

January 2025

Dear 3rd Grade Teachers,

We are grateful for your support and your willingness to bring to your students the history of Tracy through the social studies curriculum. The Historic Lammersville Schoolhouse program gives Tracy 3rd grade classes a chance to relive the experiences of attending a one-room schoolhouse in 1876. The simulation is a part of your exciting curriculum linking the Westward Movement to our early pioneers in the Tracy Area. A minimum three-week unit will give the students enough background and experience to get the most from this hands-on historical experience.

We hope your students will adopt Tracy Pioneer families as part of their unit of study. It certainly makes the experience more relatable. It is our hope that all 3rd grade students will have the opportunity to attend the West Side Pioneer Association's Historic Lammersville Schoolhouse for a day in a one-room schoolhouse where they can study, learn and play as children did in 1876. This program enhances the students' knowledge of Tracy history and give them hands-on meaningful learning.

This electronic binder has been created as an educational collaboration of information and resources for you to use. Our intention is to give a well-rounded unit of study for your students. Pick and choose what you like. If you have any ideas to be added to this binder, please email them to Tracymuseum@sbcglobal.net. Any questions or suggestions are welcome, too. Visiting classroom teachers will be given a survey to complete on the day you attend our Historic Lammersville School Program so we can continue to improve.

Thank you for signing up and giving a wonderful gift to your students. This is a remarkable field trip for 3rd graders.

Sincerely,

Lammersville Schoolhouse Coordinator

GENERAL INFORMATION

Our goal is to offer children the opportunity to spend an entire day in a school environment very similar to that of rural children who attended a one room school in 1876 in San Joaquin County. Our goal is to be authentic to the period.

Only one 3rd grade class will come at a time. The number of students will not exceed 32 unless special permission is obtained.

The Lammersville Pioneer School Teacher is the person in charge.

The regular classroom teacher is to supervise the lunchtime activities, bathroom breaks, and to always be on the schoolhouse grounds in case of emergency. Teachers will also need to take students to the outhouses if needed during instruction; although, we strongly encourage the students to use the breaks for this. Adults must be dressed in pioneer costumes.

Students and adults will bring their own lunches in pails or baskets. The food should be discussed and planned by the classroom teacher so that it can be authentic to the 1876 period.

Each lunch bucket needs a "tin" cup or a "tin" can (cleaned canned food can) for drinking water. Please make sure the cup or can is labeled with the student's name. This prevents confusion if they set it aside and want more water later.

No sodas ,chips, or other modern items should be included. Menu suggestions are included in this electronic binder.

The regular classroom teacher will have the opportunity to take pictures through-out the day. Please do not bring cameras belonging to the students. This is an 1876 school day experience from arrival to departure.

The school day will be about 4 1/2 hours. We would like classes to arrive at the Schoolhouse by 9:00. Buses should pick up students no later than 1:30 pm. Lunchtime will last approximately 40 minutes and will include pioneer games and an opportunity to use the outhouses again.

Requested donation: A donation is requested for each class that participates. The amount of your donation will be included in your confirmation email. Donations are to be paid 30 days prior to your participation day. Checks should be made out to the Westside Pioneer Association — in memo, please put Lammersville Pioneer School Day.

Costumes: Students and adults are expected to dress in costume. Helpful suggestions are included on the following pages.

Confirmation: Once you sign-up, you will receive an email identifying your date of participation. Please send in your requested donation after you receive this email.

Nametags: Each student and adult should wear a clearly visible and neatly printed name tag. A large self-stick label works best. Please ensure the adhesive is strong ahead of time. No pins of any kind, please.

Students may choose to adopt a Tracy child pioneer name to use instead of their actual name. Of course, if they do, they must memorize it. Please print the student's pioneer name in LARGE print on the label. Then please write their real name in smaller print underneath.

It helps with authenticity when the teachers can see the students' names and then call on them by name.

"Making One's Manners": When called upon, students will stand beside their desks and look at their teacher. Girls will curtsy, and boys will bow at the waist. Then they will repeat teacher's proper name. Have students practice this technique in their own classroom. If a child does not know a name, Madam or Sir, Mistress or Mister is used. For example: "Yes, Sir" or "No, Madam."

The Flag Salute: In 1876 the pledge was quite simple. Students need to have it memorized. Students hold right hand, palm up, facing the flag for the pledge.

I give my head,
I give my hand,
I give my heart
To my country.
One God,
One Country,
One flag.

SUBJECTS:

Each school visit will include five basic subjects: Reading, Spelling, Arithmetic, Penmanship, and Social Studies. The Pioneer teacher will also discuss good character skills as was practiced in the 1870's. Art and civics lessons will also be included. Every subject will be approached as authentically possible to the year 1876.

Please note: Should a student have trouble adapting to the classroom, that student will be assigned to their classroom teacher for the remainder of the day.

ADVANCE PREPARATION

The success of your school visit highly depends on the preparation you have provided in advance of their day. Visiting Classroom Teachers should prepare their students in the following ways:

Teach students:

1. The history of one-room schools, imagining themselves in that period.
2. The old flag salute
3. To address the teacher as Madam or Sir, or Mistress or Mr.
4. How to "Make Your Manners"
5. How to sing "America" (My Country 'Tis of Thee).
6. Discuss student chores like cleaning the blackboard or getting wood.
7. Behavior that is appropriate and expected.
8. To sit with proper posture, particularly while doing handwriting.
9. Politeness and customs: Boys to remove hats and bow, and girls curtsy.
10. Memorizing and recitation: poems, sayings, rhymes, times tables,
11. How to play at least 3 of the old games: marbles, jacks, hop-scotch, pick-up sticks and jump rope.
12. Practice spelling words for Spelling Bee
13. How to sing at least 2 of the old songs
14. To read at least 2 book selections from the period or teacher reads selections to the class. A bibliography is included.
15. Use of the materials provided in this electronic binder, as well as your own curriculum, will give students an accurate account of the Tracy pioneer families, the connection of the Westward movement to Tracy, the start of our pioneer town, and how it was to attend a one-room schoolhouse. Students should have learned about the Yokut Indians and their settlement in Tracy area, prior to the pioneer movement.

SUBJECTS

Reading - McGuffey Readers for second level will be used

Spelling - A list of words familiar to the 1870's is included here. These words may be discussed and some of them may be studied as part of your classroom preparation. A shorter list of words is included which will be used in a "Spelling Bee" during the Pioneer Day.

Arithmetic - Concentration will be on number facts — especially Roman Numerals which will be taught by the pioneer teacher. Other possibilities are fractions and measurement.

Penmanship — In the 1870s, it was considered more important to write beautifully than to spell correctly. The way the handwriting looked was even more important than what it said. The students will write with chalk on slates and practice their cursive letters with pencils in their copy books. Students will also write with ink, using quill pens, at a writing station.

Art – The docent teacher will lead an art lesson which includes a pencil drawing of the schoolhouse.

P.E. - Games played in the 1870s. Students should know marbles and hopscotch rules, jump rope chants, and other period games and the rules.

"Good Character" — Character building was an important part of a teacher's job in early schools. The following list of words show the characteristics that students were expected to turn into habits: punctuality, industry, truthfulness, neatness, honesty, courtesy, self-control, generosity, and kindness. Most of the reading lessons dealt with these attributes like "Character Counts".

IF TIME PERMITS:

The following subjects will be included if time permits at the discretion of the Pioneer Teacher.

History and Civics — Memorizing and reciting from these topics: Names of the States, Names of the Continents, Westward movement, Yokut Indians, and pioneer life in general.

Science - Simple Machines: levers, pulleys, ramps, wheels and gears, and how they are used around the home and farm.

Grammar-Sentence Structure, Subjects and Predicate, Noun, verb, pronoun, adjective

Music - All of the songs by Stephen Foster were popular in the 1870's: Old Folks At Home; My Old Kentucky Home; Jeanie With the Light Brown Hair; Beautiful Dreamer; Oh, Susanna: and Camptown Races. Other popular songs were Sweet Betsy From Pike; Blue-Tail Fly; Clementine; ShooFly; and Grandfather's Clock. Lyrics and music for some of the songs are included.

Literature - Prose or poetry by authors such as Robert Louis Stevenson, Longfellow, Emily Dickenson, or Mark Twain may be used.

COSTUMING

Everyone gets into the role better when dressed in costume. We request that ALL attendees at the Pioneer School, including teachers, dress in costumes appropriate for 1876.

The most appropriate clothing for students and adults is "prairie style" clothes. Girls wear skirts to their mid-calf or ankles. "Little House on the Prairie" type cotton pinafores, skirts and blouses, or dresses, complete with sunbonnets, are best.

Boys should wear dark or denim trousers, cotton shirts with collars and buttons (broadcloth, oxford cloth, or flannel), suspenders, and straw hats. No printed lettering.

Dress to "match the weather". If it is cold, girls should have shawls or sweaters, and boys need vests or sweaters. Shawls and vests could be made from old blankets. It is often chilly in the mornings, even on warm days.

Thrift Shops are excellent resources. Also, ask last year's 3rd graders to borrow costumes.

For safety reasons, modern shoes, with closed toes, are best for running and playing, as well as for comfort.

LUNCH-TIME ACTIVITIES

When the students are dismissed for lunch time, the visiting classroom teacher initially takes over the responsibility of the class during lunch, and for distributing the water.

BEFORE the class is dismissed for lunch, the visiting teacher gets a bucket for water. The bucket, ladle, and water can be found in the utility room. During lunch she/he can ladle water into the tin cups the students have brought. Please no water bottles.

The first 15-20 minutes are to be spent eating the picnic lunch on the quilts that the girls have carried out to the grass. The Pioneer Teacher(s) will be putting away school supplies and setting up for the afternoon activities back in the classroom.

The students are to sit together in a group and to remain seated until the Lammersville Pioneer Teacher and/or her aide organizes the old-time games.

Games will not begin until all lunch items are put away, the quilts are shaken off and folded, and all litter is picked up and thrown away. The more quickly this is done, the more time the students have for play. Please do not allow the students to walk around or play until these tasks are completed.

The visiting teacher oversees taking the students to the porta potties during the bathroom break and during lunch and play time. Make sure ALL students go to the bathroom during these times.

The Lammersville Pioneer School will provide all the equipment for playing games such as marbles, jacks, jump rope, pick-up sticks, and hopscotch. Included in this electronic binder are rules for many of the activities.

Activities need to be stopped and cleaned up in time to be back in the schoolhouse on time. Adults should make sure that all play equipment is returned to the baskets.

Rainy Day Schedule:

If it is raining, quilts will be placed on the classroom floor for the picnic and games will be adapted for inside play.

MORE NOTES FOR THE VISITING TEACHER

1. Special Needs Be sure the Lammersville Pioneer Teacher is told of any special needs of your students that she/he may not be aware of.
2. Visiting Teacher's First Duties As soon as the children arrive off the bus, the children should line up and wait for the Pioneer Teacher to ring the bell. When you meet the teacher and aide, please tell them the number of children you brought with you. The Lammersville Pioneer Teacher will escort the students to the flagpole.
3. Teacher Time: You bring work with you, as you will have most of the 4½ hours to yourself unless you're needed. You will be able to work in the front small utility room, out of sight.
4. AM Recess: At the morning recess, you will take the students to the bathrooms and have them use the sanitizer to clean their hands.
5. Wash Stand Preparation The classroom teacher or aide will walk the selected boys during the morning bathroom break to the park bathrooms to fill pitchers with water. They will share the burden of carrying the pitchers, filled with water, back to the schoolhouse. The pitchers are placed on the porch next to the wash basin. They are for washing hands prior to lunch and after lunch recess.
6. Class Photo Boys and the girls will line up in two separate lines after the morning bathroom break. Each line should be in height order. It is helpful if the students know this order before arrival. The Pioneer Teacher will orient them on the schoolhouse porch for the class photo. We will take a picture for our memory book, and you are encouraged to take pictures so your students will have a memory photo of this experience.
7. Drinking water: Preparing the drinking water will be done by the docent aide, in the small room. Once it is brought out to the porch you will serve it to the students using a ladle. They are to have their tin cups in their lunches.
8. Quilts The selected girls will bring the quilts out just prior to lunch. They will spread them on the lawn or sidewalk for the students and adults to eat.

9. Restroom Students are to use the restroom during lunch if necessary. Porta potties are set up close to the schoolhouse for this purpose. Do not leave the picnic area unless the Pioneer Teacher knows and is out with the students while you are gone. Be sure to serve the water to the students before making a restroom trip.
10. Clean Up After Lunch: All quilts should be shaken out, refolded, and returned to the schoolhouse before playtime. Lunchpails should be placed alongside the schoolhouse and all litter should be thrown away.
11. After Outdoor Activities: When it is time for students to come in from the noon playtime, be sure all games are picked up and put away neatly. Please ensure the return of all game components such as jacks, marbles, corn, and other items. Students may also go up a few at a time to the front of the building to wash their hands and then line up in the front of the schoolhouse.
12. Picture Taking: You are welcome take candid shots of the children throughout the day. Please don't engage in any conversation with them or the Pioneer Teacher. Please also refrain from walking in front of the Pioneer Teacher when she is teaching. At dismissal, the children are to pick up their belongings and lunch pails and leave the schoolhouse.
13. Exit procedure: The Pioneer Teacher will give the visiting teacher any work the students have done. Coloring books are provided for each student as well. Please be sure to take these items with you.
14. Walking To the Bus: The visiting teacher escorts the students back on the bus at the conclusion of the day. The visiting teacher now takes charge, and we will wave them a happy good-bye!

Sample Letter

Dear Parents,

Our class is preparing for The Historical Lammersville School Day on

At Lammersville Pioneer School, your child will be sent back in time to experience what life was like for a pioneer child. We want children to experience life as it was. We have a Social Studies unit on Pioneer life and the settlement of the Tracy area.

We are busily preparing ourselves at school, but we need your help at home to get costumes ready. Please start looking at the thrift stores for items your child might need. Many other classes have participated in a Pioneer unit. Perhaps ask friends to borrow their old pioneer outfits.

I know that some parents like to make their child's costume. Here are some pattern numbers for girl's costumes: McCalls 3669 or 9424, Simplicity 5372 or 9908, and Butterick 4600 or 9424. Your child will need the following clothes:

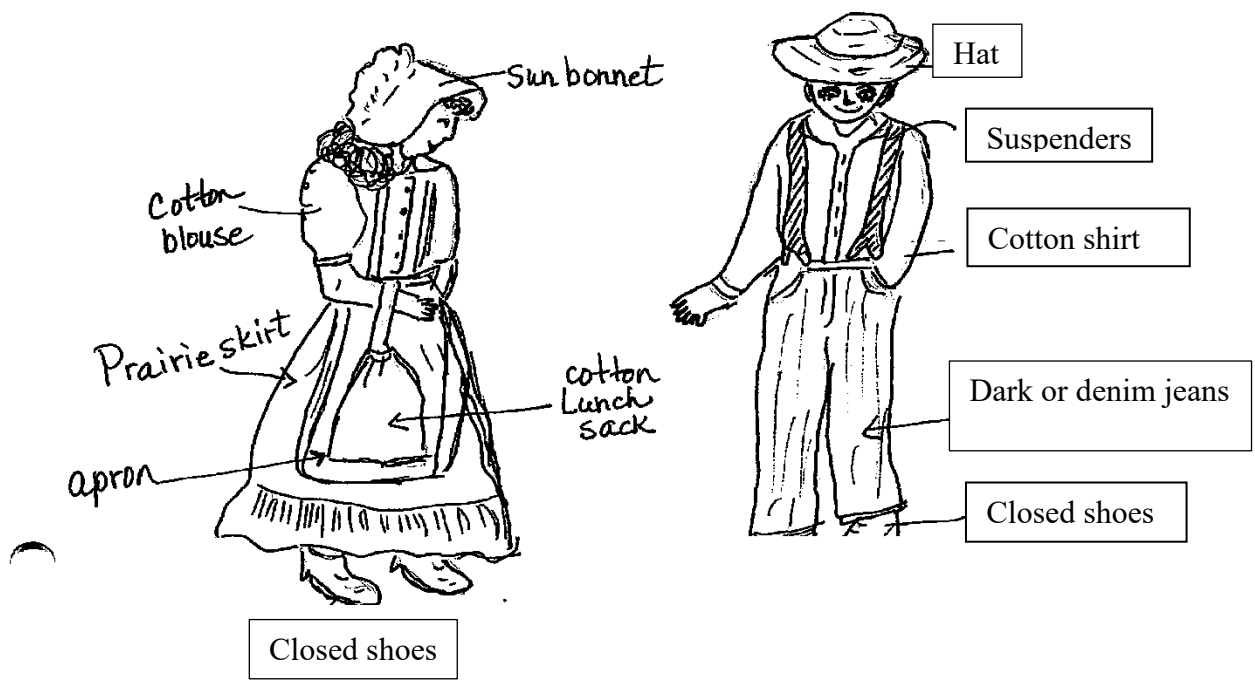
Boys

- _____ **Corduroy, dark or denim pants**
- _____ **Button up shirt (solid, plaid, or striped)**
- _____ **Bandana**
- _____ **Straw hat or work hat**
- _____ **Suspenders**
- _____ **Overalls**
- _____ **Vest**

Girls

- _____ **Long dress or skirt**
- _____ **Blouse or button up top**
- _____ **Apron**
- _____ **Bonnet**
- _____ **Overalls**
- _____ **Hair in braids or ponytails**

Please no clothing with writing on it. Tennis shoes are ok.



LAMMERSVILLE PIONEER SCHOOL
SAMPLE LESSON PLAN
(Generalized - Condensed)

9:00 – 10:00: Arrival and welcome, flag raising/ salute, introduction, Making One's Manners, school rules, decorate copy book, reading, punishments.

10:00- 10:15: Bathroom break

10:15-10:30: Class photo

10:30 – 12:00: Calligraphy, Spelling Bee, clean desks, erase boards

12:00 – 1:00: Wash hands, set out quilts, lunch, games, bathroom if needed

1:00-1:30 pm: Math lesson, history of schoolhouse, discussion of pioneer families, art

Checklist for your visit to the Lammersville Pioneer School

Clyde Bland Park, 1753 Blandford Lane, Tracy CA

Plan bus transportation to

- Arrive at 9:00 am
- Depart at 1:30 pm

_____ Take cell phone and emergency numbers. The school has no phone.

_____ Make sure your students are prepared with costumes, lunches and nametags. Bring jackets or sweaters. Mornings can be brisk, and the students wait in the shade for the outhouse.

_____ Bring your phone/camera for taking pictures

_____ Take work for you to do during the day

_____ Please let us know about any special needs of your students. We can seat students up front for vision or hearing problems or separate students upon your suggestion.

_____ Teach ahead of time:

- History of one room schools
- Old Flag salute
- How to address teacher as Mistress or Sir
- How to make one's manners
- Sing "America" (My Country Tis of Thee)
- Behavior that is appropriate and expected
- Spelling words for the Spelling Bee

_____ Optional:

- Learn about their historical family. We recommend that each of your students take the name of a student from the Tracy Pioneer families.
- Memorize and recite poems, jump rope rhymes
- Play pioneer games
- Sing at least two of the old songs
- Read at least two book selections from the period.

SPELLING

Words that may be memorized for spelling bees!

We will have
a Spelling Bee!

tablet
cloak
barley
recite
pantry
reap
rafter
vines
lamb
carriage
globe
cooper
trousers
valley
pheasant
calico
coach
katydid

slate
bonnet
grain
write
basin
hitch
eaves
peas
building
atlas
farmer
skillet
range
partridge
gingham
mosquito
heifer
shepherd

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Pioneer Vocabulary

Do we still use these words today?

counterpane
parlor
washstand
pantry
skillet
victuals
tinware
bolster
flatiron
threshold
cruet
kindling
veranda
crockery

frock
sash
chemise
hose
leggings
breeches
bodice
wrapper
waistcoat
muff
drawers
cape
ruffle

Progressive Spelling Part One
Early Schools

* Lammersville Pioneer Families *

The Banta Family: H.C. Banta and Minnie Truitt Banta crossed the plains from Missouri in 1854 and settled in the village that now bears their name. Mr. Banta built the first hotel, store, post office and schoolhouse on the west side. They had 9 children: 5 survived. 4 school age:

Mary, 17 years old.... Eva, 15 years old.... Grover, 9 years old.... Henry, 6 years old...

The Chrisman Family: John and Savilla Hatfield Chrisman came to Tracy in 1869 from Pennsylvania. They were ranchers on 200 acres of land in South Tracy. Mr. Chrisman helped establish the Presbyterian Church in Tracy. The Chrismans had 4 children:

Ruth, 12 years old.... Elizabeth, 8 years old.... Martin, 6 years old.... Maxwell, 6 years old...

The Eagan Family: James and Mary Eagan arrived in Tracy in September of 1878. They were both natives of Ireland and had moved here from Ellis, near the foot of the Altamont Pass. They were the first citizens of Tracy. Mr. Eagan was a foreman with the Southern Pacific Railroad. They had 10 children: 4 school age:

Harry, 15 years old.... James, 14 years old.... Anna, 13 years old.... Mamie, 12 years old....

The Frerichs Family: William J. Frerichs came to Tracy from San Francisco as a young man. He married Mary Francis Ballard in 1877. Mr. Frerichs was the proprietor of the Bank Barber Shop and Cigar Store in Tracy. The Frerichs had 9 children, 4 school age:

Samuel, 16 years old.... Randolph, 15 years old.... Georgia, 12 years old.... Bert, 10 years old....

The Lammers Family: Martin Lammers came to Tracy from Germany in 1870. He met Dorothea Finck and they married. They built a 3 room house on a farm near Lammersville School. (Martin Lammers was the first Assemblyman to represent our district in 1876). The Lammers had 2 daughters; (2 names added to make four).

Ethel, 10 years old.... Hazel, 8 years old.... Ethan, 7 years old.... Hank, 6 years old....

The Parker Family: Adam Parker and his wife Millie came to Tracy in 1884. They owned a 400 acre ranch on old Lincoln Highway. The Parkers had 7 children: 4 school age:

Bessie 15 years old.... Edna, 13 years old.... Raymond, 10 years old.... Adam, 8 years old....

The Von Sosten Family: Frederick Von Sosten came to San Joaquin county from the Isthmus of Panama in 1867 and built a home near Bethany. He married Anna Finck and they had a farm. They had 4 children:

William, 13 years old.... Emma, 9 years old.... John, 7 years old.... Frederick, 5 years old....

The Walters Family: Hans F. Walters and his wife, August Seegers Walters were both German born and came to Tracy in 1881. They made their home on a large ranch near Tracy and were devout members of the Lutheran church. The Walters had 6 children: 4 school age:

Mavis, 12 years old.... George, 11 years old.... Herman, 9 years old.... Dorothea, 8 years old....

News & Notes

"Tule" Boats of "Tuleburg"

Copyright 2003 by Helen Weber Holden- Gladsky

Less than 160 years ago the San Joaquin Valley, comprised of intersecting tributaries, arteries, and small river channels, was also possessed by bunchgrass, sage, oak trees and various wild grasses, where herds of elk and deer paused to feed. Bears traveled freely feeding on the herds, while occasionally fishing in the rivers for salmon. Sturgeon, perch, and chubs flourished in these rivers as well. Inside the banks of the rivers fresh water mussels teamed. Willows, cottonwood, and sycamores lined the banks of the rivers while scores of waterfowl, herons, egrets, and other wildlife lived along the sloughs as they were continually fed by the rising and falling water of a daily rhythm beckoned by the invisible pull of the moon....

Some of these mountain rivers were known to the Yokuts, Miwoks, and other Native Americans as the Cosumne, Mokelumne, Lakishumne, Tuolumne rivers. The "umne" means river. These rivers flowed west to the floor of the San Joaquin Valley filling veins of waterways that crossed a carpeted basin once covered by an ancient ocean. The Native Americans who lived along these rivers in the basin of the valley were known as "Northern Yokuts"

The Yokuts made use of the wild grasses, called "Tules" that grew along the rivers. The "tule" reeds were a critical element to the Yokuts as all parts of the reeds were used. They grew abundantly and the Native Americans found many ways to utilize this amazing weed. The flowers of the "tules" have a natural sticky surface, they were used for torches. "They cut and dried the roots with the seeds and ground them together into a meal. Conical, loosely shaped "tule" houses were bound with willow wands (Powers 23). They created duck decoys using short "tule" reeds bound together with wild grape vines that grew in the vicinity to trap water fowl. Conical shaped traps made out of the "tule" reeds were placed underwater and decoys were floated on the surface to attract the ducks. When the trap was sprung, it surfaced and caught the confused ducks inside the traps. There were also "tule" reed fish traps to catch the salmon as they swam upstream to spawn.

The "tule" was also used in their mode of transportation because it was light and quite buoyant. Customarily they picked the mature reeds that were ten to twelve feet tall. The reeds then were dried, bundled, and lashed together with the narrow ends at the bow and stem. The floor of the canoe was almost triangular with the other two bundles strapped on either side of the floor. Grape and willow vines were used to lash the reeds

As many as six Native Americans could ride in these rafts. In slack water they propelled themselves along using poles, similar to modern-day punting. The canoe was light enough to pull out of the water to store;

One of the rivers, the "Lakishumne" changed its name when the Chief of this Indian tribe, "Stanislaus," defeated the Mexican forces from San Francisco and San Jose in 1829 on the banks of that river (Gilbert 16). When Chief Stanislaus died, he was replaced by "Jose Jesus," who became one of the most famous chiefs in the valley. He was educated by missionaries, and later became the Mayor at the San Jose Mission. After the Mission Padres did not allow the Native Americans to maintain their own herds, even after Jose Jesus procured them, Jose Jesus revolted. In rebellion Jose Jesus drove more than 1,000 horses belonging to the Mexicans and the mission padres into the central valley, crossed the wide San Joaquin River, and pushed the horses into the Sierra Nevada mountains, to the consternation of the Californios, who were without means to chase after them.

In 1841, Captain Weber, a member of the Bidwell Bartleson party, arrived in California. He went to work for Captain Sutter at New Helvetia. Soon after arriving at Sutter's Fort, he met Chief Jose Jesus, who was the leader of the Si-Yak-Umna tribe. Captain Sutter had procured seeds from Fort Ross and other sea captains "under Captain Weber's direction during the winter of 1841-42. These Indians prepared the soil and planted three kinds of tobacco, several varieties of flowers and vegetables_ In the spring it was such a success that New Helvetia looked like an enchanted fortress in the middle of a perennial garden." (Gilbert 15).

Later when Captain Weber procured his Mexican Land Grant, "El Campo de los Franceses," which Weber called "Tuleburg," Jose Jesus paid him a visit. "A treaty between Captain Weber and Jose Jesus was struck and after that there weren't any more Indian raids." (Shebl 38). "Chief Jose Jesus advised Captain Weber to build his settlement north of French Camp where Stockton is located today and offered to provide all the help needed, Indians to help till the soil, furnish a war party, if needed to defend the citizens against Indians or Mexicans. Captain Weber had a tremendous amount of respect for Jose Jesus and always felt that he was his strongest ally and a loyal friend." (Gilbert 16).

As time went on, the settlement of the San Joaquin Valley and the search for gold brought cholera, small pox and other diseases to the Native Americans. "In regard to the Stockton Indians and their last visit to their old homes soon after, the white faces appeared on the river, their numbers were thinned and the remnant of the trip removed to the wild country on the coast range. It was the custom of their chief, after Captain Weber settled upon his grant, to pay that gentleman an annual visit, and to give and receive presents, and the reciprocation on the part of that gentleman of kindness generated a feeling of respect.

News & Notes

"Tule" Boats of "Tuleburg"

(continued from p. 3)

toward him. These visits had been discontinued three years, but on January 10, 1852, the remnant of the tribe again appeared on the levee, in front of Mr. Weber's residence. The canoes in which they came are great curiosities, being the same as those originally in use by the natives of this country. They are constructed entirely of the tule reed, strongly lashed with willow strips and are very buoyant" (Gilbert 13).

It doesn't seem possible that in less than 160 years, "Tuleburg" has developed from a marshland into a bustling commercial port, city and cultural center that we know as Stockton. Fortunately, we can still look around and find pockets of the natural beauty in fields, along the Calaveras River and Diverting Canal, in the marshland, and in the plantings that Captain Weber, out of his own pocket, planted with care along many of the city streets and parks of "Tuleburg." We have much to be thankful for as some of the Native American tule objects still exist to this day. Credit should go to Curator Amy Smith of the San Joaquin County Historical Museum, who has taken the time to develop the California Native American exhibit at the San Joaquin County Historical Museum into one of distinction. Credit should also be given to the Sacramento Indian Museum at Sutter's Fort which has an extensive exhibit of Paiute and Central Valley Native American artifacts.

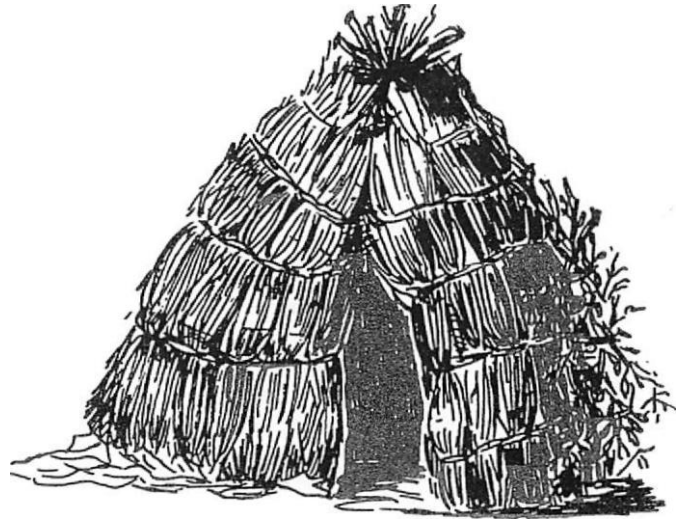
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Gilbert, Colonel F. T. "San Joaquin County Indians." *History of San Joaquin County with Illustrations*. (N.p. 1879: 12-20

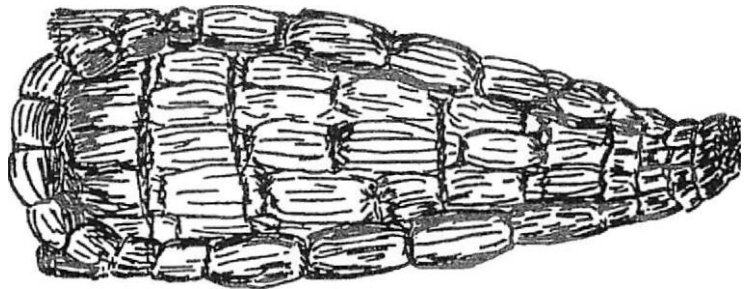
Shebl, James. "Commercial Success in San Jose" *WEBER! The American Adventure of Captain Charles M. Weber*. San Joaquin County Historical Society, Lodi, CA. 1993: 34-39.

Powers, Stephen "Centennial Mission to the Indians of Western Nevada and California" *California Indian Characteristics*. The Friends of the Bancroft Library, U.C. 1975: 23.

Audio tapes of the Helen Weber Holden-Gladsky stories are available for anyone's use. Contact Janice McNeilly at 369-5519 to make arrangements for delivery, or mailing and return.



A "Tule" house



The inside of a "Tule" canoe

The Mossdale Bridge—the Final Link In 1869 for Transcontinental Railroad

By Roy G. Miller

It is generally taken for granted that the first transcontinental railroad was completed and ready for traffic when the much publicized gold spike was driven into a railroad tie at Promontory, Utah, a century ago.

This spike-driving ceremony did mark completion of the most difficult phase of building the railroad from east to west coast, but the actual construction project, climax' to this project providing ribbons of steel from coast to coast, was the opening of the bridge across the San Joaquin River at Mossdale east of Tracy, known for many years as the Southern Pacific bridge.

To mark this important day in • railroad history, a memorial plaque will be installed and dedicated at Lathrop Saturday afternoon, Nov. 8. The ceremony, arranged by the San Joaquin County Historical Society, the San Joaquin Pioneer Society and the Stockton Corral of Westerners, will be held at 1:30 p.m.

The Northern California Railway and locomotive Historical Society in the Bay Area plans to run an excursion train to Lathrop that day, carrying several notables who will participate in the program.

After unveiling the memorial marker at the Lathrop program, the bronze plaque will later be placed on a permanent foundation on the south side of State Route 120 about one quarter mile east of the bridge.

The excursion train of over twenty cars from the Bay Area is expected to pass through Tracy on the return trip to the Bay Area Saturday afternoon.

The Mossdale Bridge served as the last link to be completed in the transcontinental line between Sacramento and Oakland and the first through train, from Boston passed through the site that eventually became Tracy enroute to San Francisco on May 22, 1870.

Much of the present material in the 1869 bridge remains today, according to ex-Councilman Earle Williams, Tracy historian, despite some statements that it was entirely rebuilt in 1942.

Williams' understanding of the 1942 project was that it was mainly



THE MOSSDALE BRIDGE that originally carried Central Pacific trains over the San Joaquin River east of Tracy in 1869 still stands today. The bridge has been strengthened and beams welded solid, but its basic structure remains the same.

replacing and strengthening worn parts and the welding of the draw bridge section of the span.

The original bridge was constructed with a "lift span" so that "snag boats," steamboats equipped with apparatus to clear the river channel of snags and debris, could travel as far as San Joaquin City, some eight miles upriver, where considerable river shipping originated, especially grain grower and harvested on west side farms.

From 1935 to 1940 the river became so shallow that the boats could no longer travel on the river

and the position of the bridge tender was eliminated and the lift span permanently welded to the remainder of the bridge. The twin towers that marked the lift section of the bridge remain and have long been a landmark to people travelling southward on highway 50.

The bridge was a well-built structure and has withstood the ravages of nature for over a century. In the memory of older railroad men here, there has never been a time, even during the worst of the flood periods, when the span was not passable.

Ellis, . Rail Coaling Station, Was Forerunner to Tracy

Ellis was a coaling station and provided helper engines to assist trains through the pass. The "pusher" locomotive would provide the auxiliary horsepower to the one passenger train and two freight trains that passed through the Altamont daily.

By Bert Post

Ellis was a Central Pacific station located three miles west of Tracy along the newly constructed transcontinental railroad. It was the forerunner to the city of Tracy and was in operation for nine years.

On September 8, 1878, the entire town was relocated to Tracy along with the homes and business establishments of its early residents.

The Central Pacific first entered the San Joaquin Valley by way of the Altamont Pass on its journey from San Francisco to Sacramento via Stockton. This line completed an important link in a transcontinental railway system which boasted of service from coast to coast in the spring of 1869.

The rugged Altamont terrain provided a serious challenge to early

steam powered locomotives. The steepness of the road as it meandered through the pass required nearly two hours of travelling time. In order to facilitate the journey through the Livermore foothills, Ellis Station was constructed on April 15, 1869.

Ellis was a coaling station and provided helper engines to assist trains through the Pass. The "pusher" locomotive would provide the auxiliary horsepower to the passenger train and two freight trains that passed through the Altamont daily. Although this process increased the efficiency of the Central Pacific, it was an expensive service. The utility of Ellis as a station was limited as alternative routes were considered.

As the mainline entered Ellis station it branched off into three

separate roads. Each road served a specific function and maximized the efficiency of the station. The first led directly to the passenger depot and was double tracked to handle traffic in both directions. Along the second road were the coal bunkers used to refuel the trains, and a water tower nearby resupplied the thirsty engines. The coal was mined in Corral Hollow and brought to Ellis on a separate spur line.

A third road led to the freight depot and cattle yards. This line allowed other trains to pass freely while freight trains were loaded. Ellis was a major shipping point for livestock raised in this area. Cattle and sheep which grazed throughout Corral Hollow Canyon were delivered here for shipment to the slaughter house.

The Central Pacific assigned a permanent crew to Ellis Station for road maintenance; and a small community developed around the

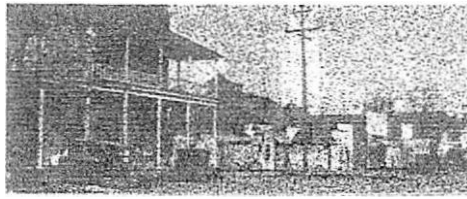
station as the families of workers settled in the area. Section workers were primarily Chinese and the company provided housing on the outskirts of town, as they were not an acceptable minority group.

Citizens from the nearby community of Wickland moved their homes to Ellis in hope that the railroad would provide a brighter economic future. The town grew quickly and by 1870 some 45 or 50 buildings of all descriptions, including two hotels, a store, a blacksmith shop, a warehouse, a saloon, and a livery stable. Before the decade ended, all of these businesses would relocate to Tracy.

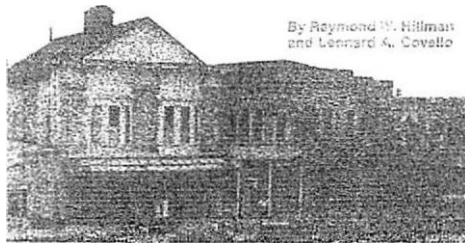
The passenger train provided the stimulus for these business interests. The Emigrant train south

bound between Livermore and Lathrop would arrive in Ellis at 9 p.m. According to Tracy historian Earle Williams, persons interested in railroad or government land in the vicinity would stop overnight in Ellis and put up at one of the hotels. In the morning they would hire a rig from the livery stable and inspect the land for possible purchase.

The site of Ellis can still be found by driving south along Corral Hollow Road until reaching the first railroad crossing. To the west of this crossing stood Ellis divided into equal portions by the railroad track. The wind has swept across the ruins of Ellis, taking with it any recognition of its existence, so that today no clue to its exact location remains.



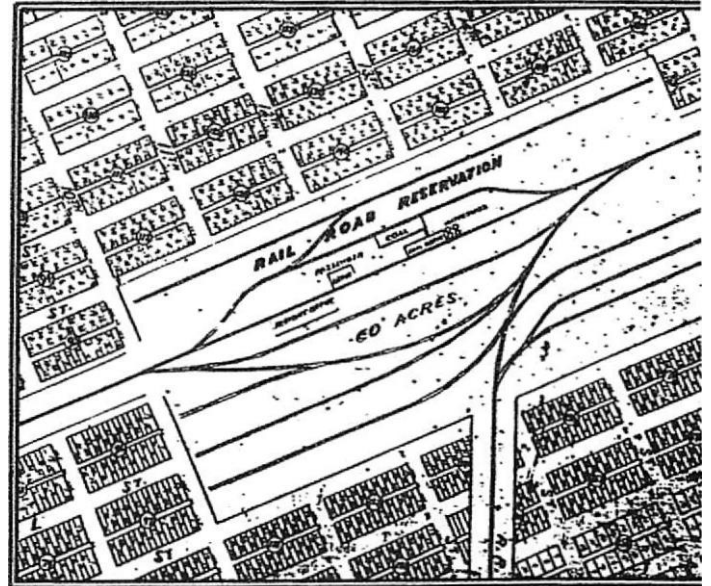
Cities and Towns of San Joaquin County



By Raymond W. Hillman
and Leonard K. Covello

c. 1885

Ellis and Tracy Old "Poker City"



RAILROAD YARDS AT ELLIS, 1871

This is the official map filed at the San Joaquin County Recorder's Office. The Central Pacific Railroad mainline, part of the First Transcontinental Railroad, cuts diagonally through the map on its way between Lathrop, Stockton and points north (right) and Altamont, Livermore and points west (left).

The maze of main tracks, sidings and spurs served the passenger depot, freight depot, coaling station and livestock pens. The branch line to the southwest extended four miles to the mouth of Corral Hollow. The original intention was to bring coal from the Eureka Mine, but consultants' reports were negative and the branch line was used only to bring out ballast from a gravel pit. Also, very few of the finally divided blocks of lots surrounding the "railroad reservation" were ever developed. (*Collection of Robert Shellenberger*)

ELLIS

The town of Ellis is an example of how a railroad can make or break a community. This settlement quickly gained importance in 1869 as a point on the first transcontinental railroad built by the Central Pacific. It was located near the foot of steep, nearly 1,000-foot high Altamont Pass, a hurdle for trains bound for the Bay Area. It was here at Ellis that the trains stopped at a coaling station. A helper locomotive would be coupled to the passenger train and two freight trains heading west each day for the two-hour climb. Around the "railroad reservation" were many stores and homes for the railroad maintenance crews. Many of these section hands were Chinese; residences were provided for them on the edge of town.

By 1870, there were forty-five or fifty houses in Ellis, some of which had been moved from the community of Wickland, just north of Ellis. An looked good through the 1870s until the railroad completed the low level line that was to eliminate dependence upon the Altamont Pass route and create a new community.

The new town, Tracy, was in a more advantageous position where the new rail route crossed the still useful Altamont Pass line. In 1878, the rush was to Tracy, the populous taking most of Ellis' buildings with them. Finally, four years after the establishment of Tracy in 1878, the passenger station, too, was moved to the new town.

Ellis had a heyday of just nine years. At its height between 1875 and 1878 there were three hotels, the Ellis, San Joaquin and Commercial.

These were frequented by immigrants looking for opportunities to purchase farm land. In addition to the hotels, there were also a blacksmith shop, wagon builder, livery stable, two liquor stores, two variety stores, a saddle and harness maker, boot and shoemaker, two general merchandise stores (Philip Fabian's and Sebastian Questa's), lodge halls, community hall and a huge warehouse. For the extensive sheep raising area around Corral Hollow in the Diablo Range, this was an important supply and transportation center.

The 1883 directory for the county lists no stores in Ellis; all the residents were farmers. Today, the site of Ellis on Schulte Road bears no physical remains of the considerable, but short-lived, activity that took place there beyond a pepper tree, broken brick and a trackside sign with the number 35.

The Real Story of Tracy's Name

By Alan **Hawkins**

For many years the origin of Tracy's name had been something of a mystery. Some accounts say that Tracy got its name from the railroad engineer who originally laid out the town. Other accounts state that Tracy, as well as Lathrop, was named in the honor of the brother-in-law of Leland Stanford, one of the Big Four and president of the Central Pacific Railroad.

Tracy was not an engineer nor an official of the Central Pacific. Indeed he never lived in the state of California and never visited the city which bears his name. Tracy was named for Lathrop Josiah Tracy of Mansfield, Ohio, a grain merchant, president of the YMCA, deacon of the First Congregational Church and member of the governing board of the Sandusky, Mansfield and Newark Railroad.

According to family documents provided by Rufus Tracy II, grandson of the city's namesake, Lathrop Tracy was a good friend of J.H.Stewart, superintendent of the Sandusky, Mansfield and Newark Railroad. Stewart moved to California and was prominent in the construction of the Southern Pacific Railroad when stations were being located and named. Two of these stations J. H. Stewart named for his old friend; one Lathrop and the other Tracy.

"Mr. Tracy," according to a biography written by his son Rufus in 1918, "was a man of quiet and unostentatious demeanor. His disposition was that which made him avoid rather than seek that prominence so sought after by many; but his sterling qualities of manhood were known and admired by those who came within the circle of his acquaintance. His life was pure and blameless. He was kind and charitable, a Christian gentleman, as another has written of him one of nature's noblemen."

Although Lathrop Tracy died on September 24, 1897 without ever seeing Tracy, members of his family have. A. R. Arnold, manager of the Tracy branch of the Bank of Italy (later Bank of America), managed to track down the family in Ohio and invited them to come to California for a visit.

On April 22, 1918, the visit of Rufus Tracy, son of the namesake was front page news in "The Tracy Press" and "The Stockton Record." With 25 to 30 business and professional men in attendance, Rufus Tracy and his party were guests at a luncheon in their honor at the Southern Pacific Grill.



LATHROP JOSIAH TRACY
Ohio grain merchant was friend of SP official

Tracy gave the city two photographs and a biography of his father. Mayor Dwelly thanked the Tracy family for their interest and stated that one of the photographs would be enlarged and hung in the council room of the municipal building.

The mystery behind the naming of Tracy seemed to be cleared up, but by 1923 the pictures and the biography had been lost or as A. R. Arnold stated in a letter to Rufus Tracy, "securely resting in the archives of the City Attorney's office where he cannot find them."

James Eagans Were Tracy's First Citizens in 1878

The first residents of Tracy faced the most serious housing shortage the city has ever experienced. There were no empty houses, in fact, no houses.

Jim Eagan and his wife, Mary, arrived here early September, 1878, destined to become the first people to live in the new town that had been established by the Southern Pacific railroad. Both were natives of County Mayo, Ireland, and had been living since their marriage three years before at Ellis near the foot of Altamont Pass.

Eagan had been what was known in railroad parlance as a "pusher" at Ellis, his job being to help fuel-up the steam locomotives before they started-over the pass. At first, wood was the fuel, later replaced by coal.

(4611- His new position at Tracy was a promotion. He was made foreman of a section of the new railroad line, and the Eagan's first home in Tracy

was the section house. They later built a home on Sixth Street.

Jim Eagan was a "rail" throughout his working career, continuing with the Southern Pacific until his retirement. He died in 1922, seven years after the death of his wife.

They were the parents of 10 children, two of whom are still living. Harry Eagan, 1013 Taft, Tracy, and James Eagan, Jr., of Los Angeles, were both born at Ellis, the others in TraOy.

Mrs. W. P. Weston, who died this year, was a member of Tracy's first family, and Mrs. Anna Penny, and Tom James Eagan Jr., who died in 1963 at Los Angeles, were both born at Ellis, the others in Tracy.

Other members of the family were Mrs. Frank Ward (Mamie), the first baby to be baptized in St. Bernard's church and wife of a Southern Pacific engineer; Katie, William

and two other children who died young or in infancy.

The Eagan clan was definitely a "railroad family." Besides the father, two sons started work as firemen at Tracy, another was a yard engineer. Two daughters married railroad engineers, another a yardman, and two of Jim Eagan's grandsons became engineers.

When Jim Eagan retired from active railroading in 1901, his wife, known to hundreds of railroad men as "Mother Eagan," opened the "Railroad Man's Home."

Her place became famous along the Southern Pacific lines for good beds, excellent meals and good advice.

Railroad men recall that whenever they came in from a 24-hour trip with a lame back, 'iMother' Eagan got out the liniment bottle and went to work.— Roy G. Miller

CP, SP and the San Pablo and Tulare Railroad

The names of railroad lines that were joined in Tracy in 1878 to found the town have long been a source of confusion.

The confusion is easy to understand, since it was the same 100 years ago when corporate maneuvering produced a multitude of railroad names with only a handful of owners.

The Central Pacific, which built the transcontinental railroad, completed in 1869, was owned by the Big Four—Stanford, Huntington, Crocker and Hopkins.

According to railroad historian Guy L. Duncumb of Modesto, the Big Four had also acquired control of the Southern Pacific, possibly by September 1868, and positively by October 1870.

As railroad building and development continued, the Southern Pacific became a holding company—Southern Pacific Company—that controlled the SP (south of Goshen), Central Pacific and sev

eral other lines. The Central Pacific, which had several subsidiary lines, was operated separately and maintained separate locomotive rosters until 1891.

The original line that crossed the Altamont in 1869 was a Central Pacific line. In 1876, the San Pablo & Tulare Railroad Company, a subsidiary of the Central Pacific, started construction of its first 46.51 miles of track from Martinez to

Laying Track

B. O'Connor has a gang of twenty men laying track in Tracy yard. Not known how much work will be done at present but Mr. O'Connor will make the yard as convenient as possible for the rush of cars expected during the wheat season.

Fabian & Co. shipped three car loads of wheat during the week.— Tracy Exponent, March 28, 1892.

Tracy. It was to be the first leg of a planned 260 miles down the west side of the San Joaquin Valley to Kern County. (The line, later extended south of Tracy, ended at Fresno).

The San Pablo & Tulare line crossed the Central Pacific line in 1878 to found Tracy. Both lines were operated by the Central Pacific before consolidation into the Southern Pacific Lines in 1891.

Cow Catcher

Passenger train No 3 killed Constable Ed Gieseke's cow on the railroad tracks east of town Wednesday afternoon.

The cow, in some manner or other, broke through the fence and was eating green grass along the track when the train, which was late; hit it, 23 killing the animal almost instantly.— Tracy Press, Jan, 10, 1908.