A HISTORICAL ACCOUNT OF PEOPLE, RESOURCES AND POINTS OF INTEREST IN EARLY YOLO COUNTY FOR TEACHER USE IN ENRICHING SOCIAL STUDIES

by

Vanna Mae Amos
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PROJECT

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Approved:

Ida E. Morrison, Chair
Edward C. Britton

Advisory Committee

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CHAPTER I

PROBLEM, LIMITATIONS, DEFINITIONS OF TERMS

For some time Yolo County schools have needed a source of historical data for teaching and enriching the social studies in the elementary grades. Some material was available, but the emphasis is on the present in the available bulletin.

Statement of the Problem

It is the purpose of this study to present for teachers' use in enriching the social studies program a historical account of the people, resources and points of interest in early Yolo County.

Importance of the Project

In the Yolo County schools certain areas of study within the scope of the social studies program specify a need for the study of historical backgrounds.

The third-grade sequence of the social studies program is concerned chiefly with a study of the local community in a historical setting. A need for historical material has been expressed many times by county curriculum workers and teachers.
These same resource data may be adapted to the fourth-grade study of California, the fifth-grade study of the Westward Movement, the seventh-grade studies of modern transportation and communication as contrasted with that of earlier times, a study of agriculture, its past and present problems, and to the eighth-grade study of cultural backgrounds of the American people. The material would be valuable at the high school level in connection with a tenth-grade study of contributions of past cultures to the local community.

Teacher resource material pertaining to these areas is not available from the Office of the County Superintendent of Schools at the present time. All books having pertinent historical information are on reserve at the local and State libraries; consequently, teachers find it inconvenient, and in some instances impossible, to gather data of a historical nature for use as basic or enriching materials for meeting the designated areas of study. Because of this need, a selective study of pertinent historical data was made, covering material that would supply much of the background needed in the aforementioned areas.

This bulletin can therefore serve as a ready reference for information and anecdotal material not obtainable from any other single source, for it is a composite of data gathered from many references and many people, and is
organized, as described later, around the ten basic needs of man.

Education courses in social studies cannot treat the local history of each community; neither can the State textbooks. It is necessary, then, if teachers are to be adequately prepared for teaching the social studies units mentioned earlier in this chapter, that such material be brought together in a usable form.

Limitations of the Project

Use of this historical account in its present form is limited to Yolo County teachers. It was not designed as a social studies unit or a pupil reference except in those instances where such material seems applicable.

Material of historical interest dating from 1926 to the present will not be described in this historical account. In general, it was the original intent of this writer to cover the period between 1820 and 1900 most intensively. However, because younger children's interests and needs are also to be provided for in this paper, it was decided to include interesting and pertinent material up to about 1925. This writer understands that time concepts are difficult for younger children to grasp and that events of twenty-five or thirty years ago will be considered "a long time ago" by third- and fourth-grade pupils.
Definitions of Terms Used

Social studies program. The term "social studies program" relates to that part of the curriculum which is concerned with a study of the ten basic needs or social functions of man in various environments and various times. A guide and outline of the content of the social studies program is set forth in an official County School publication based on a publication of the State Department of Education.

Scope of the social studies program. The term "scope of the social studies program" means the extent or range of study about these basic social functions as they have been carried on by man since the beginning of his existence. For further clarification, a quotation follows concerning the scope of the social studies:

Throughout history, man's great effort has always been to live with as great a degree of satisfaction to himself and worth to his fellows as possible in his particular time and in his particular environment. To do this, he has attempted to satisfy his basic needs by engaging in certain major social functions. How he has carried on these social functions has varied at differ-

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1Social Studies, A Course of Study for Teachers Grades 1-8, Scope and Sequence (Woodland, California: Office of the County Superintendent of Schools, 1957).

ent periods in world history and under different conditions, but the basic functions remain essentially the same for all cultures. Most attempts to classify these functions as a basis for the scope or range of learning experiences in the social studies lead to the following categories:

1. Protecting and conserving human and natural resources
2. Producing goods and services
3. Distributing goods and services
4. Consuming goods and services
5. Transporting goods and services
6. Communicating
7. Expressing esthetic and religious impulses
8. Educating
9. Recreating
10. Organizing and governing

By using these social functions as a guide or basis for organizing the learning experiences of boys and girls, we assure ourselves that the social studies program treats with major aspects of our culture and maintains a balanced study of the various activities man carries on—both past and present.3

Sequence of the social studies program. The term "sequence of the social studies program" refers to the order and relationship in which the basic social functions are studied in a specific grade or grades. The sequence depends upon the appropriateness of the study with its concepts and ideas, the ages, maturity levels and needs of the pupils.

Resource persons. Those persons in the communities of Yolo County who have stated that they will give of their time and furnish materials for the enrichment of classroom

3Social Studies, A Course of Study for Teachers Grades 1-8, Scope and Sequence, op. cit., p. 2.
study on a topic of which they have first-hand knowledge and understanding are designated as resource persons.

Organization of the Remainder of the Thesis

Various ways of organizing the material were conditionally tested, but the one that seemed to offer the greatest ease of use by teachers centered on the general theme of the ten basic activities or needs of man that provide the scope of the social studies program.

In Chapter II an account is given of the methods of procedure for development of the historical bulletin, and recommended uses are discussed.

Chapter II also establishes criteria for a teachers' guide and indicates the extent to which the criteria have been met. To do so, brief consideration is given to the understandings and appreciations to be achieved through the use of the bulletin and to the growth characteristics of children that determined the selection of content.

The rest of the resource bulletin will be concerned with actual historical content, together with suggested concepts and activities to help the teacher make better use of the historical information.

Chapter III opens with an introductory statement that incorporates background information not easily categorized in the theme of the ten basic needs. This chapter embodies
general information on the geographic, topographic and climatic characteristics of Yolo County. It also includes descriptions and information about the primitive people who were the first human beings known to have inhabited this region. Still another part of the chapter is concerned with the coming of the first white people to Yolo County, their explorations, their acquisition of significant land grants and their settlements in the County.

Chapter IV is concerned with the early history and development of people and practices in the protection of human and natural resources of Yolo County.

Chapter V presents early history on the production of goods and services in Yolo County.

Chapter VI deals with the history of the ways in which goods and services were distributed in early Yolo County, and some of the problems involved.

In Chapter VII are described some of the kinds of goods and services that were consumed by early people of Yolo County.

Chapter VIII is a record of the early modes of travel and the problems involved in transporting goods and services in Yolo County.

Chapter IX is concerned with some of the problems and early ways in communicating ideas and materials in Yolo County.
Chapter X is a historical description of the ways in which early Yolo residents expressed their esthetic and religious impulses.

Chapter XI deals with some of the first teachers, schools and other educational activities of early Yolo County.

Chapter XII describes how early peoples of Yolo County recreated themselves through music, dance, contests, operas, festivals and many other ways.

Chapter XIII is a statement of the early problems met by the settlers and of the development of law and order in early Yolo County.

Following the historical content of each chapter are suggested activities aimed at reinforcing and implementing the concepts suggested or developed in the chapter. The teacher is free to choose those that best meet the needs and maturity of her particular class. No doubt she will want to develop others of her own.

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CHAPTER II

METHODS OF PROCEDURE AND RECOMMENDED USES

The need to revise an outdated bulletin\(^1\) was discussed at length by staff members in the Yolo County Office of the Superintendent of Schools. An expressed and urgent need for more historical material than had ever before been made available to teachers was recognized and discussed.

Procedure in Obtaining the Data

The procedures followed in obtaining the data to be found in the succeeding chapters include the following:

1. An examination of the outdated bulletin to determine which materials would be suitable for the use of the teachers in covering the basic human activities in the social studies.

2. An examination of historical materials in the local libraries and in the California State Library. Histories, atlases, newspaper records, school records and local magazine publications by the Woodland Democrat and the Chamber of Commerce that contained information about early events, places and people in Yolo County, were utilized.

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\(^1\)Yolo County From Then Till Now (Woodland, California: Office of the County Superintendent of Schools, undated).
3. An examination of school bulletins of a historical nature from other counties for ideas and suggestions of ways to organize and present these materials. Although these were well done, none were organized in a manner that seemed to be suitable to meet the particular needs of Yolo County schools.

4. Visits to landmarks, including homes, monuments, store buildings, churches, cemeteries, school houses, farms, hotels, the Woodland Opera House, the Wells Fargo Express ruins near Cacheville and the sites of ghost towns.

5. Interviews with people who were considered potential resource persons for schools. The homes of some of these people were considered to be places of possible interest that might be available for class visits. When discrepancies were found in information secured from two sources, other people were interviewed for clarification. An example of such a discrepancy is found in a printed account2 of Saturday night dances in Davis, which continued until four in the morning in the Schmeiser Hall under the supervision of John Rogers. In an interview with Mr. and Mrs. Rogers, who live at Davis, it was learned that these so-called Saturday dances were held on Friday so that the continued

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2William O. Russell, History of Yolo County Its Resources and Its People (Woodland, California: Publishers were itinerant and nameless, 1940), p. 214.
dancing after midnight would be on Saturday, maintaining proper respect for the Sabbath.

6. Interviews of descendants of early settlers who might have information concerning historical facts in question. An example of such an interview was that with Mr. Dudley Stephens, of the Esparto area, whose famous home is listed in an account of early California life.3

Appropriate materials were selected and organized from all the above sources for use in this paper.

Every effort was made to verify the material used herein. However, many of the data on historical characters were necessarily obtained in histories and other secondary sources. These are, therefore, subject to human error. Statements on the various personalities in this bulletin are not necessarily those of the author. They are the opinions of others, obtained in interviews and reading, though only some are quoted directly.

Recommended Use of the Bulletin

This historical account has been conceived and developed primarily as a resource bulletin for teacher use. In a limited way, it may also serve as a teaching guide.

Some criteria for a teachers' guide. Following are listed criteria recommended for developing a course of study or teachers' guide in any area of study.¹ They are particularly well adapted for use in the social studies field.

1. A statement of a point of view.
2. A statement of the aims of education.
3. A statement of the scope of curriculum.
4. Suggestions in the use of the course of study.
5. Suggestions for the organization of materials by grades.
6. Some procedures for teaching the content of the guide.
7. Social studies subject matter.
8. An adequate table of contents.
9. General references for use with teachers and pupils.

Only some of these criteria have been met, for this resource bulletin is not primarily a teachers' guide. It is rather a resource bulletin to supplement present material for social studies and accompanying units in Yolo County. This resource bulletin includes: (1) a statement of a point

of view; (2) some of the aims of education toward which the material applies; (3) a statement of the scope and sequence of the curriculum of the Yolo County social studies program; (4) some suggestions for use of the bulletin; (5) some ways in which the materials may be used at various grade levels; (6) some suggestions for procedures in teaching the content of the bulletin; (7) a table of contents; and (8) references for teacher and pupil use.

**A point of view.** If children are helped to understand how problems of social living evolved from the past and how solutions appropriate to the time and place were achieved at an earlier time, they will better understand today's problems. In this way the teacher can help the child to work out solutions to today's problems that impinge directly upon him.

Understanding is not achieved through reading alone. It also involves real experience and problem-solving techniques. Pupils must feel a need to solve the problems they meet. They must have a purpose that motivates the solution of problems.

This bulletin tells the story of the founding and development of Yolo County in terms of fulfilling basic human needs. Its simple themes are built on the ten basic activities of man. It is hoped that this plan of selection will rouse in teacher and children an interest that will
lead to broader understandings and appreciations of the history of Yolo County. It is also hoped that such information on the past will help develop insights and feelings that will be of help today in dealing with problems that are capable of solution and in adjusting to those that are insoluble.

Educational aims involved. The content of this bulletin has been carefully selected to relate to the basic human activities that determine the scope of the social studies. It has been further selected for pupils from eight to sixteen in grades four to ten. The content has also been developed so as to emphasize significant concepts in social studies that contribute to the general aims of education.

The primary aim is to develop an understanding and appreciation of the people and resources that contributed to the development of Yolo County. The specific objectives are to be determined by the teachers who may use the designated social studies units of Yolo County as a guide.

Use of this resource material by teacher and pupil will contribute to the following educational aims, adapted from a list in a California publication:

1. To realize that the need of food, clothing and shelter is basic to all people, no matter when or where they lived or what they did for a living.

2. To understand our cultural heritage and realize that man's past greatly influences life today; to know the essential historical, geographical, social and scientific facts, concepts and relationships basic to understanding and appreciating man's rich heritage.

3. To understand the effects of geography on man, the relationships between man and the earth and the influence of geographic conditions on social, scientific and industrial developments.

4. To understand man's responsibility to conserve natural resources through wise use.

5. To understand how man has progressed through control of his environment, changes made in his environment, and ways of adapting to his environment.

6. To know the important events and periods of history and the roles of individuals and groups in various periods.

**Scope and sequence of the curriculum.** The scope of the basic functions of human existence is

...as broad as the range of human experience. It is not possible, nor is it desirable, for children during their school years, to master all the concepts and facts involved in the cultural heritage. It becomes therefore the responsibility of the school to help boys
and girls select what they need within rather broadly defined areas. The kinds of experiences and the selection of content to be learned within these areas will be provided as children's purposes, needs, and interests are satisfied.  

The sequence of the social studies depends on the growth and development characteristics of children. An attempt was made to select content, concepts and suggested activities in terms of pupils' needs and growth characteristics. Therefore it may be well to point up some of the particular growth characteristics that determined the treatment of content at the levels indicated.

**Third-grade growth characteristics and implication for study.** Hanna, Potter and Hageman indicated that children at the third-grade level have increased interest and attention span. Eight-year-olds are friendly and interested, and able to project their feelings toward others. They have an interest in people farther removed from themselves and their immediate environment. They want specific answers to their questions about industries, products, travel and transportation. They are able to differentiate between reality and fantasy, and are beginning

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6 *Yolo County Course of Study for Social Studies* (Woodland, California: Office of the County Superintendent of Schools, 1956), p. 3.

to gain understanding of cause-and-effect relationships. Third-grade children are, to some extent, able to present their ideas and problems orally and in writing.

Some implications for this grade level include the giving of opportunities to read stories of adventure, travel, science, animal life and nature. Opportunities should also be given for identification with age mates and belonging to small groups for work and play with others. Children especially need the satisfaction of making contributions to the group. It is important to provide direct experience in the local community and to give opportunities to learn about the lives of people in other places and other times.

Michaelis had this to say about eight-year-olds:

... As children study life in the expanded community or a simple primitive culture, the major emphasis is not on how long ago, how far away, or the number of square miles. From the child's point of view, it is more a matter of comparing and noting likenesses and differences in ways of living of others as compared with ways of living in his home and immediate community. The understandings the child has developed through his background of experience and concepts, then, become his strands of meaning for considering other communities.8

In light of the growth characteristics of the third-grade child, several areas of interest in the historical bulletin are appropriate to their understandings and needs.

1. Chapter VIII, "Transporting in Early Yolo County," is appropriate to broadening the understanding of the historical aspects of transportation. To better understand the unit on "How We Transport Our Goods and Services," children need to understand and appreciate the simple beginnings of early transportation in the County and the steps in its development.

2. A study of Chapter III, "The Beginnings of Yolo County," will assist development of the unit on "How Our Community Started" by improving the teacher's understanding of how the community came to be and why people come here. This unit of work necessarily must include a brief study of the historical background of Yolo County.

3. From Chapter VI, "Production of Goods and Services," the teacher will gain knowledge and appreciation of the flora and fauna of early Yolo County. This enriched background should assist the introduction and development of the unit on "Plant and Animal Resources."

Parts of other chapters give interesting historical backgrounds for studies of other third-grade units: "Groups Who Work Together to Improve Our Communities" and "Ways in Which Communities Need Each Other." The concept of interdependence among people and communities can be more meaningfully developed if children are helped to understanding
of the beginnings of cooperation among neighbors, groups and communities.

**Fourth-grade growth characteristics and implications for study.** In the *Teachers Guide to Education in Later Childhood*, the growth characteristics for children of the intermediate grades—nine-, ten- and eleven-year-olds—are well defined, and the implications for each of the age levels are also clearly described. Only those pertinent to the nine- and ten-year-old levels are quoted herein, for this historical bulletin does not particularly apply to the studies of eleven-year-olds.

**Nine-year-olds, fourth grade**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slow, steady growth continues; girls forge further ahead; some children reach the plateau preceding the growth spurt of preadolescence.</td>
<td>Need many and varied experiences of short duration to take care of individual differences in growth. Work with clay, painting, and weaving is recommended.</td>
</tr>
<tr>
<td>Large muscle control is well established and small muscles are much better co-ordinated.</td>
<td>Need opportunities for activities involving greater detail, large and small materials; may construct maps, murals, friezes.</td>
</tr>
<tr>
<td>Hand-foot co-ordination is good.</td>
<td>Need activities that allow for increasingly difficult manipulations of hands and feet—dances, construction, rhythms.</td>
</tr>
</tbody>
</table>

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*Teachers Guide to Education in Later Childhood, op. cit., pp. 147-48.*
Ongoing pattern of abundant energy is apparent.

Need much opportunity for exercise and outdoor play—games, dramatic play, and dramatization.

Capable of prolonged interest; often make plans and go ahead on their own.

Need opportunities to decide what they want to do, how to do it, and to proceed; independent work in construction, research and experimentation is desirable.

Interested less in fantasy and more in their community and country and in other countries and peoples.

Need an environment which includes more real, concrete things; opportunity to branch out to study their country and others; study maps, write to children of other countries, play travel games.

Following are some implications for study at the fourth-grade level:

Chapter III, "Beginnings of Yolo County," of this historical bulletin should help the teacher build a good background for work with nine-year-olds at the fourth-grade level, for the whole fourth-grade area of study designated in the Yolo County Scope and Sequence concerns California—present and past.

Experiences in grade four should help boys and girls understand their community backgrounds from a historical point of view . . . broaden concepts of space and distance . . . the effects of geography upon the lives of
people and their activities and of interdependence of peoples. . . .

One specific unit of study that would require such background information of the teacher is "How California First Began," which includes a study of primitive life, early explorers and early ranch life. This unit includes Spanish and Mexican influences upon life in California. Another unit, "How California Became a State," concerns the coming of the first Americans, the gold rush, land division, statehood and land grants. Therefore, Chapter III of the bulletin would also provide background for teaching this particular unit. Many teachers find it advantageous first to review the County in terms of the designated phases of the study before branching out to a broader area, the State.

Chapter IV, "Protecting and Conserving Resources," enriches the background for teachers who introduce and develop the unit "How We Use and Conserve the Natural Resources of our Community." This study might include a review of the history of use and conservation of the natural resources of the County, specifically those of soil and water.

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10Yolo County Course of Study for Social Studies, op. cit., p. 8.
Fifth-grade growth characteristics and implications for study. The ten-year-old level seems to be one of further consolidation of characteristics inherent at the nine-year-old level. A few new trends in the growth characteristics at the ten-year-old level are listed here:

Ten-year-olds, fifth grade

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye-hand co-ordination and manipulative skills are well developed.</td>
<td>Need activities involving detailed construction, clay modeling, making models, drawing.</td>
</tr>
<tr>
<td>An active curiosity in an expanding range of interests which include adventure, travel, and the &quot;how&quot; and &quot;why&quot; of things.</td>
<td>Need a stimulating environment providing opportunities to explore and satisfy intellectual curiosity by means of visual aids, study trips, realia, books, and teacher-prepared materials.</td>
</tr>
<tr>
<td>Developing skill in independent and critical thinking.</td>
<td>Need many resources for planning and evaluation including materials, books, and discussion; need to learn to use information to solve problems.</td>
</tr>
<tr>
<td>Growth in language facility and reading skill is rapid.</td>
<td>Need guidance for planning, organizing, and sharing contributions with the class. Need environment enriched with a wide range of library materials geared to several levels of achievement.</td>
</tr>
</tbody>
</table>

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Differentiation between work and play and between reality and fantasy is evidenced.

Need many experiences with actual processes of man at work in his environment; opportunities for reading factual accounts of man's struggle with his environment and his contributions to our living today.

Some implications follow for study at the fifth-grade level:

Teachers of ten-year-old children need historical information about the United States if they are to understand the culture in which they live. The unit entitled "The New Nation Grows" is concerned specifically with the Westward movement, the natural resources found by the pioneers and how they used them.

Pioneers who had a part in Yolo County's history and participated in the Westward movement are introduced throughout the bulletin in nearly every phase of the ten basic human activities. One example, found in Chapter IV, "Protecting and Conserving Resources," is the story of Dr. Lorenze Welges and his migration from New York to Yolo County. He exemplifies the finest in early country doctors and was best known for his interest and care of the personal as well as the physical welfare of his patients.

In Chapter X, "Expressing Esthetic and Religious Impulses," are two examples: Joshua Lawson, from Tennessee,
a well-known leader of the early Christian Church in Yolo County; and the St. Louis family, emigrants from Missouri to Knights Landing. Stories about the integrity of these people are enlightening. Many other religious leaders participated in and contributed to a significant phase of pioneer life in Yolo County.

In Chapter XI, "Education in Early Yolo County," it is learned that the first school teacher of Yolo's first town, Fremont, Miss Matilda McCord, represented the initial step toward building a new way of life in Yolo County. The establishment of a school might be considered the turning point from a period of exploration to a period of permanent settlement.

**Seventh-grade growth characteristics and implications for study.** Hanna, Potter and Hageman\(^1\) described twelve-year-olds as developing rudiments for abstract thinking, together with a concern with facts and the realistic world. Their language of time and historical perspective is still immature, and their space concepts are not clearly understood.

The implications for study are many. Twelve-year-olds need opportunities for many types of social contacts. At this age imaginative play disappears and interests are

\(^{12}\)Hanna, Potter and Hageman, *op. cit.*, pp. 39-43.
primarily concrete, descriptive, functional and personal. However, these children show remarkable growth in their ability to use vicarious experiences. Girls enjoy stories of adventure, sports and science, while boys prefer biographical, historical and career stories.

At the seventh-grade level, the designated area of study in Yolo County is "The Earth's Resources and Man's Needs." One unit of this area is titled "Transportation and Communication." This unit is concerned chiefly with the effects of modern communication and transportation on our life today in contrast with early times. In Chapters IV and VIII in this bulletin, both the communicating and transporting phases of early Yolo County are described. Chapter VI may also contribute to enrichment of the concepts to be developed in the unit. Consequently, the historical data would help teacher preparation by giving adequate background to help pupils make comparisons and contrasts in the development of these basic activities of man. Chapter IV, "Protecting and Conserving Resources," may be useful to teacher and pupils in presenting and developing the unit "Conservation of Natural Resources," which is also one of the County's designated units of study at the seventh-grade level. Historical data would give some impetus and depth to this particular unit.
Eighth-grade growth characteristics and implications for study. The thirteen-year-old has been described\textsuperscript{13} as physically awkward: the poor muscular coordination is a consequence of rapid muscular development. This age group is sometimes designated as the jittery age, for it is usually a period of great unrest, with much instability of interests. Ambivalence in accepting adult authority can be expected at this period of struggle for independence. Girls are one and one-half to two years more mature than are boys. They are eager to have dates and continually strive to attract boys.

It is still difficult for eighth-graders to concentrate for a long period of time. Their attention span is comparatively short. However, they have increased ability to solve problems, to use reference materials and to handle graphic presentations. They are better able to understand abstract social concepts and contributions that past cultures have made to our society. They are also actively interested in the dramatic and adventurous phases of our cultural heritage.

Implications for study at the eighth-grade level include the need of early adolescents for opportunity to

\textsuperscript{13}\textit{Ibid.}, p. 36.
... experiment socially, to understand people who differ, and to learn how to get along with others. Research tells us that prejudice exists in even younger children. Units in the intermediate and upper grades should help children understand likenesses and differences in people and the desirableness of cultural plurality in American life.

... The early adolescent needs to learn about great personages in order to satisfy his inclination toward "hero worship," to understand his cultural heritage, and to solve problems with which he can identify himself.14

The area of study "Living Together as Citizens," suggested for the eighth-grade level in the Yolo County scope and sequence, provides opportunities to apply these implications for study. In the specific study-unit entitled "Through the Uniting of Many Cultures in America," eighth-graders learn how numerous nationalities have contributed to our culture and what it means to be an American.

This historical bulletin has much for teachers and pupils about some of the first people who contributed to the cultural development of Yolo County and early California. Throughout the bulletin are people introduced so as to show them directing their skills, abilities and enterprises toward fulfilling their basic human needs.

... Whenever possible, the topics and units initiated in the social studies should have sufficient orientation in the immediate environment so familiar relationships can be utilized for the development of understandings rooted in the more abstract in time and

14 Ibid., p. 48.
Children find it difficult to comprehend ways of living in other cultures if concepts and relations in their own culture are unclear. Concepts which cannot be illustrated and experienced in the local environment can be made clearer through class discussion, dramatic play, and construction activities.  

Tenth-grade growth characteristics and implications for study. The age group known as middle adolescence, which includes the fifteen-year-old, is discussed in a publication of Ohio State University. This age group is developing an understanding that the past is important because of its contributions to the present. These adolescents also show a growing interest and concern in the social, political and economic life of the wider community. They are interested in good living conditions and good government.

In Chapter XIII, "Governing in Early Yolo County," teachers and pupils will find background information for beginning the unit "Historical Development." Implications for study at the tenth-grade level include providing children with activities in which their growing interests in the adventure and drama of building the culture may be developed. They may be allowed to participate in real and


16How Children Develop (Columbus, Ohio: Ohio State University, 1949), p. 63.
vicarious experiences through which they may gain understand- 
ing of the many contributions that people of the past have made to our culture. This material may serve to moti- vate children to make desirable personal contributions to the present culture through activities in the school and community.

Summary and justification for use of the resource bulletin. This resource bulletin has been prepared to meet some of the criteria for a teaching guide. Since it will be used to supplement the course of study and the social studies units, the point of view held throughout is that historical material should be used to help bring understanding of the problems of living today, and that historical information should never be considered an end in itself. The aims of education were selected from well-known educational authorities, as cited. The scope and sequence are patterned after the social studies program of Yolo County.

It is hoped that this bulletin will help teachers in some of the following ways:

1. Teachers may use the historical material in this bulletin to secure a background of information and understanding of historical relationships to help pupils develop insights and appreciation for social studies.
2. The historical account should also help teachers gain a knowledge of the changes that take place in a community over a short span of human history.

3. The historical bulletin furnishes a background of accurate and interesting facts so the teacher will be competent to discuss with children the early beginnings of Yolo County.

4. The teacher can pick up a strand of one of the ten basic needs and follow it through from the past down to the present.

5. The teacher can select a pertinent part, or parts, to illustrate a relationship, or relationships, between past and present, one locale and another, or one way and another of carrying on a basic activity.

6. For background and understanding, the teacher may wish to read parts of the bulletin to the pupils. The bulletin may be used to lead children into broader areas of study and to additional sources, including books the children may read for themselves.

7. The bulletin will serve as a ready reference for information and anecdotal material not obtainable from any single source or person. This is a composite of data gathered from many references and many people and organized around the ten basic needs of man.
8. Of secondary importance is using this account as pupil resource material. It might be used with older children who can read pertinent parts; or pupils might interpret the information as the teacher reads from the bulletin. For example, the children might trace the boundaries of Yolo County as the teacher reads excerpts from quotations covering the location of boundaries.

9. Since neither teacher education courses nor textbooks in social studies can treat the local history of each community, a local source of information is needed. Such material has been brought together here to help teachers prepare for teaching social studies units in Yolo County.

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CHAPTER III

THE BEGINNINGS OF YOLO COUNTY

In the early history of Yolo County many a link is missing and many an impression gone. Had those first inhabitants of the County known with what interest the generations following would look upon their activities—whether successes or failures, hardships or pleasures—surely they would have sought to stamp more of their presence on the pages of history. To them their many acts seemed too trivial or monotonous to record; to us such a record would be appreciated, for it would reveal the kinds of people and the kind of country that once was early Yolo County.

Thus was lost forever much of that which we wish to know, as much of our presence will be lost to the future because we fail to set down an account that could be scanned with interest and pleasure by those who are to inhabit this fertile County in the centuries that lie ahead.

There are interesting stories of explorers, early settlers and pioneers who came to Yolo County and gave of their interests and energy to its development. However, this writer could write only of a few and omit many, whose names are familiar on the pages of history. This investigator also regrets not being able to write of the character and experiences of some of these splendid people and of their
varied homelands from which they came across the sea, the plains, the mountains, valleys, and into the land of their dreams—Yolo County.

Naming and Establishing the Boundaries of Yolo County

Senor Don Pablo de la Guerra presented a bill on January 5, 1850, naming the County "Fremont," the seat of government to be located in the new village of that name. Hastily, Jonas Spect suggested the name of Yolo to the State Legislature and the bill with Mr. Spect's suggestion became law February 18, 1850. The name "Yolo" was a corruption of the Indian word "Yo-doy," which meant a tule or rush land. This name also was that of a tribe of Indians living at Knights Landing.¹

One author briefly and descriptively defined Yolo in this manner:

Between the river and the range—is Yolo. This is not only a poetical but is a geographical fact, as the county's entire eastern boundary line is the Rio Sacramento and its western wall is a chain of the coast mountains; between is a great plain of wonderful fertility...²

¹William O. Russell, History of Yolo County Its Resources and Its People (Woodland, California: Publishers were itinerant and nameless, 1940), pp. 84-85.

Briefly the location and boundaries of Yolo may be described in this way. Yolo County is located in the south-western part of the Great Sacramento River Valley. It is bounded on the north by Colusa and Sutter counties, on the west by parts of Lake and Napa counties, on the south by Solano and Napa counties and on the east by the Sacramento River, which separates Yolo from Sacramento and Sutter counties. The total land area embraces 1,014 square miles, or 648,960 acres, of land area.

Under the original act of the State Legislature establishing Yolo County, the northernmost line was an extension west of Sutter County's northern boundary line and included almost half of what is now known as Colusa County. On March 26, 1857, the southeast line was changed; and in 1868 the quicksilver mines of the Rumsey area were taken into the northwest corner of Lake County. Since 1857 there have been no further changes and the boundary lines are substantially the same. Specifically these lines are as follows:

The boundary line of Yolo County shall commence at a point in the middle of the Sacramento River near the head of Merritt's on Steamboat Slough at a point where the Township line between Township No. 5 and Township No. 6, North of the Mount Diablo base line, intersects said river, thence running due west with said Township line to the Range line between Range No. 2 and Range No. 3 East of the Meridian of Mount Diablo, then due North with said Range line to the South branch or old bed line of Putah Creek, thence Westerly up to the middle of the old bed as well as the main Putah Creek to a point in the canon where the highest ridge of mountains divides the valleys of Sacramento and Berryessa, thence along
the highest ridge of said mountain North to the outlet of Clear Lake, or until it intersects a line dividing the counties of Yolo and Colusa, thence East with said line to the middle of the Sacramento River, thence South along the middle of said river to the place of beginning. It has its greatest length from northwest to southeast, measuring on an airline in that direction a distance of fifty-eight miles.3

Topographic and Climatic Characteristics of Yolo County

Seventy-five percent of Yolo County is level land and gradually increases in elevation as it undulates from the Sacramento River to the hills in the north and west. The elevation varies from sea level in some areas of Merritt’s Island and the Yolo Basin to twelve hundred feet in some of the mountainous areas of the Coast Range that lie southwest of Rumsey.4

The mountainous sections provide excellent range facilities for stock. It was determined by the State Bureau of Mines for California that the mountainous areas of Yolo contained valuable deposits of cement material and clays of commercial value. Thousands of dollars worth of cinnabar have been mined in that area. Because of typical formation,

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4Yolo County From Then Till Now (Woodland, California: Office of the County Superintendent of Schools, undated), p. 57.
geologists reported that the western area gave promise of unusual oil reserves.

The plain areas of Yolo County are broken only by a few creeks and ravines and by a low, gravelly ridge extending about half way through the county, northwest to southeast, one to two miles in width.

Along the Sacramento River is a strip of land consisting of a rich, sandy loam, unsurpassed in capacity to produce crops. These soils, which once produced only tules and salt grass, became some of the choice lands of Yolo County. Farther away from the River was black clay or adobe soil said to be the very finest sugar beet producing land in all the world. West of this belt was a wide area of black, clay soil intermingled with a little sand. This soil was especially adapted to the production of grains and fruits.

Important creeks and several sloughs cut across the soil belts. One of these creeks was the Putah, which had its source in Big Canyon, Lake County, and began as one large spring, which gushed out of the mountainside about fifty feet above the bed of a gulch. Its waters were clear, cold and sparkling as they meandered in a southerly direction, traversing a portion of Napa County, to form the southern boundary of Yolo County for thirty miles before they sank in the tule marshes eighty miles from their source.
Cache Creek was the most important of the streams of Yolo County, and legend proposed that it was the underground current that formed the waters of Willow Slough. The creek had its source in beautiful Clear Lake, in Lake County. The creek seemed to have cut its way through a high mountain range and transported the rich top soil to the valley of Yolo, there to fertilize and water as a gardener would his land.

Besides these two important streams of the County, there were sloughs and arroyos. In the very early days there were Cottonwood, Dry and Buckeye creeks; but all of these have disappeared. The well-known sloughs were Sutter, Elk, Babel, Willow, Sycamore, Chickahominy and Steamboat. Four arroyos were then known, namely Pine, Canyon, Salt and Deep arroyos. These were streams of torrential powers in the winter season but, with a few exceptions, were bone dry in summer. Deep Arroyo, which traversed the Plainfield area, was said to be the old bed of Cache Creek.

Willow Slough’s waters were most unusual. They were clear and cold and covered an area approximately one fourth of an acre, nine miles southeast of Woodland. When swimming in the waters, one felt the presence of large and strong currents of chilly waters, which were too cold for comfort even in the heat of the summer. Wells that were dug near the slough contained waters of high mineral content, some
even brackish and saline. However, those of the slough were just the reverse, being fresh and pure and making excellent fishing waters for perch, catfish and pike.

Three other important sloughs were Elk, Babel and Sycamore. Elk Slough, nineteen miles below Washington, was an outlet of the tule marshes and meandered six miles to a place near Sutter Slough. Babel Slough, which took its name from F. Babel, who settled in the area in 1859, connected with the Sacramento River and had its outlet in the region of Lisbon Island. Sycamore Slough was a branch of the Sacramento River, which made the slough by leaving its main bed in Colusa County and entered it again near Knights Landing, having wound its way through the plain for fifteen miles.

Several springs in the Cottonwood Canyon contained sulphur but not in sufficient quantities for commercial use. The timber of Yolo County consisted of numerous varieties of oak, namely white, pin, black, tan, red, burr, water and post. The black and red oak furnished a good substitute for eastern oak because of its hardness. There were also manzanita, a local type of spice or nutmeg, wild plum, nutpine, willow and elder growing along the streams.

Gold, copper, sulphur, lead and cinnabar were present in Yolo County's streams and lands but were not found in sufficient quantities to develop. Gold mining was carried
on in Putah and Cache creeks in early days; some iron and coal were also found.

Charles F. Reed headed the Cinnabar Company and mined in an area that was six miles from the celebrated Manhattan and Knoxville cinnabar mines of Lake County. However, none of these minerals and metals were able to distract the settlers' interest from the real promise that Yoloans found in the business of agricultural production.5

In an interview with Mr. Ralph Gay, of the Yolo County Agricultural Extension Office, it was learned that the climate of Yolo County is characterized by warm and dry summers and moderately cool and wet winters. The rainy season usually is expected to begin in the early fall and last to late spring, the heaviest rainfall occurring in December, January and February. The rainfall varies from fifteen to twenty-five inches, with an average of seventeen inches per year. Temperatures usually vary from 26 to 110 degrees; however, there are exceptions. From October to the end of April, frosts may occur, and those of the spring months may damage fruits and vegetables. Heavy smudging in fruit areas is necessary to save the fruit from frost injury when these colder periods occur. Heavy frost usually occurs about every four or five years.

Primitive People Who Inhabited Yolo County

The first people who were identified as occupants of Yolo County probably existed in this area as far back as two or three thousand years ago. Records reveal that the ancestors of these people migrated from Asia when living conditions there became unbearable. More recent information indicates that the migration first spread south and east from Alaska rather than down the Pacific Coast, as many had believed. Instead, it followed the rivers and valleys where wild game and vegetation were abundant. The migrations were traced eastward through the Yukon River Valley into the Mackenzie River watershed, then southwest through the marshes of Canada down the Mississippi River Valley and continuing to the southernmost parts of South America. Ten or fifteen thousand years ago branches from these great migrations flowed backward, or north, up the valleys of California and eventually entered Yolo County.

The branches of the great migratory hordes which drifted into California valleys were now hemmed in by mountain ranges and water barriers. They found life pleasant and easy, for nature provided lavishly and consistently through the years that followed. Consequently, initiative and industry were reduced to a minimum. These Indians became more primitive and more peaceful than all the other native Indians of North America.
Three early culture groups. History also shows that there were three distinct cultural groups resident in Yolo County over the centuries. These have been named the First, Second, and Third Culture Indians. Four village sites and cemeteries of the First Culture Indians have been excavated. The bones found in these burial grounds were completely mineralized, having been buried for centuries. The burials were interesting in that the body was placed at full length, face down, with its head toward the west. Frequently rectangular beads of abalone shells were found around the neck or wrist of the skeleton. Occasionally, quartz crystals, probably worn as charm pieces, were also found in the grave. Immense spearheads, too heavy for use with the bow, were found in the graves. It was apparent that spears, rather than arrows, were used for hunting game and for protection during this cultural period.

The Second Culture Yolo Indians may have entered the California valleys a thousand years or more after the First Culture groups had been established. The second cultural state is sometimes referred to as the transitional stage. Excavated burials indicate that the dead, during this period, were laid upon their sides in a doubled-up position; and no definite direction was established for the head. The skeletons were less mineralized than those found in the graves of the First Culture groups. The tools and other articles found
in the burial places were also in a better state of preservation. Among the artifacts found were a great many tools made of bone, including harpoon heads, fish hooks, awls for sewing, needles and scrapers. Mortars made of wood or stone and pestles of stone were also numerous. A wide variety of abalone shell beads were found with the dead; but bows and arrows were not, indicating that they were still probably unknown at that time.

Several centuries later the most recent, or Third Culture, Indians migrated into the Sacramento Valley. Their burial grounds or mounds show the burial position of the body to be like that of the Second Culture group with the exception that the grave pit was prepared prior to interment by building a fire in it and occasionally cremating the corpse. Attractive beads and ornaments, tubular tobacco pipes, paired whistles made from the long leg bones of herons and cranes and small delicate arrow points were found in the graves. The paired whistles were probably used to make music, and the arrow points indicate that these people had knowledge of the bow. Skeletons found showed that these people were shorter in stature, had round, small heads, ovaloid faces, long foreheads, narrow noses, stiff and bristly hair, and very thin beards and mustaches.

More recent groups. The Patwin Indians, of more recent times, show characteristics of bone structure identical to
those of the skeletal remains of the Third Culture Indians. The young Patwin Indians often had large, lustrous, dark eyes, smooth, beautiful complexions; and the girls especially had small and dainty hands and feet.

The Patwin tribes constructed their homes along the river where food and water were ever plentiful. Their dome-shaped houses were made of tule branches with mud-covered tops. The diameters of the houses were from twenty to thirty feet and the floors were dug into the ground about two feet in depth. In the foothills the houses were cone shaped and made of a framework of sticks covered with large slabs of bark. Their mattresses for sleeping were made of tule rushes and were placed on beds made of poles crisscrossed with strips of rawhide.

Clothing was of little interest to the Patwin. During the warm weather all of the men and children up to ten or twelve years of age went without clothing, while the women wore only a narrow strip of deer skin bound at their waists. During the cold weather, warm animal skins were worn by all; only for ceremonial meetings and dances were any elaborate costumes worn. Other interesting activities concerning the life of the Patwin Indians are described in appropriate chapters in this bulletin.

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Arguello’s expedition. Perhaps the very first expedition into Yolo County was that of the Spanish explorer Don Luis Arguello. There were thirty-five leather-jacketed soldiers and twenty infantrymen in his company, which set out from San Francisco on October 18, 1821, for an expedition to the Columbia region. A diary was kept by the chaplain, Fray Blas Ordaz. The cherished diary of the expedition is preserved by the Bancroft Library at the University of California. This record of brief excerpts from a summary of the journey to Yolo and entry into the County was taken from the diary:

Set sail from the wharf at San Francisco in two boats, one belonging to Don Luis Arguello and the other to the San Francisco mission between ten and eleven o’clock on the morning of October 18, 1821. Sailed north until five or six o’clock in the evening. Having reached the territory under the jurisdiction of the San Rafael Asistencia (Branch Mission) Arguello decided to halt and rest his men.

On the morning of the next day, the 19th, they set sail toward the East and in an hour and a half reached Carquinez Strait. A boat, the San Francisco Solano, had arrived the night before with ninety sacks of ashes destined for soap making. Horses were at the strait to be taken across and they swam part of them over.

The next morning, the 22nd, they set out between eight and nine o’clock toward the East and Suisun, near which latter place there was a pool at the foot of the hill. They named it the pool of San Blas and halted there for a short time, then continued on over the Suisun plain until five o’clock in the evening.
The 23rd.

After the troop had been organized as usual, we set out at eight o'clock in the morning, taking a northerly direction, and at three o'clock in the afternoon reached the Ululato rancheria where a short rest was taken. I endeavored to make an inspection of the rancheria to see whether there was anyone seriously ill and found one little girl eight or nine years of age at the point of death and whom I baptized, giving her the name of Antonia... I suddenly heard the war drum beating assembly for a resumption of our march which took place immediately. We set sail in the same direction as before and at six o'clock this evening reached the Liwai-to Rancheria---on the site of----Winters---where the inhabitants having had news of the troop they received us without fear whatever, although there was every evidence of the wonder caused them by the presence of an unknown sort of people among them and especially the horses, which they would not allow to come near them.

At this rancheria something like fifty Indians were in evidence, for the others were away, due to its being their seed gathering season. According to the number of dwellings that were observed, there must have been four hundred Indians of both sexes.

In the immediate neighborhood of this rancheria there is a stream of quite considerable volume and it was given the name of San Pedro-Putah Creek. A halt was made here for the troop to rest and we passed the night at this place.

The 24th.

At nine o'clock in the morning, after roll call of the troop and putting everything in order, word was received that the next rancheria was very populous and that its inhabitants were bellicose warriors. Not much attention was paid to this, although it did cause some degree of caution to be observed. After some guides had been secured, the northward march was resumed.

Between one and two o'clock in the afternoon, we came in sight of a rancheria named Chita--probably Kachituli--Cache Creek, about five miles northwest of Woodland. As we passed by it, there were some Indians busily gathering seeds. When they caught sight of us, they took to their heels, although several of them were overtaken.
This rancheria is located on the bank of the stream with a forest of oak trees and live oaks before and shielding it. It has a very pleasant appearance, although the same cannot be said of the yells and cries of its dwellers. An incident that occurred in the case of an old Suisun woman living at this village is worthy of note. No sooner did she spy our party as it was entering the forest and drawing near the rancheria than she fearlessly approached, making kindly gestures. It was not known just what she meant, although some idea as to the reason was presumed. This was that, warned by what she had experienced in her own land, she was coming to petition our commander on behalf of the people, begging him to look kindly upon them.

When peace had been brought about, the troop marched off to the right and to a short distance from the rancheria. Several chiefs who had been summoned to furnish guides visited them there and between three and four o'clock that same afternoon the march was resumed in the same direction as before with a halt being made two leagues—about seven miles—where we spent the night. This rancheria, to judge from the number of dwellings, is inhabited by over 900 souls.

In an interview with Mrs. Eleanor K. Bandy, it was learned that the descendants of some of the Indians just described were forced to live in the rough top flats of the mountains in the Rumsey area. The salty water was undrinkable, and the Indians carried water from the creek to their homes on mountain tops. Even this fresh, cool water became stale and unpalatable in a few days. It was just such hardships as these—getting desirable drinking water and finding tillable patches of land—that caused the Rumsey Indians to leave the area and search for better homes.

Further information gleaned from the diary continues:

The 25th.
At nine o'clock today, our march was resumed toward the northeast until twelve o'clock noon when we reached a rancheria called Goroy—probably Vodoi, at what is now Knights Landing—located on the bank of the Jesus Maria River—Sacramento River—and fortified with a stockade forming a wall. It was very pleasing to the view. The soil there, although uncultivated, seemed very good, for there was an abundance of wild grape vines. The inhabitants of the village must have numbered more than a thousand souls. When they caught sight of our troop (who they already understood would not do them any harm whatever, according to the word that had been sent them by means of a gentile), they immediately began to shout a welcome to our arrival, as revealed by the terms they shouted to us and to which I paid particular attention, for there was no other demonstration beyond these words: "Buey, Guerete, Guerete," which is the same as saying according to our interpreter, the neophyte Rafael, "Welcome, Welcome; it is good..."

We were immediately visited by a chieftain and his retinue with a present. (doubtless a custom among them). This present consisted of a set of baskets, several nets of various kinds, and several metates—stone mortars. Various questions were put to them in regard to the (mission) establishment that was sought. They replied to these inquiries that two men like ourselves had arrived at the Guitistoy rancheria and that they would be able to give us more definite information there. This caused us a good deal of pleasure and, desirous of ascertaining the truth, we set out on a march to the northwest between two and three o'clock in the afternoon, taking several guides whom these natives had furnished us, and at eight o'clock in the evening, after traveling four leagues, halted on the banks of the aforementioned river, where we passed the night...

In an interview with pioneer Mrs. Mary LaDue, of Knights Landing, facts were learned concerning the fine qualities of the descendants of the Knights Landing Indians

described by Father Blas. Mrs. LaDue related how kindly and helpful the Indians were to her parents and herself. Indian women picked berries and other fruits and gave them to the "white lady." They did the "white lady's" laundry and helped in many other ways. Mary LaDue remembers particularly Aunt Betsy, who was known as the Queen of the Digger Indians in that area. This fine Indian lady was blind; but because of her fondness for "little Mary Hanny," as Mrs. LaDue was then known by the Indians, she had a unique way of keeping check on Mary's growth. Aunt Betsy, after her usually warm greeting, would proceed to measure "little Mary" to see if she had grown since their last meeting. The method used was to place her hand on the ground by Mary's shoe and then move her hand slowly upward along Mary's side until she reached the top of her head. Later, in meeting Mary's parents, the Indian lady would proudly show how pleased she was to know that Mary had grown this much, showing with her two hands the amount of growth. Mrs. LaDue's parents were always amused, and yet surprised to see how accurate her indication of growth was.

In the years that followed, many of these Indians moved a few miles northward, but whenever they came to Knights Landing to shop they invariably stopped over to visit Mary and her parents. Whenever there was a death in the tribe, the Indians took the corpse to the Knights Landing burial mound. Mr. Hanny, Mary's father, sometimes met them
at the mound and assisted in the burial proceedings. Mrs. LaDue could recall only the many kind remembrances which she cherishes in her own and in her family's relations with the friendly Knights Landing Indians.

**Jediah Smith.** Another famous explorer who came to Yolo County was Captain Jediah S. Smith, who was one of the foremost of the American fur traders following the Lewis and Clark trail into the West. He explored the Columbia River area, and upon one occasion found his way to an area containing a vast wealth of game of all kinds and a multitude of beaver on the stream to which his men later gave the name of Cache Creek.

**Ewing Young.** Another explorer and fur trader also camped and trapped along Cache Creek. His name was Ewing Young. Indian legend relates that it was the members of this particular hunting and exploring party that gave the name to Cache Creek rather than the men of Jediah Smith's party. Two men, Tom McKee and Mochilla, were said to have cached furs on the bank of the stream, hence the name "Cache," meaning to store temporarily or hide for future use.

**Land Grants and Early Settlement**

The Mexican authorities issued huge grants of land to settlers, native or naturalized, who wished to settle and make a home upon them. In the beginning the grants, ranging
from one to eleven leagues, were given to Spanish and Mexican settlers. These Ranchera princes lived as no other people had ever lived before. They were kind, generous people who invited all who visited their homes to stay and partake of their hospitality. They toiled very little, doing only what work was necessary during the roundup season in the spring and the killing season in the summer. Hides and tallow were their mainstay in trade, a hide-full of tallow being worth about $3.50. Their simple, yet pleasant, life led to a culture befitting a people living in a world apart from either old-world intrigue or speculation of the Yankees.

The Los Putos Grant. In 1842 a Mexican by the name of Guerrero sold his four square leagues (twelve sections of land) to William Wolfskill, to whom the grant in later years was confirmed by the United States Land Commission. Mr. Wolfskill sent his brother, John Reed Wolfskill, north to act as administrator or overseer of the property, which lay on Putah Creek across from the town now known as Winters. This was the beginning of the white settlement in the upper country of Yolo County. However, Captain John A. Sutter had established his Fort at New Helvetia in Sacramento County only three years before.

The Wolfskills were mountain men from Kentucky and were genuine frontiersmen. For some time before coming to Yolo County, they had engaged in the fur trade at Taos,
New Mexico, in partnership with Ewing Young, William Knight, William Gordon and others. Young John Wolfskill had come to California in 1838 and had been in business in Los Angeles before departing for Yolo County. In 1841 his brother, William, and Mr. William Gordon, with his family, made plans to travel northward to Yolo County, California. Mr. William Knight would have joined them; but he returned to Taos, New Mexico, to marry a Mexican senorita in order that he might get a land grant in California. In truth, all these men had been virtually driven from New Mexico on the supposition that they were supporters of a movement to make New Mexico a part of the United States.

In later years John R. Wolfskill married Knight's eldest daughter, Carmelita. John was quiet and helpful, never ceasing in his efforts to help newcomers to settle in the country. Many times those who benefited from his generosity never knew the identity of their benefactor. Carmelita Knight de Wolfskill died in 1858, and in later years John was married to Susan Cooper, daughter of Major Stephen Cooper of Kentucky. Here on Rancho de los Putos he became wealthy and widely known. His children were Jenny, later Mrs. Bonny of Oakland; Lennie and Frances, later Mrs. Councilman and Mrs. Lawrence Wilson of Winters; and Edward.9

9Ibid., pp. 18-26.
When this writer was teaching at the Olive School, Mr. Lawrence Wilson was Clerk of the School Board of the Olive School District, in Solano County on Putos, or Putah, Creek just four miles from the town of Winters. Many opportunities were had for interviewing Mr. Wilson; and one interesting fact in particular stands out in this writer's memory, that of Mr. Wolfskill's first night in Yolo County. John Wolfskill came to the Los Putos Land Grant, which was located on both sides of Putah Creek, to build a home and to oversee the rancho. He was obliged to spend his first night in a tree and tried to get a few winks of sleep after his hard day's ride to the land grant. He had seen certain signs of Indians and animals that caused him to shudder at the thought of sleeping on the ground. Mr. Wolfskill often recalled that first night's ordeal when describing his adventures to his children. Mr. Wilson related that Frances had been much impressed by her father's great courage and industry in all his undertakings and thought him matchless in kindliness and benevolence.

Mr. Lawrence Wilson still resides on the home land, or that part of the original Los Putos Land Grant on which he and Frances made their home. He recalled that the town of Winters was built on the land that was once a part of the grant given to Mr. Wolfskill by the Mexican Government in 1842. He described the Wolfskill Grant as one lying on both
sides of Putah Creek in northern Solano and southwestern Yolo counties. He recalled that this land was once a silent, tangled forest, and that the Wolfskills labored diligently to create a vast, productive acreage from the grant.

Rancho Quesesosi. Mr. William Gordon, his attractive Mexican wife, Mary Jane, and several children made their home at Rancho Quesesosi. The grant was made to him in January, 1843, by the generous and well-known Mexican Governor Micheltorena. Mr. Gordon was able to establish the grant because he had married a Mexican lady. In those days certain requirements were made in regard to acquiescence of land grants. An American could obtain a grant of land if he married a Mexican woman and made an attempt to build a home upon the land. He was also to swear that he would support his family as well as it was reasonably possible to do.

Before Mr. Gordon had definitely complied with all requirements for meeting the legal aspects of his acquired land grant, his case came up for hearing before the United States Board of Land Commissioners, in 1851. General Mariano Vallejo, himself, gave testimony which cleared the way for Mr. Gordon's legal title to his land. General Vallejo at this time was forty years of age and was well respected and liked by many white settlers. In his testimony he made statements as follows:
I know "rancho" called Quiesososi, or Jesus Maria. It is situated in Yolo County, on Cache Creek, which runs into the Sacramento River. William Gordon came from New Mexico at my request as a colonist, and as Director of Colonization for the District of Sonoma. I put him in possession of the land in the year 1838. He immediately, in '38 built a house, and lived in it from that time to the present. He immediately commenced cultivating the land, and raising stock.

General Vallejo signed the "expediente" to the "rancho" in 1842, and Governor Micheltorena concurred in January, 1843.

Nathan Coombs at the age of twenty-eight was Gordon's son-in-law and the first bridegroom of Yolo County. He lived on the Gordon Rancho and tilled the land for his father-in-law. He had also been called upon to testify concerning the validity of the land grant when Mr. Gordon's case came up. He reported that there were ten acres in cultivation, fifty head of cattle and fifteen horses on the "Rancho" in 1843.

The necessity for clearing the land's title was due to a slight discrepancy because Mr. Hardy's line had been shifted and Hardy had made claim to a part of Gordon's land before his death in '48. However, the final decision was made in 1857 by the United States Board of Land Commissioners, and Mr. Gordon's rights to his "Rancho" were confirmed.

**Rancho Carmel.** The land grant "Rancho Carmel" was given to William Knight in the year 1842. He had qualified for the grant by becoming a naturalized Mexican citizen. He had married a native Mexican lady while living in Taos, Mexico, now known as New Mexico, and had a family of seven
children before deciding to settle in California. Two of his little girls later became Mrs. John Snowball and Mrs. Charles Reed.

Mr. Knight was an exceptional man. He was often referred to as Dr. Knight, but was thought not to be an M.D. He had an adventurous spirit and worked hard to bring about the Bear Flag Insurrection, along with William Gordon. He was unafraid, a soldier of fortune and an excellent horseman. He became a spy for John C. Fremont and also an interpreter because of his knowledge of Spanish. Knight gathered much valuable information and was of tremendous help to Fremont.

It was said that wherever a Marylander goes he carries his homeland around with him. Rancho Carmel wasn't much to boast about in 1842 and 1843, but William Knight, envisioning a town like the one he knew in Maryland, called his little village "Baltimore." His influence was soon felt in all the area surrounding his home. As many people used his ferry, the first to be built across the Sacramento River, more business and interest in the village resulted. Traders, settlers and the miners who came later on ignored the name Baltimore, referring to the village as Knights Landing and to the ferry as Knights Ferry.

In 1849 and 1850, with people swarming to the California gold mines from all parts of the world, Knight had only to cross the Sacramento River to find himself at the center of the gold
fever. Instead, he chose to settle in Stanislaus County, on the river bearing the same name. It was there that he started another ferry, midway between Modesto and Oakdale. This ferry was also called Knights Ferry without the sanction of Mr. Knight.

In later years, when Mr. Knight had died, his heirs lost the grant, even though his wife was Mexican. It was alleged that a flabby, well-fed lawyer from Benicia, William McDaniel, stole the title papers from Widow Knight when she refused to permit him to use her name in acquiring lands that did not belong to the estate. Charles Reed, who was the husband of one of the daughters of William Gordon and a brother-in-law to Knight, and John Snowball, a son-in-law, along with many good neighbors gave testimonies to help win the case, but it was to no avail.

Rancho de Hardy—Rio de Jesus Maria. In 1843 Thomas Hardy was granted six square leagues of land which made up the grant known as "Rio de Jesus Maria." Very little is known about Mr. Hardy, but records indicate that he may have been an Englishman, for his petition for land read "A native of Upper Canada." Long before acquiring the grant Mr. Hardy had arrived at the port of Vera Cruz, on the Mexican Gulf, in 1825 aboard H.M.S. Victoria, having the rank of Lieutenant in the British Navy. About this time he left the ship and rendered service in the Mexican Navy, which automatically
entitled him to Mexican citizenship. This act made it possible for him to take up the land grant in Yolo County which lay on both sides of Cache Creek—bounded on one side by William Gordon’s Rancho.

Hardy mysteriously disappeared in 1848. As he was unmarried and had no legal heirs, his rancho estate was sold at public auction, on Saturday, June 28, 1851. This sale took place at the Virginia Ranch, in Yolo County, where George W. Tyler and John G. Parish lived.

Canada de Capay Rancho. A land-grant property of the well-known Berryessa family was the Canada de Capay Rancho. Through the years, tragedy wiped out this noble Spanish family and the property was passed on to others. Eventually the grant was contested by a well-known settler, John D. Stephens, and others. Because of the unique history of this grant the story is told as follows:

The first land suit in the District Court bears the title of John D. Stephens and John S. Jury vs. John Rosebrough, David Consant and a man named Hubbard, squatters of 1850. The men were eventually ousted from Canada de Capay Rancho, which had descended from the original grantees, Nemicio, Santiago, Francisco, and Jose de los Santos Berryessa, to the then holders, Jury and Stephens. We see by this that Stephens, who became the richest man in the County, had a great deal of difficulty in holding his premises after he had acquired the basis for his wealth.

The background of the whole story is the story of a greater crime, one that led to bloodshed and hatreds that lived for many years and still exists with a few of the early generation Hispanics Californians. The Berryessas were once as numerous as the leaves of the forest. But today the name has died out in Yolo County save among the
Digger Indians of Grindstone Reservation who, undoubtedly, took it from the family in which their forbearers had worked as servants and retainers. The Berryessas owned a number of ranches from the Santa Clara Valley to Capay and it was after them that Berryessa Valley took its name, the four brothers who settled Capay being also owners of a grant in Napa. With the Bear Flag Revolt and its attendant atrocities this kindly people, handsome with their large frames, fair skin, blue eyes, who had done so much to aid settlers, witnessed the murder of their father at the hands of John C. Fremont. They swore on the blood of their father's bolero, which was thrown into their cell in which they were confined at Sonoma, neither to forgive nor forget. All died violent deaths, dragging with them to untimely graves hundreds of American squatters begging for the mercy their "Pathfinder" could not grant to a disarmed old man. Nor did they stop with Americans, but took as many as they could find of their neighbors who were not native to California whether of Latin extraction or not.10

Nueva Flandria and Rancho de Belamy. Other land grants of Yolo County were "Nueva Flandria Grant" and "Rancho de Belamy," which became the property of Juan de Swat in 1845. The unusual name, Nueva Flandria, came as a result of Mr. Swat's Holland descent, the name meaning New Holland. This grant lay across from Sutter's New Helvetia and was extensive. However, in 1849 Juan de Swat died from undetermined causes, and no record of the final outcome of the property is known.

Laguna de Santos Calle. The Laguna grant was made to Victor Prudon and Marcus Baca by Governor Pio Pico in December, 1845. Records show that this grant lay between

10Ibid., pp. 45-68.
Cache Creek and Putah Creek, touching William Wolfskill's land. The grant was named after a beautiful lake known by the same name. This was probably the body of water known later as Willow Slough. The lake was said to be four or five miles long and was very deep and cold.

SUGGESTED CONCEPTS AND ACTIVITIES

FOR TEACHER-PUPIL USE

A teacher might present, discuss or build activities around the following important concepts in Chapter III:

Concepts

1. Emphasizing the importance of historical records. (Written records of people, places and events should be kept for future generations—to guide, enlighten and entertain.)

2. Understanding how a community of men establishes the boundaries of the neighborhood and of the larger unit, the county.

3. Gaining a knowledge of how a community of men utilizes metals, minerals and quarrying resources available in Yolo County, and how the output of production of natural resources today compares with that of the early days in Yolo County.

4. Understanding the wealth of topsoil in Yolo and its origin and importance to our economy.
5. Learning about the main streams of Yolo County and how they affect our well-being.

6. Understanding how geographic, topographic and climatic factors influenced the lives of early Yolo County's residents. Gaining a knowledge of how modern Yolo residents have adjusted to, or changed, their environment.

7. Understanding the sources and migratory routes of the primitive people who inhabited Yolo County. Understanding significant differences among the First, Second and Third Cultural groups.

8. Developing an awareness of the significance of social, economic and educational backgrounds as contributing factors in the development of civilizations such as those of the California Indian.

9. Developing understanding of certain attitudes that early Yolo inhabitants held toward the Patwin Indian. To consider whether their treatment was always fair and justified. To understand the relationships of the Patwins to settlers and the part the Indian played in meeting some of the needs of the white men.

10. Developing appreciation and understanding of the knowledge and skills that accompany cultural groups in their migrations.

11. Identifying and describing the first white people to enter Yolo County: explorers, fur trappers and pioneer
settlers. Understanding and appreciating the purpose or purposes of entry into the County and the problems involved in the acquisition and settlement of new lands.

12. Learning about procedures for acquiring and maintaining major land grants in Yolo County.

Activities

1. Make a scroll or diary cooperatively—about people, activities, places and resources in your present community that you think are important and would be valuable as historical material to citizens who might live in the year 2000. An interesting way to show the order in which events happen is a time chart. See Cordier and Robert's example of a chart showing important California historical events. You may wish to discuss and add others before making a chart of your own about Yolo County.

2. On a large outline map of Yolo County trace and label the boundary lines. Discuss possible derivations for the names of the streams and counties that bound Yolo. (The Yolo County Title and Abstract Company, at the corner of Second and Court Streets in Woodland, will supply free maps of the County.)

3. Locate on a map the sources of metals, minerals and quarrying materials mined in Yolo County today. Discuss or show their present economic importance compared with earlier times.

4. Take some samples of soils in Yolo County. Describe the chief characteristics and origin of each. List the crops best adapted to your samples. Check the recorded annual production of each crop\textsuperscript{12} to determine its economic significance in the County.

5. Make a large relief map of Yolo County (papier-mache, salt or sawdust mixtures are adequate). Show the degree of elevation of the land and the important streams and their sources. Locate a few of the historic arroyos and sloughs. Discuss reasons for the kinds of work that early Yolo residents carried on in the areas of tules, sloughs, valleys, hills and streams. Discuss the ways in which modern Yolo farmers have changed their environment.

6. Referring to a good relief map of California,\textsuperscript{13} determine how counties neighboring Yolo compare in elevation. Compare the general elevation pattern of Yolo with

\textsuperscript{12}Agricultural Crop Report 1956 (Woodland, California: Yolo County Department of Agriculture, 1957).

northern California counties, and with the southeastern part of California.

7. Make a scroll of butcher paper (about eighteen inches wide and twelve to fifteen feet long) showing the sources and migration routes of Indians who inhabited early Yolo County. (Maps could also be used to show these routes.) Illustrate with drawings or paintings some of the chief characteristics of each cultural group—including transport, food procurement, housing and other basic activities.

8. Compare a trek made today to some distant land—such as Little America, in Antarctica—with the trek, centuries ago, of the Indian migratory horde.

9. Compare Indian culture and advancement with modern culture in the fulfillment of these basic needs: homes, food and food preparation, clothing, tools, transportation, etc. (Use such resource materials as A Child's History of California\textsuperscript{14} and Long-Ago Stories of California.\textsuperscript{15})

10. Make a diorama to show differences between Indian and white cultures, or make an original play depicting one or several phases of comparison of cultures. Make original

\textsuperscript{14}Nola Flower, A Child's History of California (Sacramento, California: California State Department of Education, 1949), pp. 15-22.

\textsuperscript{15}Nancy and John Rambeau, Long-Ago Stories in California (Sacramento, California: California State Department of Education, 1957), pp. 3-30.
scrapbooks showing comparisons of the cultures of the Indians and whites.

11. Construct stick, tule, grass and mud houses to depict the homes of the Indians and the first white settlers of Yolo County.

12. Discuss the reasons for the Indians' decision to migrate to new lands. Are groups migrating today? If so, why and where? Discuss the social-economic factors involved when people migrate in large numbers.

13. Invite a person to talk to your class about the early history of the Indians and the life of the first white settlers in your community. Some pioneers in the County can answer many of your questions concerning the lives of the Indians and the early white settlers. They remember how the Indians and whites lived in the County and whether they treated each other in a friendly and helpful manner or in an unfriendly, unjust way.

A suggested resource person in Mr. Ralph Webb, Box 95, Knights Landing, California. Grade-level interests are 3-8. Mr. Webb was born and reared in Knights Landing. He is thoroughly familiar with the early history of the Indians and the well-known Indian mound in that area. He is now writing a history of Knights Landing and has collected much information on the lives and achievements of William Knight,
John Snowball, Charles F. Reed and other well-known pioneers of the northeastern part of the County.

Mr. Webb welcomes invitations to talk to classes on Indian life at Knights Landing or about the early settlers. He also welcomes classes at Knights Landing, where he conducts class tours to the Indian mound, the old home of John Snowball, a fine mansion in good repair, and the Charles F. Reed home. Under the large sycamore tree in the yard of the Snowball residence were held some of the first jury sessions of the County.

14. Visit the excellent Indian Museum at the corner of Main and West streets in Woodland. The museum, housed in a section of the Memorial Florists establishment, contains many articles made by the Indians of Yolo County. Call the proprietor, Mr. Clarence Pugh, to arrange a visit. Mr. Pugh extends an invitation to visit his museum to any class in Yolo County. He will conduct the tour and tell the class about the many artifacts he has personally collected in transactions with the Indians of Yolo County. This is the largest private collection in the State.

15. Make a time line to show the dates of entry of the explorers, fur trappers and some of the early settlers in Yolo County.

16. Pretend "you were there" when an exploration party was preparing to go into the land now known as Yolo
County. Describe the setting, with yourself as leader of the party. State the purposes of the trip; name and describe the roles of those who are going along; state the preparations made to supply food, shelter, clothing, equipment, etc. for the trip; and keep a diary of the trip.

17. Pretend you were a Patwin Indian boy or girl and that "you were there" in your tribe on Los Putoa Creek when Arguello's exploration party approached your camp. Tell or act how you would feel when you saw the white men, the horses, guns, etc. What would you do?

18. On a large outline map roughly sketch in the land grants of Yolo County. Indicate the land grant or grants on which are located your home, school and favorite shopping center. Locate the homes or home sites of pioneers who first settled on those land grants.

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Children


CHAPTER IV

PROTECTING AND CONSERVING HUMAN AND NATURAL RESOURCES

Through the ages man has made an attempt to protect human and natural resources, and the Indian was no exception. Even though he did not understand the science of conservation, many of his practices served that end. Until the coming of the white man, wildlife was killed only to meet the aborigines' needs for food, clothing and shelter. But the white man, on the other hand, often killed for sport or economic gain. He was wasteful and destructive in the eyes of those who better understood the consequences of his actions. However, the gradual depletion of the bountiful game led the white man to realize the acute need for conservation. Therefore he began to study and to practice methods of conserving and developing all natural resources.

Primitive Magic to Conserve Resources

The Patwin Indians of Yolo County, entirely ignorant of modern science, were an easy prey for diseases and psychological fears. Their only defense was to indulge in so-called magic and a variety of ceremonies of offense and defense. Much time was spent in developing new potions and devising new frills to strengthen the magic of the medicine man.
An important part of the Patwins' social and ceremonial life centered on the dance. They contended that the fall ceremony brought an abundance of acorns and that the spring dance brought a splendid crop of bulbs and greens. In between these two special seasonal ceremonies, dances were held that related to birds, insects, animals and spirits. The order of these ceremonial dances was constant throughout the Patwin tribe, but details and interests varied from village to village. All the ceremonies and dances had the motives of producing an abundance in nature and protecting the village from danger and disaster.

A bountiful harvest usually set off a series of activities expressing the Indians' appreciation and gratitude for the blessings granted by the "Great Spirit." One way of celebrating and officially announcing the bountiful harvest of field, forest or water was to command heralds to run from village to village and announce the good news. All tribes indulged in feasts and dances. They had many choruses, which had been handed down from one generation to another. The choral music, melodious and charming at the beginning of a ceremony, seemed dull and wearisome to a white man after the same melody had been repeated fifty or sixty times in a row. They danced the pine nut dance, the clover dance, a war dance and a scalp dance. For the war dance they had special costumes consisting of long robes made of the feathers of many
birds, arranged in interesting figures, and headdresses decorated with the finest and longest eagle feathers available. The scalp dance was sinister, and the participants often worked themselves into a frenzy during its performance. Indian dancers hoisted a scalp on a pole, set on the crest of a hill. Also on the pole was an effigy of a human being. The dancers from each village danced to the top of the hill, formed a line and leaped and whirled about the pole, chanting and whooping as they discharged arrows at the effigy. The arrows were marked so they could be distinguished from each other and sorted out at the end of the colorful and wild dance. The village that had shot the greatest number of arrows into the effigy was proclaimed the victor. It was important to be victorious, for many thought such success meant that they were favored by the spirits and could better triumph in a real battle. These varied and meaningful activities had a very good psychological effect upon the villagers but could not protect them from the conflicts with nature that were their lot. Under such conditions only the fittest could survive.

The Coming of the White Man

When civilization came to the California valleys, epidemics of disease came with it. Where thousands of Indians had roamed the lands, only a scattered few were able to
survive the ravages of disease and the adjustment to the white man's ways. In 1833, even before the white man came in large numbers, tribesmen and wild game were deplorably reduced in numbers by a strange epidemic. Some estimated that seventy-five to eighty thousand Indians died in the epidemic. A few years later, abuse by white men who arrived in the 1840's caused the fearful Indians to seek refuge in mountain areas. Many tribes mingled with other tribes, losing their identities and mingling their customs and ceremonies to the extent that now they are almost impossible to identify. Some of the Indians who escaped the onslaught of civilization managed to survive and adjust to a different way of life. A few descendants of these bands still live in Capay Valley.

In the late 1880's, Indians were numerous on the streets of Woodland. The women wore colorful kerchiefs around their heads and gay plaid shawls draped about their shoulders. The shawls, purchased from the trade boats that plied the Sacramento River, protected the women and their babies from exposure to extreme heat or cold.

In the 1850's, trade in Indian slaves had been profitable to certain stockmen. One of the most brutal of the white traders was Andrew Kelsey, whose atrocities to the Indians caused the tribesmen to unite for his elimination. Of course the killing of Kelsey by the aroused Indians led to heavy retribution from the white men. Nearly all the
Indian slaves were shamefully neglected and inadequately clothed; in fact, some went completely without clothing as they worked to tend the sheep and cattle in their charge. Most of them suffered for want of food and medical attention. Therefore they became more threatening and resorted to petty crime in order to meet some of their acute needs.

The early magistrates were charged with complete responsibility for protection of these people, and the laws required that the Indians be carefully supervised in each magistrate's district. The law described proper standards for treatment of the Indian slaves, but in most instances the laws went unheeded. But some juries at last held that a neglect of the magistrates to meet their responsibility to see that their Indian charges were adequately housed, fed and clothed would be considered a dereliction of duty and would be severely punished by the juries.\(^1\) Through such legal steps the Indians began to receive better treatment, but the improvement was too late to halt their decline in numbers.

Protection and Conservation of Resources by Early Settlers

The early settlers lived in a scattered and isolated manner in the early forties and fifties. When a serious

\(^1\)William O. Russell, *History of Yolo County Its Resources and Its People* (Woodland, California: Publishers were itinerant and nameless, 1940), pp. 6-9.
disease or an accident occurred in a family, little help was available outside that which could be administered by someone in the immediate family or neighborhood. The early settlers depended largely upon salves, tonics and teas concocted from wild herbs for treating the injured or ill at home. Some of these home remedies were shared by the neighboring Indians. There were no hospitals, and doctors were rare. In serious cases, if a doctor could be procured at all, a long trip by horseback was usually necessary to get help for setting bones and treating stubborn fevers and other ailments.

The Era of the Country Doctor

Stories that center on the lives and experiences of country doctors have been immortalized in the memories of pioneers and in the pages of history. With their passing, an era came to an end. The country doctor was a combination of general practitioner, specialist, psychologist and pharmacist, for he provided counsel besides the drugs and dressings necessary for treating his patients. Rich and poor alike expected him to answer a call at any time of the day or night and to remain with the patient until recovery was assured. Often he was obliged to sit by a child's bedside throughout the night while the other members of the family retired. Occasionally he was invited to share an upstairs
bedroom for a few precious moments of sleep while waiting for a crisis in his patient's condition. Often his trips to the bedside of a patient were made over many miles of very poor roads, riding a horse through rain and mud. When the terrain permitted he might travel in a horse-drawn buggy.

On several occasions this writer has consulted Mrs. Eleanor K. Bandy, present Yolo County Superintendent of Schools, about the background and experiences of her father, Dr. Lorenze Welges. Mrs. Bandy vividly recalls the determination of her father to reach and aid his patients in every kind of weather and at any time of the day or night. She remembers watching his buggy lights twinkle in the darkness as he disappeared into the night or a storm to answer a call for help.

Many interesting facts concerning the background and life of this remarkable doctor are found in Yolo County's best histories: he is exemplary in these accounts of the finest in country doctors. His story is therefore briefly covered here to illustrate the highest type of country doctor of the early days.

**Dr. Lorenze Welges.** Lorenze Welges was born in Coblenz, Germany, in 1838. He was a graduate of Berlin University and an experienced physician by the time he sailed to New York City, in 1866. Two years later, in New Jersey, he married Katherine Bundschuh, thirteen years
younger than he and a native of New York. After seven years of marriage, Dr. Welges sailed alone for California, by way of Cape Horn, to prepare a new home for his family. En route the ship was becalmed for an extended period off Lower California. Food supplies became exhausted while the vessel waited for the wind, and the passengers and crew had to take fish from the sea, the only source of available food. Because of this delay the ship took six months to reach San Francisco from New York.

At the time of Dr. Welges' arrival in San Francisco, many stories were being circulated about the tremendous possibilities for various enterprises in Yolo County. He heard enough about the area to be attracted to Woodland, and immediately sent for his wife and small child (Mrs. Bandy's sister), who set sail at once. Instead of sailing around the Horn they crossed overland at the Isthmus of Panama, a common practice before the Canal was constructed.

From his office—on Main street, near the present location of the Hotel Woodland, Dr. Welges administered to the needs of the town and country folk through consultation, diagnosis and treatment, dispensing his own drugs in order that his prescriptions be correct. Later he moved to a new location, at the corner of Second and Court streets, where he established an office and drugstore in a part of his home. By this time Dr. Welges was widely known in the Sacramento
area and was one of the most distinguished doctors of his day. He was a familiar figure in his black silk hat and cutaway coat as he traveled the countryside to care for his patients.²

**Dr. Kier of Woodland.** Another prominent country doctor was H. M. Kier, who came from a family of doctors. In 1874, because of poor health, Dr. Kier came to California and took up his abode with a college friend who was then a resident of Knights Landing. The two men had met and become friends while attending medical school at the University of Michigan, at Ann Arbor.

As Dr. Kier had graduated from Ann Arbor and had completed his postgraduate work at the St. Louis Medical College, he was well prepared to begin his practice in Woodland. However, after six years of work he went to Europe and studied for two years at the University of Vienna. Before returning to Woodland he spent nine months of study in Berlin and two months in London. Friends and past patients warmly welcomed their capable country doctor back to Woodland when he returned to his practice there, in 1884.³

**Dr. Bell of Winters.** In an interview with Mr. Perry Coulton, of Winters, it was learned that a prominent doctor of the area was Dr. Bell, a typical country doctor of the

²Ibid., p. 539. ³Ibid., p. 120.
horse and buggy days. Described as a bewhiskered, kindly Southern gentleman with a keen, twinkling eye and a noble, understanding heart, he had come to Winters from Louisiana. His soft speech and trust-inspiring voice soothed his patients as he attended them capably and tirelessly through the years. But he wished for better educational opportunities for his children than the young town of Winters could afford, and he left the town in the early eighties. Those who knew him never ceased to miss this great and much loved country doctor.

Establishment of Early Hospitals

By 1885 Yolo County had progressed greatly in providing specialized protection and care for its people. The Yolo County Hospital, in a small frame building in north Woodland, was located in the center of a grain field near what is now Third and Beamer streets. In 1885 the County purchased the James Douglass property, west of Woodland, where it remains today, changed somewhat by remodeling and enlargement.

During the first World War the City of Woodland and the County of Yolo entered into an agreement with the State Department of Public Health and the Rockefeller Institution to provide day-and-night hospital service. No full-time health work had been available before this agreement was arranged. The new organization called for a qualified
County Health Officer and a staff of nurses to assist in making up the department.

Another noteworthy incident that took place during the World War illustrates how Yolo County once met a critical emergency. During the influenza epidemic of 1918 the most imposing building was the Byrns Hotel. It had three stories, topped with a picturesque tower, and boasted of two bathrooms on each floor. This hotel was temporarily converted into a hospital, where influenza patients from all parts of Yolo were treated for the dread disease. Afterward the hotel was referred to as the "flu" hospital of Woodland. This was the hotel's last public service. Shortly afterward it was razed and replaced by the modern Hotel Woodland.4

To Miss Kathleen McConnell should go much appreciation for promoting Yolo County to the distinction of being the foremost sponsor of health in Northern California. It was through her pioneering and persevering efforts that two of Woodland's health centers were established. The Woodland Sanitarium, one of these, was erected in 1908 in the north part of the town. From that time the health facilities of the community improved rapidly. Shortly afterward the doctors and surgeons of the Woodland Sanitarium purchased a

4Ibid., pp. 206-07.
block at the corner of Cross and Third streets and constructed a small but complete hospital, which they appropriately named the Woodland Clinic. All of the doctors and surgeons in the County used the clinic until 1922. At that time the organization of the institution was changed to a closed corporation, used only by doctors and surgeons who owned stock in it. Three Mayo Clinic doctors were added to the staff and the clinic was operated similarly to the Mayo Clinic, of Rochester, Minnesota. The institution was rated class "A," the highest rating given by the American College of Surgeons and the only "A" rating given to an institution of its type in all of Northern California.

Protecting and Conserving Soil, Water, Plant and Animal Resources

Perhaps the most significant contribution to scientific farming in Yolo County was made when the University of California College of Agriculture was established at Davis, in 1908. Yolo residents have made excellent use of the information offered by this fine institution. Its well-equipped library and consultation services are accessible to all who are interested in scientific learning.

If one person could be named as being the most effective in promoting advances in the protection and conservation of County resources, it would be George H. Hecke. He is
credited with doing more than any other man for California agriculture.

The background and experience of this remarkable man are summarized in the national biographical dictionary, "Who's Who in America," as follows:

G. H. Hecke—educated Horticultural College Geisenheim on Rhine; Viticultural College Montpelier, France; graduated Royal "Kew" College, England. Came to the U. S. 1891, naturalized citizen 1896. Settled at Woodland, Yolo Co., Calif., 1892. Engaged as Fruit Grower and Farmer. Appointed Expert in Viticulture U. S. D. A., appointed California State Comr. of Horticulture 1916. Consolidated State Agricultural Activities in Dept. of Agriculture served Director of Dept. 1919-1931. Originator Western Plant Quarantine Board... Directed successful eradication of introduced animal foot and mouth epidemic 1924... Establishment of the State Farm at Davis as part of the University of California, combined with Federal aid to the farm for soil research through the Agricultural Extension Service, has greatly revised scientific knowledge on soil, water, plant and animal resources.

The Agricultural Extension Service grew to such proportions that an organization for disseminating information became clearly needed. Consequently, the American Farm Bureau Federation was organized, under the leadership of J. Edward Bandy and others. F. W. Wyatt became its first president, in 1914. This was the first agricultural organization to be established in California, and Yolo was the

5Ibid., p. 168. 6Ibid., p. 361.
second county in the State to employ a Farm Advisor. The Farm Bureau started with a membership of sixty-four and appointed Miles Searles as its first County Farm Advisor. Upon Mr. Searles' resignation, in 1919, Warren D. Norton was procured through the Board of Supervisors to succeed him.

Branches of the Farm Bureau service were developed in the form of 4-H Club centers, which were designed to help youth learn the fundamentals of scientific care and production of plants and animals. Another branch of the Farm Bureau was established, in Clarksburg in 1921, under the title of the Home Department. This organization provided aid for women through the California Farm Extension Service, and made women's work a permanent and definite part of the Farm Bureau, thus coordinating the work in home economics with that in scientific agriculture. The organization went into its first successful operation, with Mrs. J. E. Bandy (present County Superintendent of Schools) as chairman, in May of 1922. Miss Bertha Schwab was appointed the first County Home Demonstration Agent by the Yolo County Board of Supervisors.

California State Forestry Nursery

One institution which has done much for the farmer in enabling him to make better use of trees and other natural
resources is the California State Forestry Nursery. This writer, granted an interview with the Senior State Forest Technician (who lives at the Nursery), obtained much information about the State Department of Natural Resources Division of Forestry, located in Yolo County four miles east of Davis. From clippings, letters and other papers in the Nursery files, it was learned that Chapter 475, Statutes of 1918, provided for establishment of a State Nursery under the jurisdiction and management of the State Forester. It authorized the growing of stock for reforestation of public lands, the planting of trees along public streets and highways and the beautification of parks and school grounds. The act also provided that nursery stock and seeds might be purchased by the State Forester for distribution at cost for public planting or reforestation. Trees were to be distributed to the Division of Highways and other State agencies without cost. The Davis station, the first established in the State, supplied cities in southern, central and northern California.

Many varieties of trees from all parts of the world have been tested to determine their adaptability to California climate. Among the varieties selected as being well suited to this area are Chinese Arbor Vitae, Coulter Pine, Arizona Cypress and Athel and Canary Island Palm. These were propagated for ornamental purposes. The Athel Palm
tree was the most unusual, for it came from the deserts of Arabia and was found to be useful as a windbreak in California. Other trees grown were the Monterey Cypress, Pine and Redwood, which had erroneously been considered not adapted to the heat of the Central Valley.  

Protecting Farm Animals from Predatory Beasts

Before the Yolo County Department of Agriculture was organized, the Board of Yolo County Supervisors served as an administrative as well as a policy-making body. Charles Hardy states that the Supervisors organized and practiced the control of predatory animals. Those considered most damaging to poultry and livestock were coyotes, wildcats, foxes, raccoons, squirrels and rabbits. He recalls that a troop of men and boys was organized to drive these animals into temporary trapping enclosures, where they were destroyed by clubs and guns.

Wildlife Protection

Lee Sinkey, Yolo Game Warden. An interview with Warren D. Norton, retired Yolo County Farm Advisor living at Woodland, was very informative about early Deputy State Game Wardens of Yolo County. Mr. Norton related that a well-known

7Ibid., p. 168.
and much respected game warden of his day was Lee Sinkey, appointed by the Yolo County Board of Supervisors. He served his County for many years, and Mr. Norton believes that no one else in Warden Sinkey's position could have been more concerned about the protection of wildlife.

Mrs. Eleanor K. Bandy, interviewed about Warden Sinkey, noted that he had only one arm but was said to be the fastest man with a gun in the County. Mrs. Bandy, personally acquainted with him, enjoyed his description of patrolling the streams, woods and fields to protect wildlife. Mr. Sinkey told Mrs. Bandy that when he saw a man sitting on a bank, fishing out of season, he studied the situation intently before revealing himself. If the fisherman was glancing this way and that, as if his conscience troubled him, Warden Sinkey made an arrest and prescribed a fine. But if the fisherman seemed totally unaware of any wrongdoing, Mr. Sinkey calculated that he knew no better or was hungry and needed the fish. In such a case a mild reprimand was all that was issued.

Mrs. Bandy remarked that she knew this warden to be very fair and honest in all his dealings, and she appreciated his sincere efforts to protect animal and plant life in the County.

An interesting article by Deputy State Game Warden R. L. Sinkey is found in the bulletin Yolo in Word and
This article contains interesting information and pictures concerning the wildlife of Yolo County. The material is informative and attractive to hunters and to all people who respect and enjoy the great outdoors and like to keep the country green and golden.

SUGGESTED CONCEPTS AND ACTIVITIES

FOR TEACHER–PUPIL USE

A teacher might present, discuss or build activities around the following important concepts in Chapter IV:

1. Gaining knowledge of early white settlers and their waste of natural resources. Understanding that before the coming of white men, wildlife was killed only to meet the aborigines' needs for food, shelter and clothing.

2. Understanding that the Indian's ignorance of science made him an easy prey to disease and psychological fears.

3. Understanding the problems created for the Indians by the coming of civilization to the California valleys.

4. Understanding that the coming of white men resulted in the enslavement of some Indians.

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5. Understanding the white man's problem in providing himself and his family with protection from, and treatment for, disease and injury.

6. Gaining appreciation and understanding of the work of the country doctor, a combination of general practitioner, specialist, psychologist and pharmacist.

7. Gaining appreciation and understanding of the history and development of a full-time health program in Yolo County.

8. Understanding the importance of the University of California at Davis to the development of a superior program in the County for conservation of soil, water, plant and animal resources.

9. Gaining appreciation of the California State Forestry Nursery at Davis as an institution that has done much to help Yolo's residents make better use of trees and other vegetative resources.

10. Understanding the importance of early Yolo County's Department of Agriculture and the early Yolo County Board of Supervisors in protecting animal and plant life.

11. Gaining appreciation and understanding of the work of early Yolo County game wardens in protecting wildlife.

12. Understanding the historical development of the various services of the University of California at Davis.
Activities

1. Make a diorama or mural to show how the Indians of Yolo County used wildlife and other resources.

2. Make an apple-box movie or a play to show how the white man wasted wildlife and other resources in early days.

3. Show through drawings or stories the disadvantages and disasters that plagued the Indians because of their lack of knowledge of modern science.

4. Make a real, or picture, collection of plants and herbs used in early days by the Indians and whites for protection against injuries or diseases, or for treatment of them. Your local pharmacists may be able to help locate and identify herbs that have medicinal uses. Collect so-called home remedies that may still be in use today, and compare with those used in very early Yolo days.

5. Read "The Herb Woman and Her Baby" to learn about the kinds of herbs used by the Indians for food and the treatment of illness. This story includes pictures of herbs and recipes for preparing them for use. You may wish to gain a better understanding of the work of the Indian

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10Ibid., pp. 241-43.
doctors. There will be information of value and interest in the story "Medicine Men."

6. Collect and identify specimens of trees and shrubs that grew profusely in early Yolo County. On a chart, exhibit and describe today's uses of the specimens collected.

7. Third- and fourth-grade children would enjoy making up Indian dances. Creativity in rhythm and color could be expressed in such dances as those honoring the harvest season. The scalp dance, described in this chapter, could easily be dramatized and would give children an emotional experience and a better understanding of the psychological effect that such dances had upon the participants.

8. Make a mural to show the influence that the white man's coming had on the Indians. Show sequences in the Indian's life—for example: Indians happily performing ceremonial dances before the white man came; Indians fleeing to the mountains at sight of the white man; the enslavement of Indians by the white man; the suffering of Indians from the indifference or cruelty of white masters; the segregation of Indians on reservations.

9. Make up a play about a family of early white settlers and the way in which their neighbors, Indian and

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white, help them in time of need, curing an illness or caring for an accident patient.

10. Discuss the work of country doctors. You may wish to create and illustrate a story about the favorite country doctor or doctors who lived in your community.

11. To learn about the kindness and helpfulness of one country doctor, read the story "Country Doctor."12

12. Make a scroll to show the development of medical and hospital care in Yolo County. Good captions used with the illustrations should give a clear picture of the progress made from the days of the Indian witch doctor to the present time of modern hospitals and learned physicians.

13. Read about, discuss and compare the conservation problems of early Yolo County farmers with those of today. Make a chart and matching list of constructive action taken by farmers in early days and the present recommendations of the Yolo County Agricultural Extension Service on the same problems. Use such resources as bulletins supplied by the Yolo County Agriculture Extension Service or the Yolo County Farm Bureau. Talk to resource persons such as Ralph Gay and Ted S. Torngren, of the Y.C.A.E.S., or Charles Hardy, of the Yolo County Department of Agriculture.

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14. Visit the State Forestry Station to see the kinds of trees developed for such uses as beautification of roadsides, schools and homes. Ask the Forester to show you those that make good windbreaks. He can tell you where these trees originally came from and why they are especially adapted to the uses described.

15. Interview an older member of the Farm Bureau to learn something about the ways they helped the farmer in the early days. Such a person may also discuss the kinds of games and suppers his organization enjoyed in the early days to help build morale and wholesome living among the farm people.

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Children


CHAPTER V

PRODUCING GOODS AND SERVICES

IN EARLY YOLO COUNTY

In the early years of Yolo County, production was entirely agricultural and consisted mostly of cattle and grain. Wheat and barley were the principal grain crops. Before the 1920's there was little in the way of vegetables produced in local fields. Wholesale production of a variety of vegetables and fruits awaited development by Yolo County's earliest gardeners, Chinese who skillfully and diligently tilled the fertile banks of the Sacramento River. However, a primitive and unique kind of production had been carried on in this area by the Patwin Indians long before Yolo County had established boundaries.

The First Goods and Services in Yolo County

The reputation of the Yolo County Indian as a producer of goods and services was not good. The white men's low opinion of the Indians is expressed in the name bestowed on them, "Digger Indians." The white men had no conception of the processes by which cultures have evolved through the ages and no appreciation of the culture developed by these Indians without aid from preceding cultures. Perhaps the contemptuous name was given them because the Indians spent
much time digging for clams, shellfish, roots and bulbous plants. Whatever the reason, the name was not designed to elevate the status of the Indian in the white man’s world. Nevertheless these primitive people produced many articles that contributed to the fullness and safety of their lives.

Production by the Patwin women. Indian women of Yolo County were very skillful in weaving articles of grass fibers and reeds. They made attractive trays and baskets of rushes, creating graceful patterns appropriate to the different shapes developed for specialized uses.

Indian basketry attained a high artistic achievement. Baskets were not only aesthetically designed but structurally perfect for intended uses. Women carried their babies in baskets that fitted snugly on their backs. They used one kind of basket for cooking and another type for gathering and winnowing grains and seeds. Lovely baskets were worn on their heads, for adornment and for protection against the heat of the sun. Men and boys used several kinds of baskets for catching fish.

Production by the Patwin men. The Indian men produced many fine arrows and spearheads for protecting themselves and procuring food. They made crude rafts from bunches of dried tules tied together. Rafts too long in the water became water-logged and unsafe. However, dried in the sun for a while, they became as good as new.
Trade between the Indians and whites. After the white men came, Indian women from Grand Island and other parts of Yolo County gathered blackberries, nuts, herbs and other plants to see what trade could be done with the whites. This harvesting was of value to the whites beyond the worth of the produce, for the newcomers were ignorant of the uses and values of many of Yolo County's wild products. Attractive baskets were also bought by the whites and found to be quite serviceable.

The Indian men needed many goods which the early white man procured from San Francisco, and the white man found that Indian tools, baskets, beadwork and animal skins could be used by settlers or sold as souvenirs to the villagers. These mutual needs furthered trade between the Indians and the whites.

Mr. Clarence Pugh, founder of the Indian Museum at the Memorial Florists in Woodland, became acquainted with the later Indians of Yolo County and carried on an extensive trade with them to obtain such products as fish nets, harpoons, spears and traps. Such articles also served the early white settler by helping to procure his food more easily.¹

¹William O. Russell, History of Yolo County Its Resources and Its People (Woodland, California: Publishers were itinerant and nameless, 1940), pp. 5-8.
Goods and services found in nature. The first goods and services of early Yolo explorers and settlers came directly from nature's storehouse of wild fruits, vegetables and game. These foodstuffs were savory and wholesome to man. The Indians, through trade, were helpful in introducing some of these foods to the white men for home use and for exchange.

Many foods lent themselves to preservation for use in the winter season. Wild berries and other fruits could be preserved in various ways; deer, elk and bear flesh could be dried or smoked and stored for future needs. However, since the climate of Yolo was mild, even in winter, fresh meat supplies from the streams and forests were always available. Fruits, nuts and other plants were also gathered in season.

The flesh of most of the wild animals was tasty and palatable, and therefore found a ready market in villages or was sent to the mines in the Sierra Nevada range. Hides and furs were also sold or traded for manufactured goods imported from San Francisco or Sacramento via steamer.

Columbus Hatcher's Recollections

During these early years there was an abundance of wild fruits, nuts and greens growing luxuriantly along the rivers and creeks. The waterways abounded in fish and shellfish of many kinds and the swamps were crowded with colorful
waterfowl. Indians and early settlers depended on these many foods for their very sustenance.

A Yolo County pioneer who contributed much to knowledge of the early abundance of food was Columbus Hatcher, a pioneer still living at the time William O. Russell was gathering materials for his *History of Yolo County*.2

Mr. Hatcher's memory and alertness were still vigorous, Mr. Russell noted in interviewing him. The pioneer remembered interesting details of his journey from Missouri to Yolo County in a covered wagon and life in early Yolo County. From Columbus Hatcher's recollections we have a vivid description of the variety of fauna in the County:

The land was a paradise for the hunter. Elk roamed the hills and plains in great numbers and the forests were littered with their huge forked horns. There were droves of antelope in the low hills and on the plains where now stands the town of Dunnigan. Deer passed back and forth from the hills to the sink of Cache Creek in droves. Cottontail rabbits were more than plentiful. In the fall an uncle came to visit from the mines in Mariposa County. A neighbor had fenced in a garden plot. Uncle started one evening to make a call on this neighbor, who lived a quarter of a mile away through the woods. He ran into five Grizzly bear. Uncle climbed the first tree and stayed there until morning. The Grizzlies tired of waiting, finally ambled off to the sink of Cache Creek. . . .2

Pioneer Hatcher described in detail his experiences in making the trip to Woodland and settling his family in Yolo County. His account of the flora and fauna was one of

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the most interesting and colorful found by this writer in collecting material for this bulletin.

He related that the first night in Yolo County the family camped near Willow Slough, and the next day they passed through a dense forest that actually hid the sun. As the travelers wound their way through the forest they came to a spot which is now called Woodland. Johnny Morris was the only settler in that area. Mr. Hatcher well remembered a grapevine of the Mission variety climbing over Mr. Morris' shack, and here he tasted his first grape. The thick growth of the giant oaks growing in this area was shown in an anecdote:

We had an old cow tied behind our wagon. We called her "Old Blue," as she was part buffalo. Passing between the trees she tore off one of her horns. Such was the density of trees growing around Johnny's shack.4

There were no roads, bridges or fences in Yolo County in that day. The second night's camp was made after a tiring ride through field and forest, and a fording of Cache Creek. On the camp site on this creek Columbus Hatcher's parents established their home—a place known in the early days as Missouri Ranch. An account of the colorful landscape surrounding this home is preserved in Mr. Hatcher's own words:

Oats and alfalfa grew luxuriantly and in the lowlands, big red clover. Wire or salt grass, the finest cattle feed in the world grew abundantly.

4Ibid., p. 114.
Thousands of acres were covered with bluebells and buttercups while, on the rolling hills to the west, French pinks, larkspur, and golden poppies grew in profusion. 

Arrangements for water supplies he described as follows:

There were squatters living in oak shake cabins with dirt floors, blazing the way for future homes. Those who did not live near a stream dug wells and drew up their water for home use and stock.

Cattle raising in early Yolo County. The Hatcher family pioneered in stock raising. Their cattle were branded and turned out to fatten on wild grasses. This fare gave the flesh of the cattle a taste like that of wild animals. In the fall there was a roundup of all the cattle in the region, and stockmen from all parts of Northern California met in a convenient place where there was plenty of feed and water. Such a place was J. Matt Harbin's ranch, later known as the Charles Coil Ranch. There a huge slough, Rodeo Slough, usually dry in summer, began to rise in the fall. The cattlemen claimed that if the water rose early in the fall, winter would also be early.

Gatherings of cattlemen such as those at Rodeo Slough were called rodeos, after the Spanish word meaning "round-up." At these rodeos there would be from 50 to 200 men with many thousands of cattle ready for market and calves to be

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5Ibid. 6Ibid. 7Ibid., p. 135.
branded. Maybe half of the cattle hands were of Mexican and Spanish descent. The cowboys—called vaqueros (Spanish-American for "cowboy") or "buckaroos" (a corruption of vaquero)—lassoed and threw the cattle while men with branding irons put the owner's mark on each head of stock. Some calves and cows were then returned to the home ranches and others were started to market. Great was the activity, for scores of vaqueros and cattlemen worked with thousands of cattle. The rodeo for some was a show of glittering, highly-polished silver. The life earnings of many Mexicans were spent on bridles, saddles and other ornate equipment. However, as the day wore on, the glitter was dimmed in the clouds of dust.

Problems in Cattle Raising

Many a cattleman had no scruples about branding his neighbor's stock in order to increase his own herd. Cattle rustlers stole many cattle in Yolo County and drove them into the mining territories, where the market for fresh meat was always excellent.

Drought was a serious threat to the cattlemen, for ponds, springs and sloughs were the source of water for the large herds they owned. Wells, a more dependable source,
had not been developed to provide adequate amounts of water. In 1864 only four inches of rain fell during the whole season; and the ponds, springs and sloughs dried up. Thousands of cattle died for lack of water, which greatly discouraged cattle raising in the County.\textsuperscript{11}

Floods were fully as damaging as droughts. Illustrative of this destruction is Miss Ida Krull's description of the flood of 1880, which wiped out most of the homes. She related how families moved to the barns, which were located on Indian mounds; since stock was said to be more valuable than human life, cattle were kept on higher ground while homes occupied the lowlands. Miss Krull recalled that during the flood a steamer from Sacramento traveled through Elk Slough, just out of Clarksburg, loaded besieged cattle in boats and took them to the Sacramento River docks, where they were unloaded and turned loose to roam in the pastures of Capitol Park. Here they remained until it was safe to return them to their original pastures.\textsuperscript{12}

\textbf{Importance of Soil and Water in Production}

The story of production in early Yolo County reads like a fairy tale, for the soil seemed to have a magic power to produce. But the power lies in the firm, deep, rich

\textsuperscript{11}Ibid., pp. 114-115. \textsuperscript{12}Ibid., p. 216.
topsoil and the accessibility of water for home use and the growing of crops and stock. These two ingredients for flourishing production are the heritage of Yolo County. Because of the wide variety and abundance of crops grown, the following descriptive motto has been applied to Yolo County:

"Where Anything that Grows Anywhere Grows Everywhere at Its Best." Yolo has also been identified as "The Blue Ribbon County," because of the unusual number of high awards received for its products at California State Fairs. Another title, "The Purple Circle," was given to the portion of Yolo County where is grown some of the finest prize-winning livestock of the nation.13

Despite its rich heritage, Yolo County has a story of tremendous effort on the part of its people to achieve the goals and honors described. Clearing the land of forests, draining the tule sloughs and developing an enviable irrigation system were slow and tedious tasks but definitely indispensable to raising Yolo County to the position that it has held in the State since that early day. When one looks upon the great level fields that make up the rich farm lands it is hard to believe that here once grew dense forests of giant oak trees, wild grasses standing higher than a horse's back, and tules, dense and impenetrable, covering the lowlands.

13 Ibid., p. 69.
These immense rushes, which were thought to be the highest tules to grow in any country, averaged a good ten feet tall in most areas and often reached sixteen to eighteen feet. Tules are annuals, and their decay in the fall is as rapid as their growth in the spring. The decayed matter from this swamp growth, together with annually deposited sediments from overflowing streams, makes up much of the County's soil. In some localities the deposits are shallow, but in others they extend to a depth of sixty feet. No perceptible difference in the formation or quality of the deposits has been found even at their deepest point. Underneath this deposit of decayed tules is a stratum of clay, laid upon a bed of sand and gravel. Excellent water is obtained from this deepest layer. The soil reclaimed from the tule land seems to be inexhaustible in its productive powers.

In summer the tule swamps offered the early settlers good pasturage for great numbers of cattle and horses. By 1851 the lush tule bottoms of Yolo County had become an important pasturage for the fattening of beef. The tules were burned off in the fall, and in the spring the tender shoots made excellent pasture.14 Here hogs also thrived on the abundance and wide variety of roots and bulbous plants.

14Ibid., p. 133.
This fare is excellent for swine. Since water was nearly always available in the sloughs, Yolo County was practically ideal for stock raising of all kinds.

Production in Yolo County today depends largely on its fine irrigation system, which dates back to 1842-43, when William Gordon became the County's first settler. His ranch, a fine tract of land mostly of sedimentary soil, bordered on Cache Creek, which was fed by the waters of Clear Lake Basin. This body of water, in Lake County, is eighty square miles in extent, containing the runoff of 420 square miles of watershed. Gordon found his stream to be a raging torrent in winter but a dependable water supply for field and garden in summer. From that first year, when he harvested seven acres of wheat and five acres of corn, it was evident to him that a steady supply of water was necessary for production. Unless water was made to serve the people in the area at the lowest cost possible, grazing was the only agricultural enterprise that could be carried on; and even that would require provision of a steady water supply. He urged his neighbors to work on the problem with him.


The first person fully to see the real possibilities of irrigation was James Moore, who began work on a ditch in 1856. He constructed a brush and gravel dam, installed a headgate to regulate the flow of water and dug a short canal with the capacity to carry a good supply of water. Many experiments with dams, canals and various other methods of irrigation followed, and each was an important step in the development of one of the greatest agricultural centers in the Nation. Some of these experiments or projects will be described later in this chapter.

Grain in Early Yolo County

Gradually the cattle barons gave way to grain barons, and cultivation of the land became a greater challenge. Columbus Hatcher's recollections include information on the start of growing, cultivating and harvesting grain in Yolo County, including the tools and methods used:

Judge E. E. Gaddis' father was the first farmer in Yolo County to try Summer fallow, plowing the land in the late Spring, letting it lie all Summer and in the Fall harrowing in the grain. He raised a fine crop on thirty acres. The first irrigation of grain was made that year by James Moore. He constructed a ditch on the south side of Cache Creek. The water was carried across the creek and several of the neighbors irrigated and raised fair crops...
Tools for farming were of the most primitive kind—a single plow and a harrow made in the form of an "A" with wooden teeth. The latter was used to rake the seed into the ground. Seed was sown by the scatter method, five or six steps to the throw.18

Hay crops were first cut with scythes, and later by horse-drawn mowers. Hay and grain forks were made from willows, which grew profusely along Cache Creek. William Knight was the first to thresh grain in Yolo County—by using a saddle horse and a tree limb. But this crude method was soon replaced by a tool known as a cradle. Heap hooks were used to cut the grain, which was then tied in bundles and hauled to the threshing machine on a sled. Later, machines pulled by four or more horses were used to thresh the grain. Eighty bushels per day could be threshed with this equipment. Not long afterward there was introduced a machine known as a header, most effective in harvesting the seed-containing heads of the grain plants.19

The beginning of grain production in Yolo County is the story of individual efforts. In 1850 Thomas Cochran sowed a few acres of barley seed in the only fence-enclosed field in the County. He got the seed from Johnny Morris. In 1851 Colonel J. B. Chiles planted a few acres of grain near Davisville (now Davis). He threshed his crop with a flayer and tossed the grain in a blanket to separate the

18Russell, op. cit., p. 115. 19Ibid.
seed from the chaff. It sold for eight cents a pound. In the same year W. W. Brown grew a good crop on Putah Creek and James H. Updegraff raised about seventy acres at Knights Landing. Mr. Updegraff hired Charles F. Reed, owner of the first thresher in the County, to thresh the crop. In a few years many other farmers were producing fine crops of grain.

With the aid of the steam thresher, invented by Joseph Enright, of San Jose, production leaped in quantity. An interesting account is given of the excitement Mr. Enright's invention caused in the County. At this time Yolo County and the upper Sacramento Valley had been almost entirely converted to grain, and Mr. Enright was eager to introduce his machine. However, the grain ranchers were afraid of fire from the engine and refused to try it. To prove its practicality Mr. Enright offered use of the machine to Frank S. Freeman at no charge providing Mr. Freeman furnished the labor. Farmers came for miles to watch, and were more than astonished to see eight hundred sacks filled in one day without a fire. Yolo soon became one of the leading producers of barley and wheat for European export where the grains were in demand by brewers.

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20 Ibid., p. 173.
Indian Labor

In the very early days, before there was much law and order, the Indian was forced into peonage as a herder of cattle and sheep. In later years he was hired to help with the harvest of the crops. These people were a colorful lot, having their dark hair bound about with bright bandanna kerchiefs. Women wore red calico dresses and bright shawls. They cooked over open campfires in their camps, which were located in the green fields. Here their numerous children, ponies and dozens of dogs completed the picture.

Chinese Labor

Eventually Chinese who took up camps under the trees, because of their efficiency and fastidiousness, replaced the Indians. It was recorded that the Chinese washed not only their hands and faces before eating but also their feet, which they wrapped in clean white cloths before partaking of food.21

Many Chinese had chosen to remain in California after completion of the transcontinental railroad. A great many of these Chinese laborers became the first gardeners in Yolo County and grew the first garden crops: squashes, beets, melons, sweet potatoes, corn, cucumbers and peanuts. Some

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21Ibid., p. 72.
of these crops developed tempting flavors second to none when produced in the rich Yolo soil.\textsuperscript{22}

The Chinese performed many fine services because of their industry, knowledge and skill in carrying out a number of different types of work. They seemed especially skilled in truck farming and adept in culinary services and operating laundries and eating houses.

These people at work seemed to be unique. In town or city one could see them from early in the morning, cheerfully running along with baskets of vegetables suspended from poles balanced on their shoulders. They took great pride in their work, whether as cooks or wood choppers, and always considered themselves a part of the family that employed them. They were picturesque characters in white blouses, very full black or blue trousers, white socks and Chinese slippers, and black silk or satin quilted coats. Hatless, they braided their long hair and tied it at the end with some bright silk. When going to a new home a cook always carried with him a clock, three sharp kitchen knives and a jar of yeast for baking the delicious bread he specialized in. The cooks always wore white aprons and worked from sunrise to sundown to feed the families and the harvest hands. When there was need, they also did the family washing.

\textsuperscript{22}Ibid., p. 170.
and ironing. All this was available to the employer for thirty dollars a month.  

Gradually the Chinese gardeners were replaced by Japanese, who were more scientific in their farming methods. The Japanese lived frugally in huts built for their families and worked industriously and skillfully in the fields and gardens.

Alfalfa, an Important Crop

Alfalfa superseded the native grasses in much of Yolo County. David Quincy Adams first imported alfalfa, from Chile in 1855; and the next year Nicholas Wyckoff planted several acres of Chile clover, which alfalfa was then called. This name was misleading; though the plant was grown successfully in Chile, it actually originated in Switzerland, where it was known as Lucerne. Mr. Wyckoff practiced a method of cutting this plant four or five times during the growing season, leaving the last growth for seed. This method was continued through the years, and the plant increased in popularity until its production was greater than that of any native grass in the County.

\[23\text{Ibid.}, \text{p. 171.}\]  
\[24\text{Ibid.}, \text{p. 172.}\]
First Raisins on American Market

Grape culture started in the County about 1849 with the planting of two acres of Mission grapes in the Woodland area by Uncle Johnny Morris, as many fondly called him. The first raisin grapes in Yolo County were planted in 1857 by Russell Blowers, who is credited with introducing the first raisins on the American market. In 1867 he shipped a carload of grapes to Eastern markets, the first shipment of grapes from the West. In the same year his produce took premium awards at the Centennial Fair in Philadelphia in competition with world raisin producers. He patented and built the first raisin drier in California. He also developed the first local olive press and received high honors at the New Orleans Exposition for his olive oil, again competing with world producers. He established the pickled olive industry and his ripe and green pickled olives were considered a superior product. Though he was the most prominent horticulturist of the West in his day, he died a poor man, having given his fortune to the progress of Yolo County.

Sugar Beets, Rice and Tomatoes

Crops planted in rows are often referred to as "row crops." Three row crops grown in Yolo County—rice, sugar beets and tomatoes—have become the leading economic crops
of the County. The history of each is somewhat abbreviated in this bulletin because some records are not available and others are indefinite.

The history of Yolo County's important row crops begins with the sugar beet. According to Melvin Zobel, of the Yolo County Agricultural Extension Service, a small acreage of sugar beets was planted in Yolo County in 1870 and 1871 by Klaus Spreckels. He also planted small plots in other locations in the State. From the yields of these plots he determined the nine best areas in the State for sugar beet production. Yolo County was one of them. His evaluation of the experiment was accurate, for sugar beets have proved to be important crops in all his chosen locations.

Mr. Zobel thinks the first commercial production of sugar beets in the County was undertaken in 1875 or 1876, though he has found no records to substantiate the belief. In any case, a sugar beet processing plant existed at Brighton at this time; and the beets were probably shipped there by rail from this County.

During the first World War the Spreckels Sugar Company grew beets in the Woodland area and shipped them to Salinas for processing. In 1920 the first commercial acreage of sugar beets in the Clarksburg area was established. These beets were sent by barge to a sugar company in Alameda.
Lester Holmes, now manager of the Clarksburg factory of American Crystal Sugar Company, and Howard Reamer, now a prominent beet grower, produced beets in Clarksburg in 1921.

Production dropped drastically in 1925, the worst year of the curly top disease. In the same year the bankrupt Alameda Sugar Company was taken over by the Holly Sugar Company.

One of the most valuable of row crops is rice. It was first grown experimentally in 1915, when Dickson Stephens made an initial planting of six acres. The rice seemed to thrive best on adobe or heavy soil, most of which was found in western Yolo County. The first seeds tried were a Japanese variety. The long- and medium-grain varieties grown in the Southern States proved not well adapted to Yolo's soil and climate as were the short-grain varieties. The Japanese variety seemed to yield well, was uniform and had a very stiff straw. Rice is a heat-requiring plant and the long Yolo growing season gave adequate time for the rice plants to mature. Irrigation methods for rice culture in those days posed some problems. As late as 1925 the most serious obstacles to rice production were the insufficient irrigation systems and the hopper pest.

Even as late as 1886, Yolo residents generally frowned upon the use of salad greens and thought of them as cow feed. Tomatoes were very rare indeed, and it was recorded that this
unusual fruit was available only on Independence Day, when it was part of a luxurious feast that featured chicken and sliced tomatoes.

Mr. Zobel says no one has been able to determine just when tomato growing was first begun in Yolo County. The Agricultural Extension Service has no records of tomato production earlier than 1915. In that year the first record appears, describing a wilt disease that was attacking tomato plants, though whether in home gardens or commercial fields was not stated. In 1917 Fusarium wilt was mentioned, and again no word on the kinds or volume of tomatoes affected. Charles H. Hardy, County Agricultural Commissioner, is source of the statement that tomatoes were grown first in the Capay Valley. He told the writer that the Libby, McNeill and Libby cannery rented land in Yolo County and employed Japanese and other farmers to grow tomatoes for the company. Both green and ripe tomatoes were used.

Abandoned Agriculture and Industry

The story of Yolo production would not be complete without a review of the many projects that were begun and, for one reason or another, abandoned. The County has been noted for the diversity of its processing of products nearly all of which were produced in the rich lands of the region.
Silkworm culture. Perhaps one of the most unusual projects in the County was the raising of silkworms. Judge I. M. Hoag, of Davis, planted ten acres of mulberry trees, on whose leaves the silkworm feeds, along the banks of the Sacramento River in Yolo County. From cuttings and seeds he grew half a million trees. By the spring of 1870 Judge Hoag with Charles Reed, who then lived in Washington, established the California Silk Culture Association and began work with one hundred thousand trees and five hundred thousand cuttings. Business began promisingly with the sale of fifteen hundred dollars worth of silkworm eggs. They had hoped to sell more, but the prospective purchaser could not secure cash for his drafts, because of the blockade of Paris by the Prussians. Therefore the shipment of eggs was detoured to Italy, destined for an interested Italian agent. In the meantime the eggs hatched, the worms perished, and no returns were received on the shipment. Another big transaction was being negotiated when the temperature of the Sacramento area reached 110 degrees in the shade and remained so for ten consecutive days. The entire stock of two million worms was cooked, and the business was finished.25

Growing of chicory. Chicory, a plant used for extending coffee, was raised extensively by Adolph Palm in the

25Ibid., pp. 139-140.
Washington (now Broderick) area. A mixture of one pound of chicory to three pounds of coffee was considered an acceptable beverage in those days. Enough seeds were imported from Germany for Palm to plant fifteen acres. The yield averaged thirty tons to the acre and was marketed for nine cents a pound. Business was prosperous until coffee roasting improved and unadulterated coffee became preferred. Another drawback of the venture was that chicory has a tendency to run wild, spreading profusely. The venture in chicory was eventually discontinued, though one may still occasionally see this plant growing wild in some areas today.26

Production of flour and meal. Many fine flour mills served early Yolo County. The first mill, at Knights Landing, was built by Lane and Sherman, in 1856. Later, Zebulon Gardner erected a second mill in the town, and the two mills were shortly combined under the name of Eagle Mills. The first mill produced a very good flour and was enlarged to meet the demand; the other mill, with three runs of French burrs to grind barley, corn and wheat, produced one hundred barrels a day of very high-grade products and took many premiums at the State Fair. Two very good mills were established at Woodland, and another on Putah Creek, for operation

26 Ibid., p. 140.
by water power. All three mills met the same fate: destruction by fire. 

Production of woolen blankets. Fire was a terrible and constant threat in early days, and fire-fighting apparatus was not adequate for taking care of the huge wooden structures of the time. Fire destroyed the Woodland Woolen Mills in 1896, after four years of production of exceptionally fine blankets.

Production of cheese. In 1914 the Chiflakos brothers established themselves in the Esparto and Capay areas, leasing two thousand acres from the Bandy estate and forty-five hundred from the Stephens Agricultural and Livestock Company. The brothers began manufacturing three kinds of cheese from sheep's milk: two grades of macaroni cheese and a variety of table cheese known as Fetta. The company was organized under the title of the Western Yolo Sheep Cheese Company, and production was unusually high considering that all the ewes were milked by hand. By the end of five years they had produced 120,000 pounds of cheese and were shipping to Nevada, Colorado, Utah, Washington, Oregon and as far east as Missouri. The two kinds of cheese first mentioned brought forty-two cents a pound while the Fetta brought thirty-four cents. At peak production the company employed thirty-two men, eighteen

27 Ibid., pp. 140-141.
of them milkers. Despite its success, though, the business no longer exists.

**Production of Turkish tobacco.** Another industry, now dead, that once flourished was that of the Esparto Capay Company, which in 1918 planted thirty-seven acres in tobacco and received twenty-six thousand dollars for the crop from the China American Tobacco Company. The plantation was the largest this side of the Rocky Mountains. This plantation crop was replaced by orchard crops, which are easier to produce and harvest.

**Manufacture of brick.** Brick making was an early and important trade in Woodland. In 1870 the construction of brick buildings began to boom, causing brick yards to be established at various places. All flourished until the popularity of lumber construction brought hard times to the brick-manufacturing business.

**Production of wines, brandies and vinegar.** Other important industries which made history were the wineries. The oldest was the Capay Valley Winery, which had a capacity of thirty thousand gallons of white and red wines. A winery established in Woodland in 1866 produced twelve thousand gallons of vinegar and eight hundred gallons of brandy. The second winery established in Woodland in 1869 was owned

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and operated by Lallemond and Mendesalle. In that year they manufactured twenty-six thousand gallons of wine and twenty-five thousand gallons of brandy. They specialized in champagne and claret. With the adoption of the Eighteenth Amendment all the wineries in Yolo County were abandoned and never again revived.

Manufacture of carriages and buggies. Another industry that flourished in Yolo County was the Elliott Carriage plant, established in 1856. Elliott later specialized in buggies but had to drop out of business because of Eastern competition.

Production of peanuts, sugar cane and cotton. The planting of peanuts, sugar cane and cotton was begun in the County by Dr. J. S. Curtis. In 1866, 121,370 pounds of peanuts were harvested. Profits from all three crops were so small that their production was abandoned.

Manufacture of alfalfa meal. The manufacture of alfalfa meal was once tried in Yolo County by Fred Meir. It was a highly successful project until the plant was destroyed by fire. No attempts were made to revive the business.29

29Ibid., pp. 142-143.
The "Purple Circle"

The consistent winning of blue ribbons by stockmen in the Davis area led a professor, Gordon H. True of the Animal Husbandry Division of the University of California, to make a most revealing survey. The more than one hundred herds of purebred livestock within ten miles of the University Farm at Davis exceeded any other livestock area of like size in the United States in quality and value. That was in 1919. Many of these herds had won an astonishing number of prizes at the largest livestock shows in the country: the Pacific International Livestock Shows in Portland; the Great Western Shows in Los Angeles; the California State Fairs in Sacramento; and the International Shows at Chicago. The livestock breeders in the Davis area received highest-award ribbons so frequently that Fred Shaffer, then Secretary of the Woodland Board of Trade, coined the term "Purple Circle" to designate the award-winning area.

At the Chicago International Livestock Show in 1925, eighty per cent of the California entries came from the "Purple Circle." Nearly every animal entered from the area returned with a first prize. The "Purple Circle" now became not only an area but an organization of stockmen dedicated to developing the best in livestock. This organization also
promotes sportsmanship in the show ring and at auctions. Its membership amounts to an aristocracy among livestock breeders and producers. 30

SUGGESTED CONCEPTS AND ACTIVITIES
FOR TEACHER-PUPIL USE

A teacher might present, discuss or build activities around the following important concepts in Chapter V:

Concepts

1. Gaining an understanding and appreciation of Indian work in the production of goods and services in early Yolo County.

2. Understanding that trade between the Indians and whites was profitable to both.

3. Understanding and appreciating the motives of later white traders who bartered with the Indian to procure interesting and attractive artifacts for museum collections of value to posterity.

4. Gaining appreciation and understanding of the great wealth of natural resources that helped white explorers and settlers meet their needs for food, clothing and shelter.

30Ibid., p. 138.
5. Understanding the importance of historical information and impressions obtained in interviews with pioneers.

6. Understanding the many agricultural problems involved in raising cattle and growing and harvesting grain in early Yolo County.

7. Gaining an appreciation and understanding of the contributions of foreign labor in early Yolo County.

8. Understanding how rich soil, abundant water, and favorable climate permitted a great variety of crops and industries in early Yolo County.

9. Understanding why some early agricultural and industrial projects introduced in Yolo County were later abandoned.

10. Gaining appreciation of the vision of the early Yolo ranchers who developed championship livestock in the "Purple Circle," an area encompassing Davis where stockmen have consistently won great numbers of blue ribbons for their superior animals.

Activities

1. Read about Indian tool-making in such stories as the excellently illustrated "Indians' Tools."31

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2. Make baskets and mats from reeds or raffia, to learn how it was done. Reeds may be collected from along the streams and from the marshes.

3. Write a play in which Indian women weave baskets and men make arrows and spear heads. Carry on a conversation about your life and your plans to trade with the white men.

4. Arrange a visit to the Indian Museum at the Memorial Florists in Woodland. This is one of the finest private collections of Indian artifacts in the State. Mr. Clarence Pugh, the proprietor, is also founder of the museum. In earlier days Mr. Pugh made friends with many Yolo Indians and procured attractive and interesting articles through trade. He welcomes school children and takes pleasure in conducting tours through his museum.

5. If your school is near Sacramento, you may wish to visit Sutter's Fort, at Twenty-seventh and L streets. Ask the curator to show such handiwork of the Indians and early pioneers of early Yolo County as baskets and arrowheads.

6. Make a collection of pictures of the wild animals that were a source of food, clothing and tallow in early Yolo County. Paint, draw, mold in clay or make papier-mache models of these animals.
7. Collect and identify some of the grasses, flowers, leaves, fruits and roots of Yolo County's wild plants, and list their uses. Pressed specimens mounted in hosiery boxes under Cellophane make an attractive display.

8. Make an exhibit of Indian relics. Prepare labels and brief captions for those of special interest.

9. Invite a descendant of pioneers to your school to talk to you about his impressions of some phase of the development of Yolo County. You may wish firsthand information about how the white men went about trading goods or services with the Indians. Compare with the ways in which Eastern tribes helped the New England settlers.

10. Read the illustrated story about "The First Farm Machines" in History of Young America. 32

11. Find other pictures and stories about tools and implements used in planting, cultivating and harvesting grain in early Yolo County. You may wish to make sketches or paintings of the tools. Some can be simply constructed of cardboard or wood.

12. Make a scroll or write stories about the problems that pioneers had in the production of cattle and grain. Compare their problems with those of today.

13. In such stories as "Cattle Country," read about cattle raising in other parts of our country.

14. Read "Wheat Growing" to learn about other places where wheat is grown.

15. List on charts, or make illustrations of, the kinds of work done by foreign labor in early days. Compare with modern foreign help as to nationalities and kinds of work done in Yolo County.

16. Make a mural or cigar-box diorama to show a wide variety of crops and industries that are the direct result of Yolo County's rich heritage: the deep topsoil, abundance of water, and climate favorable to many different crops.

17. List the crops and industries that were introduced into Yolo County but later abandoned. Discuss possible reasons for their discontinuance. Discuss the possibilities of re-establishing them.

18. Read, in such stories as "Tobacco and Peanut Growing," about crops now grown in the southern United States that were formerly grown in Yolo County but abandoned for some reason.

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19. Look up the names of some of the stockmen who raised championship stock in the "Purple Circle." Write, on a chart, the names of the stockmen and their winning animals, listing the kinds of animals involved. Refer to such resource material as Russell's chapter on the "Purple Circle." 36

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36 Russell, op. cit., pp. 266-269.
CHAPTER VI

DISTRIBUTING GOODS AND SERVICES
IN EARLY YOLO COUNTY

This chapter's chief purpose is to give seventh-grade teachers background information for better study and development of the distribution phases of the unit on transportation and communication. The effects of modern transportation, communication and distribution on our lives today are contrasted with earlier times.

This material may also be helpful to second-grade teachers in connection with the unit dealing at that level with "Workers Who Distribute Goods and Services." For the second grade no emphasis is placed on the historical aspects of distributing goods; the subject would be treated only when advanced individuals ask questions about it.

Simple Beginnings of Trade

The story of the distribution of goods and services in early Yolo County begins with the Indians and their attempts to exchange, or barter, their products. Trade was usually carried on by bartering object for object, but occasionally the object only represented wealth, having no real value in itself. Strings of disc-shaped beads, made from clam shells, were used throughout California as a medium of exchange. Immense amounts of this shell "money" were in
circulation among the Indians of Yolo County. The belief was common among the whites that every Indian worked to acquire one hundred dollars in shells, an amount representing the value of three ponies of average size, twenty-five cinnamon bear skins and two grizzly bear skins.¹

The early merchants of California. Outside the widely scattered centers of population the merchants were usually Jewish peddlers, traveling on foot and carrying their stock on their backs. Periodically they would invest all, or most, of their capital on merchandise at wholesale prices in San Francisco or Sacramento. They then would travel up the Sacramento River by steamboat until they reached the upper country, where no trading centers existed. Knights Landing was the first stop for many a peddler. From this spot he would walk southward, from door to door, until his wares were gone. Then he would board a ship, return to the city, restock his wares and begin again his cycle of trade.

Women and children were delighted with the visit of the peddlers. It meant new household utensils or bright yardage for dresses and aprons for the housewife, or a piece of candy or a trinket for the child.²

¹William O. Russell, History of Yolo County Its Resources and Its People (Woodland, California: Publishers were itinerant and nameless, 1940), p. 7.

²Ibid., p. 106.
Such a merchant was Samuel Held, who visited widely scattered homes of the area without help of horse, buggy or even shoes. He did not even have the ten dollars demanded by Squire J. A. Hutton, of Cacheville, as license fee for selling goods.\(^3\)

Not all peddlers had to walk. Some had horses and sturdy carts for distributing their wares. Later, covered wagons drawn by teams of horses were used. The sale was often made without the use of money. Eggs, cream, butter and live chickens would be exchanged for sugar, spices, coffee, flour and other staples that were not produced on the farm. Later the products acquired from widely scattered country homes would be exchanged by the peddler at the wholesale houses in the big city. Or he might peddle the country produce in the cities and small towns, going from door to door.

**Problems in transporting goods and services.** Fresh products were at a premium in that day because of the problems involved in protecting perishables from heat, cold, dampness and the jolting of rough roads. Eggs required special care: each egg was wrapped separately in damp leaves before being packed in a basket. The wrapping protected against hard jolts in wagon travel, and the dampness promoted

\(^3\)Ibid., p. 107.
coolness on hot summer days. Chickens, pigs, fish and even wild game were transported alive during the summers because no refrigeration was available to keep meats fresh. Butter, milk, cream and fruits spoiled readily without proper protection. Clean white cloths soaked in cold water and wrapped around butter and fruits protected them from extreme heat; milk and cream often traveled in unbreakable vessels suspended in containers of cold water.

More Organized Distribution

Beginnings and importance of the general store. With the establishment of settlements, small canvas tents and, later, crudely constructed wooden stores became trade centers. These early establishments were supplied with a variety of products brought to their shelves by steamer or horse-drawn wagons. People drove for miles to these centers, tied their horses or teams to the hitch racks and made their sales and purchases. Since money was scarce in those early days most transactions involved trading raw products raised or trapped on the farm for manufactured articles.

As more and more people came to Yolo County, settlements began to spring up at every convenient location, first along rivers and streams and later on well-established inland roads. In nearly every settlement there was a general store containing as great a variety of merchandise as possible to
meet the needs of the early settlers. The store also usually housed a center for distributing other things, such as mail and books; one stop at the general store took care of all business needs—and many social needs as well. Friends met to exchange goods, ideas and news; problems were discussed by the men as they sat on cracker and pickle barrels around an open fire or a wood-burning stove; elections were sometimes won or lost on the front porch of the general store. All members of the family found a visit to the store a pleasurable and profitable experience.

Importance of river trade. As the County developed, more use was made of the river, trading boats becoming the principal means of getting fresh vegetables, clothes, socks, gloves, shoes and everything imaginable to the people of the settlements. Each farmer on the river had his own landing, and the strains of the steam calliope announcing the approach of a steamer would hurry the farmers to the bank of the stream to conduct necessary transactions in produce. None of these steamers were of the showboat type seen on the Mississippi and Midwestern streams, but each was a vast floating storehouse of goods purchased at wholesale prices in San Francisco or Sacramento. The boat merchants would accept either cash or something in trade for their wares.

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Another important use of the river as a distribution aid was made by fishermen, mostly Portuguese and Greek, who lived in houseboats along the river or on the many sloughs. The Portuguese hauled their fish to Sacramento, where a large barge at the foot of M Street served as a fish market, with catches of fresh catfish and perch, and river salmon in season.5

Problems in river traffic. The Sacramento River was very important to development of the farms of the upper Sacramento Valley. So necessary was this thoroughfare for transporting crops from farm to market that lawlessness was common in early river transport. Because of keen competition those engaged in river transport were in constant danger. Boats were blown up, some were beached and others rammed as rivalry for trade mounted. Captain James Hollenbeck, of Clarksburg, made the following statement concerning the seriousness of the situation:

There was no code of ethics either in the manufacture of vessels for the run, in the relationship of one company's crew to another, or in the guarantee of safety and passengers and freight.6

Luck, rather than design, saved the lives of passengers during those hectic years, according to Hollenbeck. In those days he was engaged in transporting crops to market in his own

5Ibid., pp. 191-192. 6Ibid., p. 186.
fleet of small vessels. He was also the owner of the largest clamshell dredge in the world, which he had designed and built and which revolutionized the method of constructing levees. While engaged in dredging he accidentally found evidence of another cause of Sacramento River tragedies: a piece of a vessel called the Washoe or the Hoo-doo Boat. This old boat had blown up near Ryer Island, at the entrance of Steamboat Slough, about forty miles below Sacramento. The explosion had occurred close to the southeast Yolo County shore, in September of 1854. A section of the Washoe's boiler clearly revealed that the sheet iron was poorly manufactured—so poorly that an explosion had been almost inevitable. In later years the boiler plate of the Washoe was presented to Sutter's Fort.

Although the Washoe explosion ruined the steering gear, momentum carried the boat to the river bank, where she grounded. All of the lamps and oil torches were blown out by the blast, leaving the panic stricken passengers to fight their way through scalding steam in darkness. Luckily a man discovered a pile of newspapers and set them afire: the blaze furnished light that continued until the steamer Antelope came to the rescue, two hours later. All passengers, including a number of wounded, were taken aboard, only to be stranded again when the new ship also grounded, just a mile

7Ibid.
below the docks. Two hours afterward every doctor and nurse in Sacramento were helping the wounded, who had finally arrived at the old Vermont House. Thirty-eight passengers were known to have been killed, and how many were blown overboard by the blast will never be known, for the passenger list was destroyed. Nearly all of those killed were buried in the New Helvetia Cemetery, which had been established in 1848 by Captain John A. Sutter, just three blocks east of his Fort.

Another river tragedy probably caused by a defective boiler was that of the steamer Bell. What boy or girl who has seen the monument on the River Road near the old Monument School has not wondered about it? The story is brief and sad. The steamer Bell, capacity seventy-five tons, blew up near what was known as the Monument School. The steamer was carrying several passengers, forty-five tons of freight, mostly groceries and general merchandise, and a two-hundred-thousand-dollar Wells Fargo shipment of money, which last was recovered later. It was reported that more than twenty persons lost their lives in the explosion. All bodies were found except that of Leonidas Taylor, to whose memory the monument on the roadside was erected. The epitaph reads:

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8 Ibid., pp. 188-189.
Erected to the memory of Leonidas Taylor, born in the city of Philadelphia on the 3rd day of July, 1832. He grew to manhood in the city of St. Louis and was killed by the explosion of the Steamer Bell opposite this spot on February 5, 1856.9

Early settlements often faced serious problems in the distribution of certain services. One such problem in a community not far from Yolo County was described by Captain Hollenbeck:

After a few years of travel on the river, Rio Vista was formed as a town and a trading point. The people applied to Washington, D.C. and were honored with a post office. But the river steamers would not stop to deliver or pick up the mail at the Wharf there. Finally, out of patience with the way they were being treated, the residents of Rio Vista gathered on the banks, rifles in hand, and when the mail boat started to pass, fired informal greetings across its bow. In short order the skipper gave the signal to pull into the docks and leave the mail. No further protests were had.10

**Distribution by stage coach.** By 1848 or 1849 early stage coaches traveled regularly through Yolo County, leaving passengers and Wells Fargo Express at their respective destinations. The schedule of these stages seems to have been of the general type published in 1870, after construction of the railroad into Woodland:

From Woodland to Cacheville, leaving Woodland Monday, Wednesday, and Friday at noon, returning the same day in time to connect with the 3:00 o'clock down train from Marysville.

On Tuesday, Thursday, and Saturday, leaving Woodland at 9:00 o'clock in the morning and returning the same day in time for the same train.

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9*ibid.*, p. 190. 10*ibid.*
From Woodland to Cottonwood and Buckeye stages leave Tuesday, Thursday, and Saturday, at noon, returning the same day, arriving at Woodland at 6:00 o'clock in the evening.

The Colusa and Knights Landing Stages left Knights Landing every Monday, Wednesday and Friday after arrival of the morning train from San Francisco, and returned on Tuesday, Thursday, and Saturday in time to connect with the afternoon train from Marysville. Barns for the horses and stage coaches for these particular lines were located on what was known as the Missouri Ranch, owned by Columbus Hatcher.11

**Distribution by rail and boat.** Towns without rail or river connections depended for growth and prosperity on stages, freight wagons and connections with docks and levees of the river lines. Such towns in Yolo County were very eager for the development of railroads. But even when the railroads were completed, not all the problems of the traveler were solved. One traveler, C. W. Bush, described a trip in a coach on a newly constructed track from Vallejo to Sacramento: the journey, in the spring of 1869, consumed the better part of a day, jolting over unballasted rails. He long remembered lodging overnight at Davis and riding in a mud-bespattered wagon to Woodland the next morning.

The California Transportation Company, organized in the late sixties, tried to meet the farmers' need for better

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11Ibid., pp. 184-185.
service. When the Central Pacific Railroad was completed it took over the California Steam Navigation Company. Boats were used for transporting produce and passengers until the railroad to Oakland was completed. Chiefly sailing boats were used at first, but they proved too slow for transporting the perishable produce when fruit production in the region reached a commercial scale. Consequently the California Transportation Company built several steamboats, the "Reform" and others, providing cheaper rates than railroad freight. The last two passenger boats built by the company were the "Delta King" and "Delta Queen." The best-known boats of the Sacramento Transportation Company, established later, were the "San Joaquin," "Red Bluff" and the "Dover," capacities one thousand tons each. The two last-named companies finally combined as the River Lines.12

SUGGESTED CONCEPTS AND ACTIVITIES
FOR TEACHER-PUPIL USE

A teacher might present, discuss or build activities around the following important concepts in Chapter VI:

Concepts

1. Understanding the significance of exchange and barter by the Yolo Indian tribes.

12Ibid., pp. 189-90.
2. Understanding how the early merchants of California carried on a personal and simple trade with the early white settlers.

3. Understanding the rudiments of early bartering, both simple and more highly organized trade.

4. Understanding how early man made use of shells and other resources in this immediate environment to facilitate distribution.

5. Understanding how differences in natural resources and climate have led people to trade with others in order to satisfy their basic needs.

6. Understanding how human and natural resources were made available to a widely scattered populace.

7. Understanding the problems involved in transporting goods and services by land and water.

8. Understanding the effects on early living of improved transportation, communication and distribution.

Activities

1. Compare the ways in which the Patwin Indians and early white settlers of Yolo County bartered for needed goods and services. How do these ways compare with transactions between Indians and whites at an earlier period in the Eastern part of the United States. Contrasting examples of transactions between Indians and whites include the
purchases of Manhattan Island and the area now known as Pennsylvania.

2. Read "The Wooden Shoe"\textsuperscript{13} to learn how some of the Dutch traded with Indians in another part of the United States.

3. Read about Indian trade in such stories as "Travel, Trade, and Harbors."\textsuperscript{14} This story has excellent illustrations of dentalia (Indian shell money) and how it was made and used.

4. If you are closer to Woodland than to Sacramento, visit the Indian Museum at the Memorial Florists, on the corner of Main and West streets. Arrange your visit with Mr. Clarence Pugh, proprietor of the establishment and founder of the Museum. Teachers and school classes are welcome. With adequate notice, Mr. Pugh will himself conduct the tour of the Museum and discuss articles of interest, including Indian money. He will tell children how he once knew many of Yolo County's Indians and traded with them to build his collection.

\textsuperscript{13}Nila Banton Smith and Stephen F. Bayne, \textit{Frontiers Old and New} (San Francisco, California: Silver Burdett Company, 1947), pp. 30-44.

\textsuperscript{14}Irmagarde Richards, \textit{Early California} (Sacramento, California: California State Department of Education, 1950), pp. 53-59.
5. Contrast ways of trading today in your town with those of pioneer days. This may be achieved through discussion, reports or charts.

6. List some ways in which the early settlers traded products and services without using currency; for example, the trading of services at house raisings and threshing times.

7. Read about the peddler forerunners of the store in the story book *Here Comes the Peddler.* This is a story about a peddler who brought happiness to a little girl. You may also enjoy "The Champion," a story about a peddler whose friendly gift to a boy turned out to be a champion.

8. In the early days, nearly every town had a general store. Show in painting or writing the store's place and importance in the community.

9. Read stories that describe trade in the mining camps, as in the story "How the Miners Lived and Worked."

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10. On a chart list the ways of protecting and preserving foods and other products in trade.

11. Experiment with perishable products to learn something about the actual results of early attempts to protect products from extreme heat and cold and transport over rough roads. For example, wrap some butter in cloths wetted with cold water, place it beside unprotected butter and record the comparative results; or suspend a small container of sweet milk in cold water and compare its freshness and coolness with that of unprotected milk. You may wish to experiment further, with protecting fruits, vegetables and meats against spoilage. Experiment with protecting eggs, dishes and bottles of liquid against breakage during transport.

12. Discuss the trip of Mr. Bush, described in this chapter, and compare the time it took him to travel from Vallejo to Woodland with the time it would take today.

13. Show in pictures or writing how the Sacramento River influenced the lives of the pioneers. Compare the River's early uses with those of today.

14. Discuss the need for rules and regulations in river traffic in order to improve distribution of goods and services in early Yolo County. Compare former rules and regulations with those of the present. For example, consider who had the right of way on the River—ferries or
steamers; what was the significance of boat whistles; why do Sacramento's drawbridges, despite today's extremely heavy traffic over the bridges, give right of way for passage below, even if tall-masted boats are only small pleasure-craft.

15. State the reasons why early settlers founded the first towns on the streams. Give some specifications for advantageous location to facilitate the distribution of goods and services.


18. Read stories about how men exchanged services, as in the story "House Raising." Besides telling of the

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exchange of services among white men, the story also describes the ways in which the Indians traded services with the whites.

19. Visit a general store in a small Yolo County community, like the one at Rumsey, operated by Ethel O'Leary, a descendant of a pioneer family. Note the differences in general architecture between this building and today's modern supermarket. Notice the displays and the arrangement of bins and dispensers. Contrast with a modern grocery. Ask the proprietor to show or tell about the original features of the store.

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CHAPTER VII

CONSUMING GOODS AND SERVICES

IN EARLY YOLO COUNTY

Indian Consumption of Goods and Services

Wild game and plants. The story of consuming goods and services in early Yolo County begins with the skillful Patwin hunters. The abundance of nature made taking game an easy matter in early Yolo County. Perhaps the most challenging of the wild animals were the antelope, deer and elk. To outwit the wariness of these animals the hunter would stuff a head of the animal, removed from the carcass with extreme care so as to preserve its head, neck and antlers. With the animal's head on his own head like a fantastic cap he sought out his prey. When he sighted an animal that he wished to kill for food or skins he would crawl toward it in his disguise, keeping his bow at the ready, armed with an arrow tipped with obsidian, a hard black substance also known as volcanic glass. In this way he found it easy to approach the animal for an accurate shot. The good hunter did not wish merely to wound an animal and have it flee into the forest or brush to die. Much care was taken to make the shot successful and sure.

In the tule sloughs and along the rivers and streams the waterfowl were caught at dusk, bedding down for the night.
Nets were stretched over an area, an alarm was given and the birds flew up into the nets. Hundreds could be caught in a few minutes by the net-trap method.

Juan Felipe Pina, a Spaniard who came to this country long before the discovery of gold, recorded in his annals that the Indians on Putah Creek lived in multitudes. There was no end to the extensive plains where they lived and ate abundantly. Game and seeds were abundant, and in certain seasons the streams swarmed with salmon. The broad swamps of tules were alive with wild ducks and geese in winter. Pina wrote that the Indians carved and colored lifelike ducks for decoys and used them skillfully for luring the waterfowl to places where they could be trapped in nets. Clumsy tule rafts carried the Indians into the marshes in quest of their fallen game.

Nets and fish lines were made of the bark of nettles and of other plant fibers. The obsidian used as heads for arrows and spears was obtained in barter with Indians living near Mount Saint Helena, in Napa County.

Wild seeds of many kinds figured largely in their diet. Acorns were the most important, for they were used for making bread and a gruel that had great nutrient value. The acorns, especially the tan or black oak varieties, were sought principally for winter needs. Since these oaks were plentiful, the Indians did not bother to plant or cultivate.
Women and children gathered the nuts in large woven baskets and dried the acorns in the sun. Later they were shelled and split, by being tapped with a rock, and stored for future use. Preparing acorns to be eaten was a complex task. The kernels were first bleached in a bath of hot water and ashes to remove the tannic acid; next the nut-like meats were ground in a stone mortar with a stone pestle to make an acorn meal.

If gruel was wanted, the meal was cooked in water in a basket made of rushes and willows waterproofed on the outside with a mud-like substance. To heat the water, hot stones were dropped into the basket containing the acorn gruel. As the stones cooled, they were removed and continually replaced by hot ones until the water boiled and the gruel was cooked.

Acorn bread was made of a mixture of acorn flour and water. A part of the mixture was deftly patted into a sort of flapjack and flipped onto a hot stone to bake.

Highly nutritious foods available in the spring were salads made of green water cress and wild clovers. The sweet inner bark of the pine and wild potatoes were plentiful foods throughout the summer. In June and July salmon was the Indians' luxury food. In the summer months wild oats, manzanita berries, pine nuts and wild grapes were plentiful. Seeds, which the Indians sometimes substituted for bread, were toasted in great trays in which red hot stones
had been placed. The trays were continuously shaken to prevent scorching of the seeds. Several varieties of fish available in season were caught in nets and baskets, with hooks made of bone, or sometimes with a harpoon. Shellfish were also available, clams and mussels being abundant. The shellfish provided more than food, for their shells were used extensively as money.

Stores of acorns and shells became an economic factor in Indian life, for these were two staple commodities that could be exchanged with other tribes for products not locally available. Though oak trees grew profusely in Yolo County they were unknown in some other parts of northern California, and the acorn was of value in bartering. The shells, too, were not available in some other areas, so they were of value as a medium of exchange not only among the Yolo villagers but also in transactions with tribes of other counties.¹

White Consumption of Goods and Services

The year-around gardens and farms in Yolo County reduced living costs substantially below the living costs of more rugged climates. Some kinds of vegetables and crops could be grown in the fall and winter as well as in the

¹William O. Russell, History of Yolo County Its Resources and Its People (Woodland, California: Publishers were itinerant and nameless, 1940), pp. 5-7.
spring and summer. Yoloans were known to be great producers and were able to grow fresh fruits and vegetables in sufficient quantities to supply their needs the year around. The early settlers also grew enough grain and hay crops to keep their livestock well fed.

Unless there were floods, acute droughts or uncontrollable pests, the rancher was able to meet his own and his stock's needs for food. Products that a Yolo settler did not provide for himself could often be purchased at neighboring ranches. Small sums, or an exchange of goods or services, could obtain for him such services as group land clearing, group house building and group planting and harvesting. The ranchers banded themselves together to overcome the scarcity of laborers and mechanical implements. Equipment such as harvesters or mowers was usually owned by a group of men rather than an individual. The owners worked as a crew, going from ranch to ranch to cut and thresh crops. The women helped the rancher's wife at the place where the harvesting was being done. They brought along food and helped prepare and serve the immense meals needed for the gangs of men working in the fields. Sometimes twenty-five or more were fed. Long tables beneath huge oak trees on the lawn were spread with white cloths and loaded with fried chicken and other appetizing foods.
Mary LaDue's story. In an interview, pioneer Mary LaDue, a lifelong resident of Knights Landing, furnished much information about procuring goods and services on the trading boats. She recalls accompanying her parents to the trading boats as a child. One story begins with the single, long whistle that meant a steamer was docking. People of all ages, Indians and whites, were seen coming from all directions with baskets and bags of goods to sell and prepared to load up with staples not locally available. The general store near the place where the steamer docked had many commodities but not the variety that was available on the steamer.

"People went as they were," said Mrs. LaDue, "some in their aprons and caps, not having time to 'pretty up' for the shopping tour on the boat."

Her mother bought potatoes, bacon, sugar, coffee, dried beans and other commodities in the food department; in another section were bolts of yardage from which Mary's mother bought sufficient amounts to make dresses for herself and Mary. Ready-made wares included shoes, boots, shirts, men's trousers, belts, coats, heavy mackinaws and many kinds of hats and caps. Dishes, pots and pans and women's clothing met many shopping needs. Fresh fruits from Colusa County could be procured in season. Eggs, butter, cheese and other
produce were often traded for the boat's wares. The steamer often carried special orders such as farm implements, building materials for homes, barns and shops, and barbed wire for fencing. If the ranchers who ordered these items could not get to the boat in time, they were unloaded on the dock or river bank, to be picked up at the purchaser's convenience.

Children looked forward to the visit of this particular boat every Monday morning. Its counters and shelves held their gaze, for there were candies, cookies and gum to tempt them, and toys at Christmas to rouse their special interest. Part of the fun, said Mrs. LaDue, was in just getting aboard to see many good friends whom you saw only at this particular shopping time. The boat's captain usually remained at the dock as long as anyone wanted to shop, not seeming to mind the schedule, if any. When the excitement was over and the last customer served, the boat whistled twice and pulled away, to continue on to the next stop, where some customers might already be waiting.

Mrs. LaDue showed this writer a seven-piece parlor suite of genuine horsehair upholstery with hand-carved woodwork supports, brought by trading boat to Knights Landing from one of the first stores in San Francisco. The set, nearly one hundred years old, belonged to her mother. Mrs. LaDue also has an old parlor organ that belonged to her mother.
These antiques are precious to Mrs. LaDue, holding memories of exciting days when they were new and meant much to the family and to the community. Since Mary and her mother were musical, their home became a center of singing and good times for their many friends in the area.

Ralph Webb’s story. Mr. Ralph Webb, another lifelong resident of Knights Landing, also enjoyed shopping on the trading boats for needed goods. Some of the articles he purchased were coal for his stoves and fireplaces; kerosene for his lamps and lanterns; durable shoes called “brogans”; boots for rainy weather; and gunpowder and bird shot for his gun. Mr. Webb recalled how essential the last two articles were in defending his father’s crops from stock, especially horses, that roved the rich lands. Bird shot from a double-barreled shotgun gave the horses a memorable hint to keep clear of the Webb lands.

Ralph Webb’s father, Frank, bought many bales of barbed wire for fences to separate his tillable lands from the pasturages. Ralph Webb recalls that the fencing lasted only about two years because flood waters in the winters carried a corrosive load of alkali from the lowland soils.

Early Business Establishments

Businesses in Fremont. The first hotel of Yolo County was a crude batten-canvas structure erected by Jonas Spect,
founder of the town. The first saloon in Fremont to offer drinks to the thirsty travelers and miners was constructed by A. R. Lovell. Later he and Charles F. Reed erected a combination hotel and saloon, the "Sign of the Green Dragon." In this building, largest in the County at the time, was the village safe-deposit vault, only a plain box with a sheet-iron cover but it often contained as much as forty thousand dollars in gold dust, deposited by the miners and traders working in the area. The security provided by the vault was particularly valued in that lawless era. Not an ounce of the deposited dust was ever stolen from the vault.2

Hotel de Cochran. The early hotels of Yolo County offered little in the way of luxury—or even comfort! Take, for example, the Hotel de Cochran, at Cochran's Crossing, on Cache Creek. True, it was more permanent than the tent-like hotels at Fremont and Knights Landing, but nevertheless it was of the rudest type, a single-story structure twenty by thirty feet, built by setting poles on end and covering the enclosure with a roof of oak shakes. Windows and doors were merely holes left in the walls; the barn-like structure had only an earth floor. If the lodgers sleeping on the floor became cold, a fire was built in the center of the room. Its smoke billowed up in heavy clouds, enshrouding the

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2Ibid., p. 234.
blackened rafters above. When night brought the time for locking up, the procedure was very simple: a heavy blanket was hung up in the doorway. This hotel was the only stopping place between Sacramento and the hostelry of Charles B. Stirling, in Colusa County, fifty-seven miles away. Consequently, Cochran's Crossing became the best-known point on the trail to the Shasta mines in the early years of its existence. During its first winter, fourteen men, some prominent, made this crude building their home. Among them were H. C. Stockton, who later became Sheriff of Shasta County, and a Mr. Spindle, a lawyer. Thomas Cochran, founder of the hotel and a native of North Carolina, left for Australia in 1851 and was never seen again. The hotel was taken over by the "fry cook," an Abram Griffith, who had tried his luck—and failed—in the Shasta mines, thereby acquiring a lasting indifference to the excitement of gold discoveries. He became one of the men most closely identified with that section of Yolo County.

Hutton's Place. William Hammack and J. A. Hutton later bought out the former fry-cook's interest in the Crossing and built a structure in which they carried on an extensive mercantile business, including a grocery and a saloon.

In 1854 J. A. Hutton, who later became a Yolo County Judge, built a large building with an upper story for meetings of the first Masonic Lodge in the County. Here the
Masons met for the next four years. In these early days there were no places in the County suitable for a woman to stay in overnight. Judge Hutton converted his building into a hotel that could accommodate women as well as men—which automatically made it the leading hotel of the area. It became a famous spot on the trail to the northern mines and the Oregon territory.

A county seat. The well-known Hutton Hotel and surrounding community gradually became known as Hutton's Place. Not until 1857 was it changed officially to Cacheville and proclaimed the county seat of Yolo. By this time many services were offered by the community. A blacksmith shop and the well-known Cacheville House were operated by a prominent citizen, G. W. Woodward. At the time it became the county seat the town also acquired its first newspaper, the Yolo "Democrat." 3

Plainfield businesses. Plainfield, a village about seven miles south of Woodland, was located on the historic Charles Green ranch, at the crossing of Plainfield Road, which carried north-south traffic between Portland and San Francisco, and Winters Road, which carried east-west traffic between Sacramento and Putah Creek Canyon. This little village was very important to the farmers in the area, for it had two

3Ibid., pp. 218-220.
blacksmith shops, a post office, a saloon and a general store. Long before the World War a town hall, one of the first rural public buildings in Yolo County, was serving the Plainfield area.

The Weyand's Corner hostelry. At Weyand's Corner (now Zomora) an unusual kind of service was provided for stockmen and travelers by Theodore Weyand. In 1851 he established a rural hostelry where cattlemen, in addition to finding rest and good food for themselves, could also corral their horses and herds for the night. It was one of the most famous hotels of the day on the northern route. The early post office of Prairie, located there, was of great convenience in that somewhat isolated area.

The Jacobs' Corner hotel. Five miles west of Woodland on a continuation of Main Street was a hotel known as Jacobs' Corner. It accommodated large numbers of guests every night. The travelers were a part of the heavy Capay Valley traffic.

The Brown's Corner hotel. At Brown's Corner, just outside the Woodland city limits, was a well-known hotel and saloon that became a popular hangout for sportsmen.4

Margaret and James McDowell. On Washington's birthday Margaret McDowell laid out a town named Washington (now

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4Ibid., pp. 239-240.
Broderick). Her husband, James, once a gunsmith in Fremont’s California Battalion, was a skilled worker in metals. In a silversmith shop he opened in Washington he manufactured the first silver spoons made in California. In 1849 James McDowell was murdered in a Sacramento saloon. His widow later became well known as the owner and manager of a very fine boarding house, a service of special value to the many travelers and miners of those rough days.

The town of Washington began with three structures, cast-iron houses shipped around the Horn from New York. All became the property of Mrs. McDowell and were used for business establishments. In 1851 the little community won the county seat from Fremont, but lost it to Cacheville in 1857. However, in 1860, when the proposed Methodist Pacific Educational Institution failed to locate in Cacheville, the county seat was shifted back to Washington. Here the seat of government for the County stayed until 1862, when a more central town, Woodland, became the new—and presumably final—county seat.5

Woodland’s growth. In the same year that Woodland was made the county seat an unusual man generously offered free lots to anyone and all who would build homes. At this time the only street in the village was Main Street; most of

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5Ibid., pp. 210-211.
the town site was covered with a dense forest of oak trees. Mr. Freeman cleared much land and built the first large house in the village. It was a four-story wooden structure costing sixteen thousand dollars.

Early Woodland businesses. By 1869 Woodland's twenty-five hundred people were served by five churches, seven hotels, five livery stables, five shoe stores, five hardware stores, four barbershops, six grocery stores, five blacksmith shops, three photograph galleries, two schools (including Hesperian College), a score of lawyers, six Chinese laundries and several doctors. At this time the Central Pacific Railroad came through the area. College Street was then named Railroad Street, for the first depot of the railroad was located behind the present site of the Hotel Woodland. On the corner of Main and College streets, Woodland's first drugstore had upstairs rooms to accommodate travelers.

At harvest time the town became very active because of the money that people earned from either the sale of produce or from labor on nearby ranches. At this time the farmers paid all their bills and buried any remaining balance in tomato cans. However, the Bank of Woodland, established in 1869 by John D. Stephens, was becoming a respected and trusted organization. Mr. Stephens was president of the institution until his death, seventeen years later. The vice-president was Frank Freeman.
In 1869 Woodland was connected to the outside world by telegraph and in the same year illuminating gas lines were laid in the County by the Pacific Pneumatic Gas Company. The first electric company in the area was the Consolidated Electric Light, Gas, and Power Company, established in 1888. The Woodland Gas Company had been established in 1874. Records do not show the amount of business done by any of these concerns. The telegraph and telephone services are described in the chapter on communication.

Many new services were available to Yolo County after Woodland was reincorporated, as a city of the fifth class, in 1890. There was a bond election for a City Hall in 1891, and one for installation of a sewer system. The sum of fifty-five thousand dollars for waterworks was voted at this same time. The inhabitants of Woodland had procured their water from yard cisterns until the early eighties, when W. J. Peel provided the first water system, getting the supply from wells located west of the Southern Pacific depot.6

The first record of a volunteer fire department in Yolo County is that of Woodland, which was organized in 1868. The Woodland Hook and Ladder Company was organized later with a truck and accessories made by Henry Perry, who had a wagon and carriage factory in Woodland. The service was

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6Ibid., pp. 197-205.
entirely sponsored and financed by the members of the volunteer organization. Since there were many wooden structures in the city at that time, the old fire truck was often pressed into service.

The first record of the maintenance of a fire department by the city itself appears in 1875. The company at that time was equipped with a Clapp-Jones fire engine, two hose carts, about one thousand feet of hose and a single truck. All the equipment was horse- and hand-drawn. The old Clapp-Jones steamer was kept in service until 1906, when new equipment was purchased. At the same time the horses that pulled the old steamer were turned out to pasture.

The fire department was motorized in 1923, and at that time purchased two chemical engines, a first-aid wagon, and two pumpers. Some of the early equipment, including the original Clap-Jones steamer, is still owned by the department and stored at the Yolo County Fairgrounds, in Woodland.

The worst fire in Woodland's history was the holocaust of July 1, 1892, when a roaring conflagration, fanned by a strong north wind, completely destroyed two blocks of business houses and one residential section of the city. The fire broke out in John Elston's Drug Store, on Main Street between First and Second streets. Fire apparatus was rushed over from Sacramento on a flat car to help bring the blaze under control. Considering the inadequacy of the fire appa-
ratus available in those days, it is remarkable that the town was saved from complete destruction south of the origin of the fire.\textsuperscript{7}

The first settlers in Yolo had their hands full with making a place to live, but as more families poured into the County, a genuine desire for cultural activities was felt. As a result, many worthwhile organizations were established. Among them were the Woodland Shakespeare Club, the oldest club in the County; the Ladies Improvement Club of Woodland; Hermann Sons Society, for persons of German descent; and the Young Men's Christian Association, organized in 1885. By 1887 this last organization was housed in a fine three-story building, constructed at a cost of ten thousand dollars. It contained a reading room, gymnasium, lounge and sleeping rooms. The building, a prize possession of the community, was the second Y. M. C. A. to be established on the Pacific Coast. Only the San Francisco branch preceded it.\textsuperscript{8}

There was a time, however, when Woodland seemed void of services; none of the aforementioned achievements had yet become reality. Examples of the kinds of inconveniences and the hardships endured by the Woodland citizens in the early days are found on many pages of histories of early Yolo. In the 1860's the pedestrians walked in mud up to their knees.

\textsuperscript{7}\textit{Ibid.}, pp. 207-17. \textsuperscript{8}\textit{Ibid.}, pp. 302-303.
during the rainy season, and in dust to the ankles in the summer. Main Street, it is true, had a board sidewalk for its full length of four blocks, but the rough and uneven boards made walking difficult. In summer, one compensation for the dust and other frustrations was the pleasant shade of the graceful locust trees that lined the streets and walks. In front of every store were hitching posts for saddle horses and teams. Watering troughs with hand pumps in front of some establishments showed a proper concern for horses who had traveled long, hard miles to bring passengers and goods, with further fatigue in store on the long road back.9

SUGGESTED CONCEPTS AND ACTIVITIES
FOR TEACHER-PUPIL USE

A teacher might present, discuss or build activities around the following important concepts in Chapter VII:

Concepts

1. Gaining appreciation of the ways Indians used and conserved products of field, forest and stream in meeting their needs for food, shelter and clothing in the early days of Yolo County.

9Ibid., p. 208.
2. Understanding how the Indians, through primitive bartering, met their needs for goods and services.

3. Understanding the importance of acorns as a commodity serving economic and nutritional purposes.

4. Understanding how early Yolo County residents exchanged goods and services to meet immediate needs without the use of currency.

5. Understanding the importance of trading boats in satisfying the needs of early settlers for manufactured goods and certain imported and scarce food staples.

6. Understanding why the first towns of Yolo County were established along the rivers and streams.

7. Understanding the importance of the general store in supplying consumers with a variety of commodities and services.

8. Gaining appreciation of information and impressions gained from interviews of pioneer resource people having firsthand knowledge of Yolo County and its early trading facilities.

9. Understanding the convenience and social and economic value of the hotels, hostelries and boardinghouses of early Yolo County.

10. Understanding and appreciating the efforts of communities to procure county-seat status and the prestige that accompanied it.
11. Understanding the importance of volunteer service organizations in rural and isolated communities.

12. Understanding that heavy settlement in Yolo County created a need for cultural and improvement clubs.

13. Understanding how Yolo County residents cooperated to further the public welfare.

14. Gaining understanding of the need of Yolo County communities to keep pace with expanding civic and social obligations.

Activities

1. Read about Indian foods in such stories as "Acorn Bread" and "Food of Indians."  

2. Make some acorn meal, using a mortar and pestle. Make acorn patties and acorn gruel. (Crushed wild berries or other fruits will make the patties and gruel more palatable.)

3. Dramatize scenes of bartering operations of Indians within a tribe, of one tribe with another and of Indians and whites.


11Irmagarde Richards, Early California (Sacramento, California: California State Department of Education, 1930), pp. 29-36.
4. Role-play an Indian hunting party. Portray the way Indians used and conserved the resources of their environment.

5. Read stories about "Clothing of Indians"¹² and "Houses of Indians."¹³ Make illustrations to show how Indians made and used articles of clothing. Draw pictures or construct models of Indian houses.

6. Write and present a play describing the various ways in which early settlers met their needs through exchange without using currency.

7. Read about trading boats in such stories as "Shops at Sea,"¹⁴ a story about floating stores.

8. Make up a play based on Mary LaDue's story about shopping on a trading boat. If the unit is developed around Christmas, the theme of the story could center on shopping for gifts.

9. Make a rough sketch map of Yolo County on the blackboard or on butcher paper. Indicate in red the towns located on rivers or streams; use another color for inland towns. Discuss the various factors that determine where a town might be located.


10. Role-play a family shopping trip to a general store in one of Yolo County's pioneer communities.

11. On a map of Yolo County like that available at the Title and Abstract Office, attach in approximate location some illustrations or three-dimensional constructions of well-known early-day stores, hostelries, boardinghouses, and hotels such as Hotel de Cochran, described in detail in this chapter.

12. Make dioramas or a mural to show contrasts between your community's early appearance and its appearance fifty years later. (Woodland is an example cited in this chapter.)

13. Make a play about Woodland, setting the scene around its dusty or muddy streets, according to the season. Introduce problems of traffic on sidewalks, streets and alley ways. Mention the prominent facilities for care of animals. Write conversations between people as they arrived in town, shopped in stores or met their friends on the walks or in livery stables.

14. Write stories or make illustrations to show the beginning and development of various improvement clubs or service and cultural organizations in your community. You may wish to describe in detail those you have some personal knowledge of.
15. Make up a play or story about a typical boarding-house. You may wish to bring out the problems and pleasures of the proprietress, and the anxieties, achievements and travel experiences of the boarders.

16. Make dioramas or charts to depict early shops and business establishments of your community. Examples are general stores, blacksmith shops, livery stables, trading-boat landings and others that met the consumer's needs.

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Children


CHAPTER VIII

TRANSPORTING GOODS AND SERVICES
IN EARLY YOLO COUNTY

Problems Encountered in Early Transportation

Many problems were encountered in developing trans­portation in Yolo County. The Sacramento River and other navigable streams were usable much of the year, but too often the streams were flooded, making travel and freight­ing dangerous and costly. In rainy seasons the Sacramento became a raging torrent, threatening life and property. In dry seasons the small streams were not adequate for trans­port, some of them ceasing to flow at all in the summer. People found that fording streams was often difficult and dangerous in California, not at all like the crossings they had made enroute to the State. Ferries simplified the prob­lem, but they were few in number, far apart and unsafe in times of high water or in flood stage.

Crossing streams with stock was a slow and primitive process; according to early pioneer Ed Bryant, three men in a canoe accompanied each animal. The man in the middle would hold the beast while the others paddled and steered. Often the animal struggled, overturning the canoe, but the boat would be righted with much effort and the crossing continued. Wagons were brought across in a similar fashion. Canoes were
used to buoy the wheels, in drydock fashion. The main streams for transporting passengers and goods were the Sacramento River and Cache and Putah creeks. The latter were navigable only during certain parts of the year.

Land travel was also difficult in early days. The first people in Yolo County found only Indian and animal trails crossing the valleys and hills. Dense tule growth in sloughs, wild vegetation higher than a horse's back and here and there a strip of dense oak forests, all made travel slow and uncertain. Likewise, flooding streams were very hazardous in winter travel.

Modes of Transportation in Early Yolo County

Dogs, horses, burros, mules, oxen and ponies. Dogs seem to have been the first pack animals in what is now known as Yolo County. They also provided the Indian with companionship—and sometimes food. The dog further served as a fine alarm system when danger or prowlers threatened his master's safety or property.

In 1769 the Spanish came to California, bringing with them a very aristocratic type of horse, used mostly for rid-
ing. These spirited animals did not like to pull wagons or plows, and were not required to do so.

Burros and mules were used as pack animals, and oxen pulled the heavy wooden-wheeled carts called carretas by the Spanish. The squeakings and moanings of these cumbersome vehicles could be heard for long distances. The oxen were hitched to the carreta in an unusual way: a bar across the free end of a cottonwood tongue jutting from the front of the vehicle was attached, by buckskin thongs, to the horns of the oxen. The Spanish declared that their ancestors believed that the strength of an ox is in his horns.2

In an interesting story Mrs. J. W. Snowball told how her family traveled to Yolo County. Mrs. Snowball was the second oldest child of William Knight and one of Yolo's first settlers. She related that the children in the wagon train to which her family was attached were carried through deserts, canyons and dense forests in baskets swinging on the sides of gentle ponies. A basket was hung from each side of the pony and the children tucked safely within. When they were tired of riding in the baskets they would climb to the backs of the ponies or slip to the ground and walk.3

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2William O. Russell, History of Yolo County Its Resources and Its People (Woodland, California: Publishers were itinerant and nameless, 1940), p. 182.

3Ibid., p. 24.
Whaling Ships, Ferries, Canoes, Flatboats, Houseboats and Steamboats

In February of 1849 William Henry sailed in a whaling ship from New Bedford, Massachusetts, to the newly established town of Fremont. On board he had the materials for a complete building, and a cargo of goods belonging to a company of men. At Fremont he and the men purchased a town lot for one thousand dollars, erected their store building and commenced business.4

Small boats and steamers were used for travel and freighting on rivers and navigable streams. To carry local traffic from one shore to another, canoes and ferry boats were used. In 1843 William Knight established the first ferry on the Sacramento River, a rope-pulled ferry with a cable three miles long. The boat itself was a scow, or flatboat.5 In 1849 gold seekers and other travelers took Knight's idea and made a ferry of their own. This ferry was later converted to a houseboat. Others liked the idea, and river boats soon became more prevalent.


5Yolo County From Then Till Now (Woodland, California: Office of the County Superintendent of Schools, undated), p. 15.
Other ferries of importance were the Smith, Freeport and Sutterville ferries. Smith's Ferry, about fourteen miles north of Woodland on the Marysville Road, was one of the best in its time. The Freeport Ferry, a buoy type, used a large boat and very good landing facilities. In 1853 George C. Jackson established this ferry thirteen miles south of Washington and built a large and well-made boat for the crossing. The Sutterville Ferry connected the town of Sutterville with the shore of Yolo County. It was established by Samuel Hawk, in 1870, about three and one-half miles south of Washington.

In those early times it was accepted that ferries were important in conveying traffic from one shore to another. But, as traffic increased, they were found costly to operate, and dangerous besides. Counties therefore united in later years to replace ferries with bridges. An exception is the Elkhorn Ferry, which is still in operation on the River Road eight miles east of Woodland. This four-car ferry carries vehicles and stock across the Sacramento River between Yolo and Sacramento counties.

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6 Sprague and Atwell, op. cit., p. 46.
7 Ibid., p. 47.
8 Russell, op. cit., p. 184.
County Roads and Toll Roads

Tule Jake's Corner. The first road across Yolo County to New Helvetia (now Sacramento) passed a spot well known in early days as Tule Jake's Corner. At this spot Tule Jake's roadhouse was open in the summer and fall. Here Dr. Ruddock kept a welcome shelter for men and animals.

Stringtown Lane. Along this road, known as Stringtown Lane, was a sprinkling of pioneer settlers, some of whom later became important figures in the development of California. D. O. Mills and Charles Crocker are principal examples. Along this lane the pioneers settled in Knights Landing and along Cache Creek. As a result, northern Woodland was settled first. South Street, later named Main Street, was Woodland's southern boundary at this time.9

Clear Lake Wagon Road. The Clear Lake Wagon Road was constructed across the mountains to connect with the Berryessa Valley Road. This was a good road and well traveled. Mrs. Eleanor Bandy tells how herds of stock from Yolo County were driven over this road to the green pastures surrounding Clear Lake. However, this route was of little importance as a route over which to transport large amounts of freight, because of the steep grade on the Yolo side and the dangerously steep decline into Sulphur Creek Valley, on

9Ibid., p. 196.
the Lake County side. The roadway in the Yolo area was a county road, free to travelers; but in Lake County, from the ridge of the mountains to the valley floor, it was a chartered toll road. Because of the toll, many travelers by-passed Lake County altogether and turned into Napa County to travel through the Berryessa Valley instead.¹⁰

**Putah Creek Turnpike and the Yolo Plankroad.** Two well-known toll roads were built in Yolo County around 1855. One was called the Putah Creek Turnpike, the other the Yolo Plankroad Turnpike Company's road. The latter was built to connect the River Road with the Buckeye Road, via the Tule House. It was constructed from the Sacramento River to Jake's Tule House, a distance of four and one-half miles, enabling travelers to cross the tules during the winter and spring months.

The crossing of the Sacramento River to the Yolo Plankroad was made by a ferry constructed and operated by J. L. Lewis, who was his own gatekeeper. The ferry was hauled by a rope three miles long. Two trips could be made daily unless strong winds prevented. Two dollars were charged for each head of stock and one dollar for each human passenger. In one unusual season the ferry was useless, for there was no water in the tules.¹¹

¹⁰Sprague and Atwell, *op. cit.*, p. 44. ¹¹Ibid., p. 46.
Traveling over these county roads and toll roads were a variety of horse-drawn conveyances—wagons, buggies, carriages and stagecoaches. The first roads, made by the vehicles themselves, were very unsatisfactory. They were narrow and full of ruts, and often muddy and crisscrossed by fallen vegetation of various kinds. In time of high water they were completely impassable. The wagon was one of the first and most durable of the horse-drawn vehicles. Usually a heavy, four-wheeled contraption, it was constructed to haul heavy loads of produce. Many kinds were in use in early Yolo County. First was the covered-top type. Varieties were known as the prairie schooner, the Conestoga wagon and the high-wheeled spring wagon. These wagons were used for transporting pioneers and their goods across country. Later, for convenience in hauling grain and other produce, box-bed wagons were used. Still others had high side racks for transporting stock, and flat beds for hauling hay.

The buggy was a most convenient vehicle. Somewhat of a luxury in early Yolo County, it became more common as the years progressed. It was a light vehicle drawn by a single horse. It had four wheels, a single seat and a folding top. Two people could ride comfortably. The doctor in early days found it useful for carrying himself and his medical satchel to visit patients in the country. The preacher used it for
traveling to and from religious meetings. Housewives found it exceedingly convenient for transporting their eggs, butter and cream to local markets and carrying home their purchased articles. Small children could be seated quite cozily on the floor of the buggy with their backs supported by the dashboard. Anticipation of the fun to be had in town overshadowed any discomfort from riding backward.

The carriage—or surrey, as the English called it—was a four-wheeled, two-seated luxury vehicle. Some carriages had stylish and elaborate trappings, including a fringe around the top. The lamps, a kerosene burner on each side, were dim but adequate for the times. If the lights went out on a very dark night, the reins were wrapped around the whipstock and travel was left to the judgment of the horse. Usually the horse or horses could safely keep in the road, cross bridges carefully and arrive at their own barn gate before halting.

Stagecoaches, serviceable but uncomfortable, were heavy, four-wheeled vehicles drawn by four or more horses. The two seats faced each other, and the small windows had drapes that could be drawn for privacy if the passengers wished. A steel step beneath the door on each side of the coach made it easier to climb into the high-riding vehicle. The tough leather straps used for springs were durable but had little resiliency, and the coaches rode roughly, with a
jolt and sway not at all conducive to comfort or relaxation of the travelers.

**Early Railroads and Streetcars**

In 1869 the Central Pacific Railway was completed. At Washington (now Broderick) a railroad toll bridge was constructed to connect the town with Sacramento. The toll nearly ruined the community, hindering its development rather than assisting it.

George Swingle was one of the first to contribute lands to the railroad proposed to connect Sacramento with Davis and proceed southward to the San Francisco Bay area. Until this railroad could be constructed, river steamers plying regularly from Sacramento to San Francisco carried freight and passengers.

Soon afterward a rail line was laid from Davis to Woodland. It was later extended to Marysville through the efforts and capital of the Valley capitalist, M. V. Rideout. This extension was very expensive, for building track and trestle across miles of land that overflowed in winter was difficult and costly. The Southern Pacific Railway Company later purchased this line and maintained it until its final abandonment.\(^{12}\)

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\(^{12}\)Russell, *op. cit.*, p. 185.
A few years later a railway was constructed from Elmira, in Solano County, to Winters, in Yolo County, via the Vaca and Pleasant Valleys. Later it was extended from Winters to the head of Capay Valley, via Madison and Esparto. Completion of the railway killed the growth of the midland towns of Cottonwood and Buckeye. The railroad from Woodland to Marysville blighted the prosperity of Knights Landing, which up until this time had been the most accessible shipping point for boats reaching Yolo County. Now much of the trade by-passed the river town, damaging the business of local merchants.13

In Woodland in the nineties, with entertainment and excitement rather completely lacking during the long winter days, the arrival of the evening train was an event of noise and bustle. The children especially never seemed to tire of the spectacle. It became the custom of many farm men to drive their families into town in wagon or buggy for the evening show. Here they joined the ever-enlarging circle of vehicles at the hitching racks and waited for the arrival of the seven-o'clock train, with its whistles and bells.

Influential persons in the community thought that some kind of transportation was needed for those without horses and wagons to enable them to reach the Southern Pacific

13 Ibid., p. 186.
Depot, located on the east limits of the town. As a result of their efforts, Woodland's only streetcar came into being. Built in the depths of the depression of 1893 it was financed by local subscription. The mile-long car line extended from the depot to the west limits of the town. Two horse-drawn cars were put into service. Although the car fare was only five cents, the best customers were hitch-hiking boys. After three years the company was forced to discontinue operations and the cars were converted into playhouses.

The Electric Railway from Sacramento to Woodland

Another enterprise in transportation was the Electric Railway from Sacramento to Woodland, inaugurated on July 4, 1912, with public enthusiasm throughout a day of gay festivities. Hourly service between the two cities was maintained for several years, but the electric railway was doomed to give way before the increasing use of the automobile. A memorable era came to a close with the dwindling importance of electric trains and the passing of the horse and buggy days.

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14Ibid., p. 192.
A teacher might present, discuss or build activities around the following important concepts in Chapter VIII:

**Concepts**

1. Understanding that many problems were encountered in developing transportation in early Yolo County.
2. Developing appreciation for man's primitive attempts to provide means of transport to meet his varied needs.
3. Understanding how development of accelerated transportation has forced man to revise his ideas of space and mutual dependence.
4. Understanding how stopover centers such as Tule Jake's Corner did much to help transportation in early days by providing lodging for man and beast along the way.
5. Understanding how early trails, lanes and turnpikes became the main routes along which the County's civilization developed.
6. Understanding the need for roads between counties to encourage more extensive trade and travel.
7. Appreciating man's achievements in developing a variety of horse-drawn vehicles to transport himself and his goods.
8. Gaining appreciation for the spread of mechanized transport from the rivers to the land, first by rail.

Activities

1. Show with art materials the contrasts between early and modern methods of transporting goods and services.

2. Make a mural or chart to contrast the passenger service afforded by early steamboats with those of modern ships.

3. Make dioramas of a stagecoach and a modern scenic bus. In an accompanying caption contrast the passenger services afforded by the two vehicles.

4. Describe the difference between the services of modern streamliners and those of early trains.

5. Read about early transportation in such stories as "By Wagon Train to California,"15 "The Overland Stage"16 and "The Iron Horse."17

6. Locate on a map of Yolo County such historical spots as Tule Jake's Corner, near the town of Bryte. Draw or paint a picture of how Tule Jake's Corner might have looked in early days; pin or paste it on your map. Mrs.

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16Ibid., pp. 147-152. 17Ibid., pp. 158-171.
Mabel Jasper, of Broderick, told this writer that a pumping station is now located on the site of Tule Jake's Corner, on the first levee road north of Bryte, about four and one-half miles west of the junction with the River Road (at the south end of the weir). Mrs. Jasper recalled that she and her parents used to travel that road to Woodland, via Davis. According to her report, there was only one other way to get to Woodland from Sacramento through the tangle of forests and tules: south to Stockton and then north through Davis.

7. Arrange a visit to the Paul Reiff ranch, about one mile east of the town of Yolo (also referred to as Cacheville). See the Wells Fargo Express Station, still in excellent condition. Pairs of huge iron doors at the front and back permitted passage of the Wells Fargo Concord stages, which stopped inside only long enough to unload and load express and passengers. There are two rooms in the building: one for the stagecoaches and the other for use as the Wells Fargo office. The original wall and ornate window of the express office proper are intact. Miss Elizabeth Reiff showed this writer many relics of the Wells Fargo Express: ledgers, the iron seal of Wells Fargo, sticks of red sealing wax, thread for sealing mail and express, and an express bag. In the interview Mrs. Paul Reiff extended an invitation to classes to visit this historic building.
The famous "Hunt House" (a large early-day hotel) was also located on the Reiff ranch. Here passengers arrived by stage and spent the night. The Reiffs once lived in the famous hotel. They planned to remodel it but were advised to abandon the project. A beautiful new home has been constructed on the original site.

8. Arrange for a ride on the Elkhorn Ferry, eight miles east of Woodland on the River Road, an all-steel boat (costing $35,000) with a capacity of six cars. The ferry transports people and stock across the Sacramento River between Yolo and Sacramento counties. Continue your trip, on the east side of the river, to the Southern Pacific Depot, at Fifth and I streets in Sacramento. Here you may see engines like those that pulled the early trains across Yolo County. The "C. P. Huntington" is a funnel-type engine. It stands on the front lawn of the depot. By special request you may see a Malley steam engine.

9. Visit Sutter's Fort to see early transport vehicles such as the Spanish caretta, Conestoga wagon, stagecoach and early hearse. You will also see oxen yokes, wagon wheels, harnesses and other articles used in the transportation of goods and services in early days.

10. Read stories and books about the early transport problems of immigrants and American pioneers in their efforts to reach California and the West. Some of these

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19Ibid., pp. 246-61.


21Ibid., pp. 116-120. 22Ibid., pp. 130-133.


*Yolo County From Then Till Now.* Woodland, California: Office of the County Superintendent of Schools, undated.

**Children**


CHAPTER IX

COMMUNICATING IN EARLY YOLO COUNTY

The story of communication in Yolo County enlists our appreciation of the pioneers who developed the communication services of the County. It merits the interest, appreciation, and understanding that children can achieve through the study of early postal and express facilities, the first telegraph and telephone services, the development of the newspaper business and the establishment of the County libraries.

Early Postal Services

The first post rider. According to old records the first post rider in Yolo County was William F. Knight. It is said that he maintained the mail route through the upper part of Yolo County and that one reason his ferry service was established was to increase the postal route facilities.

First postmaster of Knights Landing. There were no post offices in Yolo County until 1855. Before then, Yolo residents had to go to the general delivery window in the Sacramento Post Office. The postal route established in 1855 extended from Benicia to Yolo County via Suisun, Knights Landing and Cache Creek. The Knights Landing post office was called Grafton. Mail was transported there by steamboat
and distributed by the horse rider. James H. Updegraff was
the first postmaster of Knights Landing.¹

The Fremont post office. Fremont, the most important
town in Yolo County, had grown from one settler in a canvas
tent to a thriving settlement of three thousand people. It
was about nine miles northeast of Woodland, opposite the
junction of the Feather and Sacramento rivers. Mail to this
little "boom town" was transported by river steamers from
San Francisco. This post office was then called Charleston.²

First postmaster at Buckeye. A few miles northeast
of Woodland was a town known as Buckeye because of the buck-
eye bushes growing profusely in the area. In 1856 this town,
only two miles east of the Vaca Valley Railroad, established
a post office and appointed J. P. Charles postmaster. This
was a sign of real progress, for the postal service until
this date had been handled in a private dwelling, a common
practice in early days.

Soon afterward J. O. Maxwell moved to Buckeye and
built a new house and a general store. In those days the
genral store in nearly every town provided a small room

¹William O. Russell, History of Yolo County Its
Resources and Its People (Woodland, California: Publishers
were Itinerant and nameless, 1940), p. 235.

²Yolo County From Then Till Now (Woodland, California:
Office of the County Superintendent of Schools, undated),
for the postal department and benches for persons waiting for the stage. Mr. Maxwell was appointed postmaster when postmaster Charles moved away. He immediately transferred the post office to his general store. In 1860 the Maxwell store was sold to Charles Zimmermaker, who served with the post office as deputy postmaster under R. C. Briggs. Ely Benjamin next became postmaster, followed by R. A. Daniel, who served until 1875, the year the post office was closed indefinitely. That old first store, converted into a dwelling, is still standing.3

James McHenry's stage line. In 1874 James McHenry started a line of stages between Woodland and Munchville (now a ghost town). The stages carried the mail from town to town. When H. C. Duncan took over the stage lines, late in 1874, he extended the route westward from Munchville, to a lively and thriving quicksilver mining area near Rumsey and from there to Lower Lake, in Lake County, making a total of sixty-five miles.4

The Woodland post office. The story of the Woodland post office is more completely recorded. Its interesting development is probably typical of a number of the post offices in California in the early days. Historical records differ as to the establishment of the first businesses in

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3 Ibid., pp. 48-49. 4 Ibid., pp. 51-52.
Woodland. However, all agree that the first store in the area was located at what is now the corner of Fourth and Court streets. It was built by Henry Wyckoff, some time between 1853 and 1857. When Major Frank Freeman took over this property he established the first post office, which was given the name "Woodland" by his wife. At the request of Willard Johnson, the Federal Government established a post office at Yolo Center (in West Woodland) in August, 1863. Mr. Johnson was post master of this second Woodland post office and the town had double-headed mail facilities. Not long afterward Washington, D. C., took note of this ambitious postal undertaking and wiped out Mr. Johnson's project at Yolo Center.

In those days post offices were transient affairs, being moved at will according to the whims and the property holdings of the postmaster appointees. Mr. Freeman continued his postmastership in Woodland until 1864, maintaining his office in the Freeman Building, on land now known as Freeman Park, on Main Street between Fourth and Fifth. After 1864 the office was held by a succession of men whose activities are not fully recorded. The post office of Louis A. Walker is the first among these that can be definitely located: on the south side of Main Street between First and Second, in about the middle of the block. His post office was established in the front part of a storeroom on December
9, 1875. Accommodations for giving out mail were quite unusual; his general delivery was a self-service affair, a green barrel with an array of alphabetically segregated pigeonholes, stationed on a whirligig at the front counter. Here the patrons helped themselves as they twirled the gadget to their hearts' content. The paying patrons had small, individual boxes in the back room.

When the down train arrived in Woodland, at seven in the morning, it brought the first mail of the day. This was sorted half an hour later, when the post office opened. The building remained open until eight in the evening, or until the mail from the night train from Marysville had been distributed.

In time of high water or cave-ins of the Sierra snow sheds the mail route was sometimes closed for weeks, stopping mail deliveries—and none were expected.

Under Major Freeman the first Woodland post office was fourth class, and not until 1913 was the community provided with a first class post office and a Federal building. In the early years the postmaster and one or two clerks sufficed to handle the mail. Three rural free delivery routes were later established, each thirty miles in length, to be covered by horse and buggy.5

5Ibid., pp. 236-237.
First post office at Davisville. The first railroad station in Yolo County was at Davisville (now Davis). A Mr. Dresback was the town's first merchant and first postmaster, and agent for the Wells Fargo Company. Business transactions in some months reached fifteen thousand dollars.6

Early Newspapers

The first newspaper. The first newspaper in Yolo County was published in 1851, by Uncle Sammy Chase. "The Bay Town Lookout," published while Chase stayed at Gordon's ranch, near Cacheville, was written and circulated for a year—on foolscap! Copies came out only when Uncle Sammy had something to get off his mind. Years later, at Capay, he put out another paper, called the "Bung's Out."7

First newspapers of consequence. The first newspaper of any consequence began publication in the spring of 1857, at Cacheville. A weekly, it was first called the "Yolo Democrat" and later titled the "Cacheville Spectator." The publishing partners were a Mr. Jerogan and a man named Everts. In May of 1859 a Mr. Howard, associated with the paper, took

6 Ibid., p. 39.

it to Knights Landing and renamed it the "Knights Landing News." Only one issue appeared, that of August 24, 1859. Someone later wrote: "This newspaper chicken, after one peep, expired."

In October of that same year the paper was revived by B. W. Ravely. In 1864 H. C. Grover and Charles E. St. Louis bought the paper, changed its political slant from Democratic to Republican and renamed it the "Woodland News." In 1867 the paper was bought by the Democrat Publishing Company and renamed the "Yolo Democrat." Several years later, after a succession of owners and editors, the paper took on new proportions: in 1877, the paper was enlarged under the direction of William Saunders, from twenty-eight to fifty-six columns, and became a daily, the "Woodland Daily Democrat."

The paper's early political history was strongly Democratic and remained so until more recent years. Perhaps the reason for this was that most of the County's pioneer settlers came from Missouri, which then was swarming with Democrats. As time passed, the Republican population of Woodland increased and began to feel a need for a party organ; hence, the "Yolo Weekly Mail," which began publication in 1868. The "Woodland Standard" was published for a seven-month period in Woodland. This paper, purchased at a sheriff's sale, had

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been published in Winters, by L. Walker, under the name of the "Winters Advocate." 9

Three papers made history in Davis. The first was the "Davisville Advertiser," begun in 1869 as a weekly paper. A non-partisan paper, it lasted for six months. The second newspaper, about the size of a large sheet of foolscap, was called "The Facts." It lasted only a little longer: nine months. Judge Scott established and named the third newspaper, the "Davis Enterprise," in 1898. Its political complexion was definitely Democratic for many years.

The "Winters Express," established in 1883 by E. C. Rust, continued for many years. It assumed community leadership and, among other things, suggested voting for the issuance of bonds for the new Winters High School. This paper's enthusiasm and interest in community improvements led to the recognition of many needs and the realization of many dreams.

Other papers that have been in circulation since 1900 are: the "Yolo Senator," "Woodland Record," "Weekly Yolo Independent," "Esparto Exponent" and others. 10

9Tom Gregory et al., History of Yolo County California (Los Angeles, California: Historic Records Company, 1913), pp. 101-104.

10Winterburn, op. cit., p. 80.
Telegraph Service

On October 19, 1868, Woodland was connected with the world by telegraph wires. An early historian wrote that twenty-one messages were flashed over the wires on that first day.

In the little village of Black, often referred to as Black's Station, a group of men (including J. J. Black, who put up several important buildings) established telegraph, post office and express services, in the year 1876.11

Telephone Service

Alexander Graham Bell had invented the telephone by 1875, but Yolo County was too busied with developing a rich agricultural area to take much notice of the event. Not until 1884 were steps taken to establish telephone service. Woodland's first telephone exchange was established in March of that year. Later in the same year exchanges were provided in the neighboring communities of Winters, Davis, Black's Station, Esparto and Dunnigan. Long distance connections were soon made through Woodland. By 1890 Woodland and the other larger communities of Yolo County could talk to San Francisco, West Oakland, and several other towns in California. In another ten years telephone company lines extended

service for nearly all of Yolo County's communities to Oregon, through Woodland.\textsuperscript{12}

\textbf{County Library Established}

The idea of the County library did not originate in California, but when it reached the State the people became very enthusiastic about it. To Yolo County belongs the credit of starting the County Library System in California.

The system originated in 1905, when an invalid orphan boy living outside Woodland had finished reading all the books in his school library. He wrote the Woodland Public Library board asking permission to read their books without the usual fee charged those living outside the town limits. The County library board solved the problem quickly by paying the fees themselves and granting the youngster full permission for free reading. But by the end of the following month the board found that similar requests from other County children were flooding the office.

It was soon impossible to care for all such requests by paying money out of their own pockets. Much concerned, the board requested the County Supervisors to make an annual offering of two hundred dollars from the advertising fund in order to open the Woodland Public Library to all Yolo resi-

\textsuperscript{12}\textit{Ibid.}, p. 201.
dents without making the charge that had prevailed in the past. This was done.

Shortly after, the California Library Association was informed of the way Yolo County was attempting to meet the reading needs of rural residents. The State Librarian, James Gillis, was impressed and decided that the people living in distant parts of any county should have libraries if they wanted them. Thus began the County Free Library System.

It was not until 1909, however, that the first County Free Library law for the State of California was passed. This law permitted a County Board of Supervisors to contract with city libraries for service, thereby assuming the responsibilities of a county library.

Library service for Yolo. Library service for residents of Yolo County began in a tiny alcove, about ten by sixteen feet, in the Woodland Public Library. This was in 1910. In 1912 the service was transferred to the basement of the same building.

Library service for public schools. In 1910 library services were extended to the public schools after Miss Huntington, the first librarian in California, suggested the idea to the State Superintendent of Schools. These services were successful from the very start.
**Carnegie extension to Woodland.** Soon the school and community service had grown so much that Miss Huntington found it necessary to start a movement for a Carnegie extension to the Woodland Public Library. An appropriation of twelve thousand dollars for enlarging the building was given to the library by the Carnegie Corporation of New York.

The new building was dedicated with formal ceremonies in a grove of majestic trees, with a reception following in the new wing of the library.

**Branch Libraries**

The story of branch libraries in Yolo County begins with Black's branch, established in 1910. The books, kept in a hotel in the village, were in the charge of a Mrs. Pierce. Later they were moved to Fred Wild's store and put in his charge. There the branch remained through the years until its final transfer to the Zamora Branch.

The Broderick Branch was established the same year, in the post office and remained there for many years. It started with 178 volumes and grew to 600 volumes in a few years.

The branch at Brooks, begun in 1914, was located in the post office, with the postmaster, a Mr. Smith, in full charge of the books.
Application was made in 1911 for a branch library at Capay. This branch, first located in a store, was later moved to the post office, where the postmistress, a Miss Coburn, took charge. When Miss Coburn became too ill to serve, George Tandy was appointed postmaster and custodian of the books. Some time afterward the post office—and the books—was moved to larger quarters. Mr. Tandy opened a reading room and included ten magazines with the circulating materials.

The Clarksburg branch was established in a post office in 1911. One person after another took reluctant charge, for no one wanted it until B. A. Taylor accepted the branch and moved it to a small room in the new school building. Here it flourished for the succeeding years.

The Davis Branch Library was the result of a desire of pioneer citizens since 1870 for books for their town. Two very public spirited women established the first library for the village, in 1872. One of these ladies, a Mrs. Marden, housed the books in the upper hall of her home. In 1924 a more permanent library was established: a tax supported institution, with services for books and a salary for the librarian. In memory of the first sponsors the daughters of the first two Davis librarians, Mrs. Marden and Mrs. Crawford, later presented an attractive bronze plaque to be hung in the new library building.
In 1904 Miss Etta Reed, teacher in a Davis school, strongly felt a need for more reading for children and applied for a traveling library. When a shipment of books arrived the school children assisted in their distribution to school and community patrons. Because of the commotion connected with their distribution, the books were moved to the store of Will Grieve. Two years later the Buena Vista Hotel became the home of the traveling library. The traveling library proved very popular and a book shower was given in October, 1905, to increase the stock. Nearly every home in Davis contributed one book or more; even some of the State personnel, including Mr. Gillis, helped by contributing classics and popular sellers of 1905. (Some of these books are still on the shelves.) Funds for making new purchases were raised by patrons and students through minstrel shows, food booths, picnic days, stunt shows and book club parties; and the Tuft Theater family showed "library night" movies to raise funds for more books.

Enthusiasm for library development continued strong in Davis. In one afternoon two determined ladies raised enough money from local businessmen to buy a lot for a library building. Mrs. Otis Wilbur formed the Bachelor Girls' Club of Davis with the intent to get both books and a building for her community. Other activities of interested citizens helped the project. One of these was a spinning
bee, in which a Mrs. Flaa, in Norwegian costume, and a Mrs. Robinson, in Scotch costume, demonstrated the fine points of the art of spinning and sang songs of their home lands. Another paying event was a St. Patrick's Day ball at Schmeiser's Hall. Events followed one after another to create financial and moral support for the new building.

The new library building was completed in 1924. Harry Shepherd developed plans for beautifying its grounds, and the American Legion provided shrubs and a lawn complete with sprinkling system.

Dunnigan received its branch library in 1910. First housed in a local hotel, it soon was moved to a reading room. Several years later the books were moved to the post office in Jameson's General Store. Sixteen magazines were among the materials circulated from this branch.

The Esparto branch began in 1912, in a local store, later moving to Collins' Drug Store. Responsibility for the books changed hands when the drugstore changed hands: in 1918 to J. V. Leithold, and in 1921 to a Mr. Harris, who served for several years.

The Grafton branch began in 1910, also in a drugstore, with Mrs. W. T. Knox in charge. It later moved to an ice cream parlor, then to the post office, and finally back to the drugstore. It grew steadily and served its patrons well.
Guinda made application for a branch in 1910, and began services in October of 1911. This little branch was most successful.

The Madison barbershop housed the town's first branch library in 1911, with Troy Barr its first custodian. It was moved several times before being transferred to another district.

Riverbank branch opened in a store in 1914, with Mrs. Mary Powell its custodian. Moved to the post office the next year, it remained there until its transfer to another district after many years.

The branch at Rumsey opened in 1912 in the home of its custodian, Mrs. B. P. Lloyd. There it remained through the years, small but very active.

Since 1892 Winters had maintained a subscription library. It was renting a room on Main Street when the County Library was established. A petition for a branch, in 1910, was signed by the directors of the Winters Reading Room. In 1916 this branch was established, in the new City Hall, with new and up-to-date furnishings.

The Woodland branch was opened in 1911 in the Woodland Public Library, with Mrs. Ada B. Wallace its first librarian. The County and City libraries, though separate institutions, have a record of close cooperation in Woodland.
The Yolo branch was founded in 1910 in the Yolo Reading Room, a small frame building much in need of repair. In 1918 a new building was constructed with funds received from the Carnegie Corporation. This branch served the Cacheville School for recreation reading and provided reference material for high school and junior high school pupils in the district.

In early Yolo there were several institutions receiving library services. Weimar Joint Sanitarium, in Placer County, received book service for its patients from the Yolo County Free Library in 1911. The County Hospital Branch received books in 1914, the service being regulated by the needs of its patients. The Guinda Indian School Branch was founded in 1914, with Mrs. C. A. Olsen, manager of the Indian school, in charge. The library branch was closed when the school was discontinued, in February, 1919. The Woodland Sanitarium branch, established in the sanitarium in 1913, continued service for many years. In 1919 the Conaway branch was located in the dining room of a farm building under the custodianship of J. Melville Richards. It was open evenings and afforded library service for workers in that community. The branch at the University Farm was begun in November, 1910, with Miss Margaret Mayberry in charge. Service was continued until 1924.
Established in 1891, the Woodland Public Library in 1904 erected a fine building with funds from a ten-thousand-dollar Andrew Carnegie grant. An eight-thousand-dollar addition was constructed a few years later. In 1905 this library added service to County residents as a result of money received from the County Supervisors for rural library services.¹³

SUGGESTED CONCEPTS AND ACTIVITIES
FOR TEACHER-PUPIL USE

A teacher might present, discuss or build activities around the following important concepts in Chapter IX:

Concepts

1. Understanding the problems involved in conducting early postal services in Yolo County.

2. Understanding the importance of the development of early post offices in Yolo County.

3. Gaining appreciation and understanding of the intricate network of river steamers, stage lines and rural postal carriers in meeting the needs in communication of Yolo County's early settlers.

¹³Ibid., pp. 278-89.
4. Understanding and gaining appreciation of the development of early newspapers in Yolo County.

5. Understanding how the development of telegraph and telephone service in early Yolo County extended horizons for fast and more effective communication.

6. Developing appreciation of the efforts of early Yolo residents to establish the County and Public libraries in Woodland.

7. Understanding the importance of establishing branch libraries to meet rural as well as urban needs for circulating reading materials.

Activities

1. Read the story "Indian Picture Writing"14 to see the illustration and to gain information about how the Indians communicated.

2. Make up a letter to classmate or friend in picture writing.

3. Make murals or dioramas to show ways of carrying and distributing the mail in early days.

4. Dramatize some experiences that an early rural postal rider, a mail steamer or an early stage mail deliverer might have experienced.

5. Stamp collectors may show their collections of stamps from early mail in Yolo County. Reports to share the information would be helpful.

6. Make a collection of any early newspapers of Yolo County that you can find. Compare them with today's papers. You may wish to visit the local library or County libraries to see old newspapers, magazines and books.

7. Make a mock newspaper. Write items about food—for example, Mr. William Knight has three barrels of apples to ship via Steamer Belle to San Francisco. Be sure to date your news entries. (Other items of interest are kinds of produce available in the community general store, changes of stage or steamer schedules, advertisements of entertainments and news stories about the coming of new families to the locality.)

8. Read about "The Family Who Never Had a Clock." Discuss probable results in the activities of your family if you were without clock, radio and television at your house for one day.

9. Make a mural or diorama to show the kinds of communication activities carried on in your home.

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10. Read stories about the Pony Express to learn what it was and why and when it existed. Discuss ways it may have affected early residents in your community. Such stories as "The Pony Rider,"\(^{16}\) by Mark Twain, and "The Pony Express"\(^ {17}\) provide good discussion materials.

11. On a map of California or Yolo County, indicate possible routes by which mail might have reached Knights Landing after being brought from the East to the pony express terminus in Sacramento.

12. On a map of the United States, trace mail from the pony express starting point at St. Joseph, Missouri, to Davis, Woodland and Rumsey.

13. Read about the invention and use of the early telegraph and telephone in such stories as "Electrical Voices"\(^ {18}\) and "Messages on Wires."\(^ {19}\) Discuss ways by which these inventions changed or influenced the lives of early Yolo residents.


\(^{17}\) Ibid., pp. 218-223.


\(^{19}\) Ibid., 250-252.
14. Carry on a "conversation by telephone" that might have taken place in your community when the telephone lines were first introduced into Yolo County. Contrast with a telephone connection and conversation today.

15. Read about early inventors of communication devices. "The Talking Wire" is a story about Alexander Graham Bell's exciting invention, the telephone.

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Children


CHAPTER X

EXPRESSING ESTHETIC AND RELIGIOUS IMPULSES

IN EARLY YOLO COUNTY

Part of the story of early Yolo County touches on the religious activities of the community. Children will find interest in the story of the pioneer preacher's struggles to carry on religious services and establish churches in the early days. They may want to visit one of the oldest churches and to compare it with modern churches. They may find interest in an exploratory trip through an old cemetery to note the graves of pioneer people and calculate the dates of early burials. They will become aware that life in early Yolo County was hard in many respects and that the life span was considerably shorter than is indicated on grave markers in more recent burial grounds.

Pioneer Spiritual Needs

According to historical records the pioneers began to satisfy their spiritual needs through religious service almost immediately upon their arrival in Yolo County. Some histories tell us that the first preaching in Yolo County was by an American, in July of 1849.

First ministers in Yolo County. The Reverend J. E. Braly, a Cumberland Presbyterian, was in charge of the first
religious service in Yolo County. He was traveling overland to Oregon when he met Jonas Spect, founder of the early town of Fremont. Mr. Spect insisted that the Reverend Braly stop by Fremont to conduct religious services. Yielding to Mr. Spect's appeal, the Reverend Braly conducted the first service in the shade of a little canvas house, at four o'clock in the afternoon on the last Sunday of 1849. He later constructed a large camp, partly of willow boughs and wagon sheets. His family lived in this camp and kept a long boarding table ready to satisfy the hunger of travelers. On the Sabbath, during the summer and fall of 1850, it became their custom to ring the dinner bell at about two in the afternoon to call the people nearby to religious services.

In October of that same year a Methodist minister was brought to the camp by one of Mr. Braly's friends. The Reverend Isaac Owens, invited to preach, obliged with his first sermon in the Sacramento Valley.

Shortly after the Reverend Owens's visit the Reverend John M. Cameron, another Cumberland Presbyterian Minister, brought his family to Fremont. He, too, was invited to preach, and led several services at this little village.

In 1850 H. B. Wood and his partner built a frame house next door to Mr. Braly's and graciously allowed religious services to be conducted there. The Reverend Braly wrote that he conducted several funerals in the new frame house.
Still another Cumberland Presbyterian minister, the Reverend Thomas A. Ish, was invited to preach on passing through Fremont. Later in the fall the Reverend Ish appeared in the home of Johnny Morris, who lived with his family in the Woodland area. Mr. Morris planned an outdoor religious meeting and displayed signs at the Cacheville race track the day before the meeting was conducted. Thirty people responded to the call and met under an oak tree on Uncle Johnny's farm. Four different pioneer ministers had their headquarters at Uncle Johnny Morris' farm at different times: the Reverend M. C. Briggs, the Reverend O. C. Wheeler, the Reverend H. B. Sheldon, and the Reverend Benham, who drowned in the Cache Creek flood on the day of his arrival. The Reverend Wheeler, a Baptist, arrived in 1849; the others were Methodists who came later. The brother of the Reverend Ish, C. W. Ish, founded the well-known family of the name in the Winters area.

Early camp meetings. The first camp meeting, held by the Methodists, was at the Hoppin Brothers Ranch, near Cacheville, in 1855. The speaker called himself a "Geebug preacher." Camp meetings became more popular in the years that followed.

In the seventies and eighties the Methodist, Christian, and Adventist churches held fall camp meetings on the Nelson Ranch. There was plenty of water for baptisms in Cache Creek
and many fine shade trees to attract the thousands of worshipers who pitched their tents along the creek. From every section of Northern California came worshipers; each church held its services at a different time.

In the early nineties still larger tents were pitched in Woodland for revival meetings. These were continued enthusiastically until about the time of the first World War.

Early churches in Yolo County. The Methodist Church was properly organized in 1852, when the Ohio conference appointed the Reverend Henry B. Sheldon to organize the Cache Creek circuit, which included all of the Sacramento Valley west of the river between Putah Creek and Colusa. The Reverend Sheldon rode a horse twenty to forty miles a day, sometimes preaching five times in a single day. His numerous circuit stops included W. G. Hunt's place, under a large oak tree south of the creek near Cacheville; the ranch of Jerome C. Davis, on Putah Creek (later the University of California campus at Davis); the Washington Town Hall, at Washington; Brown's Hotel, in Fremont; an old gambling house on the bank of the river at Colusa; the home of Uncle Johnny Morris; and a spot known as Lone Tree, a few miles north of Gordon's Ranch. Matt Harbin's horses worked to smooth and prepare the ground for the religious meeting place, and cottonwood logs were hauled in to be used as seats. The Reverend Sheldon stayed overnight and boarded at convenient establishments.
Two of these were Brown's Hotel, in Colusa, and Harbin's Ranch, at Cache Creek. He founded three Sunday school classes while making his circuit at Washington, Fremont and Cache Creek.

The Reverend Burton, arrived in Yolo County in 1855, served a circuit that included Prairie Seminary, Cacheville, Knights Landing and Woodland. Several other circuits were organized before more permanent church locations were established.

Before 1864 the Methodist Church of Woodland held its meetings in the Union Church, erected in the center of the Woodland cemetery in 1855. Then the Methodists bought an old building on First Street for $125. The building had been used for the County poorhouse. Two years later the Methodists built a fine brick church on Main Street at a cost of thirty-five hundred dollars. This was the very first church to be built inside the city limits. Later, a new building was erected at the corner of North and Second streets. When outgrown, it was replaced on the same site by a building costing sixty-five thousand dollars.

In 1867 Cacheville erected a wooden building that became the Methodist church. It cost eighteen hundred dollars. In 1874 the Methodists erected a building at Davis for three thousand dollars. The church is no longer standing. A Methodist church, started in Knights Landing before
1869 was used for many years. The Winters Methodist Church, a wooden structure, was built in the year the town was founded, 1875. In 1859 the Reverend Sheldon organized a Methodist Church at Franklin School, six miles southeast of Davis.

The Church of Christ in Yolo County was founded in 1854, when a group of people assembled on the Shellhammer Ranch, near Brown's Corner, to meet a "wandering preacher" who was scheduled to address them. A square-shouldered little man in a wig led the services. He was no stranger, but, slightly disguised, the well-known Joshua Lawson, an elder of the Church of Christ, dynamic in his endeavor to organize and minister to a new church in the community where he had settled.¹

This remarkable person left Tennessee in 1804 and traveled west by ox team to Missouri. In 1852 he came to California to try his luck in the Sierra mines. In December of that year he and his son, John, settled permanently on a farm four miles southwest of Woodland. Joshua Lawson was already a leader in the community when he slipped a wig onto his bald pate to address a gathering in the guise of a wandering preacher. His sermon was the first delivered in Yolo.

¹William O. Russell, History of Yolo County Its Resources and Its People (Woodland, California: Publishers were itinerant and nameless, 1940), pp. 266-69.
County by a preacher of the Church of Christ. The audience had gathered under the shade of a giant oak to receive his message. 

In the fall of the same year the Church of Christ was organized in a schoolhouse on what was later known as the Beamer property. In the fall of 1855 the church group moved to the Union Church building in the Woodland Cemetery. In 1868 the first Christian Church, a small brick building, was erected on the Hesperian College Campus. In 1889, a much larger church was built, at College and Oak streets, and was said to have been one of the finest buildings of the faith in California. An earthquake shock damaged the structure in 1902, and in 1919 it was razed and a new church built on the site.

A Christian Church was established in Buckeye in 1855. When the town was abandoned the church was moved in sections—one to Madison and one to Winters. In 1875 the Christian Church at Winters was erected at a cost of twenty-seven hundred dollars. A church was established in Madison in 1877 at a cost of thirty-five hundred dollars.

In 1849 a First Baptist Church was organized in the Clarksburg area but was discontinued shortly afterward. Another attempt to institute this faith was at Grafton, but

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2Ibid., pp. 350-351.
after seven years the church was disbanded. In 1861 the Union School housed the Buckeye Baptist Church group. In 1866 the Plainfield School was used to house the Plainfield Baptist Church organization. However, in a few months the Buckeye and Plainfield groups conducted their services jointly in the Prairie School. Several years later the Plainfield group built a new church at Buckeye, and called it Hopewell Baptist. There is no record of what happened to this church.

In 1850 the Southern Methodist Church sent the Reverend David Pollock to organize a church in Sacramento. He was an energetic and gifted minister. Wherever there was a group of people, there also was the Reverend Pollock, anxious to preach to them. It is thought that he held services for groups in Broderick, Fremont, and West Sacramento.

It is not definitely known when preaching began in Knights Landing. However, a tremendous meeting was held in a protected spot on Cache Creek between the towns of Yolo and Zamora. People came from miles away and camped along the creek in order to attend what was to have been a ten-day camp meeting. The services were so interesting and productive that the meeting was extended for another ten days and the Knights Landing Church was established.

The oldest Protestant church to be established in Yolo County was Presbyterian. However, no buildings were
erected until its first preacher, the Reverend Braly, had been administering to his flock for several years. On Christmas Eve of 1850 the Reverend Braly moved from Yolo County and never returned. Attempts were made to establish a church. One of these was the Union Church, erected two miles north of Cacheville in 1857. In the fall of 1870 the Davis Presbyterian organization erected a building in which to conduct their meetings, but no further history is recorded of this endeavor. Another Presbyterian church was formed at Winters, in 1875, with a continuing and active group. The building was erected at a cost of five thousand dollars, with the Wolfskills being among the heavy contributors.

Community churches combining all denominations were sponsored by the Presbyterian Church. These churches gained widespread interest and a following in the small communities in the County.3

The earliest pioneer Catholic family of whom there is a record was Edward St. Louis and his wife, Marcella Jacks, who lived for many years in Knights Landing. Marcella was the last descendant of one of the first settlers who came to Maryland with Lord Baltimore. In the St. Louis family were the four children, grandfather John B. St. Louis and

3Ibid., pp. 269-272.
the two brothers of Edward St. Louis, Colbert and Charles. James St. Louis, a cousin, also accompanied this family to Knights Landing. All of these people had emigrated from Missouri and, after a long and trying journey, had settled on lands near Cacheville, in 1853.

As Sacramento and Marysville were the only settlements in the Valley with resident priests, the St. Louis family would occasionally ride the great distance to attend services in Sacramento. Later, in 1858, a priest went to Knights Landing and gathered the scattered Catholics together and held the first Catholic service in Yolo County, at John O'Keef's home. Mr. O'Keef was the regular stage driver from Knights Landing to Sacramento in those early days.  

However, even before the St. Louis family came to Yolo County the Catholic Church, in view of the many missions they had had operating under Spanish law, doubtless had conducted first rites and services in Yolo County long before American occupation.

Fray Blas Ordiz, chaplain for an expedition to the Columbia River, recorded in his diary that he baptized an Indian in the Knights Landing area on October 26, 1821.  

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4Tom Gregory et al., History of Yolo County California (Los Angeles, California: Historic Records Company, 1913), p. 146.

5Russell, op. cit., p. 265.
From the first American occupation to 1870, services for the Catholic Church in the area were directed by priests from Sacramento and Folsom. The Reverend Lawrence Scanlon came to Woodland in 1870 to become the town's first resident priest. One year prior to his arrival the Catholics of Woodland began to erect a brick building near Elm and Main streets, but heavy rains undermined the foundation and greatly damaged the building. Four years later a new site, at Walnut and Main streets, was purchased and a wooden building erected. In 1911 it was converted to a parish hall and a concrete-reinforced structure erected and dedicated as the Holy Rosary Church, the original having been established on Rosary Sunday.

The Catholics of Davis built their first church in 1871. In Winters the first services of the Catholics were held in a private dwelling. This was in 1873. Not until years later was a contract given for construction of a church.6

In 1865 the first Congregational Church in Yolo County, named the Cache Creek Congregational Church, was built about two miles south of Madison. Its first pastor was the Reverend Tyler Thacher. A student of languages, he was able to read and write in nine languages, ancient and modern.

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The First Congregational Church of Woodland, composed of thirteen members, met in Central Hall, on First Street, in 1874. The building was later sold to the Christian Science Church, which remodeled it for its services. Following this the Congregationalists joined the Episcopal Church group.

In 1872 St. Luke's Episcopal Church held its first services, in the Old Methodist Church, on Main Street. Here they continued services for twenty-one years. Then their own church was erected, on a small lot on First Street between Main Street and Lincoln Avenue.

Seventh Day Adventists opened services in Woodland after a tent camp meeting was successfully conducted in the autumn of 1872. Their church was constructed a year later, on Third Street between Main and Lincoln. A private school was maintained in conjunction with this institution.

In 1858 the United Brethren of Christ Church was founded by the efforts of the Reverend Israel Sloan, who conducted services in a green grove adjoining the bank of the Sacramento River, in what is now known as the Monument District. Five church classes were established in the following areas: at Washington in 1859, in Woodland in 1868, in West Grafton in 1870 and in Capay Valley in 1878. Classes were later established at Esparto and Knights Landing. The classes in West Grafton were held in the Fairview School.
The Reverend J. A. Schilling came to Yolo County in 1889 and organized and administered to the German people in the County. He organized a Ladies Aid, and in the summer of 1891 the St. John's Evangelical Church became his creation in the area. In 1892 a plain frame church was erected on a lot donated by the Richie family. Several years later, when the Reverend Mongold became pastor of the church, he served the ministerial needs of the German speaking people in the Clover, Hungry Hollow, Dixon and Zamora areas. For many years all the teaching and preaching in the church school was carried on in the German language, but eventually the young people did not understand German sufficiently well and the instruction was changed to English.

About 1900 a Unitarian Church was erected in Woodland, on Lincoln Avenue between College and Elm streets.

No attempt will be made here to describe the many new denominations established after 1900. Some of these are the two Russian Churches in Bryte, churches of the Nazarenes at Winters and Woodland, and the National Religious Spiritual Educational Society, the Four Square Gospel, St. Paul Lutheran Church, Church of Jesus Christ of Latter Day Saints, the Second Baptist Church for Negroes, and the Full Gospel Assembly, all of Woodland.7

Old Cemeteries

The early history of the church organizations in Yolo County would not be complete without giving attention to the old cemeteries that once lay about them.

Gordon's cemetery. The oldest known of these burial grounds, near the home of William Gordon, was perhaps the first American cemetery north of Cache Creek.8

In the Gordon home burial ground, in 1844, the first wife of William Gordon was buried. She was Mary Jane, a member of the proud Lucero family of Taos, Mexico (now New Mexico). She was thirty-seven years old when she died, and had lived only one year in her wilderness home in Yolo County.9 Her gravestone, found a few years ago near the Clover school, was photographed by a Woodland Camera Forum member. When this stone was placed over Mary Jane's grave, gold had not yet been discovered in California; the President of the United States was John Tyler; it was still two years before the Bear Flag would fly in California. In that year John C. Fremont crossed the Sierra and entered the Sacramento Valley; it was only five years that Captain John Sutter had lived in California when this little cemetery was begun.10

8Ibid., p. 265. 9Ibid., p. 276.
10Yolo County From Then Till Now (Woodland, California: Office of the County Superintendent of Schools, undated), pp. 7-8.
There are other stones of interest in the Gordon cemetery, on the bank of Cache Creek a mile east of the site of the old ranch house of Quesesosi. For years cattle and wild animals roamed at will through this area and many stones were trampled and broken. Time and weather have erased the inscriptions on the markers, leaving only a few fragments.

One of the best preserved stones in this burial ground, made of granite, bears a simple inscription about a nineteen-year-old youth. Embedded in the soil or leaning in sections upon one another are other slabs and fragments of grave markers. The inscriptions relate to Sarah Ingram, born in Taos, Mexico; Thomas Gordon, also of Taos; and Robert Gordon. All were children of William Gordon. Robert, aged seven at his death, was the son of William Gordon's second wife, Elizabeth Corum.

Pine Flat, Guinda and Capay cemeteries. Capay Valley had three cemeteries: Pine Flat, Guinda and Capay. On the Taber Ranch one can see remnants of the oldest of these cemeteries, Pine Flat.

Mary's cemetery. Between Woodland and Yolo, at the junction of the Woodland-Knights Landing and Yolo highways, is Mary's Cemetery. The first burial was of a young woman named Mary, buried there perhaps in 1868. Because it is a hard day's ride from northwest Yolo County to Woodland, a small chapel was erected near Mary's Cemetery for use in
the conduct of funeral services. A Mrs. Elizabeth Pockman gave the money for creation of the chapel.

**Fremont cemetery.** There are sites of several old cemeteries along the Sacramento River. Perhaps the earliest was in the vicinity of the Elkhorn Ferry, serving the village of Fremont.

**Cottonwood Cemetery.** Tombstones still to be found in the Cottonwood cemetery bear dates as early as 1860. In interviews with Mrs. George Griffin, of Winters, and Mr. Bill Tatlock, of Woodland, the writer learned of pioneers whose graves are marked in this cemetery. Both Mrs. Griffin and Mr. Tatlock are descendants of pioneers whose markers can be seen from the roadside, off the Madison-Winters Highway.

**Knights Landing cemetery.** The cemetery at Knights Landing is a very old one, much older than the present headstones indicate. In the winter of 1886-1887, floods washed out part of this cemetery. Salvaged remains were buried under headstones marked "unknown." One of the oldest stones is that of baby Sarah Wells Snowball, aged one at her death, in 1858. The parents were the prominent pioneers, Mr. and Mrs. John W. Snowball, of Knights Landing.11 Mr. and Mrs. Snowball are also buried in the large, enclosed Snowball burial

11*Russell, op. cit., p. 277.*
lot. James Updegraff and other pioneers are in this cemetery in graves that still are marked.

It was learned in an interview with Mr. Claud Alspaugh, caretaker of the cemetery, that the gates to the grounds are never closed, and that he stands ready to point out the old grave markers to school classes.

SUGGESTED CONCEPTS AND ACTIVITIES
FOR TEACHER-PUPIL USE

A teacher might present, discuss or build activities around the following important concepts in Chapter X:

Concepts

1. Developing appreciation for the steps taken by early Yolo residents to meet their spiritual needs. Understanding that religion is essential to man for fulfillment of life.

2. Understanding that faith in the guidance of a Divine Being is a normal human need.

3. Understanding that the holding of ideals is essential to all human beings.

4. Understanding the religious influence and comfort that early ministers brought to Yolo residents.

5. Developing appreciation of the early religious camp meetings as a means of satisfying the needs of diverse denominations.
6. Developing appreciation for the effort and interest of the circuit rider in meeting spiritual and other needs of isolated communities.

7. Understanding the efforts and interest of Yolo residents in establishing permanent church organizations.

8. Developing a respect for and interest in old cemeteries of Yolo County as significant landmarks and final resting places of courageous pioneers.

9. Developing an interest in grave markers as historical records, e.g., the pioneer life span in contrast to today's longer life.

10. Understanding how certain church groups have fostered wide friendship and service through Young Men's Christian Association, Young Women's Christian Association, Boy and Girl Scouts and missionary groups.

**Activities**

1. Read about the religious beliefs of Indians in stories such as "Religion,"12 which tells what the California Indians believed and how they worshiped.

2. Discuss early Yolo County religious services and how they influenced man's thinking about brotherhood and the

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worth of the individual. Discuss reasons for the greater emphasis on world brotherhood and world peace that is given in today's pulpits.

3. Have a panel discussion on how freedom of worship has been maintained and extended.

4. On a large map of Yolo County locate towns or areas where the first churches were begun. (Free maps of Yolo County may be procured from the Title and Abstract Company in Woodland, at the corner of Second and Court streets.)

5. Plan a visit to one or more of the oldest churches in your community. Note possible changes made in the churches, inside and out, since pioneer days. (You may wish to visit the newest church in your community and note further changes.)

6. Examine old hymn books. You may wish to learn some songs that pioneer church people sang. Compare with your favorite hymns today.

7. Visit an old cemetery. Locate graves of pioneers in Yolo County. From calculation of dates and other information on the headstones make notes of interest for a report to your class.

8. Invite an old-timer of your community or a neighboring one to describe his impression of the early churches and their services. Compare with services in your church
as to music, topics of the sermons and the church program in

general.

9. Trace the route of a circuit-riding preacher in
Yolo County and indicate the spots where he may have had
appointments to preach.

10. Read the story "The Circuit Rider."13

11. Draw a picture-story sequence of the experiences
a circuit-riding preacher may have had en route to the dif-
ferent preaching stops in Yolo County. Compare the life
of the circuit rider of early Yolo County with that of your
minister today.

12. Invite an older minister of your community to
visit your class and to talk about early preaching exper-
iences. It is good to have representatives of different
faiths.

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Children


CHAPTER XI

EDUCATING IN EARLY YOLO COUNTY

The historical data on education presented here were selected for use in teaching the social studies. Teachers will make their own selection of material appropriate for the different grade levels.

Suggestions for Use

At the third- and fourth-grade levels many children are interested in older people. They greatly enjoy having their grandparents or other older folk tell stories about the early days. They are enthusiastic and curious when exploring old buildings, paths and trails and vacant lots, or examining Indian mounds, relics and other artifacts.

Since an area of the third-grade social studies is concerned with "Yolo County's Communities and How They Started," children may greatly enjoy and appreciate learning about early schools in their own or neighboring communities. They want to know where the first schools were located, what they looked like, how the children traveled to school and what kinds of books they used.

An area of the fourth-grade social studies program concerns a study of "How California First Began." This study usually starts with a review of early Yolo County. Again,
children of this age are interested in the problems of establishing early schools, the procurement of teachers, organization and administration of the schools, disciplinary measures, curriculum and something about the people who worked in the schools. They are able to use maps more extensively and can locate communities of historical interest.

In grade ten the problem area for study is concerned with contributions of past cultures of our nation to our local community. Studies about teachers and other people of early Yolo County, where they came from and how they provided for education, could be worthwhile at this grade level.

Education in Early Yolo County

An attempt was made to select and compile material from the best available historical sources into a narrative account of the development of education in Yolo County. In general, this account follows a chronological sequence.

The story begins with George W. Tyler, who, according to some of the early records, was the first teacher in Yolo County. He opened his school in 1847, just one mile above William Gordon's home, on Cache Creek.1

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1William O. Russell, History of Yolo County Its Resources and Its People (Woodland, California: Publishers were itinerant and nameless, 1940), pp. 241-248.
Miss Matilda McCord, who had recently arrived from Bloomington, Illinois, opened a school at booming Fremont. Here, in 1849, she taught the children of people who were stopping over in Fremont for the fall and winter.2

The first superintendent of schools. When Henry Gaddis became Superintendent of Yolo County's schools, in 1857, he converted the front room of his Zamora home into an office. At that time the County did not provide such extras. Those wishing to apply for positions went to Mr. Gaddis' office to take an oral examination for a teaching certificate. Often an applicant traveled for miles through dense forests before reaching Mr. Gaddis' home, carpetbag in hand. There the reception might be different from what was expected, for Mr. Gaddis sometimes provided a fried chicken dinner and a night's lodging before proceeding with the examination. The might might profit the applicant by giving him time to review his spelling in Webster's "International Spelling Book." After an examination the County Examining Board wrote after the applicant's name the simple notation

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2Jos. Winterburn, Illustrated Atlas and History of Yolo County (San Francisco, California: De Pue and Company, 1879), p. 38. "Contains a history of California from 1513 to 1850 and a history of Yolo County from 1825 to 1880 with statistics of agriculture, education, churches, elections, lithographic views of farms, residences, mills, portraits of well-known citizens, and the official map of Yolo County."
"approved" or "disapproved." At the beginning of the next term the new teacher was asked to go through the test again. Mrs. Anna Barnes, widow of Henry Gaddis, recalled in later years that every greenhorn who came through the country thought he "cud teach in Californey . . ."

The Cache Creek School. Early in 1853, people living south of Cache Creek (now Willow Oak) built a school house sixteen by twenty feet in size. It was a frame building with floor, door casings and windows of sawed oak and oak shakes covering the roof and sides. The building had one door and a window on each side.

The furniture was also made of wood. The seats, eight feet long, were made by driving four wooden pegs, for legs, into the under side of planks two inches thick. Desks were constructed just like the seats, but with longer legs.

A salary of one hundred dollars a month was paid to J. C. Welch for teaching the school at Cache Creek. Some of the patrons who took care of expenses at the school are well known in pioneer history: Johnny Morris, William Gordon and the Wolfskills.

This school served an area almost as large as Rhode Island. The Wolfskills lived on the south edge of Yolo County, near Winters; another family lived on the edge of Gordon Valley, in what is now Napa Valley; Mr. Copps lived near Dunnigan; several families lived in the Capay Valley;
and others lived beyond Knights Landing. This involved an area that is considered huge even in these days of speedy transportation.

The books in use were those which each family happened to possess. Ray's, Smith's and Smiley's arithmetics were used, and three pupils studied Smith's Grammar. It is not now known what were the several readers used. The student read and re-read the same books during all his years in school.

Children had less freedom--and more discipline--than they have today. A pupil thought himself very fortunate if he escaped whipping with a blacksnake or rawhide whip.

School opened in April or May and ran for five months a year. The children did not attend in the rainy, winter months. The teacher taught twenty pupils.

Much later, when public school districts were formed in the County, Mr. Welch's school became the first public school and was taught by a famous Yolo County minister, the Reverend J. N. Pendegast.

The Reed School. In 1854 there were a thousand men, two dozen women, and twenty children living in Yolo County, but settlers were coming in rapidly and schools were needed. Reed School was built on the land of Charles F. Reed, north of Cache Creek. Known as the Reed School for several years, it was later renamed the Buchanan School, and is no more.
The Cottonwood School. The Yolo County School Superintendent elected in 1855, S. N. Mering, was the first to preserve records of school data. These records show that Cache Creek District Number Two and the Cottonwood District each had a school house. The first Cottonwood School building was rudely constructed of rough boards, without any ceiling other than the roof itself and its covering of shakes. The room was eighteen by twenty feet, with a window in one end and a door in the other. Like others of its day it was unpainted. In the front of the room was a tier of seats with a roughly constructed desk for the larger students. Smaller seats were placed nearer the center of the schoolroom. Twelve pupils attended that first school year of 1855. The Cottonwood School was quite well known in the early days. In 1858 it was enlarged to a two-story building and given the dignified title of academy.

The enlarged and remodeled Cottonwood District School was first named Prairie Seminary because the school was a splendid country building costing almost two thousand dollars. The seminary was adequately supplied with patent desks, a good library, a blackboard, maps, charts, and a clock and other desired apparatus. From an area extending from the summit of the hills on the west to Knights Landing in the northeast came the sixty pupils who made up the enrollment.
The Woodland School. When Nicholas Wyckoff became
Yolo County Superintendent of Schools, in 1856, there were
six schools in the County: Woodland, Reed, the Washington
private school, the Cottonwood District (which had just been
divided into two school areas) and the Merritt School, now
a part of Clarksburg School.

The largest school in 1856 was Woodland, with sixty
scholars enrolled. It was opened in 1855 in what is now the
Woodland Cemetery. A building was constructed three years
later near the present site of the Southern Pacific depot.
The Masonic Hall occupied the upper part of the building.
An expensive law suit occurred because the building was
erected on land belonging to Charles W. Crocker, of railroad
fame, who had failed to make a deed to the district or had
specified reservation of the property when he sold his farm.

After the property had passed through several hands,
it was finally purchased by two men who offered to sell the
land to the District for two hundred and fifty dollars. Be-
fore steps could be taken for making the purchase the property
was worth three or four times its offered price, and the
owners refused to sell.

About this time someone offered a lot on the east end
of Main Street for four hundred dollars. Twenty men pledged
twenty dollars each for its purchase and offered the property
as a gift to the District providing a school was built there.
Work on the building was begun in 1871 and was finished in six months at a cost of sixteen thousand dollars. The building was located on Main Street between Fourth and Fifth streets, where Freeman Park is today. It was made of brick, with two and one-half stories above the basement, and had six rooms. By 1879 five hundred pupils were enrolled.

The first school house in Cacheville. At the Virginia Ranch, just outside of Cacheville, was a frame building that had been brought around the Horn from the East. It was used as a residence and was located on the old Indian Mound. In 1856 the building was converted to a school, becoming the first schoolhouse in Cacheville.

The second school in Cacheville. A building used as the courthouse in the early sixties but abandoned as a seat of justice was given to the District for a place of learning. It was a two-story building with classes on the first floor and Masonic meetings on the second. The building was abandoned in 1874 and a two-story building erected at a cost of six thousand dollars. An additional expenditure of six hundred dollars was made for furniture. The building was thirty by fifty-six feet, with an ell twenty-five feet square. Outside of the Woodland School it was the finest school building in Yolo County. Its first teacher, Miss Gertrude Swain (later Mrs. F. S. Freeman), had been examined a short time after her arrival in Yolo County. A few questions to answer,
a few words to spell, a few excerpts to read from Longfellow's poems were requested by the Examining Board of Trustees. She was approved and became the instructor of the sixty boys and girls of the town. Miss Swain taught children of all ages, from the first grade to pupils older than she.

A salary of $360 was paid for six months of service, three in the winter and three in the summer. Because most of the children lived far beyond walking distance, horses were ridden to school. Sometimes as many as three people rode on one animal.

The first schoolhouse in Knights Landing. Built in 1857, the first schoolhouse in Knights Landing cost one thousand dollars. The lot was donated by Charles F. Reed after the citizens subscribed four hundred dollars toward a building fund. The school was used for sixteen years. J. W. Snowball and Captain James H. Updegraff served as the school's first trustees.

In 1873 the Catholic Church purchased the property for $250. A new school, constructed in the south part of town, was used for many years. This became the site of the present elementary school.

While on a tour of Knights Landing with pioneer Ralph Webb, this writer was shown the first schoolhouse. After using it for several years the Catholic Church sold the building to a carpenter. He converted the structure into a resi-
dence, but the basic lines of the old school building remain basically the same.

Private schools. Private education was important in early Yolo County. Perhaps Washington (now Broderick) had the first private school. One record states that an institution of higher learning, the Pacific Methodist College, was established in 1859. A board of supervisors had been appointed to establish the college in Cacheville. However, when Squire Hutton could not give a warranty deed to the land the institution was built in Vacaville. The failure of Cacheville to lure this institution caused it to lose the county seat to Washington.3

In 1860, at a public meeting in the old Union Church in Woodland, plans were discussed for the erection of what was to become one of the most important private institutions of the West Coast. This was Hesperian College, which was completed in every detail in the next year. A sturdy brick building, three stories high,4 it inspired some high-flown language:

The institution stands clothed in beauty among the shadows of primitive oaks in a rural inland village--

3Russell, op. cit., pp. 241-44.

half-city—that surrounds this temple of learning with influences and associations such as careful parents seek for their children far away from those strong temptations that hang so caressingly around the neck of youth.  

It was opened on March 4, 1861, the day of President Lincoln's first inauguration. O. L. Mathews, a graduate of Bethany College, in Virginia, presided over the young institution until December of that year. Henry Atkinson, a graduate of Howard University, took control at the next term of the school, which started the following January.

In September of 1863 another professor was called to take charge of Hesperian College. This was J. M. Martin, a graduate of Abingdon College, in Illinois. Hesperian College was not incorporated under the laws of California until May of 1869. The bylaws required that three fourths of the trustees of the institution be members of the Christian Church. The Reverend J. N. Pendegast, elected its first president, held this post for seventeen years.

The college promised "A thorough practical education—physical and intellectual," and believed in coeducation:

The institution admitted both sexes and stood as a striking example of the superiority of such schools when conducted upon a rational basis.

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5Winterburn, op. cit., p. 71.
7Sprague and Atwell, op. cit., p. 115. 8Ibid.
In 1887 the College was sold for twenty thousand dollars, to J. R. Briggs and W. B. Gibson. They moved the building to the south edge of the city, where the Woodland High School now stands. At that time the location was out in the country.

Another change came in 1896, when school officials considered transferring the property to the Berkeley Bible Seminary if the seminary would pay the indebtedness of the College. The Berkeley institution agreed to transfer the land, with building and the stable maintained for students' horses, to the Woodland High School District. The Bible Seminary, in addition to paying all expenses incurred in making the transfer, agreed to pay the Christian Church $5,626.75. The books of the Hesperian College were given to the Public Library, and the chemical apparatus was given to the Woodland High School District. If the land gift is ever used for any purpose other than a site for a high school educational purpose the property will automatically revert to the Berkeley Bible Seminary.

**Buckeye Union School.** In the year 1863 another important country school, Buckeye Union, figured in contests with the dignified Cottonwood Academy for linguistic honors of the year.9 The students in the contests, classified by a

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committee, contended for some thirty book prizes valued at about one hundred and fifty dollars. The books were purchased by appropriations from school funds and by subscriptions of the public in the two districts. Cottonwood school children succeeded in carrying away a majority of the prizes.

The first schools in Winters. Education in the Winters area was begun in the Pinegrove School District, in 1864. This was eleven years before the town of Winters was organized. The Pinegrove School was located two miles west of the town site. It was a one-room, rudely constructed, wooden structure; the benches had no backs, there were no blackboards and writing was done on hard brown paper. But the setting for the school was something else again:

However, all deficiencies in supplies, architectural finish, and interior decoration found compensation in the scenic beauty outside. A vista of encircling hills for a background, radiant with glowing sunsets at close of day, beauty of flower, field and forest, the gentle murmur of pines in a windswept wildwood--these contributed lavishly to the happiness and well being of children and youth that frolicked over Nature's playground.10

Schoolmasters McCall, Rogers and Pendegast successively taught the three R's to pupils who came from outlying ranches to Pinegrove. C. Perry Culton, second-generation pioneer, has cherished bits of lumber salvaged from Pinegrove School when it was razed, years ago. Others also have fond memories

10 Ibid., pp. 254.
of educational, social and religious experiences in the rustic school of Pinegrove.

In 1875 Bruce Pendegast and his pupils were transferred to a new, two-room school building, in the new town of Winters. The name Pinegrove was used for twelve years before being changed to Winters District. In this new school two teachers and two rooms met the needs of pupils for the first twelve years. In 1885 a third room had to be added, and Miss Ann Lou Stringfellow became its first primary teacher.

By 1892 an eight-room school was needed. It was completed most opportunisty, for the old building was wrecked by the earthquake of April, 1892. The new building served for about a quarter of a century.11

The Dunnigan School. The first school in what is now the Dunnigan Elementary School District was Antelope School, built in 1866, west of the present highway on the George Lewis Ranch, now known as the Fletcher property. Shortly after the first school was constructed it was judged to be inadequate, and a new building was erected on the northeast corner of the present school property. During the two years while the students awaited a new building, classes were held in the Templar Hall, across the street, to the east, from the school

11Ibid., pp. 254-256.
property. For a third year the pupils studied in the William Earl Store, which stood on the northeast corner of the block that the present school occupies. The new building, finally completed in 1875, was in continuous use until the present building was constructed.\footnote{Report on Examination on the Books and Records of Account of the Dunnigan Elementary School District of Yolo County for the Period July 1, 1952, to June 30, 1953 (Sacramento, California: Lyman, Straine and Company, 1954), p. 3.}

The Davis School. In 1868 A. Jones became the first teacher at the Davisville (Davis) Public School. The School opened in a small building adjoining the present property of the Davis Lumber Company. Because the building was too small to accommodate all the pupils, only part of them could be admitted at a time. One group would hold class while the other group, outdoors, waited its turn, perhaps experiencing some temptation to mischief from time to time. Students were shuffled about the town—in a grocery, the Town Hall and various other structures—until 1870, when a "permanent" school, costing twenty-five hundred dollars, was ready for their use. Two teachers were employed.

The first teacher institute. On November 8-10, 1866, Yolo County's first Teachers' Institute was held, in Woodland, under the direction of the County Superintendent of Schools, A. Wood. At this time the State Superintendent of Schools was
John Swett. Nineteen teachers attended the institute. Speakers for the evening were Professor J. M. Martin, Principal of Hesperian College, on "Importance of Health to Teachers"; Dr. R. H. Plummer, on "Physiology"; Professor Duckeley of Vacaville, on "The Parent, the School, and the Teacher." Mr. Wood's records show that the meeting place was filled each evening; on the last night it could not accommodate the crowd. Many of the trustees who had expressed disapproval of an institute program for teachers now conceded that it was a good thing.13

Holy Rosary Academy. The Holy Rosary Academy, established in Woodland in 1884, was said to be one of the best equipped private schools on the Coast. This imposing structure of three stories was surrounded by beautiful grounds and had facilities for tennis, basketball and other sports. It was located just inside the city limits, on West Main Street.14

The Academy, a branch of the well-known St. Mary's Academy and St. Mary's College of Notre Dame, in Indiana, was established by the Reverend Father McGinty, on Holy Rosary Sunday. The Academy itself was not opened until

13Russell, op. cit.,

14Ibid., pp. 246-247.
August, 1886, by the Sisters of Holy Cross. Later it was incorporated as St. Mary's of Holy Rosary Academy.15

**Five high schools established.** The first high school to be established was the Winters High School, in 1892. Its first instructor was L. B. Scranton, who met twenty-three pupils in an unused room of the Winters Grammar School in September, 1892. Students from the Buckeye and Apricot school districts also attended the high school. The Rev. H. C. Culton, pioneer pastor and father of C. Perry Culton, was one of its trustees. The district did not build a building of its own until 1908.16

A high school was established at Esparto in 1892. The school districts that formed it were Cadenasso, Canon, Cottonwood, Esparto, Fairview, Gordon, Guinda, Madison, Monday, Mountain, Mt. Pleasant, Rumsey, Summit and Willow Spring.17

Woodland High School was established in April, 1895. During the first year, classes were held in three rooms of the Walnut Street Grammar School Building. The next year the trustees of Hesperian College gave the high school permission to use the old college building. This building

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17Winterburn, *op. cit.*, p. 144.
was used until 1913, when Woodland built its own high school building.

The Davis High School was erected in 1926. The Clarksburg High School was established in 1927.18

University Farm at Davis. The University of California Farm was established in 1905, by an act of the Legislature. The Honorable Nicholas A. Hawkins, Yolo County State Assemblyman, introduced a bill appropriating fifteen hundred dollars to purchase a farm and equipment. Five men were named to select the farm from seventy-four sites offered in various parts of the State. In 1906 they chose a 780-acre farm belonging to Jerome Davis and adjoining the town of Davis. Buildings were erected and some equipment supplied; in 1908, short courses were offered adult farmers. Not until the following year was the farm school opened to young men and boys. Students in the College of Agriculture at Berkeley attended the new farm school as part of their four-year course. Later, boys who had completed grammar school were offered a three-year course in agriculture.

The purpose of the University Farm, a part of the College of Agriculture of the University of California, was to carry on experiments in all phases of agriculture and to provide educational help for farmers. Today the institution

is one of the outstanding agricultural schools and research stations in the United States.\textsuperscript{19}

The considerable growth and changes in education in Yolo County since 1925 are not within the scope of this bulletin.

**SUGGESTED CONCEPTS AND ACTIVITIES**

**FOR TEACHER-PUPIL USE**

A teacher might present, discuss or build activities around the following important concepts in Chapter XI:

**Concepts**

1. Developing appreciation of the efforts of pioneer educators to establish schools in Yolo County.

2. Understanding the problems involved in meeting the learning needs of isolated areas of the County.

3. Developing appreciation of educational leaders whose efforts brought about better teaching personnel and educational facilities.

4. Understanding and appreciating the efforts of lay people to bring about better teachers and schools.

5. Developing appreciation of the efforts of educational leaders to establish institutions of higher learning.

\textsuperscript{19}Ibid.
6. Understanding the needs felt by early Yolo residents for the development of private schools.

7. Understanding the needs felt by early Yolo residents for the establishment of public schools in all school districts.

8. Developing appreciation of the interest of Yolo residents in establishing the University at Davis.

9. Understanding the many demands on educational institutions to meet the needs of early Yolo residents.

10. Developing appreciation of the kinds of Agricultural Extension service and other extension services provided to Yolo County residents by institutions of higher learning.

Activities

1. Read stories of Indian methods of teaching children their culture and their tribal ways. The story "Education"20 interestingly describes how California Indians taught their children the things they would need to know when they grew up.

2. Locate Yolo County's pioneer schools on a map. Older residents in your community can tell you the names and locations of the early schools in your district.

3. Take pictures of the oldest school still standing in your district. Learn its history and then make up a news-letter or newspaper with pictures and stories about the old and new schools in your district. Parents and older people in the community would be interested in your project, especially if you include news items about your present school activities.

4. Arrange a visit to a rural school. Records show that the one-teacher rural school is fast disappearing in Yolo and other counties. Eight remain in Yolo County today, while there were dozens a few years ago. Teachers and pupils who have attended or visited a one-teacher school found it an interesting and unusual experience. Mrs. Eleanor K. Bandy, County Superintendent of Schools, has approved the making of such visits providing reasonable notice is given the rural teacher.

According to the records of Mrs. Bandy, the oldest school in Yolo County is Canon School, established in 1868, about thirty miles west of Woodland. A worn and rugged sign still hangs above the door. The teachers in the rural schools are prepared to tell your class something of the schools' histories.

5. The Fairfield School, on the Davis-Winters Highway, was the third school built in the Fairfield district. The first school house still stands, on the ranch of
James McClish, of the well-known "Yolanda Farms." The writer learned from the Oeste sisters, Ada and Edna, who accompanied her on a search for the school house, that they had attended this school when they were little girls. They recalled that the building was about one hundred years old. The fast-deteriorating structure is now being used for a wash-house by the people who live nearby.

The children and teacher in the present Fairfield school, much interested in the history of education in their district, have interviewed old-timers and issued a newspaper to parents and interested people in their community. This school would welcome visiting classes from Yolo County's larger elementary schools.

6. Read stories about such early schools as "A Pioneer School,"21 which includes excellent illustrations of the interior of an early school.

7. Read about schools of the Spanish days in early California, like the school attended by Mariano Vallejo. This general later became a friend to some of Yolo County's first white settlers. "Monterey's First School"22 is his

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22Lola B. Hoffman, California--Beginnings (Sacramento, California: California State Department of Education, 1948), pp. 53-56.
own account of the harshness of his early schooling, before California had seen many people from the United States.

8. Make a scroll or mural showing the development of education in your district. Include housing, playground apparatus, equipment, cafeteria, library, auditorium, etc.

9. Plan a panel discussion. Set the scene with a panel of University and Agricultural Extension Service personnel to present to a group of early Yolo County farmers the kinds of services offered, free of charge or with nominal fees.

10. On a map of Yolo County locate all the important institutions of higher learning, including high schools, colleges and universities. Indicate the locations of anticipated new schools in your district or community.

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Children


CHAPTER XII

RECREATING IN EARLY YOLO COUNTY

Indian Recreation

The most important part of the Indians' social and ceremonial life was expressed through music, rhythm and, sometimes, the re-enactment of myths that had been handed down by word-of-mouth by the best story tellers of the village. The music, produced from memory, was appropriate to the occasion. According to early records, settlers were sometimes present at Indian social events. The whites thought the music pleasing in some instances but found that it usually became very monotonous through prolonged repetition.

For many of the dances the Indians wore costumes representative of the event being commemorated. Often the costumes were very elaborate and the most important dancers were disguised. Splendid array and unusual decorations were the rule in activities known as Kuksu ceremonies, which were conducted in a special dance house, similar in form to the Patwin dwelling but much larger. In the ceremonial house the participants held graduated social positions, as in modern fraternal organizations. Women were not permitted to watch, much less to take part in, the performances. Sometimes the ceremonies continued for several days and nights with seem-
ingly no let-down in enthusiasm or activity. The re-enactment of myths held sacred and symbolic meaning to the actors.\textsuperscript{1}

Other principal dances and ceremonies of the Patwin Indian are described in Chapter \textit{V} of this bulletin.

Recreation of Early Yolo Settlers

\textbf{The first wedding feast.} Much of the time of the first settlers in Yolo County was necessarily spent in establishing and maintaining a life in a wilderness. Since families were widely scattered and transportation facilities were meager, most of the recreating was carried on individually or within the family group. To illustrate the lack of color and activity in recreating in those trying pioneer days the writer cites the first wedding feast in Yolo County, that of William Gordon's daughter Bell, aged eighteen, to young Nathan Coombs, who lived in the Gordon home at the time of his courting and marriage. The young couple had ridden a horse to Sutters Fort and were wed by Captain John A. Sutter, late in the afternoon. Back at the Gordon ranch by about midnight, they partook of a bridal feast of cold beef.\textsuperscript{2}

\textsuperscript{1}William O. Russell, \textit{History of Yolo County Its Resources and Its People} (Woodland, California: Publishers were itinerant and nameless, 1940), pp. 6-7.

\textsuperscript{2}\textit{Ibid}., p. 31.
Recreating through hunting and fishing. The boys and men found enjoyment in certain necessary aspects of procuring food: hunting and fishing. William Gordon, for example, was the type of man who found tremendous satisfaction in hunting and fishing in the "wilds" of Yolo. The Gordon household was also an example of the helpful attitude maintained toward neighbors, and even strangers, in those days. Hospitality radiated from the Gordon home. The family welcomed settlers who came to live in Yolo—a rewarding experience for all, for news of the outside world was exchanged and plans for the future were discussed. Sometimes there were singing and dancing, with even the smallest children taking part.3

Gambling and drinking. One of the most popular entertainments of early days was gambling. It held its popularity for half a century in spite of the disapproval of grand juries. Three men who had profitable gambling businesses in Fremont, according to early records, were A. R. Lovel, Charles F. Reed and Jonas Spect. Lovel is reported to have paid the first money into the Yolo County treasury: a five-hundred-dollar fine for the questionable pleasure of attacking a Cache Creek Irishman with a shovel at a drinking bout in a Knights Landing saloon.4

3Ibid., p. 25. 4Ibid., p. 105.
Bull fight. Early Yoloans were of many nationalities, and their tastes in recreation were correspondingly varied. An unusual event was described as follows:

Bull fights were against the law; nevertheless, it was not outside the bounds of county officials to sanction and finance this activity. Humphrey Griffith was the County Clerk and George Keene was the District Attorney when they entered into an agreement with a Mexican and a man named Harvey to conduct a bull fight at Washington. The two officials went to Wadsworth Hodgson and contracted for the use of lumber for an arena to be erected at Washington for the historic battle. History does not reveal what happened to the bull and the picador, but it does reveal that Hodgson's lumber was returned to him in a slightly used condition and that no amount of threatenings could induce Griffith and Keene to foot the bill for its use. He finally sought and obtained relief in court for the sum of one hundred two dollars and eight cents for the materials.5

Even after the area had its share of automobiles, it was no simple matter to add a little pleasure to a hard existence. There were very few roads in the area, and those that had been constructed were impassable in the rainy season. Bog lands of deep mud and clay would be traversed at great effort to attend social events in the Sacramento Area. Cars were parked on solid roads and left there throughout the rainy season. When an interesting event beckoned the Clarksburg folk they would put on their boots, taking along an extra, fancier pair and a complete change of clothes, and hike through the mire to their cars. There they changed from their wet and muddy clothing into the "fancy duds" and drove on in

5Ibid., pp. 107-108.
(comparative) style—to an inaugural ball or some other feature event in the Capitol area.

An elaborate celebration in the late forties or early fifties was the Cacheville Fourth of July feast. This event was first held at the home of Willard Wadsworth, who lived on Cache Creek. His neighbors had helped him erect his log house, and its completion happened to coincide with Independence Day. A flag was improvised from a blue blanket, a red shirt and some white cloth, and a feast and celebration ensued. The pickled pork, catfish, pickles, pancakes and molasses that were served might not tempt the modern celebrant of the Fourth of July, but the early Yoloans were nevertheless making a genuine observance of the "Spirit of '76." 6

Horses and racing. The Spanish influence on recreation in Yolo County was noted in letters by Charles R. and John Hoppin, two of Yolo's earliest permanent settlers, writing to their family in the East.

March 9, 1951: Spaniards are the greatest horsemen I ever saw. They will take a wild horse that has never been ridden and ride him without bridle and go out and catch a wild bull and throw him and tie him so that he is perfectly helpless. As California pastures are much larger than those of the States and not bounded by fences or ditches, it is necessary to have a good horse to ride. . .

6Tom Gregory et al., History of Yolo County California (Los Angeles, California: Historic Records Company, 1913), p. 43.
April 15, 1851: Have some fine saddle horses. Tell the boys that we have one that is a fast nag. We, not being betting characters, one of our neighbor's ranch men has her and is open for bets from one-hundred to five-hundred dollars—has a race every Saturday—purse two-hundred dollars, besides a large amount of side bets. Horse racing is quite frequent among Southern men here.7

Men and women enjoyed the rodeos frequently held in Yolo County. The excitement and color were increased by the Indian, Mexican and Spanish vaqueros, who put on a first-class show with their magnificent skill in handling the frantic horses and livestock.

In later years the Yoloans became famous for horse racing. Many of the County's pioneers came from Kentucky, home of the thoroughbred. Alexander Brown, for whom Brown's Corner was named, was one of the most prominent horse breeders in Yolo County.

The first race track in Yolo was a little over a mile from Woodland, at Brown's Corner, on West Main Street. The second race track was on the Charles Hoppin and George Woodward ranches. On this track Diablo Maid set a world's record for pacing. Both tracks were half-mile affairs.

James Fair later bought the Charles Reed Ranch and constructed a track for training his excellent horses. Stage-coaches from Sacramento brought crowds to see the thrilling races at this track.

On some land north of Woodland, purchased by a horse-
men's association, was created a race track with stables and
grandstand. To this track, considered to be an ideal race
course, sportsmen and breeders brought fine horses from all
over the United States. Many records were broken there.

The first thoroughbred horse introduced into Yolo
County was Tom Moore, transported from Missouri in 1852 by
Humphrey Cooper. Two other fine thoroughbreds, Bulwer and
Lola Montez, were brought to Yolo by James Moore. A very
famous race horse was Alexander Button, who trotted a mile
in 2:26.5 in 1889. He was the sire of Yolo Maid, whose
pacing record of 2:12.5 stood for many years.

Theodore Winters, for whom the town of Winters was
named, owned land throughout the West and was one of the
foremost horse breeders of his day. In 1864 he paid $15,001
in Kentucky for a racing stallion known as Norfolk. This
horse established a racing record in Yolo County that was
never beaten. He sired many of the fine horses of Yolo.

From his numerous mares Mr. Winters produced colts
that were to become well-known racers. To keep the racing
strain pure, colts that showed no promise were banished to
Winters' large ranch in Nevada. Here they were broken and
trained for use by the vaqueros who tended the great herds of
cattle and sheep on Winters' Nevada ranges. These colts
never returned to Yolo County. About eight racing horses per year were added to Winters' famous stables.8

Because of the importance of agriculture in Yolo County, festivals were many and varied. Besides the annual Picnic Day at the State Farm and the yearly Achievement Day of the 4-H Clubs, Yolo boasted an Apricot Festival in Winters, Almond and Redbud Festivals, at Esparto, and a Holy Ghost Festival, held in April by the Portuguese. In addition a number of county fairs and horse shows were held every fall.9

The first Yolo County Fair. A well-known organization in Northern California was the Yolo Agricultural Fair Association, organized in 1891. Among its directors were such prominent individuals as W. B. Gibson, M. Diggs, Charles R. Hoppin and Dr. Thomas Ross. The first fair, held in September, 1891, was under their direction. The event was considered a tremendous success, and plans were made to expand. The next fair in Woodland was held two years later. In the meantime the State was districted by the State Legislature, which took a keen interest in such affairs and offered moral and financial support. Yolo County became the Fortieth District and held fairs and race meetings from time to time as the time passed. Beside the promotion of fairs by local and State

8Ibid., pp. 134-136. 9Ibid., p. 169.
organizations, the holding of fairs received financial assistance from the Pacific Horse Breeders Association.10

Dancing. A favored form of recreation in the early towns and villages of Yolo County was dancing, usually a family and neighborhood affair. The musicians were only local talent, but genuine pride was taken in providing good rhythms and melodies and in calling the dance routines with style.

Mr. and Mrs. John Rogers, of Davis, described the old-time dances in their town, customarily held on Friday nights in the old Schmeiser Hall. Mr. Rogers, chairman of the event for many years, recalls that dancing came to a halt at midnight and a supper was served. Afterward the dancing resumed, continuing until four in the morning.11

The swimming pool at Madison. A famous swimming pool of Yolo County is the Madison Swimming Pool, about one mile south of Madison, on the Madison-Winters Highway. The pool was built by Mr. and Mrs. Albert Sidney Crowder at a cost of twenty-five thousand dollars. The famous pool was erected over a wonderful well that supplied copious streams of water for the deep and spacious tank. Mr. Crowder's nearby home was also a place of interest to visitors. The house had an interesting history: it had been the Formosa Tea House of the

10Gregory et al., op. cit., p. 111.

Panama Pacific Exposition, brought to Madison from San Francisco in 1915 to be erected as the Crowder residence.12

The Opera House in Woodland. There were many other ways of recreating the bodies and minds of early Yoloans, and those not so interested in sports administered to the esthetic needs of the citizens. The first and only opera house in Yolo County was built in Woodland in 1885 on the west side of Second Street between Main and Court streets. It was not large but had rich furnishings, four boxes and a graduated floor that gave an excellent view of all parts of the stage. It opened with Shakespeare's "Merchant of Venice," with a cast headed by Louise Davenport and W. E. Sheridan, who were then considered the foremost Shakespearean actors of the United States.

The entrance to the opera house was on Second Street, with a tiny oyster shop and candy store off the lobby. It was fashionable for playgoers to enjoy oyster suppers and buy boxes of candy before settling down to an evening of entertainment.

In 1889 a fire destroyed the building, and D. N. Hershey purchased the property and rebuilt the opera house, constructing the largest stage north of San Francisco. To provide for the very popular dancing parties of the day a

12Ibid., p. 514.
spring floor was created to lay over the seats when desired. In 1891 Thomas W. Keene opened the new opera house with the play "Richard the Third." From that time Woodland enjoyed the finest in plays and actors as they passed through from Oregon to San Francisco. The actor troupes made their stopovers in Woodland a place of rehearsal for the big performances to be played in the cities.

In later years a woman fell and broke her leg at a high school graduation program in the opera house. She sued the Hershey family and won a two-thousand-dollar judgment, but the Hershey's refused to pay and closed the opera house. It was never reopened and several years later was partially destroyed by fire.\(^\text{13}\)

**Hotel cultural and social gatherings.** The hotels of Woodland figured largely in the cultural and social pleasures of Woodland society. The old Julian Hotel was a three-story brick edifice with a spacious room for receptions and parties. Mrs. Eleanor K. Bandy recalls a spring floor in this hotel that was wonderful for waltzes and other fashionable dances of the day.

**Washington and Prior halls.** Yoloans had time for more serious forms of recreating in the varied activities that took place in Washington Hall, one of the most popular Woodland

\(^\text{13}\)ibid., p. 205.
meeting places for three quarters of a century. The mammoth hall was on the north side of Main Street between Elm and College streets. The hall--on the top floor of a two-story building, with shops and stores below--had a twenty-two-by-sixty-foot stage with scenery, flats and wings. The auditorium was a center for public debates, theaters and balls. It also served as an academy of music. All these activities kept the hall active during the week, and on Sundays it was used for church, Sunday school and revival services.

Another well-patronized hall was the Thomas Prior Hall, erected in the middle nineties at the corner of Elm and Main streets. On the upper story of the building, it was the scene of many flower shows and social gatherings. When it burned to the ground, a few years later, it was replaced by the Yolo Theater. The first movie house of Yolo County, however, was established on First Street between Main and Busch streets.14

Picnics. When the rage for picnics was at its height, Coil's Grove was a choice spot for relaxation and entertainment. For many years after 1887 its beauty and facilities made it the foremost of pleasure grounds in the State. The dense grove hid the sun and shrouded the park in coolness

14 Ibid., pp. 204-205.
and tranquility. A fine dance platform and other facilities assisted the popularity of the grove.

The first "Cal Aggie" Picnic Day was held April 22, 1909, at the University of California Farm at Davis. Sponsored by faculty members and students, the picnic was a big success. The newly constructed dairy barn was used for the dining room, with tables extending the full length of both wings. The University supplied coffee, sugar and cream for all visitors. About twenty-two hundred people arrived by horse and buggy or train to enjoy a visit to the widely publicized University Farm. At this first Picnic Day at Davis the only exhibit in the old Creamery Building was of butter and cheese products; the only livestock shown by the Animal Husbandry Division were three Holstein cows, four Jersey cows and four Shorthorn heifers.¹⁵

¹⁵Ibid., p. 162.
A teacher might present, discuss or build activities around the following important concepts in Chapter XII:

**Concepts**

1. Understanding that the spirit of play is inherent in all human beings.

2. Developing appreciation for the many ceremonies and rituals that the Patwin Indian conducted to meet his need for recreating.

3. Understanding how primitive man, through the ages, found expression in artistic urges and love of beauty to create form.

4. Understanding that expressions of recreation have many forms, including music, art, outdoor activities, literature, handicrafts, hobbies, conversation and drama.

5. Developing appreciation of the simple forms of recreating enjoyed by Yolo County's early residents.

6. Understanding how some forms of recreating in early days (particularly gambling and drinking) were as obnoxious to law and public opinion then as they are today.

7. Understanding that some early Yolo residents were prone to break the law for enjoyment of some undesirable forms of recreating.
8. Developing appreciation of the spirit of Yolo County's early residents in developing excellence in horse breeding and sportsmanship.

9. Understanding the social and economic values provided in County Fairs for early Yolo residents.

10. Developing appreciation of the social values provided by Yolo County civic leaders in facilities for dancing, swimming, picnicking and cultural activities.

Activities

1. Read about the Indian ways of recreation in stories such as "Arts, Sports, and Games." Compare with forms of recreation in your community today.

2. Read "Feast Days," "A Wash Day Picnic" and "Games the Indians Played" to learn about the variety of recreating activities of the Indians. Compare the amount of time they might have spent in recreating with that which you spend today.


3. Discuss values of play and the kinds of recreating activities that are best for meeting your specific needs.

4. Make murals, paintings or dioramas of some of the forms of recreation enjoyed by the early Yolo settlers. Examples would be Indian dances, pioneer square dances, opera house performances and festivals.

5. Ask the Yolo County Audio-Visual Department to help select songs and rhythms enjoyed by pioneers of Yolo County and other early Californians. You may wish to learn some of the songs and dances. The "Album of Early California Dances," available from the Audio-Visual Department, is excellent.

6. Murals or dioramas of famous horses and the racing grounds, with names and other details, could be informative and interesting.

7. Creativeness could result in re-establishment of some of the old festivals of early Yolo County. The Apricot Festival at Winters, Almond Festival at Esparto and Redbud and Dogwood Festival of the upper Capay Valley communities would certainly be fun and worthwhile.

8. When visiting Woodland, plan to see the Opera House, on Second Street between Main and Court. See the ruins of the old Julian Hotel, one of the original centers of such community activities as banquets, society parties,
receptions and dances. Drive over Racetrack Road, where many famous races of Yolo County once were held. The road is on the northern boundary of Woodland proper. Drive to Brown's Corner, where other well-known races were once run.

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Children


CHAPTER XIII

ORGANIZING AND GOVERNING
IN EARLY YOLO COUNTY

Spanish and Mexican Rule

The story of organizing and governing in the area began before it was organized as Yolo County, and even before California was organized and made one of the United States.

Until 1834 the basic laws for governing all of the lands now known as California and Mexico were dictated by the King of Spain to the Spanish Viceroy in charge of the Spanish possessions in America. The land area now known as Yolo County was then a part of a large tract known as the Sonoma district, sometimes called the Northern district. Laws came through the Viceroy directly to the governor of the California area. The governor, in turn, executed his authority through the commandant of each district. General Mariano Vallejo was commandant of the Sonoma district. Thus the first settlers of Yolo County were responsible to General Vallejo in carrying out legal requirements for procuring and maintaining land grants, and in their personal conduct in general.

In the years 1834-36, a revolutionary war in Mexico overthrew the Spanish yoke of authority and established an
independent Mexican government. All the Spanish people in Mexico and the area now known as California were given the choice of swearing allegiance to Mexico or returning to Spain. Except for the Spanish padres who had founded and maintained the California missions, very few returned to Spain. General Vallejo, a Spaniard by birth, accepted Mexican citizenship and continued his position as commandant of the Sonoma district.

During the reign of the Spanish in America, a system had been developed whereby civil authorities of the towns and villages administered to the governmental needs of the people. These civil authorities, known as alcalde, were appointed by, and responsible to, the military rulers of the district. The system was continued after the Mexican government was established, in 1836, and even after California became a state, in 1850, and was subject to the laws of the United States.

Little crime before 1849. Before 1849, under Spanish and Mexican rule, the whites of the area lived in simplicity and were not covetous of their neighbors' property or of strangers' goods. Merchants traveling through any part of the State could leave portions of their merchandise piled on the streets, by the side of mountain trails or even along the wagon roads that crossed the plains. They knew
from experience that their merchandise would be safe until they returned for it.

The Spanish, living practically without crime, were peaceful, friendly, and hospitable to all who crossed their thresholds. This commendable attitude prevailed because of a theory held by the hidalgos (Spanish noblemen of the lower class)—that the possessions of one were the possessions of all. The theory was consistently put into practice.

One method of meeting the needs of travelers is a striking example of the practice. Transportation was a major problem in those days, so these kindly people kept tame ranch horses ready at all times to lend to needy travelers. The horses, when they had performed their function, were loosed to find their way home.

Rough Justice in Early California

Early theories concerning law and order changed with the 1849 migrations to California from all over the world. It was not uncommon for persons who had once been imprisoned in a foreign country to be encouraged to go to America on their release. The notorious Barbary Coast of San Francisco was founded by people known as "Sidney Ducks," men who had been exiled to Australia but were allowed to escape from the transport ship when it stopped at San
Francisco en route to the Australian penal colony. These fugitives mingled with the good and bad who had come from the East and Midwest of the United States, and with highly respected citizens and criminals from foreign countries.

The following period was one of drastic adjustment. In the process, many were killed and others were badly mistreated. A theory widely held was that man went armed and was presumed to be able to take care of himself. Property got better consideration. Being unable to defend itself, it received protection from the law.

Another theory was that punishment was the only deterrent of crime. Consequently it should be sure and swift—especially if the criminal was a foreigner. Such theories of governing placed the citizens of California in a peculiar situation.

During the months that elapsed between abolishment of the Mexican authority and adoption of a new California state government, crime had no legal hindrance, and something drastic had to be done to protect the citizens. A "vigilance" organization stepped into the breach, and the accounts of its activities—both good and bad—are many.

An example of "vigilante justice" involves Mr. Wolfskill. His loss of a very fine horse, in the late fifties, stopped only seconds short of tragedy. After Wolfskill's horse had been missing a few weeks from his
ranch near Winters, the animal turned up again, bearing a large Mexican saddle. It was identified as belonging to a vaquero living in the area, and a posse was formed, which soon captured him. The man was discovered to be innocent when he was already dangling from a rope. He was lowered to the earth with only seconds between him and death.¹

The editor of the New York Democrat commented on a mistake that was not discovered in time:

Lynch law is tolerably effective, but it has its faults. Mistakes are likely to occur. The other day in Illinois a vigilance committee hung a man because he looked like another who had stolen a horse. . . . The lynch-law men should be sure they are right before they go so recklessly ahead.²

The easiest crime. At times nearly everyone was suspected of stealing cattle in early Yolo County. Old records show that some had no scruples even against stealing from their neighbors.³

In 1850, because of the seriousness of the problem, George W. Tyler, first sheriff of Yolo County, resigned his position within a year. There were more cattle thieves than

¹William C. Russell, History of Yolo County Its Resources and Its People (Woodland, California: Publishers were itinerant and nameless, 1940), pp. 99-100.

²Ibid., p. 102. ³Ibid.
gold dust to pay for hunting them. He left the area to try gold mining instead.

The first Justice of the Peace of the Capay Valley precinct was William Gordon, elected in 1851. In the winter of that year a young teamster, John C. Murphy (later elected County Judge of Mono) passed through Gordon's ranch with a heavily loaded wagon. Mired in Cache Creek, he noticed that several mules in Gordon's corral might provide emergency service. He immediately harnessed a span, and the extra power sufficed to extricate the wagon from the mud. John Gordon, a son of William, saw the episode and reported immediately to his father. S. U. Chase, local deputy sheriff, happened to be on the ranch at the time and arrested Murphy before he had a chance to unhitch and return the mules. No amount of explanation would appease Gordon, so Murphy was ordered to appear before the magistrate. Murphy was about to be hanged when Magistrate McDonald accepted his proposal that the case be transferred to the town of Washington, where the atmosphere would be less prejudiced. At Washington, Murphy was exonerated of any crime, for he was able to convince his hearers that he had no intent to steal the mules.

Perhaps the most notorious occurrence of stock stealing was the James affair. Calvin James, said to be the father of the dashing Jesse and Frank, made unpopular
history in the upper Capay Valley. The story is recorded as follows:

Calvin James ... obtained a precarious livelihood from the increase of the cattle ranges of Yolo County in the late forties and the early fifties. According to legend surrounding Robbers' Roost, an almost inaccessible section of the west foothills of Capay Valley, James, with a partner named Staggers, gave the name to the region, by reason of the number and crimes of their band. In this region also was the nucleus for the settlement of Dogtown, now a ghost town, where in later years a number of fatal shootings took place.

James was from Clay County, Missouri, the precinct of the notorious Jesse and Frank, who seemed not to have accompanied their father to the Coast upon the discovery of gold. In 1851 James and Staggers were taken up by the Vigilantes and carried to the home of John D. Stephens, where trial was conducted and they were declared guilty. Thirty stockmen present took James outside and administered a ... whipping ... The younger man broke down and told where in Napa Valley the stock was hidden and both men were released with the usual admonitions. The stockmen sent a posse to Napa to pick up their cattle.

Later, the thieves wandered to Salmon Falls on the American River where, emboldened by generous quantities of alcohol and an increase in their ranks of upwards of fifty men they planned vengeance. At Sacramento, other recruits joined them, and they returned to Fremont to place in the hands of Sheriff E. A. Harris writs for the arrest of Stephens and Frank S. Freeman, another of the vigilance leaders. Both men were arrested and taken to Fremont for trial. But the stockmen of the county, interceding with a promise of armed rescue if necessary, and the stock having been located in Napa Valley where Staggers said it was, the farce was abandoned.4

4Ibid., pp. 103-04.
Although this sort of rough and ready "justice" was harsh and uncertain, it did much to win a real respect for law. Because cattle roamed at will in great numbers of unmarked animals, stealing was too easy an occupation. The thieves butchered the stock and sold the beef for very high prices to the miners. The stockmen simply had to band together to protect this unguarded stock. Too often their justice was swifter than just. The common penalty was a flogging. The thief's trial was brief and his lashes were numbered according to the degree of his crime. The stealing of a calf generally won the culprit fifty lashes across his bare back. After such a beating he usually gave up selling stolen beef under the label of elk meat.

Sometimes the sheriff and his posse would rout out a camp of cattle thieves and draw them into battle, in which many were killed or wounded. To the posses of that lawless day, it seemed a quicker and surer way of getting rid of rustlers than holding a trial.

A life for fifty dollars. Any theft of property valued at fifty dollars or more was grand larceny by early law, punishable by imprisonment for one to ten years, or by death, as the jury might decide. The juries, according to early records, were eager to pronounce the extreme penalty. Any person caught with a stray horse or steer in his possession was in danger of much more than a severe whipping; he
was, moreover, in danger of far worse than a number of years in prison: he was in serious danger of losing his life.5

County Seats of Yolo

Fremont, the only town of Yolo County in 1850, was made the first county seat. This prosperous and thriving trading post had been founded in March, 1849, by Jonas Speet. It was located on the west bank of the Sacramento River, approximately one-half mile below the point where the Feather River empties into the Sacramento. Mr. Speet had chosen this particular site because he considered it ideally located at the head of navigation on the Sacramento. Here he had encountered a sand bar that prevented further passage up either stream. To him the barrier seemed permanent and most advantageous for his business purposes. The Feather River was fordable here, and he knew that teamsters and pack trains could get supplies, brought to his post by boat, and then continue in any direction to carry supplies to the thriving mining camps flourishing in the mountains from which these two rivers flowed.

For the first year Mr. Speet's dream held true. The trading post, in a batten-canvas store, thrived, miracu-

5Tom Gregory et al., History of Yolo County California (Los Angeles, California: Historic Records Company, 1913), p. 43.
lously being transformed into a town of an estimated population of 3,000. Business houses of considerable importance were established, and some semblance of law and order was kept by the town's alcalde, Samuel Newhall.

Fremont was made the county seat of Yolo County by an act of the State Legislature, on February 18, 1850. At the same time the legal origin of the County was established. In the same year the state was divided into judicial districts, with Yolo, Sutter, and Yuba counties composing the eighth district. In that year the Legislature also divided the state into senatorial districts. Yolo, Marin, Sonoma, Solano, Napa, Mendocino, Colusa, and Trinity counties became the eleventh senatorial district.

The same act of the Legislature provided for the first election of county officers. P. A. Marguaum was the first county judge in Yolo, and B. Frank Brown became the first county clerk. The first Court of Sessions was held in Fremont, with its new judge and two justices of the peace on hand. Only two cases, one civil and one criminal, appear on the old court records.

The last term of this court was held on October 2, 1850. High waters in that winter washed out the sand bars that prevented navigation beyond this point, and Fremont

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6Ibid., pp. 36-39.
began a rapid decline. One year later there were very few buildings left. Many had been moved to Knights Landing, a town just coming into existence; others were moved to Marysville and to Sacramento. Navigation in both streams had been opened up for many more miles inland, and commercial enterprises were being developed much nearer to the scenes of mining activities.

The people of Fremont put up a desperate effort to keep their town on the map by remaining the county seat. However, the voters of Yolo County voted to remove the county seat from Fremont to Washington, which had just begun to attract some attention and had captured most of the trade that had been Fremont's. The new court held its first session in Washington in July of 1851.

In May of 1855, an attempt was made to wrest the county seat from its thriving position in Washington and move it to a rival town, Knights Landing. In March of 1857 Washington did lose its coveted political position—but not to Knights Landing. The county seat was transferred to the thriving little town of Cacheville. This town, in about the center of the County, was becoming a promising agricultural center.

Four years later the county seat was moved back to Washington. But in 1862 plans were already being made to move the county seat again, this time to Woodland, a town
more favorably situated, which had been developing rapidly while the old river towns had been vying for the much-coveted county seat. The permanent removal of the county seat to Woodland had a very depressing effect upon the inhabitants of Washington and the other towns that sought the honor and prestige that the county seat attracted.

Nevertheless, despite the strong competition for the county seat, records indicate that the County owned no property, and for years made no effort to construct either a courthouse of its own, where the records might be kept, or to build a jail in which to confine criminals. From old records it would seem that crime was on the increase, needing a more developed government to deal with it.7

Early Justice

One of the earliest exploits of the vigilantes took place in the village of Fremont, in 1849.8 At this time these men not only defended property but also made some effort to protect the animals in the pack trains from abuse and neglect. When miners or pack-train drivers were caught committing acts of cruelty to their animals, they were immediately apprehended and warned against repeating the act.

7Ibid., pp. 85-91. 8Ibid., p. 109.
Because the organization known as "vigilantes" or "vigilance committees" was made up of ranchers and local townspeople, there was usually some member of the organization near at hand wherever disorder broke out. They demonstrated by prompt action that disorder could be put down before it got out of hand.

Another incident of interest concerned the peddler Samuel Held, whose business was described in Chapter VI, Distributing Goods and Services. The case is cited here to show that the early law officials were not always harsh; in fact, a genuine effort was made to get at the truth rather than simply adhere to the forms of justice. At least it was so in this particular case.

Samuel Held was stopping over at the boardinghouse home of Uncle Johnny Morris, who lived in a dense oak grove in what is now the town of Woodland. Another boarder had left several coins—octagonal in shape and valued at fifty dollars each—for safe keeping in the boardinghouse strongbox. When the Morris family returned from church they found the box had been opened and the coins removed. Samuel Held was suspected at once. He was taken off his peddler route and brought before Squire Hutton, a judge at Cacheville. The peddler was searched and proved to have the key to the box and six coins like those that had been taken from it. Even with this evidence, his story that he had received the
coins in business transactions might be true. He was asked to obtain a character witness and appear before the Grand Jury. After trial, it was decided that there was not sufficient evidence to hold him. Eventually he was exonerated.9

Informality—if not downright rodyism—was characteristic of many of the formal courts of law. It is recorded that Justice of the Peace Samuel Patrick opened court on June 24, 1856, at Knights Landing in the shade of five giant sycamores near the banks of the Sacramento River. The case was that of Noble Clark vs. I. W. Jacobs, on some minor matter. Jacobs, acting as his own attorney, became so deeply involved in argument that he let slip a slur on the character of his opponent. Suddenly a pistol snapped on a cap, and the crowd instantly jumped to its feet, brandishing knives and guns. Justice Patrick ran for safety, shouting encouragement to the jury to do likewise. He remained in hiding among the trees on the river bank until the fracas subsided. Then he returned to his seat, adjusted his glasses, and addressed the gathering as if he had just arrived: "Well here's the Court, now where the ... is the jury?"10

10Ibid., p. 106.
Woodland's most famous trial was conducted in 1893, when six men were tried for the murder of Sam Clark and several militiamen in the railroad strike of 1891. The case is often referred to as the Worden Case, for a man of that name was said to be head of the gang.

The railroad strike had hindered transportation for some time, and the Federal Government had been asked to stop it. Engineer Clark and some militiamen were assigned to convoy one of the trains on its designated route. Worden's gang was alleged to have wrecked this special train at a small trestle north of Sacramento, killing the engineer and the militiamen. The head of the gang was sentenced to hang, but President Grover Cleveland commuted the sentence to life imprisonment. Years later Worden was pardoned by the California Board of Commissioners and went to live in Japan, with a brother.11

A grand jury's warning. An early Grand Jury recommended extreme caution to the voters in the selection of officers for governing their county. The Grand Jury suggested the importance of profiting from experience and electing men who would not betray their trust or compromise their honor, men who were known to be responsible and to

11Ibid., p. 111.
have an interest in the welfare of the county, men of temperate habits and good moral character.

We find that problems of the grand juries were not unlike those of today. Their examinations of the books of various public officers showed that elected officials were not uniformly above reproach:

They found sundry charges for services rendered without specifying what said services were rendered. Such a course they thought should be censured in the strongest terms. They regretted to report that the County was already hopelessly in debt and that the people were moaning under a vicious and oppressive system of taxation.

In reporting their results of their examination of some of the books of the county's officers the Grand Jury warned that many were in default because of carelessness and dishonesty in bookkeeping. With hip pocket treasuries and coat pocket secretaries, it was not surprising that suits were filed against early county officials for the recovery of sums supposed to have been stolen.12

**Early Courthouses.** The first courthouse of the County, as far as is recorded, was a building at Cacheville. It is not known what offices it contained, but it did house the County Court of Sessions and the Board of Supervisors.

When the county seat was moved to Washington, the building taken over for County offices was probably the old Town Hall, purchased especially for use by the County. It was near the end of the "I" Street Bridge in Broderick.

When the county seat was located in Woodland, the county officers were housed in rooms improvised in Henry Wyckoff's old store building. However, the cornerstone for a courthouse was laid in 1863, on the property where the present courthouse stands. The building was a combination courthouse and jail. Here were offices of the district attorney, treasurer, sheriff and others. In 1902 the building was considerably damaged by an earthquake. A new courthouse was constructed and ready for business by 1918. Costing $200,000, it was said to be the finest courthouse in all northern California. The old Hall of Records, which had been located near the original courthouse and used for housing files and records, was razed when the new courthouse was completed.

Wider Horizons

The value of this bulletin lies in the ability of the teacher to make selections from the material in terms of a particular locality to supplement and enrich the County Course of Study and the social studies units provided for each grade level.

It is hoped that the teacher will consider this bulletin as only one source of supplementary and enrichment material. Still richer sources of information may be found in long-time residents and old records in the community.
SUGGESTED CONCEPTS AND ACTIVITIES
FOR TEACHER-PUPIL USE

A teacher might present, discuss or build activities around the following important concepts in Chapter XIII:

Concepts

1. Understanding and developing appreciation of the influence of Spanish and Mexican rule in early Yolo County.

2. Developing appreciation of the conditions and attitudes of Yolo County inhabitants when there was little crime.

3. Understanding the need for strict law and order in Yolo County's early development.

4. Understanding the development of vigilante organizations to protect life and property in early days.

5. Understanding and appreciating the difficulties encountered by law enforcement agencies to establish justice under law.

6. Understanding the problems of cattlemen in early Yolo County that led to establishment of their own rough justice.

7. Developing appreciation of the enterprise of Yolo County's early residents in establishing first county seats.

8. Understanding the problems of early grand juries in Yolo County.
9. Developing appreciation of the effort of Yolo County’s early residents to establish courthouses for permanent housing of government and the governmental records.

10. Understanding how early Yolo County’s law enforcement agencies maintained high standards of qualifications for personnel in governing positions.

Activities

1. Read about the government of the California Indians in stories such as "Government,"¹³ which tells about the rules that Indians made for getting along better with each other. Learn about the qualifications and duties of the Indian chief. Learn how Indians got along without police or jails.

2. Read "There Must Be Law and Order,"¹⁴ "Rights For All Men in California"¹⁵ and "The Time of the Vigilantes."¹⁶ Most of the details in these three stories about law and order in early California, apply to early Yolo County.

¹³Irmagarde Richards, Early California (Sacramento, California: California State Department of Education, 1950), pp. 63-64.


¹⁵Ibid., pp. 36-67. ¹⁶Ibid., pp. 68-72.
3. Make a scroll to show some incidents in government from the days of Spanish and Mexican rule up to the 1900's.

4. Role-play incidents to show the differences in moral values between the periods before and after 1849.

5. Role-play a trial and punishment as meted out in vigilante days as compared with today.

6. As a judge, plan and carry out a mock trial of a criminal. Decide on a crime, describe the setting, select jurors, defense and prosecuting attorneys, and proceed.

7. As an early Yolo rancher whose stock has been stolen, what would you do?

8. Use the "you were there" technique to show how you would have conducted the trial of the man accused of taking Mr. Gordon's mules, or the trial of Samuel Held.

9. Visit the Snowball home, in Knights Landing. John W. Snowball, a merchant married to one of William Knight's daughters, built his home near five giant sycamores beneath which some of Yolo County's first court sessions were conducted. One of the ancient sycamores still stands. Mr. and Mrs. Neil Wilson, living in this historic home today, welcome the visits of school classes.

10. Locate the five county seats on a map of Yolo.

11. Show by illustrations or dioramas the way the first county seat might compare with the present one.
12. Play "you were there" when the sand bars were washed away from the mouths of the rivers near Fremont. Tell how you would feel; what changes you would have to make in your life; the changes resulting in your town and its social, economic and civic activities.

13. Compare the grand jury's findings of dishonesty in early Yolo days with today. Discuss the qualifications and standards that Yolo County expects from its officials today.

14. Read "The Gold Fields,"\(^17\) a story showing the honest and peaceful atmosphere prevailing at the mines for a year after the discovery of gold.

15. Plan a visit to the home of pioneer-descendant Dudley Stephens. His home is located eight miles west of Madison on the Madison-Esparto highway. The attractive mansion has been remodeled but still encloses two original adobe-constructed rooms that made up the first Yolo home of the prominent pioneers John and George D. Stephens. A favorite meeting place of the vigilantes in early days, it is listed as a famous Yolo landmark.\(^18\)

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