

# Boston Harbor Islands

A National Park Area



## An Island Neighborhood; People and Stories of Peddocks Island

### Teacher's Guide & Curriculum Unit

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Developed by staff from the National Park Service and the  
Massachusetts Department of Conservation and Recreation

Boston Harbor Islands Partnership, 2005

## **Boston Harbor Islands Curriculum Unit Guide**

**Program Title:** *An Island Neighborhood; People and Stories of Peddocks Island*

**Subject Areas:** History, Social Studies, Science Technology and Engineering, English and Language Arts

**Unit for Grades:** Grades 6<sup>th</sup>-8<sup>th</sup>

**Length of Unit:** 3 Classes, including Field Visit to Peddocks, which can be expanded to up to 7 if desired

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### **Narrative Introduction:**

Through the stories of life on Peddocks Island by Matilda Silvia, students gain insights into the unique ways that people learn to live off the land. How did people in the early 20<sup>th</sup> century deal with day to day life including the complexities of an island community? The community on Peddocks Island was diverse, including Portuguese fishing families, soldiers from the Coastal Artillery Corps with their families, and Italian Prisoners of War during WWII. Living on an island in Boston Harbor required that people were more acutely aware of the science of the sea, weather, and navigation. Residents of Peddocks Island have always needed to be inventive, resilient and adaptive in order to survive. These are traits that the modern residents still embody.

By studying Matilda's life, through her book, Once Upon an Island, students will gain an understanding and appreciation of different ways of life and local and national history. The text will also serve as a way for students to evaluate their own community and life in a new context.

### ***Description of Peddocks Island***

Peddocks Island is comprised of five drumlin hills connected by low lying sand flats known as tombolos. The island has four distinct sections: East Head, where the remains of Fort Andrews are found; Middle Hill, which is the location of the old Portuguese fishing village and the current summer cottagers; West Head, which is comprised of a Bird Sanctuary, brackish pond, and a salt marsh; and Prince's Head, which has eroded to having sheer sides.

The history of Peddocks Island is one of community and challenges. Going back to before the first Europeans arrived in the Boston area, Peddocks was used over the summer by the Native American's of the area as a fishing location. During the first two hundred years after European settlement, most of the Harbor Islands were used by the settlers as pasture land. Beginning in the later part of the ninetieth century, public recreation of the islands became more prominent. Summer Residents and Inn's appeared on Peddocks Island, joining the Portuguese Fishermen that were tenants-at-will of the Andrews' Estate, who owned Peddocks at the time. Beginning in 1898, the United States Army purchased East Head from the Andrews' Estate for the construction of Fort Andrews (named for George Leonard Andrews, the Major General of Volunteers for the US Army during the Civil War).

Throughout the first half of the twentieth century, Peddocks was home to three distinct, yet interconnected communities; the military community of Fort Andrews, the year-round residents of the Portuguese fishing village, and the summer cottagers. Today, the military community is gone, having left with the closure of Fort Andrews; the year-round resident community is extremely small, with one to three year round residents; the summer cottage community is still there; and there is a new community of park visitors that has been steadily growing since the creation of the Boston Harbor Islands State Park in 1970. Each community has their own level of connection the island; they each interact differently and have to overcome different challenges; however they all share a strong connection to Peddocks, and each has their own story.

### ***Who is Matilda Silvia?***

Matilda Silvia, born Matilda Bies, is the daughter of Alex Bies and Matilda Walker. Alex Bies emigrated from Poland at the age of 18 in 1889, enlisted in the US Army a few years later as a tailor and was dispatched to Puerto Rico during the Spanish-American War in 1898, where he remained for a few years after the war. In 1904, Sgt. Bies and his unit were ordered to Fort Andrews on Peddocks Island. Alex and Matilda met and married in 1910, prompting the newly weds to move into Alex's private home on Peddocks Island.

The fact that there were private homes on Fort Andrews for soldiers is very unique. In most cases a married enlisted man would have to live at the fort while his family lived off the fort. For the Bies and a few others this was not the case, they were allowed to live in private homes on the fort and even sell the homes, in a few cases (including the Bies) the families were allowed to remain even after the soldier had retired.

Matilda, born on Oct. 23, 1917, was the second child of the Bies and the only girl. She and her brothers, Stanley and Eddie, were raised on Peddocks, living there full time until she went to college the late 1930s. Matilda continued to live on Peddocks through the summer months until 2001 when their house was sold to the Metropolitan District Commission who managed the island.

Living in New York throughout the winter months, working as a professional dancer, Matilda married Bud Silvia in 1938. When the United States entered WWII, Bud Silvia and both of Matilda's brothers enlisted in the armed forces, while she remained on Peddocks Island. After the war Fort Andrews was placed on caretaker status and eventually sold as surplus to Isadore Bromfield who had part ownership of East Coast Realty. Mr. Bromfield allowed the residents and summer cottagers to remain on Peddocks Island while paying rent.

Matilda gave birth to her daughter Leslie in December of 1958, bringing her to the island for the first time just four months later. In 1970 the Commonwealth of Massachusetts' Metropolitan District Commission (MDC) acquired Peddocks Island by eminent domain. After the MDC took control of Peddocks the cottagers and residents paid their annual rent to the state. The entire Silvia family continued to come to Peddocks until Leslie sold their home in 2001. Matilda worked on her memoirs until her death in 2003, where after Leslie helped to complete her mother's work.

### **Curriculum Guide Sections**

- 1. Connections to Massachusetts Frameworks & Program Goals**
- 2. Pre-Visit Activity**
- 3. Field Activity, Including**
  - **Travel Tips**
  - **Suggested Tour Routes**
  - **An Island Map**
  - **Pictures**
- 4. Post-Visit Activities**
  - **Sustainable Living and Development**
  - **Memoir Writing and Oral History Interviewing**
  - **Making Connections; Past, Present, and Future**

## **Related Massachusetts Education Frameworks**

### **Connections to the Massachusetts History and Social Science Frameworks**

*Grade 5 Concepts and Skills; History and Geography 2. Interpret Timelines of Events Studied*

*U.S History II.6 Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I. d) the Spanish-American War*

*U.S. History II.7 Explain the course and significance of President Wilson's wartime diplomacy including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty.*

*U.S. History II.17 Explain important domestic events that took place during WWII.*

### **Connections to the Massachusetts Science and Technology/Engineering Frameworks**

***Earth and Space Science, Grades 6-8***

*Mapping the Earth 1. Recognize, interpret, and be able to create models of the earth's common physical features in various mapping representations, including contour maps.*

*Heat Transfer in the Earth's Systems 4. Explain the relationship among the energy provided by the sun the global patterns of movement, and the temperature differences among water, land, and atmosphere.*

***Physical Sciences, Grades 6-8***

*Heat Energy 15. Explain the effect of heat on particle motion through a description of what happens to particles during a change in phase*

*Heat Energy 16. Give examples of how heat moves in predictable ways, moving from warmer objects to cooler ones until they reach equilibrium.*

***Technology/Engineering, Grades 6-8***

***1. Materials, Tools, and Machines***

*1.1) Given a design task, identify appropriate materials based on specific properties and characteristics.*

*1.3) Identify and explain the safe and proper use of measuring tools, hand tools, and machines needed to construct a prototype of an engineering design*

***2. Engineering Design***

*2.1) Identify and explain the steps of the engineering design process, i.e. identify the need or problem, research the problem, develop possible solutions, select the best possible solution(s), construct a prototype, test and evaluate, communicate the solution(s), and redesign.*

*2.2) Demonstrate methods of representing solutions to a design problem, e.g. sketches, orthographic projections, multiview drawings.*

*2.3) Describe and explain the purpose of a given prototype.*

*2.4) Identify appropriate materials, tools, and machines needed to construct a prototype of a given engineering design.*

- 2.5) Explain how such design features as size, shape, weight, function, and cost limitations would affect the construction of a given prototype.
- 2.6) Identify the five elements of a universal systems model: goal, inputs, processes, outputs, and feedback.

### **Connections to the Massachusetts English and Language Arts Frameworks**

*2.4. Integrate relevant information gathered from group discussions and interviews for reports.*

#### **General Standard 8: Understanding a Text**

8.20) Identify and analyze the author's use of dialogue and description.

8.21) Recognize organizational structures (chronological order, logical order, cause and effect, classification schemes).

8.23) Use knowledge of genre characteristics to analyze text.

8.24) Interpret mood and tone, and give supporting evidence in a text.

#### **General Standard 9: Making Connections**

9.4) Relate a literary work to information about its setting.

9.5) Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting

#### **General Standard 13: Nonfiction**

13.14 & .19) Identify the use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations).

13.15 & .20) Identify the use knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes).

13.17) Identify and analyze main ideas, supporting ideas, and supporting details.

13.23) Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.

#### **General Standard 15: Style and Language**

15.3) Identify imagery, figurative language, rhythm, or flow when responding to literature.

15.5) Identify and analyze imagery and figurative language.

15.6) Identify and analyze how an author's use of words creates tone and mood.

### **What is the theme/topic this study will investigate?**

The interdisciplinary nature of this curriculum comes from the fact that it is based on life. By studying different ways to live, students are shown different options and choices on how to live their own life. Also by connecting these classroom topics to each other and to life itself, the lesson being taught to the student is strengthened.

### **What are three essential questions that should guide the students' inquiry?**

1. How is living on an island different than growing up on the mainland?
2. Are there any aspects of life on an island that could make living on the mainland better?
3. If you were to be living on Peddocks today what would you need to survive, and how would you achieve this?

### **The Learning Goals**

***Habits of the Mind Goals:*** How will this study affect the way students act and think? Students will gain an understanding and appreciation for different ways of life, and will gain the ability to evaluate their own way of life.

Students will recognize connections between people and the environment in which they live.

Students will begin to make connections from life on Peddocks to their own lives, specifically looking towards lessons the students can bring to their own homes and community. Students should be able to evaluate their own sense of community and compare it to the community Matilda describes.

***Skill Goals:*** What will students be able to do as a result of this study?

Students will be able to put the events taking place in Once Upon an Island in the historical context of Boston and the United States, including the military defense period beginning with the Endicott Board and continuing through World War II.

Students will be able to identify the need for alternative sources of technology while living on an island and be able to show some of the benefits and drawbacks to these alternatives.

Students will be able to read and use a navigational chart of the Boston Harbor Islands

***Content Goals:*** What will students know by the end of this study?

Students will gain an understanding of what was needed in order to live on an island in the early twentieth century, be able to identify the differences between life then and now, and gain an insight into what would be needed to live on Peddocks today.

Students will gain an understanding of local history, and its connections to American and world History (circa 1900-1950), dealing with family and military life by using a resource that students can revisit on their own.

### **Pre-Visit Activities:**

- 1. “Twentieth Century Historical Timeline”**
- 2. “Life and Times” The Turn of the Twentieth Century**

### **Suggested Length: 1-2 45 minute class periods**

*These Pre-Visit Activities can be done together or separately. Each is interdisciplinary, but does tie directly to specific subjects. The Frameworks that each activity connects to are listed below each section.*

- **Twentieth Century Historical Timeline** – Students and teachers will work together to create a historical timeline of the United States from the onset of the Spanish – American War to present day, with a priority being on Fort Andrews and add specific events dealing with the Endicott Period, Boston Harbor, and Peddocks Island. The timeline can include quotes and anecdotes as appropriate and available. The success of this activity depends upon the enthusiasm and engagement of the students. Students will be expected to make connections in time and space; following the chronological order of history as well as the abstract connections of events in different locations (i.e. The Spanish American War in the Caribbean instigates the construction of Forts throughout the United States.) Students will be asked to match dates and events to demonstrate their understanding of the subject.
  - *History and Social Science Frameworks*
- **Life and Times** - Have the students locate on a map and draw, or write a description of, how they get to school each day. Then, using descriptions from Once Upon an Island, have the students draw on a chart how Matilda Bies and other Fort children arrived at school each day. Ideally this would be done on a period chart and in conjunction with a period map of South Boston, allowing the information to be accurate and providing an opportunity for students to notice the changes to the harbor and waterfront are of Boston. This activity will serve as a segway to the field excursion to Peddocks Island when students will track their own route to the island and can later compare it to Matilda’s. At the end of this activity, students should complete the review sheet to make certain they grasp the important concepts.
  - *Science and Technology/Engineering Frameworks*
  - *English and Language Arts Frameworks*

## “Twentieth Century Historical Timeline”

### An Interactive Timeline of the Twentieth Century, Harbor Defense, and Peddocks Island

Matilda Bies Silvia and her family have a long and unique history living on Peddocks Island. Beginning in 1904 when her father became the tailor at Fort Andrews on Peddocks Island, and ending with the sale of her house to the Commonwealth of Massachusetts in 2001, the story of the Bies family is one defined and created by the times. The following timeline is designed to serve as a context for Matilda Bies Silvia and her contemporaries.

- 1885 President Cleveland established the Endicott Board to modernize coastal fortifications. The Board was chaired by the Secretary of War William Endicott, and recommended the building of new concrete gun emplacements from 1890-1905. This was the beginning of modern harbor defenses
- 1887 City of Boston displaces Portuguese fishing village located on Long Island, portions of the fishing village move to Peddocks Island, Great Brewster and Middle Brewster Islands
- 1889 Alex Bies (father of Matilda Bies Silvia), at age of 18 emigrates from Poland to the United States
- c.1892 Alex Bies enlists as a tailor in the US Army and spends about six years at Fort Apache, Arizona
- 1895 Cuba revolted against Spain, in a struggle to gain independence; The United States’ support of Cuba creates tension between the US and Spain
- 1897 Federal government acquires first parcel of Peddocks Islands East Head for harbor defense; Middle Hill and West Head remain in private ownership
- 1898 Riots in Havana, Cuba forces the US to dispatch the *USS Maine*, to Havana Harbor to protect US Citizens in the city; the mysterious destruction of the *USS Maine* catalyzed the United States to declare war on Spain, resulting in the Spanish – American War (April 1898 – August 1898) which raised the United States to a world power; Alex Bies dispatched to Puerto Rico during the War
- 1898 Corps of Engineers commences mortar battery construction of Fort Andrews’ gun batteries. Specifically, mortar batteries (which are designed to fire a projectile in an arc to impact an enemy vessel through the deck of the boat and possibly igniting the ships ammunitions) and rapid fire gun batteries (used to fire smaller projectiles at a fast pace to combat smaller, quicker vessels)

- 1900 Peddocks Island military reservation formally designated Fort Andrews by War Department General Order 43
- 1903 On December 17, Wilbur and Orville Wright complete the first sustained power flight in a heavier-than-air machine; launching the age of flight
- 1904 Fort Andrews is officially garrisoned; Alex Bies transferred to Fort Andrews to serve as the post's tailor, he purchased the last of the summer cottages located near the post's parade ground and set up shop
- 1905 President Theodore Roosevelt creates a board, headed by Secretary of War William Taft, to update Endicott defenses
- 1908 A district wireless/radio station is erected at Fort Andrews; this is one of the first in the United States
- 1910 Alex Bies meets and marries Matilda Walker; she requires that his house/ tailor's shop be moved from its current location near the parade ground to the backside of the fort on what becomes known as Sergeant's Row
- 1915 The first true fighter aircraft begin to appear in the skies over Europe
- 1917 World War I places Fort Andrews on war status. Post used for artillery defense and troop training. Garrison includes: various Defenses of Boston artillery companies; elements of both the European-bound 6<sup>th</sup> Provincial Artillery (51<sup>st</sup> Artillery) and the 55<sup>th</sup> Regiment, Coast Artillery Corps, as well as infantry personnel; Heavy-bombing aircraft are used for the first time
- 1917 Matilda Bies is born on Oct.23
- 1918 Fort Andrews used as a staging area for several companies of the European-bound 71<sup>st</sup> Regiment, Coast Artillery Corps (CAC). Mortars from Batteries Cushing and Whitman are scheduled for shipment overseas; at least the rapid-fire guns of McCook and Rice are stripped.
- 1920 Batteries at least partially remounted: US Air Service is made a combatant arm of the United States Army
- 1925 Fort Andrews described as housing companies of the 13<sup>th</sup> Infantry Regiment. Detachments of CAC, Quartermaster General Corps, Ordnance Department and Medical Department troops are also on site. The infantry are posted to Fort Devens in the summer.

- c.1928 Fort Andrews relegated to caretaker status
- 1930s Fort Andrews staffed by a four-man caretaker squad. Fishermen and their families remain year-round on Middle Hill, summer cottage numbers increase
- 1939 President Franklin D. Roosevelt works with congress to expend the US Army Air Corps, in preparation for the strong role aircraft will play in World War II
- 1939-1945 The Manhattan Project works to develop the first atomic bomb
- 1940 With World War II erupting in Europe, Fort Andrews was reactivated for coastal defense and troop training as the regimental headquarters of the 241<sup>st</sup> Coast Artillery, a federalized Massachusetts National Guard regiment.
- 1941-1945 Serving throughout WWII as headquarters for the 241<sup>st</sup> Coast Artillery Regiment, Fort Andrews provided a training area for a medical corps unit and retained only a minor coast defense role. The mortars were scrapped by 1943 and only the 6 inch guns of Battery McCook and 3 inch guns of Battery Bumpus covered the south channel and its minefield. Submarine nets run across Hull gut and West gut.
- 1943 Some Italian forces in North Africa are captured and sent to the United States as POWs (portions of this group arrive in South Boston and eventually Fort Andrews. Italy disposes Mussolini as leader of the country, withdraws from the Axis and sides with the Allies for the remainder of World War II)
- 1944/45 Fort Andrews is designated an Italian prisoner of war compound for an Italian Service Unit of around 1000 men, from Camp McKay in South Boston
- 1945 The first atomic bomb is tested at Los Alamos, NM. (Bud Silvia, Matilda's husband, is stationed at Los Alamos throughout the war developing the elevator that would drop the test bomb): The United States drops two atomic bombs on Hiroshima and Nagasaki, Japan, ending World War II; Fort Andrews is placed on reduced status
- 1946 Fort Andrews reservation considered of limited tactical service, its retention advised for emergency use; site under caretaker control.
- 1950 GSA<sup>1</sup> declares Fort Andrews as excess

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<sup>1</sup> United States General Services Administration is responsible for management policies, acquisition services, and government auctions amongst other things.

- 1958 Federal Government surpluses and sells Fort Andrews' 88 acres for \$35,000 to private developer. Remaining private 46 acres sold for \$25,000. Tenant-at-will cottages increase: Matilda gives birth to daughter Leslie on December 11.
- 1968 Massachusetts Metropolitan District Commission (MDC) applies for a grant to buy the island
- 1970 MDC acquires Peddocks Island as a park by eminent domain<sup>2</sup> for \$192,000. Peddocks Island included in Boston Harbor Islands State Park under Chapter 742, Acts of 1970
- 1971 Archeological salvage recovers a c4100 year old skeleton, and two additional cremation burials, on West Head.
- 1975 Peddocks Island opened for camping the year before for the Nation's Bicentennial
- 1985 Peddocks Island is included on the National Register of Historic Places as a part of the Boston Harbor Islands Archeological District
- 1986 Fort Andrews deemed eligible for the National Register of Historic Places by the Massachusetts Historic Commission
- 1990 Peddocks Island water main is cut by an MWRA dredge and subsequently remains offline
- 1992/3 An MDC advisory committee on Peddocks Island, focuses primarily on the cottage issue and proposes life tenancy.
- 1994 An EPA grant funds an upgraded photovoltaic system
- 1996 Congress establishes Boston Harbor Islands, national park area; to be managed through a partnership of multiple different agencies and interest groups
- 1997 Island closes as the pier fails; construction commences on a new pier
- 2000 Peddocks Island reopens to the public to celebrate the centennial of General Order 43 designating Fort Andrews: Leslie Silvia sells the family cottage to the Metropolitan District Commission
- 2003 The MDC and the Department of Environmental Management are merged to form the Massachusetts Department of Conservation and Recreation (DCR); Peddocks Island is now managed by the DCR and the National Park Partnership

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<sup>2</sup> Eminent Domain is the right of government to take private property for public use

## Twentieth Century Historical Context Matching Activity

*Using the knowledge gained through the Twentieth Century Historical Timeline, match the following events with their correct dates. Remember to consider the chronological flow of History and the how events affected one another.*

_____	American Involvement in WWII, Fort Andrews is used for training and a general hospital unit. It is also the headquarters for the 241 <sup>st</sup> Coast Artillery Regiment	_____
_____	Spanish – American – Cuban War raises the United States to the status of World Power; construction started at Fort Andrews	_____
_____	Endicott Board, established by President Cleveland, recommends new defenses in 22 US seaports.	_____
_____	Metropolitan District Commission acquires Peddocks Island by Eminent Domain and includes it in the Boston Harbor Islands State Park.	_____
_____	Fort Andrews is used as an Italian Prisoner of War camp	_____
_____	Boston Harbor Islands, national park area is established by Congress	_____
_____	Peddocks Island military reservation is officially designated Fort Andrews	_____
_____	Start of World War I places Fort Andrews on war status	_____
_____	Portuguese Fishing Village appears on Peddocks Island after being displaced from Long Island	_____
_____	President Theodore Roosevelt creates a board to update Endicott Period Defenses	_____

### **Dates:**

1905	1970	1887	1917	1941-1945
1898	1996	1885	1900	1944-1945

**“Life and Times”**  
**Draw and Describe Travel to School**

Each person arrives at school in their own way. Some people arrive by school bus, others walk, and still others may need to take public transportation. This was true for Matilda and the other island children as well. In this exercise you will think about how you arrive at school each morning, what you need to do, the route you need to take, and any problems you may have in reaching your destination; you will then be asked to draw this on a map, or write a description of it. Using the descriptions provided below:

- Describe Matilda’s route to the O.H. Perry School in South Boston
- Draw her route on a nautical chart (Remember to use Channels)
- Measure the length of her route

This activity is designed to illustrate to you the similarities and differences between yours and Matilda’s challenges in obtaining an education as well as introduce you to the concept of how the harbor has historically been connected to the city.

**Fifth Grade**

*“I attended the island school for just about five months, from September until January, when my parents decided I was on too friendly a basis with the teacher... There was no longer a boat to Hull, so I was sent to the O.H Perry School at City Point in South Boston, and entered fifth grade. There I met fellow students from Spectacle Island.*

*It was a long boat trip to the Army Base in South Boston. However, there were older high school kids, including my big brother Stan, Mary and “Boy” (Fred, Jr.) Perry, Eleanor and Dorothy Chesney, and kids from Forts Warren (George’s Island), Strong (Long Island), and Standish (Lovell’s Island) who went to Southie High. So, I didn’t mind the trip. We still had most of the old problems of late boats, cold, snow, and wild storms as well as a long walk across the wide open Army Base to the street car line at the L Street Bridge. In the winter it was miserably cold and the wind was like cutting knives as it swept across the open concrete area; not a time to dawdle. In the spring and fall, it was a pleasant and interesting walk.” (Silvia 87 and 88)*

**Sixth Grade**

*“In September 1928, orders came from headquarters, and the service companies at Fort Andrews would be interspersed throughout New England... My parents and my five year old brother Eddie would stay on the Island, but Stanley and I would live with the Chesneys at Fort Strong (Long Island) for the school year. We would be able to get home on weekends because the Army boat, the ‘Anderson,’ would be making weekend trips from the Army Base in South Boston. The ‘Anderson’ also made trips to and from Fort Strong so we would take that boat to get to school.” (Silvia 123 and 124)*

**Seventh Grade**

*“Meanwhile, my parents realized that year round island living would be impossible. Stan and I, and soon Eddie had to go to school. Fort Strong was going to close within the year and the boat service would be reduced... My folks were forced to take what money they had scrimped to save and buy a house off of the Island... Mother and Dad shopped for several months, and finally found a house in Brookline, a suburb west of Boston, that pleased them and the price was*

*right. The determining factor was the taxes. Brookline had the lowest taxes in suburban Boston. Also, the schools were very good. Within the year, we reluctantly moved some of our belongings from Fort Andrews to the new house in Brookline. The Island was still home base.” (Silvia 123 through 125)*

**Other selections from Once Upon an Island about Matilda’s education are listed below:**

- Kindergarten in Hull, MA: pages 52-56
- First Grade through Fourth Grade in Hull, MA and on Peddocks Island (including boat troubles on route): pages 76-88

**Once Upon an Island**  
**Pre-Activity Review Sheet and Student Assessment**

*Use what you learned from the timeline to answer these questions*

1. What caused the United States to begin building and updating Coastal Fortifications during the Endicott Period (1885-1905)?
2. When was Fort Andrews an active military post and why was it finally considered excess and surplus?
3. How did the use of Fort Andrews change over time; from construction through both World Wars until present day? How did it stay the same?
4. What is *eminent domain* and why did the Commonwealth of Massachusetts use it?

*Use what you learned from Matilda's quotes and the chart to answer these questions*

1. What challenges did Matilda and other Island children have when getting to school by boat?
2. Were the children from Peddocks Island the only children going to school by boat? If no, where were some of the other children coming from?
3. What route did Matilda take on the way to the O.H Perry School? Using a chart, calculate about how far away from her home was the school?
4. What are some of the advantages and disadvantages of going to school by boat?

## **Field Activity**

**Suggested Length: Approx. 120 minutes (Time on Island not including travel time)**

This activity is designed to be led on island by a ranger, volunteer, or teacher and should help students gain an understanding of Harbor Defense, historical and modern challenges of island living, and options to overcome these challenges. Using passages from Matilda Silvia's memoirs at specific locations around Peddocks Island, students will learn what life was like at Fort Andrews in the Army community, and on the "civilian" side of the island. A list of possible questions is listed at the end of each tour section to help students make certain connections and to make review of the trip easier when back in the classroom. Due to the size of Peddocks, students will be brought on a guided tour to these different locations and determine the answers to the questions together. As a wrap-up activity students should discuss their ideas and views about the island, the trip, and the lives of Peddocks residents (past and present).

At the end of the day on Peddocks Island, students should have a basic understanding of why Forts Andrews was located on Peddocks, have an appreciation for the nuances of life on an island and the challenges that residents face, and should be able to identify some solutions (including sustainable technology) to these challenges. The goal of this program is to engage students in a way deeper than just a guided tour; ideally this program will help students be able to evaluate their own lifestyle and community by presenting them with alternatives.

**NOTE: Plan on using 8 – 10 of the supplied quotes; this will give time for the group to discuss each one and move around the island.**

## Pedlocks Island Travel Tips

- ✓ **Transportation:** For information on Public Ferry Schedules, departure points, and operation dates; as well as availability of private group transportation to the islands please call the Park Information Line at (617)223-8666 or consult [www.bostonislands.com](http://www.bostonislands.com) (click on “Trip Planning” and “Getting There”)
- ✓ **What to Wear:** Please remember that temperatures can be cooler in the fall and spring (often being 10-15 degrees cooler than in Boston) and shelter from the elements is limited on the island. Walking surfaces on the island vary from pavement to grass, mud, and loose cobblestone.  
*Students should wear:*
  - Rugged clothing
  - Comfortable walking shoes or boots that can get dirty
  - Bring a sweatshirt or jacket.*Island Advice:*
  - Dress in Layers and wear sunscreen
  - Cotton clothing steals warmth from the body when it gets wet, wool and fleece are better
- ✓ **Availability of Food:** Pedlocks Island DOES NOT have Water, a snack bar, store, restaurant or any other means of obtaining food. Please bring your own lunch, snacks, and water. The Picnic area is located in the Fort Andrews Parade Ground at the end of the dock. ***Please carry off all trash from Pedlocks Island.***  
*Please note: Water will hydrate an active body; Soda will not, it dehydrates the body.*
- ✓ **Restrooms:** There are three self-composting trailhead toilets on the island located near the dock between the Guardhouse and the Stable.
- ✓ **What to bring:** Bring everything you think you may need, remember once you are on the island there is no way to get anything you forgot.  
*Please have at least one cell phone for the group .If Rangers present on island please coordinate with them*
- ✓ **Safety First:** While on Pedlocks Island there are many safety concerns students should be aware of, including the deteriorating remains of Fort Andrews. Students should observe all safety regulations for the island and behave in a controlled and courteous manner at all times.
- ✓ **Things to Remember:**
  - There are still private residents on Pedlocks Island that should be afforded respect and privacy
  - The buildings of Fort Andrews are EXTREMELY hazardous and should not be entered for any reason
  - The island is one and a half miles long with varied terrain. Movement across the island can take time
  - On Island Emergency facilities such as first aid, police, and radio or phone contact with the mainland may not be available unless provided by the group
- ✓ **Group Supervision:** Teachers and Chaperones are responsible for the students. A ratio of 1 teacher or chaperone per 10 students is required and must be present with students while they explore the island.
- ✓ **If you need assistance:** Park Rangers and volunteers may be available (if on the island) to answer questions and provide any other assistance. In case of emergency when no Ranger is present, contact the Department of Conservation and Recreation Dispatch at (617)722-1188, or dial 911 to reach the State Police and identify that you are on Pedlocks Island in Boston Harbor. The nearest mainland dock near the island’s dock is Pemberton Pier in the town of Hull.

## **Suggested Tour Routes**

*Below are tour routes that can be used as a guide for groups. Safety and privacy concerns have been addressed in these routes. When it is appropriate further information about a site is given. Please note that these routes can and should be modified to fit the specific groups needs and desires.*

### **Fort Andrews Standard Tour Route (45 minutes to one hour)**

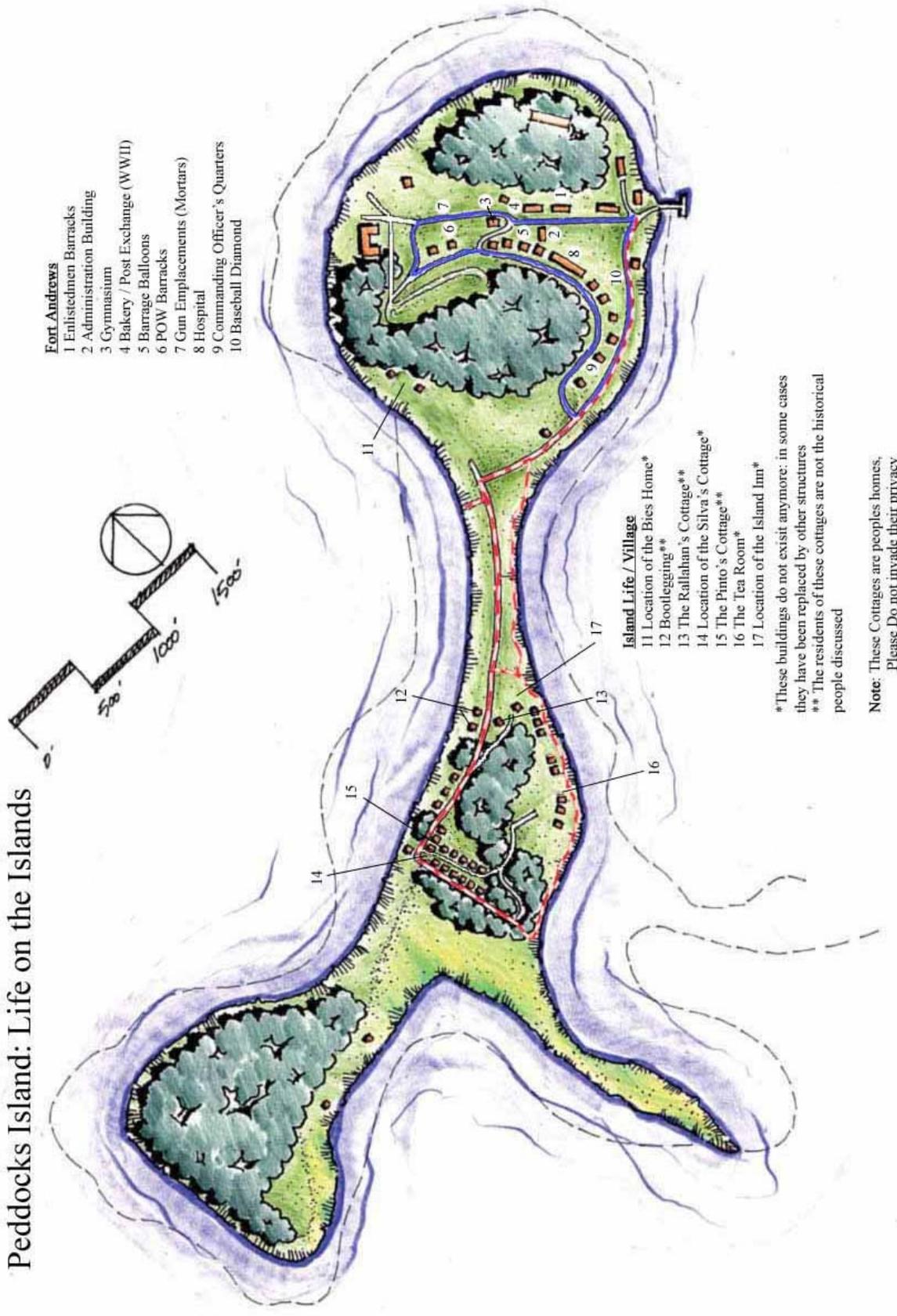
1. **Start** in front of the *Guardhouse (the Visitor Center)* at the foot of the pier
2. **Walk** into the fort away from the water
3. **Stop** on the Parade Ground in front of the *Administration Building* and the *Barracks*
4. Continue up the road to the *intersection* the *gymnasium* is in front of you, the *firehouse and bakery* are to your right, and the old location for *the barrage balloons and boxing ring* is to your left
5. **Take right fork**; the *POW barracks* were located on the left (They were bulldozed by the Army Corps of Engineers in the 1980s): the large concrete structures on the right were *Gun Emplacements*, Battery Cushing and Battery Whitman (16 inch Mortars)
6. **Turn left** at Battery Whitman and walk up the hill
7. **Turn left** at top of hill onto Officer's Row (Officer's Row is comprised mostly of two 'family' duplexes and is organized in a deliberate manner. On this end of Officer's Row were the low ranking Non Commissioned Officers, rank increases as you move down the street; just as the views of Boston Harbor get better)
8. **Stop** in front of the *Hospital*, the large building in the middle of Officer's Row (the hospital also separates the Non Commissioned Officer Quarters from the Commissioned Officer's Quarters)
9. **Stop** at the last house on the street (the second to last brick building) this is the *Commanding Officer's* house
10. Continue *down the hill*, at the "T" in the road **turn left to go back to the pier** (the *Baseball diamond* will be located immediately across the road from the chapel, a mound used to secure the backstop is all the remains) **or turn right to head toward the Village**

### **Island Life / The Village (One hour and 15 minutes to one and a half hours)**

#### ***From Pier***

1. **Take Left hand trail past the chapel** until the paved trail ends. Continue down the hill and along the main trail *across the 'flats'* (geological term: Tombolo) *through the old fence* (this is the remains of the Guard post that marked the end of Fort Andrews).
2. **Take Right immediately after the fence** and continue down to the western beach (on Portuguese or Perry Cove)
3. When looking along the beach towards Fort Andrews, you can *see Sergeants Row*, where Matilda Silva's Cottage stood. When looking in the other direction you can see some of the cottages that are in the village, as well as a large glacial erratic known as Silva's Rock, or simple the Big Rock.
4. **Go back to the main trail** and continue on *towards the village*, pause before going up the hill and **remind people that these are homes that are still lived in**
5. Continue up the Hill, *The Rallahan's Cottage will be the first on the left*, while the *cottages on the right are believed to have been involved in bootlegging* (NOTE: these are privately owned)
6. Continue straight, **Stop at the Pink house** Across the trail from the Pink House is where Manuel Silva's cottage stood, just up the Upper Trail was the Pinto's cottage (The work shop, where the fishermen built traps was across the path from Sylvia's. It was located about where the big weeping willow is now).
7. **Turn left onto the lower trail (known as Crab Alley)** The Salt marsh is on your right, **at the end of Crab Alley take the small trail leading down to the beach** (NOTE: Please be careful of the Sea Lavender growing in this area)
8. **Turn Left and follow the beach** around Middle Hill until the East Side Cottages can be seen. The third cottage in stands in about the location of the old Tea Room
9. The Last cottage on the East Side sits on the location of John Irwin's Island Inn
10. **Follow the beach or the Main Trail back to Fort Andrews and the pier.**

# Peddocks Island: Life on the Islands



- Fort Andrews**
- 1 Enlistedmen Barracks
  - 2 Administration Building
  - 3 Gymnasium
  - 4 Bakery / Post Exchange (WWII)
  - 5 Barrage Balloons
  - 6 POW Barracks
  - 7 Gun Emplacements (Mortars)
  - 8 Hospital
  - 9 Commanding Officer's Quarters
  - 10 Baseball Diamond

- Island Life / Village**
- 11 Location of the Bies Home\*
  - 12 Bootlegging\*\*
  - 13 The Rallaham's Cottage\*\*
  - 14 Location of the Silva's Cottage\*
  - 15 The Pinto's Cottage\*\*
  - 16 The Tea Room\*
  - 17 Location of the Island Inn\*

\*These buildings do not exist anymore; in some cases they have been replaced by other structures  
 \*\* The residents of these cottages are not the historical people discussed

**Note:** These Cottages are peoples homes, Please Do not invade their privacy.

PORTUGUESE FISHING VILLAGES



EARLY  
1890'S  
CRAB  
ALLEY

PEDDOCK'S ISLAND



Island Hotel before 1910 - Peddocks Island  
Cottage #15 owned Hale family now stands on the site  
BUILT AROUND 1918

**Field Activity**  
**Exploring Peddocks Island and Fort Andrews**

**This section is set up with a list of locations around Peddocks Island. Each location has quotes, stories, and/or anecdotes to help connect students to the relevant themes. The order in which, and number of, these sites that are visited depends on the time available, the focus of the group, and the desire of the tour leader.**

**Fort Andrews**

Construction of Fort Andrews began in 1898, a typical Endicott Period Fort, it was active during both World Wars. As technology and armaments changed through that fifty year period, Fort Andrews was updated and altered; eventually serving primarily as a training facility and an Italian Prisoner of War Camp during WWII. After the Second World War, Fort Andrews was considered excess and eventually sold in 1958

[Circa 1904] *“When Dad’s outfit, the 59<sup>th</sup> Company Coast Artillery Corps<sup>5</sup> (CAC), landed on Peddock’s Island in early spring 1904, they found very little to be cheerful about. Colonel Vestal was the Commanding Officer (CO), who signed Dad’s reenlistment papers and welcomed him to the Army Post that had yet to be built. It would be known as Fort Andrews, named after George Leonard Andrews, a foreign language professor who served as Major General of Volunteers in the Civil War.”* (Silvia 2 and 3)

[Circa 1910] *“Busy years slipped by. By 1910 most of the buildings on the fort were built and occupied. Fort Andrews was a beautiful Post. The landscape only enhanced the beauty of the architecture. The red brick barracks sat in an impressive, slightly terraced row, bordering one side of the parade ground with the road running in front of them, and facing the hospital and officer’s quarters on a steep double terrace.”* (Silvia 8 and 9)

**Barracks**

Originally there were four brick barracks in a row at Fort Andrews. Currently there are only three remaining, and these are in various states of decay. The first two barracks were lost to fire at different times throughout history. The location of the second set of barracks was used for a temporary wooden structure during WWII. This building was used as a recreation hall and movie theatre. The brick barracks

[Circa 1904] *“The buildings were three and a half stories high with white pillars supporting a second floor verandah. The first floor contained the mess hall, kitchen, noncommissioned officer’s rooms, storerooms, a couple of offices, and the latrine.*

*A lovely winding staircase led to the second floor where there was a day room (recreation room), a couple of noncommissioned officer’s rooms, more storerooms, and a dormitory type quarters for enlisted men. The third floor was much the same as the second floor. The buildings were roomy with large windows for plenty of light.”* (Silvia 9)

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<sup>5</sup> The Coast Artillery Corps began in February 1901 in response to the Army’s realization that heavy (fixed) Artillery at coastal forts required very different training than lighter, mobile field artillery. Using a variety of artillery pieces (including mortars, “disappearing” guns, and eventually Howitzers and antiaircraft guns), the Coastal Artillery defended America’s shores until it was inactivated in January of 1950.

## **Administration Building<sup>6</sup>**

The Administration Building was the headquarters for Fort Andrews; all major offices were located here. Including inside the Administration Building was the post office, where Matilda's mother was the Postmaster. Prior to the common use of telephones the mail was how people would communicate.

[Circa 1923] *“By the time I was starting school, Mother became Postmaster. I think I enjoyed it as much as she did. She insisted on being called Postmaster. She said she was no one's mistress. Her day started at 7:30am. Any new mail that had been dropped into the slot after mother left the post office the night before had to have its stamps cancelled, recorded, and put into its proper packet en route to the South Postal Station...*

*“Mother's pay was based on the number of stamps cancelled plus a nominal monthly fee. There was no set salary. Letter's cost two cents to mail in the 1920's. So, even with five or six hundred people at the Post, it was not a big income, especially in the summer when most of the soldiers were on maneuvers.*

*“The position did have other compensations. Mother knew everyone on the Post and knew everything that was going on. She made friends, and though never availed herself of the privileges, she did have the freedom and privilege of riding in the officer's cabin on the boat and could ride in the officer's wagon.<sup>7</sup>”* (Silvia 54 and 55)

## **Gymnasium**

The gym was a multi-functional facility that housed a weight room, basketball court, and bowling alley. The basketball court would often be used as a site for various social gatherings, including religious services until the chapel was constructed in 1941. During the early years of the Fort, the Post Exchange (PX) was located inside the gymnasium.

## **Dances [Circa 1920s-1940s]**

*“Saturday night was dance night. The different forts took turns hosting the dances. Ladies from social organizations in Boston as well as girlfriends of soldiers, etc. were invited. Mother took me at a young age, but generally I was only allowed to attend those held at Fort Andrews.*

*The dances were held in the gym that was decorated with flags and banners. It was a spring, fall and winter event, that was very well attended, and a family affair...*

*Eleanor (Chesney) and I felt very grown up in our fancy dresses. I loved pretty clothes, and mother made me many. I felt like a queen, especially when some young soldier I knew would ask me to dance... Army sons rarely seemed interested in the dances. Mother could not bribe Stanley to attend, and Eddie was too young to be interested, and none of the other boys ever seemed to go. The girls from ages nine to ninety were always there. Few of the ladies from the Harbor Islands ever missed the dances.”* (Silvia 105 and 106)

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<sup>6</sup> Located at the head (top) of the Parade Grounds, the fort's Administration Building served as a headquarters and general office of Fort Andrews. One of the offices located within the Administration Building was the Post Office where Matilda's mother served as the posts Postmaster.

<sup>7</sup> *“This was a mule-drawn wagon that performed the services of a taxi, but was available only to officers.”* (Page 25)

*“Jo Costello, a very athletic, dark-haired young woman, whose father was caretaker of Rainsford Island, took great risks to get to the Fort Andrews’ dances. Of course, there was a tall, good looking young soldier, Charlie East, who may have been the magnet. Rainsford was across the harbor from us. Jo would leave the security of their beautiful rambling white mansion on the hill, jump into her canoe and paddle the long distance across the Harbor to Sam Perry’s house where Charlie would meet her. Weather or time of year did not seem to deter her. She almost always made the dances. There were times when everyone thought she was loony to attempt the trip when the weather would be at its worst. Jo was an excellent swimmer, and in the summer she would swim the distance for fun.” (Silvia 106)*

### **Christmas**

[Circa 1920s-30s] *“Each year when November rolled around, the ladies on the Post would start planning for Christmas. A collection was taken among the soldiers for presents for the children... There were committees to buy candy and fruit for the stockings; others would wrap the presents.*

*“The entertainment committee would round up the boys and girls and rehearse them in recitation, skits and songs, and sometimes little dances. I remember the excitement when we were herded “backstage” on Christmas Eve. Backstage was a makeshift curtain across the back of the gym. The piano and a huge Christmas tree, which had been decorated by the soldiers, were in front of the curtain. The youngsters came from behind the tree to perform; that is all except me. I took refuge behind the tree and spoke my piece. No one saw me, and they barely heard me...*

*“The next day, Christmas, everyone was invited to the barracks for dinner. The mess hall would be decorated, and there would be a big Christmas tree for all to admire. There would be turkey and all the fixings, goodies of all kinds including candy, nuts, fruit, cakes and pies. Excitement always made me lose my appetite, but I would carry many goodies home. My Christmas would go on for a couple of days.” (Silvia 115 and 117)*

### **Bakery**

The posts bakery would bake fresh bread and other baked goods daily for Fort Andrews. At some point in time between the two World Wars, the use of this building as a bakery was phased out and it became the forts Post Exchange (PX)<sup>8</sup>.

[Circa 1922] *“Often in the summer on Sunday afternoons Dad would dress in a three-piece suit, starched shirt, gold watch and chain, and straw hat. Mother would dress me up in my favorite dress, one covered with hand made French knots, white shoes and socks and the usual big bow in my hair.*

*We were then ready for a walk up to the Post to the parade grounds. Sometimes there was a band concert or a dress parade. I loved seeing the soldiers march with a row of flags blowing slightly in the breeze...*

*We would also stop at the bakery where they were making Monday’s bread and goodies. Soldiers love kids, so I always made out like a bandit with cookies, a raised doughnut – the kind my Mother did not make – or, of all things, lady fingers. They were as light and fluffy as angel’s*

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<sup>8</sup> The Post Exchange (PX) was the primary gathering place for soldiers and civilians offering them a jukebox, cigarettes, “3.2 beer,” Coca-Cola, and a place to socialize in general.

wings and oh so good. Bread, hot and crusty, fresh from the oven, was only two cents a loaf. Dad would buy our next day's supply." (Silvia 45, 46 and 47)

### **Barrage Balloons<sup>9</sup> and Boxing**

The Barrage Balloon Field was located behind the Administration building in a small field, during World War two the area housed a boxing ring that was used for inter-post events.

[While walking on Sunday's with her Father: Circa 1922] *"I insisted that we go behind the headquarters building to the small field where the barrage balloons (short for observation blimps) were anchored. From our house we could see the two big fat olive-drab sausages floating in the sky, looking out to sea. They were a residual of the late war. To me they were awesome and fascinating, and it was fun to walk under them."* (Silvia 46)

[Circa 1941] *"In summertime, diversions turned to the outdoors. There were band concerts, dress parades, and baseball games. A prize boxing ring was set up in back of the headquarters building where the old observation blimps that I used to love to see were anchored. Prizefights were a weekly inter-Post event. We youngsters had our favorites there, too. We always rooted for Gonzales, a Mexican soldier who invariably won when he was in the ring."* (Silvia 111)

### **WWII and the Italian Prisoners of War**

As became apparent that the United States would become involved in World War II, many of the forts that had been on caretaker status through the 1920s and 30s were re-activated. Fort Andrews re-activated in 1940 and was used primarily as a training base for the 241<sup>st</sup> and 9<sup>th</sup> Coastal Artillery. The fort was also garrisoned by two companies of medics. After being captured in North Africa, Italian Prisoners of War were sent to the United States, eventually finding their way to Fort Andrews. The Post became a Prisoner of War camp for around 1000 Italians from 1944 through till the end of the war.

[Circa 1940s] *"The garrison was constantly changing as each group was trained and moved out usually overseas to Europe or the Pacific. The men in my life were also shipped away: my husband was stationed in Los Alamos, New Mexico, where he was on the team to design the elevator for the "Fat Boy," the atomic bomb. He was even there when they tested the first one. My oldest brother, Stan, joined the Navy in the South Pacific, while Eddie was with General Patton's army in charge of bomb disposal in Germany.*

*It was very difficult to say goodbye not only to your own family, but even to the men who you knew casually, from the PX<sup>10</sup>, the dance hall, bowling or the movies. The horrible realization that they were leaving their county and going to an unknown place, perhaps to be killed or captured and maybe tortured was very sad frightening to us. It was difficult to keep the tears back even though you barely knew some of the young men."* (Silvia 145)

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<sup>9</sup> During the First World War Observation Blimps, or barrage balloons, were used by all of the major powers as a means of gathering information about enemy troop movements and locations, artillery spotting, communications, and more commonly as a means of interfering with enemy bombing raids. These balloons were anchored to the ground and heavily defended by Antiaircraft weapons.

<sup>10</sup> During World War II, the Fort Andrews Post Exchange (PX), was located in the old Bakery and was primarily a gathering place for soldiers and civilians offering them a jukebox, cigarettes, "3.2 beer," Coca-Cola, and a place to socialize in general.

## **Italian POWs**

[Circa 1944/ 45] *“We (Vi Perry and Matilda Silvia) climbed the hill near the radio shack to our favorite blackberry patch where the bushes were loaded with fruit. Absorbed in picking and chatting, we were oblivious to the fact that we were almost imperceptibly being surrounded by men... We realized that we were meeting head on with the Italian Prisoners of War (POWs), which scuttlebutt had told us would be arriving any day. We had been asked by the commandant to remain aloof unless we were with GIs<sup>11</sup>. Rumor had it that these particular prisoners had been troublesome in the South Boston POW compound and were being sent to the Island where they would not have easy contact with civilians – particularly women. We found them to be gentlemen, but after very brief communication, Vi and I, following orders, decided to say “good-bye” and hustle home.”* (Silvia 149 and 150)

[Circa 1944/ 45] *“The prisoners were restricted to various areas. The ridge of the hill in back of our house, beyond a short area from their barracks was one boundary. They could sit on the ridge overlooking our homes and yards and keep track of any activities going on below. It was my habit to fish a couple of times a week, sometimes with Vi and sometimes alone... By the time I pulled my first flounder, the ridge would be populated with POWs all watching. I usually caught enough flounder for lunch or dinner... There were sharks<sup>12</sup> and skates around also. When I caught them it was time to go home I would never pull one of these monsters into my boat. I would tie them on a short line to a ring in the stern of the boat, haul my anchor and tow them ashore... After taking the hook out of the critters I would leave them high and dry on the beach. As soon as the POWs realized I was abandoning my catch and after I had moved away, they would come and scoop up the catch and lug them up the hill to the barracks. I was told they cooked them in olive oil and enjoyed a meal of what we considered trash fish.”* (Silvia 150 and 151)

[Circa 1944/ 45] *“At Peddocks, the life of a POW was inextricably linked to the American war effort. The prisoners were roused Monday through Friday mornings for an hour’s sail to the Charlestown Navy Yard, where the Italians would load munitions on US ships bound for the war in Europe...*

*After eight hours in Charlestown, the work crews would be ferried back to Peddocks, where the POWs would use US-supplied pasta and vegetables from their own small gardens to cook meals that even the prison commandant and his wife would join.*

*‘No American soldiers were allowed in the Italian kitchen,’ DiGiorgio<sup>13</sup> said emphatically. ‘First we’d made make fun of their cooking, but then we would let them eat.’”* (From The Boston Globe; 12/10/01; *War Story; Italian POW recalls WWII internment in Boston*; Brian MacQuarrie)

[Circa 1944/ 45] *“They had access to certain areas of the Post with movies every night, a canteen with all the special goodies they wanted, and most of all freedom from the war. They did*

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<sup>11</sup> A GI is an enlisted man in the Army

<sup>12</sup> The most common types of sharks in Boston Harbor is the Smooth and Spiny Dogfish, however other types of sharks may find their way into the harbor.

<sup>13</sup> Luigi DiGiorgio, a tank driver for the Italian Army was confined as a POW, on Peddocks Island for 30 months until the end of WW II

*their own guard duty with an occasional check by the GIs, as well as getting paid for their work at the POE<sup>14</sup>.*

*On weekends, they rotated on a two-day pass to Boston. One group alternated each weekend from Friday night until Sunday night. Those remaining on the Island were allowed to have friends and relatives visit them on either day of the weekend. The guests were not allowed to stay overnight. As far as I know, no one went AWOL... Some areas of the Post were out of bounds to them, including the Post Exchange (PX)” (Silvia 151 and 152)*

[Circa 1944/ 45] *“Peddocks Island, located in the southern part of Boston Harbor, served as home to a thousand Italian POWs during World War II. Among the prisoners, around 50 lucky ones were recognized as “trustees.” Trustee status was earned by those who demonstrated good behavior, kept themselves tidy, and followed orders. Being a trustee allowed those prisoners to go places in the prison off-limits to others – such as the recreational facility – and may have even enabled them to jump in the water for a swim. But the most coveted privilege for trustees was the Sunday ferry ride to Boston’s North End. A military ferry would take them to the Italian families who sponsored them and return to Peddocks before dark. Those trips gave the trustees an opportunity to go to Sunday Mass, eat a home-cooked Italian meal, and talk about their life back in the homeland. In the year after the war ended, some 50 marriages took place between those POWs and the daughters or relatives of the sponsoring families.” (National Geographic Magazine Online; *More to Explore*; <http://www.nationalgeographic.com/ngm/0010/feature3/>; Downloaded 4/4/2005)*

**Note: This quote contradicts various oral histories telling of large numbers of Italian POWs being brought through the North End of Boston to houses by Military Police for weekly dinner.**

### **Gun Emplacements**

Fort Andrews housed two types of gun emplacements holding four different sizes of guns. Batteries Cushing and Whitman housed eight 12-inch mortars each, with the ability to fire a 700 pound projectile with a muzzle velocity of 1500 feet per second, up to nine miles. Some of these mortars were removed by 1910; all were gone by World War II. Batteries McCook, Rice, and Bumpus were Rapid Fire Guns used to fire at fast moving, maneuverable enemy vessels. Each of these batteries housed two guns of 6-inch, 5-inch, and 3-inch respectively.

[Circa 1917] *“Mortars and Artillery were badly needed in various places overseas, so every available weapon had to be shipped to a war area, including the weapons at Fort Andrews. Dad was one of the men called upon to help get the weaponry ready for shipment... too old for combat, he made his mark helping get the mortars on a barge and eventually off to some war area.” (Silvia 38 and 39)*

[Circa 1917] *“I also remember loving to sit and watch the military maneuverings, which happened in the hollow 50 yards from our house... A rat-a-tat volley of machine gunfire would start and could last from ten minutes to a half an hour...”*

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<sup>14</sup> POE is the Point of Embarkation where materials were loaded and shipped overseas

*Other maneuverings would go on, but the real excitement came when the big mortars that had been returned and replaced after World War I were fired. Fort Andrews would need to be prepared and secured for the coming practice action. The huge guns were cleaned and greased. Magazines were opened and projectiles rolled out. The plotting tower at the top of the second hill was in full action. Telephone lines to the gun pits were all go. Far out in the harbor beyond Boston Light, the area was secured from shipping. An Army boat, often our favorite, the 'Jesup,' towed a tricone-shaped target on a long cable. On the Post, all the quarters were secured by removing pictures, dishes, and breakables from the walls and shelves, by packing them into boxes or putting them on the floor. Otherwise, the repercussions might damage them. The Post population not on duty – wives, children, etc. - found a place to sit on the hill high up and away behind the gun pits, near the plotting tower...*

*We patiently waited for what seemed like hours while all the procedures were coordinated. Finally, the long awaited command came to raise the muzzle of the gun to be fired, and the get ready to aim. This produced a lot of action in the pits. First ramming the projectile and an eight-pound bag of powder into the breech. Next the command to "Fire." Wow, that was an experience! Flames were everywhere; at the breech end was fire; the grass on the hill of the pit slope caught fire. Then with a tremendous "Barroom!" the whole Island seemed to shake and shudder as the projectile went flying. Dead silence in the crowd! We couldn't see the missile until it splashed in the water, throwing a geyser 100 feet high, short of the target. Sighs of disappointment from everyone. Action again in the tower and in the pits; orders to change the position of the gun so many points in a designated direction. Again the command, "Ready... Fire." "Barroom!" A second shot was off, this time dead on target. Cheers went up from the spectators." (Silvia 72, 73, 74 and 75)*

## **Hospital**

The Hospital is located at the center of Officer's Row, and acts as the centerpiece dividing the street into Non-commissioned Officers' and Commissioned Officers' Quarters. Mainly used for common shots and public health, the hospital did have you room that is fully encased in jail bars. This room was for any soldiers from the jail and POW's that may require hospital care.

*[Circa 1940s] "Fort Andrews had been garrisoned mostly by the 241<sup>st</sup> and 9<sup>th</sup> Coast Artillery whose current base was Fort Banks at Winthrop. There was also a company or two of medics. Many of these young medical men were volunteers from the Kentucky mountains. Some had never worn shoes before coming to the Army. Their tales of rather primitive but creative living in the hills were fascinating. In spite of the ominous specter of their way of life, they appreciated Army life and were deeply devoted to our country. Generally they were uneducated but they had "smarts" and common sense. Their knowledge of natural medicine and how to coexist with nature and the outdoors was extensive. That is probably how they landed in the Medical Corps. Their regard and respect for women left a great deal to be desired, but they were fast to learn that Army women would not tolerate disrespect and they were making every effort to be gentlemen (at least on the Army post). When women came on the scene at the dock, the PX, the theatre, or wherever a group of men gathered, the swearing and the rough language became inaudible (street language was not acceptable or tolerated in mixed company at that time). There*

*were comparatively few women on the Post so it was not a difficult task to control respect.”*  
(Silvia 146 and 147)

[Circa 1940s] *“The hospital was staffed with two doctors and four orderlies. After all, the Army was always giving shots for something and this was where everyone lined up. There were several male patients recuperating from wounds received in the Pacific Theatre. Most were ambulatory and were almost ready to go back to duty or be discharged. Several others were quarantined because they had venereal diseases and were kept away from other GIs. Apparently they did not heed any of the matchbook cover warnings to cover up before striking<sup>15</sup>.”* (Silvia 147 and 148)

### **Commanding Officer (CO)**

The last house on Officer’s Row, the original Commanding Officer’s Quarters is noticeably more ornate than the other houses on Officer’s Row. Being the last house in line this home would have commanded an impressive view of Boston Harbor looking towards Bumpkin Island, before all the trees grew up. It is also one of only three houses<sup>16</sup> that were built for a single family. Granite key stones above every door and window, along with a full wrap around porch show the privileges that rank held. In the low lying area between the CO’s Quarters and the Bachelors Officer’s Quarters, located at the end of the street, is the remains of the forts clay tennis court.

[Circa 1920s] *“We were first introduced to our new commanding officer, Colonel Leonard, by happenstance via his mother-in-law, who arrived on our steps in the middle of June... Mrs. Lyons had apparently walked down the road away from Colonial Leonard’s quarters in the officer’s line. By now we all had telephones, so when Mother discovered her identity, she telephoned the Colonel’s wife, Mrs. Leonard, suspecting that perhaps the elderly woman had wandered away. She was right! The Post was in an uproar... Mrs. Leonard was very grateful and thanked mother when she learned that her mother, Mrs. Lyons, was safe and happy having tea, cookies, and a conversation with Stanley... From this little incident a friendship grew between Mrs. Lyons, the Leonards, and us...”*

*Mother was the only one, including Mrs. Leonard, who had free access to the elderly lady’s room that housed her five beloved cats. In spite of this wonderful rapport, it is to be remembered that there is a great difference in our status: that of a commissioned officer<sup>17</sup> of the highest rank and that of a retired noncommissioned officer<sup>18</sup>.”* (Silvia 59, 60 and 61)

### **Sporting Pass Times**

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<sup>15</sup> During World War II, the United States printed advertisements on matchbook covers designed to warn GIs about various health concerns (including Venereal Diseases) and to maintain troops moral.

<sup>16</sup> The Hospital Stewards and the proposed District Commanding Officer’s Home, located of either side of the Hospital, are the other two. The proposed District Commanding Officers Quarters was built to house the Commanding Officer for all Harbor Forts, when Fort Andrews was expected to become his Headquarters, when this did not happen the Fort Commander moved into these quarters leaving his to be used by the head doctors and the doctors to be used by the nurses.

<sup>17</sup> A commissioned officer is an officer of the armed forces holding rank by commission of the president.

<sup>18</sup> A noncommissioned officer is a subordinate officer (such as a sergeant) in the armed forces that has been appointed from among the enlisted men

Sports events were typical off duty pass times on all the Forts in the harbor and inter-Post games were often played. It was believed that even when off duty these soldiers should have organized activities to occupy their time and keep the physically and mentally strong. The typical sports played were baseball, basketball, and football, each in its season and usually played on Friday nights. The championship of these sporting events was often highly regarded; even warranting a mention in the Bumpkin Island Naval Training Camp Historical Narrative from the CO to the commandant<sup>19</sup>, and often relinquishing players from certain tasks including guard duty.

### ***Baseball***

The Post's baseball diamond was located in the Parade Ground with the backstop near the Chapel facing the Administration Building. An observant visitor can still find the mound of dirt that secured the backstop.

[Circa 1900s-1940s] *“Baseball was, of course, a favorite, and like other sports was inter-Post. Fred Perry, Sr. was one of the best players in the harbor of both baseball and basketball. Sometimes, even the Boston Braves would play on Peddock's – a great event to be enjoyed by all.”* (Silvia 111)

### ***Soccer***

[Circa 1944/ 45] *“The first time I saw a soccer game was when I watched the prisoners play. It was fast, and rough. Once in a while one of the prisoners would be carried off to the hospital. As far as I could gather, there were never any serious injuries. They were completely devoted to this game. America's favorite pastime of baseball seemed not to be of much interest to them. I was a bit surprised because they seemed to readily adopt American customs, habits, and actions.”* (Silvia 152)

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<sup>19</sup> March 14, 1919 *Historical Data and Narrative, Operations of the United States Naval Training Camp, Bumpkin Island, Massachusetts*: “Bumpkin Island was made famous by both its baseball and its foot-ball teams, which were conceded to be the best in the district. At one time, the baseball team was composed mainly of members of the famous “Red Sox” team of Boston.”

## **Fort Andrews Questions**

*To be asked throughout tour, or used as a review at the end of the tour*

1. The four brick barracks next to the parade ground, were used for what? Who lived in them?
2. Why were the dances held at Fort Andrews, and the other forts so well attended? What is a modern day parallel?
3. Why did Jo Costello canoe across the harbor just to get to a dance? Would you do the same today?
4. Was Christmas an entirely family, or more of a community event at Fort Andrews, how can you tell?
5. During World War II, what were Matilda's feelings about the soldiers at Fort Andrews?
6. How were the Italian Prisoner's of War treated at Fort Andrews? Is this how you would expect prisoners to be treated? Why?
7. How did the Kentucky mountain men in the Medic Corps treat the women of the Post, and how did the women expect to be treated? Have these expectations changed since the 1940s?
8. Why were sporting events important to the soldiers and the Italian Prisoners of War?

## **Island Life and the Village**

In 1887 the City of Boston took control of Long Island for use as a hospital and alms house, thus displacing the Fishing Village located there. Some of these fishermen, most of Portuguese descent, moved their homes to the western shore of Peddocks Island's East Head, others moved to Middle and Great Brewster Islands. Island lore has it that the fishermen floated their homes across the harbor from Long Island. At this time summer cottages are already located on the eastern shore of East Head.

Summer Inns<sup>20</sup> are erected on the Middle and West Heads of the Island in the 1890's. The East Head cottages are forced to be moved again to Middle Hill as the Army acquires and begins construction on East Head in 1898. By 1904 there are thirteen fishing shacks on the western shore and 16 eastern shore cottages still on east head pending relocation to Middle Hill.

Throughout history Island residents have rented the use of the land on which their house sits, however they do own the house. This is the arrangement that is still in place between residents and the Massachusetts Department of Conservation and Recreation that manages the island. In 1993, the cottagers were granted life tenancy by the Commonwealth, meaning they can no longer pass the cottages onto family members and the current owner will be the last.

Both the year round and the seasonal residents of Peddocks Island have strong connections to the island and their communities illustrate alternative ways to live and connect with our surroundings. The year round residents have challenges including obtaining an education, providing heat in the winter, and commuting through all types of weather; while the summer residents balance their lives on the mainland with the connection to the island.

## **The Bies Home**

### ***Moving the House***

[Circa 1910] *"The last and best of the old summer cottages remaining on the new fort was owned by Mr. Pope, a Boston lumber dealer. It sat right next to the guard house on the dock, that the army used for transport and faced Pemberton in Hull. Dad contacted Mr. Pope and made a deal to pay \$100 for the house, shed, and all its contents with final payment due in July..."* (Silvia 6 and 7)

*"Mother's first trip to the Island – that was to be her home for the next twenty-five years – created a pre-nuptial rumpus. Never would she live so close to the barracks at the foot of the parade grounds where my father's house now stood. It was bad enough to be married to a soldier, but never would she live among them! Dad hastily got permission to move the house. But, the only available space was on the other side of the Fort where the five remaining fishermen's cottages stood and were now occupied.*

*"Moving it over land presented many problems. The roads were rough and narrow. There was a hill to climb and descend. To take it down stick by stick and rebuild it presented as much difficulty, and time was of the essence. The only way left to move it was by water. Dad was confronted with the Herculean task of floating the house a half mile around the Island on a raft. His future marriage depended on it..."*

*"Imagination, ingenuity, and common sense proved to be the solution. He would ask permission for the use of the Army tugs to tow it around the East Head of the Island. By Jove, that would do it! He would make a raft and tie buoyant empty barrels beneath it... After some*

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<sup>20</sup> The Island Inn, owned by John Irwin is located on Middle Hill: and the C.Y. West Hotel located on West Head which is gone by around 1900

calculation, the decided number of barrels was procured and the task of accomplishing the project was begun. Huge 12 foot logs were bolted together to form a raft and the barrels lashed to the frame. That was the easy part... Jacking up the house and moving it onto the raft, however, required additional manpower.

Until permission could be obtained to enlist the aid of the current bunch of inmates of the guardhouse, little could be done. The prisoners arrived on the scene and tried to move the house... Some men manned jacks, other manned rollers, and others manned the hawsers<sup>21</sup> to drag the house onto the raft. Dad gave the commands and masterminded the job...

After a couple of days and many hours of back-breaking work, digging and jacking, the house was ready to float. Cheers went up and the Army tugboats, 'Bumpus' and 'Goldbrick,' picked up the hawser and began the trip around the island. Everything was going great guns! The house was riding high, and it was almost around the Island to the point where it was to be beached on the far side of the hill to the west of the post. Dad was happy and very pleased. The mission was practically accomplished.

Suddenly, without warning, the barrels started flying skyward and ropes flew like strings of cooked spaghetti. The house was slowly sinking into about twenty feet of water! Dad, usually calm and methodical, became frantic. Shouting orders to everyone, he jumped over the gunwales<sup>22</sup> onto the raft. The fact that he could not swim never entered his mind. Up to his waist in the water he secured another hawser to the nearest rafter and threw a line to the tug. The deckhands secured the line around the capstan<sup>23</sup> and the smaller tug pulled the wayward house close to the beach...

Now a new challenge began. Drag the house from the beach, up the slope of the hill 50 yards to where it was to sit. The raft was still in good shape in spite of the ordeal. The rollers and jacks came into play again. When everything was prepared and secured, the skinner arrived with the mules. They were hitched in tandem and attached to the raft. Army mules were stubborn and downright ornery, but after some gentle and not quite so gentle persuasion, they slowly but surely pulled the house to its final resting place." (Silvia 13 through 18)

### ***Life on the Island***

[Circa 1910-1930s] "Every week most of the housewives took the long boat trip into Boston to buy meat, fruit, and, particularly in winter, any fresh vegetables the market had to offer. Most supplies were purchased at the commissary, which was around the hill in the huge Quartermaster warehouse. Once or twice a week in the morning, Mother would walk to the commissary to place her order. A teamster in a Conestoga<sup>24</sup>-type wagon would deliver it, sometime that afternoon." (Silvia 23 and 24)

"Mother's brothers became weekend visitors and relieved Dad of many chores. They kept the woodshed full of wood in all shapes and sizes that had floated up on the beach. The wood was sawed by hand to the proper length, split, and piled in our woodshed. This pleased Dad, as wood chopping didn't exactly thrill him. My uncle Billy was a stone mason so he set to work

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<sup>21</sup> A hawser is a large rope used for towing, mooring, or securing a ship

<sup>22</sup> Gunwale, also known as a gunnel, is the upper edge of a ship's side originally used to mount a ship's guns

<sup>23</sup> A capstan is a machine used for moving heavy weights and objects by winding a cable or hawser around a vertical spindle-mounted drum that is rotated manually or driven by steam or electric power

<sup>24</sup> A Conestoga wagon is a broad wheeled covered wagon usually used for transporting freight across the prairie

*making a root cellar, a front walk, and took care of rebuilding and repairing the chimney.”*  
(Silvia 25)

*“With winter, the interminable northwest winds arrived to chill everyone, but the house was snug and warm. Now there were three stoves: one in the kitchen, one in the living room, and one in the upstairs den. There was plenty of wood in the woodshed, and the coal boxes had been built and filled. Dumpcarts pulled by mules and manned by military prisoners delivered three to four tons of hard stove coal.”* (Silvia 30)

*“Mother was no longer lonesome. Her shopping trips to Boston for sewing supplies for Dad and for home supplies, housekeeping, visiting relatives and friends, helping Dad with various chores, chats with neighbors over the back fence, and special activities at the Post made the time fly. Spring was arriving, and there was a garden to plant and landscaping to do. Several loads of topsoil from the hill were dumped on what was to be the lawn. The climbing rose bushes had arrived and were to be planted around the front and side of the house in hope that they would eventually screen the front porch. A peach tree was planted to one side of the front walk, though I never new it to produce a peach.”* (Silvia 27)

*“After the first freeze (in the fall), Dad arranged with the stable sergeant for several cartloads of horse manure mixed with straw to be delivered. He made burlap bag sausages filled with dried eelgrass and packed them around the base of the house, several deep, pushing them under the house. Dad collected the burlap bags for the sausages from the 100-pound potatoes or ‘spuds’ bags that the barracks were only too happy to dispose of. Next came the horse manure, which was spread over the sausages fairly close to the house and all over the gardens and lawns. This procedure helped to keep the floors in the house warm and wind free and at the same time fertilize the whole area.*

*During the summer he would harvest the long eelgrass which grew in long patches along the shore... After the harvest of the eelgrass, it was dried in the sun and then put into the burlap casings. This made perfect insulation as it did not burn and was slow to disintegrate.”* (Silvia 29 and 30)

### **Loss and Rebuilding**

[Circa 1934] *“I remember the day so clearly in that year of 1934. We (Matilda and Madden, a girlfriend from High School in Brookline) had awakened to a beautiful September morning. There was not a ripple on the water. The sun was bright, and it was comfortably warm and a great day for fishing. We jumped into the dory with our fishing lines and bait, rowed out a few yards and dropped anchor... Suddenly, from the shore we heard Dad shouting, “Fire, fire!*

*Looking toward the beach I saw the back of our house ablaze... People were running from the civilian side carrying brooms, buckets, mops, and anything else that might help extinguish the blaze. I ran to my mother who was inconsolable... Dad with a look of despair and disbelief was playing the garden hose on the end of the fire he could get close to. The fire was so hot that getting very close was impossible... When only the burning frame was left, a detachment arrived from Fort Banks (Winthrop, MA), which was about an hour away by boat. They dragged a fire hose across the hill from a hydrant on the Post and played a heavy stream of water on the boat shed. The roof of the shed was smoking and scorched and the steady stream of water turned into steam. The window glass was molten and resembled miniature waterfalls. Next door, Fred*

*Perry and his family were moving all of their possessions out of their house. If the shed went, it would be very difficult to save their house. The hill was burning and soldiers were beating out the flames with wet brooms.*

*The home we loved so much as well as most of our worldly goods were lost... My brother Stanley, with tears in his eyes, came and put his arm around me. Eddie joined us and we three tried to console one another. Stanley said, 'Everything is gone. All I could save was Mom's living room table and settee.' That was all we had left...*

*By the time the firemen from the Boston Fire Boat arrived, it was far too late. Their pumper boat was docked at the Andrews' pier, which was on the other side of the island from our house. Even if they had arrived on time, their boat would be too far away from the fire... We discovered later that the fire was started from the Kerosene Stove exploding." (Silvia 129 through 131)*

*[Circa 1934] "By the time the fire had smoldered, the Perrys had moved their furniture and personal property into their house. They then invited our devastated family in for food and tea. It was very comforting, but no one had much enthusiasm or desire to eat. Meanwhile, the Commanding Officer at Fort Banks ordered the Hospital Stewards quarter's opened for us. A boat arrived with beds, blankets, pots, pans, china, and food. Also by order of the Commanding Officer, we were to remain in these quarters for a couple of months, or until such time as we were reoriented.*

*The Fort Andrews' caretaker at the time, Sergeant Clark and his wife and the other caretakers were very concerned and extremely helpful. They made sure we had lights and water, and that everything the army sent was set up and useful. They invited us to dinner until we could manage on our own." (Silvia 131 and 132)*

*[Circa 1934-1937] "The Army let Dad use some of the materials from the two wooden Army buildings on the inner post – the old carpenter shop and the plumbing shop – they were being torn down, to rebuild our house... Later in the fall, Dad had a tool shed built that he would live in while he set the foundation for the new house. He laid the foundation with granite and brick set in the ground with a twelve by twelve wooden sill. He planned to continue in the spring...*

*In the summer of 1935, the Quinns were stationed in Vermont, so we rented their cottage until such a time as they would return or we had a place to live. There were still building materials to move... They (Stan and two soldiers) unloaded and stacked windows, doors, planks, siding, a tub, all kinds of fixtures, hardware, and slate for a roof...*

*Quite a bit was accomplished that summer, but the house was only a skeletal start. We spent the winter in Brookline and it passed slowly...*

*Our house was still not completed when the Quinns had returned from Vermont to the Island in 1937. So, we had to think of something. Dad and the boys moved the old iron boat out of the big shed and made the shed their sleeping quarters. The smaller shed was turned into a kitchen and bedroom for Mother, we painted it white and added new floor covering, got a small table, and a cook stove which actually was a galley stove from a boat... It was rather cramped, but functional at that time.*

*We had no water piped into the house or our new living quarters in the sheds, at this time. The outdoors was used to advantage since we did our laundry outside in a big Army galvanized wash tub and scrubbed on a washboard. We used the same outdoor method for*

washing our dishes and vegetables. The ocean proved a cold bath (the harbor water was clean then), and the hose provided fresh water with which to rinse off... Our only modern conveniences were a flush toilet at the far end of the big shed and electricity. My brothers and I did not mind roughing it camp style, but my parents were less enthusiastic, especially after having a comfortable home with all the conveniences...

Finally, after working very hard to collect building materials for the house and the foundation, he had finally rebuilt our once treasured home, including the toilet and shower. We were able once again to take walks along the beach.” (Silvia 132 through 136)

### **Bootlegging<sup>25</sup>**

[Circa 1920s – 1930s] “During the 1920’s, the civilian end of the Island had quite a flourishing bootlegging business going. Soldiers, it seemed, would drink anything from Listerine to rotgut. I’m not suggesting the Peddock’s Islanders sold inferior booze. I think most of it was pure, even though flavored and watered down as far as it could be and still be alcoholic. It was apparently good enough for some of the men to risk court martial and to engage in any ploy to get by the guards at the outpost...

In order to find this ill-fated hooch, the soldiers would hide on the beach and wait until the guards met each other halfway on their walking post, then sneak by the barbed wire fence, which extended to the tide line. In summer they would take the civilian ferry from Pemberton, or sometimes a friend on guard would allow them to pass and pretend not to see them. Come hell or high water, where there was a will there was always a way to get what you wanted. Enough of the fellows found their way over to the other side to make it profitable for the purveyors...

The hooch was often consumed on the spot, or one could by an unmarked bottle. Bottles were kept in a false wall or floor and often in the ‘Kazinger’ – popularly known as an outhouse. Sometimes they were hidden in the ground or a wood pile – any place that would secret them from the ‘Revenuers.’ Whenever they showed up, there was never any evidence to be found.

The king of the bootleggers, Eddie St. John, lived in the first house on the civilian side with Jo Stafford, who was a bootlegger’s assistant. There was a sweet, lovely teenage daughter, Gracie, and mother, Mrs. Stafford who made life miserable for all of them.

Sunny Smith lived next door to the Staffords in a small house and distilled the booze when the coast was clear. One Sunday evening in the early fall, our family was having early dinner with a couple of a soldier guests prior to going to the movies at the Post Exchange (PX). From our dining room window we saw a column of smoke rising from one of the summer cottages straight across the flats. Our meal was left on the table and we all took off across the flats. Sunny Smith’s still had blown up and his cottage was going up in smoke! The flames were like fireworks on the fourth of July with shades of green, turquoise, red, yellow, and orange shooting skyward.

The trick was to save the other cottages. There was little water because the wells were so very low after a dry summer. A detachment of from the post arrived by mule team with brooms, buckets, and burlap bags. Civilians and soldiers, men and women, manned the bucket line and kept as steady a stream of water on the fire as they could. Others beat burning grass with wet burlap bags and brooms. The wells were drained dry, but they finally succeeded in extinguishing the blaze after only two cottages burned. The mishap did not, however, dampen the spirits – both

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<sup>25</sup> Bootlegging, here, is in reference to the illegal making and distributing of alcohol during the time of Prohibition, from 1920 -1933.

*emotional and liquid. The people made and sold spirits as usual as soon as the smoke cleared.”* (Silvia 98 through 101)

### **The Rallahan Family**

[Circa 1920s – 1930s] *“Another name that seemed to generate colorful stories on the Island, was the Rallahan family. The Rallahan house was a small at the base of the hill between the Serrilla cottage and the McGhee’s house. The Rallahans had lived there a number of years with their two pretty daughters, Dottie and Virginia. There was a bit of commotion when it was alleged that John DeAvilla, who was married to Mary Lewis (the daughter of an island lobsterman) was paying more than casual attention to Dottie. Rumors were that Mr. Rallahan, who had a tube in his throat, supposedly the result of cancer, had threatened to shoot Johnny if he did not leave his daughter alone. Johnny was never shot in spite of the threats, so I assume he ceased his attentions. Virginia, the other daughter, was a pretty girl with a beautiful body. She went on to become Ginger Waidron, a stripper and the toast of Boston burlesque. She played the Old Howard and the Crawford House which were Boston’s famous burlesque theaters at the time.”* (Silvia 70 and 71)

### **The Silva’s Cottage and West Head**

[Circa 1920s] *“Leo Perry and I – seeing we were close-by companions – would have to get permission from our parents to pass through the arch at the outpost and leave the Fort Andrews on our own. With a note to the sentries, we were on our way. We liked to walk way over to the West Head past the civilian side of the island to pick flowers. It was rather a long walk since we always took short detours on the way to follow a bird or look for big toads. There were lots of little toads, but we liked to hunt the big ones.*

*Along our way, we would stop and say “hello” to Mr. Perry Silva (Manuel Silva). A handsome white-haired gentleman, Mr. Silva was weather beaten and tanned by years of lobster fishing in the salt air and sun. He spoke so softly and gently that we loved to talk to him. He and his wife were quite poor, but they always had a goody for us. Their tiny cottage had so very many flowers out front and was neatly painted inside and out. The three rooms inside were spotlessly clean. The iron cook stove was polished till it sparkled, and the linens on the table were crisp and white, as was the bedspread on the bed. It was truly like a doll’s house.*

*After our visit, we would continue on our way to the West Head. As we passed the inner swamp, we would stop to see the minnows and strange water creatures in the brackish water. Once in a while a white heron or two would be standing on their long legs in the swamp fishing. Soft wispy grass grew on the Head and was ankle deep. There were no trees, maybe a bush or two, with a few weeds here and there. However just over the crest on the down slope of the southwest side of the hill, was a carpet of purple with the violets we had come to gather. It was very beautiful and very quiet. The lone house on the Head, called ‘The Clubhouse,’ which was reputed to have been the scene of some wild parties, was not often occupied.”* (Silvia 61 and 62)

[Circa 1941] *“The oldest of the fishermen, Manuel Silva, is 74 years old, an erect, powerful man well over six feet tall. Like the others (Portuguese fishermen), he wear s faded blue shirt and dungarees, with a visored cap down over his gray hair, plus an unusual strong leather belt around his waist... Although he doesn’t read or write, he carries himself with an air of authority; he is the patriarch of the clan...”*

*Manuel Silva is the only one who remembers the Azores, how warm it was there, and all the fish and fruit. The young men do not remember.*

*'I have been on a boat,' he added, explaining why he had chosen Boston. 'I was first on Long Island, then the government came, and I move to another Island. Then I live over there' – he pointed to the ocean end of Peddocks and the brick houses of Fort Andrews – 'and the government came again. So I move here.'*

*Old Mr. Silva spends his time mending gear, smoking and talking Portuguese to the other old fishermen of the island. He doesn't go out to the traps anymore...*

*The island houses are one-story, cellarless houses with three or four rooms, low-ceilinged, compact as a ship's cabin. The kerosene lamp stands on the table near the wall. The big iron stove stands in the centre of the living room. In one corner is the radio.*

*The beds take up most of the space in the bedrooms, with clothes hanging on hooks on the wall, and the family toothbrushes on the door jam...*

*In the spring, the other Portuguese families come back to fish again, and Tony (Fernande) comes back. In summer, Tony is the link between the island and the mainland. He is the official ferryman, the iceman, milkman, newspaper dealer, grocer, anything you can mention...*

*His wife and three children are up in Cambridge... his family is coming down when the children get out of school, and his wife will attend the store. The store is in the front part of their house, with a bell on the outside house to announce customers." (From Boston Sunday Post; 6/22/1941; *Right in Boston's Front Yard – the Gay Azores*; Evelyn Leeds)*

## **The Pinto Family**

### **Cooking**

*[Circa 1941] "Mrs. (Mabel) Pinto herself wore a thin pale print dress with a brooch at the neck, and her haired curled, as any mainland woman's would be.*

*She doesn't leave the island very often.*

*'The men do all the shopping,' she said smiling. 'I just sit here. I do all the cooking for them, since Mrs. Silva died. She used to have the Portuguese dishes – I do sometimes. I have an awful time. Joe (Pinto) doesn't like anything hot, old Mr. Silva likes things hot, and I can't get anything hot enough.'" (From Boston Sunday Post; 6/22/1941; *Right in Boston's Front Yard – the Gay Azores*; Evelyn Leeds)*

### **Fishing**

*[Circa 1941] "Now Joe and young John Pinto fish together. John is tall, slim, and dark, with brown eyes.*

*'We get up about 4 o'clock, or 5, or 3,' John said. 'It depends on the tide.' First they row out to their traps in the outer harbor, haul them up, take off the lobsters if there are any, or clean the trap if there aren't any.'...*

*About twice a week, they row to the mainland, take their catch to Boston to sell. The price depends on the market. Two dollars and fifty cents for 10 lobsters is the average price...*

*Other days, they make traps out of wood they find on the beach. And bait-boxes, and buoys. They paint their buoys and there boats...*

*The fishermen seem to make most of what they use. The tool shed is as wide as any of the houses, with two doors facing the hill and two windows on the waterside. Sticks and tools and*

ropes are piled along the walls. In the middle of the shed is an electrically-operated saw, where they cut the wood for the traps and boxes and buoys...

'But the hardest things (to make), you wouldn't think it, are the buoys out there,' she (Mabel Pinto) pointed to the layers of buoys piled on the beach outside the shed, and walked toward them. 'They have to cut them out, make holes in the end, put in the pegs, and taper them down, see who they're all tapered down at the ends? And paint them Everyman has his own color. These are gray and black. Up there-' she pointed to a stack of buoys in front of another house, 'they're Lewis,' yellow and black. The men know everyone of their buoys'...

When the fishing season is over, when the winter sets in, the fishermen go into their houses and stay in them. What do we do all winter? The older men smile.

'Oh, we eat – and sleep – keep warm.'” (From Boston Sunday Post; 6/22/1941; *Right in Boston's Front Yard – the Gay Azores*; Evelyn Leeds)

### ***The Portland Storm***<sup>26</sup>

[Circa 1941] “‘It was the day of the Portland storm,’ he (Joseph Pinto) began. ‘You remember when the steamer Portland went down? There was a big storm here. I was about 9 at the time so I don’t remember much about it, but it was a big storm-’

‘With lots of snow with it,’ put in Tony.

‘Yes, a snowstorm, too,’ Joseph continued. ‘It blew the house all the way over the hill, from the flats over there-’ he pointed to the ocean-end- ‘all the way over the hill. There was a house down here at this side-’ he pointed to the Quincy end – ‘and that got blown away all together. My father saved the whole family, just in time. He carried the twins back in his arms and froze one hand. I remember the family stayed with us for a couple of days till they built a new house. We put our beds out in the snow.’

None of the fishermen remember anything as bad as the Portland storm. The hurricane was nothing, compared to that.

‘Do you know where I was in the hurricane [September 1938]?’ Joe asked. ‘Out in a skiff in Boston Harbor. I went back in.’” (From Boston Sunday Post; 6/22/1941; *Right in Boston's Front Yard – the Gay Azores*; Evelyn Leeds)

### ***Medical Attention***

[Circa 1941] “‘The worst thing down here is the washing, no hot water,’ added Mrs. Pinto. ‘We have well water you know.’

There are no telephones in the colony. They used to go over to Fort Andrews and have them get a doctor from Hull. ‘By the time you got someone, you’d probably be dead and they’d take you off the island in a basket,’ Mrs. Pinto said. Now the doctor stationed with the Army at Fort Andrews looks out for them.

‘There have been babies born down here too,’ said Mrs. Pinto. And there has been sickness. The old man in the house next door just had a shock, and his wife was taking care of him. Last winter old Mr. Silva went up to the hospital for five weeks with rheumatism in his shoulder – in the arm with the hand frozen in the Portland storm. When he came back, young Mr. Pinto went up with diabetes. ‘I tell them I’m the only healthy one here,’ Mrs. Pinto

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<sup>26</sup> The Portland Storm was a Hurricane that the eye of the storm passed over the Boston area in November of 1898. A large number of vessels sank including the Steamer Portland. The Storm also caused major erosion of the area, helping to prompt the creation of Massachusetts state parks agencies.

*finished.*” (From Boston Sunday Post; 6/22/1941; *Right in Boston’s Front Yard – the Gay Azores*; Evelyn Leeds)

### **Mabel**

[Circa 1980] “*Several (Italian) prisoners huddle at the far end of a table and scheme in rapid-fire Italian – too fast for guards to understand. They will dig under the fence to attend a village party.*

*‘Oh dear me, that was quite a night indeed!’ recalled Mabel Pinto, 84, over an appetizing bowl of beef stew. She is the oldest summer resident on Peddocks Island. She is also the sheriff and mayor of the village...*

*Pinto built a small fishing cottage with her husband John, in 1918. Summer bungalows eventually cropped up on both sides of the middle hill, connected with grassy paths cut through the sumac...*

*‘It gets pretty stinky out here in the late autumn when you’ve got to break through the well ice,’ the wiry lady explained (she spends the winter on the mainland). For the colder months two wood stoves stood by to warm her four cozy rooms. Pinto splits her own wood; it was meticulously piled under several tables.’* (From Boston Globe; Summer 1980; *Peddocks – isle of memories*; David Arnold)

### **The Tea Room**

[Circa 1920s-1930s] “*On the night of the Fourth of July, the Tea Room, an island store that served candy and ice cream, would stay open beyond the usual nine o’clock closing time. It was a charming little store with bright flowered drapes and painted round tables for serving ice cream and soda. The candy counter was filled with dishes of penny candy and five-cent candy bars. On top of the counter was a jar of ice cream cones. It was on the civilian side and was operated by Ada Carland, her sister Lillian Grand, and their mother, Mrs. Davis whose husband was a sergeant from the Post’s hospital. On July 4, almost everyone would drop in for sundaes, ice cream soda, soda pop, and candy. Ice cream was a special treat on the Island, since 100-pound chunks of ice had to be carted over by boat to keep the ice cream chests cool. Even if electricity had been available on the other side of the Island, electric freezer chests were not yet in common usage. We all had an icebox that had to be fed blocks of ice. One of my daily chores was emptying the pan of run off water from under the icebox.’* (Silvia 110 and 111)

### **John Irwin and the Island Inn**

[Circa 1909] “*John Irwin, an attractive looking gentleman who seemed rather quiet, owned and operated the Island Inn, also known as the “Headache House Hotel” which was the center for adult entertainment in the early 1900s. Irwin’s establishment was reported to have excellent food, fine wine and liquors, and very beautiful women – all available to the patrons who arrived daily by boat, which landed almost in front of the hotel. The clientele was not that of the Ritz by any means, so there were brawls and murderous fights, which often necessitated summoning the mainland police.*

*After one such escapade, it was said that Irwin was allowing a gambling establishment to exist. He was arrested and banished from the Island, asked never to return. The hotel was closed and eventually fell into disrepair. The memories of wild times, beautiful women, good food and drink were entombed in the molding, crumbling rumble of the old hotel, leaving only the aura of romance. In later years, we would sometimes see Mr. Irwin, a friendly white haired gentleman,*

*on the mainland of Hull, where he lived after his banishment from Peddock's. He would sit on the front porch of his house on Main Street, always greeting us with a smile.” (Silvia 67 and 68)*

[Circa 1900s] *“John Irwin was a former professional baseball player, as was his brother Arthur Irwin. It is said that because of the Blue Laws, the Boston Braves came to the Island on Sundays to play ball. This took place on the flats across from the Hotel.*

*Cottage #14 [to the left of the hotel if facing it] was also owned by John Irwin. It was a Café and questionable house. There was a Gazebo in front of this cottage that sold ice cream and pie.” (Claire Hale; 4/8/05)*

### **Island Life**

*“Peddock's had been at the center of our lives, and anyone else who had grown up there. As children we embraced natural learning and survival, and as adults, we relied on community and simplicity. When you're raised on an island, it is difficult to know or want any other kind of life. From never giving up the final catch of the day to trusting that a captain would make it through ice to pick you up after school. From watching cannons explode on the hillside behind your home to smelling the first batch of fresh bread in the Fort's bakery. All of these experiences and memories brought you back to The Rock [Peddock's], that one place that you could count on where the [sound of the ocean] would lull you to bed, and the neighbors would welcome you with a game of cards or a warm meal. It was hard to imagine living for very long anywhere else. What drew you back were the people who surrounded you like the Perry families, and the storms that engulfed you. When all you could hear was the water lapping, and the waves crashing, that was when you knew you were home.” (Silvia 159-160)*

## **Pedlocks Island Today; Where the Past and the Present Meet**

*The following quotes and stories will illustrate what it is like to live on Pedlocks in the 21<sup>st</sup> Century.*

### **Seasonal Residents**

Most of the residents that remain on Pedlocks Island are considered seasonal, meaning that they typically choose to come to the island only on the good weather months. The typical season for these people is around Memorial Day to around Columbus Day. After which time the cottages are cleaned, locked, boarded up, and otherwise winterized. Being seasonal does not stop these residents from having to overcome a wide array of challenges, many of which are the same as the year round residents.

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### **The Murphy's**

*[Circa 2003] "On a recent sunny afternoon, the cottages in Portuguese Cove were deserted except for two brothers from Houghs Neck in Quincy.*

*Rich Murphy, 59, bought his cottage in 1979. He lived on the island year-round for a few years but now only visits in the summer...*

*With no electricity or running water, cottagers have to improvise. Murphy has a rainwater collection system that includes black hoses that heat the water [a collection system he devised himself]. The lights, stove and refrigerator in his immaculate cottage run on propane, and a small television runs on a 12-volt battery.*

*Murphy also is the owner of possibly the most pleasant outhouse ever constructed...*

*Most of the small cottages are painted bright or pastel colors, though many have faded. A few with peeling paint and sagging frame have been abandoned.*

*"It's tough to fix these up" because these are so old, Rich Murphy said.*

*Although the island was quiet on a weekday, the Murphys say many cottage owners flock to the island on weekends...*

*The quiet isolation is good for the body and soul, say the Murphys, who have known some very long-lived neighbors." (From The Patriot Ledger; 8/11/03; *Residents of Pedlocks Island are a dying breed*; Anne Trafton)*

### **The Hale's**

*[Circa 2005] "The Hales are one family that has summer residence at Peddock's. Claire Hale's family has been coming to the Island since 1917 at the invitation of one of the Portuguese fishermen. Her uncle bought a cottage, and Claire's parents visited them often. In 1939 Claire's parents bought an old Cow Barn for \$10 and fixed it up into a cozy place. Claire spent her entire childhood on Peddock's during the summers. Then in the 1940's the family bought the cottage that the Hales currently own. This cottage stands on the site of the old Island Hotel that was owned by John Irwin. Our family and some other families are 5th generation on Peddock's. We are still using the hotel's well, and in the evenings we play games and read with our children and many grandchildren by the light of the kerosene lanterns. Sometimes life can be difficult, especially when you bring supplies ashore at low tide, but when this Island life is in your blood you can't turn away.*

*'We would like to turn one of the cottages that is now owned by the DCR into a museum showing the history of the life of the Portuguese Village. The village has a real history, and visitors need to know about it.'*" (Written for this curriculum by Claire Hale; 4/8/05)

### **Year Round Residents**

On Peddocks Island there are three houses that are often used as year round residences. These houses are used to varying degrees depending upon if the family has a house on the mainland they use often, the type of work the residents do, and how hard the winter is (cold, ice, fuel consumption, etc.). Year round Residents have a different number of concerns than the seasonal residents including; heat, long term food storage, transportation (onto and off the island, as well as on the mainland), and the ability to get the modern comforts.

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### **The McDevitt's**

[Circa 1961] *"As time went on [after Peddock's was sold in 1953], the new owner hired several civilian caretakers to replace the army personnel. These included Gus Williams, Mr. Atwood, and Andrew Sweeney. Finally [in 1961], young Eddie and Judy McDevitt took over..."* (Silvia 156)

[Circa 2005] *"At the time the McDevitts took over as caretakers, the only year round residents were two retired Master Sergeants and their wives. There was Sam Perry and Connie, and there was also Fred Perry (no relation to Sam) and Lillian. Most people knew Lillian at that time as "Nana Perry". The McDevitts remained the caretakers under private and state ownership until the Nineties; first Ed and Judy then their son Mike. The Metropolitan District Commission took over the management of Peddock's in 1970 [now the Department of Conservation and Recreation]. Judy and Ed raised a family of four children, taking them to school in their own small boat. --- Judy and all her children, including Mike operate tugboats now; the tugs often seen moored off of Peddock's are some of these. Ed McDevitt eventually became the Harbormaster for the Town of Hull.*

*During all the years the McDevitts resided on Peddock's Island there has been no electricity, and running water has been a sometimes thing. They have lived in an environmentally friendly way, due in part to necessity. Their heat and cooking fuel is renewable wood. Trash has always been separated into burnables, compostables, and things like cans that need to be disposed of ashore. They grew vegetables organically before it was "the thing to do," using food scraps, seaweed, horse and chicken manure to enrich the soil of their garden. As solar panels have improved they have taken advantage of them and replaced dangerous oil lamps with electric lights.*

*The McDevitts still reside on Peddock's Island, and officially occupy two of the last three year round cottages. Judy and her son Mike McDevitt still live on the island year round, though Mike is the only year round resident who does not have a mainland house to go to if the weather gets too bad. When passing these year round houses a visitor will notice that they are more like homes than cottages. You can hear chickens, the family dog, and may even meet one of the family cats. At night it would not be uncommon to hear a radio or TV, see lights, and smell good home cooking. The houses typically will also have refrigerators and running water. All of this is done through inventive means, often utilizing sustainable technology. Water Cisterns are a common*

way of obtaining water (when connected to a solar powered pump they provide “running water”). If everyone ashore used as little electricity and water as they do, we would not have an energy crunch.” (Co-Written with the author and edited for contact for this Curriculum by Judy McDevitt; 4/11/05)

[Circa 1973] “[Ed] McDevitt, who is 34, is the caretaker of Peddocks Island. With his wife [Judy], who is 30, he has been in permanent residence there for twelve years, and they have raised four children on the island. Their oldest child, Edward Jr., is 12; and so for the past seven years they have made at least two trips daily across the Gut to meet the Hull school buses. At present, they make four trips a day. But during their first five years on the island they made only one trip every three weeks.

“These crossings of the Gut are made in almost all forms of weather, in an open skiff with an outboard motor. A coastal storm will stop them, so will ice, which arrives in floes when warm weather breaks up sheets in the bays. And sometimes the Gut freezes, but very infrequently... Peddocks Island has no electricity, but the McDevitts don’t need it, and clearly it would not be in the spirit of their loves to have it. They use kerosene lamps, and at one devilish moment during the great blackout of ’65 – when for them, the whole normally glittering metropolis vanished into another century – they hung their lanterns in all their landward windows to demonstrate that electricity was perhaps less than essential.

“Kerosene lamps, and no furnace, no gas stove or propane burners, no hot water, no plumbing thus an outhouse, on pot-bellied wood stove for the entire cabin, enough driftwood on the beaches to keep the fires burning ‘a thousand years’, a 25-year-old horse producing manure for the garden, codfish and flounder pulled out of the bay, a banner year for bas in ’72, Judith McDevitt trapping muskrats for stew and making hats and vests of the luxuriant pelts, Mrs. McD. Sitting on the roof all night with a shotgun to keep the raccoon away from the chickens...

“Needless to say the McDevitts are rather conservation minded: their lives have made them that way... They know that the black crowned night heron rookery isn’t where the state agencies think it is. They even know about the rats, that their population rises and falls on three year cycles and is continually decimated by hawks and owls...

“There is more at stake here, of course, than mere ecology of nature. There is a little people-ecology involved also. And this couple will admit it. ‘It would be awful hard to adjust if we ever had to move to the mainland.’... But that’s not the point of this story... The point is simply that the islands can support a vigorous and clever style of life, and they can do so because they retain a little of the old natural insecurity.” (From the Boston Globe Magazine: 3/18/73: *An Island Family*: Deckle McLean)

## **Peddocks Island Life and Village Questions**

*To be asked throughout tour, or used as a review at the end of the tour*

1. How would you go about moving the Bies house, and what are some of the problems that may arise as you move the house?
2. What were some of the most important chores that needed to get done on the island?
3. How was the Bies home insulated from the cold? How would you have insulated this house?
4. Who fought the house fire and how did they do it?
5. How did the Bies neighbors and the Army help the family back on their feet after losing their house?
6. What was the Silva's cottage like? How did Mr. Silva and the Pinto family make a living, how would they spend their days?
7. During the Portland Storm what did Joseph Pinto's father do? Why is a strong sense of community and the need to help your neighbors important on Peddocks Island?
8. What "special treat" did everyone share at the Tea Room on July 4<sup>th</sup>? What made this treat so special on Peddocks? Is this still true on the island?

9. Why was Peddocks Island used for a hotel that specialized in illegal operations?
  
10. The residents of Peddocks Island come from diverse backgrounds with many different types of jobs; why do you think they all chose to live on Peddocks Island? Is this lifestyle one that you would choose, why or why not?

## **Post – Visit Activities**

### **Suggested Length: 1-2 45 minute class periods**

These Post – Visit Activities are designed to be interdisciplinary while still having a connection to specific frameworks. Both of these activities are designed to last 1-2 forty-five minute class periods and help the students make connections from what they have already learned to their own life. These activities are:

- **Sustainable Living and Development** - This activity is designed to give students an understanding of sustainable technology and ways of life. The goal is to have students evaluate past and present conditions on Peddocks Island, to determine what is sustainable, what is harmful, and how it could be improved. Then the students will be asked to look at their school and home. Which, if any, of these technologies could be applied at either location? Students should then create, through building, writing, or designing an example of sustainable technology to be used at home or at school. (The three parts to this activity are; evaluate, connect, and create.)
- **Memoir Writing and Oral History Interviewing** – This three part writing exercise helps students evaluate Matilda Silvia’s memories in Once Upon an Island and learn how to write their own memoirs. Students will then have the opportunity to use what they have learned to write a piece of historical fiction that connects a real or fictional person to a historical context by creating a diary entry.

To structure the Post – Visit activity, teachers should determine which medium they want to use as a conclusion to this curriculum. Upon completion of either of these activities students should have an understanding of US history and how it pertains to Peddocks Island, alternative living, and how both of these affect us today.

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### **Definitions:**

**Sustainability** – having the ability to remain in existence; to maintain itself

***Sustainable Living*** – lifestyles that are designed to help the environment, society and culture, and the individual to remain in existence

***Sustainable Technology*** – technology that is non-intrusive on the natural environment and has the ability to renew itself without significant depletion

***Sustainable Development*** – physical construction, planning, and expansion; as well society and cultural growth that is implemented in a manner that promotes sustainable living

**Green Design** – planning and development that uses sustainable technology, is environmentally friendly, and produces a minimal impact on the environment

**Green Technology** – includes Sustainable Technology and other environmentally friendly technology (ex. Recycling, composting, etc.)

**Solar Power** – collecting light from the sun and using it to create energy which can be turned into electricity, heat, and other form of energy

***Solar Cells*** – (also known as Photovoltaic Cells) are the aspect of Solar Power that converts sunlight to electricity; this electricity is then transferred to a battery and stored for later use

***Solar Collectors*** – are used to capture the heat from the sunlight and transfer it into our homes through the hot water systems; direct sunlight can also be used to heat our buildings by using certain building materials in the correct locations, facing the building correctly, and having windows in the right places

**Wind Power** – heat from the sun creates wind currents, which tend to follow set patterns (Have you ever noticed that wind is usually stronger near the water?)

***Wind Turbines*** - (also known as Windmills) are used to take the wind and create mechanical power or electricity

**Hydropower** – using the current, or flow, of water to turn hydro turbines to create mechanical power or electricity

**Compost** – the act of converting organic debris to a mixture used for fertilizing and conditioning land

**Cistern** – a catch basin for rainfall and water runoff, used for water storage

**Water Purification** – the act of cleaning water to a point that it is safe to use and drink, usually done through boiling, evaporation, filters, or chemical methods

***Potable*** – denoting that water is safe to consume

**Greywater** – water coming from household sinks and drains that does not include sewage

**Greywater System** – a series of plants used to filter and clean greywater before it is released into the environment again

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## **Department of Conservation and Recreation**

Peddocks Island is currently owned and managed by the Massachusetts Department of Conservation and Recreation, for public use of the island. In working towards the goal of minimizing impacts on the island, the state has developed certain sustainable technologies on the island including:

- **Photovoltaic System** – A remote site system, meaning there is a shed specifically built for the photovoltaic system, this early example of Solar Power is designed to power lights and basic electricity to four building in Fort Andrews (the Guardhouse, Stable, Chapel, and Firehouse).
- **Self-Composting Toilets** – Peddocks Island has three self-composting toilets in Fort Andrews near the dock and the camping areas. These trailhead models are designed to naturally break down solid waste minimizing the impact to the environment caused by latrines and eliminating the need for a public sewer connection.

## **What would you do?**

*Using the information you have learned evaluate the past and present conditions on Peddocks Island, then make suggestions of the best way to overcome different problems. Remember that you are on an island without running water or electricity.*

1. Identify some of the challenges that modern day residents of Peddocks Island have, and how do they overcome them? Which of the technologies that are used on the island illustrate *sustainable living*?
  
2. Are these the same challenges the Matilda and her family faced? Have things gotten easier or more difficult over the years, how and why?
  
3. For the challenges listed below; explain how you would overcome them today and why would you choose the way...
  - Lighting and Electricity
  
  - Refrigeration
  
  - Running Water
  
  - Bathrooms
  
  - Waste Disposal (Sewage and Garbage)
  
  - Food
  
  - Transportation (to the island)

## **Sustainable Technology and You**

*Answer the questions below*

1. Identify where each of the following comes from, and/or goes to, when you are at home or at school, are these sources sustainable? What are some of the benefits with these sources? What are the problems?
  - Electricity
  
  
  
  
  
  
  
  
  
  
  - Running Water
  
  
  
  
  
  
  
  
  
  
  - Drinking Water
  
  
  
  
  
  
  
  
  
  
  - Waste (Sewage and Trash)
  
  
  
  
  
  
  
  
  
  
2. Using your knowledge of Sustainable Technology, determine different options for the list in Question 1.
  
  
  
  
  
  
  
  
  
  
3. How can any of these technologies be used at your home or school?
  
  
  
  
  
  
  
  
  
  
4. Would using sustainable technology be beneficial? Why or why not?

## **Sustainable Development**

*Through construction, designing (drawing), or writing; students should create an example or plan of sustainable technology to be used at home or in the school. Below is a list of Project Suggestions:*

- **Active Solar Power and Heat (*through Solar Panels*)** – Research and design a solar system for power or heat, including where would it be located and how would it be orientated
- **Passive Solar Heat and Cooling (*through building design*)** – layout a building design to remodel your home or school to better utilize passive solar power
- **Wind Power** – Determine if your home or school is a candidate for a wind turbine, where would you put it, how much power would it produce, and what would you want it to power
- **Water Collection and Purification** – Design a cistern and water purification system that could be used, think about ways to collect rainwater and different methods of purifying water
- **Greywater System** – layout and design a garden or flowerbox that filters sink water, remember the system must utilize the water cycle (Note: for advanced work, certain plants can remove specific toxins; the plant choice is important)
- **Waste Disposal** – Develop alternatives to public garbage collection and sewage (Possible Solutions are Composting, Recycling, “Self-Composting” Toilets)
- **Recycling** – Develop a recycling plan for your school, by determining what products the school uses can be recycled, how you would collect the materials, where they would need to be brought to get recycled, and how you would get them there (the plan should be something that can be used for many years)

## **Memoir Writing and Oral History**

### **Suggested Length: 2-3 forty-five minute class periods and/or a take home project**

*This three part writing exercise helps students evaluate Matilda Silvia's memoirs in Once Upon an Island and learn how to write their own memoirs. Students will then have the opportunity to use what they have learned to write a piece of historical fiction that connects a real or fictional person to a historical context by creating a diary entry.*

### **Making Connections; Past, Present, and Future**

The lessons from the past define the present and shape the future. Only through understanding the past will we gain the context for today and truly see some of the possibilities for the future. With this in mind students will investigate the events described in Once Upon an Island and during the Field Visit to Peddocks Island to identify three events significant to Matilda's life. What makes these events significant?

Students will then determine why these events are important and how they affected her life (students should investigate such aspects of life as community, politics, culture, sociology, etc.). Finally students will look at significant events that are occurring today and determine how these events affect them.

### **Personal Memoirs and Oral History**

Students are asked to use Matilda Silvia's stories as a model for documenting their own life, or the life of another person. Through writing personal memoirs students can tell the story of their own life. For a deeper understanding of memoir writing, please refer to the state learning standards on English composition and authors such as Nancy Atwell, Lucy Calkins, and Carl Anderson. By interviewing another person and asking specific questions students can compile an oral history of that person, looking at a specific time or place.

### **Historical Fiction**

Students will imagine that they are a person living on Peddocks Island during a specific time period; the person could be real or imaginary. They could imagine they are an enlisted soldier about to be shipped overseas during WWI or WWII, the wife or child of a soldier, a fisherman, or some other person from the islands history. From the perspective of this person write a diary entry in the first person for one day. Students should identify who they are, when the entry is being written, and what is happening at that point in history and on that day. Students should also explain why they chose this person, place and event.

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