



# Museum L-A History Detectives

HISTORY NEWSLETTER for YOUNG PEOPLE

JUNE 2009, ISSUE NO. 4



This end-of-school issue is loaded with pictures of the various educational programs that our local young folks participated in during the past school year. These events were opportunities to ask great Questions!

## School is nearly out!

**JUNE 18** One last After-School Program:

“How To Make and Market Shoes”

3:30 to 5pm, Thursday ■ \$3.

See how factory workers made shoes & boots in Auburn. Then, design a colorful label for a shoe box or an advertisement for selling locally-made boots.

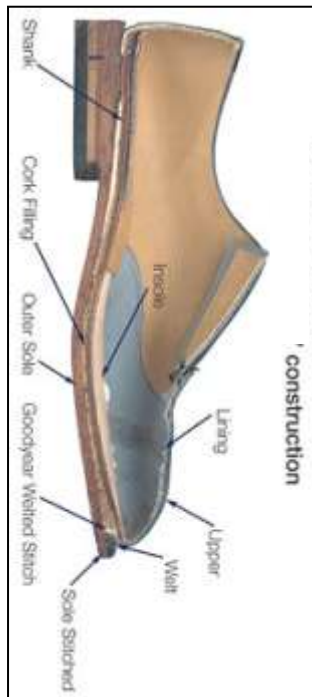
■ **Sign up** by June 17



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Students and staff enjoyed being around Miss Erin Bond, our Education Intern from Bates College, who helped in so many ways for the past 11 months. One of Erin's favorite things was writing or doing a task in the comfy “chairs” in the Kids Korner, which she helped create.

## After-School Program

■ **June 18** ■

### How to Make & Market Shoes

3:30 to 5pm, Thursday \$3.00

How many separate pieces are needed to make a boot? What jobs are now done by machines, that used to be done by human hands?

**Sign up** by June 17

## Bring a friend!

Over 260 students and teachers from Lewiston third grades came to Museum L-A in May for special programs called “Beyond Ordinary Field Trips.” These pictures show how they learned about textile production and the workers.



Students came off the buses eager to see inside the old, mostly-empty mill. They came from Martel, Montello and McMahan schools. A few of the students had visited Museum L-A before this special class trip.



Students listened, learned and asked great Questions about the history of their community.

## MEET: Lillian Caron O'Brien

Try your hand at completing her story: Lillian was the first \_\_\_\_\_ mayor of Lewiston, 1976 – 1979. She was \_\_\_\_\_ in New Hampshire in 1932; she \_\_\_\_\_ in 1995 at age 63. She raised four \_\_\_\_\_. She graduated from \_\_\_\_\_ High School in Auburn. The local citizens \_\_\_\_\_ her Mayor. Before that, she served on the Lewiston City \_\_\_\_\_. Her secret to success was “act like a lady, think like a \_\_\_\_\_, and work like a \_\_\_\_\_.” She was proud to have met the \_\_\_\_\_ of China and she also met the \_\_\_\_\_ in the White House. She was \_\_\_\_\_ for 25 years to Eddie Caron.



(1932 – 1995)



Investigate: Find schools or bridges named for important local citizens. Learn about your community.



### Museum L-A Goes to School

Our educator, Annette Vance Dorey, brought educational programs to and stimulated discussions at 17 elementary classes from February to June 2009.

Team work ➤ an important element in this year's education programs –and a chance to make new friends.



**Did You Know?** It took nearly 3 weeks for employees in the Design Department to color all the tiny dots on the design paper, once a new pattern was approved?

A WEAVER needed to have a good relationship with the FIXER in order to keep his loom running smoothly. If the loom broke down and stopped weaving, the WEAVER lost some of his pay!

## ASK an Expert:

A student asked: Q: Did those famous people and presidents choose those bedspreads? A: That is a great question. None of the people who had a famous Bates bedspread named for them was living at the time that Bates Manufacturing decided to create a series of Presidential Bedspreads in the 1960s and 1970s. The team of workers who designed these bedspreads thought that a series of bedspreads named for several famous U.S. Presidents and their wives (Martha Washington and Abigail Adams) would be popular and sell well because Americans were feeling very patriotic.

Those Presidential Bedspreads are woven on very complicated looms that can make patterns and designs that are raised, or puffy. In order to do that, the design for the bedspread must be transferred to about 12,000 punch cards that instruct the loom exactly how to weave. Annette Vance Dorey, Chief Detective

Seeing and hearing the stories told by mill workers –some worked 40 or 50 years in their mill jobs! –was one of the best parts of their visit, according to many students when Museum L-A visited their schools one week later.



Boys and girls listened carefully and learned about the whole process of designing intricate patterns & weaving heirloom bedspreads. They were also eager to ask Questions! ➔

How long did it take to build Bates Mill?

*Were there other places to work besides in the mills?*

How many people got sick here, from that stuff in their lungs?

*How many things of thread does it take to make one bedspread?*

Did those famous people and presidents choose those bedspread designs, or were they named when you made them?

*Did children really work in the mills?*



One Saturday in the Kids Korner, two very young sisters enjoyed themselves with a puzzle and *reading* books, before discovering the balls of colorful yarn they decided to unwind.





Two After-School Programs challenged students to think about the jobs available to children 100 years ago, and then discover how little they earned and what kids could buy with their meager pay years ago.



Learning about **child labor** is the most fascinating aspect of industrial history for most children.

Girls were as capable and creative as boys when



challenged to make **Whirling Water Wheels**. First, they learned the mechanical principles.



Third-graders at Montello and McMahon schools were eager to show off some of their bedspread projects.



Testing natural **DYES** on cotton can be complicated.