Summary: Placed on the National Register of Historic Places in 1998, the Otis House at Fairview-Riverside State park provides an excellent opportunity for students to examine local history and gain a glimpse of life during a period of major industrial and cultural change.

Grade Level: 4 These lesson plans feature primary documents, maps, and activities designed to meet grade level expectations and reinforce the guided student tour of the Otis House.

Guided tours of the Otis House are free to registered school groups. Call 985-792-4652 to schedule a tour.

Prepared by Ann Durel, Interpretive Ranger III

Contents

Overview and Photographs 2-5
Lesson Plan Descriptions and Grade Level Expectations 6
Lesson 1 Faded Sawmill Towns: Jayville and Houltonville 7-13
Lesson 2 Searching the Census: Industry and Employment 14-22
Lesson 3 Skidder Camps and Queen Anne Homes 23-30
Lesson 4 Household Work and Play 1885-1935 31-37
Lesson 5 Excursions and Sojourns 38-43
Appendix and Bibliography 44-46

Otis House Museum
Fairview-Riverside State Park
119 Fairview Drive
Madisonville, LA 70447
Phone 985-792-4652
Fax 985-845-4010
www.lastateparks.com
Tuesday-Saturday - 9:00a.m.-5:00p.m.
Close your eyes and imagine standing under a moss-draped Live Oak along the Tchefuncte River during the late 1800s. Listen for steam whistles, clanking chains, creaking buggy wheels, children playing, and church bells of a bustling sawmill community known as Jayville.

The Otis House, built as a family home in 1885 by sawmill owner W. T. Jay, is the final remnant of that community. The two-story Queen Anne structure features 12’ ceilings, eight fireplaces, heart pine flooring and many unique artifacts.

In 1895, Jay secured rights-of-way from property owners west of the Tchefuncte River for construction of a railroad line to transport timber from St. Tammany and Tangipahoa Parish pine forests. The Dummy Line Railway continued to transport fresh cut logs when brothers Charles and William Houlton purchased the Jay holdings in 1906. Jayville became Houltonville and the population grew to support a one-room schoolhouse, two churches, a U.S. post office, and the Houlton-Johnston Co. general store.

The seemingly endless forests of timber encouraged intense logging, stripping forests with little thought of reforestation. As the sawmill industry declined, the Houltonville sawmill, general store, and post office faced closure. Sawm mill workers then sought other employment while the entire country coped with effects of the Great Depression.

When Frank Otis purchased the Houlton property in 1936, little evidence of the sawmill industry existed. As owner of the world’s largest mahogany manufacturing company located in New Orleans, Otis possessed first hand knowledge of the timber industry and the means to obtain the property.

At his death in 1962, Otis bequeathed the house and its contents to the State of Louisiana. Sounds of the old sawmill are gone, replaced with the constant rumble of highway traffic. But, one may still hear children playing on the grounds, and on occasion, church bells ringing in the distance.
Members of the Jay family on the porch.

Floating logs ready for processing at the Jay sawmill.

Dummy Line Railroad c.1890
Madisonville to Uneedus

Houlton and Johnston Store, Houltonville c.1905
<table>
<thead>
<tr>
<th>Lessons</th>
<th>Content</th>
<th>CCSS and GLE Standards and Benchmarks</th>
</tr>
</thead>
</table>
| **Lesson 1** | **Faded Towns: Jayville and Houltonville, LA** | The relationship between industrial activity, natural resources, geographic features and the impact of industrial activity in community development and change is examined. Students will study varied maps to recognize community change over time. | Grade 4  
G-1A-E1, G-1A-E2, G-1B-E1  
G-1B-E3, G-1C-E2  
G-1D-E4, E-1A-E1  
H-1A-E3, H-1A-E2  
H-1C-E1, H-1C-E3  
G-1C-E3  
CCSS. ELA-Literacy W.4.1  
CCSS.ELA-Literacy.RI.4.7 |
| **Lesson 2** | **Searching the Census: Families and Occupations** | Students will study primary records to discover changes in predominate occupations, and demographics of the Jayville/Houltonville population between 1900 and 1930. Activities include conducting a census of school classes. | Grade 4  
G-1C-E3, G-1C-E5  
H-1A-E1  
CCSS. ELA-Literacy.W.4.7 |
| **Lesson 3** | **Skidder Camps & Queen Anne Homes** | Life of the laborer and the merchant is contrasted, including work environment and housing. Features of Queen Anne architecture are examined and the National Register of Historic Places is defined. | Grade 4  
G-1D-E1, G-1D-E4  
E-1A-E3, E-1A-E7  
E-1A-E6, E-1A-M8  
CCSS.ELA-Literacy.W.4.2a  
CCSS.ELA-Literacy.W.4.2d  
CCSS Literacy W.4.3 |
| **Lesson 4** | **Household Work and Play 1885-1935** | Studying primary sources, students will compare family roles, cultural customs, the daily routine to maintain a late 1900s household, and changes that new technology offered by the 1930s. | Grade 4  
H-1A-E1, H-1A-E2  
H-1A-E3, H-1B-E1  
CCSS. ELA. Literacy W.4.1.D  
CCSS ELA Literacy RI.4.5  
CCSS ELA Literacy RI.4.9 |
| **Lesson 5** | **Excursions and Sojourns: Getting from Here to There** | Modes of transportation, routes, and time schedules for travel between the Northshore and New Orleans during the early 1900s is compared to travel today. | Grade 4  
G-1A-E1, G-1C-E2  
H-1A-E3, H-1B-E2, H-1C-E1  
CCSS.ELA.Literacy W.4.1b |
Lesson 1

Faded Towns: Jayville and Houltonville

Share the information on pages 2-5 with students to prepare for lesson one.

Student Objectives:
* To recognize the importance of natural resources and geography in the establishment of towns.
* To identify, read, and learn the use of varied maps.
* To locate and identify natural and man-made features on maps.
* To describe change over time by map comparison.
* To describe and locate features discovered by archaeological investigation.

Materials:
* United States map
* Louisiana parishes map A
* United States Geological Survey maps B,C - Madisonville/Houltonville
* Legend for USGS maps B and C
* Map Study Activity-page 12
* Archaeologist map D
* Small magnifying lenses

Lesson Content:
1. Provide a U.S. map to indicate eastern and Great Lakes areas of logging operations and explain that depletion of timber during the 1800s encouraged lumbermen to migrate toward southern forests rich with yellow pine. Emphasize that steam power and railroad lines accelerated logging activity.

2. Have students examine Map A to locate St. Tammany Parish, Tangipahoa Parish, and Lake Pontchartrain. Explain that timber lands in the western area of St. Tammany near the Tchefuncte River and the southern portion of Tangipahoa Parish contributed to the establishment of communities such as Jaysville and Houltonville that no longer exists.

3. Share the early history of the Jay sawmill and subsequent purchase by the Houltons. Distribute or display images of Houltonville establishments to familiarize students with its features.

4. Distribute map B to students and identify the type of map as a U.S. Geological Survey topographic map (US Topo) that includes contours to illustrate elevations and symbols to represent streets, buildings, waterways, and other features. With the map legend students will locate features to complete the map study activity.

5. Distribute map C for students to locate the same features and recognize a changing landscape.

6. Map D by Archaeologist Allen Saltus illustrates lost structures of Houltonville and the surrounding area.

7. Have students examine a current map to locate Dummy Line Road at Madisonville, the former railroad bed that extended to timber lands in Uneedus. Emphasize the students’ place in history with ongoing landscape changes brought with new roads, homes, and businesses.
MAP A – LOUISIANA PARISHES

http://www.hearthstonelegacy.com/louisiana-parishes-map.htm
Find original clear maps at nationalmap.gov/historical/
Click on Historical Topographic Map Collection at the bottom of the page
In search box: Louisiana, All scales, Covington, Historical to find above 1935 map that features Madisonville and Houltonville.
Note: Otis House and railroad tracks on the west bank of the Tchefuncte added to the above map for location identity.
Find original clear maps at nationalmap.gov/historical/
Click on Historical Topographic Map Collection at the bottom of the page
In search box: Louisiana, All scales, Covington, Historical to find above 1951 map that features Madisonville and the Houltonville location.
Example of Map Symbols Chart – United States Geological Survey
Download full map symbols at
**Map Study Activity**

Look closely at maps B and C. Use the map symbols and list below as a guide to find natural features and man-made structures.

### Map B

Look for the following on map B

1. Locate Houltonville
2. Find a school, a cemetery, and churches in Houltonville
3. Find the name of the river that flows into Lake Pontchartrain
4. Locate the Otis House and railroad tracks across the river from the house.
5. Look for a road to the ferry crossing at the river.
6. Find the lighthouse near the mouth of the river.
7. Find marshes or swamps on the map.

### Map C

Look for the following on map C

1. Find the Houltonville location.
2. Find a school, a cemetery, and churches in Houltonville
3. Find the name of the river that flows into Lake Pontchartrain.
4. Locate the Otis House and railroad tracks across the river from the house.
5. Look for a main highway and bridge crossing the river.
6. Find the lighthouse near the mouth of the river.
7. Find marshes or swamps on the map.

Describe three changes you have found by comparing the two maps of different time periods.
During the 1980s, archaeologist Allen Saltus studied part of the Tchefuncte River and Lake Pontchartrain and found abundant evidence of historic structures and submerged vessels.

On map D below, students may find the following features confirmed by archaeology investigations.

Jay’s Sawmill
White City
Ferry landing
Fairview House (Otis House)
Railroad tracks

Using the scale find the difference of the two following measurements. Measure the distance from Gail’s Landing to Jay’s sawmill over land. Measure the distance from Gail’s Landing to Jay’s sawmill by water.
Lesson 2
Searching the Census: Families and Occupations

Student Objectives:  *To determine Houltonville’s primary occupations during a time span by examining U.S. census records.
*To analyze the role of women in the home and workplace.
*To recognize the place of birth of persons listed on the census.
*To examine factors that initiated occupational changes.

Materials:  *History of the U.S. Census is found at: https://www.census.gov/history/www/through_the_decades/overview/
*U.S. Census schedules, Houltonville 1900, 1910, 1930 and partial transcription.
*Census schedules, pages 15-21 and class census form, page 22.

Lesson Content:  1. Provide background information or have students research the first U.S. census. Copies of the original documents will familiarize students with the form and content. Clearer details may be found on the transcriptions. Point out that Bernard P. Marigny is noted as the enumerator of the 1900 St. Tammany Parish Ward 4 census. Sawmill owner W. T. Jay and family as well as numerous laborers are listed. The Sheridan family labored at the sawmill for approx. 30 years.

2. Repeat with the 1910 and 1930 census to reveal the change of sawmill ownership, immigrants, female employment, and family members.

3. Fourth Grade Class Census – On the census sheet, page 22, have students conduct a census of their class and other classes.
Partial Transcription of Part 1 and Part 2 original documents-pages 16-17
U.S. CENSUS 1900 – WARD 4 – ST. TAMMANY PARISH - HOULTONVILLE

<table>
<thead>
<tr>
<th>Names</th>
<th>Relation</th>
<th>Date of Birth</th>
<th>Age</th>
<th>Single, married, widowed or divorced</th>
<th>Place of Birth</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jay, Monticello</td>
<td>Head</td>
<td>1877</td>
<td>21</td>
<td>Married</td>
<td>Louisiana</td>
<td>Mill Foreman</td>
</tr>
<tr>
<td>Ethlynn</td>
<td>Wife</td>
<td>1878</td>
<td>22</td>
<td>Married</td>
<td>Louisiana</td>
<td></td>
</tr>
<tr>
<td>Roy M.</td>
<td>Son</td>
<td>1899</td>
<td>1</td>
<td>Single</td>
<td>Louisiana</td>
<td></td>
</tr>
<tr>
<td>Jay, W. T.</td>
<td>Head</td>
<td>1858</td>
<td>42</td>
<td>Married</td>
<td>Louisiana</td>
<td>Merchant</td>
</tr>
<tr>
<td>Lavinia</td>
<td>Wife</td>
<td>1862</td>
<td>37</td>
<td>Married</td>
<td>Louisiana</td>
<td></td>
</tr>
<tr>
<td>Clifton</td>
<td>Son</td>
<td>1889</td>
<td>11</td>
<td>Single</td>
<td>Louisiana</td>
<td>At School</td>
</tr>
<tr>
<td>Eva</td>
<td>Daughter</td>
<td>1881</td>
<td>18</td>
<td>Single</td>
<td>Louisiana</td>
<td>At School</td>
</tr>
<tr>
<td>Minter</td>
<td>Daughter</td>
<td>1892</td>
<td>7</td>
<td>Single</td>
<td>Louisiana</td>
<td></td>
</tr>
<tr>
<td>Purnell, Olivia</td>
<td>Sister</td>
<td>1850</td>
<td>50</td>
<td>Widowed</td>
<td>Louisiana</td>
<td>Clerk</td>
</tr>
<tr>
<td>Jay, Georgie</td>
<td>Sister</td>
<td>1853</td>
<td>47</td>
<td>Single</td>
<td>Louisiana</td>
<td>Teacher</td>
</tr>
<tr>
<td>Jay, Ellenor</td>
<td>Mother</td>
<td>1813</td>
<td>87</td>
<td>Widowed</td>
<td>England</td>
<td></td>
</tr>
<tr>
<td>Sheridan, Frank</td>
<td>Head</td>
<td>1855</td>
<td>45</td>
<td>Married</td>
<td>Louisiana</td>
<td>Mill Laborer</td>
</tr>
<tr>
<td>Augustine</td>
<td>Wife</td>
<td>1866</td>
<td>34</td>
<td>Married</td>
<td>Louisiana</td>
<td></td>
</tr>
<tr>
<td>Mary</td>
<td>Daughter</td>
<td>1885</td>
<td>15</td>
<td>Single</td>
<td>Louisiana</td>
<td>At School</td>
</tr>
<tr>
<td>Frank</td>
<td>Son</td>
<td>1887</td>
<td>13</td>
<td>Single</td>
<td>Louisiana</td>
<td>At School</td>
</tr>
<tr>
<td>Cecelia</td>
<td>Daughter</td>
<td>1890</td>
<td>10</td>
<td>Single</td>
<td>Louisiana</td>
<td>At School</td>
</tr>
<tr>
<td>Walter</td>
<td>Son</td>
<td>1892</td>
<td>8</td>
<td>Single</td>
<td>Louisiana</td>
<td></td>
</tr>
<tr>
<td>Gorges</td>
<td>Son</td>
<td>1894</td>
<td>6</td>
<td>Single</td>
<td>Louisiana</td>
<td></td>
</tr>
</tbody>
</table>

In the small community of Jaysville named for sawmill owner W.T. Jay, many men worked as sawmill laborers to support large families.

In the above 1900 census, find the Jay household under Jay, W.T. in the first column. How many children are included in the Jay household? _________
What other adults lived with the family? ___________________________________________________________
What are their ages and how are they related to Mr. Jay? ____________________________________________

What is the occupation of Georgie Jay? _____________________________________________________________________________
Find the Sheridan family under Sheridan, Frank.
Where did Mr. Sheridan work? _____________________________________________________________________________
How many children are included in the Sheridan family? _________________________________________________

Some of the children, Walter age 8, Gorges age 6, and Minter age 7 are not At School. Why do you think they do not attend school?
__________________________________________________________________________________________________________________________________________
U.S. CENSUS 1900 – WARD 4 – ST. TAMMANY PARISH - HOULTONVILLE
Part 1 – Jay Family

http://www.heritagequestonline.com/hqoweb/library/do/index
### U.S. Census 1900 – Ward 4 – St. Tammany Parish – Houltonville

**Part 2 – Sheridan Family**

#### TWELFTH CENSUS OF THE UNITED STATES

**Schedule No. 1.—Population**

<table>
<thead>
<tr>
<th>Household</th>
<th>Name</th>
<th>Relationship</th>
<th>Age</th>
<th>Race</th>
<th>Sex</th>
<th>Color</th>
<th>Occupation</th>
<th>Place of Residence</th>
<th>Place of Birth</th>
<th>State of Birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>John</td>
<td>Head</td>
<td>56</td>
<td>White</td>
<td>Male</td>
<td></td>
<td>Farmer</td>
<td>Houltonville</td>
<td>Louisiana</td>
<td>Louisiana</td>
</tr>
<tr>
<td>2</td>
<td>Mary</td>
<td>Wife</td>
<td>50</td>
<td>White</td>
<td>Female</td>
<td></td>
<td>Housewife</td>
<td>Houltonville</td>
<td>Louisiana</td>
<td>Louisiana</td>
</tr>
<tr>
<td>3</td>
<td>Jane</td>
<td>Daughter</td>
<td>15</td>
<td>White</td>
<td>Female</td>
<td></td>
<td>Student</td>
<td>Houltonville</td>
<td>Louisiana</td>
<td>Louisiana</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### URLs

<table>
<thead>
<tr>
<th>Names</th>
<th>Relation</th>
<th>Age</th>
<th>Married, Single or Widowed</th>
<th>Place of Birth</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houlton, William</td>
<td>Head</td>
<td>46</td>
<td>Single</td>
<td>Minnesota</td>
<td>Proprietor Sawmill</td>
</tr>
<tr>
<td>Charles</td>
<td>Brother</td>
<td>44</td>
<td>Single</td>
<td>Minnesota</td>
<td>Proprietor Sawmill</td>
</tr>
<tr>
<td>Kendall, Katherine</td>
<td>Sister</td>
<td>37</td>
<td>Widow</td>
<td>Minnesota</td>
<td>None</td>
</tr>
<tr>
<td>Kendall, Margarita</td>
<td>Niece</td>
<td>5</td>
<td>Single</td>
<td>California</td>
<td>None</td>
</tr>
<tr>
<td>Ferguson, Augusta</td>
<td>None</td>
<td>30</td>
<td>Widow</td>
<td>Germany</td>
<td>Servant Housekeeper</td>
</tr>
<tr>
<td>Rhodes, Mary</td>
<td>None</td>
<td>31</td>
<td>Single</td>
<td>Mississippi</td>
<td>Servant-Cook</td>
</tr>
<tr>
<td>Visjow, Louis</td>
<td>None</td>
<td>64</td>
<td>Single</td>
<td>Louisiana</td>
<td>Servant-Yardman</td>
</tr>
</tbody>
</table>

The Houlton brothers, owners of the Houltonville sawmill lived in the present day Otis House with other family members.

Where were William and Charles Houlton born? ________________________________________________________________

Both brothers did not have wives or children in 1910. How is the child Margarita age 5 related to the Houlton brothers?

__________________________________________________________________________________________________________

In column 6, find persons employed by the Houltons. What services did they provide?

__________________________________________________________________________________________________________
<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Age</th>
<th>Sex</th>
<th>Color</th>
<th>State of Birth</th>
<th>Year of Immigration</th>
<th>Relationship to Head</th>
<th>Occupation</th>
<th>Race</th>
<th>Servant</th>
<th>F Farm</th>
<th>Value of Real Estate</th>
<th>Value of Personal Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Brown</td>
<td>Head</td>
<td>35</td>
<td>M</td>
<td>W</td>
<td>LA</td>
<td>1890</td>
<td>Head</td>
<td>Laborer</td>
<td>W</td>
<td>No</td>
<td>No</td>
<td>500</td>
<td>100</td>
</tr>
<tr>
<td>John Smith</td>
<td>Son</td>
<td>18</td>
<td>M</td>
<td>W</td>
<td>LA</td>
<td>1890</td>
<td>Head</td>
<td>Laborer</td>
<td>W</td>
<td>No</td>
<td>No</td>
<td>200</td>
<td>50</td>
</tr>
<tr>
<td>Mary Jones</td>
<td>Wife</td>
<td>30</td>
<td>F</td>
<td>W</td>
<td>LA</td>
<td>1890</td>
<td>Head</td>
<td>Laborer</td>
<td>W</td>
<td>No</td>
<td>No</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Jane Doe</td>
<td>Daughter</td>
<td>15</td>
<td>F</td>
<td>W</td>
<td>LA</td>
<td>1890</td>
<td>Head</td>
<td>Laborer</td>
<td>W</td>
<td>No</td>
<td>No</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>David Lee</td>
<td>Son</td>
<td>5</td>
<td>M</td>
<td>W</td>
<td>LA</td>
<td>1890</td>
<td>Head</td>
<td>Laborer</td>
<td>W</td>
<td>No</td>
<td>No</td>
<td>25</td>
<td>5</td>
</tr>
</tbody>
</table>

http://www.heritagequestonline.com/hqoweb/library/do/index
<table>
<thead>
<tr>
<th>Name</th>
<th>Relation</th>
<th>Age</th>
<th>Married, Single or Widowed</th>
<th>Place of Birth</th>
<th>Place of Birth of Father of this person</th>
<th>Place of Birth of Mother of this person</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington, Willie</td>
<td>Head</td>
<td>35</td>
<td>Widowed</td>
<td>Louisiana</td>
<td>Louisiana</td>
<td>Louisiana</td>
<td>None</td>
</tr>
<tr>
<td>Joshua</td>
<td>Son</td>
<td>16</td>
<td>Single</td>
<td>Louisiana</td>
<td></td>
<td></td>
<td>Laborer-Sawmill</td>
</tr>
<tr>
<td>Beatrice</td>
<td>Daughter</td>
<td>15</td>
<td>Single</td>
<td>Louisiana</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Harold</td>
<td>Son</td>
<td>8</td>
<td>Child</td>
<td>Louisiana</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Thomas</td>
<td>Son</td>
<td>4</td>
<td>Child</td>
<td>Louisiana</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Penn, Meliachia</td>
<td>Head</td>
<td>39</td>
<td>Married</td>
<td>Louisiana</td>
<td>Louisiana</td>
<td>Louisiana</td>
<td>Farmer-Truck Farm</td>
</tr>
<tr>
<td>Alberta</td>
<td>Wife</td>
<td>32</td>
<td>Married</td>
<td>Louisiana</td>
<td>Louisiana</td>
<td>Mississippi</td>
<td>None</td>
</tr>
<tr>
<td>Irma</td>
<td>Daughter</td>
<td>11</td>
<td>Single</td>
<td>Louisiana</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Deborrah</td>
<td>Daughter</td>
<td>10</td>
<td>Single</td>
<td>Louisiana</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Esther</td>
<td>Daughter</td>
<td>8</td>
<td>Single</td>
<td>Louisiana</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Isaiah</td>
<td>Son</td>
<td>6</td>
<td>Single</td>
<td>Louisiana</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Meliachia</td>
<td>Son</td>
<td>3</td>
<td>Single</td>
<td>Louisiana</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Curtis</td>
<td>Son</td>
<td>1</td>
<td>Single</td>
<td>Louisiana</td>
<td></td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>

In 1930, the Houltonville sawmill no longer existed. Smaller sawmills continued to mill logs and employ laborers. In Houltonville, many laborers relied on farming or worked odd jobs to support a family.

Find the Washington family on the census above. List the only person and his age working to support the family. _______________________________________________________________

How many children are included in the Penn family? Where were their grandparents born?
_________________________________________________________________________

What method of transportation that replaced the horse and buggy allowed Mr. Penn to operate his business? ________________________________________________________________
<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Age</th>
<th>Race</th>
<th>Sex</th>
<th>Color</th>
<th>Marital Status</th>
<th>Occupation</th>
<th>Religion</th>
<th>City</th>
<th>State</th>
<th>Owner/Renter</th>
<th>Valuation</th>
<th>Owner/Rent.Rent</th>
<th>Owner/Rent.Rent</th>
<th>Owner/Rent.Rent</th>
<th>Owner/Rent.Rent</th>
<th>Owner/Rent.Rent</th>
<th>Owner/Rent.Rent</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td>Head</td>
<td>50</td>
<td>White</td>
<td>Male</td>
<td>White</td>
<td>Married</td>
<td>Farmer</td>
<td>Church</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Jane Smith</td>
<td>Wife</td>
<td>40</td>
<td>White</td>
<td>Female</td>
<td>White</td>
<td>Married</td>
<td>Housewife</td>
<td>Church</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>John Doe</td>
<td>Son</td>
<td>15</td>
<td>White</td>
<td>Male</td>
<td>White</td>
<td>Single</td>
<td>Student</td>
<td>Church</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Mary Doe</td>
<td>Daughter</td>
<td>10</td>
<td>White</td>
<td>Female</td>
<td>White</td>
<td>Single</td>
<td>Student</td>
<td>Church</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Robert</td>
<td>Brother</td>
<td>30</td>
<td>White</td>
<td>Male</td>
<td>White</td>
<td>Single</td>
<td>Worker</td>
<td>Church</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Emily</td>
<td>Sister</td>
<td>25</td>
<td>White</td>
<td>Female</td>
<td>White</td>
<td>Single</td>
<td>Worker</td>
<td>Church</td>
<td>600</td>
<td>600</td>
<td>600</td>
<td>600</td>
<td>600</td>
<td>600</td>
<td>600</td>
<td>600</td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

*Ancestry.com*
First Census of the Elementary Fourth Grade
Schedule No. 1 – Population

Name of teacher __________________________________________
Room number __________________________________________
Enumerated on the _________ day of ____________, by __________________________________________ Enumerators.

<table>
<thead>
<tr>
<th>Name</th>
<th>Male or Female</th>
<th>Date of Birth</th>
<th>Age</th>
<th>Place of Birth</th>
<th>Favorite Color</th>
<th>Favorite Subject</th>
<th>I want to study and become a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3
Skidder Camps and Queen Anne Homes

Student Objectives:
*To understand reasons for the growth of the southern lumber industry.
*To recognize the role and lifestyle of laborers in the logging industry.
*To identify tools used in the logging industry.
*To recognize the importance of steam power and railroads in the growth of the logging industry and establishment of new towns.
*To recognize features and architectural details of Queen Anne style homes built during the Timber Boom years of the late 1800s.

Materials:
Reading: “Piney Woods and Dummy Lines: The Life of a Logger”
Activity Sheet 3A: Photographs, reading comprehension, and matching.
Pay Day – Students will experience choices necessary when paid by scrip instead of legal tender.
Activity Sheet 3B: Defining architecture and the National Register.
Activity Sheet 3C: Recognizing Queen Anne features.
Activity Sheet 3D: Historic Architectural Elements Hunt

Lesson Content:

Skidder Camps
1. Have students complete Reading 1 and emphasize that conservation was not a consideration during extensive logging of southern pine forests. During the 1800s, vast lands seemed to offer an endless supply of timber. Yet, lumbermen did migrate to the south due to depletion of eastern and northern forests. The loggers’ workday amongst the pines and weather elements may be compared to sawmill workers and sawmill owners.

2. Students may study photographs taken during the turn-of-the-century to recognize the use of wood for everyday items that are now made of plastic or other man-made materials. With emphasis on the western migration and establishment of towns along railroad lines, students will understand the increased need for timber goods.

Queen Anne Homes
3. Have students go online to locate the Jay House (Otis House) in the Historic Register. http://www.crt.state.la.us/hp/historicplacesdatabase.aspx
They will find answers to Activity Sheet 3B on the first documents form.

4. Sheet 3C - Definitions will help students identify Queen Anne features of the illustrated Otis House.

5. The Historic Architectural Elements Hunt is designed for students to recognize interior elements of the Otis House during a guided tour. Students will determine if an element is simply aesthetically pleasing or fulfills a specific need.
During the 19th Century, parishes north of Lake Pontchartrain seemed to have endless forests of yellow pine trees and acres and acres of cypress trees. Fourteen sawmills operated in St. Tammany Parish in 1850, most located near streams or rivers to float timber to sawmills and provide water for men and livestock. Logging increased as railroads provided access to inland forests. In 1895, sawmill owner W. T. Jay built a dummy line railroad to transport cut logs. The railway extended from the Tchefuncte River at Madisonville to the town of Uneedus in Tangipahoa Parish.

Until the late 1800s, men called *choppers* used axes to cut the trees at waist height, leaving large wasteful stumps. The crosscut saw, also called a two-man saw, replaced the ax as the major tool used in *felling* trees, as people from miles around gathered to watch *loggers* use the new tool. Compared with the ax, crosscut saws cut trees faster and closer to the ground. Oxen pulled or *skidded* the cut logs to wagons. Ox *drivers* used eight to twelve foot long whips made of cowhide to make the oxen team pull.

Loggers and sawmill laborers worked six days a week from sunrise to sunset and received payment of *scrip*, small tokens stamped with a cent or dollar value. The workers could only use *scrip* to purchase goods at the company store. The life of *loggers*, described in the following paragraph, differed from that of workers at the mill who lived in houses with families or in lodges with other sawmill workers.

“At dawn or before the men put on their heavy *brogans*, slipped on their home-made jeans and shirts, and started the activities of the day. Immediately after dressing the drives hastened to the woods in search of the oxen that had been turned loose to graze during the night. When the oxen had been penned and *yoked*, the drivers ate breakfast and prepared the noon lunch to be consumed in the woods. At nightfall the long workday ended. Supper was prepared and the oxen fed a small amount of grain and cottonseed meal. Perhaps after an hour or so following nightfall, the men ended a full day of work and were soon asleep on a bed of leaves inside the *pole hut*.”

As wagons of cut logs reached rivers, workers branded each log with the owner’s mark, rolled the logs into the water, and used chains and *chain dogs* to create log rafts that floated directly to sawmills. Log jams occurred frequently, often knocking out or damaging bridges along the route. To lift logs from obstructions, *rafters* walked on top of the floating logs and used *peavies* and cant hooks, wooden poles featuring hooks and spikes.

Near the sawmill, log pens or ponds held the floating logs for processing. Large troughs called *jackladders* featured chains to hoist the timber into the mill. Saws, planers, and other tools powered by steam cut the raw timber into finished lumber or poles. Schooners transported shipments of finished board lumber and poles to New Orleans and foreign ports. The large sawmills continued to process timber until southern pine forests became depleted by the 1920s. Reforestation efforts increased as people realized that America did not have an endless supply of timber.

---

Drivers with oxen skidding timber.  
Mr. Kentzel’s Covington

Jay loggers along the railroad line.  
Otis House Collection

An example of a Jack Ladder, a trough used to pull logs into the mill for sawing into board lumber.  
Otis House Collection

Two lumberjacks standing beside a tall pine they are preparing to fell.  Note the ax and the cross cut saw.  Such tools were typical of Southeast Louisiana during the lumber boom.  (Photograph courtesy the Center for Regional Studies)
Activity Sheet 3A
Piney Woods & Dummy Lines – The Life of a Logger – Reading Comprehension

What new tool of the 1880s allowed faster and more efficient logging of timber?
______________________________________
______________________________________

What type engine furnished the power to operate locomotives and sawmills?
______________________________________________________________________

Why was the dummy line railroad built? ________________________________
______________________________________________________________________

Why did Mr. Jay build his sawmill near the Tchefuncte River? ____________
______________________________________________________________________

Locate the words in the left box below and find clues in the passage to match with the definition.

| a. peavey     | _____ Dropping trees by cutting through the main stem. |
| b. logging    | _____ Long wooden pole with a spike or hook to move logs. |
| c. skidding   | _____ Mr. Jays’ railroad used to move timber. |
| d. choppers   | _____ The process of hauling cut trees to wagons or trains. |
| e. Dummy Line | _____ Men who used axes to cut trees. |
| f. felling    | _____ Type of timber plentiful north of Lake Pontchartrain during the 1800s. |
| g. oxen       | _____ Livestock used to move timber. |
| h. yellow pine| _____ A chain with a spike at each end used to make log rafts. |
| i. chain dogs | _____ A two-man saw used to cut trees. |
| j. crosscut saw| _____ The business of cutting and processing timber. |
Loggers and sawmill laborers worked ten to eleven hours each day, six days each week. In 1917, sawmill worker Frank Sheridan received $9.00 per week. Sawmill owners often paid workers with tokens. The tokens, also known as *scrip*, could be used at the company store to purchase goods. Food, tools, fabric, chicken feed, brooms, buckets, and many other items could be purchased at the Houlton and Johnston store. If the worker wanted cash for his token, the store paid 80 cents for each dollar token.

**PAY DAY**

Front and back of the Houltonville sawmill scrip to be redeemed at the Houlton & Johnston Co. Store.

**SPENDING SCRIP OR CASH**

If you received an allowance or a present today in *scrip* instead of cash that had to be used at one store, which store would you choose and why?

Write the reasons why you prefer scrip or cash. If you exchanged your scrip for cash, deduct 20% to determine the amount you would receive.
Activity Sheet 3B

The National Register of Historic Places & Queen Anne Architecture

What is the National Register of Historic Places?

“The National Register of Historic Places is the nation's official list of buildings, structures, objects and districts deemed worthy of preservation because they illustrate something about our nation's history or culture.”

The plaque pictured is placed at Otis House (Jay House) to confirm that the house is listed on the National Register of Historic Places.

To find answers to the questions below go to: www.crt.state.la.us/HP/
Click on National Register at selections.
Click down to Register Database.
Click Search and type in Jay House and Madisonville when page appears.

A structure must be at least 100 years old to qualify for the Historic Register. Mr. William Theodore Jay built the home for his wife Livinia and their four children in 1885? Determine the age of the house. Does it qualify for the Historic Register?

________________________________________________________________________________

What is architecture?____________________________________________________________________

What architectural style is listed for the Jay House on the National Register? ____________________________________________

When did the house receive approval for placement on the Register? ________________________

What industrial connection makes the house significant to local history? ______________________

________________________________________________________________________________________

The house is a Queen Anne style structure built during the late Victorian Era when Queen Victoria ruled England. Why do you suppose architects chose the name Queen Anne for their houses?
Learn about the name at the following website. http://architecture.about.com/cs/housestyles/a/queenanne.htm

________________________________________________________________________________________

________________________________________________________________________________________
Activity Sheet 3C - Exterior Queen Anne features of Otis House

As sawmills cut logs into board lumber to frame homes and create poles for telegraph lines, planing mills shaped pieces of wood into doors, window sashes (frames) and decorative trim for the exteriors and interiors of homes.

Draw lines to connect each architectural element featured below to the Otis House. Decide if the element is only functional, only decorative, or both functional and decorative.

**Corbeled chimney tops** - bricks are stepped up and outward from the flat vertical side of the chimney.

**Cross-gabled roof** – a gable forms a triangular shape at the end of the roof, cross-gabled has two.

**Two-tier gallery** – a gallery is an outdoor porch or platform, also know as a veranda.

**Turned columns and balusters** – posts along the porch are referred to as *columns* and the spindles that form the porch railing are *balusters*. Instead of simple blocks of wood, they are each turned on lathes (woodworking tools) to form decorative shapes.

**Brackets** – decorative wood placed at the top of porch columns, ceilings, or within stair balusters, often as a fan shape.

**Floor-length windows** – along the porch, long windows also provided access to porches and helped keep the house cool during hot summers without air-conditioning.
Historic Architectural Elements Hunt
Otis House Museum

During a visit to the museum, locate the features pictured below and learn more about their uses and construction during the 19th Century. Are the features functional, decorative, or both?

- Transom – glassed sash above doors.
- Ornate metal door hinge.
- Newel post at bottom of stair.
- Mantel with turned column.
- Beaded board walls, reeded baseboards.
- Decorative corner block.
- Metal door knob and back plate featuring floral designs and scrolls.
- Carved wooden screen flanked by brackets.
Lesson 4: Household Work and Play -1885-1935

Student Objectives: To discover how technology impacted household chores and leisure activities during the 1880s-1930s time span. The lesson will prepare students for the Otis House tour where they will identify artifacts noted.

Oral History - “Things of the Past” by Hilda D. Streck
Activity sheet 4-A Days of the Week Chores and Quilting
Activity sheet 4-B
4-C
Activity sheet – Inventions That Changed Daily Life

Lesson Content:

1. Have students read excerpts from the oral histories of Emma Baham Hyde and Hilda D. Streck. Emma and Hilda each experienced childhood during the turn-of-the-century era. Emma’s father worked at odd jobs as a laborer, while Hilda’s father owned a sawmill. Each family differed in economic status, yet they shared similar living conditions and activities of everyday life. A Venn diagram may be used to compare similarities and differences.

2. Activity sheet 4-A depicts the weekly routine common to households during the 1880-1920 era and emphasizes the components of hand-made quilts.

3. Activity sheets 4-B and 4-C challenges students to investigate inventions that changed community life and care of the household. Divide students into groups and distribute advertisements that illustrate available products and services of transportation, communication, housework, and leisure activities. Students will analyze these products and services to determine how each brought new employment opportunities, reduced physical labor, or changed leisure activities.

5. The timeline activity sheet, Inventions that Changed Daily Life, will help students recognize common items that were not common during certain time periods. Research to discover information on various inventions is encouraged.
Hilda Davis Streck, “Things of the Past” (excerpt)
Born 1902 - Lacombe, St. Tammany Parish

“When I was a child we did not have running water. We used a hand pump, and my Mother used a large wooden bucket which was covered. The dipper hung on a nail beside the bucket in the kitchen. This water was used for cooking and drinking water. There was a large wood range in the kitchen with a reservoir attachment that usually had warm or hot water in it. For bathing, we used large wash tubs and placed them in the hot sun to heat for our bath. This sounds crude, doesn’t it, but we thought nothing of it in those days. We did not have screen windows or doors. It was hard fighting flies. Mother used what we called “Fly Paper.” The flies, when coming in contact with it, would attach on it and die. The beds had canopies, and mosquito bars hung from them to protect one from the mosquitos. This would get pretty warm sometimes on a hot summer night, but it was better than a mosquito buzzing around, biting you. There were people who did not have mosquito bars, and they would smoke their house out and close the doors and windows to keep the mosquitos out. I suppose anyone trying to live like that today would die, but the daylight hours would bring such wonderful, fresh, clean air. As the years passed, things got better and screen wire was available and there was no need for locks on the doors and windows, as no one tried to steal from one another.”

“Fishing in the Bayou in those days was good. I remember in the summertime, after the 6 o’clock whistle would blow in my Dad’s mill, my sister Nora and her two children and I would go to the Bayou and catch a mess of fish. For bait, we would peel the bark from the pine trees that were hauled to the mill site before being pulled up the ramp to be sawed into lumber. Under this bark there was a worm we called “sawyers” that we would use for the fish bait. We would cut this bark with a hatchet and peel it off. A great sport in those days was a moonlight hayride. A gathering of young folks would go in a wagon of hay, drawn by horses and they would sing songs and have a great time.”

“In 1915 I experienced my first hurricane. I never thought anything like that could happen and believe me, I was plenty frightened. We had sliding doors in the dining room that opened onto the porch. That wind blew one of the doors off the track and threw it in the middle of the floor. Before this happened, I remember that there was thunder and Dad said the worst is to come now, there is going to be a change in the direction of the wind. The railroad bridge was damaged going across Lake Pontchartrain. The telegraph wires were out of order. My sister was living in New Orleans with her husband and we had no communication from them for days. The Catholic Church was blown down, but the statues were all saved.”

Explain how the family heated bath water. How often do you believe people bathed during the early 1900s? Why?

What two methods did people use to communicate with friends and relatives living in New Orleans?

Do you believe that the family could prepare for the 1915 hurricane? Why or why not?
Mrs. Emma Baham Hyde was born in 1887 in Madisonville, the next-to-youngest of the twelve children of Louis Baham and Rose Baham. Near Lee’s Landing Louis Baham built his family a house, “a nice one . . . It was all white . . . big front porch, kitchen and dining room on the wing . . . the trim was blue and white. All that land out there was theirs.” But the family moved as Baham, a “house carpenter,” found jobs in various places, and the pretty homestead became only a memory; for, when young Emma was five, her mother died. “My mama was at New Orleans when she died . . . Her heart was bad. The family was in Madisonville when the sad news came. As if from some premonition, Emma had wept unaccountably all afternoon. When she came home on a wagon from her uncle’s house, she saw “My little sister on the green playing “fate” with the other children. My brother called for Aunt Idelle. He told her Rose, my mother, had died. They brought her on the Camellia.” The family awaited the body at Madisonville wharf, and they laid Rose to rest in the Madisonville Cemetery that night.

But the ceremonies of life with which the Camellia is associated for Emma Hyde were not all sad ones. For her family, a religious one, special events included trips on the riverboat. “That’s how my children went to Covington when confirmation was coming. The bishop would go to one spot for rural visitations. While a horse and buggy, or a wagon, was faster than the Camellia, it was not as much fun.” A ride to Covington was festive; “Sometimes dancin, picnics on that boat. She was white, bigger than this house,” Mrs. Hyde recalls. The cost of a trip, she says, was about a dollar and a half, “never much.” Mrs. Hyde says that she went “mostly to New Orleans,” more than to Covington, so accessible was the city because of the boat. Her first trip on it probably was shortly after her mother’s death. An aunt, her mother’s sister, “took me to New Orleans . . . till my first communion,” in St Rose Church at Bayou Road and Broad. Emma went to school there, “close to home so I could go and be in sight of home.” But “they had so much sickness” and an older sister “found me so poor and told my brother I looked terrible” in the city. “My older brother married and could take me” so Emma returned to Madisonville, where she lived until the last few years.

In the small river town, Emma worked hard and her boundaries were close, except for the trips on the river and lake, to seek medical help or to visit relatives in the city. The church, St. Zavier’s across the street, and the backyard clothes boilers of Madisonville families were her usual destinations, and after a hard morning’s work, she returned home to feed her husband, five stepchildren, and her own six children. Her religious faith sustained her when she had “to work so hard and have nothin,” when storms frightened her, when she was very ill after birth of her last child. She remembers happily her seeing the actual arrival of the stained glass windows for St. Francis Xavier Church: “we lived right across the street from it. That’s where I was when they brought glasses-in long truck-every glass had its cage in the truck”; she saw the glass installed “in windows and on the altar and on the door.”

I’m dyin now to go home,” Mrs. Hyde says wistfully thinking of her friends and family, some still living and in Madisonville. “We always lived as a family . . . and we always made it.”

As children, what types of games and other entertainment did Emma enjoy?

What types of transportation did people use to visit neighbors, nearby towns, or New Orleans?

How many children did Ms. Emma care for? Did she also work outside of her own home?
The lack of modern conveniences during the 1885-1935 time-span required a routine of weekly work to maintain a household. Quilting, a necessity at that time, is still popular today. The following activity offers an opportunity for students to be creative while learning about the geometric components of quilts, fractions, types of symmetry, and design inspiration.

### Picking a Pattern

Nature is only one of the many factors that influenced quilt design. The popularity of certain patterns may be recognized during specific time periods.

Have the students determine shapes used to construct the Otis House quilts illustrated and to discuss the following questions.

- What do you think influenced the design?
- What shapes did the quilter use to create the quilt?
- How many colors are used in each quilt?
- Do some patterns give a feeling of motion?

On graph paper students will follow the five steps below to design their own quilt block pattern.

1. Gain inspiration from nature, structures, classic quilt patterns, or some aspect of community life.
2. Use one to three shapes to sketch the design.
3. Choose a color scheme.
4. Transfer the design to a 6” x 6” block on graph paper.
5. Color and name the design.

- **Nine Patch**
- **Rising Sun**
- **Mariners’ Compass**
- **Windmill**
- **Baby Blocks or Tumbling Blocks**
- **Crazy Quilt**
Activity 4-C
DAILY LIFE IN ST. TAMMANY 1935

Compared to the products advertised for 1905, how did each of these products change the way people lived?
# Inventions That Changed Daily Life

## 1885 The Jay Residence

- Toothpaste in Tube
- Clothing Zipper
- Travel Trunk
- Toilet Tissue

## 1905 – The Houlton Brothers Household

- Ice Cream Cone
- Crayons
- BandAid
- Light Bulb

## 1935 – The Otis Residence

- Automobile
- Camera
- Pop-up Toaster
- Computer

Discuss the use of the above items and circle one item in each time span that was not available in the household during that year.

- Are all of these items still used today?
- Which items do you think have changed the most in appearance?
- Which have not changed?
- Which item do you believe was the best invention? Why?
- Search the Internet to research the invention of each item.
Lesson 5: The Incredible Excursion

Student Objectives:  
* To examine transportation routes across Lake Pontchartrain during the early 1900s.
* To recognize past methods of transportation prior to automobiles and improved roads.
* To implement analytical skills by creating a 1914 itinerary based on primary source materials.
* To compare methods, cost, and time required today to a 1914 trip.

Materials:  
* Map featuring railroad, trolley railways, and steamer routes.
* Advertisements of steamship and railroad companies featuring time schedules and cost of travel.
* Photographs of steamers, trains, and trolleys of the period.

Lesson Content:

1. Divide the class into groups. Distribute one “Incredible Excursion” map to each group of students.

2. Provide the map on page 39 and advertisements on pages 40-43 for students to recognize available transportation, routes, and rates from New Orleans to Covington in 1914. Students may choose one of the three following routes and methods of transportation:
   1. New Orleans to Covington on the New Camelia after stops at Mandeville and Madisonville.
   2. New Orleans to Mandeville on the New Camelia and by trolley to Covington.
   3. East Louisiana Railroad to Covington through Pearl River.

3. Each group must decide how they would like to travel to from New Orleans to Covington compete in the Incredible Excursion. The group that reaches Covington in the least amount of time will be recognized. Group names may be Top Travelers, Super Sojourners, Time Travelers, Rail Riders, etc.

4. Provide a blank chart (page 42) for each group to list details of the trip. (Method, cost, time, etc.)

5. When all groups have planned a trip, give out an envelope that contains a situation that may affect their plans. For example, the train is 15 minutes late due to an obstruction on the tracks, the steamer arrived 20 minutes late due to bad weather, etc. The groups have the option of altering travel plans to accommodate the situation or stay with the original itinerary.

6. Students will compare total cost, travel routes, and time required for the same trip from New Orleans today.
"The Incredible Excursion"

**East Louisiana Railroad.**

**Change of Schedule.**

Commencing SUNDAY, April 1st, trains will run as follows:

- **No. 8,** daily, except Sunday—
  - Leave New Orleans at 4:30 p.m.
  - Arrive at Covington, 5:38 p.m.
  - Arrive at Mandeville, 6:33 p.m.

- **No. 10,** Sunday and Wednesday only—
  - Leave New Orleans at 8:20 a.m.
  - Arrive at Covington, 10:38 a.m.
  - Arrive at Mandeville, 10:33 a.m.

- **No. 7,** daily except Sunday—
  - Leave Covington and Mandeville at 6 a.m.
  - Arrive at New Orleans at 8:30 a.m.

  Local train leaves Covington at 8:30 a.m., and connects at Pearl River Station with the Northeastern Cannon Ball train, arriving at New Orleans at 12:30 p.m.

  Local train leaves Pearl River Station at 11:30 a.m., connecting with both Nos. 1 and 6 Northeastern passenger trains.

  Arrives at Mandeville at 1:05 p.m., and Covington at 3:50 p.m.

  E. S. PEGBUSON, G. P. A. AGENT.

  A. POITEVENT, Superintendent.

---

**EAST LOUISIANA RAILROAD**

**RATES:** $2.00 Round Trip to Covington, $1.00 one-way

N.O. to Pearl River – 62 miles

Pearl River to Mandeville – 49 miles

Pearl River to Covington – 46 miles

---

**NEW CAMELIA**

**RATES:**

- $1.50 Round Trip $0.75 one-way to Covington.
- $1.00 Round Trip or $0.50 one-way to Mandeville or Madisonville

New Orleans to Mandeville – 34 miles

Mandeville to Madisonville – 7 miles

Madisonville to Covington– Old Landing – 7 miles

---

<table>
<thead>
<tr>
<th><strong>Read Across</strong></th>
<th><strong>Leave Covington</strong></th>
<th><strong>Leave Mandeville</strong></th>
<th><strong>Leave Madisonville</strong></th>
<th><strong>Arrive N.O.</strong></th>
<th><strong>Arrive N.O.</strong></th>
<th><strong>Arrive Madisonville</strong></th>
<th><strong>Arrive Covington</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon-Fri</td>
<td>5:30 a.m.</td>
<td>6:30 a.m.</td>
<td>7:30 a.m.</td>
<td>9:45 a.m.</td>
<td>5:10 p.m.</td>
<td>8:30 p.m.</td>
<td>9:30 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>5:30 a.m.</td>
<td>6:30 a.m.</td>
<td>7:30 a.m.</td>
<td>9:45 a.m.</td>
<td>2:30 p.m.</td>
<td>10:45 a.m.</td>
<td>11:50 a.m.</td>
</tr>
<tr>
<td>Sunday</td>
<td>5:30 a.m.</td>
<td>6:30 a.m.</td>
<td>No Stop</td>
<td>8:45 a.m.</td>
<td>10:45 a.m.</td>
<td>11:50 a.m.</td>
<td>1:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>3:30 p.m.</td>
<td>4:45 p.m.</td>
<td>6:00 p.m.</td>
<td>8:15 p.m.</td>
<td>No Stop</td>
<td>9:45 p.m.</td>
<td>No Stop</td>
</tr>
</tbody>
</table>

---

**Mandeville, Madisonville and Old Landing.**

**NEW CAMELIA**

**RATES:**

- $1.50 Round Trip $0.75 one-way to Covington.
- $1.00 Round Trip or $0.50 one-way to Mandeville or Madisonville

New Orleans to Mandeville – 34 miles

Mandeville to Madisonville – 7 miles

Madisonville to Covington– Old Landing – 7 miles

---

**THE STEAMER**

**NEW CAMELIA**

Commemerating April 16, 1863

Will leave Milneburg, on the arrival of cars from L. and S. Depot, head of Canal street

DAILY, (except Sundays and Wednesdays) 4 p.m. Train.

Returning leaves Madisonville, DAILY, at 5 a.m.

Water and weather permitting

**EXCURSIONS**

Mandeville, Lewisburg, Madisonville and Old Landing.

Sundays and Wednesdays 8 a.m. Train.

Freight received daily at the Lou- ville and Nashville Railroad depot, head of Girard street.

W. G. COYLE & CO., Agent.

No. 328 Carondelet st. cor. Union.
Map of the St. Tammany and New Orleans Railways and Ferry Company. Mandeville to Covington round-trip with stops at Poitevent, Chinchuba, Ozone Park, Helenburg, and Abita Springs.
Above and left-Trolley car and schedule of the St. Tammany and N.O. Railways and Ferry Company.

Below-Trolley car at the Mandeville wharf between Carroll and Coffee St.
Water fountain on the Mandeville lakefront near the wharf and trolley line.

Water fountain on the Mandeville Lakefront that steamer passengers passed near the wharf and trolley line.

See schedule/rate partial transcript of above page 43.
### Transportation Method

<table>
<thead>
<tr>
<th>Trip Number</th>
<th>Depart Mandeville</th>
<th>Arrive Covington</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4:20 a.m.</td>
<td>5:20 a.m.</td>
</tr>
<tr>
<td>2</td>
<td>7:00 a.m.</td>
<td>7:50 a.m.</td>
</tr>
<tr>
<td>3</td>
<td>9:00 a.m.</td>
<td>9:50 a.m.</td>
</tr>
<tr>
<td>4</td>
<td>11:00 a.m.</td>
<td>11:50 a.m.</td>
</tr>
<tr>
<td>5</td>
<td>1:00 p.m.</td>
<td>1:50 p.m.</td>
</tr>
<tr>
<td>6</td>
<td>3:00 p.m.</td>
<td>3:50 p.m.</td>
</tr>
<tr>
<td>7</td>
<td>5:00 p.m.</td>
<td>5:50 p.m.</td>
</tr>
</tbody>
</table>

#### 1914 Excursion from New Orleans to Covington

Using the chart below, students will plan a trip from New Orleans to Covington in 1914. The map on page 39 indicates the types of transportation available and routes. Students will choose a travel method and trace the route in marker on a copy of the World Famous Ozone Belt Map. Students will compute time and cost required for the 1914 excursion and compare routes, cost, and time needed for the same trip today. Have students find the approximate location of their home on a current map and pinpoint that approximate location on the World Famous Ozone Belt map.
## Appendix

### Chronological Table – Otis House Property at Fairview-Riverside State Park

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late 1700s</td>
<td>Charles Parent, Sr. obtains a 2,637 acre Spanish land grant.</td>
</tr>
<tr>
<td>1804</td>
<td>Jacques Lorance settles on the property and establishes a brickyard.</td>
</tr>
<tr>
<td>1820</td>
<td>Charles Parent, Jr. acquires the property for cattle grazing and rice farming.</td>
</tr>
<tr>
<td>1885</td>
<td>W. T. Jay purchases part of the original land grant tract from J. R. Hosmer. Jay builds a family home and sawmill. Act of sale states the purchase price as two-hundred dollars, half collected at the sale, and the remainder due in six months at 8% interest.</td>
</tr>
<tr>
<td>1906</td>
<td>Charles and William Houlton purchase the home and sawmill from Jay. At the time of sale, the Jay sawmill produced twenty million board feet of lumber per year. Act of Sale included a sawmill, planing mill, blacksmith shop, dry-kiln, lumber shed, machine shop, and electric plant.</td>
</tr>
<tr>
<td>1917</td>
<td>Covington Lumber Company purchases the home and sawmill from the Houltons-Lake Superior Piling Company.</td>
</tr>
<tr>
<td>1918</td>
<td>The Houltons reclaim the property from the Covington Lumber Company.</td>
</tr>
<tr>
<td>1936</td>
<td>Frank Griffith Otis purchases the property from the Houltons-Lake Superior Piling Co. at a cost of $4,550. Otis named his estate Fairview after his mahogany plantation in Central America.</td>
</tr>
<tr>
<td>1962</td>
<td>At Otis’ death, the State of Louisiana acquires the property by a bequest.</td>
</tr>
<tr>
<td>1963</td>
<td>Park opens for picnicking only.</td>
</tr>
<tr>
<td>1964</td>
<td>Camping facilities added.</td>
</tr>
<tr>
<td>2000</td>
<td>Full time curator and interpretive ranger hired for museum development, guided tours, and other programs.</td>
</tr>
</tbody>
</table>
Bibliography

Primary Sources

Hyde, Emma Baham, interview by Carolyn Hall and Marsha Healy, Bogalusa 1975, St. Tammany Society Historical Collection,Southeaster Louisiana University Center for Regional Studies, Hammond, La.

Louisiana Department of Education http://www.doc.state.la.us/Ide/saa/1915/html

Otis House Museum and Collection, Fairview-Riverside State Park, Madisonville, La.

St. Tammany Clerk of Court www.sttammancourt.org

St. Tammany Farmer (Covington) 1884-1935.


United States Geological Survey Maps, nationalmap.gov/historical/

Secondary Sources


Cont’d


Puls, E. E. *Little Railroads which Helped Build Communities*. Hammond, La.: Center for Regional Studies, Southeastern Louisiana University, 1995.

Saltus, Allen. “Submerged Cultural Resources Investigation of a Portion of the Tchefuncta River SRM 4.5 to SRM 10, September 1991” (unbound) Southeastern Louisiana University Center For Regional Studies, Allen Saltus Collection.

______. “Submerged Cultural Resources Investigation of a Portion of the Tchefuncte River SRM 2.0 to SRM 3.5, September 1992” (spiral bound copy) Southeastern Louisiana University Center For Regional Studies, Allen Saltus Collection.
