to comply with the law, George Brackett took a deep interest in the growth of his community and wanted the best for its residents. Do you think it would be easier or harder to begin a community today? Why?
3. A pioneer is a person who prepares the way for others. George Brackett was a "pioneer". What makes a good pioneer?

[Note: In review of the actual plat document, the date recorded was entered as August 25, 1884] lp

Mrs. M.T.B. Hanna, Newspaper Publisher 1856 - 1926

[Adapted from: Spencer, Lloyd and Lancaster Pollard, *A History of the State of Washington*. New York: The American Historical Society, Inc., 1937]

A pioneer of the Washington Territory and in subsequent years the first woman newspaper publisher in this State, Mrs. M.T.B. Hanna won an important place in its life through her courage and energy and brilliant abilities. She is widely known as the mother of journalism in Washington.

Mrs. Hanna, born in Galveston, Texas, February 17, 1856, was the daughter of Judge L.B. Saunders, discoverer of the well-known Arkansas resort, Eureka Springs. Following her graduation from Clark Academy in Arkansas she was married to a fellow student, J.C. Hanna who engaged in the mercantile business in Arkansas until 1882 when they moved to the young Washington community of Spokane Falls. Mr. Hanna became a prominent Spokane merchant and was well known in Masonic circles throughout the Inland Empire, when his life ended tragically in a steamboat disaster in the Coeur d'Alenes. Mrs. Hanna was thus left to provide for herself and three children.

With great resourcefulness and courage, Mrs. Hanna turned to the field of real estate operations in the rapidly developing Spokane district and displayed endless energy and fine judgment in values. Misfortune again overtook her when her second daughter was injured in a bicycle accident and became an invalid. A further blow came in 1893 when her son passed away at the age of 19. Shortly thereafter, Mrs. Hanna disposed of her remaining business holdings in eastern Washington to take her invalid daughter to various health resorts. At length she decided that sea air and salt water would be most beneficial treatment, and with this in mind, Mrs. Hanna and her two daughters took up residence at Edmonds in 1904. Here she purchased a five-acre tract of land on the water front - the property now known as Hanna Park.

It was at this time that Mrs. Hanna and her partner Prof. Frank H. Darling, purchased the *Edmonds Review* paper on January 1, 1905, which she managed successfully for many years. During these years when the woman's suffrage movement flourished, she also published a magazine devoted to this cause under the name of *Votes for Women*, a periodical having a wide circulation. Even after selling her interest in the paper, Mrs. Hanna continued to write for its columns and other periodicals and newspapers. In addition, she was the founder of the Snohomish County Press Association.

QUESTIONS

1. During the time Mrs. Hanna owned the newspaper, women were not permitted to vote. In what ways do you think Mrs. Hanna help pave the way for women rights?
2. Do you think businesses of Mrs. Hanna's time discouraged women from holding important positions?
3. What type of future do you think Mrs. Hanna envisioned for women?

Allen M. Yost, Entrepreneur 1856-1915

[Adapted from: *Edmonds: 100 Years for the Gem of Puget Sound*. Edmonds: The Edmonds Paper & The Edmonds/South Snohomish County Historical Society, 1990 and Whitfield, William, *History of Snohomish County*, Volume 1 & 2. Seattle: Pioneer Historical Publishing Company, 1926]

Probably no single family contributed in large measure to the development of Edmonds than Allen M. Yost and his sons. The important work they did in the vicinity of Edmonds makes them a true pioneer family.

Allen Yost was born on January 19, 1856 in Northampton county, Pennsylvania. His parents, Daniel and Elizabeth Yost were also Pennsylvanians and of German descent. Allen was educated in schools of his native state and afterward learned the carpenter's trade, which he followed for a number of years. Determined to come to the West, and having accumulated a capital of six thousand dollars, in 1883 Allen moved to Kansas and purchased a farm. With the intent to be a farmer, he cultivated the land for a number of years but the climate proved unfavorable and hailstorms and drought frequently ruined his crops. Having lost all of his savings, but undiscouraged by bad luck, Allen decided to return to his trade as carpenter and seek an opening in the Pacific Northwest.

Leaving his wife and eight children temporarily behind, in 1890 Allen left for Seattle by train. He arrived in Seattle with less than \$10 in his pocket which was all that was left from his years of farming. Hearing of the growing town of Edmonds, Allen moved to the area and found his skill as a carpenter in demand. Working hard to build houses, mills and other structures, Allen was able to send for his wife and children within a year. For the next couple of years, he worked at his trade and then began contracting for timber and shingle bolts in the area. By 1894 he rented a mill located in the woods and within a year moved it to the Edmonds water front where, as Yost & Sons, the mill produced both lumber and shingles. To supply lumber for his mill, Yost bought 500 acres of heavy timber south of Edmonds which he logged off. When the logging operation was completed, he sold the land for home sites.

Like most pioneer businessmen, Allen Yost also held several public offices. He was a member of the city council for several years and was elected mayor though he later resigned the position. For the next two decades, and with the help of his sons, he developed a large industry and engaged in the saw and shingle mill business, acquired extensive real estate interests, organized the local water company, and was responsible for bringing a dependable telephone company to the city. As a member of the school board he aided in advancing the standards of education in his community and his enterprise, public spirit and integrity won for him the unqualified esteem of his fellow citizens.

Allen M. Yost, cont'd

QUESTIONS

1. What do you think might have happened to Edmonds if Allen Yost had not been instrumental in the growth and development of Edmonds?
2. What differences do you see in the business dealings of Allen Yost's time and today?
3. What do you think Allen Yost thought about Edmonds future in 1890?

LESSON ACTIVITIES

Introduction: Introduction: The activities have been designed to assist teachers and to support the elementary school curriculum. These teaching tools are 'suggestions'. The material is flexible and versatile. Activities can be done individually as well as in groups. Keeping in mind that each student has their own level of learning, the material is easily modified to meet both the teacher and student needs. Teachers are encouraged to adapt the material.

Activities List:

- 1) Local History #1
- 2) Local History #2
- 3) Transportation #1
- 4) Transportation #2
- 5) Geography #1
- 6) Timeline #1
- 7) How Well Do You Know Edmonds History?
 - 8) Day to Day Living #1 (making butter)
 - 9) Day to Day Living #2 (playing marbles)
 - 10) Day to Day Living #3 (playing jacks)

LOCAL HISTORY ACTIVITIES

History Activity: #1

Objective: This activity will familiarize the students with the local area they live in and will help foster an awareness of how their local community has been influenced by history.

Activities:

1. Using materials from the local library and historical society, the students will research and report about how the founding fathers and early settlers established the city. In doing so, the students will:
 - Identify at least five people who influenced the development of the city. The list should begin with the founding father. A description of at least one contribution from each should be provided.
 - Identify at least five economic activities that contributed to the growth of the city. Describe how the activities changed the city.
2. Arrange a field trip to the county historical museum to see the early history of the area.
3. Take an historical walk in the area discussing what landmarks are still present and why.

LOCAL HISTORY ACTIVITIES

History Activity: #2

Introduction: As a town grows, buildings often take on similar characteristics. This can be displayed by building style, the materials used, when the buildings are constructed, and the overall purpose of the property being developed. This type of development provides a continuity in the evolution of one's community and fosters an appreciation of the historical past. The end result is a well-defined town that combines common elements in its overall design.

Activity: Look at before and after photographs of the same scene in your town.

- Did the town's growth follow the same line of continuity in its development?
- What buildings are still standing?
- Why were some buildings torn down and others preserved?

TRANSPORTATION ACTIVITIES

Transportation Activity: #1

Objective: This activity will familiarize the students with modes of travel and will help to foster an awareness of how transportation has influenced their local community.

Activity: Working in groups of two, each group will be assigned either a maritime vessel (e.g. *Greyhound*) or the Great Northern Railroad. The students will:

1. Develop a fact sheet on their assigned mode of transportation. Information could include:
 - How the boat or train worked.
 - Routes traveled during a given period of time.
 - Destinations and frequency of stops.
 - Who traveled on them? Did different groups of people travel to different areas?
 - What problems were associated with this form of travel?
 - What were the advantages of this form of travel?
 - What cargo did they carry?
 - Related songs or folk legends.
2. Develop and present the following material:
 - Historical map of the route traveled. Highlight cities and towns traveled.
 - Current map of the same area. Discuss how the route has changed.
 - Prepare a narrative of what the boat or train passed on its trips.
 - Prepare illustrations of sights which might have been seen by the passengers.
 - Schedule card for the train or boat.

TRANSPORTATION ACTIVITIES

Transportation Activity: #2

Introduction: Surrounded by a forest that was often too thick to walk through, local Native peoples used Puget Sound for communication, transportation and commerce. The coastal Indians built cedar dugout canoes in order to help them adapt to their environment. This situation produced a regional response (canoe) to an environmental demand (a region of thick forests).

Activity: Looking at a photograph of a canoe, what does this tell you about:

- The requirements of this culture?
- Life style of the culture?
- The culture's the technology of the time?
- How did the white settlers learn to adapt to their new environment?

GEOGRAPHY ACTIVITIES

Geography Activity: #1

Objective: This activity will familiarize the students with their state through independent research or group discussion.

Procedure:

The students are asked the following questions about Washington State:

- Name of state.
- Capital of state.
- What is the state motto?
- What is the state's nickname?
- What is the state's tree?
- What is the state's fish?
- Name all the states, countries or bodies of water that surround this state.
- When did it get its statehood?
- What is the county you live in?
- What kind of climate does this state have?
- How many people live in this state? How many lived here in 1900?
- What are the chief products of the state?
- Who is given credit for finding this state?
- Name three places that you have visited. What did you like/dislike about these places?
- Name three places you would like to visit.

TIMELINE ACTIVITIES

Lesson Plan: #1

Objective: This activity will reinforce the concept of selecting information in historical reporting.

Activity: The students will create a personal timeline.

Materials: Butcher paper, colored pencils, ruler

Procedure:

1. Have students draw a horizontal line on a 3 ft roll of paper 2" up from the bottom edge.
2. Beginning 12" in from the left margin mark as BIRTHDATE.
Mark the line at equal intervals: 2" equals one year.
3. Students will place above the line major personal events that have made up their own history beginning with birth. Using a different color pencil, they will place above their personal history any major world events that have occurred.
4. Students will then use a third color pencil and mark in the date of parent's marriage and any other major events in their families that occurred before their births.

DAY TO DAY LIVING ACTIVITIES

Activity: #1

Objective: Making butter

Materials: Chilled whipping cream, clean baby food jars with lids

Procedure:

1. Pour 1-2 teaspoons of whipping cream into each clean baby food jar.
2. Shake the jars for several minutes until the cream turns to butter.

Hints:

1. Chilled cream will form into butter faster.
2. A pinch of salt will give the butter more flavor.
3. Have bread or crackers on hand for the finished product to be enjoyed!

DAY TO DAY LIVING ACTIVITIES

Activity: #2

Objective: How to Play Marbles

The marbles that you shoot with is called the "shooter". All the marbles are placed inside a large circle. If outside, choose any clear patch of bare earth, big enough for a large circle. If indoors, a carpeted floor will offer enough resistance to keep the marbles from skittering across the room. The object of the game is to get all of the marbles out of the circle. Place at least half a dozen marbles in the circle. You use the shooter to knock marbles outside the circle. You take turns. When all of the marbles are out side of the circle, you count up the ones each player put there. The winner is the one with the most marbles.

Activity: #3

Objective: How to Play Jacks

You need 10 jacks and a small ball, like a golf ball. Put them on a hard surface that is not bumpy. The object of the game is to bounce the ball and while it is in the air, pick up as many jacks as you can. Then you have to catch the ball. If you don't catch the ball, you have to put the jacks back. If you do catch the ball, you can keep them until the game is over. Whoever has the most jacks ins. There are many different things that can be done when you pick up the jacks like tapping the jacks, putting "eggs in a basket", double tapping the jacks, etc.

ADDITIONAL READING

* *Edmonds: 100 Years for the Gem of Puget Sound*. Edmonds: The Edmonds Paper, 1990.

This special commemorative centennial issue provides a thoughtful overview of the first 100 years of Edmonds.

* Cloud, Ray V. *Edmonds: The Gem of Puget Sound*. Edmonds: The Edmonds Tribune-Review Press, 1983.

This book provides a thorough description of Edmonds growth and development up to and including 1953.

Humphrey, Robert. *Everett and Snohomish County*. Norfolk: The Donning Company/Publishers, 1984.

Interesting and informative overview of the growth and development of Snohomish County.

Koerner, Joyce. *A Third Grade Social Studies Resource Guide Based on a Historical Study of Edmonds, Washington*. Edmonds: 1964.

A very readable book that helps school children understand the growth and historical development of Edmonds.

*Satterfield, Archie. *Edmonds, The First Century*. Edmonds: City of Edmonds, 1990.

A small, enjoyable book with interesting photographs that helps to place the contemporary Edmonds in the perspective of historical development.

Swift, Joan. *Brackett's Landing*. Everett: The Printers, 1975.

This small book is a very readable and nicely illustrated overview of the growth and development of Edmonds.

* These books are available for sale in the Museum gift shop.

GLOSSARY

Artifact	An object that is produced or shaped by human workmanship. It can also be a natural object that was used by a human being. These objects represent the social and economic development of a community.
Commerce	Is the exchange of goods, wares, or property of any kind.
Community	A group of people living in a common area and abiding by particular rules.
Homesteading	The act of claiming public land, farming and improving it, and taking possession after a certain period of time. Homesteading allowed people from many varied lives to move westward and try to make a living from the land. While many were successful, many also failed.
Immigrant	A person who leaves one country to settle in another.
Incorporation	The acquisition of official status enabling a community to become responsible for its own internal government and the provisioning of various municipal services.
Pioneer	A person or group who are one of the first to settle in a territory. In doing so, they prepare the way for others to follow.
Plat	A plan, map, or chart of a piece of land with actual or proposed features (as lots)
Saw Mill	A mill or machine for cutting logs into boards.
Settlement	A small or isolated community.
Shingle	A small, thin piece of building material with one end thicker than the other. Used in overlapping rows, cedar shingles, make a good roof and wall covering because they are strong and light, and they shed rain and snow easily. Cedar shingles are common in the Northwest
Shingle Bolt	A piece of cedar log that is 54 inches long. These bolts were the proper length for the shingle mills. The wood would then be cut with a series of saws into thin shingles. The mills were always in need for these blocks of cedar.
Shingle Mill	A mill that saws chunks of cedar into shingles. With the abundance of cedar in the region, shingle-making has been an important part of the Northwest's lumber industry.
Shingle Weavers	The skilled workers who cut and packed the shingles were called shingle weavers because of the way they moved their hands around the sharp saws. This was very dangerous work, and many workers had their fingers cut off.

Steamboat

A boat that is driven by steam power. Steamboats were constructed as side-wheelers or as stern-wheelers. Each type had its own advantages and disadvantages.

Territory

A part of the U.S. not included within any state but is organized with its own legislature and under the administration of an appointed governor.

SOURCES

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INTERNET

Brittanica Encyclopedia. Available from < <http://Brittanica.com> >

'How to Play Marbles'. Available from

< <http://www.madison.k12.wi.us/it/studentwork/randall/marbles.html> >

Illinois State Museum. 'At Home in a House Divided: 1850-1890'. Available from

< <http://www.museum.state.il.us/exhibits/athoe/1850/html> >

Historical Background of the United States Census. Available from

< <http://fisher.lib.virginia.edu/census> >

Museum of History and Industry. 'Photo Collections'. Available from

< <http://www.seattlehistory.org/index3.htm> >

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The Edmonds Historical Museum hopes you enjoyed today's "Trunk Tales" presentation. Please take a moment to share any comments you have on the trunk's content and material.

Do you have any suggestions for future trunk ideas or topics that you would like to see developed?

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TRUNK TALES

History Trunk Checklist

Trunk Topic: Founding and Beginning of Edmonds, 1876 - 1906

Educator: _____ **School:** _____

Date Picked Up: _____ **Contact Name:** _____

Date Returned: _____ **Contact Phone/Fax:** _____

Date of Presentation: _____ **Grade Level:** _____

TRUNK CONTENT	# TAKEN	# RETURNED	COMMENTS
A) Manual			
B) Slide Carousel (44 slides)			
C) 8 ½ x 11" Photographs			
1) Native American Indians			
2) "City of Everett"			
3) Class Photograph			
4) Other, specify:			
D) Documents			
1) "Greyhound" Timecard			
2) 1900 U.S. Census (x 2)			
3) County Fair Advertisement			
4) Plat of Edmonds			
5) Other, specify:			
D) Maps			
1) 1885 United States			
2) 1885 WA Territory			
3) 1895 WA State			
4) 1880 Pioneer Economy			
5) Other, specify:			
E) Documents			
1) Greyhound Timecard			
2) 1900 Census			
3) County Fair Advertisement			
4) Other			
F) Artifacts	<i>See Reverse Side</i>		
G) Miscellaneous			

COMMENTS: _____

