CALIFORNIA STATE RAILROAD MUSEUM AT OLD SACRAMENTO STATE HISTORIC PARK

Field Trip Guide
The Mission...

...of the California State Railroad Museum is to collect, preserve, study, exhibit and interpret selected aspects of railroads and railroading, with an emphasis on California and the West, for the education, enjoyment and entertainment of the widest possible audience.

...of the California Department of Parks and Recreation is to provide for the health, inspiration and education of the people of California by helping preserve the state’s extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high-quality outdoor recreation.
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VISITING THE MUSEUM

We want your visit to the California State Railroad Museum to be educational, informative and interactive and enjoyable. The Museum will provide you and your students with important historical insights into the significant role that railroads have played and continue to play in the development of California and the Western United States, through our informational exhibits about the building of the Transcontinental

PLANNING YOUR TRIP

Careful planning will make your field trip both educational and enjoyable. We recommend that you will use this teachers guide to pre-plan before coming to visit our museum. This manual will provide a great transition from the classroom to the field trip experience as your student learn about the history of the railroads.

Pre-planning

Prepare your class by spending time developing students' interest and understanding of railroads and the Museum. Develop goals and objectives for your visit. With your students, read and study background resource material. Also, view movies, videos, and discuss behavior, safety, and proper attire for the trip.

Actual Visit

The California State Railroad Museum offers a variety of School Field Trip Opportunities to fit the needs of many different class sizes and grade levels desiring an educational field trip. Reservations policies, fees, and other details vary for each program.

While the most popular School Field Trip Opportunity by far is simply an orientation and self-guided tour of the Museum, a variety of other offerings are available. These other field trip opportunities can offer an educational and fun alternative, especially during the busiest months of the year when reservations may not be available.

Railroad Museum Entry

The Museum offers students and teachers an unparalleled look at the history of railroads in California and the West. After check-in and orientation, your group will have the opportunity to go on a self-guided tour of the Museum’s 21 restored locomotives and railroad cars, talk with knowledgeable Docents, and view exciting, regularly changing exhibits.
MUSEUM RESERVATIONS

For school groups desiring an entry time to the Museum, reservations are required. For free entry to the Museum, please call: Reserve California at 1-800-444-PARK

The Museum’s reservation system is available weekdays, 8:00 a.m. to 4:30 p.m. to assist you. If you are unable to obtain a reservation, or need more information, please call the Museum’s Group Desk at (916) 323-9274. All school groups, reserved or drop-in, must arrive as a group with their teacher and receive an orientation before entering the Museum.

Each year reservations open the third Saturday in September at 8:00 a.m. for the following calendar year (January thru December).

Reservations fill up quickly, so please plan ahead.
When you call to make a reservation please have the following information ready:

1. Grade or age group
2. Number in group (students and adults) - maximum group size is 45.
   We require one (1) adult per ten (10) students.
   Groups without the required adult chaperones will be declined admission to the Museum.
3. Date and time you wish to visit. Have alternate dates and times in case your first choice is not available.
4. Name of teacher/contact person.
5. Name of School
6. Address and telephone number of school.
7. Learning disabilities, special needs, etc.
8. School groups that have made reservation will receive a completed Reservation confirmation letter or e-mail.

Please present the Reservation Confirmation letter to the school desk when you arrive for your visit. School groups arriving after 4:00 p.m. will not be admitted.

BE PROMPT

Please be on time. Delays upset both your schedule and ours, and may result in reserved groups waiting to gain entry. If you are unavoidably detained, please call us at: (916) 323-9280.

Groups more than 15 minutes late will be cancelled, unless other arrangements have been made.

CANCELLATIONS

If you are unable to keep your reservation, please call the Museum’s Group Desk as soon as possible at: (916) 323-9274 so another group may be scheduled in your place.
SCHOOL PROGRAMS

Emigrant Train Program

The Emigrant Train Program offers students (and teachers) the opportunity to learn what it was like to journey across the United States on an Emigrant Train more than 125 years ago. The program begins with a 40-minute Central Pacific Railroad Passenger Station tour experience, circa 1876.

Students then move one block to the Central Pacific Freight Depot where they board a working passenger train which takes them for a 50-minute roundtrip train ride on the Museum's Sacramento Southern Railroad.

Reservation required and must be made at least 30 days in advance with GroupDesk
Suitable for grades 4-6
Tuesdays at 10:00 AM and 12:00 PM
Cost: $200 per group of 45

School Group Train Ride

Classes meet at the Central Pacific Freight Depot for a 50 minute train ride that follows the tracks of the Museum’s historic Sacramento Southern Railroad, along the Sacramento River’s levees. Knowledgeable, on-board Docents tell students about train travel during the 1920’s.

Reservation required and must be made at least 30 days in advance with the Groupdesk.
Suitable for all grades.
Tuesdays at 11 AM and 1 PM
Cost: $150 per group of 45

Horses to Horsepower: Building the Transcontinental Railroad

Just how do you drill a hole in solid granite in the 1860s? How many men did it take to build the western portion of the Transcontinental Railroad? From what nation did the majority of the workers come? How much were they paid? These and other interesting questions are answered in our 30-minute, hands-on interpretive program, Horses to Horsepower: Building the Transcontinental Railroad.

Students are given the opportunity to try their hand at drilling a hole in granite, driving a railroad spike, and meeting people who explain what it was like to ride across the United States on the Transcontinental Railroad more than 125 years ago

Reservation required and must be made at least 30 days in advance with Groupdesk
Maximum of 45 people per group.
Suitable for grades 4-6
Wednesdays and Thursdays at 10 AM, 10:15 AM, 10:45 AM, 11 AM, and 11:15 AM
Cost: $175 Museum admission included
SCHOOL PROGRAMS CONTINUED

Interpretive Handcar Program

This one-hour, hands-on program is held on the Museum’s Sacramento Southern Railroad tracks between the Sacramento History Museum and the Central Pacific Railroad Passenger Station. It features instruction on the history and operation of handcars and other railroad maintenance equipment, railroad safety demonstrations, pumping the Interpretive Handcar over 200 yards of track, a turntable talk and 1/8-mile ride behind a motorized track vehicle.

Please wear tennis shoes, while attending this program.

Reservation required and must be made at least 30 days in advance with Groupdesk
Please allow 1 hour for this program.
Maximum of 45 per group.
Suitable for grades 4-6.
Wednesdays at 10 AM, 11 AM, and 1 PM
Cost: $150

Eagle Theatre – Gone with the wind and the rain and the flood

Students will be able to sit and experience first hand what a theatre was like during 1849, while they listen and participate in a student melodrama at the Eagle Theatre. Come Boo Hiss and Cheer as you learn the fate of the Eagle Theatre.

Reservation required and must be made at least 7 days in advance with Groupdesk.
Please allow 50 minutes for the presentation.
Suitable for grades 4 & Up.
Wednesdays and Thursdays at 11 AM and 2 PM
Cost: $75 per class

Groupdesk 916-323-9274
Groupdesk.CSRM@parks.ca.gov
www.californiarailroad.museum
HOW TO FIND THE RAILROAD MUSEUM

DIRECTIONS & MAPS

The Museum is located at the north end of Old Sacramento at 125 “I” Street (Corner of 2nd & “I” Streets).

The Central Pacific Railroad Passenger Station is located diagonally across the grassy area at Front and “J” Streets. Traveling north or south on Interstate 5, take the “J” Street exit and follow the signs to Old Sacramento.

PARKING

BUS - Limited school bus parking is available free of charge at the north end of Second Street, north of “I” Street (signs posted). Loading and unloading passengers may occur on Front Street between “J” and “K” Streets, and in front of the Railroad Museum.

CAR - City public parking garages are located at both the north and south end of Old Sacramento. There is also 90-minute metered parking on the street of Old Sacramento. For more information on parking in the Downtown and Old Sacramento areas, please visit: www.sacpark.org.

LIGHT RAIL - You may wish to park in one of the lots along Interstate 80 or Folsom Blvd. and ride Sacramento Light Rail to St. Rose of Lima Park Station at 8th and K Streets, then walk west on the Downtown Plaza Mall to Old Sacramento. It is approximately 10 blocks to the California State Railroad Museum, from the St. Rose of Lima Park Station.
OLD SACRAMENTO POINTS OF INTEREST

Map thanks to Sacramento City Visitors Bureau
OLD SACRAMENTO POINTS OF INTEREST

1. **California State Railroad Museum** *(916-323-9280)* - Within the 100,000-square foot building are 21 historic locomotives and cars and more than 40 exhibits dealing with the history, lore, and cultural impact of railroads on the development of California and the West. *Hours: 10 AM to 5 PM*
   *Cost: $12 for adults, $6 for youth, 5 and under are free*

2. **Big Four & Dingley Spice Building** - Located adjacent to the California State Railroad Museum, this reconstructed building contains the Museum’s reference library, archives, and administrative offices.
   **The Huntington, Hopkins & Company Hardware Store** *(916-323-7234)* On the ground floor, exhibits a typical hardware store of the 1870s. While there you may purchase such things as reproduction antique hardware and wooden toys. *Hours: 11 AM to 4 PM (Thursday – Sunday)*

3. **The Sacramento History Museum** *(916-808-7059)* - The last building on I Street, The Sacramento History Museum is a reproduction of the 1854 City Hall and Waterworks. The museum houses artifacts and exhibits that showcase Sacramento’s diverse culture and golden past. *Hours: 10 AM to 5 PM*

4. **Eagle Theatre** - Across the street from the Central Pacific Passenger Station stands the Eagle Theatre, a reconstruction of the first theatre in California. Originally constructed in the Fall of 1849, it was destroyed by the flood of January 1850. Included with Museum ticket

5. **Central Pacific Passenger Station** - Located southwest of the Museum of Railroad History along the waterfront, is the reconstructed 1876 passenger station, complete with ticket office, waiting and baggage rooms. The covered tracks, inside the station, display a circa 1870s passenger train as well as more modern locomotives and cars. Included with Museum ticket

6. **B.F. Hastings Building** *(916-440-4263)* - Located at the corner of 2nd and “J” Streets, this was once the western terminus of the Pony Express. The California Supreme Court occupied the second floor between 1855 and 1869. The Wells Fargo Museum and Old Sacramento Visitor’s Center are also housed on the main floor of this building. *Hours: 10 AM to 5 PM  Cost: Free*

7. **Central Pacific Railroad Freight Depot and Sacramento Southern Railroad** - Located just south of the Central Pacific Passenger Station along the waterfront, this reconstructed building exhibits the rich history of the freight movement to and from Sacramento in the 1870s. The Freight Depot also serves as a station platform for the Museum’s excursion passenger station. The Museum’s excursion railroad, the Sacramento Southern, operates Saturdays and Sundays, April through September. Trains depart hourly, 11:00 a.m. to 5:00 p.m. from the Central Pacific Railroad Freight Depot. Trains also operate on selected dates during the Fall. Tuesday Trains operate Feb-April and October. Visitors enjoy a six-mile, 40-minute round trip ride.

8. **California State Military Museum** *(916-854-1900)* - Located on Second Street, the California State Military Museum is filled with many military artifacts and personal memorabilia and allows visitors to explore California’s military history. *Hours: 10 AM to 4 PM (Tue, Wed, Thu, Sun), 10 AM to 5 PM (Fri & Sat)*

9. **Old Sacramento Schoolhouse Museum** *(916-483-8818)* - At the corner of Front Street and Neasham Circle, the Old Sacramento Schoolhouse Museum is a living replica of an 1800’s one-room schoolhouse. Visitors can experience life as students during the 1800’s in Sacramento. *Hours: 10 AM - 4 PM (Mon– Sat) 12 PM - 4 PM (Sunday) Cost: Free*
TEACHER GUIDELINES

GUIDELINES

The Museum is open from 10:00 a.m. to 5:00 p.m. daily. There is no entry for youth/school groups to the Museum between 12:00 noon and 1:00 p.m., there is also no group entry after 3:30 p.m.

After making your reservation, please review this set of guidelines with your students and adult chaperones before your visit.

To ensure everyone in the Museum can enjoy their visit, and to maintain proper Museum ambience, public safety and artifact preservation, please observe these rules:

1. Please arrive early for on-time entry. Late groups lose their entrance priority. We accommodate late arrivals and drop-ins as conditions allow.

2. All youth/school groups must arrive as a group with their teacher/leader. Upon arrival, gather your group at the doors marked “School Entrance” on the east side of the Museum. A staff member will greet you and bring the teacher/leader inside to check-in as the Group Desk. We will then admit our group for a brief, mandatory orientation.

3. Teacher/group leaders must remain in the Museum with their class/group. Please have at least one adult chaperone available for every ten students. Do not leave groups unsupervised at any time. We hold adult chaperones responsible for maintaining close supervision over the care, safety, and action of group members.

4. We do not allow food, chewing gum, candy, or drinks other than bottled water in the Museum. We cannot provide secure storage for backpacks, lunches, etc. If possible, we suggest you leave bulky items in your vehicles, or on the bus.

5. Do not allow group members to climb onto locomotives, cars, or other exhibits, except those noted as available for entry. Do not allow students to run in the Museum. Do not leave groups unsupervised at any time.

6. Please use “indoor voices” in the Museum.

7. Please reserve the elevator for those who have difficulty with stairs.

8. Underage visitors who violate our guidelines will be escorted to the Lobby to wait under the supervision of an adult group member until the entire class finishes its visit.

Thank you for helping us provide the best possible Museum experience to our visitors. Your adherence to these guidelines will result in a meaningful visit to the California State Railroad Museum.
MUSEUM ACTIVITIES

TRAIN TEASERS

Can you complete these sentences? Your clues are in the Museum!

1. The ______________ came for the Gold Rush and stayed to work some of the most dangerous construction jobs on the railroad.

2. The crack team of track-layers set an all time record of ___________ miles in one day on April 28, ___________ the same year the transcontinental railroad was completed.

3. Some engines used coal or oil, but the Virginia and Truckee #12 burned ____________.

4. On this dark green “home on wheels,” a railroad status symbol called the ________________, Governor Ronald Reagan once dined.

5. Engines can enter this roundhouse on any of the ______ tracks.

6. The _____________, _____________ is a special type of railroad car set up to feel as if it were moving down the tracks at night, about 60 miles per hour.

7. The little C.P. Huntington, now a pretty red and gold, finished its working career as a ________________________.

Answers:
1) Chinese 2) 10, 1869 3) wood 4) Gold Coast 5) six 6) St. Hyacinthe 7) weed burner
MUSEUM ACTIVITIES

CALIFORNIA STATE RAILROAD MUSEUM

HISTORY HUNT

Down stairs:

1. What is the name of the steam engine in the Transcontinental Gallery? _____________________ (Hint: It is the first engine you see!)

2. Watch out for the railroad workers! How many men can you find working in the Transcontinental Gallery? ____________

3. As you travel through the tunnel, you may hear the tapping of a message. How many people do you see at the station? _______________ (Hint: Be sure to look up too!)

4. Check out the private car The Gold Coast. What color is the table cloth in the dinning area? ______________

5. Do you like fresh fruit? Find the refrigerator car, it used to take crates of fruit coast to coast. What fruit crate label do you like the most? __________________

6. Feeling sleepy? Head on over to the sleeper car the St. Hyacinthe. How many seats turn into beds? ______________

7. After that nap, you must be hungry! Walk through the dinning car, the Cochiti. What is your favorite dining plate pattern? __________________________

8. Find the Railway Post Office (RPO) car. Ask the docent inside about the rail riding dog. What is the dog’s name? __________________

9. Can you find the two steam engines next to each other? One is small and the other is very BIG! Who is the small engine named after? ________________ What is the name of the big engine? ________________
MUSEUM ACTIVITIES

CALIFORNIA STATE RAILROAD MUSEUM
HISTORY HUNT

Upstairs:

When you head to the second floor, you will stumble upon a collection of model trains.

10. How many trains do you see traveling behind the glass on the big layout? ______________

11. Which model train name do you see the most of? ______________

12. What is the name of the popular kid’s toy engine you see smiling all over? ______________ What color is this little engine? ______________

13. How many tables are there for the younger kids to play at? __________

14. There is a small gage train near the walkway. Can you find the caboose? What color is it? ______________

15. Which President signed the Pacific Railroad Acts into place? ______________ (Hint: His name is part of the exhibit)

16. How many pictures of Abraham Lincoln can you find on the second floor? __________

17. What are the names of the two companies that built the Transcontinental Railroad? ______________ and ______________ (Hint: they both have Pacific in their name)

BONUS:

What is your favorite part of the museum? ______________
MUSEUM ACTIVITIES

CALIFORNIA STATE RAILROAD MUSEUM
ACTIVITY SHEET

Simple Questions and Answers

1. Who was the first Engineer to Survey the Sierra Nevada for the Railroads? ________________________________

2. How did the Gov Stanford Engine arrive in California? 
________________

3. What ethnic groups worked on the railroad? What kind of jobs did they have? ________________________________

4. What is the story behind the 10 mile sign? ___________

5. Name the two railroad companies that met at Promontory Utah. 
____________________________________________________

6. What were some of the jobs on the railroad? ____________

7. How many different kinds of railroad cars can you name? 
___________________________________________________

BONUS:

Before the railroad, how would you have come to California?
1. Wagon across the country
2. Boat around South America
3. Boat to Panama
ADDITIONAL INFORMATION

MUSEUM HOURS

The Museum is open daily from 10:00 AM to 5:00 PM (except Thanksgiving, Christmas, and New Year’s Day).

RESTROOMS

Restrooms are available inside and outside the Museum, as well as in the Central Pacific Railroad Passenger Station. We require you monitor students when using these facilities.

DISABLED ACCESS

Building facilities and exhibits are accessible to disabled visitors. Please check with Museum staff if you need special assistance. A limited number of wheelchairs are available and may be checked out at the Museum’s admissions counter. Wheelchairs are for use while visiting inside the Museum only.

HELPFUL CONTACT INFORMATION

Museum Group Desk  Museum Administrative Offices (Mon-Fri)
(916) 323-9274  (916) 445-7387

Front Ticket Counter
(916) 323-9280

Museum Library
(916) 323-8073

Membership Office
(916) 445-5995

Museum Store
(916) 324-4950

Museum Website
www.californiarailroad.museum
The times were intensely nationalistic, and the visions of what the United States might encompass recognized no boundaries or limits. America’s most ambitious leaders regarded Mexico, Canada, and Asia as fair game for American might and energy. The transcontinental railroad would be a giant stride in the direction manifest destiny pointed.

President Abraham Lincoln signed the Pacific Railroad Act on July 1, 1862, mandating construction of a transcontinental railroad, which had been under discussion for years. The Union Pacific was created to build west from Omaha; the Central Pacific — already in existence — was designated to build east from Sacramento. The two companies were subsidized by the federal government with land grants and the loan of bonds (all ultimately repaid by the railroads).

The first ceremonial shovelful of dirt for the CP’s construction was turned at the foot of K Street in Sacramento on January 8, 1863, 18 months after incorporation. The first rail was laid at the foot of “I” Street six months later. For the Central Pacific, the Comstock Mines in Nevada were booming, offering quick freight and passenger revenues long before completion of the transcontinental railroad.

The Union Pacific Railroad, incorporated by the 1862 railroad act, built the eastern segment of the nation’s first transcontinental line. From the beginning, the greatest problem was financial. Profiteering with construction contracts milked the road, leading in 1872 to the Credit Mobilier scandal. As the railroad moved west, supply difficulties increasingly plagued the company, and Indians violently resisted the invasion of their lands.

An unruly lot, dominated by discharged Civil War soldiers and Irish immigrants, the work force met death more often by murder than in construction accidents. Workers spent their leisure time and their money in infamous “Hell on Wheels” towns which sprang up along the route. Robert Louis Stevenson called the shanty towns “roaring, impromptu cities full of gold and lust and death.”

Despite major obstacles, the unification of the country by rails occurred on May 10, 1869, when the final spike was driven at Promontory, Utah.
A SLICE OF HISTORY

The Sacramento Valley Railroad

From the early days of the Gold Rush the bustling towns of Benicia, Marysville, Vallejo, and Sacramento all supported plans for railroads, but the capital city won the contest with the building of the Sacramento Valley Railroad to Folsom, a distance of 22 miles.

In need of a construction engineer, company president Charles L. Wilson went to New York in 1854 where he was introduced to a young man named Theodore D. Judah. Soon after seeing Wilson, Judah telegraphed his wife, “We sail for California April second.” In Sacramento, Chief Engineer Judah set up an office in the B. F. Hastings Building and began his preliminary surveys. Laborers started grading the roadbed in February 1855, and the first locomotive, “Sacramento,” arrived in June. February 22, 1856 marked the line’s completion, and several hundred enthusiastic Sacramentans took the railroad’s free excursion to celebrate the historic event. But the new railroad soon found interest on its construction loans was higher than its traffic receipts despite profitable hauling for the mines. In 1865 the Central Pacific Railroad, in a move to absorb competing lines, took over the pioneer railway.

Founders of the Central Pacific Railroad

When Theodore Judah failed to interest San Francisco financial interests in his dream of a transcontinental railroad, he took his plans to a group of Sacramento businessmen who prospered by selling merchandise to miners in California and Nevada. Originally they envisioned a railroad simply as the most efficient way to deliver freight to the mining districts. In addition to Judah, the principal founders were:

Leland Stanford
(1824-93)
Lawyer, grocer, CPRR President, first Republican Governor of California, founder of Stanford University

Collis Huntington
(1821-1900)
Hardware and mining supplies salesman, financier, CPRR Vice President, founded Tuskegee Institute.

Mark Hopkins
(1813-78)
Wholesale grocer, hardware merchant, Huntington’s business partner, accountant, CPRR treasurer and business manager.

Charles Crocker
(1822-88)
Dry goods store owner, State Legislator in 1860, president of the construction company that built the CPRR.

E.B. Crocker
(1818-75)
Attorney for CPRR, California Supreme Court Justice, brother of Charles Crocker.

In later years Charles Crocker, Huntington, Hopkins and Stanford became known as the “The Big Four.” Eventually, they and Judah parted ways. Judah died before the line was completed.

The completion of the transcontinental railroad lines connected California to the rest of the nation and opened a floodgate of migration to the Western United States. The desire to come west had been a decision for many Americans prior to 1869 but the realization of that desire required a commitment of travel which was dangerous and time-consuming. The opening of the Pacific Railroad in 1869 alleviated this problem. It brought the West within reach of all Americans by eliminating the months-long wagon or sailing trip and replacing it with a one-week adventure.
The railroads’ efforts to generate needed traffic stimulated Western growth. Low-cost fares and land sales brought settlers; advertisements attracted tourists; agricultural services broadened markets and led to specialized production; and lower freights rates encouraged industry. Railroads provided jobs and opened previously inaccessible land to development. They helped create both the image and reality of California.

In the last thirty years of the nineteenth century, millions of Americans and Europeans took advantage of the railroads’ convenience and populated the West. Many came of their own initiative and many were lured to California by the railroads which promoted the sale of Western land. This promotion had positive and negative effects upon the new land-buying settlers, but the overall result of the railroads’ connection to the West is undisputed.

From 1870 to 1910, the nation’s economy, politics, and lifestyle were shaped by the railroads. In 1916 American railroads boasted an all-time high of 254,037 miles of track and ninety-eight percent of all intercity travel occurred by rail. Most transcontinental expansion was complete by the turn of the century and the railroads stepped up their efforts in promoting passenger travel and increasing freight traffic. Train travel was convenient and safe. Railroads encouraged the notion of travel by advertising and by providing a level of service and comfort which appealed to their customers.

Judah and the “Big Four”  
* A Practical Dreamer - Theodore Dehorne Judah

Persistent, intense, crazy, brilliant — all these words and more were used to describe Theodore Judah. After finishing his work on the Sacramento Valley Railroad, Judah made many surveys in the Sierra, obsessed with finding a practical route for the Pacific railroad.

At about the same time, an enterprising Dutch Flat druggist, Dr. Daniel Strong, wanted to attract more traffic through Donner Pass. Strong had found a long ridge extending from Dutch Flat up toward Donner Summit — a workable railroad route - - and he showed it to the eager engineer. At last Judah had his route.

Unable to secure financial backing in San Francisco for his railroad, Judah turned to Sacramento for help. Four men who listened to Judah were Huntington, Stanford, Hopkins and Crocker, Sacramento merchants and entrepreneurs. They incorporated the Central Pacific Railroad with Judah and while he generated support in Washington, D.C., they prepared for the start of construction in 1863. Few people were found to support the project, and 50 miles of track were required to receive government aid. Thus, the real possibility existed that these five inspired men, the “Big Four” plus Judah, would sink their personal fortune in the canyons of the Sierra or before!

THE “BIG FOUR”

Leland Stanford

A man of many interests, Leland Stanford swiftly rose to power, becoming both governor of California and president of the Central Pacific Railroad in less than a decade. His term as the state’s chief executive ended in 1863, but as CP head Stanford continued his role as lobbyist and aggressively expanded the company’s holdings.

Born in Watervliet, New York, Stanford studied law in Albany and emigrated to Wisconsin when he was 24. After fire destroyed his law office in 1852, Stanford followed his brothers to Sacramento, joining the family grocery business. Before long he had a thriving store of his own.
A SLICE OF HISTORY

In 1856 Stanford and his associates helped to organize the Republican party in California. As governor, Stanford promoted forest conservation, savings and loan associations, and legislation benefiting the CP.

Charles Crocker
While directing construction of the Central Pacific, Charles Crocker weighed 265 pounds and “roared up and down the line like a mad bull.” He found fault almost everywhere he looked and dominated the work force, constantly driving the men to greater efforts.

When he was 23, the native of New York state operated a forge under the name of Charles Crocker & Company, but finding the gold rush irresistible, he crossed the plains in 1849-50. After a brief period in the mines, Crocker opened what soon became a leading dry goods store in Sacramento. He served on the Sacramento City Council in 1855 and five years later became a state legislator.

In 1870, exhausted, Crocker resigned from the CP. Following a long visit to Europe, he came back and found his partners unable to buy out his interest in the railroad because of the depression of 1873. As a result, Crocker rejoined his associates and with his usual vigor supervised construction of their expanding railroad empire.

Collis Potter Huntington
Vice-President Collis P. Huntington served as the Central Pacific’s chief fund raiser. Huntington was an uncommonly resourceful financier — shrewd in buying equipment during the Civil War, skilful in borrowing, and adept at making and maintaining contacts with European capitalists.

Born in Connecticut, Huntington was in business with his brother Solon by the age of 22. When the news of the gold rush was confirmed, the young partners shipped goods to California, and in March 1849 Huntington followed by way of the Isthmus.

Settling in Sacramento, Huntington sold hardware and miners’ supplies on K Street. Over six feet tall, in the early days he wore a wide-brimmed Panama hat drooping to his shoulders. Soon he formed an enduring business partnership with Mark Hopkins, whose store adjoined Huntington’s.

Mark Hopkins
Overshadowed by his partners, Mark Hopkins earned their respect as a man of excellent judgment. Quiet and hardworking, he became the railroad’s “inside man,” serving as treasurer and business manager. Huntington said he “never thought anything finished until Hopkins looked at it.”

Hopkins, who matured into a tall, thin man, began his career as a store clerk in Niagara County, New York. On learning of the gold rush, he formed a company of 26 men who subscribed $500 each for goods to sell in California. Personally supervising the venture, Hopkins accompanied the consignment west, arriving in San Francisco in August 1849.

He later entered the wholesale grocery business with his friend E. H. Miller, Jr., who became secretary of the CP. In 1855 Hopkins joined Huntington in a Sacramento hardware business that proved to be enormously successful.
Who Built the Transcontinental Railroad?

The first laborers on the CPRR were out-of-work miners. Many hired on merely as a convenient way to reach the silver mines in Nevada and the gold fields. Skilled labor commanded premium pay. Carpenters earned $4 a day; general laborers $2.50 to $3.00. But labor was in short supply for the CP, prompting Charles Crocker to suggest it hire Chinese laborers. These men had come to California as many others did — to find gold. But racial prejudice and discriminatory laws of the time forced them out of the gold fields. The CPRR hired about 12,000 Chinese, many recruited from China. Working largely as graders, the Chinese earned the same pay as non-Chinese.

Chinese laborers usually worked twelve hours a day, six days a week. After a day’s work, they returned to camp, bathed and changed clothes, and ate their evening meal. The railroad fed the white workers beef, beans, potatoes, and bread, but the Chinese had to buy their own food. They prepared traditional meals, using rice, pork, chicken, seafood, noodles, salted cabbage, mushrooms, and dried fruits and vegetables. Besides eating a balanced diet, the Chinese boiled water for tea instead of drinking directly from contaminated streams. They avoided some dietary diseases common to other workers, but they faced greater dangers on the job.

Railroad construction work was hard, dirty, and often dangerous. Workers used hand tools and explosives to blast tunnels, cut through hillsides, and remove hazardous rocks. The Chinese workers were experts in handling and using black powder. In order to blast the granite away to create the tunnels, one man held the heavy steel drill and the other swung the maul, as they laboriously bored five or six 2-1/2 inch-diameter holes deep into solid rock. They poured in black powder and tamped it down, using a wooden tamping rod to avoid sparks. Then the workers inserted long fuses, sealed the holes with clay, and braided fuse ends into a single line. Retreating to a safe distance, they lit the fuse. Black powder was an unpredictable explosive, and premature or delayed blasts sometimes killed men as they worked. Before the Central Pacific was completed, an estimated 1,000 Chinese workers died in blasting or other construction accidents.

Using only hand tools, Chinese workers built the roadbed over the Sierra Nevada. They cleared brush and trees, cut through hillsides, filled depressions, leveled uneven ground, and drilled tunnels through solid granite. When storms or avalanches wiped out their work, they began again. The Chinese risked their lives in dangerous and back-breaking labor, a tremendous human achievement.

At ceremonies marking the road’s completion, Central Pacific director Judge E. B. Crocker offered the only public recognition given the Chinese:

“I wish to call to your minds that the early completion of this railroad we have built has been in large measure due to that poor, despised class of laborers called the Chinese — to the fidelity and industry they have shown.”
The Central Pacific Railroad's Importance to Sacramento

The Central Pacific Railroad of California (CP) was incorporated on June 28, 1861, with Sacramento serving as western headquarters and terminus for this new company. Its first building project was a joint effort with the Union Pacific Railroad for the construction of the transcontinental railroad.

It took the CP approximately one-and-one-half years of planning and preparation, following incorporation, before transcontinental construction could begin on the east-bound project. Ground breaking occurred on January 8, 1863 at the eastern end of K Street in downtown Sacramento. A little over six years later, on May 10, 1869, the gold spike signifying completion was tapped into place at Promontory, Utah. It was, of course, promptly removed and replaced with a real spike.

During ensuing years, the CP enjoyed significant growth, and success, of which Sacramento was a main beneficiary. The CP was headquartered in Sacramento for more than a decade following completion of the transcontinental railroad. The CP’s first president - Leland Stanford - also served as governor of California. The CP constructed their first Sacramento passenger station on the bank of the Sacramento River. A little east of the station, the CP also constructed the "Central Pacific Shops", an enormous complex consisting of a rail yard and huge erecting buildings where hundreds of locomotives and thousands of passenger and freight cars were constructed and maintained.

After being taken over by the Southern Pacific, and for decades, the "Shops" was the largest railroad industrial complex west of the Mississippi as well as the largest Sacramento employer.

Today, even though the terminus of the transcontinental railroad has moved west to San Francisco, the legacy of the Central Pacific and Southern Pacific railroads is remembered in the California State Railroad Museum, Old Sacramento State Historic Park, and by every train - passenger or freight - that moves through the modern railroad station that is still located in downtown Sacramento.
Railroads have affected California in many ways.

**Agriculture**– Farmers only grew crops they could sell to the neighbors or use themselves before the railroad came to California. The farmer was unable to transport produce to distant cities with spoilage. Farmers began growing fruits and vegetables close to the tracks as railroads spread to California—WHY? Railroad refrigerator cars could now safely carry tomatoes, oranges, and many other fruits and vegetables to far-off cities. More and more new farms grew crops for the increasing numbers of people throughout and country who wanted fresh fruits and vegetables. These farms owed their development to the railroad and the refrigerator car.

**Employment**– A railroad like the Southern Pacific had more employees than any other individual business in California. It needed workers to build track, operate and repair locomotives and cars, sell passenger tickets and many other jobs. The railroad also provided an easy way to carry manufactured goods and materials to all parts of the United States. This caused many new businesses to be built in California. New business meant new jobs.

**Cultural Diversity**– Men who helped the railroad were often new comers from other countries. Men from China came to work on the Central Pacific. Approximately 10,000 Chinese laborers built tunnels and laid track across the Sierra. The railroad employed many African Americans as Pullman Porters working on sleeping cars and many Hispanics repaired the cars and locomotives.

**Trails to Rails**– The main form of transportation before the railroad was a horse or several horses pulling a wagon or coach. It took 2 days for a stage to carry very few people from Sacramento to Los Angeles. It was a very bumpy and dusty trip. Upon completion of the railroad it took eight hours to travel from Sacramento to Los Angeles. Railroads could carry many people in a shorter time and a faster speed. Trains could travel in all kinds of weather and at night.

**Transportation Patterns** The railroads had discovered the best transportation routes. After the automobile was invented, it needed roads to travel on. Main highways connecting cities were usually built along existing railroad tracks.
California


Judah meets with the “Big 4” to discuss the Transcontinental Railroad
Central Pacific Railroad of California incorporated June 28, 1861
Leland Stanford becomes Governor of California (1862-1863)
Groundbreaking of western end of the Transcontinental Railroad in Sacramento
7,000 Chinese workers work on the Central Pacific Railroad
Central Pacific Railroad tunnels including the “Summit Tunnel” completed
Transcontinental Railroad completed—May 10, 1869

1860
Abraham Lincoln becomes 16th President.
U.S. Civil War begins—April 12, 1861
Pony Express makes its first run on April 3, 1860.

1861
Pacific Railroad Act. Union Pacific Railroad incorporated
Emancipation Proclamation
President Lincoln assassinated. Andrew Johnson becomes 17th President

1862
Judah meets with the “Big 4” to discuss The Transcontinental Railroad

1863

1864

1865

1866

1867

1868

1869

Ulysses S. Grant becomes 18th President
Alfred Nobel patents dynamite

United States
CALIFORNIA STATE STANDARDS

The California State Standards in Social Studies for the Fourth Grade

Social Studies Standards

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear flag Republic through the Mexican-American War, the Gold Rush, and the granting of Statehood.

4.3.1 Identify the locations of Mexican settlements in California including Sutter’s Fort.
4.3.2 Compare how and why people traveled to California and the routes they traveled.
4.3.3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment.
4.3.4 Study the lives of women who helped build early California.
4.3.5 Discuss how California became a state.

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

4.4.2 Explain how the gold rush transformed the economy of California including changes in towns.
4.4.3 Discuss immigration and migration to California between 1850 and 1900.
4.4.4 Describe the rapid American immigration, internal migration settlement and the growth of towns and cities.