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## A problem in curriculum construction : a syllabus for the teaching of California history

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A  
PROBLEM IN CURRICULUM  
CONSTRUCTION  
A SYLLABUS FOR THE TEACHING  
OF CALIFORNIA HISTORY

LIBRARY  
UNIVERSITY OF CALIFORNIA  
STOCKTON

BY  
IRENE CLARK

STOCKTON

1941



A Thesis  
Submitted to the Department of Education  
College of the Pacific

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In partial fulfillment  
of the  
Requirements for the  
Degree of Master of Arts

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APPROVED

Chairman of the Thesis  
Committee

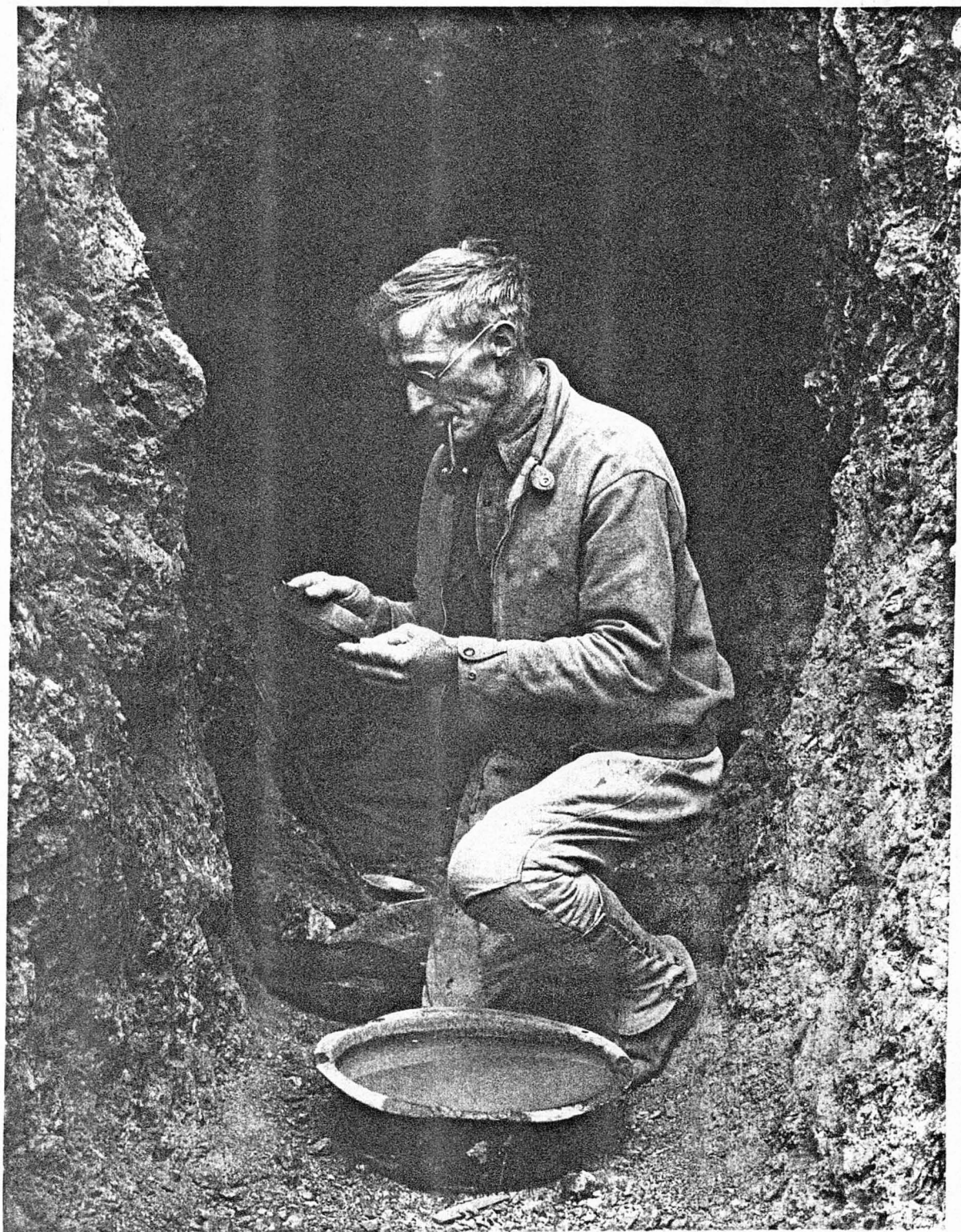
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DATED:

This thesis is dedicated to the memory of the hardy pioneers who built our state and whose achievements we are trying to appreciate, that we may take up the task they have laid down.





A Modern Forty Niner

## PREFACE

This thesis represents the close personal interest of the writer, one on which she has been reading for six years. The tragic events of the past three years have intensified the belief that if democracy ever overcomes the various "isms" which plague the world it will be because youth, through the schools, has become familiar with the ideals which gave democracy birth and has developed a deep appreciation of the labor which enabled it to grow and flower. For this, a knowledge of the history of our country is not enough. Youth must know present problems and have the courage to face and the faith to overcome them.

It is believed this courage and faith can come from a true appreciation of progress of the past, rather than from mere mastery of facts of history. The immature mind can measure this progress better against a local background, it being simpler and easier to follow guide posts in the form of land marks left in the community. With this understanding of state progress it is easier to move toward the broader appreciation of national affairs.

The richness of the California background has a particular appeal. Blending of the romance of Spain, the adventurous wanderlust of the Rocky Mountain men, the imperial dream of a Swiss, the land hunger of the emigrant, and the madness of the gold rush has given us a heritage different



from that of any other state. This heritage of blood, combined with one equally rich in natural resources, offers a challenge no social studies teacher can ignore.

This belief in the importance of the task to be done and the love of the richness of the material led the writer to begin a program of wide reading. At first there was some idea of arranging the material in dramatic form. Once, when it became necessary to present a program for Columbus Day and no suitable material could be found, the combined efforts of teacher and class resulted in a short play that was well received. Several years later, with another teacher at California Junior High School in Sacramento, a longer production of the pageant type, showing difficulties which beset the overland emigrant, was presented as a public education week undertaking.

Interest grew and the approaching centennial of Sutter's arrival in Sacramento led to the writing of the play, "Life in Sutter's Fort," a copy of which is incorporated in the appendix. This was given at an open house at California Junior High School, in Sacramento, and proved so interesting it seemed a series of six or eight short plays based on California history would make a good thesis. The missions and the work of John C. Fremont in California were investigated, but lack of dramatic ability led to abandonment of the idea.

About this time a change from the junior to the senior High school segment was made. Then opened the possibility

the high schools of Sacramento some day would introduce a course in the history of the state. So far this is only a possibility. All that has been accomplished toward this end is the gradual building of a fairly strong unit of California reference material in the library of C. K. McClatchy Senior High School, and introduction of a six weeks unit on California history which the teachers, if they wish, may use in teaching United States history.

This thesis consists of three parts: an introduction, a syllabus, and an appendix.

The introduction gives the writer's ideas of the aims and objectives of such a course, the kind of room and equipment needed, and methods that should be used.

The syllabus has been prepared in the form that would be used in the high schools of Sacramento. Each student would be given a mimeographed copy of each unit and would use it as a work outline. The first six units provide a background upon which the student would build his continued interest in the subject as he developed it in Unit VII.

The appendix is a collection of miscellaneous materials to illustrate how the course can be made more interesting.

The photographic work in the thesis is by James Stephens, a student in the department of education at the University of California, majoring in visual education, and Jack Curtis and Parker Gilbert, students at C. K. McClatchy Senior High School.

## CONTENTS

	Page
Introduction	
Presentation of the Course . . . . .	21
Objectives of the Course . . . . .	24
Unit I. How Alta California was discovered, explored, and occupied by the Spanish . . . . .	27
II. How Spanish Arcadia was developed . . .	32
III. How Alta California ceased to be Spanish speaking . . . . .	38
IV. How gold made California the thirty- first state . . . . .	43
V. What part did California play in the Civil War . . . . .	49
VI. How modern California developed . . .	52
VII. How a topic of personal interest can be developed . . . . .	57
Appendix . . . . .	84
Bibliography . . . . .	171



## INTRODUCTION

Before starting a journey it is well for the traveler to consider carefully three or four things. Where does he wish to go? Why does he wish to go there? By what route can he best travel, and what conveyance will afford him the best service? If due consideration is given these questions the journey probably will be successful. But if one is neglected trouble and disappointment may befall the traveler. So before formulating a course of study on California history, perhaps it would be equally well for the teacher to answer a few questions and thus clarify his thinking. What is the goal? What are the objectives? And by what methods, techniques, and through what materials does he hope to reach these ends?

The goal the writer has in mind is a one semester course in California history, open to twelfth year students with above average abilities which will be so thoroughly enjoyed as to be an incentive for continued self-education. It would seem that history and literature offer the best opportunity for this education and cultural development. The writer can think of no other subject that can give more pleasure, greater satisfaction or a wiser use of leisure time.

The writer thoroughly agrees with the man who said, "Wearisome beyond endurance have been some of the efforts to

make long lists of objectives which teachers are supposed to keep in mind in presenting their work"<sup>1</sup>. But one must have in mind a few definite and desirable objectives, such as:

1. To teach the students that humanity is progressing and to foster in them the interest, desire and ability to participate in this progress.
2. To help develop rich and many-sided personalities.
3. To prepare "the rising generation to enter the society now coming into being through thought, ideals and knowledge, rather than through coercion, regimentation, and ignorance and to shape the form of that society in accordance with American ideals of popular democracy and personal liberty and dignity"<sup>2</sup>.
4. To encourage the reading of history as a hobby.
5. To develop participating rather than merely conforming, citizens.

Upon examination, these aims seem to be largely cultural. And probably rightly so. It is easy to agree with David Snedden when he sees no relation between the teaching of the

<sup>1</sup> R. O. Hughes, "Changing Methods in Civic Education," National Council of Social Studies, Fifth Year Book. 75

<sup>2</sup> American Historical Association, Commission on Social Studies, Conclusions and Recommendations. 39

social studies and the cardinal principles of health, religion, morality or vocational training. However, the social studies do provide rich sources of spiritual culture that can be pursued through reading, travel, picture viewing, and other approaches which (a) center in areas of novel events, romantic adventures, vivid personalities, (b) discard minutiae of date, event, place and even person, and (c) result, primarily, not in the learning which remains as a fixed knowledge, but as appreciations, visions, ideals and attitudes.<sup>1</sup>

But these objectives apply equally well to all social studies courses. So what justification is there for teaching California history? Several valid reasons present themselves:

1. The romance and unusualness of California history make it particularly attractive to youth.
2. There is the traditional educational philosophy that emphasizes use of local environment.
3. It supplies opportunity for the student to come face to face with historical material narrow enough to be within his grasp, thus creating in him a feeling of historical reality and giving him training in handling historical sources.
4. It puts the student in touch with local political, social, and industrial developments, and provides

<sup>1</sup> David Snedden, "The Effect Upon Methods of a Changing Curriculum," National Council for the Social Studies, The Fifth Year Book.  
17

the background necessary for their interpretation.

5. Since California has a limited amount of all the geographic, economic, social, and industrial variety of the nation, it is simpler and easier to study and thus gives concrete and illustrative material which aids the student in obtaining an understanding of national history.
6. It develops an intelligent and elevating state pride which is in line with the traditional beliefs in the significance of the state in the history of our nation.

These aims are in accord with those given by R. M. Tryon in his report to the National Council of Social Studies in the teaching of local and state history.<sup>1</sup>

Of course there is danger of over developing state pride and arousing in the student that feeling of sectional interest which has been so costly to national progress. To avoid this, care must be taken to emphasize the relation between state happenings and the broader national history. Many argue this relationship is best shown by teaching state history as a part of national history, stressing the local effect of each important event.

This arrangement of material undoubtedly preserves the

<sup>1</sup> R. M. Tryon, "The Teaching of Local and State History," in National Council of Social Studies, Sixth Year Book. 133



proper relationship but it may do two things which are equally bad:

1. It may cause so wide a digression from the original line of thought that the high school student will find it difficult to return to the point of departure.
2. Each reference is of necessity, brief. And this brevity is apt to emphasize the factual side of the subject and so destroy the joy in wide reading for interest and appreciation which is the most important aim of this course.

Much can be gained by a detailed study of local history, especially after a background has been laid in a year's study of national history.

What routes should be traveled? No one can be named. There are many excellent methods of teaching social studies. "New fashions and new fads in teaching methods have repeatedly swept the country, often to the serious demoralization of what may previously have been fairly effective methods, and to the nervous up-setting of many conscientious teachers."<sup>1</sup>

The Dalton, Winnetka, Morrison, and numerous other plans have taken the country by storm, only to be modified and adapted for use by the individual teacher. The writer does

<sup>1</sup> David Snedden, "The Use of Methods Upon a Changing Curriculum," in National Council of Social Studies, Fifth Year Book. 9

not believe the average teacher can take over and use in its entirety any plan devised by any one educational theorist. Every teacher should study each plan carefully, choose from it such ideas and devices as will fit his personality, subject and class situation, and organize his methods accordingly. When a teacher follows this system it is particularly necessary for him to analyze the methods he intends to use so he may make sure they are in line with good educational practices.

Therefore, the content of this course is carefully organized. The writer has no patience with the school of thought which says that, because the child must feel the problem in order to think, the problem must come from the child himself. The result of such a theory is a curriculum that is a hodge-podge of subject matter without purpose or direction. John Dewey denies this is a correct interpretation of his theory. Dewey says:

There is a present tendency in so-called advanced schools of educational thought to say in effect let us surround pupils with certain materials, tools, appliances, etc., and then let pupils respond to these things according to their own desires. Above all, let us not suggest to them what they shall do, for that is an unwarranted trespass upon their sacred, intellectual individuality, since the essence of such individuality is to set up ends and aims. Now, such a method is really stupid, for it attempts the impossible, which is always stupid; and it misconceives the conditions of independent thinking. There are a multitude of ways of reacting to surrounding conditions, and without some guidance from experience these reactions are sure to be casual, sporadic, and ultimately fatiguing, accompanied by nervous strain. Since the teacher has presumably a greater background of experience, there is the same presumption of the right of a teacher to make suggestions as to what to do as

there is on the part of the head carpenter to suggest to apprentices something of what they should do.<sup>1</sup>

Care has been exercised in selecting problems and wording objectives to keep them within range of the students' interest and ability. What value is there in confusing young people by presenting problems beyond their understanding, even though they are major problems in the world today?

Edwin H. Reeder supports this view:

Another misunderstanding of Dewey's philosophy, which has resulted from his emphasis on problem solving, is that all problems should spring from immediate current political or social situations....It is manifestly impossible for children of such immaturity to grasp even a small part of the meaning of such problems. The writer has long wondered how one could better train children in careless, superficial thinking than to ask them to deal with some of these problems.<sup>2</sup>

Ernest Horn says:

If some malevolent person should set out deliberately to incapacitate students for effective thinking about social conditions, he could find no better instrument for the purpose than the vicious class discussions that are carried on without accurate and essential information. These are travesties on thinking. He would encourage the worst forms of "escapes" that mask as devices for aiding imagination. And if he wished to make doubly sure of accomplishing his purpose he would direct these practices to the study of problems so difficult, so far removed from the experiences of pupils, and so impossible for students to solve that the infantile ideas, the habits of seeking "escapes", and the superficial methods

<sup>1</sup> John Dewey, "Individuality and Experience," Barnes Foundation Journal, II. 4-5 (March, 1926)

<sup>2</sup> Edwin H. Reeder, "John Dewey and the Activist Movement," In National Council of Social Studies Fifth Year Book. 48

of thinking would be likely to persist in later life.<sup>1</sup>

Problems, carefully selected as to scope and difficulty, and arranged in logical order, are to be presented to the pupil in a manner calculated to arouse his interest. Here the individuality of the class needs careful study for the work on the problem will be only as successful as is the presentation. This presentation is not to be a formal lecture, but an overview or preview of the unit, centering attention on the problem, presenting side lights, stories or anecdotes of famous people, or developing a particular point of view. It may include a series of questions serving as a preliminary examination to determine the information the class has on the subject.

The material for the course would be placed in the hands of the class as individual copies of a syllabus. The first material is six important units timed to occupy approximately twelve weeks and serve as a background upon which the last part of the course is to be based. The last seven or eight weeks would be spent upon a detailed study of one or two topics which the student would choose and develop as he sees fit. The objective of this section would be to give the student an opportunity to read widely, to find unusual material and to feel the thrill of a true interest and appreciation. When offered for selection, these topics are to be outlined only briefly, the outline serving as a guide for a broad

<sup>1</sup> Ernest Horn, Methods of Instruction in Social Studies. 108



interpretation rather than as a basis for detailed answers for particular questions.

If a student wishes to work on a topic not mentioned in the unit or develop a line of interest in a manner different from the one suggested, he would outline his plan to the teacher. If material is available he would be allowed to proceed in his own way. The syllabus would make this clear to the student.

The equipment necessary for such a program needs consideration. It would be most effective if taught in an especially equipped social studies room. Such a room would need to be half again as large as the ordinary classroom, equipped with tables or individual, adjustable and movable desks. Desks would be preferable as they would permit individual or group arrangement. Tables have the disadvantage of poor lighting and are less adjustable. At least one table would be necessary, however.

Since the study of this material would involve many and varied individual readings, the books available would be of tremendous importance. The writer prefers the classroom library plan, hence, the room would shelve about two hundred copies of various texts in sets of from three to ten, and sufficient copies of one text for each child to have one. In addition, there would be available approximately the same number of single copies of books selected for collateral reading. These would be drawn from the school's central library

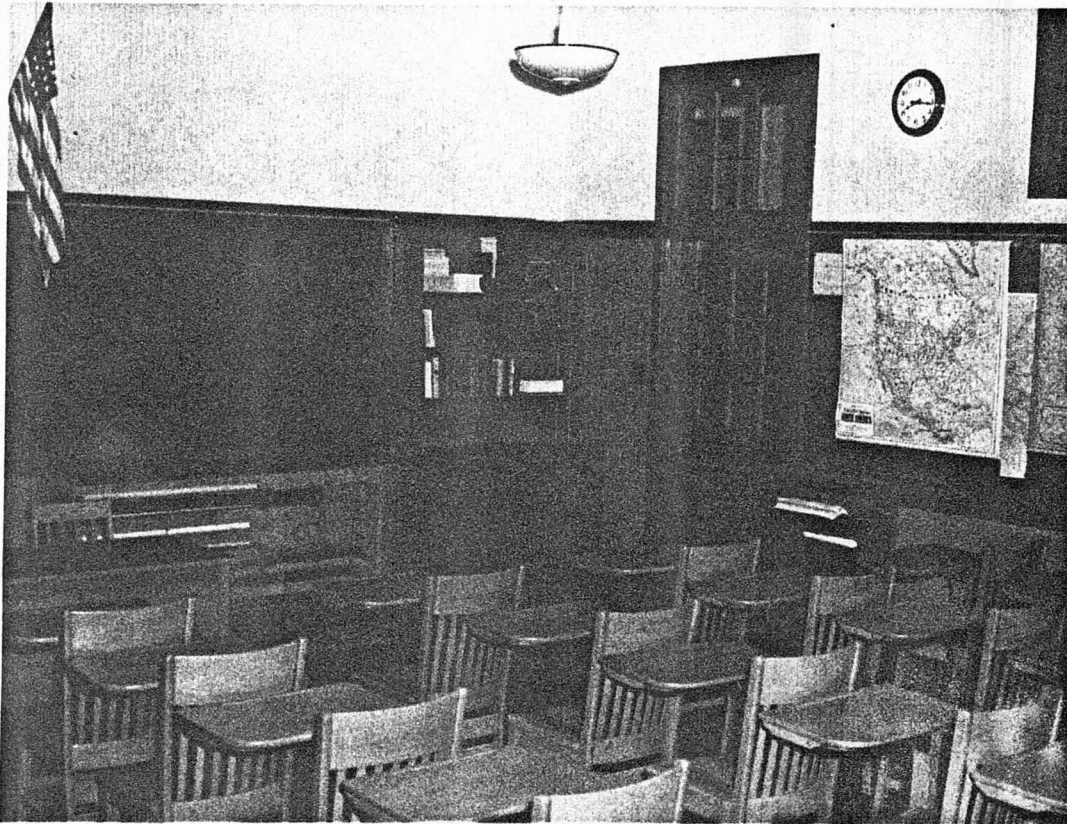
or from the California state library, through the school, and changed as the problems under consideration develop. In addition to using the books in the classroom, students would have the privilege of going to the central library to study or look up references. They would go for a class period for study or for a few minutes to get material for use in the classroom.

Maps are an important part of the room equipment. For this study two maps of California would be necessary, one to show the physical features and the political subdivisions, and the other a slated black board type upon which routes, locations, etc., could be drawn by students. In addition there should be the same two types of maps of the United States, and a physical-political map of the world. It would be advantageous to have a map of North America. All these maps should be hung from a rail so as to be available at all times, to be usable by more than one person, and to permit comparison of several at a time. Each room would have the use of a globe, approximately 12" in diameter. Plenty of outline maps should be available for pupil use. These could be printed or mimeographed. Excellent stencils are obtainable and one will yield about 3000 copies. The room should have a set of small, enclosed shelves to store maps, folders, and other loose materials and blackboard space across the front of the room and a bulletin board on at least one side.

Use of the classroom library method presumes most of the work would be done within the classroom, requiring many hours of supervised study. The plan is for the materials to be so organized and so well presented the students can study for hours without teacher interruption, leaving the instructor free to move about, helping the individual student. Most of the units would be long enough to require from five to ten hours of class study before recitation.

The greater portion of the time in this course would be given to reading since the habit of wide and varied reading is the greatest aid to the self-educating or self-entertaining adult. Great stress would be placed on getting away from the usual materials and commonplace details. But it is well to remember that using many books is dangerous. Students may become saturated with a super-abundance of facts or lost in the maze of conflicting accounts.

In spite of the loss of repute suffered by the lecture method, there is evidence it can be used advantageously by the alert teacher who realizes there may be great mental activity on the part of the students while listening to a well-prepared and challenging talk. Used judiciously, the lecture serves to give an overview, to supplement the student's reading, to provide a background for a new problem, to save the student time for more significant study, to arouse interest or to summarize a problem. The lecture is the teacher's great opportunity as well as her great pitfall. Pupils soon learn a



SOCIAL STUDIES ROOM -- C.K.McCLATCHY SENIOR HIGH SCHOOL

This picture illustrates some of the features of a well equipped social studies room. Notable are:

1. Movable desks.
2. Map rails around the room.
3. Map cabinet for storing maps when not in use.
4. Shelves for more valuable references and for books borrowed from the libraries.
5. Closed shelves for supplies.
6. Bulletin boards.
7. Magazine racks.
8. Indirect lighting.





SOCIAL STUDIES ROOM -- C. K. McCLATCHY SENIOR HIGH SCHOOL

This insert shows additional features of a well-equipped classroom.

1. Classroom library. Only a few copies of each text. One text in sufficient numbers for a class.
2. Closed shelves for filing loose material, outline maps, etc.

teacher's hobby and take delight in evading the point by leading the teacher into a long exposition.

Dramatization can arouse enthusiasm in the classroom, stir the emotions, deepen realization, provide self-expression, and be a valuable aid in spirited teaching. Care is necessary to give a fair amount of time to dramatization. There is danger of spending more time than the results warrant. In the senior high school, dramatization is usually formal and conventional due to the self-consciousness of the teen-aged youth. Instead of using his own words to express his emotions, the high school student prefers to cover his feelings by learning the speeches of the various characters. But the teen-aged child is still interested in action and movement. Frequently, when facilities or time do not permit presentation of a dramatization, the students will enjoy reading a well written one. Some of the more original pupils enjoy writing such dramatizations as the one on "The Life in Sutter's Fort" which can be found in the appendix. This pageant was used to arouse interest in a unit on California history.

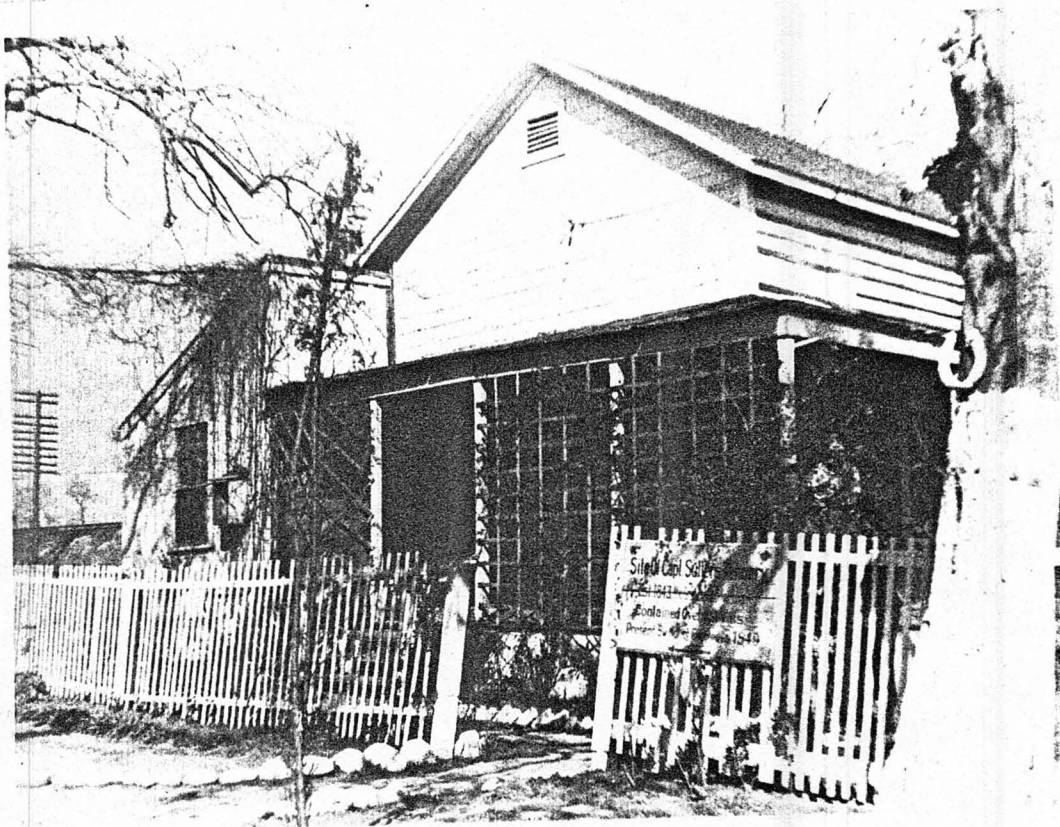
One of the best methods of motivating local history is by excursions to places of historic interest. Sacramento is particularly fortunate in having several such places within reach. Sutter's Fort, the site of the old Sutter Tannery, the first brick building in California, the Pony Express

building, "54 K" Street, where the Central Pacific was organized, the Stanford home, Crocker Art Gallery, the Golden Eagle Hotel with much of its original furnishings, are only a few of the more than one hundred points of interest the chamber of commerce lists. Most excursions have to be carried out in the students' time because of interrupting other class work, but the organization of a Know Your City club offers a solution to this difficulty.

More and more attention is being directed toward visual aids, and nowhere can they be used to better advantage than in teaching social studies. Many excellent films, still films, and slides can be rented. These may be used to arouse interest or give supplementary information. By use of photographic films or colored pencils and inks the students can make their own slides. The more artistic enjoy this means of self-expression. Use of the opaque projector is unlimited as it will show pictures as large as the average book. Class discussion can be greatly stimulated by a few pictures and this is an excellent way of showing the importance of geographic features in history.

A well-kept bulletin board and a scrap book for permanent filing are important in a wide-awake classroom. Care must be taken to organize the material displayed and it must be changed frequently. Nothing is deader than an ancient collection on a bulletin board.

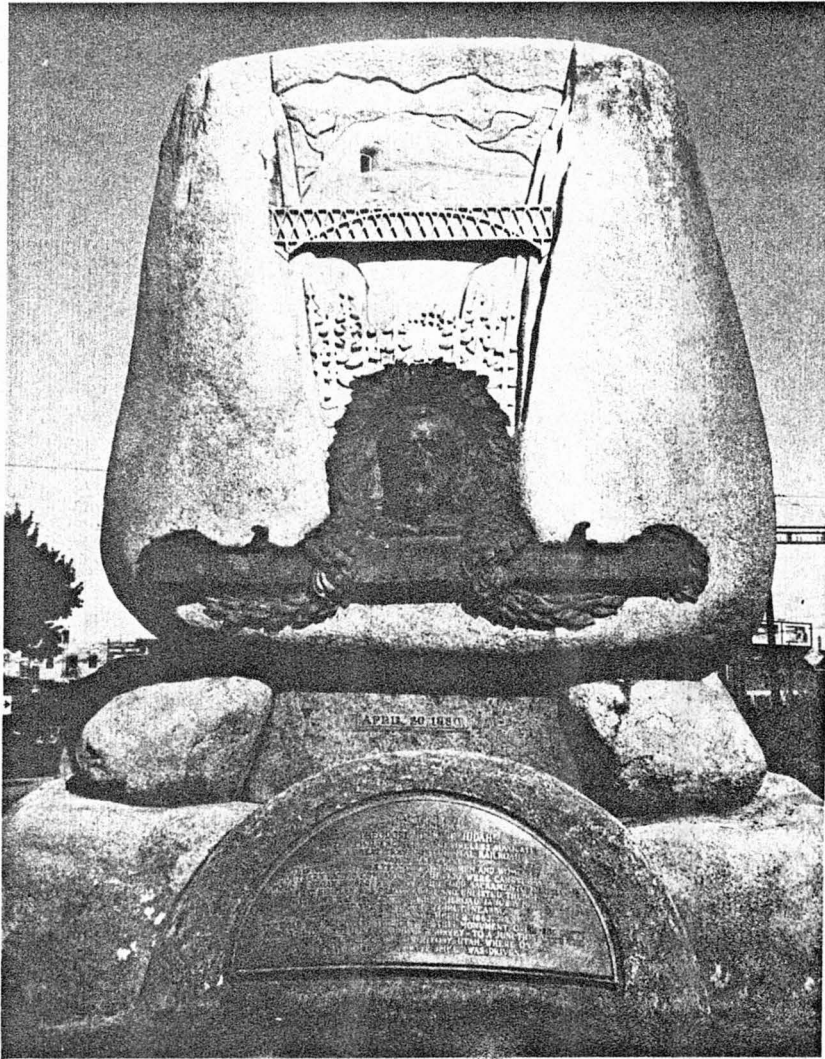
Class discussion is a vital part of procedure. Due to



OLD SUTTER TANNERY 28th and B STREETS

This house, built on the site of John Sutter's tannery, has been occupied continuously by one family since 1849. The ruins of the tannery vats are still to be found in the back yard.





THEODORE JUDAH MEMORIAL

This plaque, located in front of the Southern Pacific depot, memorializes the engineer who built the first railroad west of the Mississippi, the Sacramento Valley line, and was the organizer of the Central Pacific. He died before the line was completed.

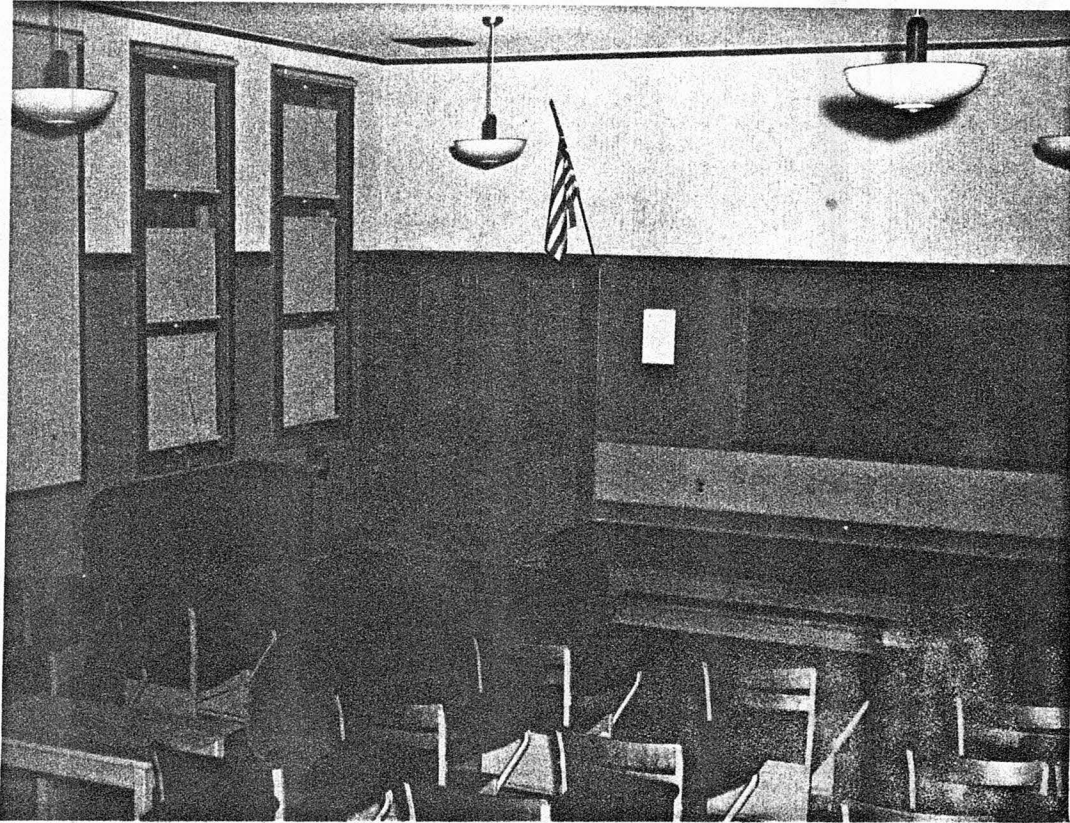
some personal qualities, the writer has never been able to use successfully the socialized recitation. Perhaps she is unable to keep the teacher sufficiently in the background. It is difficult to reconcile the results obtained with the time and energy required. Informal discussion with everyone contributing seems preferable. Frequently the contribution can be a report prepared by a group or individual. Such a report on John Sutter is found in the appendix. Often the discussion can be stimulated by a selected question. Students should be taught that a question based upon a real desire for information is as valid as a good recitation, and it is an indication of weakness to allow a point to pass if it is not understood after the student has tried to work out the problem himself.

Under the present system of education testing in some form is required. This serves several purposes:

1. Tests the teaching to reveal weaknesses.
2. Helps clarify student thinking.
3. Provides one common ground for grading the class.

Since this course would appeal to the academic type of student, marks and credits for university recognition would be a factor. Present, too, would be the parents, who like to know, in terms of A, B, and C, just where their children rank in the teacher's judgment.

Tests would be of two kinds. Because they are more comprehensive, less subjective and more easily corrected, the



COMBINATION VISUAL AIDS AND PUBLIC SPEAKING  
ROOM

C.K. McCLATCHY SENIOR HIGH SCHOOL

This room has many features of a good visual aids room.

1. Movable seats on a stepped back floor so vision is not impaired.
2. Outlets for visual aids equipment.
3. Screen rail.
4. Cabinets for storage.
5. Light proof shades.

writer plans to use a variety of the short type tests. Modified true-false questions, matching, multiple choice and completion are valid types. It also would be advisable to use an occasional essay test. This type offers an opportunity for self-expression and organization of material valuable to the student. Because the first aim of this course would be study for enjoyment, testing would be held to a minimum. Tests or grades would not be used as a motivation for study, but as a necessary evil.

Having answered the questions of where, why and how satisfactorily, it now would be well to outline what would be taught.



A  
SYLLABUS  
FOR  
CALIFORNIA HISTORY

## PRESENTATION OF THE COURSE

There is a type of student who wants to know what man has done and why. To interest him what happened need not be vitally important in the history of mankind. It is enough that certain forces caused men to react in certain ways, and these men in turn reacted upon others. As the ripples started by throwing a stone into a pool spread, each enlarging and pressing upon the next one, so human actions force human actions until the ripples of history reach the present day and we in turn create a circle which will touch and influence tomorrow.

Some people like to watch these human ripples touch and spread. This course is intended for this type student. Little attempt will be made to set a practical value on this course. We are not concerned with questions such as: "What good will it do me to know these facts? How will it help me make a better living?" These are valid questions and must be answered in relation to many courses, but here the aim is cultural. Knowledge for the sense of personal power; appreciation of the efforts of others to increase self understanding; delight in the ability to follow the footprints of our ancestors as the scout delighted in his skill; satisfaction in a task completed; a realization that the problems of the present day, great as they are, are not insolvable; an appreciation of the progress of humanity; these are the goals which this class will seek. These can be realized only after

a certain mastery of the tool subjects, so this course is intended for twelfth year students with above average ability in history who have studied American history for six months.

The work is divided into two sections. Approximately half of the time is to be spent in building a skeleton outline of California history so the student gets a bird's-eye-view of what has happened. The emphasis is placed upon the relation of one event to another, rather than upon mastery of detail. In the closing weeks of the term, emphasis is upon personal interest in some event or phase of state history. Each student is to choose one or two topics upon which he would like to be especially well informed and develop them as fully as time and material will permit. The emphasis is upon wide and varied reading, and upon encouraging the student to organize his material and form his own opinions. It is hoped such treatment of the subject will be the beginning of a lifelong interest in history, particularly some special period.

The first part of the work is based upon textbooks and materials more or less general in character. These will be found upon the shelves of the class room in sets of ten or more copies. There will be enough copies of California by John Caughey for each student to have a copy. The last half of the course will use single copies, largely drawn from the library; old papers and periodicals; and whatever material

the student can locate. One of the aims of this part of the course is development of the ability to seek material and follow a thread of interest until a topic has been developed, for if the student does not learn to do this he will be unable to keep up his study and reading habits in adult life.



OBJECTIVES OF THE COURSE<sup>1</sup>

## Subject Accomplishment:

1. To reaffirm the ideals of Americans, to see how California has contributed to furthering these ideals.
2. To understand how California has contributed to the progress of humanity.
3. To realize we can find new things to learn and to do.
4. To understand that our decisions are not final, but that they should be valid only until we learn new facts.
5. To increase our vocabulary.

## Use of Knowledge and Skills

1. To learn how to be correct, accurate, and complete.
2. To learn how to use books, especially reference books, to obtain information.
3. To learn to apply the information we acquire.
4. To learn to distinguish between the valuable and the trivial in what we read.

<sup>1</sup> Objectives have been grouped under the headings of the four phases of personal development recorded on the report card. A student can thus check his grade with his estimate of his progress.

5. To learn how to interest others in facts we have gathered.
6. To learn to see how events of today are results of the events of the past.
7. To experience the joy of pursuing a line of interest until it is satisfied.

#### Personal Responsibility

1. To understand the necessity for reliability and dependability.
2. To develop good study habits which fit the individual.
3. To develop a true interest in personal growth and progress.
4. To develop the habit of self-criticism.
5. To understand what makes a well educated man and to develop an appreciation of his position in the world.
6. To develop the habit of continued education.

#### Social Responsibility.

1. To learn to work in a group, both as leader and follower.
2. To be loyal and helpful to the institutions of which we are members.

3. To understand that every one has a right to live happily.
4. To know that America grants freedom of speech, but to remember that speech should be based upon adequate thinking.
5. To understand that our democracy depends upon our willingness to submit to proper authority and to take an active part in authorizing and supervising that authority.

## UNIT I

HOW ALTA CALIFORNIA WAS DISCOVERED, EXPLORED, AND OCCUPIED  
BY THE SPANISH

## Aims

1. To understand the forces which caused Spain to settle California.
2. To appreciate the difficulties which attended that settlement.

## Presentation of the Unit

Californians are famous as the world's greatest boasters. We brag of our marvelous scenery, unusual climate, unsurpassed fruits, and gold, until the dwellers of the rock-bound Atlantic think we are perfect disciples of Ananias. How much greater would be their distrust of our veracity if we boasted of our antiquity; if we told them that eighty years before their Pilgrim Fathers landed on Plymouth Rock, Ulloa and his followers were treading the banks of the Colorado. For California was known to the Spaniards long before New England was to the English.

In little more than a quarter of a century after the discovery of America (1492) Cortes had marched across Mexico (1519-1522) and founded Zacatula on the Pacific as a base where he might build ships to explore the sea of Balboa (discovered in 1513). Let us follow his small boats to that distant land and examine the building of the civilization



of which we are so proud.

### General Instructions for Study

Read the questions in each part carefully before beginning to study the references. In studying, first read rapidly for a wide general view and do not try to find the detailed answers to any particular question. Then, reread or skim your material to find the answers to certain questions and the relation between various happenings. Read at least two references on each unit to get more than one viewpoint and broaden your interpretation. Most of the questions are worded so as to require considerable thought and discussion.

#### Part A

#### The Discoverer of California

1. What claims to this title does Cortes have?
2. Which of the motives for Spanish efforts do you consider the most important? Why?
3. What part did the Manila Galleon play in the discovery of the state?
4. Did Spain have valid reason to fear the English, Russians, or French in this part of the world at this time?
5. What discoveries were made by Ulloa?
6. What was Coronado's contribution to the knowledge of California?

7. What discoveries were made by Alarçon?
8. Many people consider Cabrillo the discoverer of California. Can this be justified?
9. How did California get its name?

#### Part B

#### What Explorers Made Settlement Possible?

1. Of what value were the explorations of Cermanho?
2. What additions were made by the voyage of Vizcaino?
3. What was contributed by the "roaming padres", Onate, Kino, Salvatierra and Ugarte?
4. How did the geography of the country check the progress of the Spanish explorers? (In this connection show the following on an outline map of California:
  - a) principal mountain areas
  - b) passes through the mountains
  - c) Sacramento, San Joaquin and Colorado Rivers
  - d) desert regions
  - e) vegetation areas
  - f) natural resources)
5. What influences besides those of nature caused the long delay in exploration?
6. Make an outline map showing San Diego, Monterey Bay, San Francisco and Drake's Bays, Fort Ross, Point Reyes, and Cape Mendocino. Sketch in the routes of the principal explorers.

## Part C

## California Settled

1. What led to the decision to establish settlements in California?
2. What two types of settlements were planned? What was the work of each?
3. Tell the story of the founding of San Diego.
4. Why did Portola's attempt to find Monterey Bay fail?
5. How do you account for the late discovery of San Francisco Bay?
6. What was the work of Anza?

## Part D

Identify or define the following in connection with the reading:

- |                           |                    |
|---------------------------|--------------------|
| a) Seven Cities of Cibola | i) New Spain       |
| b) Crespi                 | j) Moraga          |
| c) Galvez                 | k) galleon         |
| d) Jesuits                | l) leather jackets |
| e) Anian                  | m) Ortega          |
| f) Ferrelo                | n) Pious Fund      |
| g) scurvy                 | o) Franciscans     |
| h) Palou                  | p) junta           |

## References:

Herbert E. Bolton, Outpost of Empire.

Spanish Exploration in the South-west.

John Walton Caughey, California, Ch. V, VII, VIII.

Charles E. Chapman, History of California, Ch. V-XIII, XVII, XXIII, XXIV.

Robert Glass Cleland, Pathfinders, Ch. I-VII.

Alberta J. Denis, Spanish Alta California, Ch. I, III, X-V, XIX.

Zoeth Skinner Eldredge, History of California, Vol. I, Ch. II, III, V-X.

A. A. Gray, History of California, Ch. I-V.

Rockwell D. Hunt, California and Californians, Vol. I, Ch. II, VI-IX.

Rockwell D. Hunt and Nellie Van de Grift Sanchez, A Short History of California, Ch. I-V.

Henry K. Norton, The Story of California, Ch. I-III.

Irving B. Richman, California Under Spain and Mexico, Ch. I-VI.



## UNIT II

## HOW "SPANISH ARCADIA" DEVELOPED

## Aims

1. To know the materials with which the Spanish worked in California.
2. To appreciate the type of civilization developed in California and to know why this particular form evolved.
3. To understand the forces which caused this civilization to crumble.

## Presentation of the Unit

Every Californian loves the belled façades of the old missions, the tinkle of Spanish guitars, and the stamping heels of the dancing señoritas. But few Californians know that a mere 140 Franciscan friars built these missions and their peculiar civilization. Nor do they know much of dancing señoritas or dashing caballeros beyond their dancing or their smiles. Could prayers, smiles and songs have conquered this wilderness unassisted? Let us study the following phases.

## Part A

The Part the Missions Played in Developing the California  
Wilderness

1. What type of civilization did the Indians have before

- the Spanish came to California?
2. How numerous were they?
  3. What chance do you think the padres had to develop these Indians into a high type civilization, such as Spain had at that time?
  4. On an outline map of California locate each of the missions and give date of founding.
  5. Is it correct to refer to mission architecture as a type? What are its distinguishing features?
  6. Describe the physical properties of a typical mission.
  7. Characterize the typical Spanish padre.
  8. What occupations developed in and around the missions? How did they serve the community outside the mission?
  9. What were the difficulties faced by the missionaries?
  10. How were supplies obtained?
  11. Was there any social life at the missions?
  12. What was the relation between mission and civil authorities? What justification may be found for each point of view?
  13. What was secularization? What were the arguments for and against it?
  14. How was secularization brought about and with what results?

15. Summarize what you believe to be the successes and failures of the mission system.
16. What is the present status of the missions?
17. Compare the California Indian today with the mission neophyte.

## Part B

### Other Civilian Establishments

1. What was the purpose of the pueblos?
2. How were they organized?
3. Locate the pueblos on an outline map of the state.
4. What type of people settled here?
5. How successful were these settlements?

## Part C

### The Defense of These Settlements

1. Against what forces did the Spanish feel it necessary to set up a defense?
2. Describe a presidio.
3. How effective were these presidios?
4. How were the Spanish able to hold California with such a defense system?

## Part D

### Individual Settlements

1. What opportunity for individual effort existed in Spanish California?
2. How were land grants obtained? How freely?

3. On an outline map show the general area occupied by Spanish and Mexican land grants.
4. Why were the grants opposed by the padres?
5. What occupations supported these ranchos?
6. Describe the Californian of 1800-1846.
7. Explain the Mexican attitude toward trade with foreign ships. How had this changed from that of the Spaniards?
8. Discuss the social life between 1800-1846.
9. What provisions were made for education in California at that time?

#### Part E

##### Troubles that Arose to Spoil This Peaceful Era

1. Approximately what was the white population under the Spanish? Under the Mexicans?
2. On an outline map show the territory claimed by the Spanish. The territory actually settled.
3. How was the government of California organized under the Spanish?
4. What were the effects of the Napoleonic Wars upon California?
5. What was the attitude of the Californians toward the Mexican Revolution?
6. What kind of government did California have under Mexican rule?



7. What reasons can you find for the quarrels splitting the country between 1822-1846?

Part F

Identify or define the following in connection with the reading:

- |                |                |
|----------------|----------------|
| a) Garces      | k) Bucareli    |
| b) pueblo      | l) fandango    |
| c) disputation | m) Fages       |
| d) Iturbide    | n) rancho      |
| e) rancheria   | o) Jose Castro |
| f) Lasuén      | p) Vallejo     |
| g) presidio    | q) comandante  |
| h) neophyte    | r) rodeo       |
| i) Serra       | s) caballero   |
| j) alcalde     | t) Alvarado    |

References:

Herbert Howe Bancroft, California Pastoral, Ch. VI-X.

Frank W. Blackmar, Spanish Institutions of the Southwest, Ch. VII-XV.

John Walton Caughey, California, Ch. VI, IX, X.

Charles E. Chapman, History of California, Ch. II, XXX, XXXIII-XXXV.

Richard Henry Dana, Two Years Before the Mast.

William Keath Davis, Sixty Years in California.

Alberta J. Denis, Spanish Alta California, Ch. XXV, XXXIX, XLI.

Zoeth Skinner Eldredge, History of California, Vol. II, Ch. II, III, VII.

Tirey L. Ford, Dawn and the Dons.

A. A. Gray, History of California, Ch. VI. VIII-XIII.

Rockwell D. Hunt, California and Californians, Vol. I, Ch. XVIII, XXI, XXIII, XXXI, XXXII.

Rockwell D. Hunt and Nellie Van de Grift Sanchez, A Short History of California, Ch. VI-IX, XIII, XVI, XVIII, XIX, XLI.

Henry K. Norton, The Story of California, Ch. IV-IX, XI-XIII.

Irving B. Richman, California Under Spain and Mexico, Ch. IX-XIII.

Nellie Van de Grift Sanchez, Spanish Arcadia.

## UNIT III

## HOW ALTA CALIFORNIA CEASED TO BE SPANISH SPEAKING

## Aims

1. To understand the attraction California had for other nations.
2. To appreciate the force of "Manifest Destiny".

## Presentation of the Unit

More flags have flown over California than over any other state in the union. This land has been claimed by seven nations for varied lengths of time. California, not Massachusetts, is the real New England, for Drake so named it when he called it New Albion half a century before the Pilgrims landed at Plymouth Rock. Fort Ross was Fort Russia for Ross means Russia, and the Russians have left us a record of their claims in other place names. The American River was named almost a quarter of a century before the Stars and Stripes flew over its banks. With such varied interests in the state let us see how it finally became American territory.

## Part A

## England's Interest in California

1. Tell of Drake's voyage to California. What was its effect upon California history?
2. What was the result of England's involvement at

at Nootka Sound?

3. What did the Hudson's Bay Company have to do with California?
4. After California became Mexican territory what interest did the British display?

### Part B

#### Russian Interest in California

1. By what route had the Russians reached the North American coast?
2. Discuss the activity of the Russian American Company.
3. What were the difficulties of the Sitka settlement?
4. What is the importance of Rezanov's trip to San Francisco?
5. How was Fort Ross to solve the Russian problem in the Pacific?
6. Explain the Russian withdrawal.

### Part C

#### American Interest in California

1. What was the place of the Yankee trader in early California?
2. How did whaling influence the state?
3. What contributions were made by fur traders?
4. What is meant by "blue eyed rancheros"? How did the Mexicans regard them?



5. How did John Sutter, a Swiss, come to be regarded as an American? How did he influence the American cause?
6. Discuss the influx of Americans between 1841 and 1846.
7. Explain "Manifest Destiny".
8. How did this theory influence the foreign policy of Presidents Jackson, Tyler, and Polk?
9. What conditions made Mexico's loss of California practically inevitable?
10. What was the relation between the Texas and California questions?
11. Discuss the action of Commodore Jones at Monterey in 1842.
12. Discuss the work of John C. Fremont in California.
13. Discuss the Bear Flag Revolt.
14. How did this differ from the plans of President Polk as revealed in his instructions to Larkin? Which was the better plan?
15. Discuss the military conquest of California.
16. What were the provisions of the Treaty of Guadalupe-Hidalgo?
17. What was the seventh flag to fly over California? Was the raising of this flag of any importance?

## Part D

Identify or define the following in connection with the reading:

- |                      |                                  |
|----------------------|----------------------------------|
| 1. New Albion        | 12. Vallejo                      |
| 2. Rezanov           | 13. Gillespie                    |
| 3. Dona Concepcion   | 14. Kearney                      |
| 4. Kit Carson        | 15. Commodore Robert F. Stockton |
| 5. emigrants         | 16. New Helvetia                 |
| 6. Boston Men        | 17. Bodega                       |
| 7. Jedediah Smith    | 18. John Bidwell                 |
| 8. James Ohio Pattie | 19. Donner                       |
| 9. Caleb Greenwood   | 20. William Ide                  |
| 10. Peg-Leg Smith    | 21. Mormon Battalion             |
| 11. Larkin           | 22. Vancouver                    |

## References:

John Walton Caughey, California, Ch. XII-XV.

Charles E. Chapman, History of California, Ch. IX.

Hector Chevigny, Lost Empire.

Robert Glass Cleland, A History of California, The American Period, Ch. I-XVII.

Pathfinders.

Alberta J. Denis, Spanish Alta California, Ch. II, XIV, XXX, XXXV, XXXVII.

Foster Rhea Dulles, America in the Pacific, Ch. I-IV.

Zoeth Skinner Eldredge, History of California, Vol. II, Ch. IV, VII.

A. A. Gray, History of California, Ch. VII, XI-XV.

Cardinal Goodwin, The Establishment of State Government in California, . 5-18.

Landsford W. Hastings, The Emigrant's Guide to Oregon and California .

Rockwell D. Hunt, California and Californians, Vol. II, Ch. II-VII.

Rockwell D. Hunt and Nellie Van de Grift Sanchez, A Short History of California, X-XII, XV, XVI-XXIV.

Henry K. Norton, The Story of California, Ch. XV-XVII.

Philip H. Parrish, Before the Covered Wagon, Ch. IV.

Irving B. Richam, California Under Spain and Mexico, Ch. IX, XIV, XV.

Josiah Royce, California, Ch. I-IV.

## UNIT IV

## HOW GOLD MADE CALIFORNIA THE THIRTY-FIRST STATE

## Aims

1. To appreciate how the discovery of gold changed the social, economic and political development of California.
2. To know how the organization of California for statehood differed from that of other states.
3. To realize the size and variety of problems which faced the new state.

## Presentation of the Unit

In the minds of many people the word gold is immediately associated with California. From the discovery of gold in January, 1848 until development of the modern state the presence or absence of this precious metal was the underlying cause of all changes in the state. News of its discovery brought swarms of emigrants down upon the state like locusts. Like locusts they destroyed what they found; wiped out, almost overnight, the peaceful dreaminess of Spanish Arcadia; trampled underfoot the grain fields of the "blue eyed rancheros"; scattered or butchered the herds of the Dons; murdered and abused the natives; destroyed a civilization three quarters of a century old in a single year. But what appeared to have been locusts must have been silk-

worms, for out of this confusion and destruction came a beautiful state, rebuilt from the materials which had seemed to be destroyed and added to from the heritage of the invaders. Let us see how this could have happened.

### Part A

#### Gold Discovered

1. Had gold been known in California prior to 1848?
2. Tell of James Marshall's discovery at Coloma.
3. How do you explain Sutter's reaction?
4. How was the news received in California? In the east?
5. Discuss the migration of gold seekers into California. How extensive was the movement?
6. Compare the relative advantages and disadvantages of the three best ways of coming to California.

### Part B

#### The Kind of People Who Came to California and How They Lived

1. In an outline map indicate the mining areas of California.
2. Discuss the mining methods used.
3. What kinds of people were attracted by the gold rush?
4. Discuss living conditions in the mining camps.
5. Discuss the social life of the period.



6. To what extent did gold mining dominate the economic development of California?
7. Discuss the relative importance of Sacramento, San Francisco and Los Angeles at that time.
8. Mention several expressions commonly used in California today that have been carried over from the gold rush era.

### Part C

#### The Organization of California for Statehood

1. What was the legal status of California under the treaty of Guadalupe Hidalgo?
2. What system of established law and order existed from 1848 to 1850?
3. Explain why Congress did not organize California as a territory.
4. Discuss the growth of the self-government movement.
5. What was the attitude of Governors Mason and Riley in this matter?
6. Discuss the work of the constitutional convention.
7. What were some of the important provisions of the first constitution?
8. How did the method of procedure in California differ from that of other states? Was it justified?

## Part D

## The Admission of California as a National Problem

1. How adequate was the information of the Congress on the California situation?
2. How was the admission of California related to the slavery question?
3. On what other grounds was the admission opposed?
4. Discuss the proposals of Henry Clay.
5. Under what conditions was California finally admitted?

## Part E

## The Problems Faced by the New State

1. Discuss the form of government established.
2. Why was the financial problem a serious one?
3. Discuss the problem of the squatters and land titles. How did this particularly concern Sacramento?
4. Why were vigilance committees necessary? Can this action be justified?
5. What was the Indian problem in the state?
6. How did Sacramento come to be the state capital?

## Part F

Define or identify the following in connection with your reading:

1. The Alta
2. Mother Lode
3. Hastings Cut-Off
4. placer
5. Colton Hall
6. vigilantes
7. Argonauts
8. James Wilson Marshall
9. The Horn
10. Sam Brannan
11. Independence, Mo.
12. diggings
13. Gen. Bennet Riley

## References:

Ralph Bieber, Southern Trails to California.

John Walton Caughey, California, Ch. XIX.

Robert Glass Cleland, A History of California, XVII-XIX.

Zoeth Skinner Eldredge, History of California, Vol. III, Ch. VI, VIII.

Cardinal Goodwin, The Establishment of State Government in California.

A. A. Gray, History of California, Ch. XV- XIX.

Rockwell D. Hunt and Nellie Van de Grift Sanchez, A Short History of California, Ch. XXV-XIX.

Henry K. Norton, The Story of California, Ch. XVIII-XX.

George H. Tinkham, California Men and Events, Ch. VII, XI.

## UNIT V

## WHAT PART DID CALIFORNIA PLAY IN THE WAR OF SECESSION

## Aims

1. To realize that statehood did not solve all California's problems in relation to the Union.
2. To appreciate California's part in the War of Secession.

## Presentation of the Unit

In Sacramento the story often has been told that James McClatchy, editor and owner of the Sacramento Bee, saved California to the Union. Mr. McClatchy was an ardent supporter of the Northern cause. Albert S. Johnston, a Southern adherent, was in command of the Pacific coast forces. Legend has it that Mr. McClatchy learned from a negro nurse of Edmund Randolph that there was a conspiracy among the Southern sympathizers to take over the supplies in the arsenal at Benicia and to enter actively into the campaign for secession. McClatchy sent a message by Pony Express to Senator E. D. Baker in Washington urging that Johnston be replaced by a Union man. Baker communicated with President Lincoln and Brigadier-General Edwin Sumner was sent here from Panama. Johnston left for the South where he became one of the leading Confederate generals.

In the light of the historical evidence let us investi-



gate the basis for this story.

#### Part A

##### The Forces at Work Within California Between 1850-60

1. Discuss the proposed "Pacific Republic".
2. Discuss California's attitude toward slavery.
3. What causes for discontent existed within the state?
4. Was there any real threat that California would not remain loyal? How extensive was Southern sympathy?
5. How important was California's place as a unit in the Union?
6. What aid could California have rendered the Confederacy?

#### Part B

##### The Aid California Gave the Union

1. What California troops entered the service? Did they see action?
2. Why was the conscription law of 1863 not enforced in California?
3. What was the importance of California's gold?
4. Discuss California's subscription to the Sanitary Fund.
5. What were the effects of the War of Secession on California?

## Part C

Identify or define the following in relation to the reading.

1. William M. Guinn
2. David C. Broderick
3. Knights of the Columbia Star
4. Thomas Starr King
5. Leland Stanford
6. California Hundred
7. Knights of the Golden Circle

## References:

- Robert Glass Cleland, The History of California, Ch. XXIII .
- Zoeth Skinner Eldredge, History of California, Vol. IV, Ch.IV.
- Joseph Ellison, California and the Nation, Ch. IX, X.
- A. A. Gray, History of California, Ch. XXIV.
- Rockwell D. Hunt and Nellie Van de Grift Sanchez, A Short History of California, Ch. XXXVII.
- Elijah Kennedy, The Contest for California in 1861.
- Henry K. Norton, The Story of California, Ch. XXII.
- Josiah Royce, California, Ch. III.
- Sacramento Bee, "James McClatchy Saved State to Union," November 27, 1912.
- George H. Tinkham, California Men and Events, Ch. X, XV.

## UNIT VI

## HOW MODERN CALIFORNIA DEVELOPED

## Aims

1. To appreciate the varied lines along which modern California has developed.
2. To realize California's importance to the nation.

## Presentation of the Unit

Admission of California to the union did not solve her problems. Statehood was only a tool by which she sought a solution for her difficulties. The hungry hordes had to be fed, clothed and housed. This meant transporting goods vast distances, planting and harvesting old crops and developing new ones, finding fuel to turn the wheels of industry as well as materials to build those same wheels, and protecting the lives and comfort of her workers.

These problems are not yet solved. Some districts of California are not supplied with all their needs. Some Californians still go hungry or die of malnutrition despite carloads of foods rotting in the fields. Gallons of fuel oil are wasted and workers strike and fight in the streets.

Before you young citizens attempt to solve these problems of today you must study the records of yesterday for you must know the cause of the disease before attempting a cure.

## Part A

## The Methods of Transportation Developed in California

1. Why was transportation so difficult in California?
2. Discuss steamship service in the late 1800's.
3. What steamship service has the state today?
4. Discuss travel by overland stage.
5. What was the purpose of the Pony Express? What replaced it?
6. Tell the story of the building of the Central Pacific.
7. Discuss the part played by the Southern Pacific in California history.
8. On an outline map of the state show the railroads existing today.
9. Describe California's highway system.

## Part B

## The Agricultural Development in California

1. Discuss agriculture during the mining days.
2. On an outline map show the principal areas of irrigation and reclamation.
3. How have these projects been accomplished?
4. On an outline map show the principal crops. What are the latest figures you can find showing the annual value of the ten most important agricultural crops?

5. What crops or methods have been developed extensively in this state?
6. What are the problems of the farmer today?
7. What does Carey McWilliams mean when he talks of "Factories in the Field"?

### Part C

#### The Industrial Development of California

1. Discuss petroleum production in California.
2. Of what advantage and disadvantage has the moving picture industry been?
3. Nationally where does California rank in the production of lumber?
4. Discuss mining in present day California.
5. List the ten most important industries with the latest figures as to annual value.

### Part D

#### The People Who Have Labored in California

1. Discuss the Chinese problem in California. How important is it today?
2. What has been the Japanese problem? What has been done to solve it?
3. What do you think would be the result if the immigration quota law instead of the exclusion act, were applied to the Japanese?



4. Why have so many middle westerners settled in certain areas of the state?
5. What problems are the result of Mexican immigration?
6. Discuss the effect of each of the above racial groups on labor.
7. What problems have come with the "Dust Bowl" migrants?
8. What are some of the reasons for the present labor difficulties?

#### Part E

#### Education and Cultural Development in California

1. Discuss the elementary and secondary school system of the state.
2. Why has the junior college spread so widely? What universities serve the state?
3. What is California's education rank among the states?
4. What important California writers can you name? What are some of their works?
5. Have any well known artists or musicians come from this state?

## Part F

Identify or define the following in connection with the reading:

1. Wells Fargo
2. C. P. Huntington
3. Butterfield
4. John Swett
5. Dennis Kearney
6. Southern Pacific
7. E. B. Crocker
8. Theodore Judah
9. Leland Stanford
10. Luther Burbank

## References:

John Walton Caughey, California, Ch. XXV, XXVII-XXXII.

Robert Glass Cleland, A History of California, The American Period, Ch. XXIV-XXVI, XXIX.

Robert Glass Cleland and Osgood Hardy, March of Industry.

Federal Writers' Project, California, pp. 27-32.

A. A. Gray, History of California, Ch. XX, XXI, XXIII, XXX, XXXVI.

Rockwell D. Hunt, California and Californians, Vol. II, Ch. XLV.

Rockwell D. Hunt and Nellie Van de Grift Sanchez, A Short History of California, Ch. XXXV, XXXVIII, XLIII, XLIV.

Oscar Lewis, The Big Four.

Henry K. Norton, The Story of California, Ch. XXIII-XXX.

George H. Tinkham, California Men and Events, Ch. XVII, XVIII.

## UNIT VII

## DEVELOPMENT OF A TOPIC OF PERSONAL INTEREST

## Aims

1. To develop skill in finding material outside text books.
2. To learn to satisfy a personal interest.
3. To interest others in material you have organized.
4. To develop skill in organizing material.
5. To develop a life-long interest in the history of the states.

## Presentation of the Unit

The work of this unit will be approached in a manner different from that of the others. Previously you have been building a background of general history of the state upon which to base your individual interests since the objective of this course is to develop a lasting interest in local history. The important trends the class has been following are clearly outlined and fairly well known. California has a rich and romantic past, but people who made this history are fast dying and very little has been done to collect their stories and data and to preserve them for the future.

This unit plans for the student to choose phases of historical interest and develop them as he wishes. Several topics are listed and a few suggestions made as to how each may be developed. Some references are given to help the

student get started, but no attempt is made to have him follow any specific method of organization. The usual text books may be consulted for a general idea of the topic. After these have been read, most of the additional references will be drawn from the school, city, and state libraries. It is the student's responsibility to find the material. Books from the state library can be requested through the school.

After a student has developed his topic to his satisfaction he is expected to report to the class and leave a record for future use. Each member of the class will take notes and make important facts of each discussion a part of his general knowledge. In talking to the class the teacher should suggest that human interest items, and not statistical detail, be stressed. The important thing is for the student to read widely along a line of particular interest and then formulate conclusions from the diverging accounts he has read.

A list of topics and a few suggestions as to the treatment of each follows. It should be understood no student is compelled to follow the suggestions nor to choose any of the topics given. If a student has another method he prefers to follow or a special interest he wishes to develop he is privileged to do so after discussing it with the teacher.

Topic 1. From Mexico to California by Sea

- a. What geographic conditions made the sea route so difficult?



- b. What noteworthy expedition opened the route?
- c. A comparison of the difficulties of the land and sea routes.
- d. Some interesting voyages that were made.
- e. A map showing early explorations.
- f. Present day use of the same routes.

References:

Herbert E. Bolton, Outpost of Empire, Ch. V.

Spanish Exploration in the Southwest, Ch. I.

Robert Glass Cleland, Pathfinders, Ch. I & III.

Clarence Henry Haring, Trade and Navigation Between Spain and the Indies, Ch. IX, XI, XII.

Henry R. Wagner, Spanish Voyages to the Northwest Coast of America in the Sixteenth Century, Ch. I, IV, IX, X.

Topic 2. The Manila Galleon

- a. Description of the construction and equipment of the galleon.
- b. What was the purpose of the galleon?
- c. What difficulties accompanied the voyages?
- d. Trace the principal galleon routes on a map of the world.
- e. Why and how was the trade with Manila restricted?
- f. What was the relation of the galleon to California history?
- g. What difficulties faced the ships?



## References:

Robert Glass Cleland, Pathfinders, Ch. III.

Clarence Henry Haring, Trade and Navigation Between Spain  
And the Indies, Ch. III.

Irving B. Richman, California Under Spain and Mexico.

## Topic 3. Roaming Padres

- a. What orders of friars worked in the new world and what territory did each cover?
- b. How were the religious orders organized to carry out their work?
- c. Read about the travels of such men as Kino, Salvatierra, Serra, Crespi, and Gomez.
- d. What value would you place on the work of each?
- e. Map the chief explorations of each.

## References:

Herbert Eugene Bolton, Fray Juan Crespi.

The Padres on Horseback.

Outpost of Empire.

Rim of Christendom.

Irving B. Richman, California Under Spain and Mexico, Ch. IV.

## Topic 4. The Search for Anian

- a. How did the search for the Strait of Anian (the Northwest Passage) influence exploration? Discuss this from the viewpoint of all nations concerned.

- b. Evaluate such a passage to each of the nations concerned.
- c. Read the stories of some of the attempts to locate the passage.
- d. Read the story of Amundsen's passage through the Northwest Passage.
- e. Discuss America's solution to the problem and its influence on her foreign policy today.

References:

Roald Amundsen, The Northwest Passage.

Herbert Howe Bancroft, Chronicles of the Builders, Vol. I.

Herbert E. Bolton, Spanish Explorations in the Southwest, Ch. I.

Topic 5. The California Indians

- a. How numerous were they?
- b. Study their culture as shown by their dwellings, clothing, food, arms, etc.
- c. Compare their legends with those of the other Indians of the United States and Mexico.
- d. How did the Missions influence the Indians?
- e. What has been the Indian policy in California under the United States?
- f. What is the present status of the Indian in this state?

References:

Galen Clark, Indians of the Yosemite Valley.

Constance Goddard DuBois, Condition of the Mission Indians in Southern California.

Tirey L. Ford, Dawn and the Dons, Ch. VII.

Rockwell D. Hunt, California and the Californians, Vol. I, Ch. XIV, Vol. II, Ch. XXXI.

Katharine B. Judson, Myths and Legends of California in the Old Southwest.

Alfred K. Kroeber, Handbook of the Indians of California.

Warren K. Moorehead, The American Indians in the United States.

#### Topic 6. The Mission System

- a. What was the place of the state and the church in the mission system?
- b. Under what orders and in what countries did it spread?
- c. Locate the missions of California on a map.
- d. Show how a mission met all the needs of a small agricultural village.
- e. How efficient do you consider the missions to have been in California? How did this compare with other parts of the world?
- f. What brought about secularization and how was it accomplished?
- g. Be prepared to discuss restoration of the missions.

#### References:

Byron J. Clinch, California and its Missions.

Alberta J. Denis, Spanish Alta California, Ch. VII-XII.

Zoeth Skinner Eldredge, The Beginnings of San Francisco.

Fray T. Zephyrin Engelhardt, Mission San Carlos Borromeo.

Mrs. A. S. C. Forbes, Mission Tales in the Days of the Dons.

Earl R. Forrest, Missions and Pueblos of the Old Southwest.

Helen Hunt Jackson, Glimpses of California and the Missions.

George Wharton James, The Old Franciscan Missions of California.

Fray Francisco Palou, New California.

#### Topic 7. The Rancheros

- a. What was the basis for land grants by Spanish and Mexicans?
- b. What type of life developed on the ranchos?
- c. Discuss the economic system of the ranchos.
- d. Interesting incidents in the lives of some of the rancheros.
- e. What descendants of the Mexican rancheros are to be found in the state today?
- f. Make a list of words and expressions now commonly used in the state that have been carried over from this period.

#### References:

Horace Bell, On the Old West Coast, Ch. I and II.

Alberta J. Denis, Spanish Alta California, Ch. XXXIX.

Ana Begue de Packman, Early California Hospitality.

Firey L. Ford, Dawn and The Dons, Ch. XI-XIII.

Rockwell D. Kent, California and Californians, Vol. 1, Ch. XXXI.



## Topic 8. "Boston Men"

- a. Why were the American traders called "Boston men"?
- b. What cargo was profitable on the California coast?
- c. How was trade conducted on these voyages?
- d. Discuss the lives and importance of several of the better known merchants.
- e. How did these people feel toward the Bear Flag revolt and the American conquest?
- f. What part did these men play in the history of the state after the American conquest?

## References:

Robert Glass Cleland, Pathfinders, Ch. IX.

Richard Henry Dana, Two Years Before the Mast.

William Heath Davis, Sixty Years in California.

Irving B. Richman, California Under Spain and Mexico, Ch.X.

Josiah Royce, California, Ch. I.

Ruben Lukens Underhill, From Cowhides to Golden Fleece.

## Topic 9. Fur Traders and Explorers

- a. Discuss the importance of the fur trade among the industries of the state.
- b. Map the important rivers and rendezvous of the fur traders in the western half of the continent.
- c. What was the relation of the fur trader to exploration?
- d. What part did the Hudson's Bay Company play in the history of California?



- e. Read of the travels of such men as Jedediah Smith, The Patties, Caleb Greenwood.
- f. How important is the production of furs in western United States today?

References:

- Robert Glass Cleland, Pathfinders, Ch. X-XI.
- Hiram Martin Chittenden, The American Fur Trade of the Far West, Ch. XVII.
- C. P. Cutten, "The Humboldt Bay Region," Society of California Pioneers Quarterly, Mar. 1932.
- Zoeth Skinner Eldredge, History of California, Vol. II, Ch. VIII.
- Rockwell D. Hunt, California and Californians, Vol. I, Ch. XXIX.
- Charles Kelly, Old Greenwood.
- Edwin L. Sabin, Kit Carson Days.
- Maurice Sullivan, The Travels of Jedediah Smith.

Topic 10. Blue Eyed Rancheros

- a. Give the names and places of settlement of the most prominent foreigners who obtained land before the American occupation.
- b. How were they received by the Mexican people?
- c. What influence have they had upon the history of the state?
- d. What prominent people in the state today are descendents of these pioneer families?
- e. Locate towns like Gilroy and Chico which grew out of settlements made by these people.

## References:

John Bidwell, Echoes of the Past.

Robert Glass Cleland, Pathfinders.

Zoeth Skinner Eldredge, Beginnings of San Francisco, Ch. XII.

Rockwell D. Hunt, California and Californians.

George Dunlap Lyman, John Marsh, Pioneer.

Pearson Barton Reading, "Journal", Society of California  
Pioneers Quarterly, September 1930.

## Topic 11. The Russians in California

- a. What brought the Russians to California?
- b. Describe the settlement at Fort Ross
- c. What was the attitude of the Mexicans toward the Russians? How did this later influence Sacramento?
- d. Why was the settlement abandoned?
- e. What was the relation between Fort Ross and Sutter's Fort?
- f. Read the story of Rezanov and Dona Concepcion.

## References:

Gertrude Atherton, Rezanov.

California Historical Society, "Russians in California",  
September, 1933.

Hector Chevigny, Lost Empire.

Alberta J. Denis, Spanish Alta California, Ch. XXXV, XXXVII.

Rockwell D. Hunt, California and Californians, Vol. I, Ch. X,  
XXV.

Irving B. Richman, California Under Spain and Mexico, Ch. IX, X.

Topic 12. Sutter and New Helvetia

- a. Tell the story of Sutter's life.
- b. Describe the fort in detail.
- c. Collect interesting incidents about people and events which center around the fort.
- d. How was the fort related to American occupation?
- e. What is your opinion of Sutter as a man?
- f. In what ways was Sutter's Fort the forerunner of modern industrial California?

References:

John Bidwell, Echoes of the Past.

Edwin Bryant, What I Saw in California.

Walter Colton, Three Years in California.

Owen Coy, Gold Days.

Julian Dana, Sutter of California.

Zoeth Skinner Eldredge, The Beginnings of San Francisco.

Edwin G. Gudde, Sutter's Own Story.

T. J. Schoonover, The Life and Times of General John A. Sutter.

James Peter Zollinger, Sutter, The Man and His Empire.

Christing Krysto, "The Romance of Sacramento," Store News, Weinstock, Lubin Co., April 20, 1922, April 27, 1923, September 17, 1923, September 24, 1923, February 4, 1924.

Irvin Engler, "Romance of John Sutter," Sacramento, What Cheer, April, 1927, May, 1927, June 1927, August 1927, September 1927

Winfield J. Davis, "Some Unwritten History, Sacramento in Embryo," Themis, May 26, 1889, June 23, 1889, October 5, 1889, November 9, 1889, November 23, 1889, November 30, 1889, January 18, 1890, March 8, 1890.

Topic 13. John C. Fremont and His Work in California

- a. Read a good biography of Fremont.
- b. What do you think of Fremont's training as a pathfinder?
- c. What appears to be Fremont's connection with the Bear Flag Revolt?
- d. How do you explain Fremont's lack of popularity in California?
- e. Discuss Fremont as a mine operator.

References:

Herbert Bashford and Harr Wagner, A Man Unafraid.

Robert Glass Cleland, Pathfinders, Ch. XIII.

Frederick Samuel Dellenbaugh, Fremont and '49.

Cardinal Goodwin, John Charles Fremont.

Allan Nevins, Fremont.

Irving B. Richman, California Under Spain and Mexico. Ch. XV.

Josiah Royce, California, Ch. II.

Topic 14. The Bear Flag Revolt

- a. Explain the numerous revolutions in California under Mexican rule.
- b. Discuss the Graham affair.
- c. Make a graph of the population elements as shown by the first American census.
- d. How extensive among Californians was the movements favoring American rule?
- e. Describe the Bear Flag Revolt.



- f. Harry Peterson, former curator at Sutter's Fort, once said he thought M. G. Vallejo was sympathetic toward, if not a silent organizer of, the Bear Flag Revolt. Can you find anything to substantiate this belief?
- g. What was the effect of the revolt upon the American conquest?

References:

Herbert Bashford and Harr Wagner, A Man Unafraid.

Philip Baldwin Bekeart, "Flags That Have Flown Over California," Society California Pioneers Quarterly, March, 1929.

Frederick Samuel Dellenbaugh, Fremont and '49.

Cardinal Goodwin, John Charles Fremont.

Irving B. Richman, California Under Spain and Mexico, Ch. XV.

Josiah Royce, California, Ch. II.

Topic 15. Life in the Gold Rush Days

- a. Describe a typical mining camp.
- b. What kind of people came to California during the gold rush?
- c. Describe the social life of the time.
- d. Discuss the health conditions of the camps.
- e. Discuss the economic status of the time.
- f. What words and expressions in use today owe their origin to the mining days?

References:

J. D. Borehwick, The Gold Hunters.

Franklin Augustus Buck, A Yankee Trader in the Gold Rush.



- Enos Christman, One Man's Gold.
- Louise A. K. S. Clappe, The Letters of Dame Shirley.
- Owen Coy, Gold Days .
- Josiah Royce, California, Ch. III.
- Charles Howard Shinn, Mining Camps.
- John Louis Stillman, Mother Lode.
- George H. Tinkham, California Men and Events.

Topic 16. Overland by Conestoga

- a. Map the most used trails to California.
- b. What dangers faced the emigrant in crossing the plains?
- c. What provisions were made for social and judicial organizations on the journey?
- d. What supplies and equipment were needed for a well outfitted family?
- e. Read one of the day by day journals of an overland trip.

References:

- Valeska Bari, Course of Empire, Ch. IV, V, IX.
- John Bidwell, Overland to California.
- Arthur H. Bierber, Southern Trails to California .
- Owen Coy, The Great Trek.
- Alonzo Delano, Across the Plains and Among the Diggings .
- John G. Ellenbecker, The Jayhawkers of Death Valley .
- Archer Butler Hulbert, Forty Niners .
- Sarah Royce, A Frontier Lady .

Topic 17. To California By Water

- a. What water routes were used in reaching California?
- b. What were the advantages and disadvantages of each?
- c. How did this journey compare with the overland trip?
- d. What efforts were made to improve these ways of reaching California?
- e. Read the diaries of some of these "around the Horn" voyagers.

References:

George H. Baker, "Records of a California Journey," Society of California Pioneer Quarterly, Dec. 1930.

Hubert Howe Bancroft, California Inter Pocula, Ch. VI-VIII.

Valeska Bari, Course of Empire.

Charles S. Blake, "An Early Day California Letter," Society of California Pioneer Quarterly, Mar. 1930.

Enos Christman, One Man's Gold.

John M. Cushing, "From New York to San Francisco Via the Isthmus of Panama," Society of California Pioneer Quarterly, Oct. 1929.

Rockwell D. Hunt, Oxcart to Airplane.

Topic 18. The Donner Party

- a. Discuss the personnel and equipment of the Donner party.
- b. What strengths and weaknesses were revealed in the early part of their journey?
- c. What was the Hastings' cut-off and how did it affect them?

- d. What caused the party to be snowbound?
- e. Read the story of their winter camp.
- f. How did the people of the state help the party?
- g. What lessons in American democracy can be learned from this party?

References:

Mrs. Julia Altrocchi, Snow Covered Wagons.

Zoeth Skinner Eldredge, History of California, Vol. III, 120-250.

Eliza P. Houghton, The Expedition of the Donner Party.

Rockwell D. Hunt, California and Californians, Vol. II, Ch.XII.

Charles Fayette McGlashan, History of the Donner Party.

George R. Stewart, Ordeal by Hunger.

J. Quinn Thornton, Oregon and California in 1848 .

Topic 19. The Struggle for Law and Order

- a. What system of law existed between the signing of the Treaty of Guadalupe Hidalgo and the adoption of the constitution?
- b. Why was California never organized as a territory?
- c. How did the situation in 1848 differ from that in 1849?
- d. What laws governed the filing of mining claims?
- e. What was miner's law?
- f. What was the work of the vigilante committees?
- g. What are the present problems in law enforcement in the state?

## References:

Valeska Bari, Course of Empire, Ch. XI, XV, XVI.

Walter Noble Burns, The Robin Hood of El Dorado.

Stanton Arthur Coblents, Villian and Vigilantes.

George C. Gorham, "Pioneer Days in California" Society California Pioneers Quarterly, Sept. 1928.

Joseph Henry Jackson, Tintypes in Gold.

Josiah Royce, California, Ch. III-V.

George H. Tinkham, Californian Men and Events, Ch. XI, XII.

## Topic 20. Making the First Constitution

- a. How was California governed between 1846 and 1848?
- b. Why was the state never a territory?
- c. Describe the organization of the popular movement for a state constitution.
- d. Discuss the personnel of the Constitutional Convention.
- e. What were the major problems to be solved?
- f. What national problem was created by the request for California's admission? How were they solved?
- g. What major revisions have been made in the state constitution since 1850?
- h. What is the present problem in that regard?

## References:

Peter H. Burnett, Recollections of an Old Pioneer.

George C. Gorham, "Pioneer Days in California", Society of California Pioneers Quarterly, Sept. 1938.



Rockwell D. Hunt, California and Californians. Vol. II,  
Ch. XVIII.

Josiah Royce, California, Ch. III.

Samuel S. Willey, The Transition Period of California.

Topic 21. Building the Central Pacific Railroad

- a. What methods of trans-continental communication and transportation preceded the railroad?
- b. How was the construction of a trans-continental railroad related to the national issues of the time?
- c. To what extent had railroads been built within the state before completion of the trans-continental line?
- d. Discuss the problem involved in building the road.
- e. Read biographies of the men most prominent in the work.

References:

George T. Clark, Leland Stanford.

Stuart Daggett, History of the Southern Pacific.

Zoeth Skinner Eldredge, History of California, Vol. IV, Ch. VI.

Robert Lardin Fulton, Epic of the Overland.

Oscar Lewis, The Big Four.

Topic 22. Transportation and Communication

- a. Discuss the need for adequate transportation and communication.
- b. Outline the story of the Pony Express.



- c. What was the relation of the various express companies to development of the state?
- d. Read about the building of the trans-continental telegraph lines.
- e. What part did the stage coach play in the growth of the state?

#### References:

- Capt. William Banning and George Henry Banning, Six Horses.  
Ralph P. Bieber, Southern Trails to California.  
Arthur Chapman, The Pony Express.  
Roscoe Howard Driggs, The Pony Express Goes Through.  
Alvin F. Harlow, Old Waybills.  
Rockwell D. Hunt, Oxcart to Airplane.  
Neill Compton Wilson, Treasure Express.  
Oscar Osburn Winther, Express and Stagecoach Days in California.

#### Topic 23. Dress and Fashions

- a. What kind of clothing did the California Indian wear before the missionaries came?
- b. Describe mission clothing.
- c. What styles are considered typical of the Spanish Californians?
- d. Did the clothing of the emigrants fit their needs?
- e. Was California affected by the hoop skirt and bustle?

## References:

- Hubert Howe Bancroft, California Pastoral, Ch. XII.
- Frank W. Blackmar, Spanish Institutions of the Southwest.
- Owen Coy, Pictorial History of California.
- Margaret G. Mackey and Louise P. Sooy, Early California Costumes.

## Topic 24. Literature in California

- a. Did Spanish California produce any worthwhile literature?
- b. How did such men as Bret Harte and Mark Twain reflect their time? Were there any women writers of note in this period?
- c. What California newspapers and newspaper writers are worth knowing about?
- d. Read from the works of California's better poets.
- e. What novelists may be considered Californians?
- f. Is there anything in California conducive to good literature?
- g. How have the movies affected literature in the state?

## References:

- Aubrey Drury, California: An Intimate Guide.
- Jerome A. Hart, In Our Secret Century.
- Rockwell D. Hunt, California and the Californians, Vol. II, Ch. XLVI .
- Edwin Markham, Songs and Stories.
- Ella Sterling Mighels, Literary California .

Ella Sterling (Cummins) Mighels, The Story of the Files.

Franklin Wacker, San Francisco's Literary Frontier.

Topic 25. The Fine Arts in California.

- a. To what extent were the fine arts developed by the Indians?
- b. Discuss mission art and architecture.
- c. How did the gold rush influence the fine arts?
- d. Name several Californians well known in the musical world.
- e. What California artists are important enough to know about?
- f. How has the state influenced the theater?

References:

Federal Writers Project, California.

Mary Gordon Halway, Art of the Old World in New Spain.

Ada Hanifan, "Arts and Artists" (From The Wasp . Dec. 20-27, 1924).

News Notes of California Librarians (Reprints From), Art and Music in California.

Bruce Porter and Others, Art in California.

Topic 26. Irrigation and Reclamation.

- a. How extensive has irrigation been developed in California?
- b. What crops need irrigation? Could California be an agricultural state without it?
- c. Why should California also need reclamation projects?

- d. Make a spot map showing the principal reclamation and irrigation projects in the state.
- e. Study Boulder Dam and the Central Valley Project.

References:

- A. D. Foote, Redemption of the Great Valley of California.
- Zoeth Skinner Eldredge, History of California, Vol. V, .  
301-318.
- Rockwell D. Hunt, California and Californians, Vol. II, Ch.  
XXXIX.
- Elwood Mead, Irrigation Institutions, Ch. IX.

Topic 27. The Comstock Lode

- a. What and where is the Comstock Lode?
- b. What was its relation to Sacramento and San Francisco?
- c. Tell of the production of the lode.
- e. Recall some of the stories of Virginia City.
- f. Read of such men as Mackey, Fair, and Flood.

References:

- Carl Burgess Glasscock, A Golden Highway.
- George Dunlap Lyman, Ralston's Ring.  
The Saga of the Comstock Lode.
- John Louis Stillman, Mother Lode.



Topic 28. Building San Francisco

- a. Describe Yerba Buena.
- b. How was the building of San Francisco different from that of the average city?
- c. Read stories of early San Francisco life.
- d. Who were some of the residents of Nob Hill? Why should they be remembered?
- e. What was the result of the earthquake and fire of 1906?
- f. What landmarks of early San Francisco are left?

References:

Herbert Eugene Bolton, Outpost of Empire.

Julian Dana, The Man Who Built San Francisco.

Charles Caldwell Dobie, San Francisco, A Pageant.

Zoeth Skinner Eldredge, Beginnings of San Francisco.

Allen Stanley Lane, Emperor Norton, The Mad Monarch of America.

Oscar Lewis and Carroll D. Hall, Bonanza Inn.

Benjamin E. Lloyd, Lights and Shades in San Francisco.

George Dunlap Lyman, Ralston's Ring.

Amelia Ransome Neville, The Fantastic City.

Cecil Gage Felton, William Chapman Ralston, Courageous Builder.

Topic 29. Historic Spots in California

- a. Visit and read about several of the more than 100 landmarks that are listed by the Sacramento Chamber of Commerce.
- b. What reminders of Spanish and Mexican days remain?



- c. Read about some historic spot that has a particular personal appeal.
- d. Make a scrap book of historic spots.
- e. What organizations are interested in the location and preservation of historical places?

References:

Edna Bryan Buckbee, The Saga of Old Tuolumne.

Aubrey Drury, California: An Intimate Guide.

Carl Burgess Glasscock, A Golden Highway.

Hildegarde Hawthorne, Romantic Cities of California.

Mildred Brook Hoover, Historic Spots in California.

Elmer R. King, Handbook of Historic Landmarks of California.

Hero Eugene Rensch and Ethel Grace, Historic Spots in California.

Robert Wells Ritchie, The Hell-Roarin' Forty Niners.

Topic 30. Schools and Education

- a. What provisions were made for education under Spanish and Mexican rule?
- b. The first school in Sacramento was an open air one opened by John Bidwell inside Sutter's Fort. Was it effective?
- c. How did education fare during the gold rush days?
- d. Tell the story of higher education.
- e. What is the present organization of education in California?

## References:

- Hubert Howe Bancroft, California Pastoral, Ch. XVI.
- Federal Writers Project, California.
- Elmer H. Steffelback and Alfred E. Lentz, Handbook of Facts Concerning California Public Schools.
- John Swett, History of Public School System.
- George H. Tinkham, California Men and Events.

## Topic 31. Labor and/or Immigration

- a. How efficient was Indian labor in the Spanish era?
- b. What was the labor problem during the mining period?
- c. Discuss the Chinese problem.
- d. What has been the objection to the Japanese?
- e. What has been the result of Mexican immigration?
- f. Is the present migrant labor problem new to the state? What are some of the possible solutions to this problem?
- g. What is the union labor problem in the state today?

## References:

- Ira B. Cross, History of the Labor Movement in California.
- William T. Cross and Dorothy E. Cross, Newcomers and Nomads in California.
- Lucile Eaves, A History of California Labor Legislation.
- Carey McWilliams, Factories in the Field.
- Frederick L. Ryan, Industrial Relations in the San Francisco Building Trades.

### Topic 32. Squatterism and Land Titles

- a. Discuss Spanish and Mexican land grants.
- b. What were the provisions of the Treaty of Guadalupe Hidalgo in reference to land titles?
- c. Read of the work of the United States Land Commission.
- d. What justification did the squatters of Sacramento and San Francisco have for their fight?
- e. Read of the squatter riots in Sacramento.

#### References:

- Hubert Howe Bancroft, California Inter Pocula.
- E. Palmer Conner, The Romance of the Ranchos.
- Myrtle Garrison, Romance and History of California Ranchos.
- Hon. William W. Morrow, Spanish and Mexican Private Land Grants.
- G. Walter Reed, History of Sacramento County, Ch. X.
- William W. Robinson, Ranchos Become Cities.
- Thompson and West, History of Sacramento County.

### Topic 33. Little Biographies

Pupils who like to know about individuals may wish to choose several persons whose names are known in California history and study their lives. They probably will want to know about their

- a. Parentage
- b. Education and early life
- c. Why they came to California

d. Their importance to the state.

References:

Hubert Howe Bancroft, Chronicles of the Builders.

B. C. Forbes, Men Who Are Making the West.

C. C. Goodwin, As I Remember Them.

George Wharton James, Heroes of California.

Rockwell D. Hunt, California and Californians.

Oscar C. Shuck, Men of the Pacific.

Frank Soules, John H. Gibon, and James Nisbet, The Annals.  
of San Francisco.

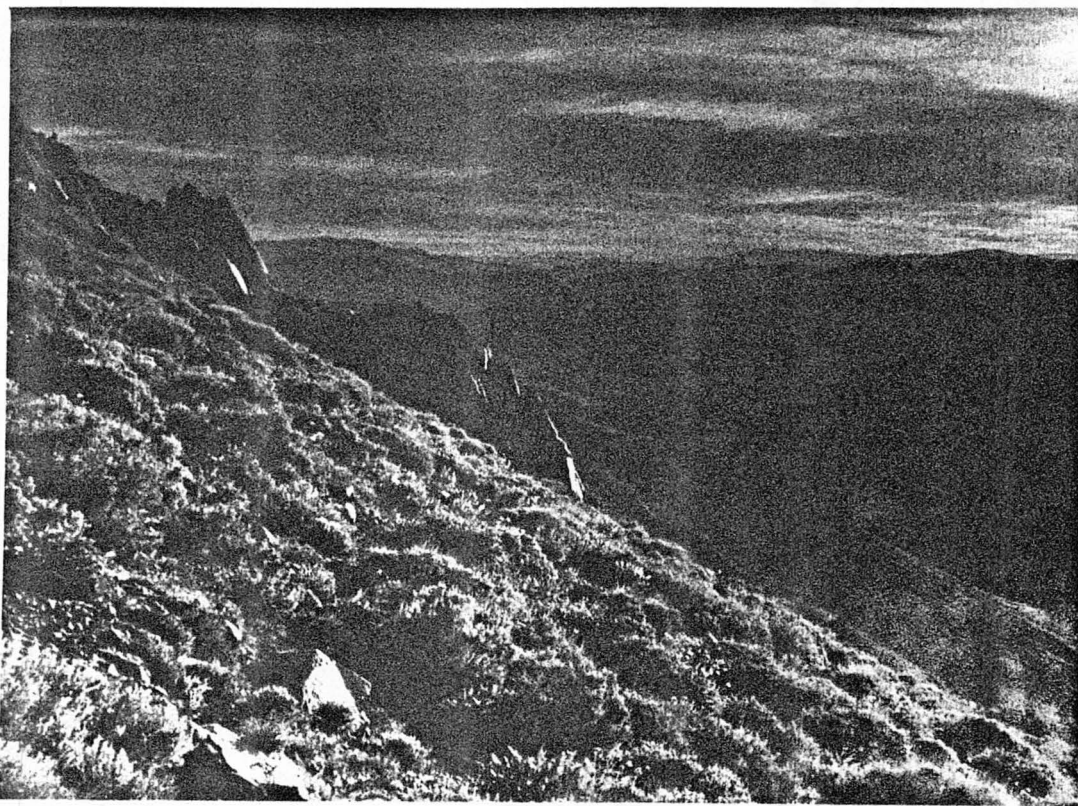


## APPENDIX

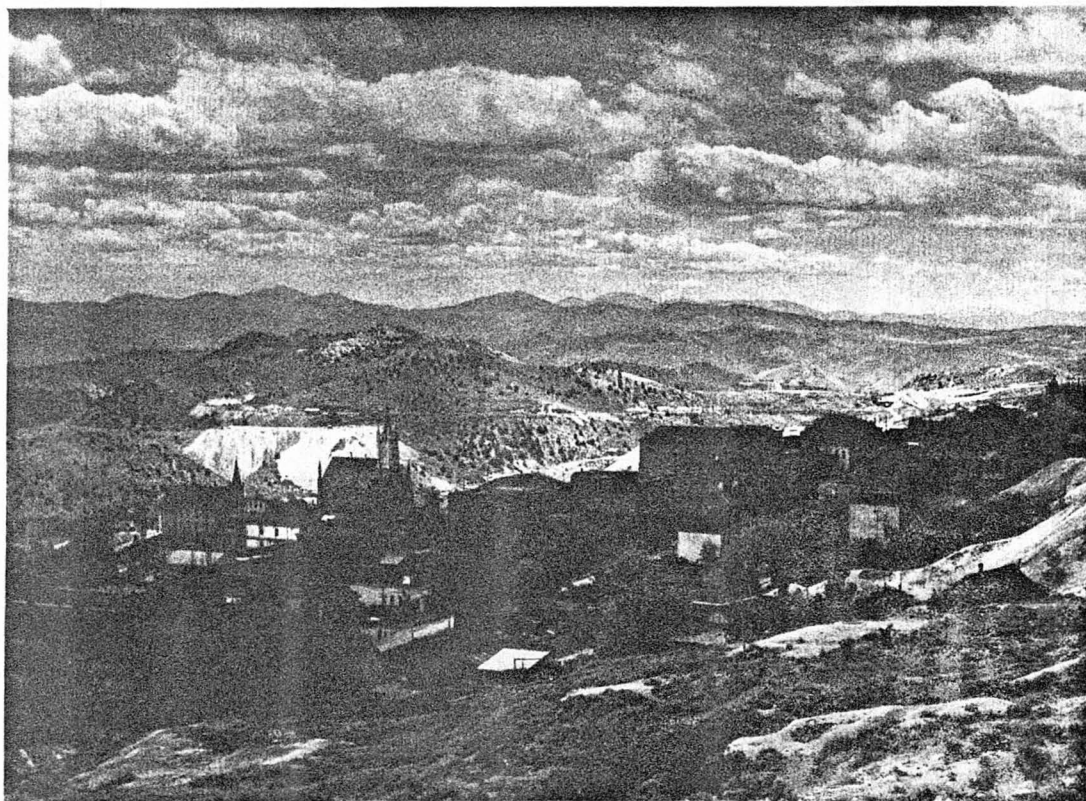
This appendix contains a few suggestions for arousing interest in historical material. There are many other methods that might be used.

## PART A

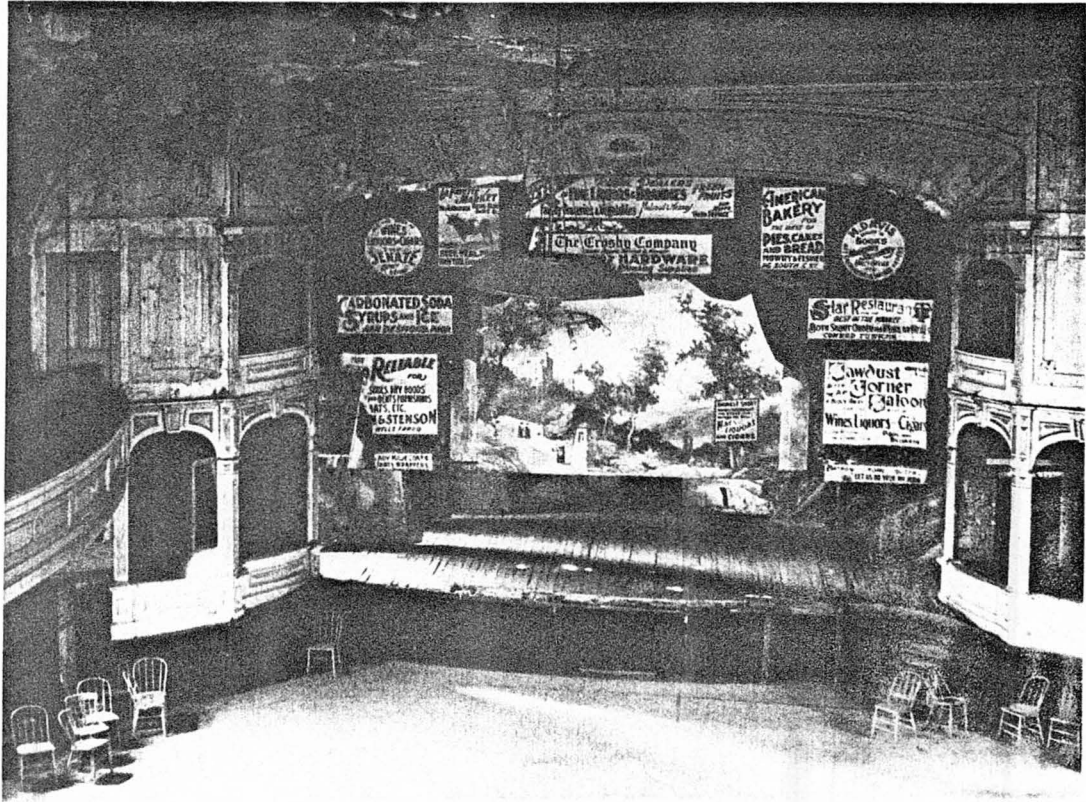
Organization of a "Know Your State" club which would visit land marks and make an historical study is one such method. Such material can be handled as collections of photographs, making of scrap books, or reading detailed accounts of events which occurred at the places mentioned. (The pictures of Virginia City are included because of the relation of the Comstock Lode to Sacramento, and because of the close interest of the writer in the place and the boy who did the photographic work.)



Near Virginia City



Overlooking Virginia City

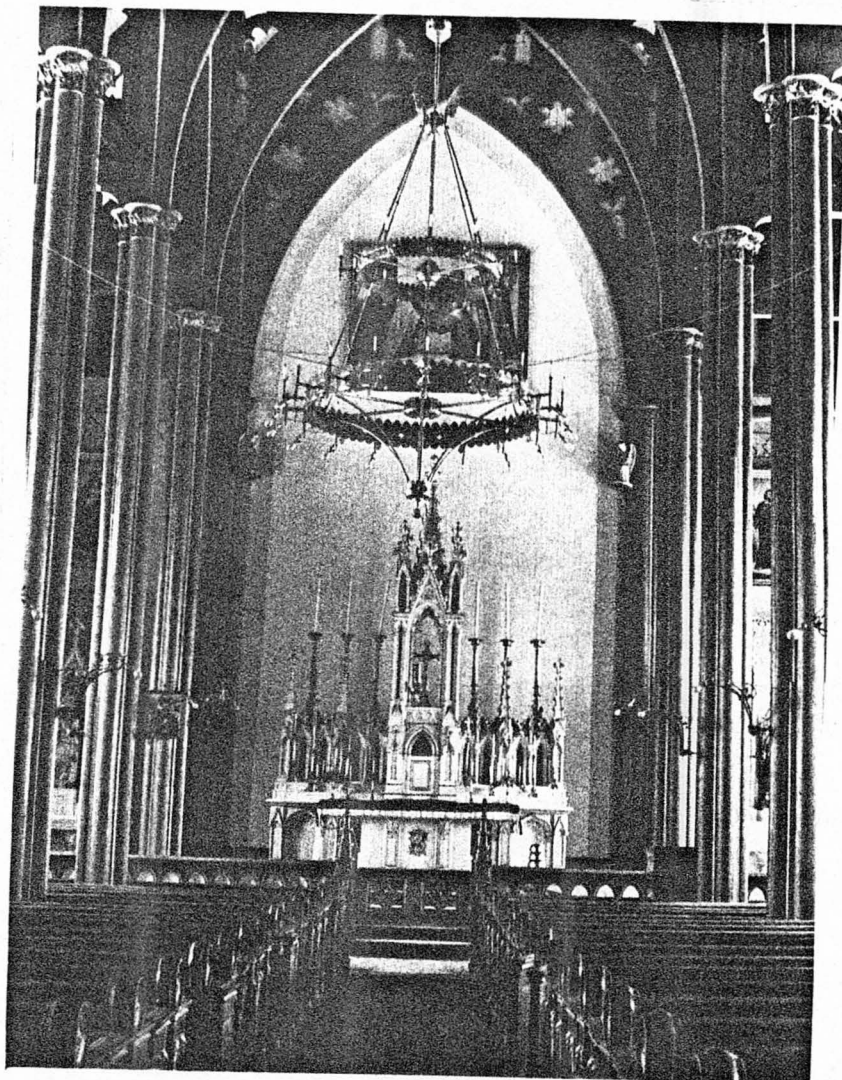


Pieper's Opera House - Virginia City



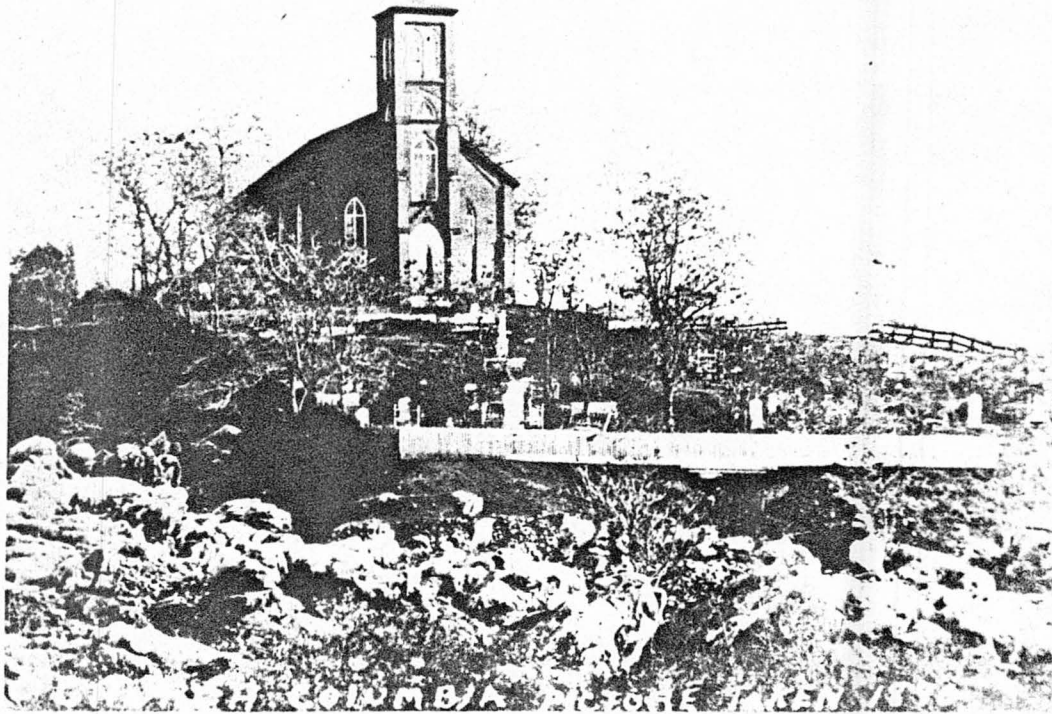


Entrance to Sutro's Tunnel

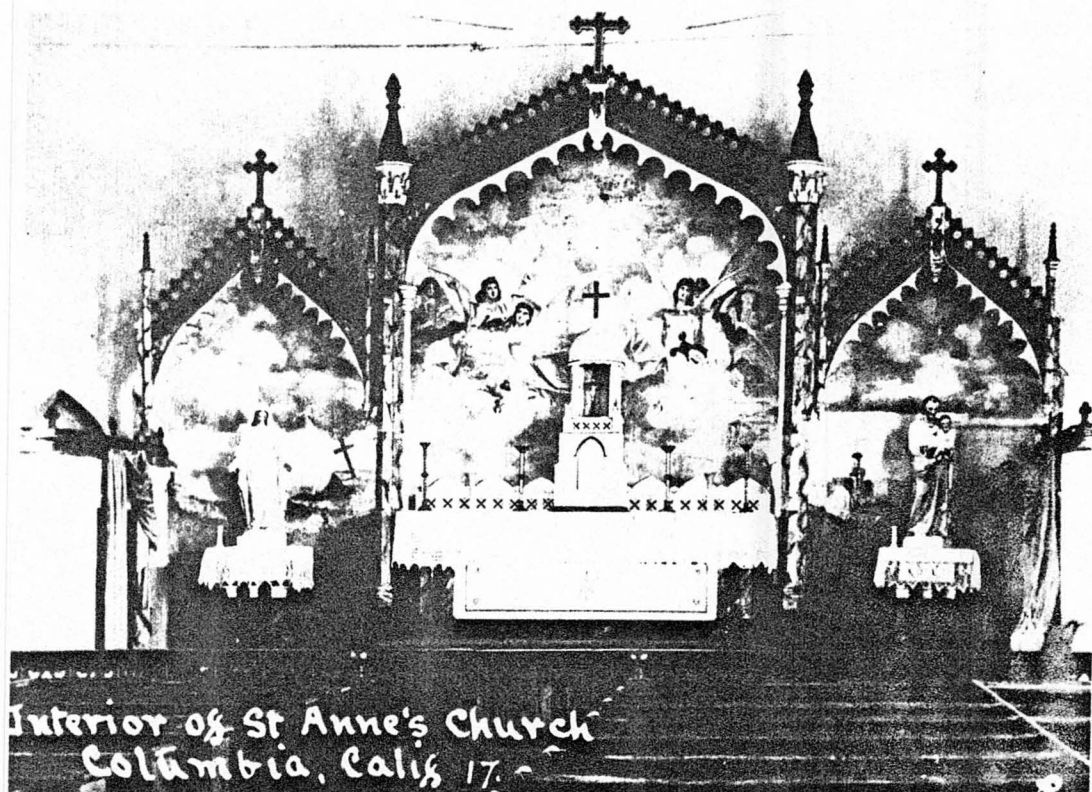


Interior - St. Mary's of the Mountains

St. Mary's Church was built with funds furnished largely by John Mackey. The cathedral at Sacramento was also heavily financed from the same source. Bishop Manogue, first Sacramento bishop, had been a miner in Virginia City before he was ordained.

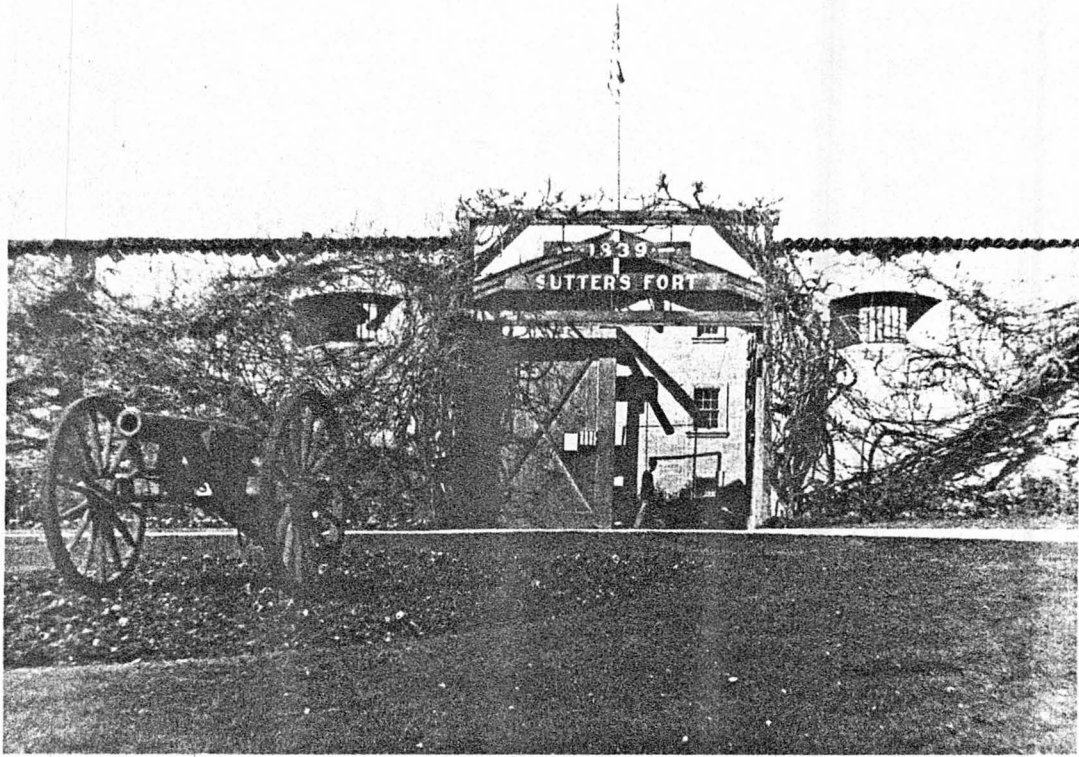


St. Ann's Church, Columbia



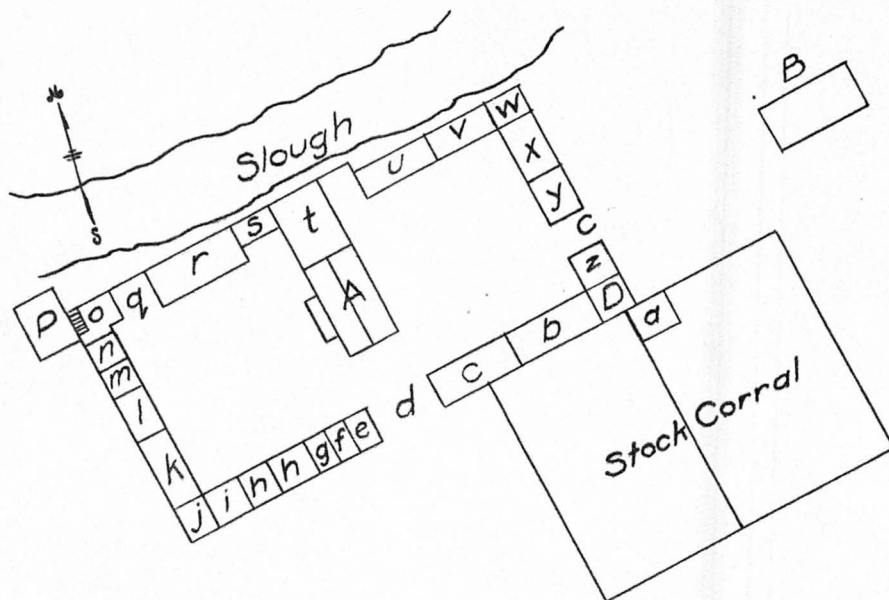
Interior of St. Ann's Church





Sutter's Fort, Sacramento





#### Ground Plan of Sutter's Fort

- a. Bastion. Lower story used as a prison for incorrigibles. Entered from Room D. Guns were mounted before 1844 and removed to the yard in 1846. Then the room was used as a storeroom for old iron, etc.
- D. Wholly dark when door was closed. Opened only by or under instructions of Sutter. Used as a storeroom.
- b. Before 1848 a workshop for making wagons. In 1848 it was rented to Peter Slater who occupied it until 1849.
- c. Used by Sutter as a general store room. No one allowed to enter. Fitted as a billiard room and rented to White who occupied it until the fort was abandoned as a business location late in 1849.

- d. South gate. 18 ft. wide, double, 10 ft. high.  
Soldier in uniform always on guard.
- e. Sutter's private sleeping apartment. Seldom visited except by Sutter and those in charge.
- f. Sutter's private kitchen and sitting room. In charge of Sutter's best cook.
- g. Private office. Kept his books and did most of his business here.
- h. Headquarters for his body guard. Seven to ten used as a body guard, the rest to scour the country and bring in Indians accused of crime.
- i. Blacksmith shop.
- j. Coal bin. 1847-1850 used as a shop. Sold to Ephraim Fairchild with 20 ft. of ground in front of the room.
- k. Storehouse for wheat in bulk. 1848 rented to James Cary for a boarding house.
- l. 1842-1848 fitted up as a bedroom for a German friend named Unkenberger.
- m. First used as a blacksmith shop. Afterwards a boarding house for men working at the mill.
- n. First used as a storeroom for tools. Later as a boarding house.
- o. Entrance to north-west bastion. Later as a flour mill.
- p. Bastion. Guns removed in 1846. In 1847 the floor was removed and it was used as a storage for hay.

- q. Open space. Pickett killed White Horse in quarrel over this space.
- r. Distillery.
- s. Tool house.
- t. Temporary structure erected in 1847-1848 for convenience of immigrants. Called Kyburz annex.
- u. Store house for miners.
- v. Hensley, Reading and Company Store.
- w. C. E. Picket used it as a store.
- x, y, z. Family rooms kept for the use of immigrants.
- A. Main building.
- B. Brannan's store. Later turned into a hospital.
- C. East gate.

Taken from 'photostatic' copy of Thems. May  
25, 1889 - Mar. 9, 1890

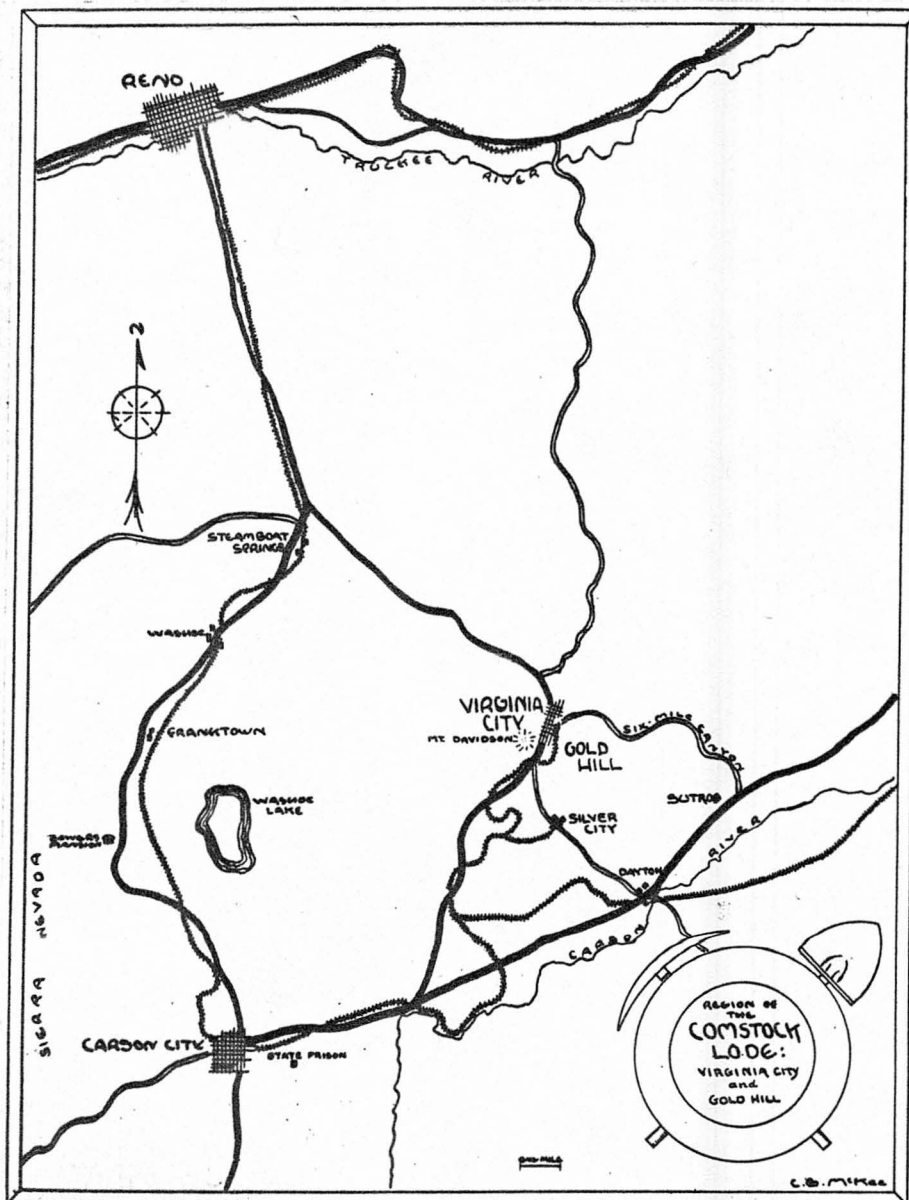
## PART B

A student with a camera and a hobby of photography can bring much unusual material into class. The picture below is photographed from an old book which is out of print. The state library has many such books and permission to photograph can be obtained.



PALACE HOTEL,  
SAN FRANCISCO,  
A. D. SHARON, Lessee.

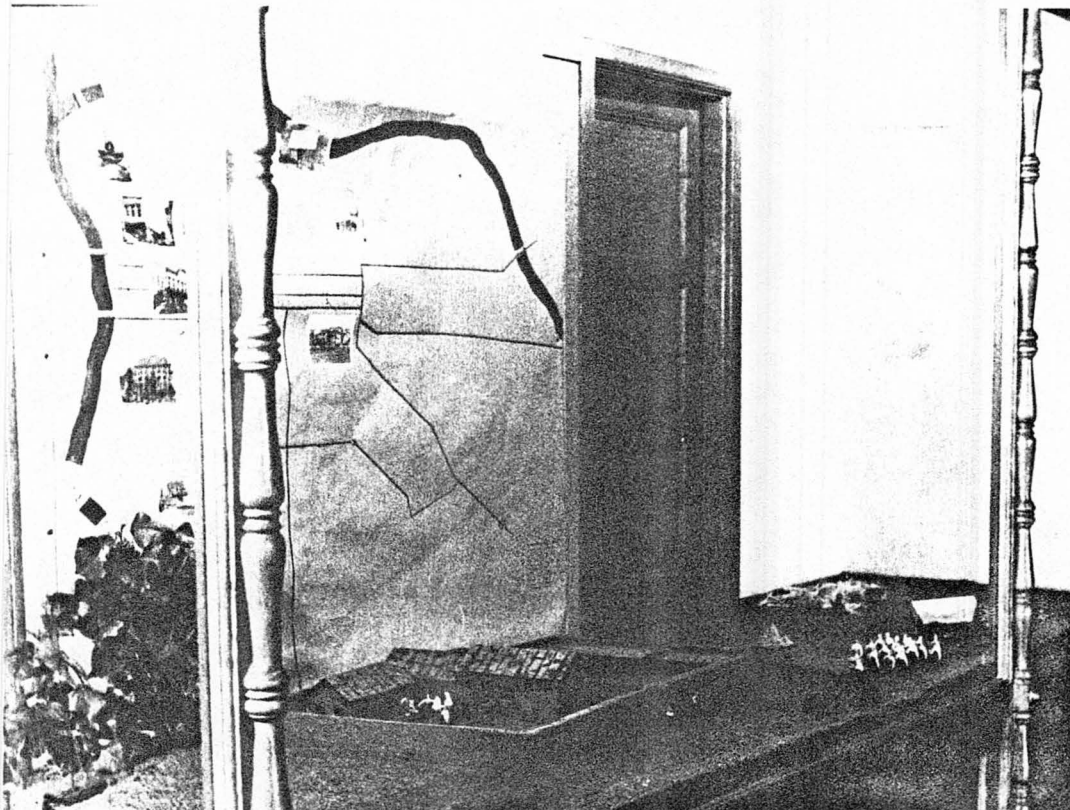




This map was drawn by a drafting student who was interested in history and was then photographed.

## PART C

A school's show windows can be used to create interest in class work. The window below was so used at C. K. McClatchy Senior High School



The model of the fort was made from a plan drawn to scale by the drafting class. The work was done by the metal class. The figures were made and dressed by a mixed group interested in history. It was not class work. The pictures on the map of Sacramento City, shown in the background, were taken by two students interested in photography, and the map was drawn to scale by the drafting class. The window was arranged by students.

## PART D

Sometimes a school can sponsor a related project which involves more pupils than a history class. The picture shown below is from such a project. It is the first two pages of a book published by the students of C. K. McClatchy Senior



JOHANN AUGUST SUTTER

# I Knew SUTTER

By HEINRICH LIENHARD

Translated from the Original German by Students  
of German at C. K. McClatchy Senior High School

THE NUGGET PRESS  
SACRAMENTO, CALIFORNIA  
1939

High School. Photostatic copies of an untranslated German manuscript were obtained from the state library. These were translated by students of the German class and the English was improved and the proof read by the senior composition class. The illustrations were by a student in the art class. Historical details were checked by history students and the book printed and bound by the printing class. A similar project involving a Spanish manuscript has been handled by the Spanish club and printed this year. Both books have been in great demand.

## PART E

LIFE OF JOHN A. SUTTER

Johann Augustus Suter was a Swiss immigrant who was born in the village of Kandern in the Grand Duchy of Baden February 23, 1803. His father and grandfather were paper-makers. His mother was the daughter of a clergyman. There was nothing particularly outstanding about the childhood of young Johann. He went to a Swiss school until he was 14 and some say to a military academy for four years.

Upon graduation he worked as a clerk for a book publisher. He detested the smell of glue and the monotony of cutting and sorting paper, but since he had married Anna Dubelt when he was 20 he had to stick to his glue pots. The young wife had a home and a small income but even two small incomes were not enough for the rapidly growing family of three sons and a daughter, Johann Augustus Jr., Anna Elisa, Emil Victor and William Alphonse.

Some historians say Suter joined the reserve corps of the Swiss army and later served as a captain in the Swiss Guard. Zollinger says he had no military training. Whether he did or not, the legend of Swiss military service followed him throughout life. But this we do know; neither book binding nor army paid enough to support his family and Suter found the burdens of debt added to his dislike of work and the call of adventure.

Tales of the wealth of western America were carried even



to Switzerland. Land, millions of acres of rich, level land were to be had for the taking, an empire for a man with vision and strength. Johann Suter at 31 had both strength and vision. There was nothing ahead in Switzerland but debts and work -- work which had no reward beyond the bare necessities of life. So he put his family in care of his younger brother and, leaving his debts behind, sailed for the United States.

Johann Augustus Suter landed at New York July 1834 and almost at once became John A. Sutter. A few weeks in New York convinced him the east coast held no adventure and the tales of "land to be had" were tales of the west, so Sutter started west. While crossing the Atlantic Sutter had made the acquaintance of two Frenchmen and two Germans. These five journeyed to St. Louis. Sutter spoke French and German fluently and was rapidly learning English, so had no difficulty getting work as a clerk. As he sold groceries that winter he listened to the Santa Fe Traders. They were prosperous fellows who told of the wealth of the Santa Fe trade and the sunshine of New Mexico.

In the spring Sutter and one German friend moved to Independence, Missouri, from where the caravans rolled out on the long trip across the plains. The two men bought wagons, mules, oxen, supplies and trade goods. They did not have sufficient money to equip completely, but Sutter's St. Louis employer guaranteed payment of the balance. John Sutter never seemed to have trouble getting credit whenever he needed it.

The trip to Santa Fe was uneventful. The traders did not sell all their goods at Santa Fe, so moved north to Taos. There, a French-Canadian named Popian told Sutter about the wonderfully fertile land to the west which never knew snow or ice -- California, the land of sunshine.

For three years Sutter went back and forth to Santa Fe, but he never forgot the stories Popian had told him of California. In the spring of 1838 Sutter organized a party of eight -- two Germans, two Americans and three Belgians and himself -- to go to California. They were advised to go by Oregon. The party used horses and pack animals only, traveling light and fast and depending mostly upon game for food. Captain Tripp of the American Fur Company was one of the Americans who accompanied Sutter as far as the Wind River rendezvous. On the way Sutter saw buffalo for the first time. Once a vast herd nearly trampled the camp of the little band and the thunder remained with Sutter the rest of his life.

It took the party 41 days to reach Fort Laramie, where they bought supplies for the balance of the journey. More days passed before they reached the Wind River rendezvous. Hundreds of fur traders met there each year to exchange furs and buy supplies. Almost the first person Sutter met was Kit Carson. Carson had a captive Indian boy whom he sold to Sutter for a \$100 beaver-order on the Hudson's Bay Company. The order was worth \$130, but Sutter did not know that.

After a few days' rest the little party moved on, seven white men and an Indian boy, for Captain Tripp stayed at Wind River. When the party reached Fort Hall on the Snake River Francis Ermatinger, in charge of the Hudson's Bay post, persuaded Sutter not to turn south here over what afterwards became the California trail, but to continue to Vancouver and then go south by boat. Winter was not far off, and the trip was dangerous, so the men followed Ermatinger's advice and proceeded west. On October 3rd, 1838, after travelling six months, they reached Fort Vancouver and were warmly welcomed by James Douglas, the Hudson's Bay Company agent.

Much to Sutter's disgust no vessel was sailing for California until spring, and the lateness of the season made an overland journey impossible. But a Hudson's Bay Company vessel was ready to sail for the Sandwich Islands (the early name for Hawaii) and from there vessels sailed frequently to California, or so Douglas said.

Late in October Sutter, the Indian boy and one of the Germans sailed. Sutter's five companions decided to remain at Fort Vancouver for the winter.

At the Sandwich Islands Sutter again was disappointed. A vessel had sailed for California just six hours before he arrived. No one knew when another would leave. Three or four months, perhaps. Sutter was invited to be the guest of the agent of the Hudson's Bay Company as long as he stayed in the islands. Wherever he went John Sutter was always well liked

because he was very enthusiastic, could tell a good story and was a good listener. He enjoyed parties and dinners and liked to dance. But after three months, Sutter was mad with impatience. California was waiting and he must get there.

An unchartered vessel, the English bark *Clementine*, was lying in the harbor. Sutter interested several merchants in a trading venture. The vessel was chartered and loaded. Two men, French and Sutter, sailed in charge of the cargo. French was to return the vessel while Sutter stayed in California. Besides the trade articles Sutter bought three small cannons to tame the wilderness. A second German joined the expedition and Sutter hired ten Kanakas to go with him. A friend gave Sutter a huge white bulldog. In April the *Clementine* sailed, not for California, but for Sitka, Alaska. The Russians were more apt to welcome traders than the Mexicans.

Governor Ivan Kouprianoff welcomed Sutter, for he was pleased with Sutter's cargo. Fruits, sugar, molasses, salt and oil were much needed in far away Sitka. The officers spoke French so Sutter enjoyed himself. While in Sitka Sutter was a guest. He was amazed at the equipment of the place. Cannons and muskets, four fire engines, a two thousand volume library in five languages, linen and silver, all the luxuries of civilization out here on the edge of the wilderness. And a fabulous fortune in furs was stacked about the place. It was just such an empire as this that Sutter would carve from the wilderness of California.



The bark remained in Sitka for six weeks, and three fourths of her cargo was sold at a good profit. The vessel was loaded with goods which would appeal to the Californians, and Governor Koupreanoff traced a copy of a map which showed the entrance to San Francisco Bay.

John A. Sutter once more set off for California and on July 1, 1839, the Clementine entered the harbor of Yerba Buena. The Bolivar, which Sutter had missed by six hours, still lay at anchor. The Mexican authorities rowed out to the Clementine and told Sutter he could not land as Yerba Buena was not a port of entry. He would have to go to Monterey for a permit. Pleading poor weather and aided by three American merchants Sutter obtained permission to stay 48 hours to make repairs. The Kanakas, the two Germans and the bulldog were left at Yerba Buena while Sutter went on to Monterey.

The Clementine fired a salute to the fort as she entered Monterey harbor. This was returned by the Mexicans. Customs officials boarded the ship, and their first request was for powder. They had used their entire supply in returning the salute. Alvarado had just been appointed governor. These were troublesome times in California. Native Californians were angry because Mexico had sent convicts as soldiers. The native Californians also resented having governors sent from Mexico. Many foreigners who had come into California in recent years were urging revolution. Alvarado, a native Californian, was temporarily in office. Fortunately Alvarado knew French,

having bought guns from him in 1836. Because of Alvarado's friendship with French, and letters from James Douglas in Vancouver, friends in Hawaii, Koupreanoff in Sitka and from the Americans in Yerba Buena, Sutter was well received. Sutter told Alvarado he had come with a small party to build a colony somewhere in the interior valley.

Alvarado advised Sutter to announce his intentions of becoming a Mexican citizen, then to go inland and pick out any piece of land that struck his fancy. At the end of a year he should return for his naturalization papers and his grant. Alvarado was glad to do this. Indians from the great central valley were raiding the ranchos. Besides his uncle, General Vallejo, at Sonoma needed watching, and Sutter would be a good friend for Alvarado to have in the north. So Sutter returned to Yerba Buena to prepare for the last leg of his five year journey.

Sutter chartered two small schooners, the Isabel and the Nicolas, and bought a four oared pinnace. A half dozen recruits joined Sutter and all Yerba Buena came to see the expedition set out, crazy fools on an errand doomed to failure. It was August 9, 1839.

On the way Sutter stopped at the rancho of Don Ignacio Martinez and arranged to purchase horses, mules, sheep and cattle and to pay for them in beaver skins and produce since he had no money. It took the party eight days to find the Sacramento River. No one in Yerba Buena had been able to

tell them where the mouth of the river was.

When they reached a spot about twelve miles south of the present city of Sacramento, they found two hundred warriors lined up on the river banks. Through an interpreter Sutter offered them presents and work if they were loyal and good Indians. A boy, Homo Bono, left the crowd and joined Sutter to serve as interpreter for years. When the boats reached the junction of the American and Sacramento Rivers, Sutter founded his New Helvetia and unloaded his supplies. But the Yerba Buena recruits did not share Sutter's enthusiasm and refused to stay; so only three white men, eight Kanaka men and two Kanaka women, one Indian boy and a large bulldog remained to build an empire.

Two miles from the juncture of the two rivers there was a small knoll. A creek large enough to carry Sutter's small boat flowed by it. On this knoll Sutter began his fort. He tied his boat to three cottonwood trees on the bank of the stream. The Kanakas built three grass huts and Sutter began his first adobe building. Many of the Indians in this neighborhood had been trained at Mission San Jose. They went to work making bricks and hacking a road to the river.

Once, before the first building was finished, while most of the men were at the Martinez Rancho after the cattle an Indian sneaked into the tent where Sutter slept and was about to plunge a knife into him when the large bulldog lunged. With a second lunge the dog ripped the jugular vein and the Indian

dropped to the floor.

That first winter it rained for days and days. Only the little knoll at Sutter's Fort stood above the water. For six weeks the boat could not go to Yerba Buena for supplies, and the little colony lived on meat. In April 1840 Sutter began the main building, but the walls and rooms were not finished until 1844. Early in 1840 eight white men joined him, and in August five of the men who had crossed the Rockies with him came to New Helvetia. From that time on all Americans who entered the Sacramento Valley made New Helvetia their headquarters. No one was ever refused food or shelter, and Sutter hired everyone who wanted work. His growing empire needed workers.

In the fall of 1841 the governor of Fort Ross, the Russian colony at Bodega Bay, came to New Helvetia and offered to sell him all the Russian possessions. There were many things Sutter needed. He got about 2000 cattle, 1000 horses, 50 mules, 250 sheep, some swine, several pieces of ordnance, many farming and mechanical implements, a small schooner, and all the buildings and land. The lumber, windows, and doors were brought to the fort to be used. Fort Ross boasted glass windows panes which were very rare in California at that time. Some of the doors had been made in Norway. One of the field pieces had been left by Napoleon on his retreat from Moscow, taken to Sitka and then to Fort Ross. This gun was mounted in the south east bastion and probably was used to fire the salute to the American flag on July 12, 1846. It is still in



the fort. All these things cost \$30,000 and were to be paid for in produce over a period of four years with a cash payment the last year. This purchase greatly strengthened Sutter's position. Now he could defy the Mexicans if the need arose. In the summer of 1841 Sutter went to Monterey and got his land grant from Alvarado, seventy square miles touching the Feather, American and Sacramento Rivers. He afterwards obtained four additional grants. In 1841 he built a house at Hock Farm, on the Feather River. He was indeed ruler of a small empire.

It is difficult to realize the extent of Sutter's operations. In his valley he was the law. He was entirely on his own resources. It sometimes took two years to get a letter to his family in Switzerland. The Americans in the valley looked to him for leadership and protection. There was always the threat the Mexicans would try to drive out the Americans. This was not to be wondered at, for after 1842 hundreds of immigrants were arriving each year. Sutter reserved rooms at the east end of the fort for their use.

Sutter's principal interest was his land. Sometimes he had two thousand people, largely Indians, working for him. Thousands of his cattle roamed the valley. Every year these must be rounded up and branded. In the matanza in midsummer thousands of these were killed. Hides were dried and fat rendered into tallow which was poured into holes in the ground to harden. Sometimes it was made into soap. The

growing empire needed many horses and mules. There were hundreds of sheep and pigs, as well as flocks of turkeys, ducks, geese and chickens.

The fields around the fort were marked off and cultivated in the fashion of the day. The California plow was a crooked stick with a flat iron for point and a pole for tongue. It did little more than scratch the ground. The first winter the land flooded. The next three were years of draught, so nature did not favor the new colony. Sutter managed to feed his men and send a little grain as payment on his Russian debt, but he was able to pay only a little of the total.

There were vast fields of wheat, corn, peas and barley. The grain was cut by hand. Over 500 Indians worked as a threshing crew. The scythes and sickles were very heavy. There were not enough of these to go around so they used butcher knives or crude knives made from barrel hoops. When cut the grain was thrown into eras. These were circular threshing floors with a low wall made of redwood brought from Bodega. Sutter was the only one around here to use these. Others used the hard ground. A herd of fifty mares were driven around in the eras until the grain was tromped out. Then on days where there was a slight wind the grain was cleaned by tossing it in the air with shovels and letting the dirt and chaff blow away. At first Sutter ground his grain and that of his neighbors in a small mill set up in

the north west corner of the fort. Sometimes this ran day and night. Later he built two mills near the river.

His gardens kept the fort supplied with fresh vegetables -- lettuce, peas, carrots, cabbage, parsnips, beans, melons and, of course, peppers. All these in abundance. The squaws cared for the gardens, and "long files of waterladen natives could be seen hour after hour in the summer months" as they carried water from the creek back of the fort. There were large orchards on the banks of the American and at Hock Farm. There also were vineyards, although wild grapes and berries, especially strawberries, were much used. Sutter fed his Indians mush made of the grains and the meat of the animals slaughtered. They were paid in his own coin, tin disks stamped with a star. A coin with one star represented one day's work, two stars two days' and so on. These could be exchanged at the storerooms for trade goods.

Furs and deer skins were another source of revenue. Sutter's hunters and trappers ranged the entire Sacramento valley and frequently came into conflict with the Hudson's Bay Company men. The rivers were full of salmon and sturgeon, so a profitable trade was set up with Abel Stearns in Yerba Buena. (There must have been plenty of smells around the fort in the summer. A stagnant pool, corral at the gate, drying hides, rancid tallow, home made soap, curing furs and drying fish. No wonder Sutter planted flowers along the walls of the buildings)

Nor was this all the industry. There was a tannery on the banks of the American, where good leather was made, and a flour mill at Brighton. Later one was built on the Natomas. Sutter built a profitable trade in bridles, saddles, pack saddles and traps. His blacksmiths made furniture, plows, and wagons, and his boats carried these down the river for sale. A hat factory and a blanket factory kept the Indian women busy and helped to pay debts.

This would seem to be more than one man could care for, but Sutter managed with the aid of a clerk. John Bidwell, George McKinstry and William Loker were his most trusted employees. He paid his men good wages and often sold them land from his grants.

In addition to all these activities he represented the law. He was a Mexican alcade. He married couples, visited the sick and buried the dead. Whenever he could he kept a doctor at the fort and took good care of his Indians. Sutter was stern with offenders, but always kind to the peaceful. He had 100 Indians trained as soldiers, 50 cavalry and 50 infantry. Day and night a guard was stationed at the gate of the fort, and the soldiers drilled for an hour each morning. They were very reliable. More than once Sutter found it necessary to use this guard to punish warring Indians who tried to raid the fort. The Spanish respected it, also. Once Sutter's men captured Raphero, a Mokelumne chief who had planned to attack and sack New Helvetia. He was sentenced to death and stood up before a rifle squad. Just as the



guns were pointed at his breast, a mule walked before the chief. Up went Raphero's bare foot and he kicked the beast. "Out of the way. A chief is about to die. He does not desire your companionship," he cried. Raphero's scalp was nailed above the gate to show all thieving Indians justice was swift at New Helvetia.

However, Sutter was not to live out his life as ruler of this vast empire. Events over which he had no control were threatening him. The disagreements between the Californians and Mexicans were becoming more serious. The relations between the Californians and the Americans in California were daily growing more strained. Many Americans had come into California. Various officials of the American government were having a good deal to say about what was happening both in California and in Mexico so the Mexican officials in both places were growing uneasy. Sutter had always looked forward to the time when California would become a part of the United States. He knew the dislike the Californians had for the Mexicans, and he felt sure that if nothing foolish were done California would some day rebel against Mexico and join the United States.

But there was one man who was not as patient as Sutter. He was John C. Fremont. Of French descent, Fremont was a son-in-law of Senator Thomas H. Benton, who was a very important man in the United States Senate. The senator believed in "manifest destiny". This was a phrase frequently heard in the halls of Congress. It meant the belief it was the mani-

fest destiny of the United States to extend some day from the Atlantic to the Pacific. It didn't much matter whether the land was got by war, settlement or purchase, or whether it was worth anything after it was acquired. Those senators were perfectly sure God had planned for the United States to grow that much. No one on earth need worry about how the United States acquired the land. Those were the fellows who shouted "Fifty four forty or fight" and "Remember the Alamo."

Senator Benton got Fremont a place in the United States army and soon he and a small party of United States army engineers, members of the Topographical Bureau, were in California. They had been sent out with Kit Carson, the best American scout, to map the Oregon trail so that immigrants wouldn't get lost on the way to Oregon. No one has ever been able to give a satisfactory explanation as to how this great scout and a party of engineers found themselves in Mexican territory so far from the Oregon trail.

When they arrived at Sutter's Fort in March 1844, they were badly in need of help. Two men were insane, all were ill and nearly starved. They had eaten their mules. In fact they told how good a roast skunk had tasted. Sutter gave them everything they needed, horses, mules, saddles, bridles, blankets, dried meat, even the grain he had been saving for seed. He charged them cost prices. In a few weeks Fremont left the fort feeling rather cold toward Sutter. He had accused three of his men of stealing sugar from him. When they were tried

before Sutter, they were found not guilty. This made Fremont angry, and he discharged the men. Then they went to work for Sutter. One of them was an excellent blacksmith, and good blacksmiths were very valuable in California.

In December 1845 Fremont returned to California. He didn't give a thorough explanation as to why he was here this time, but got all the supplies Sutter could let him have and moved south. About this same time a Mexican official offered Sutter \$100,000 for the Mission lands at San Jose. Sutter was entirely too strong to suit Mexico and that seemed the easiest way to get rid of him. But Sutter was not interested in a sale at any price. Fremont meanwhile had sauntered through the Santa Clara Valley without permission; and when difficulties arose with the officials, climbed Gavilan Peak and made faces at the California army. After several days, however, he came back to Sutter's Fort and finally started for Oregon.

After he had gone a messenger, Lieutenant Gillespie, rode hurriedly into Sutter's Fort and asked for Fremont. He said he had important dispatches from the United States government. Sutter gave him his favorite mule, worth \$300, and sent two men to help him find Fremont. The men ran into an Indian attack and were nearly killed, the mule was ruined and never paid for. But Gillespie found Fremont, whispered something in his ear, and Fremont turned back to Sacramento. No one knows what the message was that Gillespie carried or

who sent it. Gillespie had entered California by way of Sonora, so when he crossed Mexican territory he memorized his dispatches and burned them. No record in Washington, D.C. contains any mention of a dispatch sent to Fremont at this time. Fremont never told, and Gillespie was killed before any historian could question him.

Sutter did not like having Fremont around. Fremont had set up his camp near the Marysville Buttes. A great many American trappers and hunters, not settlers, had gathered around the Sutter's Fort and around Fremont. They were eager for excitement. They got it. A Mexican army officer, Lieutenant Arce, started to move 150 horses from the north side of San Francisco Bay to the south side. They could not cross the bay or the Strait of Carquinez because there wasn't a ferry boat in all California. They came north to Knights Landing, crossed the river and came down by Sutter's Fort and stayed all night, then went on about 15 miles toward the Consumnes River. A rumor reached Fremont's camp that the horses were to be used to drive the Americans out of California. Fremont, not wanting to use United States army men since the United States was not at war with Mexico, sent several drifters after the horses. They took the horses and also captured the officers.

Sutter was very angry over this and said so. Someone rushed to tell Captain Fremont what Captain Sutter had said, and the next day Fremont moved his camp down outside the walls



of Sutter's Fort. Then 33 men, led by Ezekiel Merritt, went to Sonoma. They took General Vallejo, who was the most important Mexican official in this part of the valley, his brother, his American brother-in-law and a Frenchman prisoners and brought them to Sutter's Fort where they were kept for weeks. Besides imprisoning Vallejo they captured the garrison. They had no flag. They did not dare act as Americans and admit Fremont was giving them orders although everyone suspected he was, so they made a flag out of a piece of a white cotton petticoat and a strip of red flannel. Using a brush made from the bristles of a pig's tail and some black ink William Todd painted a bear that much resembled a pig, then the words California Republic and the flag was made. Benjamin Ide wrote a constitution and a new nation was born -- all in about 18 hours.

Before a Mexican army could come from the south to do anything about the revolt, word came that war with Mexico had begun in Texas. Now Fremont and Sutter could act. Fremont left for Monterey to conquer the south and Sutter hoisted the American flag over Sutter's Fort on July 11, 1846.

The war in California did not last long, and Sutter's Fort did not see any action or great excitement.

From the time the war was over in 1846 until January 1848, there was only routine in the fort. Sutter prospered and many more Americans entered California. In fact there was so much building going on that Sutter needed a lumber mill, so he entered into partnership with James Marshall. Marshall was

in charge of construction and picked a site on the American River at Coloma. On the night of January 28 when the mill was partly finished Sutter was startled by a knock on his door. The door was flung back and James Marshall entered dripping wet. He was greatly excited. He showed Sutter some flakes of gold and told how he had found it in the mill race. The two men tested it by pounding, by weighing and with acid. They read about it in the encyclopedia. It was gold! Marshall returned to the mill that night, and Sutter went up in a couple of days. They spent five days exploring the river and found many signs of gold.

Sutter doesn't seem to have cared much for gold, but he did fear a gold rush and its effects upon his empire. He called his workers together, doubled their wages, then bound them to secrecy for six weeks. Then he summoned the natives and made a treaty granting a three years' lease on a piece of land some 12 miles square. He gave clothing and food in payment. When he returned to the fort he sent a messenger to Governor Mason in Monterey to have his Indian lease confirmed. The messenger was told to say nothing about gold, but when he reached Benicia he found the settlers all excited over coal at Mount Diablo, so he showed the gold nuggets he was taking to Governor Mason. That same day a Swiss teamster, Peter Wittmer, tried to buy some provisions at Brannon's store outside the fort, offering gold in payment. Smith, the store

clerk, could not believe it was gold, so they called Sutter to settle the argument. For the first time the people in the fort knew that gold had been discovered.

Strangely, the news did not spread very rapidly. Governor Mason refused to confirm Sutter's treaty with the Indians believing this was still Mexican territory as he did not know the treaty of peace with Mexico had been signed the day Sutter went to the mill. Anyway no one believed there was gold enough to be worth a fuss.

At first the mill workers washed out only a few dollars worth of gold, but even so, it was more than they were earning in wages. On March 15 a San Francisco paper mentioned that gold had been discovered above Sutter's Fort. Again in April an editor of the California Star made a trip up the valley, and upon his return wrote, "Great country. Fine climate. Visit this valley, we advise all who have not done so. See it now. Full-flowing streams, mighty timber, large crops, luxuriant clover, fragrant flowers, gold and silver". But when, in May, Sam Brannon rode down the streets of San Francisco with a bottle of gold in one hand and his hat in the other shouting, "Gold! Gold! Gold from the American River", his shout was heard 'round the world. During 1848 most of the mining was done by people already in California, but in 1849 the world began to arrive.

The story of the "Gold Days" with its lawless strife is too long and too well known to discuss here. What we want to

know is how it affected John Sutter. The discovery of gold ruined him. Dr. G. M. Sandels, a Swedish scientist, did not know how truly he spoke when he told Sutter his gold was in his lands. The mobs paid no attention to the rights of Sutter. They swarmed into his fort and made it their headquarters without asking his leave. They built houses on his land. His grain fields were pastures for their horses, and his gardens pathways over which they trod. But why walk? Sutter had horses and mules. At least, he had at first. If they were hungry they killed and ate his cattle, pigs and sheep. More than that, they sold them. One group of five men killed and sold \$60,000 worth of Sutter's beef in one winter and were never caught. Sutter had invested \$30,000 in a mill at Natomas and it lay idle. The \$10,000 lumber mill at Coloma sawed no logs. The Russians were threatening to foreclose on Sutter. He had mortgaged all his holdings when he bought Fort Ross. In desperation he tried keeping store to supply the miners.

But Sutter was a visionary, an empire builder, not a book-keeper. His first clerks had been honest, trustworthy men but his new employees sold things on credit and neglected to record the sales. They sold for cash and forgot to put the money in the cash drawer. They bought supplies for themselves and charged them to Sutter. Sutter knew nothing of this. In fact Sutter had to pay notes signed by his clerks which he had never seen before. It seemed the miners thought Sutter was a million-



aire because he had so much land. They thought no one man had any right to own so much, so they helped themselves to whatever they wanted.

There was one ray of sunshine in all this sorrow. In August 1848 John Sutter Jr. arrived at Sutter's Fort. With Peter Burnett, his father's legal adviser and soon to be governor of California, he put his shoulder to the wheel. He seemed to pay more attention to detail. He took over the books and began paying off the debts. The mill at Coloma was sold. The City of Sacramento and the town site of Sutterville were laid out and after certain blocks were donated to the city for parks, the lots were sold. Rooms were rented in Sutter's Fort for from \$100 to \$200 a month and the main building rented for \$500. At one time 1500 people lived in the fort and 300 slept in the upstairs room of the main building. The debts were finally all paid.

In April 1849 Sutter raised \$6000 in cash and sent Hienrich Lienhard to Switzerland to pay his debts there and bring Mrs. Sutter and the three younger children to California. In April 1849 Sutter left the fort and went to Hock Farm. This was farther from the gold fields, and his possessions were safer.

There was no law but miner's law in California. Governor Mason was a colonel in the United States Army, and he did not know what to do. Some people tried to follow Mexican law and more tried to make their own. The Congress at Washington was

very slow. They did not realize the situation. In July 1849 the Californians took matters into their own hands. They called a convention to meet at Monterey and drafted a constitution. Captain Sutter was a delegate, but declined the chairmanship. When the question of boundaries was discussed, Sutter proposed the present ones and they were accepted. By demand Sutter was the first delegate to sign the constitution. Without waiting for the constitution to be accepted by Congress or California to be admitted as a state the natives immediately elected a governor. The nomination was offered to Sutter but again he declined. His name was placed upon the ballot anyway. However, his unwillingness to serve was known and Peter Burnett became governor. This was very bad for Sutter for his next legal adviser was neither honest nor loyal.

Early in 1850 a Squatters' Association was formed in San Francisco. The purpose of this organization was to nullify Sutter's claims to his land. These people were the ones who had settled on his land without paying for it; they now claimed that it had never been his. In December 1851 Sutter's family arrived at Hock Farm and cheered him in his fight against the Squatters' Association. He spent over \$325,000 fighting their claims, and it was not until 1857 that the United States Land Commission made a decision on Sutter's claims. All his documents were pronounced legal and valid.

The squatters were furious. They appealed to the United States District Court of Northern California which in 1858 said, "These grants are perfect and legal in all respects". Again the squatters appealed, this time to the United States Supreme Court. This highest court confirmed the New Helvetia grant, but the other grants were declared invalid. This ruined Sutter. It was only with much effort that he saved Hock Farm.

Sutter's children did not stay with him very long. His oldest son married and went to Acapulco, Mexico, as the United States consul. Anna Elisa married a doctor and also went to Mexico. Emil Victor drifted away. William Alphonse married and soon afterwards died of wounds suffered in the Civil War. In 1865 the buildings at Hock Farm burned. So Sutter, his wife and his grandchildren left California, never to return.

A friend had told them of the good schools and the healing springs of Lititz, Pennsylvania. The people were Moravians -- honest, simple, quiet-loving folk. Sutter bought a home there and lived quietly. Each session for fourteen years he appeared before Congress to ask the members to right the wrong the courts had done him. Each session Congress failed to find time to consider the matter. In June 1880 General Sherman awakened him from his afternoon nap to tell him that again Congress had adjourned without finding time to pass his claim. "Next year," Sutter said, "next year they will surely--" and he fell back upon the bed. He was

buried in Lititz and the next year Anna joined him in death.

References:

Edwin Bryant, What I Saw in California

Walter Colton, Three Years in California

Julian Dana, Sutter of California

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Part F

Life in Sutter's Fort

by

Irene Clark

LIFE IN SUTTER'S FORT

EPISODE I LIFE IN THE FORT March 8, 1844

SCENE - The courtyard in early morning. The rising curtain shows much activity. The audience is given time to study what is happening before action begins. Indian women are at work around the cooking fires. Others are spinning, combing wool, and weaving. Indian men are lounging on the ground in front of the guard quarters; they have hoes, rakes, shovels, picks, traps, bridles, etc., evidence of many types of activity. Some of the Indians are playing the Indian game which is somewhat like "Button, button"<sup>1</sup> and is accompanied by a singsong chant. Besides the Indians there are two or three Kanakas, eight or ten white men, and two or three American women.

SUTTER: (enters from quarters with Homo Bono and tells one of the guards on the bench) Sound the drum.<sup>2</sup> (Indian sounds drum. The game stops, additional workers come through the gate, John Bidwell and George McKinstry<sup>3</sup> enter. McKinstry, note book in hand moves to Sutter's side)

<sup>1</sup> Edwin Bryant, What I Saw in California, 245.

<sup>2</sup> Julian Dana, Sutter of California, 138.

<sup>3</sup> T. J. Schoonover, The Life and Times of General John A. Sutter, 41.

SUTTER: I want to go over with you the work you are to do in the next few weeks. McKinstry, you make note of what each man is assigned.

McKINSTRY: Yes, Captain.

SUTTER: Jim Crow, you and your Kanakas are to check over and repair the baskets. How many will we need for the wild grapes this year?

JIM CROW: About 200, I think.

SUTTER: How many have we now?

JIM CROW: Perhaps 75 good ones.

SUTTER: Pick out 12 good basket makers and put them to work.  
(Jim Crow and two Kanakas go out) Ridley?

RIDLEY: (coming up) Yes, sir.

SUTTER: Are you ready to take the schooner down the river tomorrow morning?

RIDLEY: Almost, Captain.

SUTTER: What have you loaded?

RIDLEY: Forty-eight bridles, 16 saddles, and 50 blankets for Don Antonio Sonol, 30 bales of hides and 50 barrels of salmon for Abel Sternes at Yerba Buena and plenty of food for the journey.

SUTTER: Good. You're to pick up a load of iron, nails and powder to bring back. We are almost out.

RIDLEY: Very well, Captain. I should be back in two weeks.  
(Salutes and goes out)

SUTTER: (to four Indians) Laban, take 50 men and get these

gardens in shape. Hoe the weeds and get the ditches ready. Have you looked over your seeds?

LABAN: We are through weeding now. Turnips, onions, cabbage and carrots are planted. The ground is ready for beets, peas and potatoes. We'll prepare the hills for corn, beans, and melons next.

SUTTER: Good, Laban. (Laban goes out) Abraham, you get your men at work on that new shed for the chickens. We can't afford to lose as many as we did last year. See that it's skunk tight, too.

ABRAHAM: Yes, Captain. (Goes out)

SUTTER: Sholsia, get your men riding. I want an immediate report on the condition of all cattle and horses ranging more than five miles south on the Sacramento, and three miles east on the American.

SHOLSIA: Yes, Captain. Do you think we ought to take a look at those colts up above the Natomas?

SUTTER: Fine idea. And, Sholsia, better get up about 50 head to break for saddle stock.

SHOLSIA: Right away, Captain. (Goes out)

SUTTER: Chino, how are the lambs?

CHINO: Fine, Captain. There are 400 in the flock down by the landing, 250 over by the creek. The herders of the other two flocks haven't come in yet.

SUTTER: Send up and see how they are doing, Chino. And Chino, you had better move that last bunch of hogs about a mile further east.



CHINO: Yes, Sir.

SUTTER: Heath, I want a full report on the fields and orchards for the Russian agent. Give the number of acres of wheat, oats, and barley and the condition of each field. I want to know how many of those last fruit trees died. Have all the dead trees replaced. Oh, yes, plow that five acres south of the vineyard. I've got some new vines coming from the Santa Clara Mission.

HEATH: About 20 of those last trees are dead. We've started pulling them out and have enough new stock to replace them. I'll see about the plowing now. (Exits)

SUTTER: Martin, I want you to take Olel and Tomcha and go to Bodega Bay for redwood. We need two new threshing floors. Pay the Indians \$12 a month each and see that they get out first class lumber. Ridley will be ready to pick it up by the first of June.

MARTIN: Very well, sir.

SUTTER: And you, McCoon, take as many men as you need and scout the Sierra for good sound pine. Mark the trees and start getting them out. Now that the storms are over we can get started on the tannery and flour mill. With any kind of luck this summer we should send flour and hides enough down the river to pay the pesky Russians.

McCOON: I know about where we can get all the pine you need. Remember I told you about that grove up by Coloma? I'm sure it will do.

SUTTER: Better check it again. Then get your crews into it.

BRIANT: Captain Sutter, don't you need charcoal?

SUTTER: Why, yes. Where can we get it?

BRIANT: I don't think you remember me. My name is Briant. I believe I know an ideal place to make charcoal. About 30 miles up on the American there is some good timber where it is easily handled. I can make all the charcoal you need.

SUTTER: Very well. You make the charcoal and I'll buy it. Now what about you, Peter Lassen?

LASSEN: Doing fine, Captain. I'll have all that furniture ready for Ridley to take down to Don Antonio Sunol on his next trip.<sup>1</sup>

SUTTER: Good. When you are through with that you'd better make 12 chairs for Hock Farm. John, (turning to Bidwell) I want you to go up and take charge at Hock Farm. Get everything ready for the matanza in July. We want to get all the hides and tallow we can down to Yerba Buena for the Boston ships. Now, have Canuto bring Adam, Pasquale and Toiko in. (Gives John a key). While he is gone I'll talk to

<sup>1</sup> Julian Dana, Sutter of California, 154.

Reading here about his luck. (To McKinstry)

Have you kept up with us, George?

McKINSTRY: I'm even, Captain.

READING: As I told you by messenger, we've had rotten luck.

There were too many Hudson's Bay men at the headwaters. Captain Sutter, what can we do with them?

SUTTER: We're going to get those furs next season. Reading, I want you to pick out your 10 best men and prepare those pelts. Be especially careful and send down only the best. We'll build a reputation for excellent goods. How many men have you who can make traps?

READING: (half aloud) Tom, Frenchie, Jack....Three good ones, Captain.

SUTTER: Get them busy. Pick out six to fix packs. We're sending men from the American to the Oregon on both sides of the valley next year. That Hudson's Bay outfit will learn that this is John Sutter's land.

READING: What do you want the rest of my men to do?

SUTTER: Send them to dry salmon. Now I have to see the women. (Goes over to the loom) Hincoy, how many blankets you got ready?<sup>1</sup>

HINCOY: (counting on her fingers) 5-10-15-20. Twenty-three finished.

SUTTER: How many looms working?

<sup>1</sup> Julian Dana, Sutter of California, 155.

HINGCOY: (counting again) Nine.

SUTTER: How many hats?

HINGCOY: No good. The squaws are too slow. But they are working better now.

SUTTER: Keep them at it. We can sell all we make. (Goes to Right) (Bidwell, Canuto, Adam, Pasquale and Toiko enter)

BIDWELL: Here is Adam, Captain.<sup>1</sup>

SUTTER: What's all the trouble here?

BIDWELL: Pasquale says Adam stole a blanket from her.

SUTTER: How do you know Adam did it?

PASQUALE: Toiko found it on Adam's bed.

TOIKO: When Pasquale told me about the blanket I remembered seeing Adam outside the hut the night before. So I went to his hut and found the blanket on his bed.

SUTTER: Adam, is this true?

ADAM: But, Captain. I did not mean.....

SUTTER: Adam, did you steal Pasquale's blanket?

ADAM: Yes, Captain Sutter.

SUTTER: Canuto, you and Homo Bono take Adam out, bind him to a cannon and give him thirty lashes with a lariat. Then bring him back to me. (watches them leave)

CANUTO: Yes, sir. (Canuto, Homo Bono and Adam go out. Pasquale and Toiko follow. Sutter down left)

<sup>1</sup> T. J. Schoonover, The Life and Times of General John A. Sutter, 44.



BIDWELL: You wear yourself out with these Indians. Why don't you let us help you more?

SUTTER: Indians respect only the chief. They expect me to give the orders. (A young man and girl who have been sitting on a bench talking together and paying no attention, get up and approach Sutter. They are painfully shy)

GEORGE COOK: Captain, I ..... I .....

SUTTER: Well, George, what can I do for you?

COOK: We.....That is Rebecca and I want you to marry us.

SUTTER: So that's what all this stuttering is about? Of course I'll do it. When do you want to be married?

COOK: This evening, if it is convenient.

REBECCA KELSEY: George says you are a Mexican official and can marry folks legally.

SUTTER: I am a Mexican alcade and can marry you whenever you say.

GEORGE AND REBECCA: Thank you. We'll be ready right after supper.

SUTTER: That is one part of my work that I enjoy. (Two Indian boys enter, fighting over a shirt. It is about to be torn in two)

BOTH: It's mine. It's mine.

SUTTER: Stop. (To the first boy) How now. What is the matter with you?

FIRST BOY: He's got my shirt.

SECOND BOY: It is not his shirt. It's mine. .

SUTTER: Wait a minute. How do you know it is your shirt?

FIRST BOY: I know it is.

SUTTER: That's no answer. You, there, how do you know it is your shirt?

SECOND BOY: That brown spot there. It's stain from wild grapes. Remember when I gathered grapes last year?

SUTTER: Yes, I think I do. Did your shirt have a mark on it?

FIRST BOY: No, I don't think so.

SUTTER: Then this shirt might not be yours?

FIRST BOY: I guess so.

SUTTER: Here's your shirt. Now you both go and see if you can't find this fellow's shirt.

BOYS: We will (Adam has been brought back in) (Out right. Sutter follows to right)

CANUTO: Adam has been flogged, Captain.

SUTTER: Adam, now you know what happens to a thief at New Helvetia. The first time you steal you will be flogged. If you do it again you will be hanged. Do you understand?

ADAM: Yes, Captain, I won't steal again. (Fearfully)

SUTTER: John, take Adam to my quarters and put something on those cuts on his back. See that he has a good meal. Then meet me at the corrals. George, leave a record of the work on my table. Homo Bono, get

my spurs and quirt. (Sutter goes out, Adam, Homo Bono, and Bidwell go to Sutter's office. The Indian and American women go on with their work. The American women have been sewing)

FIRST AMERICAN WOMAN: A wedding in the fort tonight. That will be something to celebrate.

SECOND AMERICAN WOMAN: I've been expecting it. George and Rebecca have been together every minute they could be ever since we crossed the Humboldt.

THIRD AMERICAN WOMAN: I think it's splendid. George is a good boy and Rebecca hasn't any folks to depend upon since her father died on the way out.

SECOND AMERICAN WOMAN: A man as weak as he was shouldn't have started out. But I suppose he didn't realize how bad he was and thought he would find life easier out here.

FIRST AMERICAN WOMAN: Easier? What an idea. (laugh) But that's neither here nor there. If there's going to be a wedding tonight, I'm going to take these clothes down to the creek and wash them. I've got to have a clean dress to wear.

OTHER WOMEN: That's a good idea. Think we'll go, too.

(Gather up their clothes and start off when a noise is heard off stage) (Sutter enters with several Indians almost carrying two men, one an Indian scout and the other in military uniform. Both are ragged

and weary. The women turn back to see what all the excitement is about. McKinstry, Bidwell and Homo Bono hurry out of Sutter's office. Men run in from outside.)<sup>1</sup>

SUTTER: John, help. These men are sick. (Sutter and Bidwell help Fremont to the bench while the Indians help Carson.)

CARSON: We thought we'd never get here, John.

SUTTER: (looks at Carson, starts in surprise) Kit Carson! Why, I haven't seen you since the Wind River rendezvous.<sup>2</sup> What are you doing in California? What has happened?

CARSON: The Sierra almost got us. We have been fighting snow for weeks. Captain Sutter, this is Captain Fremont, of the United States Army.

SUTTER: I am sorry to see you like this, but thank God you were able to reach New Helvetia. The Sierra are impassable at this time of year. But we are wasting time. You must have food and care. John, George, have the Indians prepare food. We'll get these men into bed. (Bidwell goes over to the squaws at the fires and the women become active.)

<sup>1</sup> J. A. Sutter, The Life of John Augustus Sutter, 14.

<sup>2</sup> Julian Dana, Sutter of California, 22.



FREMONT: Wait, Mr. Sutter. You don't understand. I have....

SUTTER: Never mind the story. That can come later. We must take care of you first.

FREMONT: But Mr. Sutter, let me explain. Kit and I are not alone. We left my men back on the American. They're nearly starved and too weak to come on. Our horses are dead and we have eaten most of our mules. Can you send help?<sup>1</sup>

SUTTER: Certainly. George, tell Sholsia to get the packs on ten mules at once. John, take the flour from that Russian supply. Load peas and beans, dried salmon and dried beef. Get those blankets from Hincoy. Take clothing from the store room. Have Multe give you all the fresh vegetables she has on hand. Here are the keys. Get that train out of here in an hour.

FREMONT: Mr. Sutter, my party are United States Army engineers. We were mapping the Nevada country, ran short of supplies and couldn't get back across the Humboldt, so decided to try for the Sacramento. We've gone through hell. Our equipment is entirely gone. Can we outfit here?

SUTTER: I haven't a very large supply but I'll do the best I can. What do you have to have?

FREMONT: Eighty five or ninety horses, bridles and packs for the party, blankets, clothes, food, ammunition. I

<sup>1</sup> Julian Dana, Sutter of California, 156.

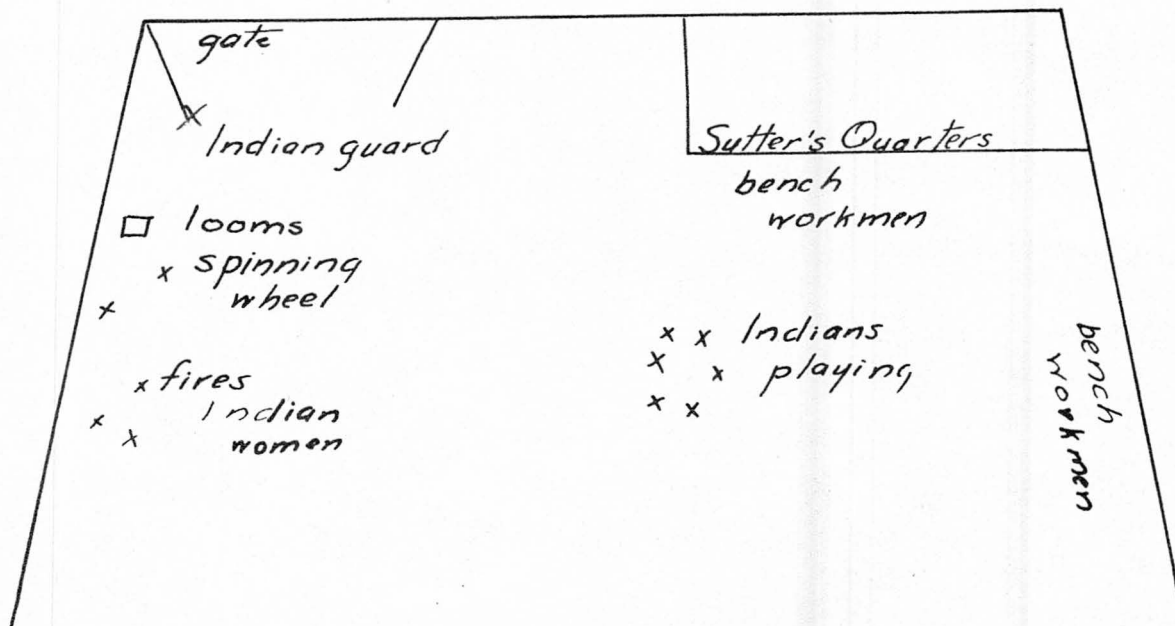
can pay for everything with orders on the Topographical Bureau.

SUTTER: You can have everything at cost. What I haven't on hand I'll get. George, send a man to catch Ridley. We'll have to bring a lot of this stuff from Yerba Buena. Start Sholsia out after horses and mules. You see to the food yourself.

FREMONT: The men will have to thank you for this. I can't.

SUTTER: Never mind that. I think we have done everything for your men that can be done now. You two had better get into bed. Multo, serve the food in my rooms. (The curtain closes with the Indians and Sutter helping Fremont and Carson into Sutter's rooms.)

(Diagram of Stage Set)



## EPISODE II      THE BEAR FLAG REVOLT      June 16, 1846

SCENE 1 -- The scene is the courtyard of the fort. The Indian guard is at the gate in late afternoon. The court shows the usual activities of the day. The Indian women are busy around the fires, looms and spinning wheel. One Indian works on a bridle, another a saddle, etc. Two American women are sitting on a bench by the main building sewing, several Indian guards are on a bench outside the guards quarters. Four American frontiersmen are squatting on their heels playing cards. Two or three more stand looking on. There is an air of subdued excitement. First one and then another looks toward the gate.

FIRST AMERICAN: (deals) Why do you suppose we don't hear from Merritt or Carson? Five days is a long time to go to Sonoma and back.

SECOND AMERICAN: Two days is plenty of time for Merritt and Carson to go to Sonoma and back, but you must remember that Merritt and Carson were not going alone.

THIRD AMERICAN: Why were they going to Sonoma anyway? I can't understand California politics.

SECOND AMERICAN: Who can? Especially since Fremont came back from Oregon.

FOURTH AMERICAN: If we only knew what Gillespie told Fremont.<sup>1</sup>

<sup>1</sup> H. H. Bancroft, History of California. V. 123

Personally, I don't like the way Merritt's crowd are running things. Taking those horses from Lieutenant Arce was no joke. I think it's sure to lead to trouble.

FIFTH AMERICAN: (onlooker) What difference does it make? War between the United States and Mexico is going to come sooner or later. It might as well start now. California must become American territory.

THIRD AMERICAN: I haven't been to Sonoma. I thought it was General Vallejo's home. What do Merritt and Carson want there?

(Homo Bono comes in the gate and hurries directly to Sutter's quarters)

SIXTH AMERICAN: (onlooker) There goes that Indian boy of Captain Sutter's into the Captain's quarters.

FIRST AMERICAN: He sure was in a big hurry. Maybe he has news.

FIFTH AMERICAN: We'll have to wait until he comes out. The Captain is in no mood to be interrupted. He doesn't like all Merritt's doings.

SECOND AMERICAN: Maybe he's right. He knows these Californians better than we do. But you asked about Sonoma. Vallejo's home is there. Also a garrison. I think Merritt and Carson plan to take the garrison.

THIRD AMERICAN: But that is an act of war. What is Fremont doing? Is he behind this?



FOURTH AMERICAN: I don't think anyone but Fremont knows what he is doing in California. And I don't think he realizes what the result will be. (Homo Bono comes out of Sutter's office)

FIFTH AMERICAN: Here comes the boy. Homo Bono, come here. (As Homo Bono approaches) Did you bring news of Merritt?

FIRST AND SECOND AMERICANS: (at the same time) What have you heard from Sonoma? What has happened? Who brought the news? Have they come back?

HOMO BONO: No news. No one come. (Turns and starts to leave)

FOURTH AMERICAN: Then why are you in such a hurry? What did you tell Sutter?

HOMO BONO: No news. Tell Sutter nothing. (The Indians lounging on the bench look up now and then, but pay little attention. The Indian women go on with their work. One Indian man calls his companion's attention to Merritt and Kit Carson who have come through the gate and are crossing the yard. (Homo Bono goes left)

SIXTH AMERICAN: (glancing toward the gate) There's Merritt now.

ALL: What happened? What did you do? Tell us the news! Where's Fremont? (Kit Carson and Merritt come down center stage. Sutter and John Bidwell come out of Sutter's quarters. The American women join the crowd

and come close to hear the news.)

MERRITT: We've taken Sonoma. There is a new government in the country.

ALL: Taken Sonoma! A new government! Tell us what has happened.

MERRITT: We got to Sonoma just before daybreak two days ago.<sup>1</sup> We pounded on the door and got the general out of bed. Told him he and his household were under arrest.

SUTTER: For what? (Sutter down front. Others back up on Right) And by what authority did you arrest him?

MERRITT: For being a Mexican officer and on our own authority. He didn't make any fuss. Part of us stayed at the house and the rest, under Ide, went over to the garrison. They took 18 prisoners and all the military equipment. The Mexican flag was hauled down without a shot and ours went up. (The Americans cheer but Sutter shakes his head)

CARSON: There wasn't enough powder in that garrison to fire one round. These Californians sure fight with faith.

SUTTER: What flag did you raise? The American Flag?

MERRITT: No. We didn't have an American flag and we couldn't have used it anyhow. We weren't acting as Americans. We used the Bear Flag.

CHORUS: Bear Flag? What kind of a flag is that?

MERRITT: William Todd made it.

<sup>1</sup> Rockwell D. Hunt, California and Californians, 75-90.

BIDWELL: How?

MERRITT: From a strip of white cotton cloth and an old red flannel petticoat. Todd tore a red strip about four inches wide and sewed it across the bottom of the white strip. Drew a bear in the center and a star in the upper left hand corner.

CARSON: (laughing) Nobody had a paint brush so Todd made one of bristles from a pig's tail.

MERRITT: And at the bottom Todd painted the words "California Republic." Gentlemen, California has a new government and a new flag.

ALL: Hurrah for the California Republic. Hurrah for the new state. Hurrah for the Bear Flag.

SUTTER: But, Merritt, you say you took Vallejo prisoner. What happened to him and his family?

CARSON: They're all right. They'll be here soon.

SUTTER: (Excitedly) Be here soon? What do you mean? Merritt, what has happened? Where.....

MERRITT: (interrupting) We took General Vallejo, Don Salvador Vallejo, Victor Proudon, and Jacob Leese to Fremont's camp. Fremont has no place to keep them so he ordered Semple to bring them to the fort.

SUTTER: But what has happened to Vallejo's family?

CARSON: Nothing, Captain. They are still at Vallejo. The women are free to go about their daily life just as they always have. (A sound of excited talking is heard off stage)

CANUTO: Who goes there?

SUTTER: That's all right, Canuto. I know who it is. (To upper Right) (The two Vallejos, Proudon, and Leese, accompanied by Semple and others, enter. Fremont and an aide follow.)

SEMPLÉ: Captain Fremont, I turn these prisoners over to you.

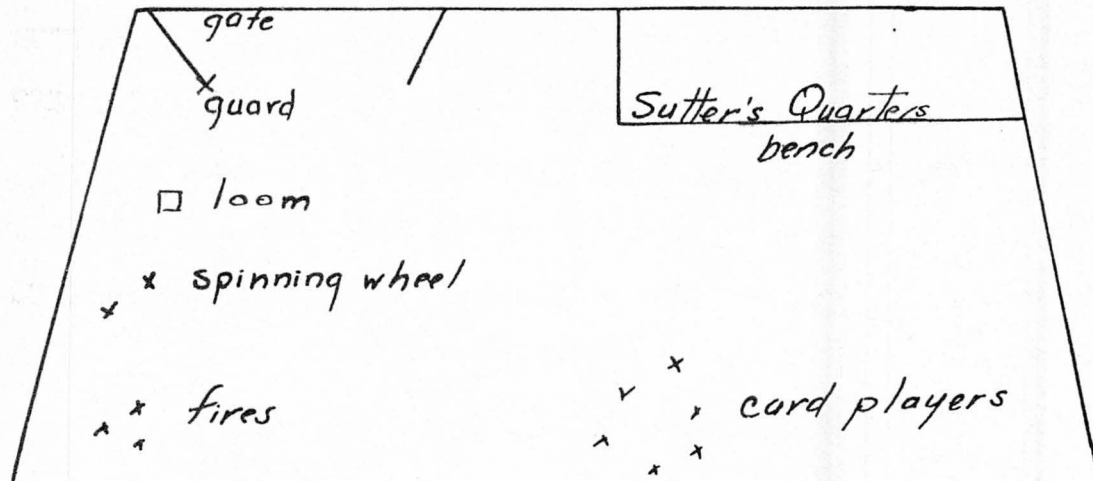
GENERAL VALLEJO: (Haughtily) Capt. Fremont, again I demand to know by whose orders and under what authority we have been brought here. My brother and I are Mexican citizens and this is Mexican territory.

LEESE: (angrily) I, too, want an explanation. I am an American. By what right do you, an officer in the American army, hold me prisoner?

FREMONT: I don't care to answer your questions now. It is enough that you are prisoners. Captain Sutter, I give these four prisoners into your care. They are to be confined here in the fort and treated as prisoners of war until I give you orders to release them. Good evening, gentlemen. (Fremont and his aide turn and go out and the Semple party follow him)

SUTTER: General Vallejo, I'm sorry this has happened but I will do my best for you. John, take these men to my quarters and see that they have whatever they require. (The lights go out)





SCENE II July 10, 1846

A scene of gayety. Evening in the courtyard. Sutter, Gen. Vallejo, Don Salvador Vallejo, Proudon, Leese, Bidwell, Homo Bono, several American men and a couple of women, and some Indian men, women and children are sitting around the court, some on benches and some on the ground. Among the Americans are Loker, Sutter's clerk, and George McKinstry. Several women, members of Vallejo's family, are present. There is music and dancing.

(Fremont and two lieutenants, Missroon and Montgomery, enter from behind the main building. Fremont stops in astonishment, strides down stage angrily.)

FREMONT: Captain Sutter! (Sutter stands) What is the meaning of this? Don't you know how to treat prisoners of war?<sup>1</sup>

<sup>1</sup> J. A. Sutter, The Life of John A. Sutter, 35.

SUTTER: I think I do, Captain Fremont.<sup>1</sup>

FREMONT: (heatedly) Did I not give orders to treat these men as prisoners of war? Here I find music and guests. Who are these people?

SUTTER: (angrily) Captain Fremont,<sup>2</sup> so far as I know there is no war existing between the United States and Mexico. These men are Mexican citizens and these ladies are members of their families. They have been brought to my home without their consent. You ask me if I know how to treat prisoners of war. I reply that, having been a prisoner of war myself, I believe I do. I also know how to treat guests in my own home. I think my treatment of these Californians has been both just and kindly. If you do not like what I have done I return them to your charge. I wash my hands of the whole affair. Mr. Loker, you may assist Captain Fremont. (Stalks across the court and enters his quarters.)

<sup>1</sup> (This is the only incident in the play which is not based on historical data. Fremont quarreled with Sutter over the freedom allowed the Vallejo party. Visitors were allowed, but there is no evidence to show that the visitors were the women of Vallejo's party)

<sup>2</sup> Julian Dana, Sutter of California, 229.

- FREMONT: Mr. Loker, I place these prisoners in your charge. Confine them to their quarters. Allow them no privileges or visitors. Come with me, Lieutenants.  
(Starts to leave the court)
- LOKER: We will go to your quarters. (Leads the prisoners to the door of Sutter's quarters)
- BIDWELL: I told you the Captain would become angry. He never liked the idea of making the Vallejo's prisoners.
- McKINSTRY: He's like the rest of us. This big-headed Fremont is getting on his nerves. The man doesn't seem to realize that he is one of a small group of Americans on Mexican territory. He forgets that Sutter kept him from starving two years ago and that today Sutter and his fort are his strongest hope in case of attack. He's a fool to antagonize Sutter.
- BIDWELL: This Bear Flag revolt has upset Sutter. He has always felt that California would some day join the United States of her own free will. But this pompous fool has raised Cain. What's that? (startled at a loud noise at the gate)
- CANUTO: Who's without?
- SCOTT: (off stage) William Scott with messages for Captain Fremont and Captain Sutter from Lieutenant Revere.<sup>1,2</sup>

<sup>1</sup> J. A. Sutter, The Life of John Augustus Sutter, 37.

<sup>2</sup> H. H. Bancroft, History of California, V, 244.

FREMONT: Open the gate, Canuto.

SCOTT: (runs in waving a letter) (He carries an American flag rolled up under one arm) It's come. War! War with Mexico!

ALL AMERICANS: (cheering) Hurrah! War! War with Mexico!  
At last! Three cheers for the United States!

SCOTT: (saluting Fremont) Here is a dispatch from Commodore Sloat, forwarded by Lieut. Revere.

(Sutter has opened the door and stands looking out of his quarters, Loker and his charges turn back from the door of the main building.)

FREMONT: (looks through the dispatch and then reads aloud)  
"The Central government of Mexico having commenced hostilities against the United States of America by invading its territories and attacking its troops.... and the two nations being actually at war by this transaction, I shall hoist the standard of the United States at Monterey, and shall carry the flag throughout California. (All Californians should know)..... That, although I come in arms and with powerful force, I do not come among them as an enemy of California; on the contrary, I come as their best friend, as henceforth California will be a portion of the United States, and its peaceful inhabitants will enjoy the same rights and privileges as the citizens of any other



state in the Union. Signed, John D. Sloat, Commodore  
U. S. N."<sup>1</sup>

(As the proclamation is being read Sutter has approached slowly until he stands by Scott. When Fremont finishes reading every one cheers loudly. Gen. Vallejo acts stunned. Leese finally smiles and joins in with the cheers)

SCOTT: (saluting Sutter) Captain Sutter, a letter and this flag from Lieutenant Revere.

(more cheers)

SUTTER: (taking the flag and the letter) At last, the American Flag. (opens and reads the letter) John A. Sutter: I am sending you an American flag. You will hoist it above Sutter's Fort at sunrise and take possession of the fort and of the surrounding territory in the name of the United States of America. You will also further the war in your locality. Signed, Warren Joseph Revere, Lieut. U. S. N.<sup>2</sup> (loud cheers)

FREMONT: This is what I have been waiting for. Now I can act. Captain Montgomery, you will leave at daybreak. Spread the news of the war over the upper valley. Tell the Americans to gather here at the fort. Lieut. Missroon, you stay here and organize a garrison of full war

<sup>1</sup> Rockwell D. Hunt, History of California, 11, 99.

<sup>2</sup> J. A. Sutter, The Life of John Augustus Sutter, 37.

strength. I will march at dawn to join Sloat at Monterey. (Fremont leaves)

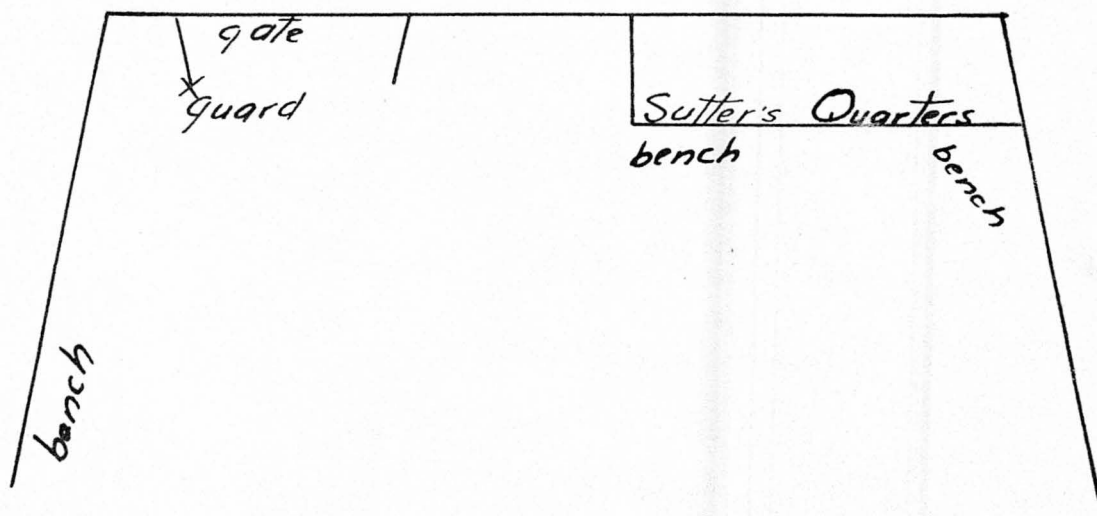
SUTTER: (to Bidwell) John, see that the guns in both towers are ready to fire. The American flag flies at dawn over the gate of Sutter's Fort. (cheers)

HOMO BONO: Shall I put the flag away for you, Captain?

SUTTER: No, Homo Bono, thank you. I think I'd like to keep it, now that I have it.

(the curtain closes with every one moving off to follow instructions. Sutter stands holding the American flag as if it were very precious)

Diagram of Stage Set



EPISODE III THE DISCOVERY OF GOLD JANUARY 28, 1848

SCENE I Sutter's office. Closed doors in center of back wall and on left. Fire burns in rough stone fireplace built across the corner of the room. Spurs, gloves, quirt on the mantle. Sutter sits on a rough

bench at a rough deal table lighted by candles. A serape is flung over a bench by the fire place. Boxes, bottles, small balance scales and a few books, including a set of encyclopedias, are on some rough shelves along the back wall. Sutter faces the fire and is working on his books. A small bell is at his hand. A knock is heard on the door on the right.

SUTTER: (turning to face the door) Who is.....(the door is thrown back and James Marshall enters, dripping wet)<sup>1,2</sup>  
Jim! What's happened? What brings you here?

MARSHALL: (going first to one door and then the other and looking out, acts very uneasy) Are we alone? Can we lock these doors?

SUTTER: What's the matter with you, Jim? Take off that wet serape and sit down. What brought you out in this storm?

MARSHALL: Can those doors be locked? I tell you we must be alone.

SUTTER: We're alone. Never mind locking the doors. No one ever comes in without knocking. Why did you leave the mill?

MARSHALL: I want two bowls of water.

SUTTER: (with the air of humoring a mad man, rings a bell)

<sup>1</sup> H. H. Bancroft, History of California, VI, 38.

<sup>2</sup> Irvin Engler, "Romance of John Sutter," What Cheer, July 1927, 16.

What for? (Indian woman enters, rear door) Multe, bring two bowls of water. How big, Jim?

MARSHALL: Soup bowls.

SUTTER: Soup bowls, Multe. (exit Multe) Now, Jim, take off those wet clothes.

MARSHALL: (throwing serape and hat on the floor in front of the fire place) I want a stick, and some twine and some sheet copper.

SUTTER: What do you want with those?

MARSHALL: I want to make some scales.

SUTTER: There are scales on the shelves with the apothecary supplies. (crosses to shelves, picks up scales and returns to the table) Will these do?

MARSHALL: Yes. (knock is heard at rear door)

SUTTER: Come in, Multe. (Indian woman enters and places the two bowls on the table in front of Sutter) Are these the right size?

MARSHALL: They'll do.

MULTE: Anything more, Captain?

SUTTER: No, Multe. That is all for tonight. (exit Multe) For the last time, what is the matter, Jim?

MARSHALL: (drawing pouch from his pocket, empties in palm and holds it before Sutter's eyes) Gold!

SUTTER: Gold! You're crazy.

MARSHALL: (a bit doubtfully) At least I think it's gold. The boys at the mill laughed at me. They said I was



crazy, too. You test this.

**SUTTER:** (takes gold from Marshall and lifts it in his hand) It's heavy enough. Too heavy for mica. Where's something to pound it with? If it is gold it will spread and not break. (looks around and goes to the fire place and pounds it with the fire tongs. Marshall kneels down by Sutter) It is malleable. See how thin it has gotten without crumbling. Man, it acts like gold.

**MARSHALL:** (excitedly) Let's try the scales. Here. (He picks up the scales from the table) Put all the gold on this side and balance it with silver dollars. (Sutter does as he is directed) Now move the bowls closer together so the bowls of the scales will each one hit in a bowl of water when I lower them. If it is gold, this side will sink in the water. (the scales are lowered and side holding the gold sinks. Both watch tensely)

**MARSHALL:** It does. It must be.....but wait. Have you some aqua fortes? Let's try that.

**SUTTER:** Good. There is some on the shelf. (goes to the shelf and returns with a bottle and crucible) This will be a better test. (his hand shakes with excitement as he puts a piece of gold in the crucible and pours acid over it. Sutter and Marshall bend excitedly over the crucible on the table)

MARSHALL: Gad, that stuff stinks.

SUTTER: Look, Jim. See the bubbles. The gas is beginning to rise. It's dissolving. It must be gold. But I still can't believe it. Let's see what the encyclopedia says. (he goes to the shelf, finds the proper volume and, bringing it back to the table, moves the candles into position to read. Both men bend over the book and Sutter reads aloud "Gold is an extremely heavy, very valuable bright metal.")

MARSHALL: This was heavy and bright enough.

SUTTER: Gold is one of the softest metals. It is so soft as to be capable of welding it at ordinary temperatures.

MARSHALL: That explains why it did not crumble when you pounded it. It welded together.

SUTTER: Gold is insoluble in nitric, hydrochloric or sulphuric acid but is soluble in hot selenic acid. The usual solvent for gold is aqua regia.<sup>1</sup> Jim, as sure as you're born you've found a gold mine. Where is it? How did you find it?

MARSHALL: In the race at the mill, four days ago.

SUTTER: How did it happen?

MARSHALL: You remember where I showed you we were going to dig that channel?

<sup>1</sup> Encyclopaedia Britannica, X, 481.

SUTTER: Yes.

MARSHALL: For the last week we have been letting the water in each night and shutting it off each morning. Every morning I've been getting up early and inspecting the tail race to see that everything was ready when the boys began work. Four days ago I was walking along and I saw something shining in the dirt.<sup>1</sup> I didn't pay much attention but a couple of steps farther on, I saw another bright piece. I stopped and picked it up thinking it was fool's gold. But the stuff was too heavy. I pounded it with a rock and it spread out, just like this did. So I sent one of the Indians to the cabin to get a tin plate and I washed out about half an ounce in a few minutes. The next morning I found some more pieces, bigger ones.

SUTTER: Did you tell anyone about it?

MARSHALL: I told some of the boys, but they didn't believe it was gold. Sutter, you've got to come to the mill and see the stuff.

SUTTER: I'll go up in a day or two. (To Right) Just as soon as I can get things fixed up here so I can leave.

MARSHALL: Go tonight. There is no time to lose. Remember this is gold, Sutter.

<sup>1</sup> Julian Dana, Sutter of California, 295-297.

SUTTER: I am not likely to forget it. But the land means more to me than all the gold in that mill race. Besides, I don't see any sense in going out in this storm.

MARSHALL: Storm or no storm I'm going to Coloma tonight.

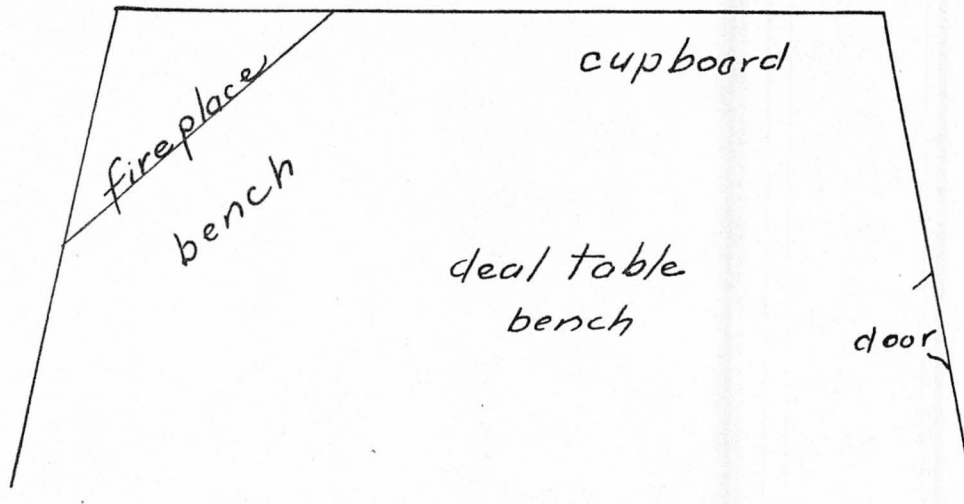
SUTTER: Don't be a fool, Jim. The gold can wait. It has been there a long time. After the storm is over we can go up together. Stay tonight and get a good rest.

MARSHALL: I said I was going tonight. (goes to his serape and hat, puts them on and goes out) Good night. Come tomorrow.

SUTTER: Good night, Jim. (goes over and walks up and down in front of the fire place) Gold at Coloma. What will that mean to Sutter's Fort? Will the gold in the race equal the gold in my wheat here at my gate? ....When the world hears of the gold....there will be hungry gold seekers.....Will my men stay with me? ...I doubt it....The mill at Coloma will never be finished.....My wheat won't be harvested....and my herds will be scattered. What can I do to stop this from getting out? Oh, God, save me from the madness of a gold rush. (curtain goes down as Sutter stands before the fire)



(Diagram of Stage Set)



## SCENE II

Some half dozen Americans are loafing in the court. There is music and singing. The Indian women are at their usual occupations. The fun is broken up by two men coming in the gate quarreling.

SMITH: I tell you it isn't so. You're drunk or crazy.

WINTER: I say it is so. The stuff is gold. Ask Sutter, like I said, and see what he says. He'll tell you it is real.<sup>1</sup>

SMITH: That's just what I intend to do. And Heaven help you if you've tried any skin game on me. (knocks

<sup>1</sup> H. H. Bancroft, History of California, VI, 45.

on the door of Sutter's quarters) Captain Sutter!  
(all in the court look on in amazement)

SUTTER: (opening the door) Smith, what's all the.....

SMITH: (breaking in) Sutter! Is it true? Is this fool  
crazy? Is this gold? (holds out his hand, palm up)  
(every one shows great interest)

SUTTER: (stepping out and coming down stage a little) Is  
what gold?

SMITH: (thrusting his hand almost into Sutter's face) This.

SUTTER: (startled and steps back) Why...ah...perhaps. Where  
did you get it?

SMITH: From Wittmer. He came into the store not five minutes  
ago for some supplies and tried to pay for them with  
this stuff. Claimed it was gold. When I wouldn't  
take it he said to ask you. Said you knew all about  
a gold mine. Sutter, is it gold?

FIRST AMERICAN: Can this be true, Captain?

SUTTER: (reluctantly) It looks like gold. Possibly it is.  
(Chorus cuts in) Wittmer, how did you get it?

CHORUS: Gold? Where did it come from? Let me see it? Who  
found it? (the Mexicans and Indians go on with their  
work when they hear it is gold)

WITTMER: I got it at Coloma, Captain. Remember, when you  
sent me up there last week with supplies? (chorus  
of Yes, last Tuesday) Well, when I was unloading one  
of the kids up there, little shaver 'bout six, come

up and held out his dirty paw and said, "Guess what I got?" I said, "A flower?" He said, "Naw". I said, "A rock?" "Naw" "A bone?" "Naw" "I give up" "Gold!" and he opened his dirty fist and there lay the prettiest nugget. I tried to make him say he was fooling me but he kept saying it 'twas too gold. Said his paw had a lot of it. I asked him who his paw was and he said "Peter Wimmer". So I went on up to the cook cabin and asked Mrs. Wimmer if it was true that gold had been found at the mill. She said it was. Said Marshall had found it about three weeks ago and had come down to tell you. She gave me about two ounces of the stuff. Told me to ask you if any one doubted my story.

(every one becomes wildly excited. Cries of "Where is the strike?" Sutter, tell us the truth. Wittmer, you're crazy!)

SUTTER: Yes, boys, Wittmer's story is true. That is a gold nugget. Marshall found gold about three weeks ago in the mill race at Coloma.

(everyone yells excitedly. Smith whirls and starts to run from the courtyard)

SUTTER: Smith, where are you going?

SMITH: To Yerba Buena. To tell Brannon.

(everyone gathers around Wittmer and begins to ask him questions)

FIRST AMERICAN: Did you see them find any gold?

WITTMER: Sure. They're scraping it out of the river bed  
with their pocket knives and panning it on every bar.

SECOND AMERICAN: Panning? Where'd they get their pans?

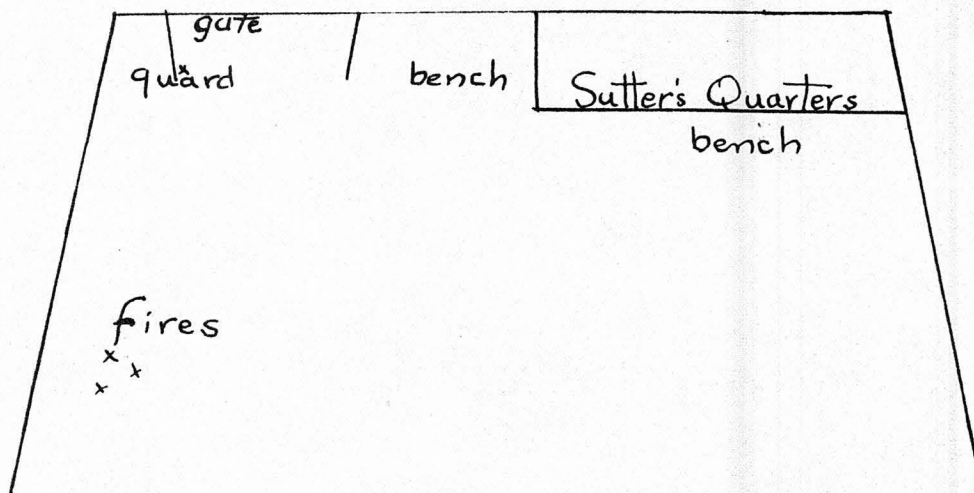
WITTMER: Frying pans, pie pans, Mexican bread bowls, any-  
thing.

THIRD AMERICAN: Bread bowls? (whirls, goes over to the  
Indian woman and snatches a bowl from her.)

BLACKSMITH: Gold mining. That means picks and shovels.  
Let's see.....(runs off)

SUTTER: (standing by the door) I don't know. I really  
don't know. I still think the soil is the best  
gold mine.<sup>1</sup>

(Diagram of Stage Set)



<sup>1</sup> Owen C. Coy, Gold Days, 12.



## EPISODE IV      SUTTER LEAVES THE FORT      July 4, 1849

SCENE -- Late afternoon. The fort has a very different appearance. The Indian workers, the loom, spinning wheel, guards at the gate, all have disappeared. If scenery is used the Kyburz annex should appear. Boxes, bales and barrels are piled everywhere. The court yard is full of miners.

There are three or four women present but they are grouped in the background sewing. The miners are dressed to represent different types of characters, the ones just back from the mines are tattered and torn. Some have on red or blue woolen shirts, some in deerskins, or in oiled skin and fishermen's boots, some in sombrero, Mexican sash, one in the black of the gambler, and one or two as professional men. Personal luggage is piled in front of Sutter's quarters as if some one were leaving. When the curtain rises there is laughter and music and dancing.

FIRST MINER: By the great horn spoon, it's good to hear music again.

SECOND MINER: What do you mean, hear music again? There was always music in the camps, At least on Sundays.

FIRST MINER: There wasn't up on the Middle Fork of the Yuba. And if there had been we gold crazy fools wouldn't have listened. Dig and pan, dig and pan, from sun up to

sun down. Stand in water up to your knees while the sun beats down on your neck until you are half cooked.<sup>1</sup> And what do you get out of it? Nothing! Just a backache.

FIRST GREENHORN: You can't mean that. Why we were told....

THIRD MINER: Sure you were told. So were we. And who told us. A bunch of boasting liars. Gold in California. To hear them tell it you could pick it up in every stream. Lies to catch another bunch of suckers. That's what (To Right) we are, a bunch of suckers.

SECOND GREENHORN: But there is gold. (To Right) Lots of it. My wife's brother wrote me that he was washing out two ounces a day.

FOURTH MINER: Don't pay any attention to that crack pot. If you don't believe there is gold, look here. (Takes a pouch out of the pocket and shows it to the Greenhorns) How much dust do you think there is here?

SECOND GREENHORN: (Lifting the pouch) I should say about twenty pounds.

FOURTH MINER: What do you think?

FIRST GREENHORN: (Lifting the pouch) Feels heavier than that to me. But it doesn't look like much.

<sup>1</sup> Owen C. Coy, Gold Days, 157.

FOURTH MINER: Looks are deceiving. That's just exactly five thousand dollars worth of dust there. That's about one quarter of what my partner and I took out of a trench about three feet wide and one hundred feet long. Took seven days.<sup>1</sup> No gold here? Ha! (Laughs) Now, I'm going down to San Francisco for a good time.

FIRST MINER: Yeh, and come back flat broke in less than a month. With meals ten dollars a day, a thousand dollars doesn't last long.

SIXTH MINER: Tom here isn't the only one who has struck it rich. I ain't done so bad myself. Took out \$20,000 in six weeks, from a canyon between Coloma and the middle fork.<sup>2</sup>

FIFTH MINER: And how long will that last if you stay in California. Four hundred dollars for a barrel of flour. Four dollars a pound for brown sugar. Coffee four dollars a pound and a dollar for onions.<sup>3</sup>

THIRD MINER: And try and get them. Or anything else fresh, for that matter. The country is running over with cattle and we eat dried beef. Tastes like

<sup>1</sup> R. G. Cleland, A History of California, 229.

<sup>2</sup> H. H. Bancroft, History of California, VI, 89.

<sup>3</sup> Walter Colton, Three Years in California, 279.

a piece of bark from a dead tree but we eat it and like it.

FIRST MINER: If we didn't have to eat so much dried stuff we wouldn't all be sick. A man might be able to make enough to keep soul and body together if it weren't for scurvy and ague and such. A man no sooner stakes a claim and starts to work than he starts shaking and his joints start achin'.

FIRST GREENHORN: Is it really as bad as that?

SECOND MINER: Don't you believe it, Greenie. These fellows are just a couple of babies who have struck hard luck. But you couldn't hire them to leave California. They can work their way back home on a freighter any time they want to go, you know.

THIRD MINER: And how would you suggest I get any place to work, with boots like those? (Holds up a boot with the sole off) Boots are \$18.00 a pair, in case you haven't heard?

SECOND GREENHORN: Where are these wonderful strikes? Where do we go to stake a claim?

SIXTH MINER: Anywhere. The hills are full of gold. Why John Sullivan took \$26,000 out of one hole up on the Stanislaus last month.<sup>1</sup>

<sup>1</sup> H. H. Bancroft, History of California, VI, 89.



FOURTH MINER: And a kid called Davenport took out 77 ounces one day and 90 the next from the same place. If you're good at figuring you can work that out at \$18.00 an ounce.

SECOND GREENHORN: Where is Stanislaus? That's south of here, isn't it?

SEVENTH MINER: Yes, but there are just as big strikes being made on the American and the Yuba. Guy picked up 30 pounds in 20 days from a claim four feet square up on the Middle Fork of the Yuba.

FIRST MINER: There's another thing that's the matter with this country. It isn't enough that you bake all day and shake all night, and pay 17 prices for supplies, but some jonny-come-lately, like Greasy Dan over there, (points to the gambler) moves in and sets up a table and there goes what's left of your poke.

THIRD MINER: Getting so now you don't dare leave your poke or your gun. So many crooks have come in that a man can't trust no one any more.

SECOND MINER: The Vigilantes have done a good job of handling those fellows. But miner's law won't be necessary much longer. You fellows all heard what was said at the speech today.<sup>1</sup> We've gotten tired of waiting for those dumb-skulls back in Washington to do something

<sup>1</sup> Julian Dana, Sutter of California, 340.

and we're doing it ourselves. Not even President Taylor knows what we are up against out here. So we've decided to call a convention to meet at Monterey and fix up a constitution and then present it to Congress. We got to have some law and order here.

THIRD MINER: We? What do you mean we? What did you have to do with it?

SECOND MINER: I mean we Californians. Everyone's been talking about it. (Homo Bono brings out an armload of baggage and piles it on the pile and goes back inside)

FIRST GREENHORN: Is Captain Sutter going to the convention? Is that why the Indian boy has been packing out all those bags?

FIFTH MINER: Captain Sutter is a delegate to the convention but that isn't why his boy is taking out all his bags. Captain Sutter is leaving the fort.

SECOND GREENHORN: Leaving the fort? I thought this was his home.

FIRST MINER: It was. And that's some more of the wonderful things gold does. Drives men mad and they lose all sense of property rights. Personally, I think it is a rotten shame that a man who has done as much for a country as Captain Sutter has for this valley, should be treated the way he has been.

THIRD GREENHORN: What has happened? Where is he going?

THIRD MINER: He's going to Hock Farm, up near the Feather River. The mob coming in here has trampled his gardens, turned their horses into his grain fields, stolen his horses and killed his cattle, and now they have taken possession of his fort.

FOURTH MINER: Sutter had too much anyhow. One man hasn't any right to own the whole country.

SIXTH MINER: Sutter isn't really losing the fort. Every one of these rooms is renting for about \$100 a month and the main building for \$500. That won't exactly bankrupt him.<sup>1</sup>

SECOND MINER: Hock Farm is about the best farming land in the country. There's nobody but him and his son. Besides, look at all the money he's getting from the lots at Sacramento City and Suttersville.

FOURTH MINER: Nothing to stop Sutter and the boy from digging gold like the rest of us, is there? He's no better than we are.

FIRST MINER: Better? No. Wiser, perhaps. Sutter likes the gold in the wheat better than the gold in the mines, is all.

FIRST GREENHORN: Do you mean you think it would be better to take up land and farm?

(Sutter, John Sutter Jr. and Homo Bono come out of the room)

<sup>1</sup> Julian Dana, Sutter of California, 323.

THIRD GREENHORN: There's a party coming out of Sutter's quarters now. Is that his son with him?

SIXTH MINER: Yes. It looks like they were ready to leave.

FIRST MINER: Let's give him a cheer. (There are cheers from the crowd and someone cries, Speech, Speech)

SUTTER: Thank you. That makes it easier to say goodbye. When I came here 10 years ago and built my first grass hut on this knoll I began to build my dream of an ideal country, New Helvetia. I yearned for the time when California would become a part of the United States of America. (Cheers) I did not think that in 10 years I would be celebrating our nation's birthday here. That was too soon for even my dreams. (Cheers) I am a young American. Young in the number of years I have been a citizen, but I am old enough as an American to know that no one person can withstand the will of the majority. I know there is no longer a place for me at Sutter's Fort. I hate the gold rush which has trampled my fields, scattered my herds and closed my mills. But my son (lays his hand on the young man's shoulder) is here and we have sent for the rest of our family. We will live in peace and happiness as simple American farmers at Hock Farm. I want to thank you for sending me as your representative to the convention. I shall take the greatest pride in serving the United States. I know that law



will not come to us unless we bring law here...

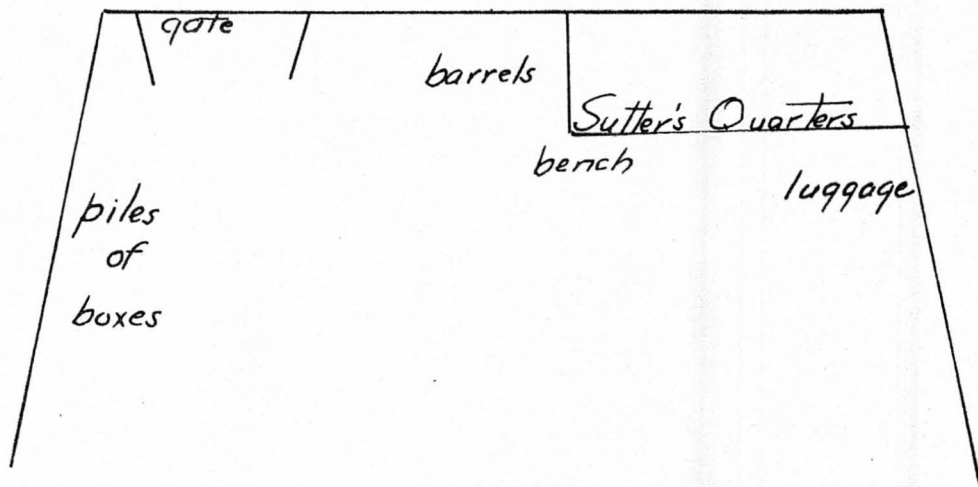
We must make a state out of California. I give you my pledge that I will do all in my power to make a good constitution for California, the thirty-first state in the union.

(Cheers and cheers as the curtain falls)

NOTE: -- Music and dancing can be made to play an important part in this play. A school orchestra and a boys' glee club can add a great deal. The play can be made a continuous performance without interruption by using a song typical of the time to build the atmosphere for each act. Sutter can be brought from Switzerland to America by a Swiss song, a song of the sea, one of the American traders, a Hawaiian melody and a Spanish tune. ACT II Scene 2 opens with one or more Spanish dances and songs. ACT IV uses a square dance, songs, music.

The amount of music and dancing will be determined by the length of the finished product. Care should be taken to be sure that all music and dances are of the date depicted.

( Diagram of Stage Set )



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