



Analysis of Act of Congress: The Homestead Act of 1862

Vivian Easton, Wasatch Range Writing Project

Summary:

Students will analyze the Homestead Act of 1862 to determine how it was instrumental in settling the American West.

Objectives:

- Students will understand the difficult language of a government bill.
- Students will examine the effects of this Homestead Act on the settlement of the American West.

Context:

A secondary school social studies class studying the expansion of settlement in the American West in the 19th century

Materials:

- Copies of the Homestead Act
- Map of the United States in 1862

Time Span:

1 class period

Procedures:

1. Using a map of the United States in 1862, have students identify states and settlements, noting the differences east and west of the Mississippi River.
2. Discuss the population movement and transportation modes of the time.

Tasks:

1. Distribute copies of the Homestead Act of 1862.
2. Have students answer the following questions based on the Homestead Act of 1862. Students must cite evidence from the text to support their answers.
 - a. What is the purpose of this act?
 - b. What is meant by the term: "public domain"
 - c. Who is entitled to secure a grant of land from the Federal Government? Can women secure such a grant in their own names, and if so, how?
 - d. What is the largest amount of land a person can secure from the Federal Government through this act?
 - e. How would one go about applying for land under the act? Would the person need to file an affidavit?
 - f. How long would one have to wait in between filing an affidavit and securing the final title to the land one settled? What did a settler need to do in the meantime?
 - g. How much per acre did land under the Homestead Act cost?



- h. The Homestead Act was meant to insure that United States citizens who actually wanted to farm land were the recipients of the government's largess. Who else might have wanted to profit from this deal, and how? How was the law trying to prevent various abuses?

Extensions:

- Place students in pairs.
- Ask one person to play a government official at a land office.
- Ask the second person to play a head of household.
- Then have each pair write and enact a script in which the settler registers for a land grant.

Rationale:

This lesson is intended to strengthen students' abilities to read and extract information from a primary source. This would make a good emergency substitute lesson plan because it doesn't rely on much pre-teaching.

Resources:

Schur, Joan B. "The Transcontinental Railroad." *PBS*, Public Broadcasting Service,
www.pbs.org/weta/thewest/lesson_plans/lesson01.htm

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The Homestead Act **May 20, 1862**

(U. S. Statutes at Large, Vol. XII, p. 392 ff.) United States, Congress, Vol. XII, pp. 392 ff.

AN ACT to secure homesteads to actual settlers on the public domain.

Be it enacted, That any person who is the head of a family, or who has arrived at the age of twenty-one years, and is a citizen of the United States, or who shall have filed his declaration of intention to become such, as required by the naturalization laws of the United States, and who has never borne arms against the United States Government or given aid and comfort to its enemies, shall, from and after the first of January, eighteen hundred and sixty-three, be entitled to enter one quarter-section or a less quantity of unappropriated public lands, upon which said person may have filed a pre-emption claim, or which may, at the time the application is made, be subject to pre-emption at one dollar and twenty-five cents, or less, per acre; or eighty acres or less of such unappropriated lands, at two dollars and fifty cents per acre, to be located in a body, in conformity to the legal subdivisions of the public lands, and after the same shall have been surveyed: Provided, That any person owning or residing on land may, under the provisions of this act, enter other land lying contiguous to his or her said land, which shall not, with the land so already owned and occupied, exceed in the aggregate one hundred and sixty acres.

Sec. 2. That the person applying for the benefit of this act shall, upon application to the register of the land office in which he or she is about to make such entry, make affidavit before the said register or receiver that he or she is the head of a family, or is twenty-one or more years of age, or shall have performed service in the Army or Navy of the United States, and that he has never borne arms against the Government of the United States or given aid and comfort to its enemies, and that such application is made for his or her exclusive use and benefit, and that said entry is made for the purpose of actual settlement and cultivation, and not, either directly or indirectly, for the use or benefit of any other person or persons whomsoever; and upon filing the said affidavit with the register or receiver, and on payment of ten dollars, he or she shall thereupon be permitted to enter the quantity of land specified: Provided, however, That no certificate shall be given or patent issued therefor until the expiration of five years from the date of such entry; and if, at the expiration of such time, or at any time within two years thereafter, the person making such entry -- or if he be dead, his widow; or in case of her death, his heirs or devisee; or in case of a widow making such entry, her heirs or devisee, in case of her death -- shall prove by two credible witnesses that he, she, or they have resided upon or cultivated the same for the term of five years immediately succeeding the time of filing the affidavit aforesaid, and shall make affidavit that no part of said land has been alienated, and that he has borne true allegiance to the Government of the United States; then, in such case, he, she, or they, if at that time a citizen of the United States, shall be entitled to a patent, as in other cases provided for by law: And provided, further, That in case of the death of both father and mother, leaving an infant child or children under twenty-one years of age, the right and fee shall inure to the benefit of said infant child or children, and the executor, administrator, or guardian may, at any time within two years after the death of the surviving parent, and in accordance with the laws of the State in which such children for the time being have their domicile, sell said land for the benefit of said infants, but for no other purpose; and the purchaser shall acquire the absolute title by the purchase, and be entitled to a patent from the United States, and payment of the office fees and sum of money herein specified.. ..



Analysis of Act of Congress: The Pacific Railway Act of 1862

Vivian Easton, Wasatch Range Writing Project

Summary:

Students will analyze the Pacific Railway Act of 1862 to determine how it was instrumental in uniting and settling the American West.

Objectives:

- Students will understand the difficult language of a government bill.
- Students will examine the effects of this Act on the settlement of the American West.
- Students will understand the impact of the transcontinental railroad on uniting the country.

Context:

A secondary school social studies class studying the expansion of settlement in the American West in the 19th century

Materials:

- Copies of the Pacific Railway Act of 1862
- Map of the United States in 1862

Time Span:

1 class period

Procedures:

3. Using a map of the United States in 1862, have students identify states and settlements, noting the differences east and west of the Mississippi River.
4. Discuss population movement and transportation modes of the time.

Tasks:

3. Distribute copies of the Pacific Railway Act of 1862.
4. Have students answer the following questions based on the Pacific Railway Act of 1862. Students must cite evidence from the text to support their answers.
 - a. What is the purpose of this act?
 - b. What is the Union Pacific Railroad Company empowered by this act to do?
 - c. Mark on a map the route that the transcontinental railroad will follow. What will be the most difficult terrain on which to lay track? What other difficulties do you foresee in terms of crews of men living and working in a variety of environments as they lay tracks?
 - d. Why do you think the government is providing for the building of telegraph poles along the length of the railroad?
 - e. The act is giving the railroad the right of way on public lands. How much land on either side of tracks does this include? What does the government promise to do if American Indian tribes claim title to this land?



- f. In Section 3 the act provides the railroad with more land than what is needed to give it a right of way. Why will this land fronting the railroad tracks be even more valuable than land given to homesteaders at a distance from the railway?
- g. What method of financing the railway does the bill propose in Section 5?
- h. Under what terms is the Central Pacific Railroad Company of California authorized to build a railway headed east? Since the bonds will be awarded based on completed mileage of railway track, which company would ultimately be awarded the most money? How does this set up a competition between the two railways?
- i. The Central Pacific Railroad had to lay track in the mountainous region of the Sierra Nevadas, one of the most difficult endeavors of the entire enterprise. This will obviously take much more time than laying tracks on the flat plains. How does the government plan to compensate the companies for the laying of track over mountainous terrain?

Extensions:

- Place students in pairs.
- Ask one person to play a government official at a land office.
- Ask the second person to play a head of household.
- Then have each pair write and enact a script in which the settler registers for a land grant.

Rationale:

This lesson is intended to strengthen students' abilities to read and extract information from a primary source. This would make a good emergency substitute lesson plan because it doesn't rely on much pre-teaching.

Resources:

Schur, Joan B. "The Transcontinental Railroad." *PBS*, Public Broadcasting Service, www.pbs.org/weta/thewest/lesson_plans/lesson01.htm

Contact Information: veaston6@gmail.com



**The Pacific Railway Act
July 1, 1862**

(U. S. Statutes at Large, Vol. XII, p. 489 ff.) United States, Congress, Vol. XII, pp. 489 ff.

An Act to aid in the Construction of a Railroad and Telegraph Line from the Missouri River to the Pacific Ocean. . . .

Be it enacted, That [names of corporators]; together with five commissioners to be appointed by the Secretary of the Interior... are hereby created and erected into a body corporate... by the name... of "The Union Pacific Railroad Company"... ; and the said corporation is hereby authorized and empowered to lay out, locate, construct, furnish, maintain and enjoy a continuous railroad and telegraph... from a point on the one hundredth meridian of longitude west from Greenwich, between the south margin of the valley of the Republican River and the north margin of the valley of the Platte River, to the western boundary of Nevada Territory, upon the route and terms hereinafter provided...

Sec. 2. That the right of way through the public lands be... granted to said company for the construction of said railroad and telegraph line; and the right... is hereby given to said company to take from the public lands adjacent to the line of said road, earth, stone, timber, and other materials for the construction thereof; said right of way is granted to said railroad to the extent of two hundred feet in width on each side of said railroad when it may pass over the public lands, including all necessary grounds, for stations, buildings, workshops, and depots, machine shops, switches, side tracks, turn tables, and water stations. The United States shall extinguish as rapidly as may be the Indian titles to all lands falling under the operation of this act...

Sec. 3. That there be... granted to the said company, for the purpose of aiding in the construction of said railroad and telegraph line, and to secure the safe and speedy transportation of mails, troops, munitions of war, and public stores thereon, every alternate section of public land, designated by odd numbers, to the amount of five alternate sections per mile on each side of said railroad, on the line thereof, and within the limits of ten miles on each side of said road... Provided that all mineral lands shall be excepted from the operation of this act; but where the same shall contain timber, the timber thereon is hereby granted to said company...

Sec. 5. That for the purposes herein mentioned the Secretary of the Treasury shall... in accordance with the provisions of this act, issue to said company bonds of the United States of one thousand dollars each, payable in thirty years after date, paying six per centum per annum interest... to the amount of sixteen of said bonds per mile for each section of forty miles; and to secure the repayment to the United States... of the amount of said bonds... the issue of said bonds... shall ipso facto constitute a first mortgage on the whole line of the railroad and telegraph...

Sec. 9. That the Leavenworth, Pawnee and Western Railroad Company of Kansas are hereby authorized to construct a railroad and telegraph line... upon the same terms and conditions in all respects as are provided [for construction of the Union Pacific Railroad]... The Central Pacific Railroad Company of California are hereby authorized to construct a railroad and telegraph line from the Pacific coast... to the eastern boundaries of California, upon the same terms and conditions in all respects [as are provided for the Union Pacific Railroad.]

Sec. 10 ...And the Central Pacific Railroad Company of California after completing its road across said State, is authorized to continue the construction of said railroad and telegraph through the Territories of



the United States to the Missouri River... upon the terms and conditions provided in this act in relation to the Union Pacific Railroad Company, until said roads shall meet and connect...

Sec. 11. That for three hundred miles of said road most mountainous and difficult of construction, to wit: one hundred and fifty miles westerly from the eastern base of the Rocky Mountains, and one hundred and fifty miles eastwardly from the western base of the Sierra Nevada mountains... the bonds to be issued to aid in the construction thereof shall be treble the number per mile hereinbefore provided... and between the sections last named of one hundred and fifty miles each, the bonds to be issued to aid in the construction thereof shall be double the number per mile first mentioned...



Introduction to Pullman Porters: Choosing Servility to Staff the Trains

Michelle Braeden, Wasatch Range Writing Project

Summary:

Students will read a general overview of the role of Pullman Porters and why African Americans from the South were chosen to staff the train. Using the article *Choosing Servility to Staff America's Trains*, students will practice reading, writing, and verbal skills answering to answer the essential questions.

Essential Questions:

1. Why did George Pullman choose to staff his sleeping cars with African Americans?
2. How did this reflect views of race during the late 19th century?
3. What impact might this have on African American communities?
4. Use evidence from previous reading and class notes to answer the question.

Objectives:

- Students will understand how the growth of industry changed the United States.
- Assess how transportation, communication, and marketing improvements and innovations transformed American society in the late 19th and early 20th centuries.
- Assess how the growth of industry affected the movement of people into and within the United States.

Context:

United States History II, 11th grade

Materials:

- *Choosing Servility to Staff America's Trains* by Lawrence Tye. (available online)
- Main Idea Chart
- Guided Reading Chart
- Highlighters and/or colored pens to annotate

Procedures and Time:

Procedures	Time Allotted
1. Written Reflection: What do you think the experience riding across country on a passenger train would be like? What would make the ride more pleasant? Who would perform the necessary duties on the trip (dinner service, laundry service, etc.)?	10 min.
2. Discussion: Share reflection responses with tables/ partners. Open the responses to class discussion.	5 min.
3. Reading: Read and annotate the article <i>Choosing Servility to Staff America's Trains</i> by Lawrence Tye. As students are reading they need fill out the reading guide and main idea chart.	15 min.



4. Discussion: In small groups discuss the following: Being a porter provided economic opportunity, yet was fundamentally discriminatory in nature. Discuss this concept citing specific evidence from the reading. Open the responses to class discussion.	15 min.
5. Writing: After group discussions, students must provide a written response to the essential questions. (Unfinished responses will be homework.)	20 min.

Tasks:

Guided Reading Questions

1. What did locomotives symbolize to newly freed African Americans? Explain.
2. What duties did Pullman porters perform?
3. Why did George Pullman hire former slaves as the first Pullman porters?
4. Why were the Pullman porters often referred to as George? Who protested this practice?
5. How was Mary Todd Lincoln partially responsible for making Pullman cars popular?
6. Why were former house servants George Pullman's first choice when hiring porters?
7. Why does the reading suggest that porters had the "best job in his community and the worst on the train?" Do you agree with this assessment? Explain.
8. Being a porter provided an economic opportunity, yet fundamentally was discriminatory in nature. Explain this concept citing specific evidence from the text.

Resources:

Tye, Lawrence. "Choosing Servility To Staff America's Trains." *The Alicia Patterson Foundation*, 5 May 2011, 14:12, www.aliciapatterson.org/stories/choosing-servility-staff-americas-trains.

Contact Information: Braedenm@ogdensd.org



Article: Choosing Servility to Staff America's Trains
By Lawrence Tye

1. He was a black man in a white jacket and sable hat. He only recently had stepped out of the cotton fields, and now was stepping onto one of the locomotives that had symbolized freedom to slave hands like him. He lit the candles that illuminated the passenger carriage, stoked the pot-bellied Baker Heater, and made down the hinged berths that transformed a day coach into an overnight compartment. He was part chambermaid, part butler, shining shoes, nursing hangovers, tempering tempers and performing other tasks that won tips and made him indispensable to the wealthy white travelers who snapped their fingers in the air when they needed him. It was the only traveling he would ever do.
2. That much is known about the first porter to work on George M. Pullman's railroad sleeping cars. What is not known is his name, age, birthplace, date of employment, or just about anything else about him. Historians will say the reason for that is that a fire in Chicago destroyed the early archives of the Pullman Company. But, curiously, it didn't destroy the names of the first two primitive Pullman cars, remodeled day coaches 9 and 19 of the Chicago, Alton & St. Louis Railroad, or the names of the first three paying passengers, all from Bloomington, Illinois. Or even the name of the original conductor, Jonathan L. Barnes, whose life story is preserved in infinite detail.

The first porter, in fact, was not expected to have human proportions, certainly none worthy of documenting. He was a phantom assistant who did not merit the dignity of a name or identity of any sort. That is precisely why George Pullman hired him. This new improved porter was an ex-slave who embodied servility more than humanity, an ever-obliging manservant with an ever-present smile who was there when a jacket needed dusting or a child tending or a beverage refreshing. Few inquired where he came from or wanted to hear about his struggle. In his very anonymity lay his value.

3. And so it was that the polished passengers who rode the plush velvet-appointed night coaches over the first half-century of Pullman Palace Car service summoned him with a simple "porter." The less polite hailed him with "boy" or, more often, "George." The latter appellation was born in the practice of slaves being named after slave masters, or in this case porters being seen as servants of George Pullman. It stuck because it was repeated almost instinctively by successive generations of passengers, especially those below the Mason-Dixon Line, and by journalists. The only ones who protested, at least at first, were other men named George. They were sufficiently upset with the perceived slight that they founded the Society for the Prevention of Calling Sleeping Car Porters George, or SPCSCPG, which eventually claimed 31,000 members including King George V, George Herman "Babe" Ruth, and France's George Clemenceau.
4. Porters, meanwhile, were moved to concoct mythic forefathers in their bid to lay claim to a heritage. Characters like Daddy Joe, a Bunyanesque figure tall enough to pull down upper berths on either side of the aisle at the same time, agile enough to make down the uppers and lowers simultaneously, eloquent enough to talk a band of marauding Redskins into accepting a pile of Pullman blankets in place of passenger scalps, and so appreciated by his riders that his pockets were weighed down with silver and gold. Daddy Joe may or may not have been real, but his stories were retold often enough that he surely reflected porters' aspirations as well as their itch to be acknowledged.



Whether George Pullman ever heard of Daddy Joe, or even knew his passengers were calling his porters "George," is uncertain. What is clear is that the gray-bearded entrepreneur from upstate New York was a titan of timing and a prince of publicity even if he wasn't quite the ingenious inventor that history has crowned him. The Civil War was just ending when Pullman rolled out the most elegant sleeping car he or anyone else had ever designed, appropriately dubbed the Pioneer. Pullman understood that railroads would soon link the urban East Coast with the newly settled West. He knew that passengers on such longer runs were tiring of sitting up all night, or trying to sleep in beds so hard that passengers labeled the experience a waking nightmare and so soiled that men kept their boots on and women never considered climbing in. And he realized that, if travelers could try for themselves his spacious new surroundings, luscious linen and bedding, and smooth-riding paper wheels they would line up to lay out the extra 50 cents for a berth on the Pioneer.

5. Luck, and the Lincolns, created his opportunity. In order to fit its spacious sleeping quarters the Pioneer had been built to dimensions too high and wide to fit under platforms and onto bridges used by railroads of the day. But after President Lincoln's assassination his widow Mary Todd, who had collapsed of exhaustion on the train trip from Washington to Chicago, asked that the Pioneer be attached to the funeral cortege for its final leg to Springfield, Illinois. George delightedly obliged, in the process helping boost his new sleeper in two ways. Workmen labored night and day to raise platforms and widen bridges so the Pioneer could pass. And the publicity surrounding its last-minute addition to the funeral procession ensured that all of America got word, creating a groundswell of demand for the grand new night train and pushing railroad executives nationwide into making whatever changes were needed to handle it.
6. Now that railroads were anxious to pull his sleepers, and passengers were willing to pay, George knew he had to offer the kind of accommodations that would keep both coming back. His models were the finest hostelries and eateries of the day, and he saw that the appeal of both began with their flawless service. But how to bring such service to his novel Hotel on Wheels? Again, President Lincoln pointed the way. Just two years before he had signed the Emancipation Proclamation that created a labor pool of more than 3 million ex-slaves. Legend has it that Lincoln suggested to Pullman that he hire the freed Negroes for his sleepers, but George probably didn't need any pushing. Former house servants were his porter of choice, given their experience in tending to white masters, and the darker-skinned the better to reinforce their otherness. Most came from Alabama and South Carolina, the Old South states where the labor pool seemed biggest and cheapest. And, from the very start, porters not only starred in George's ads promoting his new sleeper service but were one of the features that most clearly distinguished his carriages from those of competitors (although nearly all would eventually follow his lead, hiring Negroes as porters and cooks, waiters and Red Caps).
7. Pullman went on to become the biggest single employer of blacks in America, and the job of Pullman porter was, for most of the 101-year history of the Pullman Company, one of the very best a black man could aspire to, in status and eventually in pay. The porter reigned supreme on George's sleeper cars. But the very definition of their jobs, of their kingdom, roiled in contradictions. The porter was servant as well as host. He had the best job in his community and the worst on the train. He could be trusted with his white passengers' children and their safety, but only for the five days of a cross-country trip. He shared his riders' most private moments but, to most, remained an enigma if not an enemy.
8. George never talked much about how he felt about Negroes, or why he chose freed slaves as porters. But he also never wavered from the practice. Nor did his successor as president of the



Pullman Company, Robert Todd Lincoln, son of the Great Emancipator. It was during the young Lincoln's tenure as chairman that Pullman officials were called before a congressionally chartered commission and questioned about their hiring policies. L.S. Hungerford, the general manager, explained that "the old southern colored man makes the best porter on the car." Asked by the commission chairman why, Hungerford recounted a philosophy that George had made into a mantra decades before: "He is more adapted to waiting on the passengers and gives them better attention and has a better manner." As for where the company recruits them, Hungerford added, "We get mostly house servants."

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Write the main idea of each paragraph in the table provided below:

Paragraph	Main Idea
1	
2	
3	
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6	
7	
8	
Overall Main Idea	



“Instructions to Porters, Attendants, & Bus Boys”

Michelle Braeden, Wasatch Range Writing Project

Summary:

Using Pullman porters as a case study, students will examine the nature of race relations in the United States prior to the Civil Rights movement. Students will examine a primary document of specific instructions given to Pullman Porters in regard to service to primarily white patrons. Students will read, discuss, and write about how Pullman Porters represented an example of the complex nature of race relations in the United States prior to the Civil Rights movement. Students will answer the essential questions, what was expected of Pullman porters? Were the demands issued by *Instructions to Porters, Attendants & Bus Boys* justified? What impact would these demands have on perceptions of race during the first half of the twentieth century? Considering many African Americans in Ogden worked for the Union Pacific railroad, how might this impact views of race locally?

Objectives:

- Students will understand how the growth of industry changed the United States.
- Assess how transportation, communication, marketing improvements, and innovations transformed American society in the late 19th and early 20th centuries.
- Assess how the growth of industry affected the movement of people into and within the United States.

Context:

United States History II, 11th grade

Materials:

- Primary Document: Instructions to Porters and Waiters
- 3.2.1 Activity

Procedures:

Activities	Time Allotted
1. Activity: Students will complete a 3.2.1 activity on material previously covered in lessons one and two (see materials)	10 min.
2. Activity: Students will share their answers with their table. Students will see if anyone at their table can answer the question they have, if not discuss it as a class.	5 min.
3. Reading/Discussion: Jigsaw using <i>Instructions to Porters, Attendants & Bus Boys</i> ; divide the reading into groups based on class size. Students silently read/annotate their assigned passage; when finished have them share their thoughts on interesting passages from the reading with their group.	10 min.



4. Discussion: Students from each group choose a reporter to share three thoughts/interesting passages from the reading with the class.	15 min.
5. Notes: Students listen and take notes on reports from other groups.	15 min.
6. Writing: Free write for ten minutes on what was learned, regarding the experiences of Pullman Porters, cite specific evidence.	10 min.
7. Homework: Write a written reflection answering the essential questions and cite specific examples. Be sure to include a reflection of how this would influence the development of African American communities including Ogden.	N/A

Resources:

“Pullman Porter’s Duties: Instructions to Porters, Attendants, & Bus Boys.” *Historic Rail Park*, 6 Feb. 2012, www.historicrailpark.com/pullman-porters-duties/. Pullman Company

Contact Information: braedenm@ogdensd.org



The Pullman Company

August 1, 1952

Pullman Porter's Duties: Instructions to Porters, Attendants, & Bus Boys

FOREWORD

- Courtesy is an act of kindness, or a duty performed with politeness.
- One who is always courteous merely shows in a natural way his wish to be kind.
- Employees should study how to help all patrons to use the cars so they may enjoy the advantages of all conveniences offered and obtain the maximum benefit therefrom. The first thing to learn what duties are, then the best way to do them quietly and quickly.
- Do things before you are asked, and hard tasks become easy.
- The employee's primary duty is to satisfy passengers, giving special attention to those who are ill or infirm and children traveling alone. Unusual cases should be handled with good judgment.
- When passengers request privileges that cannot lawfully, properly, or safely be granted, they should be politely informed that the request is beyond your authority. Do not resort to the expression "it is against the rules", but explain the matter in such a way as to avoid giving offense.
- The reputation of the service depends as much upon the efficiency of employees and upon the facilities provided by the Company for the comfort of its patrons; it is, therefore, imperative that you be obliging and courteous to passengers, alert to anticipate their wants and diligent and cheerful in executing orders.

The Pullman Company
M. B. OSBURN
Vice President, Operating

SAFETY

Safety is an integral part of our operation, and we are inalterably committed to the safety of our patrons and employees. The practice of safety and the effectiveness of safety measures and safety devices depends upon the cooperation of employees. Safety is not a one-man proposition; it is a responsibility that must be shared by all. The ultimate results, however, depend largely upon the efforts of each individual. Employees must enter and leave railroad premises through designated entrances and exits. Established crossings shall be used where available in coach yards. Do not step on rails when crossing tracks. Boarding or alighting from moving trains and opening vestibule traps or doors while the car is in motion is strictly prohibited.

Instructions regarding the handling of vestibule trap doors, step boxes, tailgates, etc. are designed to prevent injury to employees and passengers, therefore it is extremely important that car service employees operate safely in accordance with these instructions.

The best safety device known is a careful person.

Employees are urged to offer suggestions on safety.

GENERAL INSTRUCTIONS

The Conductor, car owner, and/or operators of the car have jurisdiction over all car service employees on cars in their charge, and are responsible for their performance and for coordination and harmony between all members of the crew.

The porter or attendant is required to wait upon passengers, assist them with their baggage, shine shoes, prepare berths, keep the car, linens, and equipment in orderly and cleanly condition, attend to all other



duties requiring his attention and carry out such instructions as the conductor, car owner, or operators may give him.

DISCIPLINE

The Company requires employees to give the best service possible. Consideration of the passengers' comfort and welfare is the prime requisite. Indifference to passenger's needs and grudgingly or carelessly performed duties serve only to drive away business. The success of the Company depends upon the rendering of the highest type of service by car service employees.

An employee charged with a dereliction of duty or breach of any of the prohibitions or regulations will have full opportunity to explain his actions. A major dereliction of duty will subject the offender to suspension from duty or dismissal. A less serious infraction or failure will result in the issuance of a "caution", "reprimand", or "warning" as the circumstances warrant.

Any of the following derelictions will subject the employee to discipline:

- Transporting, using, or having possession of intoxicants or narcotics of any kind while in service or deadheading, or while on company or railroad property.
- Smoking or chewing tobacco or gum while on duty.
- Using profane or obscene language while on duty.
- Resort to violence of any form.
- Carrying weapons on his person, in his baggage, or in the car.
- Visiting employees in other cars.
- Absence for an extended period from car or train without authorization.
- Sleeping on duty or sprawling on seats.
- Criticism to passengers of any railroad, its personnel, service, cars, equipment, etc.

PERSONAL APPEARANCE

An employee must be clean and in neat appearance, (no sideburns, mustache, or beard), shall wear clean linen and maintain proper body hygiene.

Only the proper uniform designated by the Company may be used. Such uniform must be worn while an employee is on duty, whether in active service or deadheading on cars. All employees must wear black shoes and keep them in clean, polished condition. The employee must wear a clean white shirt and collar, and black or dark blue four-in-hand tie with no figures. Attendants, bus boys, or other employees who wear white coats cut military style shall wear black bow ties. Uniformity of appearance is required. While in service, porters and attendants must keep their coats fully buttoned.

White coats shall not be worn either under or over blue coats. Torn, soiled, ill-fitting coats must not be worn. The white coat shall be worn when performing regular duties inside the car. The same coat used in making up berths shall not be used when serving meals.

Porters and attendants shall wear their uniform caps when receiving or discharging passengers either at terminals or en route whether wearing blue or white uniform coats. The porter or attendant must not wear a uniform cap while inside cars during the day or while preparing or putting away berths, or when serving meals, but may wear it at night after passengers have retired and before passengers arise in the morning. The wearing of any other head covering while on duty is prohibited. Keep the uniform cap in good condition and exercise care to prevent it's being crushed, broken, or otherwise damaged.

DEADHEADING

While deadheading on car, the porter or attendant shall check and put away linen, look after equipment, keep the car clean and use the designated porters section or bed in the smoking room or upper #1 when car has no smoking room. In cars with rooms only, the porter will use an upper berth in a room, hang the curtains and leave the door open.



Deadhead cars are usually placed in the most convenient position for handling and end doors shall remain unlocked to permit train crews to pass through. Should a car be cut out, the porter shall remain with the car until relieved or otherwise instructed. Wrecking tools must not be used for other than the purposes intended.

CARE OF PASSENGERS

Everyone likes to be recognized as a separate and distinct personality- an individual rather than merely part of a group; private car passengers are no exception to this rule. Pullman service was made famous by the individual attention given to each passenger and all employees are expected to uphold the established service standards.

First impressions are often lasting; therefore, it is important that passengers be received in such a manner that they will feel their patronage is appreciated.

Politeness and courtesy are prominent qualifications of a good car service employee and their importance must not be overlooked. Passengers must be given a courteous greeting as they approach the car. The employee who says "Thank you, sir" or "madame" and informs the passenger that he will be glad to be of further assistance has begun to make a friend of himself and the Company.

When loading passengers, the porter or attendant shall station himself at the entrance to his car, facing the direction from which passengers will come. Avoid a poor appearance, such as leaning on cars, hands in pockets, etc.

The employee must call the passenger's attention to all of the berth ventilation controls and to all facilities in rooms, such as individual ventilation controls, folding beds, toilet facilities, etc., and explain their operation. The employee shall also inform the passenger of the club, lounge, observation, or dining facilities available and mention the hours these facilities are available and their location in the train. All employees shall observe regulations of the railroads when lifting transportation or receiving passengers whether on trains, platforms, or in terminals.

At station stops en route, employees must get out on the ground, place step box in position and be ready to assist passengers. In every case, employees shall make sure that passengers being received are on the right car, on the right train.

Three minutes before departure, employees will announce in a distinct but not loud voice, "All aboard, all visitors off please," throughout the car, making certain visitors who may be in rooms as well as those in the body of the car are advised.

Keep vestibule and trap doors closed and latched while train is in motion. They shall also be closed at stations after "All aboard" signal is given before the train starts and not opened until the train stops. When either in the open or closed position, they shall be latched securely.

Always place folding type car steps in full open or full closed position. When partially opened, they project beyond the sides of the car and there is possibility of damage or injury when clearances are restricted. Operate steps only when car is not in motion.

Offer pillows to passengers for their added comfort in sleeping cars during the day, afternoon, and early evening. Pillows must have fresh, clean slips.

When passengers make complaints, the employee shall attempt at once to correct the condition complained of.

Call bell system. Each car is equipped with a call system whereby a bell or chime will sound when a call



button, located in each of the accommodations, washrooms, at end doors, etc. is pushed. The location from where a call is made will be indicated on the annunciator panel. Always be alert to the sound of the call bell and answer call promptly.

The porter when on duty at night, except when attending to other service shall occupy either an end seat or the camp stool so placed as to command a full view of the aisle. He shall not leave his chair except to receive or discharge passengers, or to patrol the car he is guarding.

Occupancy of cars in stations after arrival. Employees shall notify passengers of occupancy privileges where car is parked at station after early morning arrival. Inform passengers of the arrival time and how long they may remain in the car.

Calling Passengers. Calls shall be made by the porter or employee relieving him. If call is for a definite time such as 7:30 a.m., call the passenger at that time, regardless of whether the train is delayed. If call is for a certain amount of time before arrival, call the passenger the specified amount of time before arrival, making allowances for train delay. When calling passengers, the porter must not under any circumstances part berth curtains, or under any circumstances place hands inside berth curtains.

Awaken passengers in rooms by use of the door buzzer or door knocker. In all cases employees shall explain to room passengers before they retire that answer to call may be made by pressing call button or knocking on the door. Employees, at an opportune time, shall always make polite inquiry of passengers as to how they rested.

- Porters or attendants shall locate passengers at least 10 minutes before arrival at destination.
- Porters or attendants shall look through cars in their charge at the end of trip to make sure that all passengers are off and that lost property cared for.

CARE OF EQUIPMENT AND SUPPLIES

The clean linen locker is to contain clean linen and supplies for passengers' use, such as drinking cups, paper towels, etc. Small articles of equipment such as window jack, screen hook, ventilator stick, fly swatter, etc., are carried on the lower shelf. Dust cloths are carried on the bottom of the clean linen locker. The supply drawer in the clean linen locker contains cake soap, extra fuses, matches, berth key, screw drivers, etc. A linen bag to contain soiled towels only may be kept on the floor of this locker. The clean linen locker door must be kept closed at all times except when necessary to secure linen or other supplies.

The soiled linen locker is to contain soiled linen.

The equipment locker is to contain upper berth ladder, broom, mop and wringer bucket, ice buckets, porter camp stool, etc.

The electrical locker contains electrical apparatus and must not be used for storage of equipment of any kind, including train line and call-bell connectors. Air conditioning and draining instruction cards are carried in holders on the inside of the electrical locker door.

Place clean linen in locker arranged so that linen remaining from the previous trip is used first. Clean linen shall be piled neatly in the locker. Linen must be only used for the purpose intended and not used for wiping floors, hand railings, shoes, etc. While en route, only sufficient linen to prepare a room shall be taken from the locker at one time.



Employees must always take precautions necessary to protect linen from theft. Before leaving the car, be sure that all linen is in the lockers, and that locker doors are shut and locked.

A liberal supply of linen towels shall be kept in racks provided for in general washrooms. Do not put out towels too far in advance of receiving time. Unused clean towels should be returned to the clean linen locker immediately after all passengers are discharged. When setting up the car, 6 towels shall be placed in the shower room. They are to be folded triangularly and spread out in stacks of two or three as shelf space permits. Porters shall frequently check to see that an adequate supply of towels is maintained. In private room accommodations the setup of towels is as follows:

rooms having only one bed.....	4 towels
rooms having two beds.....	6 towels
rooms having three beds.....	8 towels
master room.....	6 towels

plus 2 large and 2 small bath towels.

In rooms having overhead towel racks or shelves, towels shall be folded triangularly and placed with the point to the front. In rooms having toilet cabinets or recessed shelves, towels shall be folded into a square and placed in stacks of two or three, spaced evenly on shelves in an orderly manner. During the day, the porter or attendant must check to see that the supply of clean towels is maintained in room accommodations. Used towels left by passengers on hooks, shelves, or in cabinets in rooms shall not be removed unless they are noticeably soiled.

Coat hangers are supplied to room accommodations on the following basis:

rooms having one bed.....	2 coat hangers
rooms having two beds.....	4 coat hangers
rooms having three beds.....	6 coat hangers
master rooms.....	6 coat hangers

The appropriate number of coat hangers shall be supplied to each room prior to the reception of passengers and returned to their proper storage place on the shelf in the soiled linen locker at the end of the trip after passengers have been discharged. Hangers swinging free from rods in wardrobe lockers or from hooks on walls of room accommodations cause considerable noise and are an extreme annoyance to passengers. In addition, hangers swinging free from hooks on walls result in damage to the finish. In order to avoid complaints, employees shall remove coat hangers from vacant room accommodations after departure from terminals and return them to their proper storage place.

Dispensers shall be supplied with paper towels, drinking cups, matches, etc. before the reception of passengers. Wrapped cake soap is to be furnished in room accommodations.

Quiet signs shall be hung between the hours of 9:00 p.m. and 7:00 a.m. on fasteners provided at each end of the car on partition facing the end door or in the hallway.

“Have you forgotten any personal property?” sign which is the reverse of the Quiet Sign is displayed on partitions at each end of the aisle during the day time only, but shall not be hung until the departure of the train from terminal.

Display Dining car sign when restaurant or dining car is open for service. This sign which reads: “Dining car in opposite direction,” shall be hung at the end of the aisle farthest from the diner and replaces the



“Personal Property” sign at that end of the aisle. Do not display this sign when the dining car is not open for service.

Name card shall be displayed by porters and attendants in the holder which is usually located on the door to the electrical locker or in the hallway.

Connecting doors between rooms must be locked by key, and the sliding bolt on each door placed in the locked position before reception of passengers. Sliding or folding partitions between rooms shall also be securely bolted and locked prior to reception of passengers. If rooms are to be used en suite, place the sliding or folding partitions in the open position prior to the reception of passengers, except when otherwise indicated.

Doors to vacant rooms shall be kept open. At night or early in the morning while berths are being made up or put away, passengers may be permitted to sit in vacant rooms; in such instances doors are to remain open.

Adjustable seats shall be placed in the “First Position” for reception of passengers. The porter must explain to the passenger how the seat may be adjusted to a more reclining position and make such an adjustment, if requested. Tables shall be furnished to passengers upon request and must be wiped clean on both sides, using a wet cloth if necessary, before being placed in position

Window shades in sleeping cars shall be raised to a uniform height in the daytime and fully drawn at night. During daylight hours, place window shades in passageways of all cars approximately 12 inches from the top. Window shades of passageways must not be left in such a position that passengers taking hold of window handrail, strike the thumb piece of the shade with their hands. In hot weather, shades on the sunny side of the car may be pulled all the way down.

Place the step box for use by passengers when the distance from the lower step of the car to the station platform or ground is 12 inches or more. The step box shall be carried; never thrown or dropped into position. When placed for use it shall extend endwise from the car steps and rest evenly and firmly with car identification or insignia facing out.

Keep vestibules clean at all times. Hand railings and underside of trap doors are to be wiped with the dust cloth immediately before receiving/and discharging passengers. Carefully sweep dust and debris through openings over buffers or off the vestibule at station stops. Vestibules must not be mopped during freezing weather.

PREPARING AND PUTTING AWAY OF BERTHS

Berths, sections, and rooms which have been sold in cars leaving at a late hour at night shall be ready at receiving time so that passengers may retire without delay.

When preparing berths and rooms in advance of reception of passengers, porters are permitted to use production methods in arranging seat cushions, placing all mattresses, distributing linen, etc., in order to save time. When making down car in service, one section or room shall be completed before starting makedown of another. Handling of berth and loose equipment must, in all cases, be done in a quiet and careful manner to avoid damaging equipment and annoying passengers.

Berths will be prepared en route only after obtaining passenger’s permission and must not put away without permission from passengers, or until they have taken possession of their effects placed therein.

Any property left in berths shall be returned to the passenger before putting berth away.

Beds shall be made with the heads towards the engine except as follows:

The head of the folding wall type berths, double pivot and elevator type upper berths is made at the



reading light end. Sofa type rooms will be made with the head away from the window. Employees will comply with all special requests of passengers who desire beds prepared with the head in opposite direction from customary practice.

Porters shall use the small step ladder in preparing berths and are prohibited from standing on seat cushions, mattresses, or seat arms.

When breaking down berths, the porter shall carefully fasten all the mechanical attachments and safety devices which are provided for holding beds firmly in position. These include upper berth safety support rods or bars, safety guards, safety curtains, safety straps, hold down latches, folding legs, and ladder attachments. In the event bed is operated by passenger, porter must explain operation of the bed, safety features, etc.

Pillows shall be fluffed by striking smartly several times with the open hands before placing on beds. After applying slip, smooth out by forcing pillow into corners of slip. When placing pillows in slips, do not hold slip or pillow with teeth or chin. Do not permit use of pillow without slip. Blankets. If applicable, chocolate colored blankets are to be spread on beds with the dark side uppermost and "PULLMAN" insignia at head. Cedar blankets and others having Pullman, Railroad, or Train insignia in center shall be spread with insignia facing foot of berth.

One blanket is to be spread and one extra blanket furnished throughout the year on all air-conditioned cars. Extra blanket is to be rolled on all open beds, and folded on passenger operated roomette-type folding beds.

In double bedrooms having convertible sofa and flat upper berth front.

MAKE DOWN OF LOWER BERTH

1. Spread first sheet tightly over mattress and tuck securely all around.
2. Spread second sheet with front edge hanging 16 inches or even with bottom of seat cushion. Smooth out to the four corners of the berth. Fold back 6 inches across head until edge of fold is even with end of mattress.
3. Make a pleat in second sheet across foot by grasping sheet at corners of mattress and folding it back on top of bed, tucking end of sheet under mattress. If sheet is too short, make pleat but do not tuck under, do not tuck but push sheet loosely between end of mattress and bed box. Tuck sheet under corners and along back of bed.
4. Spread blanket with front edge hanging 1 inch above edge of second sheet, blanket at head to be even with end of mattress. Smooth out to four corners of berth. Make a 4 inch pleat in blanket across foot of bed by grasping blanket at corners, lifting and doubling it back over top of bed, then tucking surplus under end of mattress. Tuck corners under smoothly to avoid lumping under mattress, and fold pleat back neatly over end of mattress. Tuck blanket under at back from center of berth to foot.
5. Turn back the 6 inch fold of second sheet over end of blanket at head, then make large fold straight across head of bed with the lower edge even with the door frame nearest head of bed. Smooth out along fold and tuck under along back of bed.
6. Spread out second blanket to all four corners. Tuck back edge under mattress. Roll blanket towards rear of berth neatly.
7. Tuck bedding under mattress at front loosely but sufficiently to hold bed together when closed into the day position.
8. Pillows are placed across head of bed, one in front of the other, open ends of slip to back of bed.



MAKEDOWN OF UPPER BERTH

1. Pull mattress out so that it overhangs edge of berth about 12 inches. Spread first sheet over mattress, letting sheet hang about 12 inches below edge of mattress at front, back of sheet to lie out on bottom of berth. Tuck sheet under mattress at head and foot.
2. Spread second sheet same as first. Fold back 6 inches of sheet across head and shift the sheet toward head so edge of fold is even with end of mattress. Make a pleat across foot of bed by grasping sheet at corners of mattress, folding it back over top of mattress, and tucking end of sheet under mattress.
3. Spread blanket with head end even with mattress and front edge hanging down 1 inch above edge of sheets. Make a 4 inch pleat across foot of bed same as in second sheet, tucking end of blanket under mattress. Turn the pleat down neatly over end of mattress.
4. Fold the 6 inch surplus of second sheet down over blanket across head; make a large fold of second sheet and blanket down from head about 12 inches or even with lower berth seat arm. Make a triangular fold with the folded edge in center of bed; then fold the triangle back once on itself to make a triangle half the size. Spread and roll extra blanket to the back edge of the mattress.
5. Using the porter's ladder, place hands underneath mattress, shift mattress and bedding back into bunk, lifting mattress at the back while doing so, in order that the sheets and blanket will tuck under back. Tuck bedding loosely along front of bed. Place pillows in far corner at head, one pillow standing in front on the other, open ends of slips in corner.

PUTTING AWAY BERTHS

1. In rooms equipped with short upper berth ladder, place the ladder on floor under sofa.
2. Fold each upper berth blanket once crosswise, spread over upper berth with folds to the back, and tuck the surplus under mattress in the front.
3. Release berth support bars or rods and fold them back into berth.
4. Fold each lower blanket once crosswise and spread over berth with folds to the back, and the surplus folded back on top.
5. Place the four pillows in upper on top of blankets with ends of pillows back against the partition, closing the berth securely to engage berth locks.

In lengthwise bedrooms having straight-lift elevator type upper berth.

The lower and upper berths are prepared in the same manner as the double bedroom berths.

To place elevator-type upper berth into night time position, unlock and pull bed straight down to engage in hold-down locks on walls. Place safety rod at foot of berth into the lock mounted to the bedroom ceiling. When putting this type of berth away, lay safety guard over top of mattress, with the hooks downwards. Fold the two upper berth blankets into squares, and place on top of ladder. One at the head and the other at the foot. Place the two pillows lengthwise on bed toward the back and raise bed to ceiling.

This handbook has been adapted from the 1956 version of the Pullman Company's "Instructions to Porters, Attendants, and Bus Boys". It has been edited to apply more effectively to service employees working on today's private cars. This handbook should be used as a reference guide, and was not created with the intentions of making it an absolute rulebook. The material contained within these pages reflects the commitment and dedication of the Pullman Company towards unmatched quality of service and hospitality. These are the same attitudes that should be displayed by private car service employees. The success and popularity of private railcar travel is based on quality of service and the luxury of individual attention which is given to first class travelers. Travelers who go by private railcar, expect service which is a step above that of the common carriers of airline and railroad travel. Private car service employees must be ready to provide such service to all passengers and clients. Every car owner has their own expectations as to what type of service should be performed on their car.



Each trip has its own set of unusual circumstances and invariably questions will arise which cannot be answered by the material covered in this document. You must do your best to deal with each situation as it arises. Use your best judgement when these situations come up. If the car owner or operators are available, do not hesitate to ask for advice. As an employee, you represent not only the owners of the car but their clients as well. You must do your best to make a favorable and lasting impression on their clients.



3-2-1 Reflection on Race and the Railroad (based on previous readings and discussion)

3 things you have learned so far:

2 concepts you found the most interesting:

1 question you still have:



**“Ogden Junction City of the West”
Documentary and Pullman Advertising**
Michelle Braeden, Wasatch Range Writing Project

Summary:

Students will examine and discuss primary document *Go Pullman for “The Heart of Town” Convenience*. Students will use this document to discover how society viewed roles based on race and social class. Students will examine and discuss primary document *Go Pullman for “The Heart of Town” Convenience*. Students will write a written response on what they can learn about race and social class during the first half of the twentieth century. Students will answer the essential question, how did passenger’s experience differ based on race and social class? How can advertisements be used as primary documents to determine society’s norms and values?

Objectives:

- Students will understand how the growth of industry changed the United States.
- Assess how transportation, communication, and marketing improvements and innovations transformed American society in the late 19th and early 20th centuries.
- Assess how the growth of industry affected the movement of people into and within the United States.

Context:

United States History II, 11th grade

Materials:

- **Documentary Clip** “Ogden's 25th Street Porters and Waiters Club”
- Primary document, *Go Pullman for “The Heart of Town” Convenience* brochure.

Procedures and Time Span:

Activities	Time Allotted
8. Video Clip: Watch and take notes on video clip “Ogden's 25th Street Porters and Waiters Club” from the documentary <i>Ogden, Junction City of the West</i> . (link provided in resources section)	10 min.
9. Writing: Describe how the documentary covered the following topics: segregation, adaption to segregation, Porters and Waiters Club, Jazz, railroads, and Ogden’s African American community.	15 min.
10. Activity: Analyze the advertisement <i>Go Pullman for “The Heart of Town” Convenience</i> brochure. (link provided in resources section) In groups or individually students should examine each document to discover the experience Pullman cars sought to provide. Guided questions will help generate discussions.	15 min.



11. Writing: Reflect on the following questions: a. How did the experience of passengers on the train differ? Include how they differed among race and social class, cite specific evidence. b. What can you learn about train travel and race using the primary document: <i>Go Pullman for "The Heart of Town" Convenience?</i>	20 min
12. Homework: Answer the essential questions. When answering the essential question, " How can advertisements be used as primary documents to determine society's norms and values? " reflect on how advertisements can be used as primary documents. Also, include an advertisement that you believe reflects society's norms and values.	N/A

Resources:

Goekeritz, Issac, director. *Ogden Junction City of the West*. YouTube, YouTube, 4 Nov. 2010, www.youtube.com/watch?v=7BdpsheqLo0.

Pullman. "Go Pullman for 'Heart of Town' Convenience."

Link to PDF:



Pullman Advertising Heart of town convenience (3).pdf

Contact Information: braedenm@ogdensd.org



Primary Source Guide for: *Go Pullman for “The Heart of Town” Convenience*

Page Number	Questions
1.	<ul style="list-style-type: none">• What does the following slogan mean: Go Pullman for “The Heart of Town” Convenience?• Who is providing services on the train?
2.	<ul style="list-style-type: none">• Describe the suggested advantage in traveling during each season.
3.	<ul style="list-style-type: none">• What are the different sleeping accommodations available? Do you think they vary a lot in price?
4. – 5.	<ul style="list-style-type: none">• Describe “personal” services available?• Who is conducting these services?
6. – 11.	<ul style="list-style-type: none">• Describe the accommodations available in the Double Bedroom• How can the accommodations be modified?• Why does the Pullman Company advertise this option to families?• What services does the porter provide?
12. – 13.	<ul style="list-style-type: none">• Describe the accommodations available in the Compartment
14.	<ul style="list-style-type: none">• Describe the accommodations available in the Drawing Room
15.	<ul style="list-style-type: none">• Describe the accommodations available in the Duplex Single – Room
16. – 17.	<ul style="list-style-type: none">• Describe the accommodations available in the Roomette
18.	<ul style="list-style-type: none">• Describe the accommodations available in the Duplex – Roomette
19.	<ul style="list-style-type: none">• Describe the accommodations available in the Section
20.	<ul style="list-style-type: none">• Describe the accommodations available in the Upper/ Lower Berth
21.	<ul style="list-style-type: none">• How are the men and women’s dressing rooms similar/ different?
22.	<ul style="list-style-type: none">• Describe the Lounge Car
23.	<ul style="list-style-type: none">• What experience does the Pullman Company try to provide?
24.	<ul style="list-style-type: none">• How are African Americans portrayed throughout the advertisement? Give specific examples.



“Pullman Porters: *The Work of a Pullman Porter*”
Michelle Braeden, Wasatch Range Writing Project

Summary:

Students will read and discuss an article describing the work of a Pullman porter. They will compare the reading to a local primary document that describes regulations and instructions issued to railroad employees. They will discover the role and responsibilities of porters as well as the hardships they faced on a national and local level. Using an article and a local primary document, students will read, write, and discuss the work of a Pullman porter. They will discover the role and responsibilities of porters as well as the hardships they faced.

Objectives:

- Students will understand how the growth of industry changed the United States.
- Students will assess how transportation, communication, and marketing improvements and innovations transformed American society in the late 19th and early 20th centuries.
- Students will assess how the growth of industry affected the movement of people into and within the United States.

Context:

United States History II, 11th grade

Materials:

- Copy of the Regulations and Instructions for Pullman Porters
- Guided Reading
- Article: *The Work of Pullman Porters*

Procedures & Time Span:

Activities	Time Allotted
13. Homework: Read and annotate <i>The Work of Pullman Porters</i> .	N/A
14. Activity: In class students will complete the review questions and main idea chart that accompany the reading.	20 min.
15. Reading: Read and annotate primary document <i>Regulations and Instructions</i> issued by the Union Pacific Office Manager, Ogden Utah (giving a local perspective, see page ten of the document)	20 min.
16. Activity: Compare and contrast instructions in the document <i>Regulations and Instructions</i> to the article <i>The Work of Pullman Porters</i> . Are the instructions in the local document similar or different to instructions cited in <i>The Work of Pullman Porters</i> ? How did instructions to white employees differ from Black employees?	15 min.



17. Writing: In a written reflection, answer the essential question(s)	15 min.
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Tasks:

Guided Reading Questions: *The Work of a Pullman Porter*

1. What work was involved making the beds on a train?
2. According to retired porter Robert E. Turner, what were some of the challenges porters faced when deciding the right time to make the beds?
3. Describe the opposing viewpoints of porter service described by passengers in paragraph three.
4. Describe how porters spent their evenings.
5. What were some of the different passengers a porter might encounter?
6. Describe the many duties of the Pullman porters.
7. What work was conducted in the smoking room?
8. Describe the sleeping conditions for a Pullman porter. Do you think porters got very much sleep? Explain.
9. Why do you think porters continued to work under harsh circumstances?
10. How did the experience between white and black passengers on the train differ? Explain.

Resources:

Tye, Lawrence. "The Work of a Pullman Porter." *Alicia Patterson Foundation*, Last Modified 19 Nov. 2016, 14:01, www.aliciapatterson.org/stories/work-pullman-porter.

Office of Manager, Dining Car & Hotel Department. *Regulations and Instructions: Dining Car Service*. Ogden, UT. Union Pacific Railroad Company, 1922. Print.



Regulations and Instructions.pdf

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The Work of a Pullman Porter

Lawrence Tye

1. A Pullman porter was, before anything, a man who made beds. Or, as they said, made down beds, since the most taxing part was popping the upper berth from the ceiling. The lower was formed by folding down opposing seats, fastening curtains, affixing the headboard, and adding blankets, pillows and linen. An experienced porter could do all that in three to five minutes; some claimed to finish in just 90 seconds, with their hands working independently of their toil worn bodies. Which would be handy since they had to do it dozens more times a night.

The biggest worry was not the bed-making itself, but when to do it, as retired porter Robert E. Turner recalled: "A wise porter will begin making some of his beds just as soon as some of his passengers begin going to the dining car for supper. If he has a heavy load, sometimes he may be lucky, and his passengers may be in good humor and ready to go to bed. Then again he finds one ready for a fight, and if the porter can keep his teeth in sight he may win them over to his side or at least be able to feel that the passenger will forget the whole matter. Several uppers may want to go to bed before the lowers are ready, and they keep looking at the porter, wondering why he doesn't make their beds down so they can go to bed. They feel that the porter should ask the lowers to vacate their seats so that the porter can make their uppers."

2. Most passengers were indifferent to how or when their bed was readied as long as it was, although some who paid attention were impressed. "It was a very strange sight to watch these darkies at their bed-making," British patrician William Hardman wrote in 1883 of his trip on a Pullman sleeper. "Their rapidity and dexterity were marvelous. Their civility and attention too, were beyond all praise." Not all British back then held America's master bed-maker in such esteem. "The porter service is very imperfect and unhealthy," *The Independent* newspaper wrote in 1883. "Generally the porter is a man who does not take a bath. His mode of living is irregular. He covers up dirty garments."
3. Once beds were made and passengers climbed in, a new preoccupation set in: keeping them there for the night. They might yen for a drink, or need to empty their bladder. The car could seem oppressively warm, no surprise with windows shuttered and the Dixie-born porter wanting to stay toasty while keeping watch, or too chilly, generally a function of the passenger's age. Sometimes it was just the novelty of having a servant a call bell away, which stoked an urge to ring. A porter's night was spent shuttling between berths, setting up a ladder so the cherub in Upper Seven could climb down after a bad dream, adjusting the heat for the octogenarian in Lower Two, and answering endless inquiries – "What time is it, porter?" "How long before we pull in to Wichita?" – for the restless sleeper in Upper Eleven.
4. Nocturnal fidgeting was so much part of life on a sleeper that porters and conductors penned names for passenger types. There was the Chronic Kicker, who never settled in or took his finger off the bell. Captain Smorker, who alternated between picking his teeth with a pocket knife and wiping his oversized brow with a handkerchief retrieved from his hat. Best of all were the Farmer and his Wife. They took an hour to corkscrew their corpulent carcasses into bed and replace street clothes with nightshirt and cap. During the night they would snake their way back from the toilet down corridors echoing with midnight snores, often ending up in a stranger's berth. Their ultimate fate was to join mothers-in-law, country cousins and the Saturday night bath as peerless prototypes for funny papers and burlesque shows.



5. Berth attendant was one among many hats the Pullman porter wore. He was official greeter, helping passengers climb aboard and lugging up their baggage, then doing the reverse when they left. He was a chambermaid, endlessly dusting cinders from window ledges and seats, always with a wet cloth to keep embers down, then using mop and whisk-broom to sweep grime off washrooms, passageways and platforms. Spittoons had to be polished, ladies' hats boxed, letters mailed and telegrams wired, heaters stoked, lights lit and extinguished, Quiet signs posted then removed, card tables set up and broken down, and coolers stocked with ice. In the old days a porter helped the crew load wood for the engine, and sometimes had to traipse into the forest to find it; later he kept the air conditioner humming. He served food and drinks on dining and hotel cars, and sold cigarettes, candy and playing cards everywhere Pullmans ran.
6. How could a porter keep track of all that needed doing, and do it? Only one way, according to an instruction book from 1888. The conductor must be constantly on the lookout for "any disorder whatever in the car," at which point he should "call the attention of the Porter to the improper condition of things." The porter, meanwhile, "should be almost constantly on his feet and working upon the car."

A Pullman porter also did everything a health inspector or doctor would have, without being sworn in, trained, or protected against illness. He tried to keep off anyone with smallpox, yellow fever, cholera, typhus or the plague; people with other infectious diseases could ride, but only in later years, in a private compartment, and the room had to be fumigated afterwards. He tended the sick and invalid, wet nursed newborns, babysat toddlers, and was midwife to premature moms. All available 24 hours a day, just like in a hospital. Eradicating expectorating was inconceivable, but the porter urged men to aim for one of the spittoons situated at strategic intervals and pleaded with riders of both sexes to forswear flushing until the train left the station.

"They didn't want toilets flushed onto the platform," recalls Kenneth Judy, who went to work as a porter shortly before World War II. "Toilets just flushed on the railroad tracks, you know. People would smoke cigars and put them in the cuspidors and we'd empty those into the toilet. We'd flush when the train was running and when it hit the roadbed it would just fly all over everywhere. Same with everything you put in the toilet. Like I say, that was really a steadfast rule: when you were coming into a station you had to keep your vestibule closed so no one would use the toilet."

7. The porter's true home on the train was the smoking room, and that is where he best earned his title as World's Most Perfect Servant. Shoes were shined there every night – only black and tan ones, not white, and only one pair at a time the rulebook said, to avoid mix-ups. Pants and jackets were pressed. And since the smoking room doubled as a men's bathroom, toilets, wash bowls and dental lavatory needed to be scrubbed, mirrors polished, soap dispensers filled, and towels replaced. Then it all had to be done again. The Louisville Medical Journal was impressed enough to write that hygiene in a Pullman sleeper was better than in nine of 10 American homes.
8. For most of the Pullman years the porter did one more thing in the smoking room: sleep, or at least try to, on a sofa behind a thin black curtain. It was not easy, on a wafer-thin mattress, with passengers in and out using toilets and cuspidors. Or stopping by to light up cigar or cigarette, maybe staying for a card game and story-telling that could go on 'til dawn. The smoker had long been the most social of rooms in gentlemen's clubs, a place to catch up and cool down, and that custom thrived on George Pullman's sleepers. Few noticed the Negro porter trying to sleep behind the screen. Few who did cared. And the company rulebook mandated that "under no circumstances will porter request passengers to vacate smoking-room so that he may retire," although it did let conductors assign him



an empty upper in special circumstances and it reserved the cramped Upper No. 1 berth for him on tourist cars which had no smokers.

9. But porters crafted a custom of their own to reclaim their bedroom: politely ask everyone to leave the smoking car, explaining you had to clean up and go off duty. "If they didn't go," explains retired porter Leroy Graham, "I would come in there with some formaldehyde on the mop. You couldn't stand it, it burned your eyes and choked you almost."

10. Dodges like those did defy George Pullman's rulebook, but mainly at the edges. "A trainman should, and does, depend more on his judgment than on any set of rules," wrote pioneering black filmmaker and former porter Oscar Micheaux. "And [he] permits the rule to be stretched now and then to fit circumstances." A good trainman, or porter, also learned that dexterity, physical and mental, was critical to surviving on the rails. So was the recognition that no matter how taxing the work, it was easier than their fathers' as slave hands and their neighbors' in the fields or factories. A sense of humor helped, too, along with an ability to read passengers' personalities and plenty of patience. "You just gotta haul folks as they come," said retired porter M. Kincade of St. Louis. "Some's good, some's bad, some's nice and some's crabby."

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