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The Use of Local Photographic Material in the Development of Social Studies Units for the Intermediate Grades

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THE USE OF LOCAL PHOTOGRAPHIC MATERIAL
IN THE DEVELOPMENT OF SOCIAL STUDIES
UNITS FOR THE INTERMEDIATE GRADES

by

Myrtle E. Larrabee

A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Education, in the Graduate School
of the Central Washington College of Education

August, 1950

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A thesis submitted in partial fulfillment
of the requirements for the degree of
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By

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August 1950

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FOREWORD

By

Dr. Eva Greenslit Anderson

Civilization is really just a process of evolution. Changes are so gradual that within a lifetime one is hardly conscious of transition periods, periods when colossal changes have taken place in the time between any given NOW and THEN.

CHAPTER I

INTRODUCTION

There has been a double purpose in preparing and writing this thesis. One purpose was to meet the needs of the teachers and pupils of North Central Washington for materials to be used in carrying out local units in the social subjects fields.

A second purpose was to provide for the interests that children have in other cultures, such as the study of American Indian life; of information and data concerning pioneer life, and to foster an appreciation of what the generation before has done to make life in North Central Washington what it is today.

Each year the intermediate grade teachers of North Central Washington are expected to teach a unit on local life and history. Material for this unit is usually hard for the teachers to get, especially for the teacher who is new in the community. Methods of collecting data are often the same from year to year. The teacher who has taught the unit before is likely to use the same methods of collecting and presenting that she has used before and the new teacher will follow the same path if she can find out what has been done before.

The usual methods of collecting data are:

1. Stories about local people or happenings are told to the children by the teacher or by some one in the community.
2. Pictures, objects, clothing, and the personal belongings of Indians and pioneers are brought to class.
3. Textbooks and library books containing stories and poems are used in the classroom.
4. Maps of the locality are used and sometimes reproduced.
5. Field trips are taken to places of historic or unusual interest.

Such methods of gathering information are commendable since they give children experience in research and experience and provide for better foundations in the academic subjects. There are, however, some difficulties concerning the gathering of data which arise nearly every year and should be stated and considered:

1. People are reluctant to appear before classes or to lend their possessions for class use.
2. Oral stories or material hastily gathered often cannot be checked for verification with county or state records.
3. Pictures and objects cannot be kept in the classroom long enough for a thorough study.
4. Printed or written material cannot always be found on the child's level of reading ability.

5. Talks by people other than the teacher are often not on the child's level of understanding.

6. Methods and materials are not consistent throughout the area.

7. The same materials are gathered each year from the same sources.

8. Too much time is used hunting for sources of material before actual work on a unit can begin.

The usual methods of presentation and reproduction are:

1. Children write stories or write pictures of what was told to them. Scrapbooks or murals are often made from their stories and pictures.

2. A dramatization or radio program is prepared and presented to reproduce some episode of local history.

3. Music and art are used wherever possible.

Although these methods are generally recognized as adequate in meeting the needs and interests of children on the third-grade level, they are often used again in the fourth, fifth, and even into the sixth year without change from that presented in the third grade.

The same people tell the same stories to the same children year after year. The same field trips are taken and often the same reading material is used regardless of grade or of reading ability.

To help decrease the difficulties of gathering material to be used in a local social studies unit, a sequence of changes in eight

different fields of life in North Central Washington has been arranged. This can be used in parts or as a whole in the lower intermediate (third) grades or in the upper intermediate (sixth) grades or in grades in between as the need arises. Any unit taught concerning the social, educational, or industrial growth of North Central Washington can make use of some of this material.

Verification of data included in this work has been exactingly done and every effort has been made to check statements made by people in stories, letters, and diaries with written records. Careful survey has been made to determine the sequences of events as to time and place.

To make the material more varied and interesting as well as to actually verify certain parts of the material photographic material has been placed in suitable arrangement throughout the work.

These pictures can be placed in an opaque projector and shown to all members of the class at one time. Comments, suggestions, and discussions can be conducted at the same time as the showing of the picture. These showings may be repeated as often as necessary. If the class wishes to reproduce a scene or a costume, the picture can be shown in enlarged form upon the screen until all detail is studied.

In addition to creating a usable collection of materials, this work is intended to be, and actually is, a means of preserving certain proofs of events which may soon become unavailable with the

passing of earlier residents of the area.

It is also intended to encourage further research by the classroom teacher and her pupils and to create in both teachers and pupils an appreciation of North Central Washington and the people who live there.

CHAPTER II

PRESENTATION OF THE PROBLEM

THE USE OF LOCAL PHOTOGRAPHIC MATERIAL IN THE DEVELOPMENT OF SOCIAL STUDIES UNITS FOR THE INTERMEDIATE GRADES

Reasons for Selection

The relation of this subject to the social studies field and its possibilities of connection with visual aids was a primary reason for investigation into the subject to see what had been done and what could be done.

Some attempt had been made in the area to preserve certain scenes of early settlement by photographic slides but they were neither in sequence or arranged as educational material.

Pioneer parents and grandparents as well as many years of teaching in the locality gave a favorable background to pursue such a study.

Considerable working with children uncovered an interest they all seem to have in the study of their own locality.

Cooperation with other teachers produced an awareness of the need for some sort of procedure which would present local material in a more interesting way and at the same time be suited to the children for which it was being used. It was desirable that the information to be presented be authentic as well as interesting and

that it should cut down a great deal of search for material but at the same time provide for additions and further research.

Selection of Material.

Phases of such a study were so vast and diversified that some method of selection must be made. This was done over a period of several years and in three different localities within the area. Much work was done with children during this period to discover what things they wished to know about their own localities and the people within the area.

These children seemed to be most interested in the changes in dress, travel, and amusements from the days of early settlement to the present time. They were also interested in sharp contrasts such as were found in the ways of making a living and schools and education. People and the houses they lived in as well as the country around them ranked high in the interests of these children.

Since these eight factors of the past and present life and development of the country seemed to interest intermediate grade children the most, they were selected for this special study.

Method of Development and Arrangement

No unit on local social studies has been conducted without pictures of some sort but they were seldom fitted to the particular part of the content being studied at the time but brought in whenever convenient. To fit the content to the pictures and the pictures to

the content was the purpose of a planned course for a unit.

Which should be selected first was the first problem but after the eight methods of approach were chosen the best method seemed to be to select the picture and fit the content to the picture.

Picture Selection

Several hundred pictures were located or collected before the hundred and twenty-five used in the material were finally chosen.

Scrapbooks, albums, and photographs owned by pioneer families were the chief sources but old newspapers, clippings, postcards, and even advertisements contributed to the whole arrangement. Some were discarded because they were too poorly preserved or not so nearly related to the subject as others. Pictures selected were of all sizes, materials, and of all degrees of clarity but by copying each picture with a special photographer's camera and by reprinting on a good grade of paper clear and uniform pictures were made.

Content Selection

For each picture there must be a story and these came from as many different sources as the pictures. Many pictures were annotated as to dates, names, and localities by their owners. Others were without exact information and this must be obtained from other sources. Old newspapers, clippings, diaries, or letters concerning them were used. Whenever a picture was borrowed, an interview with the owner or some one who knew about the picture was always made.

Questionnaires were used whenever comparisons concerning progress was made. This was especially done when arranging the work about wheat raising, the cattle and sheep grazing and the apple industry. These usually came from government, state, or county records, or from the offices of agents connected with work in some of these fields.

Enough valuable material and pictures could be collected to fill several volumes of study on these subjects, so much careful selection had to be made to keep the most suitable for the present arrangement.

Verification of Data

Careful checking of all these sources with similar sources and written records had to be done. Some sources differed and unless actual proof could be found it seemed safest not to use the material.

The college library provided most reliable backing for material gathered from various sources in the field.

Organization

Examination of theses, historical books and papers and visual education books and pamphlets were of most value in determining how to organize and present such a combination of pictures and information to children.

It was helpful to actually try out various methods on classes of intermediate grade children before determining which method was of the most value.

The use of the opaque projector not only gives every one in the class a chance to see the pictures but prevents damage by handling. Content can also be presented by this method and when library material is too easy or too hard the same material may be changed to the proper level by the teacher or by groups of children and presented by the same method on the projector.

Repetition in showing pictures, especially if shows to small groups at a time, does not seem to tend to become as uninteresting and tiresome as repetition of a talk or an exhibit of the same objects.

Limitations

In no division is each progressive step complete. Changes are made slowly and to picture or describe each step in the change of an industry or factor would make the study tiresome and bulky. The attempt has been to show steps of sharp contrast between the old and the new or steps of rapid development.

Under no circumstances are the present methods of gathering and presenting material disregarded but are, rather, incorporated into the study in order that it might be easier and quicker for teachers using the unit to get started.

Neither is it to be considered a finished product as pictures and their explanations can be added by any group, thus broadening the interests and experiences of the pupils.

Relationship to the Curriculum

It has been stated that the study finds its place in the social studies channels of the curriculum. It is also related to the reading program at several levels and its related subjects, spelling, language, and vocabulary study.

Places for music, art, and dramatization can be found when the need arises.

The entire study has been made with the needs and interests of intermediate grade children in mind and with an effort to meet those needs and interests in the most interesting and meaningful way.

CHAPTER III

ARRANGEMENT OF THE MATERIAL

The following pages present the material composing the teaching units. Eight chapters of information are arranged in the following order: Amusements, Dress, Change in Architecture and Building, Industries, Transportation, Schools and Education, People of North Central Washington, and A Place to Live. Slides are indicated by number and description within each chapter and the picture to be used is found at the end of the chapter. Each picture has the same number and description as the slide indicated.

ARRANGEMENT OF MATERIAL

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CHAPTER ONE

AMUSEMENTS

If one should ask a pioneer if there were any amusements in those early days of settlement in North Central Washington, the reply would probably be that of course they had good times, better than people have now, no doubt. Then they would tell of a great many kinds of amusements that they had at that time.

Those were the days when people worked and played in groups. It would be an unusual occasion when the entire community would not be present at any activity.

Riding and Exploring

The country was new and unexplored, horses were cheap and plentiful, and the young people rode far and wide to see what this new country might be like.

(Slide 1.) Group on horseback exploring in the mountains of North Central Washington.

Here we see a group of young people in the late nineties who have ridden their horses into the wooded areas of a lake shore.

(Slide 2.) Group exploring at the ice cave.

This group have doubtless used a "hack" as their method of transportation to explore an ice cave several miles from town.

This ice cave or fumarole is a deep opening in the side of a mountain in which ice forms even in the hottest day in summer. This was quite a mystery to the Indians and to the early settlers. For several years this fumarole has been closed by a slide but the State of Washington has recently declared this section a State Park and the old ice cave will soon be open to the public.

(Slide 3.) Group in the Horseshoe Basin

As people became better acquainted with the country, they went farther and farther into the mountains.

Here we see a group in the Horseshoe Basin, a region of glaciers and rich mineral deposits. It is so called because of the horseshoe shape of the basin. These people have ridden sixty miles in an open row boat or "skiff" or possibly in an early wood-burning steamboat to the head of Lake Chelan. From there, they have ridden on horseback twenty miles into the Basin.

Hunting and Fishing

(Slide 4.) Bear Hunting

(Slide 5.) Deer Hunting

(Slide 6.) Fishing

Game and fish have always been abundant in North Central Washington, and hunting and fishing have always been and always will be one of the chief amusements and attractions of the area.

These pictures should, perhaps, be shown also in the story of the industries in North Central Washington, for in these early days

the very living of the settlers depended upon the skill of the manfolk in these activities.

Little or no livestock or poultry had been brought into the valley, and what had been brought in had to be allowed to reproduce. Hunters went into the hills on foot or out into the lakes by "skiff" to bring in enough bear, deer, ducks, and fish, that the community might be provided for through the winter. These men might be gone for days. No one knew just where to find them nor when they might return.

Whether classified as an amusement or as a means of livelihood it did not include the women folk, who seldom, if ever, took part in these expeditions. It did, however, draw the community together with a common bond, as game was shared by the entire community and the concern for the safety of the hunters was a common anxiety. One of these pioneer women sat at her window all the night watching the lake for the return of the husband and son of a neighbor because the neighbor could not see the lake from her home and could not leave her home to keep the vigil.¹

(Slide 7.) Hunting Mountain Goat

Mountain goat hunting has almost always been done for sport as the chances for obtaining many were few and the meat was not very well liked by the early settlers.

¹ Budd, Mrs. J. W., Oral Biography.

Parties, Dances, and Banquets

Parties of all kinds took place in the winter. At one time there were only three unmarried young women in the community. School girls of ten and twelve were given places in the square dances, circle two-steps, and waltzes which were the dances most used at that time. Music was often supplied by some one who could play the violin, accompanied by "chording" on an organ if there was an organ in the community.²

(Slide 8.) A Drill Team

As the settlement grew and population increased, so did the ways of spending leisure time. Churches and other organizations were formed and plays, drills, banquets, programs, dinners, and other entertainment made use of all the talent possible in the community.

Some of these productions were very elaborate as to costuming and staging; and as lumber became more and more plentiful, large buildings were constructed in which to give them and to house the audiences who came from miles around to see the "show."³

As steamboats began to ply the Columbia River, traveling stock companies came into the valley using local talent for minor parts. "Daddy Draper" brought his orphans, to the joy and delight of every child in the valley. "King Kennedy" settled in the area and every

² Sines, Mrs. L. R., Oral Biography.

³ Chelan Leader, Clipping, 1898.

winter drove his team of horses to every rural school, no matter how remote, to give his shows of magic, sleight-of-hand tricks, magic lantern, ventriloquism, and the very early motion picture.⁴

Racing and Gambling

(Slide 9.) Races

Races between the ponies of the Indians and the range horses of the whites took place from the very first, but as more and more people came into the country more organized racing began. By 1910 there were regular race courses laid out averaging about half a mile in distance. Races of all kinds then took the place of the matched pony races held before. There were often short dashes, mile races, relay races, trotting races, and races for girls and women.

Learning early from the whites that the lighter the rider⁵ the more the chance of winning the race, the Indians would strap very small four and five-year-old children on half-broken cayuses and turn them loose. Often the animal would jump the track and take off for the open range. The father would leisurely mount his own horse and ride off to retrieve his horse and his offspring, often with more concern for the horse. Later trained racers were brought in to compete against local horses and Indian ponies, and racing gradually gave over to the modern "rodeo" type of entertainment. Indians no

⁴ Anderson, Mrs. L. O., Letters.

⁵ Hull, Lindley M., A History of Central Washington, p. 465.

longer came for miles to pitch their teepees for a week at a time in a community in order to take part in a Fourth-of-July celebration, to race their horses in the daytime, and at night to wager those same horses, their saddles, bridles, blankets, money, and even their wives at Wahluks or the more primitive "stick game."

Baseball

(Slide 10.) A Baseball Team

Baseball was an early sport played almost entirely by the whites. It progressed by stages as the country became more thickly populated until we have many organizations of that type of sport in every community from professional baseball to sand-lot softball games.

(Slide 11.) A Town Band

It was quite an attraction when there was a band, however small, to play for the games or races. To maintain such an organization concerts were often given in some place in the town in the afternoons or evenings and a collection taken of what audience there might be in order that new instruments might be added or music bought.

School Sports and Games

(Slide 12.) Boys' Football Team

(Slide 13.) Girls' Basketball Team

Schools were growing and school sports were introduced. Football and basketball for both boys and girls were most popular.

Community life began to interlock. With transportation by team and "hacks" or in the winter, by sleigh, it was necessary for boys and girls going from one community to another to play competitive games to stay overnight. Entertainment of some kind was always provided after the game and quite often the members of the visiting teams were housed in the homes of the members of the opposing team. Friendships were formed that lasted a lifetime and the team departed with a better sense of good sportsmanship than is now often found when the only contact with the opposing group is on the gymnasium floor or the gridiron.

Changes in Forms of Amusements

(Slide 14.) Fishing

Sports and amusements have changed in form in North Central Washington but have increased in variety. Hunting and fishing are still outstanding though the amounts which may be taken are limited and it is done for pleasure rather than for food.

(Slide 15.) "Skeet" Shooting

For those who like to shoot, shooting ranges or "skeet" has been provided. Since this has become a national sport, several North Central Washington men and boys have represented their communities at contests of this sort in state and national meets.

(Slide 16.) Ski Jumping

In the early days a man put on skis or "webs" to go into regions

impossible to penetrate otherwise, to rescue snowbound trappers or hunters or to go to the relief of a sick neighbor. Never was it done by the adults for mere pleasure or competition. What a far cry is the celebrated Leavenworth meet every February when famous ski jumpers and racers come from all over the world to compete.

Festivals

(Slide 17.) Apple Blossom Queen

The highlight of amusements in North Central Washington today is the annual Apple Blossom Festival held each year in Wenatchee. Lesser festivals and celebrations are held other places in the area, but the Wenatchee festival is acknowledged the culmination of all the others in depicting all sports, industries, professions, and everything else that goes into the making of this part of the state. To this, each community contributes. Each person also contributes. Each man, woman, and child, native or visitor, contributes in some manner from the crowning of the queen to just merely attending and voicing approval by applause. Every skill, every talent, every type of industry, every sort of organization, sport, or activity is invited to take part and three days are given over to entertainment of the highest quality.⁶

⁶ Wenatchee Daily World, May, 1950.

Summary

To repeat, sports and amusements have changed in form but increased in variety until there is now a list for the visitor and tourist to pick from that should satisfy every desire from the very active to the rocking-chair enthusiast.

| | | |
|----------|------------------------------------|----------------|
| Hunting | Trap Shooting | Dancing |
| Fishing | Skiing | Roller Skating |
| Sailing | Camping | Riding |
| Yachting | Exploring | Baseball |
| Swimming | Ice Skating | Football |
| Golf | Movies (indoor and out-of-door) | Basketball |
| Track | Bowling | Tennis |

CHAPTER ONE

AMUSEMENTS

RIDING AND EXPLORING



SLIDE 1.

GROUP ON HORSEBACK EXPLORING IN THE MOUNTAINS
OF NORTH CENTRAL WASHINGTON

CHAPTER ONE

AMUSEMENTS

RIDING AND EXPLORING



SLIDE 2.

GROUP EXPLORING AT THE ICE CAVE

CHAPTER ONE

AMUSEMENTS

RIDING AND EXPLORING



AIGUILLESQUE PEAKS IN HORSESHOE BASIN

SLIDE 3.

GROUP IN THE HORSESHOE BASIN

CHAPTER ONE

AMUSEMENTS

HUNTING AND FISHING



BEAR HUNT ON LAKE OKECHIKAN

SLIDE 4.

BEAR HUNTING

CHAPTER ONE

AMUSEMENTS

HUNTING AND FISHING



SLIDE 5.

DEER HUNTING

CHAPTER ONE

AMUSEMENTS

HUNTING AND FISHING



SLIDE 6.

FISHING

CHAPTER ONE

AMUSEMENTS

HUNTING AND FISHING



SLIDE 7.

HUNTING MOUNTAIN GOAT

CHAPTER ONE

AMUSEMENTS

PARTIES, DANCES AND BANQUETS



SLIDE 8.

A DRILL TEAM

CHAPTER ONE

AMUSEMENTS

RACING AND GAMBLING



SLIDE 9.

RACES

CHAPTER ONE

AMUSEMENTS

BASEBALL



SLIDE 10.

A BASEBALL TEAM

CHAPTER ONE

AMUSEMENTS

SCHOOL SPORTS AND GAMES



SLIDE 11.

A TOWN BAND

CHAPTER ONE

AMUSEMENTS

SCHOOL SPORTS AND GAMES



SLIDE 12.

BOYS' FOOTBALL TEAM

CHAPTER ONE

AMUSEMENTS

SCHOOL SPORTS AND GAMES



SLIDE 13.

GIRLS' BASKETBALL TEAM

CHAPTER ONE

AMUSEMENTS

CHANGES IN FORMS OF AMUSEMENTS



SLIDE 14.

FISHING

CHAPTER ONE

AMUSEMENTS

CHANGES IN FORMS OF AMUSEMENTS



SLIDE 15.

"SKEET" SHOOTING

CHAPTER ONE

AMUSEMENTS

CHANGES IN FORMS OF AMUSEMENTS



SLIDE 16.

SKI JUMPING

CHAPTER ONE

AMUSEMENTS

CHANGES IN FORMS OF AMUSEMENTS



SLIDE 17.

THE APPLE BLOSSOM QUEEN

CHAPTER TWO

DRESS

Dress and fashions didn't worry the first people to occupy North Central Washington, the Indians. Missions were already established at Spokane, Walla Walla, and west of the mountains when the first settlers came into the North Central area. Even this early the Indians, especially the women, were wearing "store-bought" clothing and using white man's blankets.

(Slide 1.) Indian Mother and Child

Most of the dresses the Indian women wore were of plain cotton, fashioned on the "Mother Hubbard" pattern and sewed by hand. Shoes and hats were not yet adopted by the women so moccasins and head cloths were still being used. The dresses of the Indian women might be very dull and drab indeed but she satisfied her love of bright colors by the beadwork on her moccasins, the bright scarf around her head and the blanket that she wore. Her braids which were usually very long and thick were often intertwined with bright colored scraps of cloth or ribbon.

These women had little or no money but they were skilled in the making of moccasins and baskets and these they would sell or more likely trade for things they needed or wished for. Bright pieces of

cloth, ribbons, beads, and bread were the things they asked for most. Many a white mother got moccasins for her small children by trading bread to the Indian mothers.¹

(Slide 2.) Indian Group

On race days, councils, or Indian get-togethers of any kind, their dress was of a different kind and pattern. No "Mother Hubbards" now, or if they did wear them they were so covered with beads and bright feathers that the dress was no longer drab and dull. Ponies, women, and babies were decorated heavily with buckskin and beading.

(Slide 3.) Indian in Headdress

In the days of very early settlement the Indian men were content with clout and moccasins² but when the white settlers came they soon adopted more complete dress. Everyday clothing usually consisted of some sort of shirt, red, if possible, buckskin trousers or leggings, moccasins and a wide-brimmed Stetson type of hat bought at the white man's store or traded for in some way. The older men wore these hats with dignity and pride but the young bucks went bareheaded, their long braids swinging in the wind as they raced their ponies down the too narrow streets of the little towns.

¹ Larrabee, Mrs. J. A., Diary.

² Waring, Guy, My Pioneer Past, p. 124.

(Slide 4.) Large Indian Group

The men, too, dressed up in all their finery for councils, races, and meetings. Especially did they do this for the Fourth-of-July. "It's the Fourth-of-July," they heard the whites say when they were called in to compete in games and races, to get a little "fire water," and all the beef they could eat. For some time any celebration was a Fourth-of-July, and how they liked them!

At one of the last Fourth-of-July celebrations in which the Indians took a major part an old Indian who seemed to be dying was carried to a place where he might watch the races. When he was asked why he had made the long journey when he was so sick, he replied that he wanted to see one more "Fourth-of-July." The old fellow died on the way home.

(Slide 5.) Women in Sunbonnets

In most pictures of pioneer people you see women in calico dresses and sunbonnets, and that is also the way the women of North Central Washington dressed in the early days of settlement. Calico could be bought in the small western town stores, calico could be washed by the methods they had of washing, without "giving out." Sunbonnets not only protected them from the sun, but also from the terrible dust storms. There were no paved or oiled roads then, no soft grassy lawns and few if any windbreaks and the strong western winds blew the sand and volcanic ash so hard that at times travelers

had to camp beside the roads until the storm was over.³

For church, parties, or "for best" at any activity they wore what clothes they had brought with them from their former homes in the East. Long dresses that swept the floor and the streets.

(Slide 6.) Women at Railroad Station

(Slide 7.) Women at Spokane

Stiff straw hats, long sleeves and gloves, high necks in their dresses and high laced shoes on their feet. Button shoes were a luxury, for where could they get more buttons if any popped off? These clothes, and even lacy parasols, were used when it was possible to make a visit to a neighboring town. A visit to Spokane or Seattle was indeed an occasion and called for all the best clothes a woman had and often some of her neighbors' besides.⁴

(Slide 8.) Women's hats

Mail began to be easier to get when the steamboats started to run and more mail, especially packages could be sent from the East. Relatives and friends sent everything in the line of clothing from the latest thing in hats to old opera capes and long lace mitts, side by side with more usable kinds of clothing. Nothing went to waste, however. There were clever seamstresses in the settlement

³ Goggins, Mrs. Kate, Interview.
Waring, Guy, My Pioneer Past, p. 50.

⁴ Campbell, Mrs. C. C., Diary.

and even the opera capes were cut up into clothing for women and children, and the scraps traded to the Indian women for moccasins. Not only were the women of the early settlers skilled in making suitable clothing out of unsuitable garments but were also clever in using materials the country afforded. Girls and young women used the breasts of the grebe (duck) for trimming on hats and quite often a young man got a shivery surprise at a dance when he encircled the waist of a young woman wearing a rattlesnake belt.

(Slide 9.) Men in Work Clothes

Men worked in soft serge suits with white or checked shirts often made by their wives or mothers. There were no overalls or colored shirts at first and even in the harvest fields a man was lucky if he had a broad-brimmed hat to protect him from the sun. There were narrow-brimmed soft hats and narrow-brimmed hard straw hats and bowlers for most of the men. Later straw "farmer" hats and denim working clothes were shipped to the West.

(Slide 10.) Men in Best Clothes

In contrast to the women, the clothing worn by the men for dances or parties differed little from that which they wore every day. Often it was the same suit with a tie or watch chain added.

(Slide 11.) Indian Children

Children, too, had their styles in clothing. Indian babies graduated from native dress which was usually being wrapped in a

blanket and strapped to a board, to calico dresses and baby buggies.

(Slide 12.) Girl in Apron

The clothes of the little white girls were similar to those of their mothers in the way of material. Simple gingham or calico dresses and sunbonnets in summer and in winter woolen dresses always covered by large gingham or calico aprons. Often these dresses would be worn until they were worn out or outgrown but seldom ever seen because they must be covered by those aprons. There were no dry cleaners in those days and to wash them would be to shrink them beyond use.

Little boys wore short trousers and long blouses. During summer and for every day they might go bareheaded and barefooted but for "dress up" they must don long stockings (always black), shoes, and hats. Sometimes the hats for little boys had long streamers on them.

(Slide 13.) Children in Best Clothes

Stiffly starched calico and gingham dresses, all just about alike, complete with long black stockings and shoes and, of course, a hat, no matter how pretty one's hair ribbon might be, was the proper wearing apparel for little girls on special occasions.

(Slide 14.) Group of Young Women

As goods became easier to get and shirt waists became the style for young women and older ones as well, these were usually high necked, often having small pieces of whalebone inserted to keep

them stiff. At the base of the high collar was a large bow of lace or net called a "jabot" or "waterfall." Dresses were now sometimes made by dressmakers, and milliners set up shops to make hats.

(Slide 15.) Young Woman with Hat and Scarf

To have a hat made, one went to the milliner's and tried on "frames." These were skeleton-like affairs made of wire and buckram which showed the shape best suited to the face. When a frame or shape was decided upon, the cloth was chosen by the wearer, and last of all came the trimming. By the time the material was paid for and the milliner was paid for making it, a hat might cost anywhere from seven to eighteen dollars. However, these hats were made to last, often being redecorated and altered from season to season and passed from one member in the family to another until they finally dropped to pieces.⁵

(Slide 16.) Merry Widow Hat

Having hats made by the milliner began to go out of fashion when complete hats began to be shipped in. The "Merry Widow" hat was among the first to be brought. These were large-brimmed hats of stiff straw, the broader the brim the more they were admired by the ladies at least. By the men who had to sit behind them at the ball games and the races, they were not so much admired.

⁵ Richardson, Mrs. Minnie, Interview.

(Slide 17.) High Shoes

Skirts went up and skirts went down even as they do today, the "hobble skirt" making perhaps the greatest sensation when it came out. Wars and political trends influenced fashions as well, so there was a period of "Balkan blouses" during the Balkan War and western girls followed the fashions set by Alice Roosevelt or Ethel Barrymore when they were favorites of society.

High buttoned or laced shoes gave way to "low shoes" or oxfords and soon white shoes became popular. Silk stockings, nylon stockings, or no stockings took the place of the long black kind for both women and children.

(Slide 18) Three Generations

Twenty-five years ago it was usually quite easy to tell in a group of people who were the mothers, who were the grandmothers, who were the young girls, and who were the children, by the way they dressed.

(Slide 19.) Young Mother and Daughter

This is no longer possible as young mothers run about in pig-tails and pinafores and youngsters, boys and girls alike, are clad in levis and sunsuits. Grandmothers dress and often look younger than their own daughters, and who can identify a grandfather in shorts and a T-shirt?

CHAPTER TWO

DRESS

INDIANS



SLIDE 1.

INDIAN MOTHER AND CHILD

CHAPTER TWO

DRESS

INDIANS



SLIDE 2.

INDIAN GROUP

CHAPTER TWO

DRESS

INDIANS



SLIDE 3.

INDIAN IN HEADDRESS

CHAPTER TWO

DRESS

INDIANS



SLIDE 4.

LARGE INDIAN GROUP

CHAPTER TWO

DRESS

PIONEERS



SLIDE 5

WOMEN IN SUNBONNETS

CHAPTER TWO

DRESS

PIONEERS



SLIDE 6.

WOMEN AT RAILROAD STATION

CHAPTER TWO

DRESS

PIONEERS



SLIDE 7.

WOMEN AT SPOKANE

CHAPTER TWO

DRESS

PIONEERS



SLIDE 8.

WOMEN'S HATS

CHAPTER TWO

DRESS

MEN



SLIDE 9.

MEN IN WORK CLOTHES

CHAPTER TWO

DRESS

MEN



SLIDE 10.

MEN IN BEST CLOTHES

CHAPTER TWO

DRESS

CHILDREN



SLIDE 11.

INDIAN CHILDREN

CHAPTER TWO

DRESS

CHILDREN



SLIDE 12.

GIRL IN APRON

CHAPTER TWO

DRESS

CHILDREN



SLIDE 13. -

CHILDREN IN BEST CLOTHES

CHAPTER TWO

DRESS

WOMEN



SLIDE 14.

GROUP OF YOUNG WOMEN

CHAPTER TWO

DRESS

WOMEN



SLIDE 15.

A YOUNG WOMAN WITH HAT AND SCARF

CHAPTER TWO

DRESS

HATS



SLIDE 16.

MERRY WIDOW HAT

CHAPTER TWO

DRESS

SHOES



SLIDE 17.

HIGH SHOES

CHAPTER TWO

DRESS

TYPES OF CLOTHES



SLIDE 18.

THREE GENERATIONS

CHAPTER TWO

DRESS

MODERN DRESS



SLIDE 19.

YOUNG MOTHER AND DAUGHTER

CHAPTER TWO

DRESS

MODERN DRESS



SLIDE 20.

GROUP IN MODERN DRESS

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

Indian Homes

(Slide 1.) Teepees

The first style of architecture used in North Central Washington was, of course, the Indian teepee. In the late 1800's, skins of animals, especially tanned buckskin, was still being used to a large extent. Some had adopted canvas, using tarpaulins from the freight wagons¹ or discarded sails from vessels on the coast. Now, in an Indian camp, practically all of the teepees will be made of canvas.

The tribes of Indians who settled in North Central Washington did not decorate their teepees as much as the Indians of the East and Middle West. Most of them were plain, evidently built for service rather than attraction. Even today a camp of Indians from this section of the state will not have many decorated teepees.²

Early Settlers' Homes

(Slide 2.) Log Cabin

Early settlers took their first style of architecture from the

¹ Fries, U. E., From Copenhagen to Okanogan, p. 306.

² Waring, Guy, My Pioneer Past, p. 124.

Indians. Canvas or denim tents were first used by the men when they came to take their land and to prepare a home for their families. But a woman must have a house, and a house of sorts was soon prepared. Often the head, or the man, of the family did his own building, however unskilled he might be. Doors could be made and hung but windows were either open holes, holes with thin paper over them, or holes covered at night with cloth. Some more enterprising settlers covered the windows with shutters at night, but usually the builder was too hurried, too unskilled or too short of lumber.

Shingles could be cut with an axe for roofing but floors were a different matter. Many families lived in cabins built of logs or rough lumber and with dirt floors until the sawmills were built and running.

Wooden Buildings

(Slide 3.) Homestead Shack

In every community the necessity for a sawmill seemed second only to food, so it was usually the first industry to be established. As the mills began production the first lumber was used for flooring. Building progressed rapidly and one-story "shacks" were built beside the simple log cabins and pioneer tents. Often a room built of lumber was attached to the original log building.

(Slide 4.) Old Store Building

(Slide 5.) Street Scene

Stores and trading posts of the same materials began to make their appearance. To give height and importance to a building when lumber was scarce and expensive the "false front" style was used and every town in North Central Washington still has one or two of these buildings on their streets.

These new homes were not as sturdy nor as comfortable as those of log construction but nevertheless the building with lumber went on.³

Larger Wooden Buildings

(Slide 6.) Old Style House

(Slide 7.) Old Hotel

Soon many mills were in operation and lumber became cheap and plentiful. More building began, huge houses were built for large or medium-sized families, places of amusement were huge buildings and decorated with wooden "gingerbread." People were coming into the country in great numbers and boarding houses and hotels must be built to accommodate them. These were often ornate as well as spacious but contained of course no insulation, no plaster, no central heating, no soundproofing, no modern plumbing and no air-conditioning as we know it, though perhaps we might say they were air-conditioned in a sense. Even the Indians deserted their native style of building and began to live in houses built of lumber.

³ Wenatchee Daily World, May, 1949.

(Slide 8.) Indian Church

In the very early 1900's, Father Respari directed the construction of a church for the Indians on Lake Chelan. This was made of lumber and the Indians soon erected quite a settlement around it of the same material. The church, its altar and railing, the priest's room, and his chair were made of wood, also, but there were no seats for the congregation. Worshippers stood or sat on the floor when they were not at prayer. So did white visitors.

This old church with its Indian burial ground was disused and neglected for over a quarter of a century. Some attempt has been made to restore it and it is now used, upon occasion, for Indian funerals.⁴

Better Planned Buildings

(Slide 9.) Home

Up until this time building had been done according to the plans of the owner and to the materials at hand. About 1905 an English architect moved into the area and began to assist people in preparing more convenient and comfortable homes. His types of buildings were still without basements or bathrooms, and were considerably ornate, in the matters of dormer windows and cupolas, but the appearance of the house resembled a whole rather than "a shack to begin with and a room added here and a room added there."

(Slide 10.) Church

⁴ Chelan Valley Mirror, November 1, 1949.

During this era of building some one considered the quaintness and beauty, solidicty and comfort of log construction and in this way St. Andrews church was built. Added to, and changed a little to meet the needs of those who have worshipped within its walls it has stood for half a century on the main street of Chelan and will stand perhaps for another half century, admired by travelers and the pride of the citizens of the little resort town.

Buildings of Brick and Stone

(Slide 11.) School

(Slide 12.) Court House

About 1905 it was discovered that certain clay banks along the Columbia river and along the streams bordering and feeding the river made excellent brick and from then until about 1916, brick making became a major industry. Brick buildings together with the native stone, finished with plaster and constructed with basements began to give a neat, substantial appearance to the towns and a view of any North Central Washington town today will show many of these buildings in their streets. Early brick buildings were still huge, decorated, inconvenient, and seldom ever built with any planning as to how they were going to look in relation to the other buildings on the same street. That is why some towns found it necessary to destroy some of these buildings long before they were unfit for use.

(Slide 13.) Street Scene

About 1925 towns began to become conscious of the appearance of the buildings along their streets. Some towns were zoned, and smaller, neater buildings were built both public and private.

(Slide 14.) Pavilion

Places for amusement were built with the best possible plans for the types of amusements which were to take place within them. Soon the large three and four-story general auditoriums were either torn down or were remodeled to make room for more modern types of architecture.

(Slide 15.) Modern Business Building

Today glass bricks, cement blocks, insulation, air-conditioning, and expert planning have gone together to make our places of business and offices as attractive, convenient, and comfortable as our homes.

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

INDIAN HOMES



Indians in Camp—Chelan, Wash.

SLIDE 1.

TEEPEES

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

PIONEER HOMES



SLIDE 2.

LOG CABIN

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

PIONEER HOMES



SLIDE 3.

HOMESTEAD SHACK

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

PIONEER BUILDINGS



SLIDE 4.

OLD STORE BUILDINGS

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

PIONEER BUILDINGS



SLIDE 5.

STREET SCENE

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

PIONEER BUILDINGS



SLIDE 6.

OLD STYLE HOUSE

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

PIONEER BUILDINGS



SLIDE 7.

OLD HOTEL

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

PIONEER BUILDINGS



SLIDE 8.

INDIAN CHURCH

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

BETTER PLANNED BUILDINGS



SLIDE 9

A HOME

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

BETTER PLANNED BUILDINGS



SLIDE 10.

A CHURCH

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

BRICK AND STONE



SLIDE 11.

SCHOOL

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

BRICK AND STONE



SLIDE 12.
COURTHOUSE

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

MODERN BUILDING



SLIDE 13.

STREET SCENE

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

MODERN BUILDING



SLIDE 14.

PAVILION

CHAPTER THREE

CHANGES IN ARCHITECTURE AND BUILDING

MODERN BUILDING



SLIDE 15.

MODERN BUSINESS BUILDING

CHAPTER FOUR

INDUSTRIES

The industries or ways of making a living are so many, had so many beginnings, and have changed so rapidly that only a few of the most important ones can be used and those few touched upon very lightly. Contrasts in their progress is probably the most interesting as many of these were very small to begin with and have grown to be very large indeed.

Logging and Lumbering

As has been mentioned before the first thing the people seemed to need was lumber.

(Slide 1.) Log Pond

Mills were set up as soon as suitable places for them were found and as soon as simple machinery was brought in to use in them. More lumber was used for building homes and barns in those early days, very little of it was sold outside the community and none was shipped away to other parts of the state. There were no by-products and the sawdust was burned to get rid of it. From five to ten men would operate a small mill, using horses, log chutes and rafts to move the logs from the woods to the mills. Men worked on the ponds with pike poles and peeveys to work the logs into position for a steam-driven donkey

engine to pull them into the mill.¹

(Slide 2.) Modern Mill

Logging and lumbering show quite a different picture today. The methods of logging gradually worked away from horse power and man power, river drives and chutes.

Today there are tractors for moving logs and lumber, power loaders for loading, trucks for transportation and power saws for cutting. Both logs and lumber are shipped by trainloads on the branch line of the Great Northern Railroad which runs through the whole of North Central Washington.

Saw dust has almost as great a value as lumber since it is now used as fuel to burn in furnaces and as insulation.

Other products of North Central Washington lumber mills are so great that only a few of the most important can be given. Box making material or "shook" takes first place in this fruit-raising country, and other kinds of fruit containers as well. All types of building materials including window frames, door frames, moulding and trim are products of these mills.

There were few, if any, safety devices in the early days and many men were hurt and sometimes killed. Now as many mechanical safeguards as possible are provided but it is still hard to teach the people to use them.²

¹ Biles-Coleman Communication

² Chelan Box Factory Communication

The Biles-Coleman lumber mill is the largest plant in North Central Washington. In this plant they have a re-manufacture department in which the lumber they make is re-manufactured into almost everything a person would need, from cribs to coffin cases.³

Stores, Hotels, and Cabin Camps

Quite often the first building in a settlement was a store. People were coming into North Central Washington and they needed many things. Trading with the Indians was all right as far as it went but the settlers wanted many things that the Indians did not have.

Stores

(Slide 1.) Trading Post

In the Wenatchee Museum there is an old account book from what was probably the first permanent trading post in this part of the country. Sometimes things were cheap compared to what they are now and sometimes they were expensive. No one had very much money and what would be considered just a little money today was quite a lot of money then.

The old account book shows that beef was cheap. One man bought almost half a cow for ten dollars. A pair of shoes for a man was one dollar or two depending on the kind, and a pair of men's trousers could be bought for two or three dollars.¹

³ Wenatchee Daily World, May, 1950.

¹ Miller-Friel Account Book.

(Slide 2.) Street Scene

The stores farther north were not so well built as the Wenatchee trading post as it was not so easy to get lumber with which to build. Little shacks, often with false fronts, were hastily built and a freighter dispatched to Coulee City, Davenport, or even to Spokane to get what was needed to run the store.

In the Chelan and Okanogan valleys the mines and cattle ranches were opening up and large amounts of staple goods such as flour, rice, coffee, and bacon were in demand.

Bills were paid by exchange of goods, working them out, and in money.

The miners and the Chinese, who were working the Columbia River sands, often paid in gold.

(Slide 3.) Freighter

This money and gold had to be carried by the freighters on their long trips across the "Big Bend." All kinds of people roamed the country and often a freighter was robbed or even killed for the gold and money he had in his possession.

One freighter was visited just at dark by two rough-looking men. They had light packs and seemingly had no guns. The freighter was carrying a large amount of money that trip, and he had no gun. He invited the men to share his supper and on the pretense of getting food from his packs he buried the money under the heels of a very kicking and vicious horse he had. Later in the evening he asked one

of the men to bring him some fire wood he had left near the horse and the man had to move fast to keep from being kicked. The horse was used to his master and that night the freighter made his bed close to the horse. The men slept by the fire. In the morning they were gone. Whether they were only travelers short on food and money or whether they preferred not to risk fooling with the horse the freighter never knew.²

With the coming of the railroad and more modern forms³ of transportation the stores of North Central Washington have established a very fine system of trade. While there are no large department stores such as are found in Seattle and Spokane there is practically everything a person would need at prices that most people can pay.

Hotels

One of the earliest industries was boarding house or hotel keeping. Men came early, without their wives and children, and had to have a place to eat and sleep. Later when the families did come, they, too, must stay some place while their own homes were being built.

Very early, rough "men only" boarding houses were run by the Chinese and a few white men, but by 1887 better buildings were built and hotels were being run by families or by the women while their husbands worked in the mines or the lumber mills.

² Whaley, C. C., Diary

³ Lindley, M. A., History of Central Washington, p. 27.

The Indians often came to these hotels to buy bread of which they were very fond but they objected very much if the bread was too light, weighing it in their hands and demanding more "heft" for their money.

(Slide 1.) Hotel

Hotels such as this one built in the central part of the area have served all kinds of people from millionaires to people who had to work for the hotel keeper to pay for a night's lodging. This hotel has always been run by the same family. It is now in charge of grandsons of the man who built it and many are the stories both humorous and sad that can be told of people who have been sheltered within its walls.

(Slide 2.) Modern Hotel

Changes in serving travelers have changed a great deal since these early days. Those who wish a great deal of comfort stay at large hotels such as the Cascadian and the Columbia in Wenatchee. Those who wish out-of-door vacations choose resort hotels such as those to be found on Lake Chelan. For travelers who carry their own comforts there are cabin camps and motels. Often there is a small restaurant or store at which they can buy those things which they do not have with them.

Mining

Probably the first white person to come into North Central

Washington was a miner. There is some proof to the belief that Spaniards visited the region of Blewett Pass not later than a hundred years after the discovery of America.¹ Chinese washed the sands of the Columbia and caught the gold on quicksilver for a very good living. They also sank shafts in the foothills but never mined very far from civilization. Indians did a little mining but they were not very interested in that sort of labor. The Chinese and Indians did not get along very well² and when white miners began to come in greater numbers the Chinese left or were driven out.³

(Slide 1.) Early Mining

Mines were worked by one to four men with pick, shovel, and wheelbarrow for tools. Horses and pack mules would bring in supplies, do a little of the hard pulling around the mine and carry out the ore. Often there would be a boom in mining and several cabins would be built around a site, many men would be hired, their wives would go along as cooks and for a few months or a year ore would be taken out fast. When enough money to run the mine could not be made or something else would happen, the mine would shut down.⁴

¹ Wenatchee Daily World, October, 1949.

² Steele, R. F., Illustrated History of the Big Bend, p. 521-23.

³ Fries, U. E., From Copenhagen to Okanogan, pp. 214-15.

⁴ "The Coast," pamphlet, 1900, p. 25.

(Slide 2.) Holden

More money and modern methods of mining and transportation have opened many of the old mining claims. One of the most important is the Old Holden Mine now called the Howe-Sound mine, near the head of Lake Chelan. A sizable village of modern homes, a school, a movie theater, and other attractive and modern buildings have grown up where only a few rough miners' shacks were before.

(Slide 3.) Mill at Mine

(Slide 4.) Concentrate Truck

A mill was built to crush the ore into tiny, fine bits called concentrate. This concentrate is loaded into huge vats or tubs, each containing several tons and sent down to the foot of the lake on a barge pushed by a tugboat. Huge trucks take it from the mine to the lake and again from the lake to the railroad.

There are many mines in North Central Washington and the minerals that are taken from them are:⁵

Copper for pennies

Chrome and Nickel for Car Trimmings

Diatoms for Silver Polish

Epsom Salts for Medicines

Other Sodium Compounds for Glass Making

Clay for Pottery

⁵ Howe-Sound Pamphlet, 1948.

Silver for Dimes

Iron for Steel

Gold for Jewelry

Lead and Zinc for Car and other Batteries

Many other kinds of minerals

Cattle and Sheep

(Slide 1.) Sheep

The first cattle and sheep were brought into the country between 1889 and 1900. The first band of sheep brought into the Okanogan numbered about 2,200. These bands built up rapidly until there are about six to ten thousand head in the upper Okanogan.

These bands were owned by men with small outfits and seemed to get along well with the cattlemen. However, in 1904, a band of twelve thousand was brought in from Ellensburg and immediately there was trouble with both the cattlemen and the Indians. The owner's hay was burned and in two years he left the country. Other owners brought in large bands and refused to leave and soon there was a regular range war in which sheep were destroyed and men's lives threatened.^{1, 2}

The National Forest opened grazing grounds and at one time took care of the grazing problems of as many as seventeen thousand head.

¹ Harris, P. T., U. S. Dept. of Agriculture, Forest Service Report Committee, 1948.

² Fries, U, E. From Copenhagen to Okanogan, p. 382-92.

Lately it has been much less, one of the reasons being that since the price of lamb and wool has not gone up as much as the price of beef and pork, many of the sheepmen of North Central Washington are going out of the sheep business and into the cattle business.³

The first cattle brand to be registered in what is now called⁴ Okanogan county was a three-tined pitchfork brand. It was three inches long for horses and six inches long for cattle. This was registered by William Grainger on November 13, 1878. Now there are over thirteen hundred for Okanogan county listed in the state brand book. These brands are mostly for beef cattle and this number of cattle would be valued at about twelve million dollars.

Wheat Raising

Whenever a new country is opened up, the first thing a settler usually does is to plow up a little ground and sow some wheat. People must eat and bread is one of the main foods a settler must have. Also in small amounts it could be sold or traded to the Indians. The part of North Central Washington best suited to the growing of wheat was that part that is now Douglas county. Wheat farms sprang up quickly. Some were large and some were small but as rapidly as possible the small farmer tried to increase his farm lands until he often owned several hundred acres.

³Harris, P. T., U. S. Dept. of Agriculture, Forest Service Report Committee, 1948.

⁴Wenatchee Daily World, May, 1950.

(Slide 1.) Farming with Horses

Wheat was planted by horse and man power and a large harvest called in every available man and horse not otherwise at work in North Central Washington.

(Slide 2.) Steamer with Wheat

From the ranches the wheat was hauled by team to the Columbia river and there loaded on steamers. Most of the time the journey to Wenatchee was made safely but there were times when a river boat would sink and the entire cargo be lost. At Wenatchee the wheat would be either sent away by railroad or made into flour and sold.¹

(Slide 3.) Modern Wheat Farming

(Slide 4.) Modern Wheat Farming

In the following years North Central Washington has had its "ups and downs" in wheat raising. "Ups" are good years when winters are not too cold; when rains come when they are most needed, and when the prices are good. "Downs" are years of little rainfall, when the winter wheat freezes out and has to be re-planted and when prices are very low.

Just now the wheat farmers of North Central Washington are able to raise more than four million bushels a year and to sell at a good price.²

¹ Brown, Marshall, Letter.

² Ramsey, Jack D., Co-operative Extension Letters, Douglas County.

Flour Milling

It would do little good to raise wheat if there were no flour mills to make it into flour, bran, shorts, breakfast food, and other things for which we use it.

(Slide 1.) Wheat for the Flour Mill

One of the first flour mills was built at Chelan Falls in 1899 using the Chelan River for power. This mill produced about four hundred sacks of flour a day. The wheat was hauled in from the Big Bend by teams of horses and the flour was either used in the nearby towns or sent down the Columbia River by steamboat to Wenatchee and there shipped to China.³

Flour milling declined in the northern towns of North Central Washington when the railroad came in and it became cheaper to ship the grain than to make it into flour. Spokane became the center of the milling industry and the amount of flour and by-products produced in North Central Washington amounts to very little in comparison to other industries carried on there.

Apple Raising

(Slide 1.) Apple display

North Central Washington has been called "The Apple Capital of the world," "The Home of the Big Red Apple," and other interesting

³ Brown, Marshall (Letter)

names.

Okanogan Smith planted the first apple trees in 1858¹ near what is now Oroville. He traveled three hundred miles on horseback to get the trees and brought them back tied to his saddle. Some of his trees are still bearing though they are now nearly a hundred years old.

In 1872 Phillip Miller of Wenatchee did about the same thing.² He brought his trees from Ellensburg.

(Slide 2.) Packing in Orchard

At first the apples were packed at the orchards on which they were raised, either out in the open or in small sheds called "packing sheds." The owner of the orchard, his family or other inexperienced help did the packing. This method did not prove to be satisfactory for long distance shipping, however, as the fruit often spoiled before it got to the places it was sent.

About 1918 fruit handlers came north from California and changes were made in methods of packing and boxing. Machinery and power were put to work and large warehouses were built to house and handle the increasing amounts of apples.

(Slide 3.) Hauling Apples

From the ranches or warehouses, packed boxes were hauled to the railroad by powerful teams and skillful drivers. These loads

¹ Wenatchee Daily World, May 4, 1949.

² Wenatchee Chamber of Commerce Letter, 1949.

were heavy and hard to keep in place over the rough, narrow mountain roads. Each farmer hired the most skillful driver he could, as the loss of one wagon load would mean a great loss to him.

Few drivers made more than one trip a day, often coming twelve or fourteen miles from packing house to railroad, and then back at night for a fresh start in the early morning.

The first carload was one of mixed variety shipped from Wenatchee by Conrad Rose in 1901.³ From then on the industry grew amazingly fast. The standard apple box was developed and adopted, packing sizes were worked out, markets developed and irrigation projects were made bigger and better. Rail receiving platforms became sheds.

(Slide 4.) Old Method of Refrigeration

(Slide 5.) New Method of Refrigeration

"Iced reefers" or refrigerator cars were filled with ice cut from local ponds. These are now filled with ice made by electricity.

(Slide 6.) Modern Packing Plant

Insulated warehouses were built and cold storage plants were bigger than the packing sheds. Cash buyers increased and cooperative organizations were formed. Rules for grading, packing, and other parts of warehouse work were made and used. Owners no longer had to make long hauls to sell their apples; the telephones and long distance wires made it possible to stay at home and still be able to do all the

³ Wenatchee Chamber of Commerce Letter, 1949.

business necessary.

Pests like the codling moth, aphid and scale had to be controlled as well as other problems solved.

Thus one lonely mixed car in 1901 has now grown to fifteen thousand carloads of apples every year as well as fifteen hundred carloads of soft fruit.

Besides these there are numerous by-products such as cider, vinegar, apple butter, stock food, dehydrated fruits, and, last but not least, a wonderful apple candy, "Aplets," made at Cashmere.

Power

Without power North Central Washington would never have developed as fast as it has. Men seemed to realize that from the very first, and small dams were built across the streams¹ so that they might have an easier supply of water with which to run their steam engines.

Slide 1. Breakwater

As soon as electricity could be used, larger dams were built across swifter and larger streams.

Slide 2. Rock Island Dam

Even the mighty Columbia was harnessed when the Rock Island² Dam was built near Wenatchee. More power to run the machines of the industries is more and more necessary, so more and more dams and

¹ Hull, Lindley M., A History of Central Washington, p. 462.

² Wenatchee Daily World, May, 1950.

power plants have been built.

(Slide 3.) Grand Coulee Dam

Today North Central Washington has what is considered the largest³ power creator in the United States, possibly in the world, Grand Coulee Dam. To tell all about this wonderful dam would take a book. It is enough to say that it is man's biggest structure, still growing and will probably be in use a thousand years from now.

³ Wenatchee Daily World, May, 1950.

CHAPTER FOUR

INDUSTRIES

LOGGING AND LUMBERING



Loggers on Puget Sound, Washington

SLIDE 1.

LOG POND

CHAPTER FOUR

INDUSTRIES

LOGGING AND LUMBERING



SLIDE 2.

MODERN MILL

CHAPTER FOUR

INDUSTRIES

STORES, HOTELS AND CABIN CAMPS



SLIDE 1.

TRADING POST

CHAPTER FOUR

INDUSTRIES

STORES, HOTELS AND CABIN CAMPS



SLIDE 2.

STREET SCENE

CHAPTER FOUR

INDUSTRIES

STORES, HOTELS, AND CABIN CAMPS



SLIDE 3.

FREIGHTER

CHAPTER FOUR

INDUSTRIES

STORES, HOTELS AND CABIN CAMPS



SLIDE 1.

OLD HOTEL

CHAPTER FOUR

INDUSTRIES

STORES, HOTELS AND CABIN CAMPS



SLIDE 2

MODERN HOTEL

CHAPTER FOUR

INDUSTRIES

MINING



SLIDE 1.

EARLY MINING

CHAPTER FOUR

INDUSTRIES

MINING



SLIDE 2.

HOLDEN

CHAPTER FOUR

INDUSTRIES

MINING



SLIDE 4.

CONCENTRATE TRUCK

CHAPTER FOUR

INDUSTRIES

MINING



SLIDE 3.

MILL AT HOLDEN

CHAPTER FOUR

INDUSTRIES

CATTLE AND SHEEP



SLIDE 1.

SHEEP

CHAPTER FOUR
INDUSTRIES
WHEAT RAISING



SLIDE 1.
FARMING WITH HORSES

CHAPTER FOUR
INDUSTRIES
WHEAT RAISING



SLIDE 2.
STEAMER WITH WHEAT

CHAPTER FOUR
INDUSTRIES
WHEAT RAISING



SLIDE 3.
MODERN WHEAT FARMING

CHAPTER FOUR
INDUSTRIES
WHEAT RAISING



SLIDE 4.
MODERN WHEAT FARMING

CHAPTER FOUR

INDUSTRIES

FLOUR



SLIDE 1.

WHEAT FOR THE FLOUR MILL

CHAPTER FOUR

INDUSTRIES

APPLE RAISING



SLIDE 1.

APPLE DISPLAY

CHAPTER FOUR
INDUSTRIES
APPLE RAISING

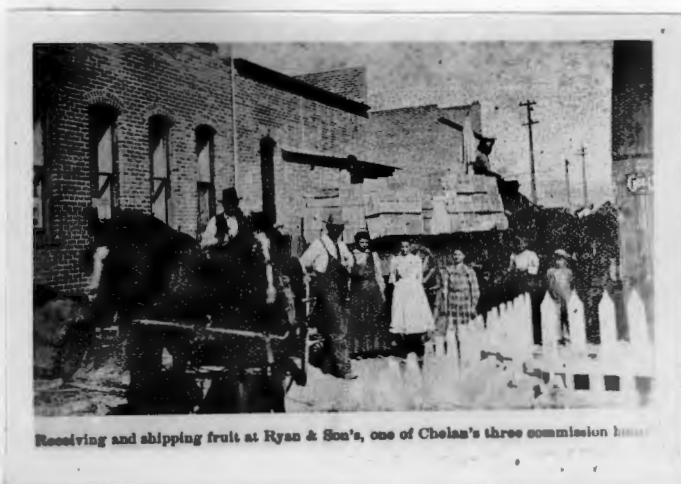


PACKING FRUIT ON LAKE CHELAN

SLIDE 2.

PACKING IN ORCHARD

CHAPTER FOUR
INDUSTRIES
APPLE RAISING



Receiving and shipping fruit at Ryan & Son's, one of Chelan's three commission houses

SLIDE 3.

HAULING APPLES.

CHAPTER FOUR
INDUSTRIES
APPLE RAISING



-CUTTING ICE ON LAKE CHELAN- 20. URENO'S PHOTO 1911

SLIDE 4.

OLD METHOD OF REFRIGERATION

CHAPTER FOUR

INDUSTRIES

APPLE RAISING



SLIDE 5.

NEW METHOD OF REFRIGERATION

CHAPTER FOUR
INDUSTRIES
APPLE RAISING



SLIDE 6.
MODERN PACKING PLANT

CHAPTER FOUR

INDUSTRIES

POWER



SLIDE 1.

BREAKWATER

CHAPTER FOUR

INDUSTRIES

POWER



SLIDE 2.

ROCK ISLAND DAM

CHAPTER FOUR

INDUSTRIES

POWER



SLIDE 3.

GRAND COULEE DAM

CHAPTER FIVE

TRANSPORTATION

The people of North Central Washington have always had to depend on many kinds of transportation to get from place to place over the area, divided as it is by barriers of mountains and rivers, and vast stretches of desert-like plains and plateaus.

People who wished to come into the country had to leave the railroad at Coulee City and come across the "Big Bend" in wagons, or carriages called "hacks." They could also come in from Yakima by way of Ellensburg. If they came in from the east, the Columbia River had to be crossed and if they came from the west they had to cross Ellensburg Mountain and follow a narrow dangerous trail up the Columbia River from what is now Wenatchee.

(Slide 1.) Indian Women on their Horses

Once settled, the pioneers soon found that horseback was the quickest way of getting from place to place. There were many places, however, where they could not take a horse and often¹ when they went far back into the mountains hunting, fishing, or mining they would go on foot, taking skis or snowshoes, "webs," for traveling above the snow line or for winter use.

¹ Wenatchee Daily World, May, 1950.

Nearly every man, woman, and child owned his own horse but for those who had none there were livery barns from which horses could be rented for riding or driving.

Boats on the Columbia River

(Slide 2.) Steamboats

Mail and freight had to be brought long distances by horseback or by slow, heavy wagons and it was a great step forward when the steamboats began to run on the Columbia River from Wenatchee to Bridgeport. These boats were regular little towns within themselves. The rise and fall of the river together with the rapids and currents in the river made travel by steam slow. Sometimes it was necessary for people to eat and sleep on the boat for several days and nights.

All kinds of people rode on the river boats. There were miners, gamblers, Indians, settlers with their wives and children, and land buyers from the East or from England with their wives.² Children played pranks and the older people played cards, danced, gambled, and fought on the slow journeys up the Columbia River. In those early pioneer days they carried mail, freight and passengers up the river and mail, freight, passengers, wheat and ore down the river. Later they carried fruit, flour, and lumber as well.

In winter it was impossible for several weeks for the steamboats to run and mail and passengers were sent along the river road from

² Hull, Lindley M., A History of the Wenatchee, Entiat, Chelan, and Columbia Valleys, p. 515.

Wenatchee. It was a dangerous journey and few cared to go unless it was very necessary.

(Slide 3.) Stagecoach

Few of the towns in North Central Washington were built close to the Columbia River. Mail, passengers, and freight had to be met at the steamboat landing and carried by stages and freight wagons to the towns farther back. The roads were steep, rocky, and dusty. Both men and women protected their clothes with large overall coats called "dusters" and tied their large hats on with scarves. Stage drivers were usually quite talkative and entertained their passengers with stories about the country. Some of their stories are more exciting than true.

(Slide 4.) Freight Wagon

The freighters drove many horses for the roads were steep, rocky and dusty, or muddy and slippery. Loads were heavy as everything that had been shipped by boat or rail had to be taken to the towns by horse and wagon.

Often a driver had from six to eight horses to handle and a trailer wagon behind his regular wagon. Braking this sort³ of outfit on a steep hill took as much skill as pulling the hill did.

Travelers went both ways on a road, of course, and passing one

³ Ibid., p. 435.

of these freight teams was both difficult and dangerous. Freight horses and stage horses wore heavy bells hung from frames above their necks to warn of their approach, but accidents did take place sometimes.

(Slide 5.) Railroad Track

After a great deal of planning and surveying on both sides of the river the Great Northern Railroad built a branch line⁴ from Wenatchee to Oroville, following the west bank of the Columbia River. This took passengers, mail, and freight from the steamboats but as it followed the river, towns were still some distance from the station. Stages and freight wagons had to meet the trains as they had met the boats.

As automobile and truck came to be used more and more they were used instead of horses in carrying passengers, mail, and freight either to and from the railroad or up and down the highway from Wenatchee to Oroville.

(Slide 6.) Modern Highway

Roads were still bad but as time and travel went on, better ones were built until North Central Washington has as safe and comfortable highways as anywhere in the state.

⁴ Ibid., p. 451.

(Slide 7.) Truck

Cars, trucks, transports, jeeps, buses and motorcycles travel the roads of North Central Washington today. Freight and passenger trains travel beside them while overhead private and commercial planes range from Wenatchee to the border carrying passengers and mail, watching the forests, "dusting" the orchards, or dropping supplies and food to isolated men or animals.

(Slide 8.) Log Bridge

Many streams cross the highways no matter in what direction the road goes. Ferries of all descriptions were, and in many cases still are, used to cross the larger streams. To cross the smaller, swifter streams "crib" bridges were built. These were log bridges built on three-cornered foundations also built of logs and filled with heavy stones. Many of these are in use on the upper parts of the mountain streams.

(Slide 9.) Frame of Pile Driver

(Slide 10.) Wooden Bridge

When a pile driver was brought into the country heavy "piles" or logs were driven into the bed of the river and log or wooden bridges were built on these.

(Slide 11.) Concrete Bridge

Steel took the place of wood, and concrete took the place of steel or was used with steel. These bridges look strong enough to

last a hundred years but occasionally the swift currents of a high flood will batter or wash out the foundations of these bridges and they have to be built all over again.

(Slide 12.) Early Boat

Transportation on the lakes has had as many changes as has transportation on the highways and rivers. A small steam engine placed in a boat took the place of the rowboat or "skiff." Sail boats have never been very popular except as pleasure craft on any of the lakes in North Central Washington.

(Slide 13.) Steamboat

Larger boats with bigger engines were built to carry freight as well as passengers and mail. Most of this traffic was on the largest lake, Lake Chelan. The smaller lakes had little or not traffic except for recreation.

(Slide 14.) Steamboat with Wood

These steamers were wood burners and the boat companies would hire men to cut and stack wood at convenient places along the shore so that it might be loaded from time to time.

These boats carried everything at once as they still do at times. Heavy freight was sent up and down the lake once or twice a week by freight boat but passengers could ride on it if they wished. Mail and passengers went on boats which ran every other day but freight and livestock were sometimes carried on these as well.

(Slide 15.) Gasoline Boat

The gasoline engine made the largest change in water transportation. Daily trips of freight boats decreased the amounts of freight that had to be handled at one time and many smaller boats were built to take the places of the fewer large ones. Barges and "duck" type freight handlers came into use after the last war. Swifter mail service was possible when a road was built halfway up the lake. Mail going that far could be delivered by car thus saving many stops for the boat.

Large companies such as the Howe-Sound Company have their own boats, barges, and planes. Some of the hotels have boats and planes, and people with summer homes often do also.

A flying service maintained at the foot of the lake will make many trips to the head of the lake during the day while in the early days it would take over a week to go the same distance.

CHAPTER FIVE
TRANSPORTATION
TRAVEL BY HORSES



SLIDE 1.

INDIAN WOMEN ON THEIR HORSES

CHAPTER FIVE
TRANSPORTATION
RIVER TRAVEL



SLIDE 2.

BOATS ON THE COLUMBIA RIVER

CHAPTER FIVE

TRANSPORTATION

TRAVEL BY HORSES



SLIDE 3.

STAGECOACH

CHAPTER FIVE

TRANSPORTATION

TRAVEL BY HORSES



SLIDE 4.

FREIGHT WAGON

CHAPTER FIVE
TRANSPORTATION
TRAVEL BY TRAIN



SLIDE 5.

RAILROAD TRACK

CHAPTER FIVE
TRANSPORTATION
ROADS AND BRIDGES



SLIDE 6.
MODERN HIGHWAY

CHAPTER FIVE

TRANSPORTATION

TRAVEL BY CAR AND TRUCK



SLIDE 7.

TRUCK

CHAPTER FIVE

TRANSPORTATION

ROADS AND BRIDGES



SLIDE 8.

LOG BRIDGE

CHAPTER FIVE

TRANSPORTATION

ROADS AND BRIDGES



SLIDE 9.

FRAME OF PILE DRIVER

CHAPTER FIVE

TRANSPORTATION

ROADS AND BRIDGES



SLIDE 10.

WOODEN BRIDGE

CHAPTER FIVE

TRANSPORTATION

ROADS AND BRIDGES



SLIDE 11.

CONCRETE BRIDGE

CHAPTER FIVE
TRANSPORTATION
TRAVEL BY BOAT



SLIDE 12.
EARLY BOAT

CHAPTER FIVE
TRANSPORTATION
TRAVEL BY BOAT



SLIDE 13.
STEAMBOAT

CHAPTER FIVE

TRANSPORTATION

TRAVEL BY BOAT



SLIDE 14.

STEAMBOAT WITH WOOD

CHAPTER FIVE
TRANSPORTATION
TRAVEL BY BOAT



SLIDE 15
GASOLINE BOAT

CHAPTER SIX

SCHOOLS AND EDUCATION

The pioneers in a new settlement, first of all, built homes for themselves. Next, they usually built a store and then if there were any children in the settlement, and there usually were, they built some sort of building for a school.

Buildings

(Slide 1.) Log School

More often than not the whole community would work together and in a few days a building such as this would be built.¹ The material and equipment for the whole building and even some parts of the labor could be covered by three hundred dollars. Miners and men who had no families often gave money for the school. Dances and basket socials were held to raise more money. Home-made benches and chairs were used and books of all kinds were borrowed from anyone who had one suitable for use.

Teachers

Some man or woman who had been a teacher or who may have gone a little farther in school than others in the community most often

¹ Hull, Lindley M., A History of Central Washington, pp. 338, 465, and 507.

became the teacher. If the teacher was the mother of a family, the school might be held in her house. Salaries were low and school terms short. The first school term in Chelan ran just two weeks.

(Slide 2.) Frame School Building

As soon as lumber could be had more easily, people of North Central Washington began to make frame school buildings. Transportation had improved and more money was to be had so better furniture was bought for the schoolroom and shipped in from the larger towns of Seattle and Spokane.

Teachers

Teachers were better paid and better qualified and no teacher had more than three grades. It was necessary to hire teachers from the eastern teachers' normal schools.

Buildings

(Slide 3.) Buick School

More and more people came and more and more children were ready to go to school. New and better buildings were built. In this building there was some attempt at fireproofing. The building itself was of brick and stone with plastered walls and a double stairway.

Furnaces heated all rooms and there was an electric bell system for fire warnings and other emergencies. One drinking fountain was installed. As the years went by still more improvements were made on the same building. People were interested in their schools and

anxious to see that their children had every advantage possible.

Indoor toilets, lavatories, and showers were installed, more drinking fountains were put in and a better heating system replaced the old wood-burning furnace.

Teachers

Teachers now had to pass certain qualifications laid down by the state of Washington as well as those in the state from which they were hired. Local young men and women were beginning to attend the University at Seattle, and soon they, too, could teach in the state.

(Slide 4.) Pupils

Not all schools were as well built and equipped as these stone and brick buildings. Not all boys and girls could ride, drive, or walk the long distances from the farms to the schools in the towns. There were still no school buses and no transportation money was paid to people having children outside the district. Small country schools much like the first schools were established for these children. Texts, furniture, and teachers' qualifications were more up-to-date, but heating, plumbing, transportation, and some teaching methods were still similar to the first schools in the valley.

Mrs. L. O. Anderson, North Central Washington's own educator, says of these country schools,² "When I contrast those crude little

² Anderson, Dr. Eva, (Letter)

country schools with new, modern school palaces, I marvel that pupils ever learned anything, BUT LEARN THEY DID." Along with the figuring, reading, and spelling they learned a great respect for education and were determined that their children in turn should be given every opportunity for education that the country afforded.

Schools of Higher Learning

(Slide 5.) Teacher Training

As soon as high schools were accredited for college entrance, more students began to attend the schools of higher learning. Ellensburg Normal School and the University of Washington were the nearest to this area and many high school graduates began to attend.

These schools in turn sent back well informed and well trained teachers to work in the schools of the area. It was no longer so necessary to get teachers from the East and Middle West.

Modern School Buildings

(Slide 6.) Modern High School

Today education in North Central Washington is a major, if not the major consideration of the people in that area.³ Brewster is building a new gymnasium, Omak has built a new kindergarten and primary building costing enough to build a hundred buildings like the first ones. Most of these buildings are of concrete and brick

³ Wenatchee Daily World, May, 1950.

and are as nearly fireproof as possible. Furniture within is chosen to meet the needs of the children and well trained teachers come from within the borders of the state.

(Slide 7.) Modern College Building

(Slide 8.) Modern College Building

Buildings such as these are erected to accommodate students attending near-by colleges and for those who are just starting their college work there is a very fine junior college at Wenatchee. A large gift of money and a land grant from the late A. Z. Wells will enable that college to extend greatly.

Even the boys and girls in remote and inaccessible places are not neglected. For those that cannot be reached by bus there are country schools, but much more progressive and modern than the old type country school. Schools at Lucerne, Stehekin, and Holden are good examples of these.

Truly the schools of North Central Washington have "risen from the ranks" like a hero in a Horatio Alger book.

CHAPTER SIX

SCHOOLS AND EDUCATION

BUILDINGS



SLIDE 1.

LOG SCHOOL

CHAPTER SIX

SCHOOLS AND EDUCATION

BUILDINGS



SLIDE 2.

FRAME SCHOOL

CHAPTER SIX

SCHOOLS AND EDUCATION

BUILDINGS



SLIDE 3.

BRICK SCHOOL

CHAPTER SIX

SCHOOLS AND EDUCATION

PUPILS



SLIDE 4.

PUPILS

CHAPTER SIX

SCHOOLS AND EDUCATION

BUILDINGS



SLIDE 5.

TEACHER TRAINING

CHAPTER SIX

SCHOOLS AND EDUCATION

BUILDINGS



SLIDE 6.

MODERN HIGH SCHOOL

CHAPTER SIX

SCHOOLS AND EDUCATION

BUILDINGS



SLIDE 7.

MODERN COLLEGE BUILDING

CHAPTER SIX

SCHOOLS AND EDUCATION

BUILDINGS



SLIDE 8.

MODERN COLLEGE BUILDING

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

Indians

Whenever there is something constructive done there is always some one outstanding who has done it. Whenever a new country is opened up for settlement the kind of people living in that country and the kind of people who come into it, help to decide what sort of place it will be in which to make a home.

The original settlers of North Central Washington were, of course, Indians. They were of various tribes at the beginning, and were later joined by the Nez Perce and mixed with them.

There were good Indians and bad Indians, but the leaders were men who were friendly to the whites, aware of the needs and difficulties of their own people and willing to try to do what was best for both Indians and whites.

(Slide 1.) Chief Moses

Moses was a member of the Snake tribe. He lived at Lapwai Mission¹ when he was a young man. Later he settled on what is now the Colville reservation where he raised fast horses and ponies on a large tract of land. He became the leader of a band of Spokanes. He was

¹ Waring, Guy, My Pioneer Past, p. 40.

considered the highest ideal of an Indian chief by the whites and won the respect of the other Indians by his wise decisions in his dealings with the whites and in his councils with his own people. He refused to join Joseph in his war against the whites but refused in such a way that he did not make an enemy of Joseph. Later when his leadership was disputed by a San Poil Indian he and Joseph stood together for their rights.

(Slide 2.) Chief Joseph

Joseph was an intelligent, clever Indian who took up arms for the wrongs of his people.² Indians signed treaties giving away their land for very little and without really knowing what they did. When the white men tried to move them from the land they went on the warpath. Chief Joseph was a brave and skillful warrior who kept the white soldiers from capturing his band until winter caught them unprepared in northern Montana and Canada.

He and a part of his band were finally settled on the lower part of the Colville reservation close to Chief Moses. These men served as leaders for all the Indians in that part of the reservation. He died near the mouth of the Okanogan River and is buried in the Indian cemetery in Nespelem.

(Slide 3.) Long Jim

Long Jim, so called because he was tall and straight, was leader of the Indians on the Colville reservation after the death of Moses

² Drury, Clifford M., A Teepee in His Front Yard, p. 140.

and Joseph. Some writers believe that he was not an Okanogan Indian but had been stolen from the Sioux or Blackfeet when he was a baby. Many pioneers remember him as a boy so he was at least raised in the Okanogan and Chelan valleys. Jim was honest and respected by Indians and whites alike. His word was final in decisions from horse races to treaty making. He tried to keep his people from too much drinking, gambling, and mingling with "bad" whites.

When he died at about the same place on the reservation that Moses died, there was no chief or leader to take his place. Instead, there is a sort of Indian council made up of Indians from different parts of the reservation. John Cleveland is the representative from the part of the reservation where Jim lived.

(Slide 4.) Peter Wapato

Peter Wapato was the son of Old John Wapato who lived on Lake Chelan. Peter's father Old John welcomed the white man. He respected the white man's laws and religion; he adopted many of their ways of living; he raised the crops the white man did; and he taught his children to do the same.

He promised protection to the whites during the Chief Joseph uprising, though the young men from the Okanogan were anxious to go on the warpath. He made plans for the protection of the whites in the Chelan Valley and went north to conduct peace councils with Moses among the hot-headed young bucks.

"I will take a stick to those young men," he said to one man

he left on guard. "Let no Indian through the pass till I come back again."

He was able to keep peace and no Indian came to the pass until his runner came to say that the danger was over.

Peter, his son, was also a good friend to the whites. He built a house and a church on his land and farmed it as his white neighbors did. He sent his boys and girls to school and to college if they wished to go. One of his boys went to the Indian school at Carlisle; one graduated from the law school at the University of Washington; and one of Peter's grandson's is a concert pianist.

(Slide 5.) Indian Group

(Slide 6.) Teepees

Peter never sold his land to live on the reservation but raised³ his children among the whites and in the ways of the whites. He kept many of the customs of his own people and was proud of his race. He did not wish to see the old skills and legends die out. In his later years he held what he called an "Indian Picnic," on his land at Wapato Point on Lake Chelan. All the old glories of a "Siwash Fourth" were offered: Pony races, stick games, dances, and other Indian sports and games. It must, however, be done in the Indian fashion. No Indian could come unless he brought a teepee and lived in it as nearly like the old days as possible all during the celebration.

³ Wenatchee Daily World, November 1, 1949.

Pioneers

(Slide 1.) Mr. Whaley

The pioneers of North Central Washington were of a much better class of people than are found in some new settlements. Most of the men had been highly respected and were of some importance in the communities from which they came.

Mr. C. E. Whaley was one of the first merchants in the Chelan Valley. He was afraid of nothing, from bad weather to bad Indians, and braved them both many times in his lifetime. He knew how to get along with people, when to be sympathetic, and when to be severe. He began selling to Indians and whites before he had windows and doors in the store and had to "board up" at night and take the boards down in the morning.

(Slide 2.) Mrs. Whaley

Mrs. Whaley worked in the store and managed a pioneer home at the same time. A book could be written about the many hired girls she had and the experiences she had in the store.

One morning a man came in asking for sugar. Mrs. Whaley told him she had none but that she would go look and see how soon some would be in. She stepped out of doors, apparently looked at the sky and announced that in about three hours there would be sugar. The man was greatly impressed and a little frightened by a woman who could look at the sky and tell when she could sell sugar. What Mrs. Whaley had looked for, and saw, was the great dust made by the freight

teams on the horizon of the Columbia plateau. By experience she knew just about how long it would be by the time she could see the dust until the teams would be in town.

(Slide 3.) The Campbell Hotel

Next to store keeping, hotel keeping was both interesting and necessary. Three generations of Campbells have managed the hotel at the foot of Lake Chelan since it was built by Mr. C. C. Campbell. It was the home of all three generations as well as a stopping place for strangers and travelers, and guests have always been expected to respect it as such. No drinking or bad language has ever been allowed even in pioneer days and Mr. Campbell frequently refused lodging to people who would not do their part in making this place a home to anyone who came there.

Mr. Campbell knew and understood people and what they might be expected to do and say. He was ready for any emergency and filled his place in public office again and again.

Mrs. Campbell was a talented musician. An organ made by her father came with her when she came to North Central Washington and her piano was the first piano in the valley.

Besides caring for her family and directing the work of the hotel she found time to help with every program, banquet, picnic, play, and dance that was given. The large rooms of the hotel were used and the whole community took part while Indian friends looked on from the porch or came in for refreshments.

Mrs. Campbell organized and conducted the choir of the Episcopal church and gave piano lessons to children of the community.

Mention should be made of J. W. Budd and his wife though there is no slide to show them. Mr. Budd was the hunter for the community when it was necessary to have enough meat on hand for the winter. Mrs. Budd was called whenever there was sickness and though she had little to work with in supplies and medicine and though she was not what would be regarded as a trained nurse, she was skillful indeed in illness and in bringing confidence and hope into a stricken home.

(Slide 4.) Okanogan Smith

"Okanogan" Smith was one of the first men to bring apple trees into North Central Washington. He planted them on his ranch near what is now Oroville. Though some of these trees are nearly a hundred years old, they are still bearing.

Later Citizens

(Slide 1.) Mr. Field

Mr. M. E. Field was also a hotel keeper. Though his hotel was fifty miles from a settlement and a hundred miles from a railroad it was far from being primitive. Mr. and Mrs. Fields and their family believed that isolation could be fun and every winter invited their friends to a house party at their hotel, which would last for several days.

Not content to entertain his friends, Mr. Field wished to serve them as well. He became a member of the state legislature when nearly

the whole of North Central Washington was one county.

Mr. Field had a hand in the forming of many state laws for the benefit of the people of North Central Washington, but the thing for which he worked the hardest and for which he is best remembered was the dividing of huge Okanogan County into three smaller counties, Okanogan, Chelan, and Ferry. Okanogan is still the largest county in the state and could be divided again.

(Slide 2.) Mr. George D. Brown

Mr. George D. Brown was a man who seemed to be able to look ahead and to see what changes in industry would take place next. When he was a wheat rancher in the Big Bend he saw the possibilities of making wheat into flour by using local streams for water power. When flour milling began to be less important he saw what could be done with electricity and built a bigger power plant. He foresaw the possibilities of irrigation and its relationship to fruit raising long before his neighbors did, and put his plans to work.

He was the first to bring in California fruit handlers; to provide suitable warehouses and cold storage and to find the best markets and methods of marketing.

Mr. Brown did not do all this for himself but shared his information with others in order to make North Central Washington one of the foremost fruit raising districts in the United States.

(Slide 3.) Holden

For every successful industry or enterprise there is some man or woman to start it or to carry it through. Many of these people have no pictures to represent them, but they should be mentioned.

Harry Holden who first owned the Howe-Sound mine which is still called the Holden Mine at times and Mr. M. M. Kingman who operated in the Horseshoe Basin were pioneers in the mining industry.

(Slide 4.) Sheep

The Drumhellar brothers helped to establish sheep raising in North Central Washington.

Dan Gamble of Brewster raised many cattle, logged and ran a sawmill and was a hotel keeper and orchardist.

(Slide 5.) Skiing

Earl Little who is in charge of the Leavenworth Ski Tournament each year has done much to modernize amusements.

(Slide 6.) Building

Skillful builders and contractors such as Don Mathers have taught the people of North Central Washington how to use their natural resources in building.

(Slide 7.) Steamboat

In transportation, especially water transportation, Captain Griggs made the Columbia River a link between Wenatchee and the

northern towns, and men like James Warren made it possible for loaded freight wagons and the wagons of settlers to cross that swift and treacherous stream in moving from one part of North Central Washington to another.

(Slide 8.) J. A. Larrabee

Transportation and communication have always depended upon each other and must be thought of together. Early postmasters like J. A. Larrabee and mail carriers like U. E. Fries and Guy Waring have done almost impossible acts that people of North Central Washington might communicate with each other. Letters from their homes in the east and the newspapers telling the news of the world meant almost more than food to some of the early pioneers, and postmasters and mail carriers did all in their power to see that mail was delivered.

For over fifty years, publishers from many North Central Washington towns have worked to place the news before the people of the area. None have succeeded as Rufus Woods of Wenatchee succeeded. His "Wenatchee Daily World," the only daily publication in North Central Washington, will probably never be equalled by any other newspaper in that area.

(Slide 9.) Mr. and Mrs. Ohme

Citizens who will change a bare, rocky cliff into a beautiful garden by their own hard work are scarce indeed. Mr. and Mrs. Herman Ohme and their two sons have done just this. In their beautiful

"Garden in the Sky," they have welcomed over one hundred fifty thousand visitors in the last ten years.

Women

It isn't merely a man's world in North Central Washington by any means, as the lives of such women as Mrs. Whaley and Mrs. Campbell have shown.

(Slide 1.) Mrs. Sines

Forty years of human life in North Central Washington has passed the window of Mrs. Blanche A. Sines. Her window was the delivery window of a post office in one of the towns in this area. She has watched the progress and change of every industry, for three generations; she has seen mail delivered in every way possible, both in summer and in winter; and she has helped to solve problems of communication in North Central Washington that others have found impossible.

(Slide 2.) Mrs. Anderson

There is little in the educational development of North Central Washington that Dr. Eva Greenslit Anderson does not know. Only a few of her experiences and talents are listed below.

A pioneer rural teacher in North Central Washington

A grade teacher in the schools of Waterville and Wenatchee

A High School teacher and adviser in Waterville and Wenatchee

A Douglas County Superintendent of Schools

A traveler in the Old World in the interests of education

A lecturer on matters of education

An author of books for children and adults

A state legislator

A writer of human interest stories for a newspaper

A charming hostess and friendly neighbor.

It isn't a man's world only, in North Central Washington.

Noted Visitors

Many important people have come to North Central Washington for short stays. Some came for their health, some came on business, and some came just to see the country.

(Slide 1.) Buster Brown

C. C. Outcalt, artist for the "Buster Brown" comic strip, made regular vacation trips up to the mines in the Horseshoe Basin. At one time he owned a large orchard called the "Buster Brown" orchard across the river from Brewster.

Lyman Colt, whose uncle was the famous Colt revolver maker,⁴ built a beautiful home on Lake Chelan. He built barns and a silo and raised blooded stock. Other business interfered and after a few years he sold out and moved to Seattle.

Eliza Spaulding Warren,⁵ daughter of Rev. Spaulding who came to Washington with Dr. Whitman, spent the last years of her life at

⁴ Hall, Lindley M., op. cit., p. 471.

⁵ Hall, Lindley M., op. cit.

Lakeside. As a child she had been present at the massacre of the Whitmans and escaped only because she had understood the language of the Cayuse Indians and was able to hide when she overheard them plotting to kill the whites at the mission. Her son James Warren ran the Chelan Falls Ferry for many years.

(Slide 2.) General Pershing

General Pershing owned orchard land on Bridgeport Bar. The General made only short visits there, but his brother ran the orchard for several years.

Owen Wister, author of "The Virginian," "Members of the Family," and other western stories, spent a winter at Winthrop. Parts of his book, "The Virginian," were about actual happenings in the Methow Valley.

Guy Waring, friend of Owen Wister and author of "My Pioneer Past," lived in the Okanogan country for several years. He was postmaster at Winthrop, a deputy marshall, and later a county commissioner.

(Slide 3.) President Franklin D. Roosevelt

President Franklin D. Roosevelt made two trips into North Central Washington in order to visit Grand Coulee Dam. He came the first time just before the dam was begun. He came again when it was nearly finished.

President Truman also made a trip to see the Dam.

Mary Roberts Rinehart took a long trip on horseback through

mountain passes and across glaciers in North Central Washington.

The account of the trip and the pictures of the country were published in the Cosmopolitan magazine for the purpose of interesting tourists in trips west on the Great Northern Railroad.

Several attempts were made at filming motion pictures or parts of motion pictures in North Central Washington, but "Courage of Lassie" is the only motion picture which was almost entirely made there.

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

INDIANS



SLIDE 1.

CHIEF MOSES AND WIFE

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

INDIANS



SLIDE 2.

CHIEF JOSEPH

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

INDIANS



SLIDE 3.

LONG JIM

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

INDIANS



SLIDE 4.

PETER WAPATO

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

INDIANS



SLIDE 5.

INDIAN GROUP

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

INDIANS



Indians in Camp—Chelan, Wash.

SLIDE 6.

TEEPEES

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

PIONEERS



SLIDE 1.

MR. C. E. WHALEY

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

PIONEERS



SLIDE 2.

MRS. C. E. WHALEY

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

PIONEERS



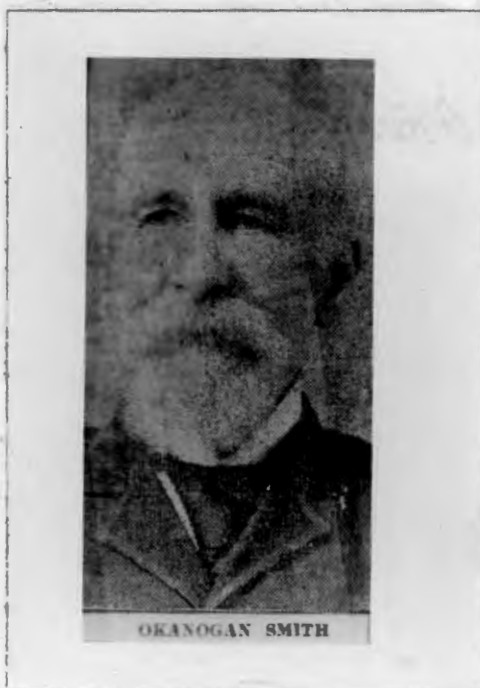
SLIDE 3.

THE CAMPBELL HOTEL

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

PIONEERS



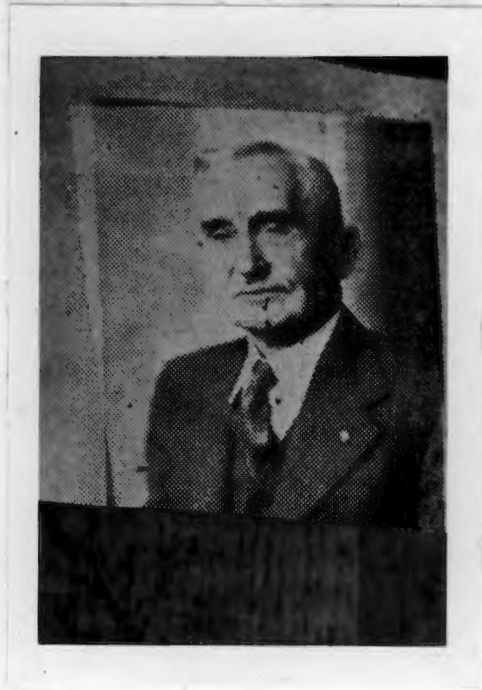
SLIDE 4.

OKANOGAN SMITH

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

LATER CITIZENS



SLIDE 1.

MR. M. E. FIELD

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

LATER CITIZENS



SLIDE 2.

GEORGE D. BROWN

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

LATER CITIZENS



SLIDE 3.

HOLDEN

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

LATER CITIZENS



SLIDE 4.

SHEEP

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

LATER CITIZENS



SLIDE 5.

SKIING

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

LATER CITIZENS



SLIDE 6.

MODERN BUILDING

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

LATER CITIZENS



SLIDE 7.

STEAMBOAT

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

LATER CITIZENS



SLIDE 8.

J. A. LARRABEE

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

LATER CITIZENS



SLIDE 9.

MR. AND MRS. OHME

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

WOMEN



SLIDE 1.

MRS. SINES

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

WOMEN



SLIDE 2.

DR. EVA GREENSLIT ANDERSON

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

VISITORS



SLIDE 1.

BUSTER BROWN

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

VISITORS



SLIDE 2.

GENERAL PERSHING

CHAPTER SEVEN

PEOPLE OF NORTH CENTRAL WASHINGTON

VISITORS



SLIDE 3.

PRESIDENT FRANKLIN D. ROOSEVELT

CHAPTER EIGHT

A PLACE TO LIVE

Many changes have been made in the way of life in North Central Washington and many changes have been made in the countryside itself. Roads have been cut into the mountainsides, dams have been built across swift mountain streams and rivers, and fish and game laws have been made to protect the wild life.

(Slide 1.) Agnes Mountain

There is much in North Central Washington that is still in its natural state and will probably remain that way for some time to come. Man has planted his apple orchards on the lower slopes and dug his mines into the higher places but nothing can change the peaks and glaciers.

(Slide 2.) Hart Lake Falls

Many streams flow from small lakes fed by glaciers high in the mountains. These streams drop rapidly into lakes at lower levels. Fishing is good in these icy mountain streams but only the fisherman who is willing to go to them by horseback or pack train or to tramp over miles of rough country can know the joys of such fishing.

(Slide 3.) Hart Lake

One of these places is Hart Lake. Glacier fed, it overflows

into Hart Lake Creek which goes boiling down the mountainside into Lake Chelan, the largest lake in the state of Washington.

(Slide 4.) Lake Chelan

For over fifty miles this lake flows slowly to a lower level. It is cold and deep, calm and beautiful at times and at other times most rough and fearful. Cross winds coming down its hundreds of canyons make sudden "squalls dangerous to boatmen and fishermen not used to the lake and its ways.

(Slide 5.) Chelan River Gorge

From Lake Chelan this same Hart Lake water flows into the Chelan River. This has been dammed and diverted under a mountain to a huge power plant at the foot of the famous Chelan River Gorge. This old gorge is almost dry at times but when the water in the lake is high and the gates of the dam are opened the water goes boiling down the narrow gorge to the Columbia River as before. That's where it goes, this Hart Lake water out of a glacier. Down the Columbia to the sea to come back to North Central Washington again as rain and snow.

(Slide 6.) Steamboat Rock

Many of the old landmarks are gone. Some have disappeared in the natural wearing away of the rocks and soil by erosion. Some by the hand of man, either in his effort to make improvements or

simply to destroy. There are still some remaining and Lincoln Rock and Goosetail Rock can be seen from the highway as easily as they could be seen from the decks of the steamboats when they were important landmarks for the steamboat pilots.

Steamboat Rock, so called because it seems to look like a steamboat, can be seen for many miles. It lies in a valley just above Grand Coulee and is visible from many places in Douglas, Grant, and Okanogan counties.

Indian paintings can be seen at Rock Island and a few are still on the rocks near the head of Lake Chelan. The State is now making an effort to preserve these landmarks and people are beginning to appreciate them more and more.

(Slide 7.) Holden

Not all people are careless about preserving the natural beauty of this area. Mountain towns such as Holden nestle in the very heart of the forests and try to keep their modern ways of living from changing the way the country looked when they came. They build their houses, roads, and bridges to match the country around them and cultivate and preserve the wild flowers and shrubs in their own gardens.

(Slide 8.) Deer

(Slide 9.) Bear

Most people who live any place in North Central Washington are

used to seeing wild life in the form of deer, wild fowl, and occasionally a bear. Those who live in the forest areas and along the lake shores are at times unhappily acquainted with them. Protected by the National Government they are both a pleasure and a pest to farmers and orchardists. They become very tame and make attractive pictures as they come close to the homes of the people but they also take a lot of food from gardens and fields and injure the trees in the orchards.

Laws are necessary to protect the game and birds of the forest but there must be men around who can enforce these laws. Forest and game protection provide work for many hundreds of men both summer and winter. In summer the control of forest fires and unlawful hunting is more important; in winter, care and feeding of the wild game keeps the men working long hours.

In the early days, wild game and birds were used to feed the people. Now, people are hired to feed the birds and game.

(Slide 10) Olme Gardens

Some of the land in North Central Washington is barren and rocky,¹ but there are people who are willing to go to the hard work and expense of making these barren, rocky places into gardens. It seems impossible to believe that the beautiful Olme gardens north of Wenatchee were once a bare, rocky, wild-looking cliff containing

¹ American Magazine, May, 1950.

nothing but sage brush and rattlesnakes instead of beautiful trees, flowers, pools, and resting places that it has today.

Another beautiful garden and home has been made on a little point of almost bare rocks about half way up Lake Chelan. The people who made their home there have done what would seem to be almost the impossible in making it almost a fairy garden of trees, flowers, fountain, and comfortable steps and benches under the trees.

All this they have done that those coming into the country might know what the people who have lived in North Central Washington for over half a generation already know--that it is indeed a place to live.

CHAPTER EIGHT

A PLACE TO LIVE

NATURAL REGIONS



SLIDE 1.

AGNES MOUNTAIN

CHAPTER EIGHT
A PLACE TO LIVE
NATURAL REGIONS



SLIDE 2.

HART LAKE FALLS

CHAPTER EIGHT
A PLACE TO LIVE
NATURAL REGIONS



SLIDE 3.

HART LAKE

CHAPTER EIGHT

A PLACE TO LIVE

NATURAL REGIONS



SLIDE 4.

LAKE CHELAN

CHAPTER EIGHT
A PLACE TO LIVE
NATURAL REGIONS



CHELAN RIVER GORGE —Nicol Photo

SLIDE 5.
CHELAN RIVER GORGE

CHAPTER EIGHT

A PLACE TO LIVE

LANDMARKS



SLIDE 6.

STEAMBOAT ROCK

CHAPTER EIGHT

A PLACE TO LIVE

PRESERVATION



SLIDE 7.

HOLDEN

CHAPTER EIGHT

A PLACE TO LIVE

WILD LIFE



SLIDE 8.

DEER

CHAPTER EIGHT

A PLACE TO LIVE

WILD LIFE



SLIDE 9.

BEAR

CHAPTER EIGHT

A PLACE TO LIVE

RECLAMATION



SLIDE 10.

OHME GARDENS

CHAPTER IV

SUMMARY

This material has been compiled and organized with the needs and interests of three types of people engaged in the fields of education in mind.

For the Pupil

Use of this sort of organization in social studies may be of help in finding material without so much searching that interest is lost. Since the sequences are incomplete it can act as a challenge for further research and contribution.

By adding materials and conducting research it provides a chance for identification of the pupil with his community. This is not only for the child whose parents and grandparents have always lived in the community but in the study of the progress of industry the newcomer gives his contribution.

An appreciation that two generations before him have laid foundations for his present needs should give him a better understanding of the background of his community and a study of what is being done to further the progress of the community should give him a better understanding of his neighbors.

Here is a place to gain respect for verification and identification of data. It is real learning when pupils can discern between facts

presented from unreliable sources from those from reliable sources.

For the Classroom Teacher

Preparation of this material for the classroom teacher was threefold: First, convenience in acquiring a reliable, workable, pleasing plan for use in teaching the social studies; second, a chance to add to and further extend the material; and third, to create an interest in the local community and the people living there. It may very well serve a fourth purpose which is very vital to any school, and that is creating an interest in the schools for the people of the community.

This work has been done that the classroom teacher might have at her disposal reliable, verified material taken from many sources. It should act as a time saver without curtailing research or contribution by both the teacher and the pupils, since each year will bring changes of its own.

Although no sequence is complete, events are easily bridged by elementary students.

It can be used as a whole or in part by students at more than one level of reading ability and general understanding. There is research for the brighter, faster student in the group, easy reading for slower students, and for some boys and girls just the operation of the projector might be a valuable experience.

For the Research Worker

For anyone compiling and preparing such an organization of material the experience is most valuable. To recognize that not all sources agree on a given piece of information and that human recollection is not always reliable makes for critical investigation.

A greater respect for written or printed records especially in state or government papers is created in the person seeking to verify any piece of information he wishes to use. It is unfortunate that many early events were either not recorded at all or the records were destroyed and the only information lies in the memories of people none too sure of the actual facts.

To anyone working in this field it should bring a recognition that what is found in North Central Washington today to meet the social, educational, and economic needs of the people living there had its foundations laid by the first people to come into the valley but it has also been added to by every one who ever lived and worked in the area.

Anyone doing a piece of research such as this cannot fail to have a better appreciation of the people of North Central Washington and the environment which surrounds them, and a better understanding of their interests and needs as well. Whenever possible children should be included in any part of such a research which is within their scope.

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