

EDUCATIONAL OPPORTUNITIES AVAILABLE FOR WOMEN IN ANTEBELLUM TEXAS

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The matter of formal education for women in the antebellum South raises many questions, especially for the frontier state of Texas. Were there schools for young women in antebellum Texas? If so, did these schools emphasize academic or ornamental subjects? Did only women from wealthy families attend? This study answered these questions by examining educational opportunities in five antebellum Texas counties. Utilizing newspapers, probate records, tax records, and the federal census, it identified schools for girls in all of the counties and found that those schools offered academic as well as ornamental subjects. Almost all of the girls who attended those schools came from privileged families. Schools were available for young women in antebellum Texas, but generally only those from wealthy families were able to attend.

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INTRODUCTION

The education of women in the antebellum South is a largely ignored topic. This is probably because of a belief that southern women generally did not have any kind of schooling beyond reading. Southern belles, the ideal women in the antebellum South, were pious, demure, and submissive; they were trained in ornamental subjects, which were displayed for the pleasure of the family and company. Yeoman farm women needed no such training, and they appear to have been too busy for schooling beyond what their parents could teach them, especially considering the large distance and expense schooling would have entailed. Slave and free black women faced more obstacles to education, since most southern states had laws making it illegal to teach blacks to read and write. Thus, almost any literature on women's education tends to focus on the North, where women's education leaders like Emma Willard and Catharine Beecher began model seminaries. The North pioneered many other educational movements, too, such as high schools. The rural history and nature of the South and the isolation of the plantation system made educational advancements much harder, and so the South was overshadowed by the North. Education in the South remained a family's financial responsibility; thus, women seemed to be overlooked in favor of brothers and financial considerations.¹

Closer examination, however, reveals that women's education in the South actually began in the colonial period. While it was true that the isolation of the plantation system made public schools, such as the ones in the North, impractical, this did not prevent private organization of schools. Old field schools were set up in an abandoned old field in the

¹Anne Frier Scott, *The Southern Lady: From Pedestal to Politics 1830-1890*. (Chicago: The University of Chicago Press, 1970), 4-5; Thomas Woody, *A History of Women's Education in the United States*, Vol. 1 (New York: Science Press, 1929), 268, 273, 519; Julia Cherry Spruill, *Women's Life and Work in the Southern Colonies*. (Chapel Hill: University of North Carolina Press, 1938), 185; Christie Farnham, *The Education of the Southern Belle: Higher Education and Student Socialization in the Antebellum South*. (New York: New York University Press, 1994), 11, 35-36, 61-64; Catherine Clinton, "Equally Their Due: The Education of the Planter Daughter in the Early Republic," *Journal of the Early Republic* 2 (1982) 40.

community, where both boys and girls would attend. Parsons' schools, taught by clergy, were another option, as were dame schools. Dame schools were taught by women in their home as a way to supplement their income. Girls as well as boys were taught to read. For the wealthy, private tutors were available, and some sent their daughters to be properly educated in England. For the poor, many southern colonies had laws, such as in Virginia, which apprenticed poor and indigent children out. The Virginia law covered both boys and girls, with girls learning the art of housewifery. But provisions were made that the guardians and masters were to make sure that their charges learned how to read. As time went on and the colonies became better established, other alternatives for poor girls became available, like free schools and scholarships from "private grants or legacies." In fact, of all the southern colonies, Georgia stands out as providing the most educational opportunities for girls at public expense. These opportunities greatly increased after the king made Georgia a royal colony in 1752. Then, public schools became an item on the annual budget of the House of Commons. This was in addition to aid from philanthropic societies.²

Other schools developed as well when the colonies became more established. Tutors were still employed by planters, and the tutors in their free time were allowed to take extra students to supplement their income. Some even kept regular schools at the house of their planter, with students who lived too far away boarding at the plantation. Wealthy planter girls were able to attend boarding schools in town or private schools in their neighborhood. Wealthy girls from towns usually attended subscription schools. These were established by a group of

²Julia Cherry Spruill, *Women's Life and Work in the Southern Colonies*, 185-191 (quotation on page 189); Mabel Newcomer, *A Century of Higher Education for American Women*. (New York: Harper and Brothers Publishers, 1959), 7-8; Christie Farnham, *The Education of the Southern Belle: Higher Education and Student Socialization in the Antebellum South*, 1-37; Thomas Woody, *A History of Women's Education in the United States*, Vol.1, 268-269; Louise Schutz Boas, *Women's Education Begins: the Rise of Women's Colleges*. (Norton: Wheaton College Press, 1935), 3-4.

parents who took the responsibility for hiring a teacher and providing the building. Boys and girls were taught together by one teacher with anywhere from 10 to 25 students, sometimes more. Religious organizations also established schools. For example, the Ursuline Convent in New Orleans was established in 1727 and a school soon followed; the Quakers in North Carolina set up schools for both girls and boys.³

For the most part, though, educational opportunities for southern women were poor. Reading and the most “elementary subjects” were all that women had an opportunity to learn. Even this was limited, as shown by the high illiteracy rate in the southern colonies. This was especially true among women. In fact, many wealthy women could read and not write, because women’s studies centered on religious texts and the Bible. Even as time passed, girls were not usually taught more than reading, writing, and ciphering. Small private schools in town would teach only sewing and reading, while large boarding schools would teach all the requirements of a “polite education.” Of these polite schools, the French School was the most popular. There French and ornamental needlework were taught. Even when private schools were coeducational, and most were not, girls were taught separately and at a different time than the boys. Also, girls were taught with textbooks especially designed for them, since girls were only supposed to gain a “superficial knowledge” of the subjects studied.⁴

Ornamental subjects were a different story. Different masters might call at a girl’s house or set up venture schools that girls could attend. Drawing, dancing, music, writing, and sometimes painting, as well as riding, were some of the accomplishments taught. Private schools,

³Julia Cherry Spruill, *Women’s Life and Work in the Southern Colonies*, 193-197; Thomas Woody, *A History of Women’s Education in the United States*. Vol. 1, 83, 276-280.

⁴Julia Cherry Spruill, *Women’s Life and Work in the Southern Colonies*, 187-202 (quotation 1 on page 197 and quotation 2 on page 202); Catherine Clinton, “Equally Their Due: The Education of the Planter Daughter in the Early Republic,” 41; Christie Farnham, *The Education of the Southern Belle: Higher Education and Student Socialization in the Antebellum South*, 37-43; Louise Schutz Boas, *Women’s Education Begins: the Rise of Women’s Colleges*, 11-12, 16-18, ; Mabel Newcomer, *A Century of Higher Education for American Women*, 7-9.

which rose to prominence after 1750, offered 2 or 3 subjects, in addition to the basics and needlework, from a selection of spelling, reading, writing, dancing, drawing, music, arithmetic, French, and reading in the “most approved method.” Reading was almost always taught, but French, drawing, and arithmetic were rarely offered. Sewing and reading were the most emphasized.⁵

Soon after the American Revolution, a new movement in women’s education arose. Full of patriotism coupled with Enlightenment theories, the idea of “republican motherhood” came into play. According to this belief, women as the first teachers of their children needed to be educated in order to ensure that their sons would grow up to be outstanding leaders of the new country. Educated women were also believed to be socialized into “true womanhood” and away from feminism and political rights. Also, education became a mark of class, with some families spending more than they could afford in an effort to ensure a daughter’s successful marriage.⁶

All of these ideas combined to bring about the rise of the academy movement in the South in the early nineteenth century. Most were established under the guidance of a religious organization. The most successful of these early academies were the ones established by refugees from Haiti. All followed the plan written by Erasmus Darwin in his *A Plan for the Conduct of Female Education in Boarding Schools*, 1797. Under these guidelines, a proper English education consisted of writing, reading, grammar, languages, arithmetic, geography, history, natural history, polite literature, and “heathen [Roman and Greek] mythology.” This

⁵Julia Cherry Spruill, *Women’s Life and Work in the Southern Colonies*, 202-205; Thomas Woody, *A History of Women’s Education in the United States*. Vol. 1, 281-293 (quotation on page 283);

⁶Catherine Clinton, “Equally Their Due: The Education of the Planter Daughter in the Early Republic,” 39-41; Christie Farnham, *The Education of the Southern Belle: Higher Education and Student Socialization in the Antebellum South*, 15-16.

curriculum became the standard at academies with the addition of some ornamental subjects, which were demoted to electives, French, and Bible reading.⁷

As the academy progressed, it became more advanced. Secondary courses were offered. Preparatory departments were established for younger girls to ensure a stream of young ladies ready for advanced work. Ages ranged from 12 to 15 in the preparatory department and 12 to 18 in the secondary department. Subjects like English grammar, composition, logic, rhetoric, botany, chemistry, natural philosophy, astronomy, geometry, algebra, trigonometry, history, and moral philosophy were taught. French continued to be offered, with some schools offering Greek, Latin, Italian, or Spanish as alternatives. In fact, many brothers encouraged their sisters to learn Latin. Ornamental subjects like drawing, painting, and musical instruments continued to be offered as electives. Girls received a certificate, similar to a diploma offered in a boys' school, upon completion of their work at a public examination. These examinations were a chance for girls to show off their skill and knowledge in all the subjects taught to them. Sometimes they wrote their own essays and read them aloud.⁸

Another secondary education alternative for females was the seminary, which was the prominent form of secondary female education from 1750 to 1870. These, too, were usually founded by religious institutions. Entrance requirements were usually listed, although these were frequently ignored. Thus, ages ranged from 12 to 16 years old. Subjects similar to the academy

⁷Catherine Clinton, "Equally Their Due: The Education of the Planter Daughter in the Early Republic," 45-51 (quotation on page 49).

⁸Catherine Clinton, "Equally Their Due: The Education of the Planter Daughter in the Early Republic," 49-54; Christie Farnham, *The Education of the Southern Belle: Higher Education and Student Socialization in the Antebellum South* 70-92; Louise Schutz Boas, *Women's Education Begins: the Rise of Women's Colleges*, 6.

were taught, and a certificate was also awarded upon completion at a public examination. There was actually no difference, except in name, between the seminary and the academy.⁹

Finally, there was the female college. The first one in the United States appeared in 1836 in Georgia, as the Georgia Female College. Others appeared throughout the antebellum era, but they had similar structures to the academy and seminary. Preparatory and secondary work were offered as well as similar subjects. Ages of attendance would be similar. Certificates were awarded upon completion of a public examination.¹⁰

Therefore, educational opportunities for women in the antebellum south were more generally available than might be expected. What, however, was the situation in Texas? Most of its settlers from other southern states suggested that women there would have similar opportunities to those elsewhere in the Old South. On the other hand, Texas was a frontier settlement that did not have significant settlement before the 1820s. The first English language school opened in 1823 or 1824 in the Austin Colony. This was an old field school, and it is unclear whether girls and boys were admitted. The first girls' school would have to wait until 1834, when Frances Trask opened Independence Academy in Independence, Texas. Efforts were made to establish public schools, but the scarcity of population and lack of funds made this a daunting task.¹¹

One of the false accusations against Mexico after Texas independence was that the government had neglected education, but the next 20 years showed that in actuality the blame lay

⁹Thomas Woody, *A History of Women's Education in the United States*. Vol. 1, 397, 411-416, 393; Louise Schutz Boas, *Women's Education Begins: the Rise of Women's Colleges*, 6.

¹⁰Mabel Newcomer, *A Century of Higher Education for American Women*, 11-12, 21; Louise Schutz Boas, *Women's Education Begins: the Rise of Women's Colleges*, 6-11; Thomas Woody, *A History of Women's Education in the United States*. Vol. 1, 393-395.

¹¹Fane Downs, "Treyls and Troubles: Women in Early Nineteenth-Century Texas," *Southwestern Historical Quarterly* 90 (1986), 41-42; C. E. Evans, *The Story of Texas Schools*. (Austin: Steck Co., 1955), 24, 35.

with Texas citizens, who were not happy with the idea of paying taxes for other children's education. Education for Texans remained a private matter to be settled by each child's parents. With the beginning, in 1838, of the term of President Mirabeau B. Lamar, a known friend to education, plans began for the establishment of two colleges and universities as well as the establishment of primary schools. These plans, though, never went into action as Texas sank deeper and deeper into debt during Lamar's three years in office. After annexation and the adoption of a new state Constitution, plans once again for a public school system were set in motion. The legislature had a constitutional duty to maintain and set up free public schools throughout the state. Again, though, plans never went into action as later laws allowed any school in the county to apply for an apportionment of the school fund based upon student attendance. Texas simply did not have the administrative capacities necessary for the legislature to complete its constitutional duty.¹²

The failure to establish public schools left education for women in early Texas to private schools, established primarily by religious groups. The first such college, opened by the Methodists in 1840, was called Rutgersville College in honor of their founder Dr. Martin Ruter. It was open to both male and female students. Other academies, seminaries, and colleges quickly followed. By 1850, there were 97 academies in Texas, some of which were girls' schools, and by 1860, 180 permanent colleges had been established by various religious institutions, some of which were girls' schools, too. All appeared comparable in their curriculum and departments to other similar institutions in the other southern states.¹³

¹²Frederick Eby, *The Development of Education in Texas*. (New York: Macmillan Co., 1925), 79-80, 86-92, 117 ; C. E. Evans, *The Story of Texas Schools*, 43-52, 65-66.

¹³Frederick Eby, *The Development of Education in Texas*, 93-99, 131-133, 139-147; C. E. Evans, *The Story of Texas Schools* 38, 53-55, 141, 309.

Texas's halting attempts at creating public schools and its private schools have received attention from only a few scholars. And many questions remain unanswered, especially concerning educational opportunities for women. Were there girls' schools widespread in Texas? If schools were present, what courses were offered to the girls? Were they academic or only ornamental? Finally, who were the girls who attended these schools? What was their family background? This study seeks to answer these questions.

This study is based on an examination of 5 of the most populated counties in antebellum Texas. Populous counties were chosen because girls' schools would likely be present only in areas with a relatively large population. Each of the counties had at least 1 newspaper during most of the antebellum period. Newspapers were essential to this study because they provided advertisements for schools and announcements of public commencement exercises. Sometimes they even provided names of students. The counties were chosen geographically to encompass as much of antebellum Texas as possible. Also, all of the counties had court houses that had all of their original probate papers from the antebellum era. The probate papers provided dates on schools attended and in some cases lists of school supplies and textbooks purchased as well as the prices of these items.

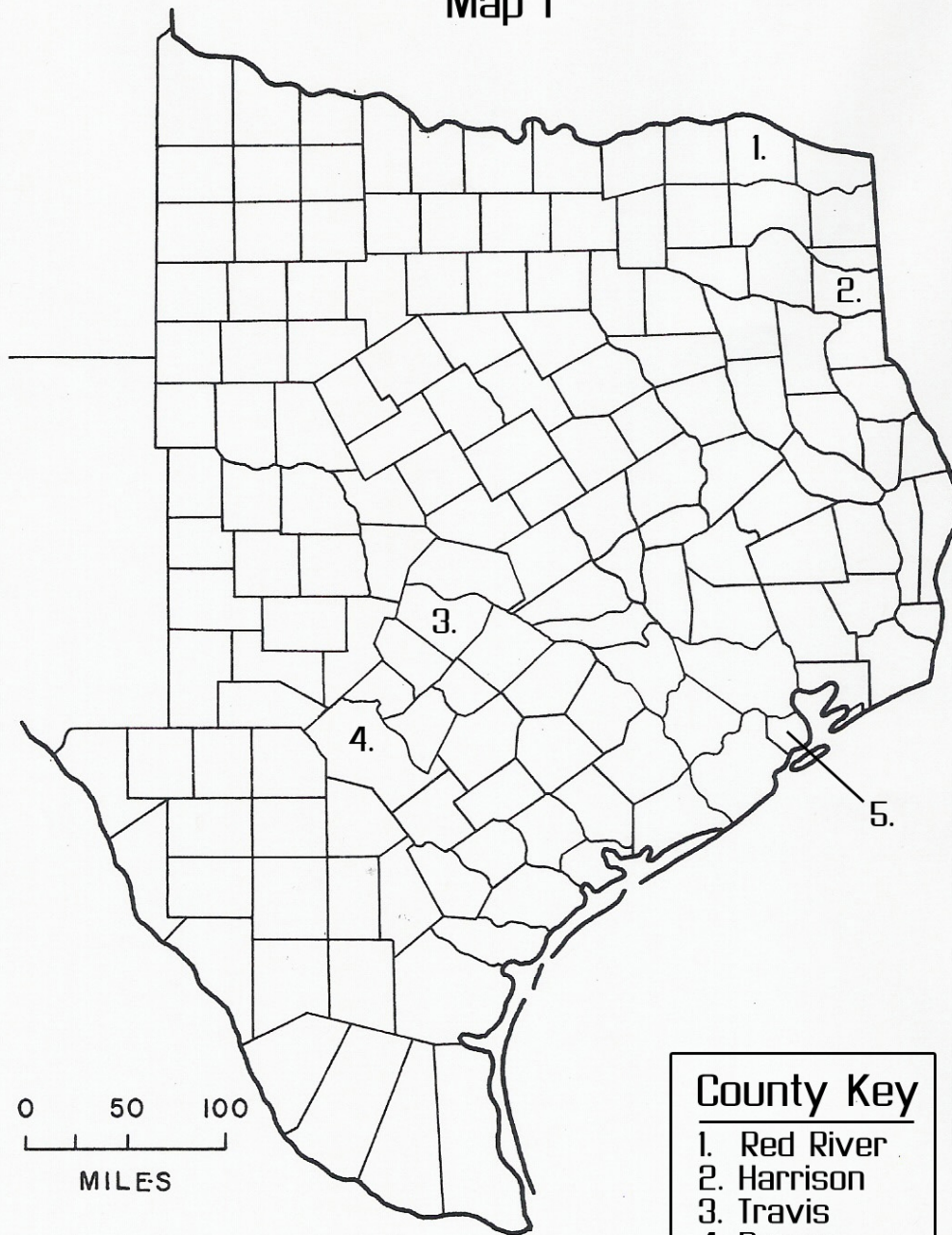
The 5 counties that best met all the requirements for this study were Red River, Harrison, Travis, Bexar, and Galveston (see map 1). Red River County is immediately south of the Red River. Clarksville, its county seat, is 60 miles west of Texarkana. Harrison County, with its county seat at Marshall, sits on the border of Louisiana and Texas. In fact, Marshall is only 60 miles west of Shreveport, Louisiana. Travis County, on the other hand, has its county seat in Austin, the state capital. Austin is in the center of the state, located 100 miles southwest of Waco and 75 miles northeast of San Antonio. San Antonio also happens to be the county seat of

Bexar County. This county had a large German population, which made it unique compared to the other counties. Galveston County centered on the city of Galveston, which was a busy port with exports to foreign countries totaling over \$1,000,000 in 1839. At the time of annexation, Galveston had the largest population of any city in the state. Because it was the only port in the study, this made Galveston unique. Thus, these counties best fit the requirements and provided the best opportunities for a case study of Texas.¹⁴

¹⁴Cecil Harper Jr., "Red River County," *The Handbook of Texas Online* accessed 24 March 2006 available from <http://www.tsha.utexas.edu/handbook/online/articles/RR/hcr5.html>; Randolph B. Campbell, "Harrison County," *The Handbook of Texas Online* accessed 24 March 2006; available from <http://www.tsha.utexas.edu/handbook/online/articles/HH/hch8.html>; Vivian Elizabeth Smyrl, "Travis County," *The Handbook of Texas Online* accessed 24 March 2006 available from <http://www.tsha.utexas.edu/handbook/online/articles/RR/hcr5.html>; <http://www.tsha.utexas.edu/handbook/online/articles/TT/hct8.html>; Christopher Long "Bexar County," *The Handbook of Texas Online* accessed 24 March 2006 available from <http://www.tsha.utexas.edu/handbook/online/articles/BB/hcb7.html>; Diane J. Kleiner, "Galveston County," *The Handbook of Texas Online* accessed 8 March 2006 available from <http://www.tsha.utexas.edu/handbook/online/articles/MM/hem1.html>; From here, then, the study went on to use names of girls found in newspapers or probate records to look for their families in the census and tax records. This provided their family background. However, for Galveston and Bexar counties probate records were not accessible. Instead, the census was used. Families that said their daughters had attended school in the years 1850 and 1860 were looked for and examples drawn from them. Galveston County's and Bexar County's newspapers were also unable to help. No editorials for girls' schools' examinations were found.

TEXAS 1860

Map 1



0 50 100
MILES

County Key

1. Red River
2. Harrison
3. Travis
4. Bexar
5. Galveston

TGJ

CHAPTER 1

RED RIVER COUNTY

According to the 1850 United States Census, Red River County had 2 classical schools and a seminary. The classical schools had 65 students each with 7 teachers and the seminary had 72 pupils with 4 teachers. However, there was no way to determine which of these schools admitted girls. For 1860, there were 2 male and female colleges, 1 with 180 pupils and 5 teachers and 1 with 30 pupils and 1 teacher. There was also a male and female institute with 3 teachers and 50 students. Numerous common schools existed as well with the number of students ranging from 19 to 45; all had only 1 teacher. Once again there was no way to distinguish which of these schools admitted girls and which did not. Yet the statistics show a definite growth in the number of schools during the 10 year period.¹⁵

For girls residing in Red River County, the first school available was near the bank of the Red River at the site of the old town of Jonesboro. It was called Johnsbury and was first recorded by Juan Almonte in 1834. This was the only record of the school, which Almonte said was 1 of 5 located in the area. No one mentioned whether the school admitted girls, although it is possible that they were admitted. Later, in 1841, Jonesboro also became the site of the oldest academy “of any consequence” in Texas; the school was specifically a girls’ school too. Founded by Martha Robert Washington, Pine Creek Female Academy charged \$2.50 a month for tuition. Eventually, the school moved to Clarksville, which became the new county seat due to the malaria caused by Jonesboro’s close proximity to the Red River.¹⁶

¹⁵Seventh Census of the United States, 1850, Schedule 6- Special Statistics (Microfilm: National Archives); Eighth Census of the United States, 1860, Schedule 6- Special Statistics (Microfilm: National Archives).

¹⁶Martha Sue Stroud, “*Gateway to Texas: History of Red River County*” (Austin: Nortex Press, 1997), 174-175 (quotation on page 174); For the purposes of a better understanding of the magnitude of the cost of attending school in antebellum Texas it is important to understand the cost in 2005 dollars. For example, in 1840, \$5 was the

Coinciding with the school's move, Pine Creek Female Academy also changed its name to Clarksville Female Academy. An advertisement published in July 1846 in the Clarksville *Northern Standard* stated that the school offered orthography, reading, and writing for \$10. Geometry, arithmetic, English grammar, geography with the assistance of a globe, history, mental philosophy, moral philosophy, chemistry, rhetoric, botany, and composition were offered for \$15 a session. The advertisement noted that science books would be provided in advance. The school must have appealed to the population, since enrollment reached 58 students that year. Three years later the school offered orthography, reading, and writing with the addition of definition to the subjects offered. But, then the school had raised tuition to \$20 a session. Ancient and modern history were added in addition to the geometry, arithmetic, English grammar, geography with the assistance of a globe, history, mental philosophy, moral philosophy, chemistry, rhetoric, botany, orthography, reading, writing, and composition, which brought this tuition cost to \$30 a session. In addition to these, Latin and French were offered for \$40 a session and the ornamental subjects were offered as electives. Lessons on the school's piano were \$40 a session; drawing and painting were \$30 a session. In 1850, a special notice was made of the addition of new "electric and galvanic apparatus" for aiding lessons in science. The notice made sure to include that henceforth no boys would be admitted under any circumstances. Thus, it seemed safe to assume the success of this school allowed the school to serve girls exclusively. Success continued, from its opening in 1841 as Pine Creek Female

equivalent of \$86.61 in 2005. In 1850 \$5 equaled \$110.89 in 2005, and in 1860 \$5 equaled \$102.71 in 2005. Fifty dollars in 1840 equaled \$866.11 in 2005, and in 1850 \$50 it equaled \$1,108.91 in 2005. In 1860 \$50 equaled 1,027.13 in 2005. Finally, \$100 in 1840 was the equivalent of \$1,732.22 in 2005; in 1850 \$100 was \$2,217.83 in 2005, and in 1860 \$100 was the equivalent of \$2,054.27 in 2005.

Academy, until the Civil War. From then on, enrollment steadily decreased, forcing the school eventually to close.¹⁷

Clarkesville Academy was another school open to girls. The school opened in 1842 as a coeducational school. However, the girls were taught in a separate room. Research revealed no newspaper advertisements for this school, but apparently 3 levels were taught, “elementary, high school, and college level.” There was no way, though, to know if all of these levels were open to girls or not. This school did not have a long life, either, since enrollment only reached 36 by 1846. The school closed in 1847.¹⁸

Clarksville Male and Female Academy was yet another school open to girls, although not originally. The school opened in 1847 as Clarksville Male Academy. The name eventually changed to Clarksville Classical, Mathematical, and Mercantile Academy. Then, in 1854, the school merged with Clarksville Institute to become Clarksville Male and Female Academy. It continued in operation through the Civil War and closed in 1867; research uncovered no newspaper advertisements for Clarksville Male and Female Academy either.¹⁹

Another institute open to girls was the Clarksville Female Institute, which appeared to have no connection to the Clarksville Institute that became Clarksville Male and Female Academy. However, there was a notice in the *Northern Standard* in July 1848 that stated the school was to be reopened. There was no information on if or why the school had been closed earlier. An advertisement a year later, though, declared that orthography, reading, and writing in the junior class would be offered for \$12.50 per session with geography, grammar, and

¹⁷*Ibid.*, 174-176; *Northern Standard*, Clarksville, Texas, 8 July 1846; *Ibid.*, 14 July 1849; *Ibid.*, 6 July 1850 (quotation).

¹⁸Martha Sue Stroud, “*Gateway to Texas: History of Red River County*,” 176 (quotation on page 176).

¹⁹*Ibid.*, 176.

arithmetic offered for an additional \$13 a session. The senior class would receive the same lessons as the junior class, but with the addition of chemistry, astronomy, “heathen [Greek and Roman] mythology”, rhetoric, logic, ancient geography, ancient and modern history, beginning lessons in algebra and geometry, and mental, moral, and natural philosophy for \$20 a session. A full course of mathematics was offered for \$16 a session. Latin, French, and Greek were offered for \$10 each a session. Drawing and painting in oil colors was offered for \$15 a session with the same offered in water colors for \$10 a session. Poorah painting on velvet, satin, and rice paper, offered in 10 lessons, cost \$5 a session. Wax fruit and flower making cost \$10 a session with embroidery in silk and worsted costing \$5 a session. Finally, lessons on the piano cost \$25 a session, with the use of the schools’ piano adding an additional cost of \$3 a session. For those students who boarded, the school added an additional \$50 a session, which included the cost of fuel, washing, and lights among other expenses.²⁰

With such a variety of subjects offered, there was little wonder Clarksville’s paper wrote favorable editorials about the school’s public examinations. One from 1851 stated that a prize was to be offered to the best scholar in the senior class by “literai” of the town, and “the committee of examination was unable to bestow the prize upon either, declaring all were equally proficient and that each was entitled to the highest honor of the institution.” The school continued to be successful even in 1854, when Principal Eliza Todd left the managerial position of the school. If this was the same Clarksville Institute that merged with Clarksville Classical, Mathematical, and Mercantile Academy, it would explain why Todd left the school, since 1854 was also the year the 2 schools merged. But that same year John Anderson advertised he was reopening the school, and bringing some changes to the curriculum. Most noticeably, music lessons on the harp and guitar were offered. This still did not change the tone of any of the

²⁰*Northern Standard*, 15 July 1848; *Ibid.*, 7 July 1849 (quotation).

editorials covering the school's examinations, as one from 1855 demonstrated by stating "we do not believe a more perfect examination was ever passed in any country, by either young ladies or gentlemen of the same age."²¹

Finally, the last school found in Red River County was Bonham Female Seminary. Like most of the other schools mentioned, this school also advertised in the *Northern Standard*. It offered similar subjects with similar tuition prices as the other schools mentioned. However, this school offered physiology, mineralogy, and scanning poetry in addition to the other subjects, ornamental and academic, offered. From other contemporary newspaper advertisements in the antebellum years, the school appeared to be the only one in the county to offer physiology, mineralogy, and scanning poetry, making it unique in Red River County.²²

McKenzie Institute, also located in Red River County, deserved special mention, because it was the only known non-secular school in the area. The other schools previously discussed in the county may have promoted Bible study and church attendance; however, only McKenzie Institute was known to be strictly associated with a religious organization. The school was founded in 1841 by the Methodist Reverend John Witherspoon McKenzie, after he quit his avid pastoral work. It opened as a log cabin with only 16 male pupils. But it quickly prospered, with students coming from Texas, Louisiana, Arkansas, and Indian Territory.²³

Another consequence of the rapid prosperity of the McKenzie Institute was the opening of a female department in 1845. Earlier the school had built two dorms, which housed the boys, so, the additional female students stayed in the president's house until the school built a female

²¹*Ibid.*, 2 August 1851 (quotation 1 and 2); Martha Sue Stroud, *Gateway to Texas: History of Red River County*, 176; *Ibid.*, 22 July 1854; *Ibid.*, 5 July 1856; *Ibid.*, 4 August 1855 (quotation 3).

²²*Northern Standard*, 2 July 1853; Scanning poetry probably meant a literary criticism class on poetry.

²³Reverend Jno H. McLean, "Reminices" (Smith and Lamar Publishing House, M.E. Church, South Nashville, TN: Dallas, TX: Richmond, VA, Chaps 5 & 6, 41-78, files of Mary E. Love. In *Gateway to Texas: History of Red River County* (Austin: Nortex Press, 1997), 194.

dorm. There were other differences for girls as well. The main one, similar to the other antebellum co-educational schools, was that girls received instruction separately from boys. The other was that only a married man or a woman could teach the girls. A few differences existed in the curriculum, too. Girls began at a more elementary level as compared to the boys, with 3 semesters of French required. Greek, Latin, and math were offered to girls as well as boys, but the boys did not take French. Instead, they took bookkeeping, geology, mineralogy, and oriental languages, in addition to Greek Latin and math. Both sexes took history and sciences.

Surprisingly, nowhere in either the catalogue or newspaper advertisements were ornamental subjects mentioned for the girls. Prices were not listed by male or female department either, but by subject departments, with the English department costing \$110 if paid at the end of the session and \$121 if not. For the math department, \$130 was the cost if paid at the end of the session, with an additional charge of \$13 if not paid at the end of the session. While these prices may appear higher than other schools, the cost included board and washing in addition to tuition. The cost of attending McKenzie Institute, then, appeared just as expensive as other schools in the area, although no poor student, boy or girl, was turned away according to the students.²⁴

While the school may have lacked ornamental subjects, it compensated in other areas. McKenzie Institute proudly proclaimed ownership of \$700 worth of science equipment, which included a brass microscope, and had a library. Thus there was no wonder that enrollment reached as high as 126 male and 19 female students in the 1860 to 1861 session. While this number of female students appeared low, female students never attended in large numbers,

²⁴John O. Osburn, "McKenzie College" *Southwestern Historical Quarterly* 62 (April 1960), 533, 536, 543, 544; *Dallas Morning News*, Dallas, Texas, 5 May 1989; B. E. Masters "A History of Early Education in Northeast Texas" (M.A. thesis, University of Texas, 1929) accessed 24 March 2006 available in *The Handbook of Texas* online at <http://www.tsha.utexas.edu/handbook/online/articles/MM/kbm15.html> ; Mary Ley and Mike Bryan, *Journey from Ignorant Ridge: Stories and Pictures of Texas Schools in the 1800's* (Austin: Texas Congress of Parents and Teachers, 1976), 80; *Annual Catalogue of Students and Faculty of McKenzie College for Session 1860-1861* (Nashville: Southern Methodist Publishing House, 1861); *Northern Standard*, 5 July 1856; Martha Sue Stroud, *Gateway to Texas: History of Red River County*, 194 .

probably due to McKenzie Institute's close proximity to several female seminaries, previously discussed, in nearby Clarksville.²⁵

One other special detail about this school deserves mention. In 1855 McKenzie deeded the school to the East Texas Conference of the Methodist Episcopal Church South. But, a few months later the Conference deeded it back to McKenzie. The school then remained in his possession until 1860 when the land and buildings were deeded back to the Conference with supervisory powers in a board of trustees. Another provision at the time also stated that if the school ceased to exist the land went back to McKenzie or his heirs. Therefore, the school officially became a Methodist College, called McKenzie Male and Female College. This did not prevent students of other religious denominations from attending, nor were they pressured to convert. And it was that which probably contributed to the popularity of the school.²⁶

Thus, Red River County had several girls' schools available for those who could afford it. In fact, there was even a school, McKenzie Institute, willing to accept poor students free of charge. All of the schools offered a curriculum of academic courses, which included math, science, English, and foreign languages such as French and Latin. The schools also offered ornamental subjects, such as piano lessons, drawing, and sewing, except for McKenzie Institute. McKenzie Institute's advertisements and catalogue did not list any ornamental subjects. Tuition prices were quite expensive easily totaling to about \$100 if a student took academic subjects, boarded, and also took several ornamental electives including piano lessons using the school's piano. This points to the possible conclusion that only financially successful families could afford to send their daughters to school.

²⁵John O. Osburn, "McKenzie College," 548-549, 539-540; Mary Ley and Mike Bryan, *Journey from Ignorant Ridge: Stories and Pictures of Texas Schools in the 1800's*, 71.

²⁶John O. Osburn, "McKenzie College," 537, 546.

CHAPTER 2

HARRISON COUNTY

Much like Red River County, Harrison County contained a number of schools. The 1850 census reported one university with 69 students and 1 teacher and 18 common schools with 16 teachers and 496 pupils. But there was no distinction between those which were male only and those which admitted girls. In 1860 the census listed 3 common schools with 1 teacher each and a combined total of 51 students. One female college was listed, which had 6 teachers with 130 students. But, there was no distinction between common schools for girls and those for boys. Yet, just like in Red River County, there was a growth in the number of schools available, including one specifically for girls.²⁷

The Republican Academy, which was tied for oldest among the Harrison County schools, was chartered by the Congress of the Republic of Texas at the same time as Marshall University in 1842. The school was open to girls and boys with separate departments for each. The *Marshall Texas Republican* noted that in the female department, “ample arrangements [were] made by the Trustees in regard to the ornamental and music branches.” However, Marshall University eventually bought Republican Academy. It was unclear exactly when this happened²⁸.

Marshall University also dated back to the Republic of Texas. President Sam Houston signed its charter in 1842. The school opened on January 24, 1850, with separate male and female departments. There were 4 levels. The Primary Department received lessons in orthography, reading, writing, mental arithmetic, English grammar, and began lessons in

²⁷Seventh Census of the United States, 1850, Schedule 6- Special Statistics (Microfilm: National Archives); Eighth Census of the United States, 1860, Schedule 6- Special Statistics (Microfilm: National Archives).

²⁸Annie McClain, “Education in Harrison County from 1849-1861,” July 15, 1938, Texas Collection, Baylor University, Waco, Texas; *Texas Republican*, Marshall, Texas, 1 June 1849 (quotation).

geography, natural philosophy, physiology, and history. Tuition was \$10 a session. The Junior Class received lessons in English grammar, natural philosophy, Isaac Watts's *Improvement of the Mind*, botany, geology, mythology, history and completed their lessons in arithmetic. Tuition was \$15 a session. The Middle Class received lessons in rhetoric, logic, moral science, mental philosophy, evidences of Christianity, political and domestic economy, astronomy, algebra, and ancient and modern language lessons began. Tuition was \$20 a session. Finally, the senior class reviewed previous lessons and completed their lessons in ancient and modern languages, geometry, and trigonometry. Tuition was \$25 dollars a session. Drawing, painting, and wax work were a \$1 extra; musical instrument lessons were \$20 extra.²⁹

Marshall Masonic Female Institute served as the female department of Marshall University. After March of 1850, the Masons took over the direction of the school. Eventually, the Masons took complete control of the school, and Marshall University became a boys' school. The school, like the others, was broken down into 5 different classes. The Primary Class received lessons in orthography, reading, and writing for \$10 per 5 month session. The Secondary Junior Class received beginning lessons in arithmetic, grammar, geography, natural philosophy, physiology, and history for \$12.50 per session. The First Junior Class received lessons in English grammar, geography, arithmetic, natural philosophy, Isaac Watts's *Improvement of the Mind*, botany, geology, mythology, and history for \$15 per session. The Middle Class received lessons in chemistry, logic, moral science, mental philosophy, evidences of Christianity, political and domestic economy, astronomy, algebra, and ancient and modern languages lessons began for \$20 per session. The Senior Class studied geometry, trigonometry, reviewed their former lessons, and completed ancient and modern languages for \$25 a session.

²⁹Annie McClain, "Education in Harrison County from 1849-1861"; *Texas Republican*, 13 June 1850; Isaac Watts's *Improvement of the Mind* was written in 1741. It contained lessons in logic and on study techniques.

Drawing and painting were \$10 extra each per session; embroidery and wax work were \$5 each extra a session. Piano lessons were \$20 per session extra with the use of the school's piano adding \$4 to the cost per session. Later, in 1854, the school added vocal lessons, too. Supposedly, the school educated the children of deceased and indigent Masons free of charge.³⁰

This school was the most successful of the girls' schools in Marshall. Their public examinations were featured in the newspaper until 1860 when all news of girls' schools ceased to be featured. An editorial printed in June of 1850 praised the work at the school. Apparently a gentleman and several others from other counties called on the school and were pleased with what they saw. The girls in a Professor Wilson's astronomy class gave answers which were "prompt, and satisfactory, and exhibited an intelligent interest." Upon departure from that class, the gentlemen called on Mrs. Emma W. Bonfoey's grammar class. Here they were equally impressed, especially after Reverend Staples, one of the group, took it upon himself to examine one of the girls. The group ended by visiting a few more classes, which left a good impression on the author of the piece. This was not the only positive coverage of the school either. It received favorable mention in an 1854 editorial that covered an examination, where the *Texas Republican* stated that five girls "received the highest honors, to wit: Misses Mary Eliza Mason, Selina Ward, Flora Henderson, Sarah Burton, and Jeannett Evans."³¹

Two other schools for girls were found in the paper, but they were not nearly as successful as Marshall Masonic Female Institute. One was Marshall Institute, founded by the same Bonfoey who taught at Marshall Masonic Female Institute. Her school apparently offered

³⁰ Annie McClain, "Education in Harrison County from 1849-1861"; *Texas Republican*, 6 June, 1850; James D. Carter, "Marshall Masonic Female Institute," Marshall Masonic Female Institute, Harrison County Historical Museum, Marshall, Texas; *Texas Republican* 4 June 1854.

³¹ Annie McClain, "Education in Harrison County from 1849-1861"; *Texas Republican*, 6 June, 1850; *Ibid.*, (quotation); *Ibid.*, 8 July 1854; See chapter 6 for a more detailed discussion of these girls.

comparable courses to the Masonic Institute, with specific mention of French, Latin, and math in her advertisement. In addition to piano, Bonfoey advertised guitar and organ lessons for an additional charge, making her school different from Marshall Masonic Female Institute. Even the organization of the different classes was identical, with comparable tuition prices. This was probably the second most successful girls' school in Marshall as shown by the consistent advertising up to the beginning of the hostilities of the Civil War. Marshall Grove Academy was the other school. Its advertisement first appeared in 1857. Eventually, the school admitted girls, but it was unclear when that happened.³²

Thus, as was the case in Red River County, a number of schools were available for girls in Harrison County. They taught academic courses, such as math, science, and English; foreign languages such as Latin and French; and ornamental subjects such as piano, sewing, and drawing. These were all courses offered at similar schools in Red River County. Tuition prices ranged from \$10 at the primary level to \$25 dollars at the senior level with ornamental subjects costing an additional fee each. Piano lessons were the most expensive, if the use of the school's piano was needed. This made piano lessons cost about \$25. Board added additional costs. Therefore, these schools were very similar to the comparable ones in Red River County, making it quite possible that only girls from wealthy families could afford to send their daughters to school.

³² *Texas Republican*, 3 June 1854; *Ibid.*, 6 June 1857; Annie McClain, "Education in Harrison County from 1849-1861."

CHAPTER 3
TRAVIS COUNTY

Travis County, like the other 2 counties previously discussed, contained a number of schools. The census in 1850 listed 5 common schools with 1 teacher each and a range of students from 9 to 26. One even had 6 teachers and 37 pupils. As in the other counties, there was no way to distinguish which of these admitted girls and which did not. There were 2 female colleges listed as well in 1850; each had 1 teacher, and there were 23 students in one and 25 in the other. In 1860 the census listed 3 common schools with 1 teacher each and a combined total of 87 students. Each had 1 teacher, except for one with 60 students; that school had 2 teachers. None of these schools, however, distinguished between those which admitted girls and those that did not. One college was also listed with 146 students and 8 teachers. There were 3 female high schools listed too. One had 2 teachers and 47 students, another had 3 teachers and 86 students, and the last one had 6 teachers and 100 students. The only other high school listed was Austin High School, which had only 1 teacher and 41 students. The only other school listed for this year was an academy with 3 teachers and 55 students. Just like in the other counties discussed, Travis County showed growth in the number of schools present, but unlike the other 2 counties, Travis County listed high schools including several for girls.³³

Therefore, girls living in and around Travis County had a selection of schools from which to choose. One of these schools was Austin Collegiate Female Institute. This school appeared to be the most successful, since their examinations and advertisements were featured more frequently than any other girls' school in the county in the *Austin Texas State Gazette*. Also, catalogues from the school for the 1856 and 1859 school years currently exist, which gives more

³³Seventh Census of the United States, 1850, Schedule 6- Special Statistics (Microfilm: National Archives); Eighth Census of the United States, 1860, Schedule 6- Special Statistics (Microfilm: National Archives).

insight into the school. The school catalogue listed organized departments with classes arranged according to each department. A newspaper advertisement from 1852, however, listed subjects and prices. Thus, it seems safe to assume that in later years, as the school became more successful, it was able to specialize. The 1856 catalogue listed the primary department offering lessons in orthography, reading, mental arithmetic, and primary geography. The preparatory department completed mental arithmetic and began practical arithmetic in addition to geography, grammar, Isaac Watts's *Improvement of the Mind*, penmanship, Latin grammar, and composition. The collegiate department finished lessons in arithmetic and received lessons in ancient and modern history, algebra, the first Latin reader, natural philosophy, rhetoric, logic, geology, Charles Anthon's *Caesar*, mineralogy, mental science, *Virgil*, geometry, botany, anatomy and physiology, *Cicero's Orations*, astronomy, moral science, elements of criticism, Greek testament, *Horace*, evidences of Christianity, John Buller's *Analogy*, and completed Latin and Greek grammar. A special note stated that spelling, reading, writing, English grammar, arithmetic, vocal music, and composition were taught throughout the session. Prices were not listed in the 1856 catalogue, but the one from 1859 listed the tuition of the primary department at \$15, the tuition of the preparatory department at \$20, and the tuition of the collegiate department at \$26. French, Spanish, and Italian were offered for an extra \$10 each, with drawing, painting, and embroidery offered for an extra \$10 each. Music lessons on the guitar or piano were \$20 each with the use of the piano costing an extra \$5. Board was an additional \$90.³⁴

³⁴*Texas State Gazette*, Austin, Texas, 19 June 1852; *Austin Collegiate Female Institute: Catalogue of the Austin Collegiate Female Institute for the Year Ending June 27, 1856* (Austin: Printed at the State Gazette Office Marshall and Oldham, 1856), 60-62; *Austin Collegiate Female Institute: Catalogue of the Austin Collegiate Female Institute for the Year Ending June 23, 1859* (Austin: printed at the Gazette Book and Job Office, 1859), 78-79; Charles Anthon translated a copy of *Caesar*; John Buller's *Analogy* is a music book of three Shakespearean sonnets set to music.

There were other qualities about the school which probably appealed to parents, too. One was the express statement of the school for parents to “not expect our young ladies to discuss political problems, solve metaphysical mysteries, but whatsoever is true, whatsoever is lovely, whatsoever is of good report, will be placed before them, as eminently worthy of their attainment.” The girls received a diploma after a “satisfactory examination” and completion of their courses. It did not require them to take Latin or any of the other electives. If parents remained unmoved, the school expressly stated that there was no sectarianism; therefore, the school welcomed girls of all religious backgrounds. And if that was not enough, the school listed numerous academic apparatuses at their disposal for aiding the students in lessons. These included maps of the world and the United States, globes, microscopes of various kinds, electromagnet machine, electric machine, brass plates and other equipment for experiments, simple machines, astronomical slides, thermometers, and a telescope.³⁵

There were other schools available as well. For example, one could attend Austin Female Academy. It was assumed they offered similar subjects to Austin Collegiate Female Institute, since no subjects were listed in their advertisement. But the advertisement stated that the school was organized into advanced and preparatory departments with tuition prices comparable to Austin Collegiate Female Institute. Plain and fine needlework were also offered in addition to vocal and instrumental music lessons for an extra charge.³⁶

Austin Female Seminary was another option. This school, however, appeared more similar to Austin Collegiate Female Institute than Austin Female Academy. The Seminary was

³⁵*Austin Collegiate Female Institute: Catalogue of the Austin Collegiate Female Institute for the Year Ending June 27, 1856*, 63-64 (quotation 1 on page 64 and quotation 2 on page 66), 66; *Austin Collegiate Female Institute: Catalogue of the Austin Collegiate Female Institute for the Year Ending June 23, 1859*, 80; A more detailed description of several girls who attended this school is in chapter 6.

³⁶*Texas State Gazette*, 5 July 1851.

organized into 3 departments, although these were the primary, junior, and senior departments instead of primary, preparatory, and collegiate. Similar subjects were offered for each department. However, the Female Institute offered more subjects for the same price as the Seminary. But, the Seminary offered Spanish in addition to French as an elective, which the Female Institute did not.³⁷

The *Texas State Gazette* also mentioned other schools, but apparently they were less successful, because their advertisements appeared only once or twice in the paper. A Mrs. Robertson advertised she was opening a female school in 1853. The school offered the same subjects as the others, except no mention was made if the school was organized into departments. Also, prices were comparable to the others. Since the school offered no music lessons of any kind, its success was probably limited among parents. Austin Female College appeared in the paper only once, and this was only an announcement for the public examination exercises. No advertisement for courses and tuition prices was found, but the assumption was the school would be similar to the others in order to compete with them. Mrs. Amelia Barr ran a school too. Barr lived in Austin for 10 years, playing a large role in local society. She also kept a diary, where she described many local events and people she encountered while living in Austin. These descriptions are featured in her autobiography *All the Days of My Life*. Barr's school opened in 1856 and closed after the Civil War. She offered her students similar courses to the others, except her school offered a course in classical biography and prose and dramatic reading. Still, an advertisement in the *Austin Texas State Times* mentioned that Barr was an Englishwoman

³⁷*Ibid.*, 26 July 1852.

who received her training from Caroni and Camille Schubert. She offered all of her pupils an English education.³⁸

So, schools in Travis County offered an academic curriculum with subjects similar to the ones offered at the schools in other counties. Travis County schools also offered ornamental subjects, like the other schools in the other counties, for an extra fee for each one. Piano lessons with the use of the school's instrument were once again the most expensive elective offered. Also, just like the other counties, tuition prices with the cost of board were quite expensive and lead to the conclusion that girls from privileged backgrounds were the only ones who would be able to afford to attend school.

³⁸*Ibid.*, 4 July 1853; *Ibid.*, 28 July 1856; "Ameilia Barr's Ladies School," Special Collections, Austin History Center, Austin, Texas; Paul Adams "Barr, Amelia Edith Huddleston," *The Handbook of Texas Online* accessed 30 May 2006 available from <http://www.tsha.utexas.edu/handbook/online/articles/BB/fba75.html>; *Texas State Times* 19 July 1856; *Ibid.*, 9 August 1857.

CHAPTER 4

BEXAR COUNTY

The census of 1850 reported relatively few schools in Bexar County. One common school had 1 teacher and 16 students. There was also 1 female school listed with 1 teacher and 25 students as well as a male and female college with 2 teachers and 53 students. Bexar County in 1860, on the other hand, had 14 schools listed with detailed descriptions. There was a Roman Catholic Female Seminary with 257 students and 6 teachers, and a Roman Catholic Day School, which did not say whether both sexes were admitted, with 6 teachers and 190 students. There was a German English School, which admitted both sexes, with 4 teachers and 187 students; one free city school also existed. It admitted both sexes and had 3 teachers and 221 students. Last, there were 10 additional private male and female academies with combined totals of 11 teachers and 342 students.³⁹

A small selection of girls' schools existed for Bexar County, including a school that made this area exceptional compared to the others. Bexar County happened to be home for a large population of Germans. A group of German immigrants who called themselves "Lateiner" because of their knowledge of Latin and scholastic background founded a German English school for their children on April 2, 1858. Both sexes were admitted. The school renounced religious instruction in the first general board meeting as well as stating that German and English would be used equally throughout the lessons with no preference given to either language. Poor students would not have to pay, but they were subject to approval by the Board of Treasury. Parents who paid for two children to be sent to the school would be allowed to send 1 or 2 others

³⁹Seventh Census of the United States, 1850, Schedule 6- Special Statistics (Microfilm: National Archives); Perhaps the 1850 Schedule 6-Special Statistics portion of the census was done poorly, and that was why there were so few schools reported; Eighth Census of the United States, 1860, Schedule 6- Special Statistics (Microfilm: National Archives).

free of charge. However, all of this was subject to the parents' renouncing financial support from the state, county, and city for their child's education. Only after this would the child be accepted into the school.⁴⁰

Academically the German English School seemed able to compete with others across the state. It was divided into 2 academic levels. The primary taught reading in German and English, writing, geography, arithmetic, natural history, physics, and drawing for \$2.50 tuition. The upper level taught, in addition to lessons begun in the primary department, German and English grammar, history, mathematics, and German and English reading. This took up the greatest amount of time in the day, since one of the school's goals was for the children to be fluent in both languages. In fact, the board stated that when the school established higher levels, the continuation of studies from the previous levels would be taught as well as extensive grammar lessons for both languages, extensive written composition exercises and translations from one language to the other, extensive knowledge of literature in both languages, French, Spanish, and completed natural science, mathematics, technology, and jurisprudence lessons. For girls, the school offered lessons in sewing and cooking. Also, the school had an extensive gymnastics program and later offered singing lessons. For the parents, the school taught night classes for adults and sent home monthly report cards. Diplomas were given upon completion of studies.⁴¹

⁴⁰Mark H. Clark, "The German English School of San Antonio," Special Collections, Alamo Library, San Antonio, Texas (quotation); "Autra Schul Committee Des Schul Vereins Zu San Antonio, Texas, 1858-1861," Translated by Advanced German Class of Douglas MccArthur High School, San Antonio, Texas, Special Collections, Alamo Library, San Antonio, Texas; "Board of Directors Meeting 5 May 1858," Translated by Advanced German Class of Douglas MccArthur High School San Antonio, Texas, Special Collections, Alamo Library, San Antonio, Texas; "Board of Directors Meeting 12 September 1859," Translated by Advanced German Class of Douglas MccArthur High School San Antonio, Texas, Special Collections, Alamo Library, San Antonio, Texas; "Board of Directors Meeting 12 May 1858," Translated by Advanced German Class of Douglas MccArthur High School San Antonio, Texas, Special Collections, Alamo Library, San Antonio, Texas.

⁴¹"Autra Schul Committee Des Schul Vereins Zu San Antonio, Texas, 1858-1861," Translated by Advanced German Class of Douglas MccArthur High School, San Antonio, Texas, Special Collections, Alamo Library, San Antonio, Texas; "Board of Directors Meeting 15 October 1858," Translated by Advanced German Class of Douglas MccArthur High School San Antonio, Texas, Special Collections, Alamo Library, San Antonio.

The German English School of San Antonio must have been very successful. No advertisements for it were found in the English San Antonio newspaper, the *San Antonio Herald*. Yet the school could boast of owning scholastic equipment, like maps of Europe, North America, and the United States. These were purchased early in the school's existence. Lesson plans from 1860, which survive, showed extensive planning of a rigorous academic schedule for 3 academic levels. Even lesson plans from the school's first years stated that the primary department spent 3 hours every morning and 2 hours every afternoon in class with an extra hour 2 days a week for drawing. The upper level received 4 hours of morning instruction, which included drawing, and 2 hours in the afternoon 4 days a week. Wednesdays and Saturdays, which followed the German school calendar, were the students' days off. It was thought at the time that this schedule, with afternoons free, best fit the San Antonio climate.⁴²

Three other schools advertised in the San Antonio paper; however, none listed a description of their courses and tuition prices. Instead, the San Antonio Female Institute's advertisement said "the course of instruction includes every branch of a solid education as well as accomplishments." For further information, the reader was instructed to apply for a brochure. Mrs. M.C. Cleveland, who ran a young ladies' school, advertised strict attention would be paid to her younger students, while the more advanced ones would be able to complete a thorough and "highly finished education." Piano, guitar, and vocal music lessons were specifically mentioned. The Excelsior School was the last one of the 3 schools found advertised in the paper. This school taught the "common English branches." Yet, the advertisement made no mention of what,

⁴²"Autra Schul Committee Des Schul Vereins Zu San Antonio, Texas, 1858-1861," Translated by Advanced German Class of Douglas MccArthur High School, San Antonio, Texas, Special Collections, Alamo Library, San Antonio, Texas; Texas; "Board of Directors Meeting 27 July 1858," Translated by Advanced German Class of Douglas MccArthur High School San Antonio, Texas, Special Collections, Alamo Library, San Antonio, Texas; "Board of Directors Meeting 21 August 1858," Translated by Advanced German Class of Douglas MccArthur High School San Antonio, Texas, Special Collections, Alamo Library, San Antonio, Texas; "German English School: Monument of Determination, Foresight," Special Collections, Alamo Library, San Antonio, Texas.

if any, academic subjects the girls were taught. Instead, the advertisement specifically stated that instructions in wax, tissue, and artificial flower making and painting, among other ornamental electives, were offered to female students.⁴³

The Ursuline Academy in San Antonio proved to be a very successful school. It began when Bishop Jean Marie Odin, the previous Monsignor Odin, became concerned for San Antonio. Odin is most known for his work to revive Catholicism in Texas from 1840 to 1861. First named Vice Prefect Apostolic by Father John Timmon around 1840, Odin was sent to Texas to rebuild the church after the secularization of the missions and the Texas Revolution; he was so successful that he “has been acclaimed the founder of the modern Catholic Church in Texas.” A number of Protestants had opened their own schools, causing Odin great concern. So, he sent several nuns from the New Orleans convent with the assistance of 3 volunteers from the convent in Galveston to San Antonio in order to establish a school and prevent the Protestants from undermining the Catholic Church. The Academy opened in 1851, 6 weeks after the nuns arrived in the county, and was the first school in San Antonio and the second in the state for the purpose of educating both rich and poor, Catholic and non-Catholic, young ladies. Similar to Galveston, out of the 15 nuns recorded in the 1860 census many were foreign-born. They came from France, Ireland, and England. What was different from the Galveston school was that a number of the nuns born in the United States were born in Louisiana, where one of the oldest Ursuline Convents existed in New Orleans. The other nuns born in the United States and listed on the census were born in Texas, which also had a known Ursuline Convent in Galveston.⁴⁴

⁴³*San Antonio Herald*, San Antonio, Texas, 1 July 1859 (quotation 1); *Ibid.*, 7 July 1858 (quotation 2); *Ibid.*, 2 August 1859 (quotation 3).

⁴⁴Maria Watson Pfeiffer, *School by the River: Ursuline Academy to Southwest School of Arts and Crafts 1851-2001*. (San Antonio: Maverick Publishing Company, 2001), 9, 19, 24; Patrick Foley “Odin, Jean Marie,” *The Handbook of Texas Online* accessed 30 May 2006 available from <http://www.tsha.utexas.edu/handbook/online/articles/OO/fod2.html> (quotation); Fred Moseback, “Grand Pagent

Ursuline Academy did not advertise in the San Antonio newspaper, perhaps because the school attracted so many students from some of the most famous and oldest Texas families, such as the nieces of a General Meade, the daughters of a Senator Canales, the daughters of a Minister Canales, and the daughter of Don Augustin Ballesteras who became the Marquisa Del Valle De La Colina. Also, it was known that the school offered an English and classical education, with the students placed in classes according to language and ability. There is no surviving list of textbooks or lesson plans listing the classes offered. But, a few of the lessons offered can be inferred from letters written to Sister Mary Augustine in Ireland from Sister Mary Patrick, also from Ireland, in San Antonio in October and November 1852. In one letter Sister Mary Patrick requested Roman history books translated from French and Murray's English grammar books to be sent from Ireland, since Sister Mary Patrick did not trust history textbooks printed in the United States. In a later letter, Sister Mary Patrick told Sister Mary Augustine that "American children [were] generally far advanced in arithmetic, but they [did] not possess as good general abilities as we heard attributed to them." Still, she told Sister Mary Augustine the American children could not help but advance. Thus, a safe assumption was that history, writing, grammar, and arithmetic were offered in addition to the other courses offered at the school in Galveston.⁴⁵

Lack of advertising did not hinder popularity among parents either. The 1860 census reported that the convent had \$12,000 worth of real estate. The school remained open, even during the Civil War, and it prospered. In fact in 1864, the school had 172 students and

Marks 400th Anniversary of Ursuline Order," *San Antonio Express*, San Antonio, Texas, 5 May 1935; E.B. Duarte, "Ursulines Vacate Poiniards's Folly' After 114 Years," *The Alamo Messenger*, San Antonio, Texas, 24 September 1965; Ella K. Paggett Stumpf, "Les Ursulines," *Ford Times* 52 (January 1960); Eighth Census of the United States, Schedule 6- Special Statistics (Microfilm: National Archives).

⁴⁵Jessie Micklejohn, "The Ursuline Academy San Antonio, Texas, 1851-1937," Special Collections, Alamo Library, San Antonio, Texas (quotation); Maria Watson Pfeiffer, *School by the River*, 19-20; Catherine McDowell, *The Ursuline Convent in San Antonio* [Ca. 1977], apparently written at the Alamo Library, San Antonio, Texas. Special Collections, Alamo Library, San Antonio, Texas.

continued growing. This was unlike the Galveston Ursuline Academy, which saw a significant drop in the number of students attending during the war. There were a number of boarding students listed in the 1860 census for San Antonio as well, ranging in ages from 7 to 16. This of course did not include day students. The average age of the boarding students was 12. Another interesting fact was that 13 of the girls listed in the 1860 census were born in foreign countries which included France, Germany, Ireland, England, and Mexico. Of these girls, 5 were born in France, 2 were born in Ireland, 2 were born in Mexico, 2 were born in Germany, and 1 was born in England. The rest of the students listed in the 1860 census were born in the United States. Of these, 6 were born in Texas, 2 were born in Louisiana, and the rest came from other southern states, such as Kentucky, Tennessee, and Alabama. The San Antonio Ursuline Academy also attracted a number of girls from families born in other southern states.⁴⁶

Thus, Bexar County had several schools available for girls to attend. In fact, San Antonio, as one of the most populated counties, had 2 schools which apparently did not need to advertise at all. Ursuline Academy and the German English School were 2 very successful schools and had large numbers of students attending. Interestingly, the German English School and Ursuline Academy admitted poor students free of charge. This fact could have been the deciding factor for some of the girls who attended. Academic courses were offered at all of the schools in addition to ornamental electives. These were all similar to the ones offered at comparable schools in the other counties. Still, tuition prices for academic courses and ornamental electives proved to be similar to ones at other schools in other counties. Possibly, then, most of the girls who attended school from Bexar County, like the girls from the other counties discussed, came from financially successful families.

⁴⁶Eighth Census of the United States, Schedule 6- Special Statistics (Microfilm: National Archives).

CHAPTER 5

GALVESTON COUNTY

Galveston County was the home of several schools. Although very populous at the time of Texas's annexation to the United States, there were no special statistics found for Galveston in the 1850 census. So, only the census of 1860 was used. It listed 1 Ursuline Convent School with 104 students and 7 teachers as well as 1 female academy with 3 teachers and 35 pupils. The census reported a common school with 15 teachers and 300 students, and a high school with 1 teacher and 25 students. In the case of both schools, it was unclear whether both sexes were admitted⁴⁷.

Galveston, while just as large as Bexar County, contained a number of girls' schools, which were advertised in the city's two papers, the *Galveston Weekly News* and the *Galveston Civilian and Gazette*. One of these schools that admitted girls was Galveston Male and Female Seminary. This school was divided into levels based on academic ability, just like the previously discussed schools. The first level taught spelling, reading, writing, beginning arithmetic, and geography for \$10. The next level taught English grammar; geography; arithmetic; history; composition; rhetoric; logic; botany; physiology; geology; mineralogy; mental, moral, and natural philosophy; chemistry; and astronomy for \$15. Latin, Greek, French, Spanish, and German were offered, too, for the added cost of \$20. Drawing and painting were \$15. Music, focusing on either the guitar or piano, was another \$25 a session with the use of the instrument.⁴⁸

The school was run by John McCullough, principal, and Miss Ann McCullough, who was listed as an instructress. The 2 were from Pennsylvania. They had a number of boarding students in 1850, which included 7 boys and 15 girls. The girls ranged in age from 8 to 17, and

⁴⁷ Eighth Census of the United States, 1860, Schedule 6- Special Statistics (Microfilm: National Archives).

⁴⁸ *Galveston Civilian and Gazette*, Galveston, Texas, 29 July 1851.

the boys ranged in age from 8 to 15. The average age of boarding girls was about 15, while the average for boys was about 12. The total average for both boys and girls was 14. This school, then, appeared more popular for daughters among parents of boarding students.⁴⁹

Galveston Female Seminary, which was separate from the Male and Female Seminary, was also advertised. Although not listed in the 1850 census, the school, according to its advertisement, was founded in that year. There were 3 departments. The primary department offered the same courses as the Male and Female Seminary for the same price. The middle and senior departments offered the same courses as the second level of the Male and Female Seminary with the addition of algebra, trigonometry, evidences of Christianity, and political economy. The school's middle and senior departments did cost \$5 more than Galveston Male and Female Seminary for the equivalent classes, making the total tuition \$20 a session. The same foreign languages as were taught at Galveston Male and Female Seminary were offered for \$5 each a session. Needlework, embroidery, and wax work were listed as the ornamental electives available for \$10 each. Piano or guitar lessons were also offered, like at the Male and Female Seminary, for \$25 each. The use of the instrument was an additional \$5. Board cost \$62.50.⁵⁰

Another girls-only school advertised was the Young Ladies Institute. A Mrs. Van Nooten, who came "at the request of Galveston citizens," ran the school. She advertised it as an imitation of the best in Europe, offering a complete education. Once again the school was organized into departments with the preparatory department costing \$15, the elementary costing \$20, the secondary costing \$25 dollars, and the superior department, which did not have a tuition

⁴⁹*Ibid.*, 29 July 1851; Seventh Census of the United State, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives).

⁵⁰*Galveston Weekly News*, Galveston, Texas, 11 July 1854.

amount listed. Foreign languages were \$5 each. Piano, according to the level of the student, cost \$30 or \$40, and vocal lessons with the accompaniment of the piano or guitar cost twenty \$5. The advertisement made a special note that the music department was in the charge of a student of a M. Maramontel, a professor of music at the conservatory in Paris. Ornamental subjects varied in prices. Painting and drawing “in every style and variety” cost \$25, while plain and fancy needlework, embroidery, and tapestry “of all kinds” cost \$10. Board cost \$100, but it included the use of bedding, washing, fuel, and lights. If the student did not bring their own fork, spoon, towels, or napkins, they would be charged for the use of these as well. Two specials were advertised too. One was advertised for boarders, which stated that \$400 included all charges. The other offered a rate of \$200 per year, paid in advance, for those “who want to take advantage of all the school offers.”⁵¹

The other schools advertised in the paper did not have detailed descriptions. One was F. Dean’s School. This school offered “ordinary English branches” for \$15 per session. Different areas of mathematics were taught, of which the advertisement listed surveying and navigation, as well as a variety of languages, including ancient ones such as Latin, Greek, and Hebrew, and modern ones such as French and Spanish. Girls received lessons in a separate department, but there was no mention of the subjects in which they were instructed.⁵²

The Richmond Male and Female Academy, like F. Dean’s School, advertised the courses offered. These included reading, writing, beginning lessons in geography and arithmetic for \$2 per month. Arithmetic, geography, grammar, natural philosophy, history, and astronomy were \$3 per month. Latin, Greek, chemistry, and the higher branches of mathematics were \$4 a month.

⁵¹*Ibid*, 11 July 1854.

⁵²*Galveston Civilian and Gazette*, 3 July 1844.

French, music, and needlework were extra. As was the case with F. Dean's School, no mention was made of what courses the girls took.⁵³

One of the last schools advertised in the paper was Guadalupe High School, which was run by William J. Glass and his wife, who headed the female department. There were 3 departments. The preparatory taught spelling, reading, writing, and mental arithmetic for \$8. The second department taught arithmetic, geography, English grammar, history, natural philosophy, and others for \$12. The third department taught the higher branches of English literature, math, and the classics for \$15. These were all courses offered in the 2 Galveston seminaries, Galveston Male and Female Seminary and Galveston Female Seminary, but there were not nearly as many courses at the high school as at the seminaries. Also, it was not specified whether these courses were offered to the girls or just the boys. A special note, though, was made that "young ladies can be taught all ornamental branches." A second noted that orphans and fatherless children without money were admitted free or charge.⁵⁴

Galveston deserved special attention because it was the home of the first and one of the most famous Texas schools- Ursuline Academy. Monsignor Jean Marie Odin and some of the Ursulines from New Orleans established the academy in 1847. Interestingly, the sisters themselves, as recorded in the 1850 census, appeared to be mostly foreign born. A majority were born in France, but some came from Ireland, Germany, and Canada. The few born in the United States came from New York, Massachusetts, and New Hampshire. The school opened on February 8, 1847 with 25 paying and a number of free students. At first, the school was only a day school, but eventually it added a dormitory. It remained open into the twentieth century, only closing during yellow fever epidemics in 1848, 1853, and 1858. Even during the Civil War,

⁵³*Galveston Weekly News*, 13 July 1852.

⁵⁴*Ibid.*, 19 April 1842; Guadalupe High School is possibly located in Seguin, Texas.

when the Confederate Army commandeered the new dormitory as a hospital and a number of students left, the school remained open for day pupils.⁵⁵

The Ursulines advertised in the *Galveston Weekly News*. One advertisement stated, “the course of study embraces all the branches of education taught in the best schools of the United States.” Also, the advertisement mentioned that plain sewing, ornamental needlework, the making of artificial flowers, and piano playing were offered. But the real emphasis was on the principles of “housekeeping and domestic economy.” Tuition was not cheap, “with board, tuition, washing, bed, physicians fee, and use of the library” costing \$186 per year. Music with the use of the piano was an additional \$60 per year; foreign languages were \$20 per language a year. Finally, ornamental subjects, such as the piano lessons and ornamental needlework mentioned earlier, cost \$20 each per year. Therefore, the cost for one year of attendance taking one foreign language and one elective with piano and the use of the instrument cost \$292 a year. This was quite expensive for the average worker and farmer.⁵⁶

But attendance never appeared to be a problem. The convent itself was estimated to be worth \$16,000 in 1850. Also, there were 19 girls recorded as boarding at the school in 1850. They ranged in ages from the youngest listed as 5 to the oldest girls listed as 17. The average age was about 13. These girls came from various places, including one born in France. The majority were born in Texas, but one student was born in Kentucky, one was born in Alabama, and a few others born in Louisiana. In 1860, the sisters were not listed, but the number of boarders had increased to 39. This was about twice the number in 1850. The girls in 1860 had a

⁵⁵Eighth Census of the United States, Schedule 6- Special Statistics (Microfilm: National Archives); Ursuline Academy, “Ursuline Academy Centennial 1847-1947: January 19,20,21, 1947,” Special Collections, Henry Rosenberg Library, Galveston, Texas; Dorothy Micheletti Wolter, “Ursuline Sesquicentennial, 1847-1997, Galveston, Texas,” Special Collections, Henry Rosenberg Library, Galveston, Texas; Seventh Census of the United State, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives).

⁵⁶*Galveston Weekly News*, 20 July 1858.

range of ages, from 21 being the oldest to 8 as the youngest. The average age remained 13, the same as before. Also, among the girls the foreign-born students were from France, Ireland, Germany, Belgium, and Mexico. There were a number born in other southern states too, including Georgia, South Carolina, Alabama, and Louisiana.⁵⁷

Thus, Galveston, like the other counties under study had several girls' schools available, which offered academic subjects, like science, mathematics, and grammar, and ornamental electives, such as piano lessons, sewing, and drawing. These were similar to the ones offered at comparable schools in other counties for similar prices. However, Galveston, as one of the larger counties, had a similarity to Bexar County. Both had an Ursuline Academy, which probably offered free admission to poor students.

⁵⁷Seventh Census of the United State, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Eighth Census of the United State, 1860, Schedule 1- Free Inhabitants (Microfilm, National Archives).

CHAPTER 6

SOCIOECONOMIC STATUS

The last issue to be investigated was the socioeconomic status of the girls who attended the schools. Were these all girls from privileged backgrounds? For the Bexar County and Galveston County, there was also the question of whether or not more white American girls attended school compared to German or Hispanic girls. Finally, were the girls only taking ornamental subjects, such as music lessons, or were they taking academic courses like Latin, math, or social studies?

For Red River County, evidence existed concerning the status of several girls who attended school, mostly during the Republic of Texas era and early statehood. The Barker sisters provide one example. These girls, Lucinda and Polly Ann, were the daughters of James Barker, who died in 1840. At the time of his death, Barker owned 640 acres of land and 1 slave. His estate, then, had enough money to pay \$35 for tuition for Polly Ann in 1843 and \$10 in 1845 for 5 months tuition. In 1847 the Barker estate paid \$13.30 for both girls' tuition. There was no evidence of the girls in the census, since the first year the United States Census listed Texas was in 1850. William Donoho, also from Red River County, sent his daughter Lucy to school in 1845 for the price of \$42. His probate inventory listed his estate as worth \$638.69. This included a medical library of 87 volumes, medicines, and a shop fountain. Donoho, then, appeared to be a doctor. Donoho had 2 other children in addition to Lucy, named James and Susan, but no records were found that showed he sent these other 2 children to school. Perhaps they were too young. Still, these two families had enough money to send their daughters to school.⁵⁸

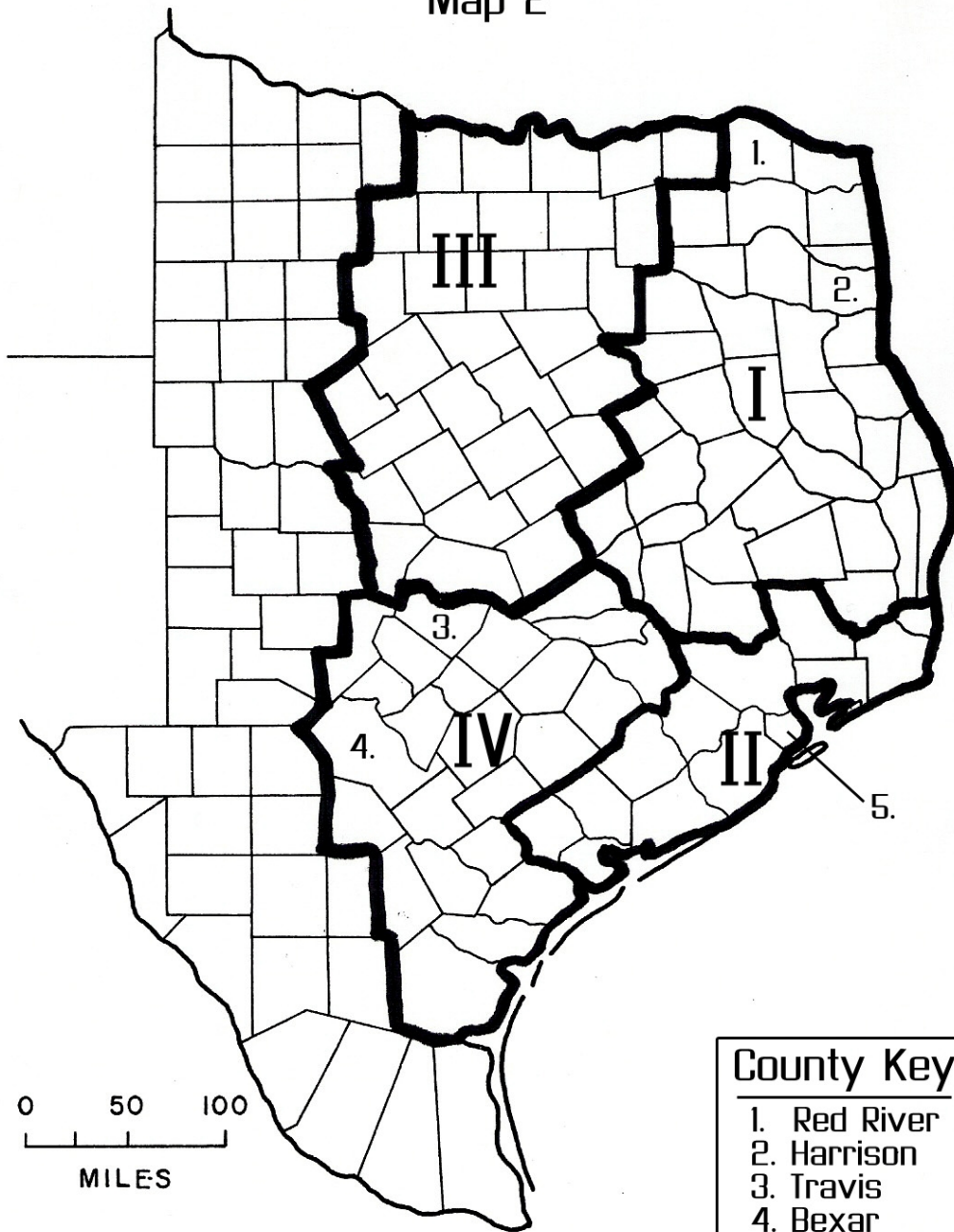
⁵⁸Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1840, Genealogy Division. (Microfilm, Texas State Library); Estate of James Barker dec'd Heirs of Red River County Probate Court Records, Office of the County Clerk, Red River County Court House, Clarksville, Texas; Estate of William Donoho Red River County Probate Court Records, Office of the County Clerk, Red River

Martha Bagby, who attended Clarksville Female Institute, provides another example for Red River County. She even received special mention concerning her “unusual excellence, strength and evident originality” on her essay written for the examinations of 1855. Martha was the daughter of Captain John Bagby and his wife Jane. The 2 were southerners, John born in Virginia and Jane born in Georgia, who moved to Alabama. There, their oldest child John was born, as well as Martha, who was born in 1837. The family apparently came to Texas during the 1840s, and the 1850 census listed Bagby as a farmer with 1,856 acres of land worth \$936. According to historians Randolph Campbell and Richard Lowe, this real estate value showed Bagby had more valuable real estate than 55.3 percent of the population in the region of Texas that encompassed Red River County, in 1850 (see map 2). The census does not list any crops grown on his farm, enumerating only livestock which included asses and mules, horses, cattle, sheep and swine. By 1855 though, Bagby was the owner of a town lot worth \$2,500 and 15 slaves worth \$6,700. This also happened to be the year his daughter was mentioned in the paper covering Clarksville Female Institute’s examinations. Therefore, his total taxable property value of \$11, 650 made him very successful and a likely person to send his daughter to school.⁵⁹

County Court House, Clarksville, Texas; For the purposes of understanding the magnitude of the cost of attending school it is also important to understand the wealth of the families discussed in terms of 2005 dollars. For example, in 1840 \$500 was worth \$8,661.10 in 2005; in 1850 \$500 was worth \$11,089.14 in 2005, and in 1860 \$500 was worth \$1,0271.33 in 2005. One thousand dollars in 1840 was worth \$17,322.20 in 2005; in 1850 \$1,000 was worth \$22,178.28 in 2005, and in 1860 \$1,000 was worth \$20,542.65 in 2005. Ten thousand dollars in 1840 was worth \$173, 222.04 in 2005. In 1850 \$10,000 was the equivalent of \$221,782.83 in 2005, and in 1860 \$10,000 was worth \$205,426.54 in 2005.

⁵⁹*Northern Standard*, 2 August 1856; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Seventh Census of the United States, 1850, Schedule 4- Productions in Agriculture ending 6/1 (Microfilm, National Archives); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*. (College Station: Texas A & M University Press, 1977), 138; Region 1 as defined by Campbell and Lowe was the East Texas Timberlands area that encompassed Red River County and Harrison County; Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1855, Genealogy Division. (Microfilm, Texas State Library).

TEXAS 1860
Map 2



County Key	
1.	Red River
2.	Harrison
3.	Travis
4.	Bexar
5.	Galveston

TGJ

Henry Martin also sent his only daughter Mary to school. He died in 1842, and probate records indicated that in 1848 he sent his 2 sons, Henry and James, in addition to Mary to school for one year for the combined cost of \$43. Martin was not poor, since tax records for 1841 indicated he owned more than 4,000 acres of land and 23 cattle. So, when his children attended school, the estate was able to afford it, just like the 2 other families discussed who lived in the county.⁶⁰

Elizabeth Ward serves as another example. She was the daughter of Joseph Ward who died sometime around 1847. Ward appeared to be one of the most financially successful men discussed so far; he owned 1,000 acres of land worth \$500 in 1846. In addition to that he also owned 6 slaves worth \$1,800, 25 horses, and 30 cattle. His total taxable property value was \$2,980, and therefore, receipts found for tuition for his children in the 1850s came as no surprise. Ward certainly could afford it. In fact, receipts existed from 1851 to 1853 for Elizabeth and her 2 brothers. However, no one marked any of the receipts specifically for Elizabeth, so most of them appeared like the one for 1852, which said \$5 tuition to Thomas L. Cowan and \$279 for board, clothing, and washing for 13 months at \$85 each for all 3 children. The one from 1853 read the same, except Cowan received \$25 for tuition, \$233 was paid for board for the 3 children for only 2 months, and \$23.50 was paid to another person whose name was illegible. Thus, while Elizabeth was not named specifically in the tuition receipts, board was paid for her for both 1852 and 1853. And so it is safe to assume that she attended school somewhere away from her home. Evidence from her father's estate showed that he most certainly could afford to send

⁶⁰Estate of J. Martin, Eliza, Henry L. Martin, Mary J. Martin, John James Martin Minors Red River County Probate Court Records, Office of the County Clerk, Red River County Court House, Clarksville, Texas; Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1841, Genealogy Division. (Microfilm, Texas State Library).

her to school. In fact, he could more easily afford it than some of the other men discussed from the county.⁶¹

The next two girls discussed were different because their fathers died after the 1850 census was taken, which provided more information on their background. One was Ellen Taylor. Born in 1847, she was the daughter of Joseph Taylor, a successful farmer. In 1851 Taylor had 7 slaves valued at \$2,000 and a total taxable property value of \$2,070. This made him wealthy enough, even after his death in 1856, to send Ellen and her 2 older brothers, Daniel and Millard, to school. Receipts existed from 1855 to 1858, which marked allowances for the education of all 3 children. They totaled \$375, with \$125 designated for each. The only year that was different was 1858, when the total was for \$510, with \$180 designated for each child. Perhaps this was because the children aged, and the cost of education for older children was more expensive. Either way, Taylor's estate was able to afford to send all of his children to school for at least those 4 years.⁶²

Harriet Gamble's family was also listed in the 1850 census. She was the daughter of James and Rebecca Gamble. Gamble was a farmer, just like Taylor. However, Gamble did not have as much financial success as Taylor. In 1849 Taylor had 1,000 acres of land worth \$500 and 1 slave worth \$200. Tax records listed 3 horses and 11 cattle also, which brought his total taxable income to \$805. The 1850 census listed Taylor's real estate value at \$1,300, making his real estate more valuable than 71.3 percent of the population in his region. Taylor's wealth may

⁶¹Estate of Ward, Minor heirs of Joseph Ward Red River County Probate Court Records, Office of the County Clerk, Red River County Court House, Clarksville, Texas; Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1846, Genealogy Division. (Microfilm, Texas State Library);

⁶²Estate of Joseph P. and Nancy Taylor; Daniel Taylor Minor, Ellen Taylor Minor Red River County Probate Court Records, Office of the County Clerk, Red River County Court House, Clarksville, Texas; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1851, Genealogy Division. (Microfilm, Texas State Library).

have grown, but he died shortly after the census in 1852. Still, his finances left his estate able to send Harriet to school, at least for 1853 where records indicate \$15 was paid for board.

Although no records of tuition payments were found, since she boarded away from home for 3 months in 1853, a logical assumption is that she attended school. Her father's estate certainly had more money than Donoho, who sent his daughter to school.⁶³

Ann Eliza Smith was the last girl found in Red River County and she deserves special mention. Ann was the daughter of Samuel Smith, who died in 1847. No census records exist for his family, but his tax records indicate that Smith was very successful. He owned 1,280 acres of land worth \$2,150 and 9 slaves worth \$2,700. Other evidence indicates Smith was probably a farmer, since horses, mules, and cattle were also listed on his tax records. Thus, he had a total taxable property value of \$5,135. This made Smith the wealthiest man discussed for Red River County. So, it is not surprising that Ann was sent to school. Records for 1860 indicate a total of \$20 paid to a T.F. Bradley for tuition, and earlier records indicate that a history book was purchased in 1859 for \$1.375. Ann, therefore, was the only girl discussed from Red River County who can be shown from the records to have taken an academic class.⁶⁴

Several girls living in Harrison County attended Marshall Masonic Female Institute. One example was Mary Eliza Mason, the first girl listed in the newspaper editorial concerning examinations at the school. She was the daughter of James Mason, a farmer from Virginia. Her mother, Mrs. M. A. Mason, was born in Texas. Mary Eliza had 4 siblings, including an older

⁶³Estate of Harriet Gamble Minor Red River County Probate Court Records, Office of the County Clerk, Red River County Court House, Clarksville, Texas; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1849, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 138.

⁶⁴Estate of Ann Eliza Smith Minor Red River County Probate Court Records, Office of the County Clerk, Red River County Court House, Clarksville, Texas; Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1847, Genealogy Division. (Microfilm, Texas State Library).

brother, W. H. Mason, who was born in Alabama, and 3 younger sisters. Mary was born in 1835, in Texas, which made her about 18 when she graduated in 1854. She attended school during 1850, as did all 3 of her younger sisters. The family had real estate valued at \$11,000, and they owned 1,360 acres of land excluding 2 town lots in Marshall. Their \$11,000 worth of property in 1850 put the family with the wealthiest 1.8 percent of the population in Northeastern Texas, or those who owned more than \$10,000 worth of real estate. They also owned 12 slaves in 1850 valued at \$4,800. Corn, wheat, rye, oats, cotton, potatoes, peas, beans, and sweet potatoes grew on their farm, with bushels of corn and sweet potatoes far outnumbering any other crop. Also, only 20 bales of ginned cotton were listed on the census in 1850. Seventy cattle were listed on the tax rolls from the same year along with 8 horses, which made the total taxable property value \$12,525. Thus, Mary's family appeared to be prosperous by contemporary standards.⁶⁵

Selina Ward's family seemed at least as prosperous. Her father, William R. D. Ward, was a merchant originally from North Carolina. Her mother, H.M. Ward, was from Georgia. The Wards were a large family with 6 children. The 2 oldest were boys, the older born in Florida and the younger one born in North Carolina. Selina, the next oldest, was born in 1838 in Texas as were the rest of her siblings. The census also made note of the fact that she, her younger sister, and her younger brother attended school within the year. This made her about 16 when she graduated from Marshall Masonic Female Institute in 1854. Their father owned 4,000 acres of land valued at \$18,000 and 2 lots in town in 1850. This put the Ward family in the same 1.8 percent of the population in the region as the Mason family in 1850. Ward was not a farmer,

⁶⁵*Texas Republican*, 8 July 1854; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 138; Seventh Census of the United States, 1850, Schedule 4- Productions in Agriculture ending 6/1 (Microfilm, National Archives).

but he did own 5 slaves, 1 horse, and 6 cows. He was very successful, with a total taxable property value of \$72,100 for 1850.⁶⁶

Flora Henderson was another girl listed in the newspaper as graduating in 1854. She was the daughter of J. Henderson, a farmer from Kentucky. Her mother was born in North Carolina, and Flora, the oldest child, was born in 1835 in Mississippi. This put her at about 18 in 1854. Her younger brother was also born in Mississippi, with her 2 youngest siblings born in Texas. She and her brother both attended school during 1850. J. Henderson was not as well off as the previous 2 families. His real estate value was listed at \$1,400 in 1850, making his family wealthier than 71.3 percent of the population in his region in 1850. He also owned 2 slaves. Combined then, his total taxable property value came to \$1,400 in 1850. He owned no town lots, and his farm grew corn and sweet potatoes. Cotton was noticeably absent. Tax records listed Henderson as owning 2 horses, 37 cows and oxen, and 25 swine. Thus, while he certainly did not qualify as indigent, he was not even close to the wealth of the previous 2 families. Perhaps he served as an example of a family's sacrifice to ensure a successful marriage for their daughters.⁶⁷

Jeannett Evans, another Harrison County girl who attended Marshall Masonic Female Institute, was the daughter of William Evans, a farmer from Texas, and N. W. Evans, also from Texas. There were 7 children in the Evans family, all born in Texas, with Jeannett being the oldest. She was listed in the 1850 census as being 17 years old. This makes her 21 years old in

⁶⁶*Texas Republican*, 8 July 1854; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 138.

⁶⁷*Texas Republican*, 8 July 1854; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 138; Seventh Census of the United States, 1850, Schedule 4- Productions in Agriculture ending 6/1 (Microfilm, National Archives).

1854, far past the normal age of the graduating class. This could be an error, but the census listed her and her younger sisters as attending school sometime in 1850. Her father owned 4,912 acres with a personal real estate value of \$7,000 listed in the census, making his family wealthier than 95.3 percent of the population. Tax records for 1850 listed no slaves, but the year before he had 25 valued at \$7,300. His total value of taxable property in 1850, \$12,912, made him financially successful. Apparently, he was more established as a farmer than J. Henderson. Crops listed as growing on his farm in 1850 included corn, potatoes, and sweet potatoes. Cotton was absent here, too. Three horses, 5 mules and asses, 48 cattle, and 50 swine were also listed on his farm. Thus, he seemed to have approximately the same financial status as Mary Mason's family.⁶⁸

Sarah Burton was the last girl mentioned by the newspaper as a graduate in 1854 from Marshall Masonic Female Institute. The census listed her, her younger brother, and younger sister as living with S. Stinson and his family. It also listed her as 16 in 1850, which makes her 20 in 1854. This was 2 years older than the normal age of graduation. There was no information on why she was living with the Stinsons, and even the census left questions. Apparently Stinson was a farmer from Tennessee, but he was not listed in the agricultural schedule of the census. His tax assessments listed him owning 805 acres with a total taxable property value of \$4,000. The 1850 census listed a real estate value of \$2,827, placing the Stinson family with the 28.7 percent of the population in the region who owned real estate worth more than \$1,000 in 1850. However, Sarah and her younger siblings were listed as having attended school within the year.

⁶⁸*Texas Republican*, 8 July 1854; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 138; Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1849,1850, Genealogy Division. (Microfilm, Texas State Library); Seventh Census of the United States, 1850, Schedule 4- Productions in Agriculture ending 6/1 (Microfilm, National Archives).

There were no probate records in Harrison County for her family either, but his estate probably paid for Sarah's school.⁶⁹

Examples were also drawn from girls who may not have attended school in Harrison County, but probate records indicated they attended school somewhere. In fact, many of these girls came from families with much greater wealth than the ones in Red River County. Jesse Blocker was one such girl. She was the only daughter of William Blocker, a farmer from South Carolina. Her mother, Mary Blocker, was from Virginia, and apparently the Blockers made a stop in Alabama, where 2 of their sons were born, before coming to Texas. All the rest of the Blocker children would be born here, and all of the children attended school. Her father died sometime after the 1850 census, but that did not stop her family's wealth from growing. In 1860, when her mother was administrator of the estate, the family owned 9,600 acres, with a total combined real and personal estate value of \$48,731. The \$15,722 of real estate listed in the 1860 census placed the family in the wealthiest 4.6 percent of the population in the county. This personal estate of \$33,009 in 1860 placed them in the wealthiest 4.5 percent of the population in his region. In addition to that, her family owned 35 slaves valued at \$20,000, which put the Blocker family in the 2.1 percent of the population in the region who owned more than 30 slaves in 1860. The Blocker farm grew corn, sweet potatoes, potatoes, peas, beans, and cotton, with sweet potatoes and corn far outnumbering cotton. Horses and cattle were also present on their farm, which brought the total taxable property value to \$31,605.⁷⁰

⁶⁹*Texas Republican*, 8 July 1854; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 138.

⁷⁰Eighth Census of the United States, 1860, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth*

Thus, the Blockers were very wealthy and successful. So, sending Jesse to school was a logical choice. She attended Mansfield Female College in Louisiana from 1859 to 1860. A receipt showed that her 3 month tuition cost \$16.65, with an additional charge of \$19.98 for piano lessons with the use of the piano and \$6.60 for French. Boarding cost her family another \$12.50 for 2.5 months, which brought the total cost of school for one semester to \$55.73, excluding the cost of books. Also, her classes not only included music and French, but also Latin, intellectual philosophy, and algebra. Thus, in addition to school supplies such as pens, pencils, and copy books, a copy of Virgil's *Aenid*, or his writings, Latin grammar, algebra, and intellectual philosophy books were purchased for her.⁷¹

Louisa Aaron was another girl similar to Jesse. After Louisa's father died, she lived with her sister Ann and Dr. E. M. Dunn, her sister's husband. She owned 5 slaves, which Dr. Dunn hired from her for an amount equal to the cost of her schooling. Records showed receipts for boarding, clothing, and tuition totaled to \$125 each for both 1851 and 1852. Dr. Dunn paid her \$250 for her slaves. Nothing else was known of Louisa, since her estate's administrator was unknown, except that she, her sister, and Dr. Dunn were from North Carolina, and Dr. Dunn was listed as a farmer in 1850.⁷²

Sarah and Mary Adams were 2 sisters who also attended school. They were the 2 oldest children out of 4; William and James were their brothers. Their father was James Adams, who died in 1845 leaving their mother, Lois Adams, as administrator of his estate. Three years later

and Power in Antebellum Texas, 138, 140, 142; Eighth Census of the United States, 1860, Schedule 4- Productions in Agriculture ending 6/1 (Microfilm, National Archives).

⁷¹Estate of William J. Blocker Harrison County Probate Court Records, Office of the County Clerk, Harrison County Court House, Marshall, Texas.

⁷²Estate of Louisa F. Aaron Harrison County Probate Court Records, Office of the County Clerk, Harrison County Court House, Marshall, Texas; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives).

she also died, leaving a large estate to support all 4 children. Thus, in 1848 the Adams estate had 880 acres of land, which grew large corn and cotton crops. Hogs, pigs, and cattle were present as well as 20 slaves. Total taxable property in 1850 was \$10,640.⁷³

None of the children were listed in the 1850 census, probably because all were away attending school. Therefore any information learned about Mary and her sister came from probate records. Mary, the younger sister born in 1841, attended school, although the name of the school was unknown. Receipts from 1849, 1851, 1852, 1853, 1855, and 1856 show tuition payments made. Although 2 years are missing, 1850 and 1854, the assumption was she went to school during those years, too. Tuition costs varied from the cheapest in 1853, \$7.60 for 2.5 months, to about \$8 a month in 1855. Room and board cost about \$10 a month. Apparently she was taking academic subjects, as receipts also showed the purchase of 2 philosophy books in 1850, a geography book in 1849 and one with an atlas in 1851, a speller in 1851, a Roswell C. Smith's *English Grammar* in 1851, and a Roswell C. Smith's *Geography on the Productive System* in 1852.⁷⁴

Sarah Adams, on the other hand, does not have as much information. She was the older sister, born in 1833. She and Mary apparently attended the same school and boarded at the same place for some of Mary's early years away at school. Some of these receipts covered board and tuition for both. It is unknown what Mary studied, except she took dancing lessons in 1848 for \$10, and in 1850 a dictionary and a B.E. grammar book were purchased for her.⁷⁵

⁷³Estate of Lois G. Adams Harrison County Probate Court Records, Office of the County Clerk, Harrison County Court House, Marshall, Texas; Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library).

⁷⁴Estate of Lois G. Adams Harrison County Probate Court Records, Office of the County Clerk, Harrison County Court House, Marshall, Texas; Smith published his *English Grammar* in 1832 and his *Geography on the Productive System* in 1835.

Mary Woods was yet another example. She was the youngest child, born in 1833, and apparently lived with a relative, James Woods, after the death of her parents. Mary had 2 older sisters, Virginia and Emily, but it was unclear whether they went to school. No information on their family was found in the census or tax rolls, because the estate's administrator's name was unknown. Probate records indicated the 3 of them had an estate worth \$3,000. A receipt from 1858 was found for 4 months tuition at Joyce's School for \$10, which indicated Mary attended school at some point. A philosophy book was purchased in the same year.⁷⁶

The final example from Harrison County is provided by 3 sisters named Walton who attended school during the Civil War years. They were the children of D. Walton, a farmer from Virginia who had a large family of 6 or 7 children. They lived in Alabama before coming to Texas, where all 3 of the girls were born. Walton owned 520 acres of land in 1850 valued at \$2,500. In 1850, then, he owned real estate more valuable than that owned by 71.3 percent of the population in his region. He also owned 15 slaves, more than the number held by 92 percent of the population in his region in 1850. His farm grew corn, cotton, peas, beans, potatoes, and sweet potatoes. Horses, swine, and cows were present too, which brought his total taxable property value to \$9,990.⁷⁷

⁷⁵Estate of Lois G. Adams Harrison County Probate Court Records, Office of the County Clerk, Harrison County Court House, Marshall, Texas.

⁷⁶Estate of Mary S. Woods Harrison County Probate Court Records, Office of the County Clerk, Harrison County Court House, Marshall, Texas.

⁷⁷Estate of Emma, Elizabeth, Eliza Walton Harrison County Probate Court Records, Office of the County Clerk, Harrison County Court House, Marshall, Texas; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 138, 140; Seventh Census of the United States, 1850, Schedule 4- Productions in Agriculture ending 6/1 (Microfilm, National Archives).

Walton died in 1852, but no receipts concerning the girls' education appeared in the probate records until 1856, and that one only showed \$60 for a year's board and \$20 tuition paid for Emma. Tuition was also paid to a Benjamin Spencer in the amount of \$16 with \$.40 paid for books for the school year of 1858 to 1859. The only other receipts were for 1862, when a tuition payment of \$43.17 was paid to Spencer, and in 1864 when the estate paid Miss Sanford \$14 for tuition. It is unknown if Spencer or Sanford lived in Harrison County.⁷⁸

Emma's 2 younger sisters attended the same schools that she did. A receipt for tuition in the amount of \$19.50 was paid to a Miss Sanford for Eliza, and Miss Sanford received \$4.50 for Elizabeth's tuition too. All of the sisters boarded at the same place, as receipts for board of the 3 sisters show. Also, all of the girls continued to attend school after the Civil War.⁷⁹

Turning to Travis County, the first girl to be considered is Amanda C. Compton, one of the students listed in the Austin Collegiate Female Institute's 1856 catalogue from that county. She was the daughter of a farmer named Charles Compton, a native of New Jersey, and his wife Eliza, a native from Tennessee. At the time of the census Amanda was listed as the only child, but another couple lived with the family. This was the Doxy family from Missouri. Missouri was also where Amanda was born, so perhaps these people were relatives. As a farmer, though, Compton was successful. He owned 250 acres of land worth \$375 in 1850, and his farm listed 2 horses, 8 cows, and 20 swine in addition to the 100 bushels of corn and 300 bushels of sweet potatoes grown. Compton also owned 6 slaves valued at \$1,500 in 1850, more than the slaveholdings of 87.2 percent of the population in the south central area of Texas that encompassed Travis County. This brought his total taxable property to \$2,069 in 1850, making

⁷⁸Estate of Emma, Elizabeth, Eliza Walton Harrison County Probate Court Records, Office of the County Clerk, Harrison County Court House, Marshall, Texas.

⁷⁹*Ibid.*

him financially successful enough to send his daughter to school. His real estate value alone in 1850 made him wealthier than 68.8 percent of the population in his region.⁸⁰

Ann Davis was another girl from Travis County who attended the same school during the same session as Amanda. She came from a large family, which originally resided in Mississippi. The census only listed her mother, Emily Davis from Tennessee, so possibly her father died sometime before 1850. Ann was the oldest child. She was born in Mississippi like 4 of her other younger siblings. The youngest, however, was born in Texas; this dated the family's arrival in Texas sometime between 1845 and 1848. It appeared from the tax records that the family farmed for a living. Five hundred acres were listed worth \$1000 as well as 5 horses, 20 cattle, and 2 wagons and teams in addition to the 4 slaves worth \$1,900. Combined, then, this made the Davis family's total taxable property value \$3,500. His \$1,000 worth of real estate was more valuable than 68.8 percent of the population in his region 1850, and he owned more slaves than 73.6 percent of the population in his region for the same year. Thus, the fact that all of Davis children, except the 3 year old, attended school came as no surprise. Ann's younger sister Isabella was listed in the catalogue as well.⁸¹

Amelia E. Smith was another classmate from Travis County attending the school during the 1856 session. She was listed in the 1850 census as the only child of Alfera Smith, a farmer

⁸⁰*Austin Collegiate Female Institute: Catalogue of the Austin Collegiate Female Institute for the Year Ending June 27, 1856* (Austin: Printed at the State Gazette Office Marshall and Oldham, 1856), 57; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives) ; Seventh Census of the United States, 1850, Schedule 4- Productions in Agriculture ending 6/1 (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140, 142; Campbell and Lowe placed Travis County and Bexar County in the same region, Region 4. This was defined as the south central area.

⁸¹*Austin Collegiate Female Institute: Catalogue of the Austin Collegiate Female Institute for the Year Ending June 27, 1856*, 57; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140, 142.

from North Carolina, and Ann from Tennessee. Smith was an extremely wealthy farmer who owned a town lot in Austin worth \$725 in addition to 924 acres of farm land valued at \$1,680. Smith, then, owned more valuable real estate in 1850 than did 68.8 percent of the population in his region. He owned numerous livestock, which included 250 horses, 21 asses and mules, 150 cattle, and 100 swine. Smith also grew large quantities of corn and sweet potatoes, probably to feed his 11 slaves worth \$4,000. Thus he owned more slaves than almost 95 percent of the population in his region in 1850. All of this wealth made the Smith family's total taxable property value \$9,250. Thus, they probably easily paid tuition payments to send their only child to school.⁸²

Lucy Jones was the last girl listed from Travis County in the catalogue for the 1856 session. She was one of the youngest children of Thomas H. Jones, a farmer from Tennessee, and Mariah, also from Tennessee. The family had lived in Tennessee, since the oldest 3 children were born there. These included Lucy's older sister Emily and her 2 older brothers. Lucy and her younger brother were both born in Texas. The family was very prosperous, owning 772 acres valued at \$1,544, which made the Jones family's real estate holdings more valuable than 68.8 percent of the population. Jones's farm also produced large quantities of peas and beans, corn, and sweet potatoes. Some of this probably went to feed their large numbers of livestock, too. The census of 1850 listed Jones owning 3 horses, 6 asses and mules, 220 cattle, and 175 swine. The family also owned 14 slaves, worth \$4,500 more than about 95 percent of the population in their region in 1850. Combined, then, the family's total taxable property value of

⁸²*Austin Collegiate Female Institute: Catalogue of the Austin Collegiate Female Institute for the Year Ending June 27, 1856*, 59; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Seventh Census of the United States, 1850, Schedule 4- Productions in Agriculture ending 6/1 (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140, 142.

\$7,544 made the fact that all of the school-age children, including Emily, attended school unsurprising. The family certainly was as financially successful as the others discussed.⁸³

Finally, the only other girl found in the Texas census of 1850 who attended Austin Collegiate Female Institute in 1856 did not come from Travis County. Instead, she came from Williamson County, which was located just north of Travis County with their county seat at Georgetown. Her name was Margaret Fisk, and she was one of the youngest daughters of Greenleaf Fisk and Mary A. Fisk. Greenleaf was a successful farmer from New York. He had 6 children, all born in Texas. Tax records for 1850 were not very detailed, so ones from 1856 were used instead. These gave a better picture of his wealth, showing that he owned 4,055 acres of land worth \$4,827, 125 cattle, 20 horses, and 1 slave worth \$500. Thus, he had a total taxable property value of \$6,695, quite a large sum of money at the time. Fisk may not have always been this successful, since in 1850 none of his children attended school, possibly because he could not afford to send any of them.⁸⁴

Other examples were found for Travis County in the probate records also. One was Mary Elizabeth Wallace, daughter of William and Mary Wallace. Her father died sometime before the 1850 census, so only her mother and her 2 brothers, John and William, were listed in addition to Mary. Mary's mother was born in Ireland and came to Texas sometime before 1840, because all of the children were born in Texas. In spite of the death of her husband, Mary was still able to

⁸³*Austin Collegiate Female Institute: Catalogue of the Austin Collegiate Female Institute for the Year Ending June 27, 1856*, 58; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Seventh Census of the United States, 1850, Schedule 4- Productions in Agriculture ending 6/1 (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140, 142.

⁸⁴*Austin Collegiate Female Institute: Catalogue of the Austin Collegiate Female Institute for the Year Ending June 27, 1856*, 57; Mark Odintz, "Williamson County," *The Handbook of Texas Online* accessed 6 April 2006 available from <http://www.tsha.utexas.edu/handbook/online/articles/WW/hcw11.html>; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1856, Genealogy Division. (Microfilm, Texas State Library).

succeed financially, owning 240 acres of land worth \$480 in 1850. Therefore the family's real estate holdings were only more valuable than about half the population's in the region in 1850. However, her 5 slaves, worth \$2,000, showed that the family owned more slaves than 87.2 percent of the population in the region. Her farm itself was very productive, with 14 horses, 7 milk cows, 22 oxen, 30 cattle, and 100 swine in addition to the 1,000 bushels of corn and 400 pounds of sweet potatoes grown. She also had a total taxable income of over \$3,000.⁸⁵

Unfortunately for the children though, Mary died in 1851, which left 3 year old Mary and her two brothers as orphans. However, the estate she and her brothers inherited was not small, and it was in addition to what was listed under the estate of William Wallace in the 1850 tax records. There 4,090 acres of land worth \$3,680 and 1 slave worth \$450 were listed separately from the mother's estate. The father's estate, then, had valuable real estate listed separately from the children's mother's estate. Together the children inherited an estate worth over \$7,000.⁸⁶

An inheritance that large easily sent Mary to school for at least 5 years. The first records indicated that for the school year of February 27, 1858, to February 6, 1859, \$164 was paid for tuition to an unknown school. In June of 1859 another \$15 was paid for the second session of tuition at La Grange Female Academy. Also, \$59.20 was paid for board for the same time. For 1860, Mary apparently changed schools, since \$180 was paid for tuition, \$50 for the literary department tuition and \$96 for the music department, board, and expenses to Rutersville Female

⁸⁵Guardianship of John E. Wallace, et al. Travis County Probate Court Records, Office of the County Clerk, Travis County Court House, Austin, Texas; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140, 142 ; Seventh Census of the United States, 1850, Schedule 4- Productions in Agriculture ending 6/1 (Microfilm, National Archives).

⁸⁶Guardianship of John E. Wallace, et al. Travis County Probate Court Records, Office of the County Clerk, Travis County Court House, Austin, Texas; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives);Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library).

College. Another \$21.50 was paid for books. Mary appeared to stay at that school, because in 1861, \$60 was paid for 1 session of board in addition to \$40.25 paid for music lessons and another \$21. There was no other indication that tuition went to a different school. The \$21, however, was not clearly marked, so it could have been used to pay for tuition, especially since in 1862 one session of tuition was paid in the amount of \$21. Expenses for Mary in 1862 also cost \$25 for music lessons from a Mrs. Davidson, \$5 for use of the piano, and \$2.60 for 21 pages of music. Mary also paid in February \$62.50 for 5 months board, and in June she paid \$75 for another 5 months board.⁸⁷

However, this time a map was included in the records as well. It cost \$10, and led to the conclusion that possibly Mary took geography or another class that required a map. This also showed a progression in her schooling. Since the last year recorded, 1863, another \$21 was paid for tuition in June and earlier in April \$42.05 was paid for tuition, in addition to \$25 paid for piano lessons with William Davidson. Possibly he was the husband of Mrs. Davidson, who also taught music lessons to Mary. Use of the instrument added an additional expense of \$1.25 and 4 pages of music cost \$10.80 extra. Finally, the last expense for the school year of 1863 was for 2 text books- moral and natural philosophy books. Both were usually classes reserved for older students; records indicated that Mary attended school for at least 5 years, and she was about 15 years old in 1863. This was the usual age for girls taking senior level classes too, and her financial records showed that her family easily could afford to send her to school. She also took piano lessons, one of the accomplishments of a lady, for at least 3 years as well. This was an

⁸⁷Guardianship of John E. Wallace, et al. Travis County Probate Court Records, Office of the County Clerk, Travis County Court House, Austin, Texas.

additional expense to the tuition price, as most of the school advertisements discussed earlier showed.⁸⁸

The McKenzie family served as another example of a family who sent at least 3 of their daughters to school. Lacy McKenzie was a farmer from Kentucky and married to Anna also from Kentucky. The 2 lived in Missouri where their 3 oldest children were born, and then, sometime between 1838 and 1841, came to Texas, where the other 4 children were born. Included in the Texas-born children were Martha, Lacy, and Amanda, the 3 children known to attend school. With a family of 9 people, McKenzie needed to be successful. And he was. McKenzie owned 6 slaves worth \$2,000, but interestingly no land was recorded. Thus McKenzie did own more slaves than 87.2 percent of the population in his region in 1850. However, he owned horses and cattle, which made his total taxable property, value \$2,540 in 1850.⁸⁹

Even with a large family and after the father's death in 1853, the McKenzies sent 4 of their girls to school. In 1855, the first year records were found, tuition payments for the 3 older daughters, Martha, Lacy, and Frances, were made for 2 sessions each to an unknown school. These payments totaled \$53.50 for the year. Amanda, the youngest child, was probably considered too young to attend school away from home at the time, so she was not sent. No individual records were found for 1856, but in 1857 tuition payments to an unknown school for all 3 girls and Amanda were made again in an amount totaling \$63.75 for the year. Also, for Amanda, a special purchase was made of a natural philosophy book. So, it was known that at

⁸⁸*Ibid.*

⁸⁹Guardianship of Mary A. McKenzie, et al. Travis County Probate Court Records, Office of the County Clerk, Travis County Court House, Austin, Texas; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*,142.

least one of the girls took an academic class, just like Mary Wallace. However, even when the family only sent 3 children to school, it was not cheap as the first annual account from January 1856 to January 1858 showed. Board cost \$96 each for 3 children, and tuition payments for 3 children at this time totaled \$101.65. This was quite a substantial cost for any family, and most likely only the families who were financially successful, like the McKenzie family, were able to do it. In fact, later on they even sent their youngest girl to school at the same time as her sisters, causing additional financial strain. But, the strain may have been eased, because the family's other children were much older by 1855, the time of the first receipt, and therefore married or moved away from home.⁹⁰

Mary Rinnard attended school as well, and she, like the other 2 girls discussed, had several books purchased for her. Mary was the daughter of Jacob Rinnard, a laborer from Pennsylvania, and Elinor from Indiana. The two came to Texas sometime before 1848, when Mary was born. By far, though, this family was the poorest one found in the county to send their child to school. Tax records for 1850 indicated that Rinnard had a total taxable income of \$190, which included the value of 30 cattle, and 1 horse. No land, town lots, or slaves were recorded.⁹¹

In spite of their limited financial success and the death of Jacob Rinnard, the Rinnard estate sent both Mary and her brother Frances to school for 6 years. For the first year of record, 1858, a receipt showed that \$19 was paid for tuition of both children for 5 months to an unknown school. In 1859 the same amount was paid once again for tuition. For 1860, though, in addition to the \$12.20 paid specifically for Mary's tuition, another \$1 was paid for an entrance fee and

⁹⁰Guardianship of Mary A. McKenzie, et al. Travis County Probate Court Records, Office of the County Clerk, Travis County Court House, Austin Texas.

⁹¹Guardianship of Mary Rinnard, et al. Travis County Probate Court Records, Office of the County Clerk, Travis County Court House, Austin, Texas; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library).

\$.55 spent for books. Titles of these books, however, were not specified. Tuition payments continued for both children through 1862, when no more records existed. For 1861 another \$11 was paid for tuition, and in 1862 \$17 was paid, a \$5 increase from the usual tuition payments. This could be because Mary would be about 15 years old and close to completing her final years at school, when classes became more expensive. Or, this could simply be a reflection in tuition changes. Either way, the two Rinnard children were able to attend school despite limited financial success compared to the other families discussed.⁹²

On the other hand, Mary Cushney came from a much wealthier family. She was the daughter of William Cushney, an editor from New York, and Jane from Tennessee. The two came to Texas sometime before 1848. The Cushneys had a total taxable property value of \$5,990, much greater than the Rinnard's \$190. In fact, Cushney owned 9 town lots in Austin valued at \$3,600, which was more valuable than 68.8 percent of the population's real estate values in 1850. The 3 slaves he owned, valued at \$1,500, showed that he owned more slaves than 73.6 percent of the population in his region in 1850. Cushney also owned 2 horses, and 10 cattle in addition to the sundry goods he held worth \$1,000. So, when he died in 1855, there was no surprise that records were found indicating \$735 was spent from March 1855 to December 1856 on both children for board, lodging, doctors' visits, tuition and other expenses. Similar records were found covering January 1857 to January 1859, except this time the total came out to \$804.92. While these totals were large expenses, it probably caused no financial hardship, especially compared to the Rinnard family.⁹³

⁹²Guardianship of Mary Rinnard, et al. Travis County Probate Court Records, Office of the County Clerk, Travis County Court House, Austin, Texas.

⁹³Guardianship of William and Mary Cushney Travis County Probate Court Records, Office of the County Clerk, Travis County Court House, Austin, Texas; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County

The case of Matilda Baker, another Travis County girl who attended school, seemed more similar to the Rinnard family than the Cushneys. Matilda's parents, William and Matilda, were both from England. The 2 first immigrated to New York, where 2 of their older children were born. From there, sometime between 1836 and 1838, the family came to Texas where Matilda and the rest of her siblings were born. In Texas, Baker managed to buy 320 acres of land worth \$80, more valuable than real estate owned by 36.7 percent of the population in the region in 1850, and have a total taxable property value of \$580 by 1850. This was wealthier than Rinnard's \$190 total taxable property value. Yet, the Baker family had 7 children compared to Rinnard's 2.⁹⁴

Baker died in 1853, but his estate managed to send Matilda to school from 1854 to 1860. Records show that from October 1854, when Matilda was about 11, to June 1859, \$216.34 was spent on tuition. With such a large family, this may have caused some financial hardship. Upon a closer look, the 4 older children may have gotten married, moved out, or started a career. Thus, only Matilda and her younger sister Jane would be left at home. Records of tuition payments for Jane were not found. Quite possibly, then, only Matilda attended school, and this made sending her to school much easier financially, or it left her family no more destitute than the Rinnard family.⁹⁵

Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140, 142.

⁹⁴Guardianship of Matilda Baker Travis County Probate Court Records, Office of the County Clerk, Travis County Court House, Austin, Texas; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140.

⁹⁵Guardianship of Matilda Baker Travis County Probate Court Records, Office of the County Clerk, Travis County Court House, Austin, Texas.

The Bratton family was in the same financial category as the Rinnards and Bakers. George Bratton was a farmer married to Amanda. The 2 had 3 children. While their total taxable property value was \$765, they owned quite a bit of land, including 480 acres worth \$460 and a town lot in Austin worth \$75 in addition to a few horses and cattle. With a smaller amount of wealth, sending Harriet Bratton to school after her father's death in 1855 may have appeared financially unfeasible. But, their real estate was worth more than 59.1 percent of that held by other families in their region in 1850. So, when records indicated in 1855 that 46 days of tuition was paid totaling \$4.60 for both Harriet and her younger brother George, it came as no surprise. Yet there were no records indicating that a second daughter, Mary, was sent to school. This was quite possibly because she was too young or because of family financial concerns. Either way, it made sending Harriet and George much more affordable and left the Brattons in a much better position than that of the Rinnard family.⁹⁶

Rebecca Burlson serves as the last example from Travis County; by far she was also the wealthiest. Rebecca was the daughter of John Burlson and Mary Ann. Her father owned 2,769 acres of land worth \$20,000 in addition to 6 slaves worth \$4,300. This meant he owned more slaves than 87.2 percent of the population in his region in 1850. He had a total taxable property value of \$26,300. Thus, Burlson was one of the wealthiest men in the county. In 1850 only 1.3 percent of the population in his region owned real estate worth more than \$20,000. No information was found on him in the census, but probate records indicated that Rebecca went to live with a John Burlson as her guardian after her father's death in 1854. He may have been her older brother. No record of other siblings was found either, which made her father's estate more

⁹⁶Guardianship of Harriet and George Bratton Travis County Probate Court Records, Office of the County Clerk, Travis County Court House, Austin, Texas; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140.

than able to pay her tuition payments. In addition to that, her guardian, John Burleson, hired her slaves from July 1855 to January 1859, the same time she attended school, for \$700. Her board and tuition for the same time totaled \$887.34, this income from hiring the slaves meant that Rebecca's education cost only \$187.34 out of her inheritance. At the same time, books were purchased for her amounting to \$17.05. With such a wealthy family, though, these expenses were easily met.⁹⁷

Bexar County girls who attended school, include those in the Allen family. Hugh Allen was a farmer from South Carolina married to Caroline. The couple lived in Tennessee, where their first 3 children were born. Then, between 1834 and 1836 the Allens moved to Texas, where the rest of their 7 children were born. Allen was moderately successful as a farmer. He owned 162 acres of land worth \$160, 3 horses, 50 cattle, and 75 hogs. His farm grew corn, peas, beans, and hay. Interestingly and unlike any of the other farms discussed, Allen's farm had bees, which produced 300 pounds of bees' wax and honey. Despite all of this success, Allen's total taxable property value was only \$610 in 1850, but he had 6 children attending school. Of these, 3--Mary, Elizabeth, and Sarah--were girls. Only the youngest child Rebecca did not attend school; she was only 2 years old in 1850. Perhaps the girls attended a school for free. Or, perhaps extra money came from the 2 adults boarding with them at the time, William Watters and Emanuel Wiscowy. Watters happened to be a teacher from Kentucky, and this possibly contributed to the family's ability to send their children to school.⁹⁸

⁹⁷Guardianship of Rebecca S. Burleson Travis County Probate Court Records, Office of the County Clerk, Travis County Court House, Austin, Texas; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140, 142.

⁹⁸I was unable to gain access to probate records from Bexar County, so only the 1850 and 1860 U.S. Census was used to determine girls who attended school in the county; Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Seventh Census of the United States, 1850, Schedule 4-

Roland Nichols, on the other hand, provides an example of someone much wealthier who sent his children to school. Nichols was a blacksmith from Tennessee married to Jane also from Tennessee. The 2 lived in Arkansas for at least 6 years, where their 3 oldest children were born, until sometime between 1840 and 1842, when they arrived in Texas. The Nichols family then stayed in Texas where 3 other children were born. Nichols also became financially successful. He owned 642 acres of land worth \$320 in addition to a horse, 60 cattle, and 2 wagons in 1852. This is much lower than the real estate value of \$900 listed in the 1850 census. If the census value was correct, then, Nichols owned more valuable real estate than 59.1 percent of the population in his region for 1850. Since taxable property values for 1850 were unavailable, the one of over \$5,000 for 1852 was used. It proved to be enough to send all 4 of his oldest daughters to school. And Nichols did it much more comfortably than Allen, since Nichols with more of an income sent fewer children to school. Only the youngest daughter did not attend, probably because she was only 5 years old at the time.⁹⁹

Felix Bracht's only daughter Felicia attended school, too. Bracht was a doctor from Germany married to Josephine, also from Germany. The whole family came to Texas from Germany sometime after 1836, the year Felicia was born. Bracht did well as a doctor. He owned 90 acres of land worth \$1,000, 5 horses, and 50 cattle in 1852. Combined this brought his total taxable property value to \$1,660, much more than some of the other families in Texas who sent their children to school. Still, his real estate value of \$600 listed in the 1850 census showed growth to the \$1,000 listed for 1852. According to the real estate value for 1850, though, Bracht

Productions in Agriculture ending 6/1, (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library).

⁹⁹Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1852, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140.

had more valuable real estate than about 60 percent of the population in his region in 1850.

What lessened the burden too was that Felicia was his only child. In addition, 2 German boarders lived with the family, which might have brought some extra income to the family.¹⁰⁰

Salvadore Flores provided the first example of a Hispanic family sending their daughter to school. A farmer born in Texas and the father of 6 children, Flores was successful, even more successful than some of the white Americans discussed from the county. He owned 500 acres of land worth \$1,500 and a town lot in San Antonio worth \$800 in 1852. This was a growth from the \$500 listed in the 1850 census. Still, even with only \$500 of real estate he owned more valuable real estate than 59.1 percent of the population in his region for that year. His land, worth \$2,300 in 1852, combined with his 2 horses, 50 cattle, and cart brought his total taxable property value to \$2,630, an amount greater than Allen's. Flores had fewer children attending school than Allen, so this more easily enabled Flores to send his daughter, Felicidad, and his son to school. The other children were all too young, at 4 years old or younger, to attend school¹⁰¹.

Rufino Rodriguez was yet another Hispanic farmer who sent his only daughter to school. Rodriguez was also a native Texan with 2 children. He owned 342 acres of land worth \$150 and a town lot in San Antonio worth \$90, similar to Flores. Rodriguez owned a cart, 2 horses, and 46 cattle, also similar to Flores, but Rodriguez had a smaller total taxable property value of about \$1,000. Despite Rodriguez's smaller income, he sent his daughter and son to school, which perhaps showed a commitment Hispanics had for education, even if school caused an economic

¹⁰⁰Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1852, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140.

¹⁰¹Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1852, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140.

hardship. Although, it is possible that the family grew wealthier, since the 1850 census listed Rodriguez's real estate value at \$1,000 making his real estate more valuable than 68.8 percent of the population in his region for that year. But, the Hernandez family served as a better example of a Hispanic commitment to education despite the financial cost. Edward Hernandez was from Texas, like the other 2 Hispanic men discussed. He had 4 children, which included a set of twins. He also sent his only daughter, with her 3 brothers, to school, despite the fact that the family owned 1 horse, 10 cattle, 2 carts, and no land, which brought his total taxable property value to \$230. This was much less than the other Hispanic families discussed, and he sent more children to school on this smaller income.¹⁰²

The rest of the families discussed for 1850 in Bexar County were white Americans, like Dennis Meade. Possibly he was the General Meade mentioned earlier who sent his daughters to the Ursuline Academy in San Antonio. However, Meade was unusual to this study since he was a dry goods merchant born in Ireland and married to Louisa, who was born in the West Indies. They had 3 children, all born in Mexico, and a Mexican house servant. So, the family came to Texas sometime after 1843. Meade was extremely successful. He owned 3,234 acres of land worth \$ 1,617, 15 horses, 200 cattle, and had a total taxable property value \$2,417 in 1849. By the time of the 1850 census he owned \$2,000 worth of real estate, more valuable than the holdings of 68.8 percent of the population in the region for that year. Thus, he was not the wealthiest man in the county discussed, but he was not one of the poorer ones either. So sending

¹⁰²Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1849, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140.

Louisa and her 2 brothers to school was probably not much of a financial hardship, especially when compared to the Allen family.¹⁰³

In fact, Meade's financial situation was not really any different than Frances Giraud, a lawyer from South Carolina. Giraud came to Texas and married his wife Mary, a native Texan. Together they had 6 children. Giraud himself did not have a lot of wealth. His tax records showed he owned a gold watch and a town lot in San Antonio, which gave him total taxable property valued at \$435. His wife, on the other hand, must have brought the wealth to the family, since tax records listed her property separately from her husband's. She held a town lot worth \$1,000, 7 cattle, and a watch, which added \$1,090 to her family's wealth. This probably helped ease the burden of sending Isabel and Catherine to school, since combined the 2 owned more valuable real estate than 68.8 percent of the population in the region for 1850. The other children were too young to attend school, so they did not go. This case provided the only example found where the tax records listed the wife's property separately from her husband's, and therefore showed that it was her, not him, who brought the additional wealth. This wealth, then, quite possibly was the reason the girls were easily sent to school or even sent at all.¹⁰⁴

The last two families discussed for 1850 are some of the poorer white American families who sent their daughters to school. One was the Smith family. Michael Smith, born in Ireland, was a sergeant in the United States Army. His wife, Mary was Irish too, and they had 1 child named Frances, whom they sent to school. Smith's property consisted of only 1 town lot, valued

¹⁰³Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1849, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140.

¹⁰⁴Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140.

at \$600. This still made Smith more successful than some of the other families discussed, but Frances was his only child. This made it financially easier to send her. James Lee provided the last example. Lee was a justice of the peace who previously resided in Louisiana, where his oldest daughter was born. His wife, Jesusa, may have been of Hispanic origin; she was a native Texan. Also, 2 of children had Hispanic names, Josefa and Lacinda. The family came to Texas sometime before 1839, since the rest of the 4 children were born in Texas. Lee, although being a justice of the peace, remained one of the poorer families discussed. He had a total taxable property value of \$260, made up of a town lot worth \$50, 2 horses, 3 cattle, a wagon, and a watch. Yet, all 3 of his daughters attended school for the year, perhaps because of a personal commitment to education. Or perhaps if his wife was Hispanic, it showed the Hispanic commitment to education despite cost.¹⁰⁵

The year 1860 saw a number of families in Bexar County send their daughters to school. The Fries family served as one special example, since it was known they sent their children to the German English School shortly after it opened. John Fries and his wife were both from Hanover. They had 5 children, all born in Texas and all boys, except for their daughter Luiza. It was known that the 2 oldest boys attended the German English School. With that in mind, an assumption was made that most likely their daughter was sent too, especially since in the 1860 Luiza attended school. Also, Fries could have sent her for no additional charge.¹⁰⁶

¹⁰⁵Seventh Census of the United States, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1849,1852, Genealogy Division. (Microfilm, Texas State Library).

¹⁰⁶ “Childhood School Days Recalled: Yesterdays Relived Again as Old Classmates Meet,” Special Collections, Alamo Library, San Antonio, Texas; Eighth Census of the United States, 1860, Schedule 1- Free Inhabitants (Microfilm, National Archives); “Board of Directors Meeting 12 September 1859,” Translated by Advanced German Class of Douglas MccArthur High School San Antonio, Texas, Special Collections, Alamo Library, San Antonio, Texas.

Was the Fries family financially successful, or were the parents making a large sacrifice to send their children to school? The answer seemed to be the former. In 1860, the census listed Fries with a real estate value of \$8,000, more valuable than real estate owned by 87.1 percent of the population in that region for that year. In the tax records, Fries was listed as owning a town lot in San Antonio worth \$3,000. The census listed no occupation for Fries. But because he owned land worth thousands of dollars, Fries appeared financially successful, enough so that sending his children, including his daughter, to school probably entailed no notable hardship.¹⁰⁷

William Bacon sent his daughters to school, too. He was a farmer from Maine, married to Sarah from Maine. They had 2 children, Edward and Julia. Bacon owned 103 acres of land worth \$1,000, 3 horses, and 125 cattle. Together, then, he had a total taxable property value of \$1,965. While not as wealthy as some of the other families discussed, Bacon certainly was not the poorest either. His real estate was more valuable than 59 percent of the population's in his region for 1860. The personal estate value of \$600 listed on the 1860 census made him wealthier than 42.8 percent of the population in his region for that year. Since he only had 2 children, sending them both to school possibly did not bear as great a financial hardship as others. Or, since he and his wife came from Maine, possibly sending his children to school demonstrated the North's greater commitment to education.¹⁰⁸

A. Pickett, another farmer in the county, sent his daughter to school as well. Pickett was from Tennessee with a wife, Susan, from Virginia. His only daughter, Mary, was also born in

¹⁰⁷Eighth Census of the United States, 1860, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140.

¹⁰⁸Eighth Census of the United States, 1860, Schedule 1- Free Inhabitants, (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140, 143.

Tennessee in 1844. He owned 121 acres of land, similar to Bacon's 103 acres, worth about \$800. Also, according the 1860 census his real estate grew, since it listed a value of \$1,800, which made his real estate more valuable than 59 percent of the population in his region for that year. His personal estate value of \$1,862, listed on the 1860 census as well, made his personal estate greater than 59 percent of the population for that region for the same year. Also similar to Bacon, Pickett owned horses, 30, and cattle, 20; yet he owned swine, 40, in addition to that. Bacon listed no swine. The census listed no food crops for Pickett, either. In fact, the only farm product listed besides livestock was butter, and the Picketts produced 365 pounds of it. These small differences, especially in the quantities of livestock and the additional listing of a wagon and a watch, brought Pickett's total taxable property value to \$7,900. This was much larger than Bacon's \$1,965. Considering that Pickett sent only 1 child to school, he probably paid tuition payments quite easily compared to Bacon.¹⁰⁹

John Leal's family sent their daughters to school in 1860 too. A rancher rather than a farmer according to the census, Leal was from Texas and married to a woman born in Mexico named Jane. The family apparently lived in Mexico for a time, since their 4 oldest children were born there. The family must have come to Texas sometime between 1838 and 1840, because only their youngest sons were born in Texas. Leal was not worse off than Bacon. In fact, he had a total taxable property value of \$1,800 in 1861, similar to Bacon's \$1,965 in 1860. But all of Leal's taxable property came from land; he owned 450 acres worth \$1,800. Interestingly horses and cattle were not listed, as would be expected for someone listed as a rancher. Also, different from Bacon and Pickett, Leal sent 4 of his children, including his 3 daughters, to school in 1860.

¹⁰⁹ Eighth Census of the United States, 1860, Schedule 1- Free Inhabitants, Schedule 4- Productions in Agriculture ending 6/1 (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1859, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140, 143.

With less wealth than Bacon and more children attending school, this may have caused a financial strain. Or, perhaps Mexican influence gave the family a greater commitment to education.¹¹⁰

Martin West provided the last example of a family whose father listed an agricultural career. West was a stock raiser from Georgia. His wife, Sarah, was from North Carolina, and the 2 had lived in Texas at least since 1839. All of their 8 children were born in Texas. West was quite financially successful; he owned 25 horses and 600 cattle, consistent with someone listed as a stock raiser. Interestingly, tax records report no land for 1860. But the 1860 census records a personal estate value of \$3,300, more valuable than the property holdings of 59 percent of the population in his region for the same year. Despite the fact he owned no land, West had a total taxable property value of over \$5,000. This made him the second wealthiest agricultural family in Bexar County in 1860. So, sending his daughters to school probably entailed no financial hardship. But there was another interesting fact. West did not send his school age son, 13 year old Thomas, to school with his sisters. Possibly Thomas was needed at home, or perhaps this family sent their daughters to school in an effort to ensure good marriages as some southern families did.¹¹¹

Adolph Earle also sent his 2 daughters to school, but his family provided an example of family of much smaller wealth. Earle was a German piano maker; his wife, Ariel, was from Germany also, and the 2 came to Texas with their oldest daughter Patty sometime between 1836 and 1841, probably from Prussia. Earle had limited financial success; he owned a town lot worth

¹¹⁰Eighth Census of the United States, 1860, Schedule 1- Free Inhabitants, (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1861, Genealogy Division. (Microfilm, Texas State Library).

¹¹¹Eighth Census of the United States, 1860, Schedule 1- Free Inhabitants, (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 143.

\$200 and a horse in 1860, his total taxable property value came to only \$250. Despite this, he sent both of his daughters to school, leaving his youngest 3 children at home. Perhaps Earle sent his children to the German English School. The census listed several other adults living with the family at the time from places such as England, Ireland, and Austria. Possibly an income from boarders helped send his daughters to school, or perhaps his family demonstrated a German commitment to education.¹¹²

Martin Campbell, on the other hand, was a public servant who sent his daughters to school. Campbell's occupation listed on the 1860 census stated he was an alderman from Louisiana. His wife was a native Texan, possibly Hispanic. They had 5 children all born in Texas. Campbell was very successful; in fact he was the wealthiest man discussed for Bexar County in 1860. He had a total taxable property value of \$10,450. This included 238 acres of land worth \$4,000 and a town lot in San Antonio worth \$5,500. Combined, then, he had more valuable real estate than did 87.1 percent of the population in the region for 1860. Ownership of 1 slave, worth \$800 meant that he owned more slaves than did 75.9 percent of the population in the region for the same year, and he also owned a horse. Interestingly, Campbell was the only man discussed in Bexar County who owned any slaves. So, with all of his wealth, it came as no surprise that he sent 3 of his children, including his 2 oldest daughters, to school. The other children were infants, and, therefore, too young to attend school.¹¹³

J.H. Lyon, listed as a merchant, sent his daughter to school, too. He was from New York and married to a woman from New York as well. The family must have lived there for while,

¹¹²Eighth Census of the United States, 1860, Schedule 1- Free Inhabitants, (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library).

¹¹³Eighth Census of the United States, 1860, Schedule 1- Free Inhabitants, (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140, 142.

since at least their oldest child was born in New York. The places of birth for the other 2 children were illegible. There was not very much detail listed in the tax records for Lyon, except that he owned a town lot worth \$3,000 in San Antonio, which amounted to his total taxable property value. Because he only sent his 2 oldest children to school, this probably put only a small, if any, financial strain on the family. Also, Lyon was wealthier than some of the other families listed who sent more than 2 children to school. Schools were more accessible for those living in town, and this could probably cut down on boarding costs if the school was close enough to the family's home¹¹⁴.

John Sutherland Jr. was the last professional discussed who sent his children to school. Sutherland was a physician born in Virginia. He arrived in Texas in 1835, just in time to play a role in the Texas Revolution at the Alamo. Although he did not fight at the Alamo, Colonel William B. Travis sent Sutherland to Gonzales for aid. Unfortunately Sutherland returned to the Alamo too late. But this was not the end of his role in Texas politics either; he also served as an attaché to Republic of Texas President David G. Burnet. Sutherland also had a son, David, who was married to Emily from Mississippi. David, however, died in 1852. The couple had 1 daughter named Dianna, who was born in Texas. Sutherland easily paid tuition and school costs for his granddaughter Dianna; his total taxable property value in 1860 was \$12,000, which included 3,665 acres of land. Thus, he owned more valuable real estate than did 92 percent of the population in his region for 1860. Tax records listed no other assets, but his personal estate

¹¹⁴Eighth Census of the United States, 1860, Schedule 1- Free Inhabitants, (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1859, Genealogy Division. (Microfilm, Texas State Library).

listed on the 1860 census as \$1,400 made him wealthier than 59 percent of the population for the region for the same year.¹¹⁵

Two families for the county in 1860 provide examples of Hispanic families in 1860 Bexar County who sent their girls to school, with each one on different ends of the financial spectrum. Pilar Garcia, a Mexican, sent the young girl named G. Trvinor living with him to school. She was probably a relative. The census listed no occupation for Garcia, but he owned a town lot in Mission Jose worth \$200, more valuable than 35.7 percent of the population's real estate for that region, and a cow worth \$15. Combined he had a total taxable property value of \$240, which was not less than the wealth of some of the other families discussed for the county. However, it was possible that he was not paying for the girl's school. Maybe her inheritance paid for school, or maybe she attended a school such as Ursuline Academy, which accepted poor students free of charge. Francisco Garza was on the other side of the spectrum. Garza, while not as wealthy as some of the white American families discussed, had a total taxable property value of \$3,680. He owned 300 acres of land worth \$1,300, a town lot in San Antonio worth \$1,700, 2 horses, and 100 cattle. Garza, like Garcia, was born in Mexico, as were all of his children. Finances were also easier for Garza, who was 70 years old in 1860, because his 33 year old son lived with him, and only his youngest daughter Laura attended school. Also his real estate holdings were more valuable than 59 percent of the population's in that region for 1860.¹¹⁶

¹¹⁵Eighth Census of the United States, 1860, Schedule 1- Free Inhabitants, (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library); Richard B. McCaslin "Sutherland, John Jr.," *The Handbook of Texas* online accessed 12 June 2006 available from <http://www.tsha.utexas.edu/handbook/online/articles/SS/fsu7.html>; Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140, 143.

¹¹⁶Eighth Census of the United States, 1860, Schedule 1- Free Inhabitants, (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 140.

Galveston County also had its share of families sending their daughters to school. One example came from the Meritt family. The census of 1850 listed P.G. Meritt as a speculator from Connecticut. His wife, Jane, came from New York. The family consisted of 8 children, 5 boys and 3 girls. All the children were born in New York until Julia who was 6 years old in 1850. She was the first born in Texas, as were her younger siblings. The family was financially successful in Texas. The tax rolls of 1849 listed Meritt as owning one town lot worth \$2,000 as well as a horse and carriage with a combined value of \$150, totaling \$2,150 for his total taxable property value. Apparently in 1850 his real estate value remained \$2,000, making it more valuable than the real estate holdings of 52.4 percent of the population in the gulf coastal plains region that encompassed Galveston County in 1850. So, the fact that all the school age children in 1850 attended school was not surprising. This included all 3 girls, 15year old Louisa, 12 year old Jane, and 6 year old Julia.¹¹⁷

The Armstrongs were another family who sent their daughters to school. Aaron Armstrong was a constable from Mississippi. His wife, Jane, was from Tennessee. The 2 came to Texas before their first child, Frances, was born. The other 3 children were also born in Texas. The family had 2 boys and 2 girls. Frances, age 12 and her brother Thomas, age 10, attended school that year. The younger 2 siblings were not old enough to attend. The youngest daughter, Mary, was still an infant; the younger son, William, was 8 years old, but the census taker did not record him as attending school. The census indicated in 1850 that Armstrong owned only \$600 worth of property, and tax records from 1860 indicated this family was wealthy enough to own 1

¹¹⁷Like in Bexar County, I was not able to access probate papers for Galveston County, and therefore, I was only able to use the 1850 and 1860 census to determine girls from Galveston County who attended schools. Seventh Census of the United State, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1849, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas* 139.

slave in 1860 worth \$600. Thus, sending his children to school was not going to send the family into the poverty.¹¹⁸

The Leperts were another successful family that served as a good example of families sending their daughters to school. Ino Lepert was a merchant from Ohio. He was married to Eliza from New York, and the family apparently lived in Arkansas before coming to Texas, as Arkansas was where all 4 of the Lepert daughters were born. Only the oldest 2 girls, Henrietta, age 11, and Florence, age 9, attended school. The youngest child, Laura, was only 4; Eda, on the other hand, was 7. It is unclear why she did not attend. The family could probably afford it. The Leperts owned a town lot worth \$600, more valuable than real estate owned by 52.2 percent of the population for that region in 1850, as well as a horse and buggy worth \$150. They certainly were not in a worse condition than the Armstrong family.¹¹⁹

The Flake family was another merchant family. Ferdinand Flake came from Germany with his wife Anna, also from Germany. They had 4 children, all born in Texas. Mary, the oldest at 6 years old, was the only one who attended school. Her younger brothers were too young to attend. Flake was successful, since the tax records of 1851 indicated he owned a town lot worth \$500 and held \$1,500 worth of merchandise. The family also had 3 other adults from Germany living with them. One was 74 years old. The other, named W. Webber, was 23 and a painter, while the other was a 21 year old named Waters Webber. Interestingly, Flake also published and edited the successful German newspaper *Die Union*, which he bought in 1855. It had the largest circulation in Galveston, until Flake's strong Unionist sentiment and criticism of

¹¹⁸Seventh Census of the United State, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library).

¹¹⁹Seventh Census of the United State, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas*, 139.

the slave trade made him unpopular. A mob destroyed his office. The mob attendees were later condemned, as even Flake's opponents defended him. Flake, then, continued publishing his newspaper throughout the war, since his friendships with local Confederate leaders protected him.¹²⁰

E.P. Hunt's family, on the other hand, held much more taxable property. Hunt was a notary from Connecticut married to Sophia from Florida. They had only 1 daughter, Elizabeth. She was 12 years old in 1850 and attended school. The family certainly could afford it. The Hunts owned 3 town lots totaling \$3,300, and had a total taxable property value of \$4,120. They even had 3 other adults living with them. One was Josephine Delespine who was 19 years old. The others were both men whose occupations were listed as merchant.¹²¹

George Craycoft was another man able to send his daughters to school. He was the owner of the Planters Hotel. Born in Pennsylvania, Craycoft became very successful, owning 3 town lots worth \$3,950. Thus, he had more valuable real estate than 61.4 percent of the population in his region in 1850. He also had a total taxable property value of \$4,020 in 1850. He married a woman named Rosetta from Ireland. They had only 2 daughters, Ann and Mary, who were both born in Louisiana. The 1850 census listed both daughters as attending school.¹²²

¹²⁰Seventh Census of the United State, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1851, Genealogy Division. (Microfilm, Texas State Library); Randolph Lewis "Flake, Ferdinand," *The Handbook of Texas* online accessed 30 May 2006 available from <http://www.tsha.utexas.edu/handbook/online/articles/FF/ff12.html>.

¹²¹Seventh Census of the United State, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library).

¹²²Seventh Census of the United State, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas* 139.

The last person in the discussion for the year 1850 happened to also be the only farmer to send his daughters to school this year. Martin Dunman and his wife Elizabeth were both from Louisiana. They had a large family of 9 children, 4 boys and 5 girls; all born in Texas. Dunman was one of the, if not the, wealthiest farmers in the county with a total taxable property value of \$15,120. This was more than even some merchants had. He had 5,424 acres of land worth \$4,270 in 1850, making his real estate more valuable than 61.4 percent of the population's in his region for 1850, too. His farm was prosperous as well. Dunman owned 30 horses, 2,200 head of cattle, 30 sheep, and 90 swine. But the only crop grown on his farm was corn. Cotton and food crops, other than corn, were absent. Dunman even owned 3 slaves, more than 67.1 percent of the population owned in his region in 1850, in addition to the laborer listed on the census as living with the family. Thus, Dunman, who was no less financially successful than the other discussed in the county, sent all of his school age children to school, including the girls. All 5 girls, who ranged in ages from 4 to 15, were listed as attending. The only child who not listed as attending school in 1850 was Joseph, who was only 2 years old at the time.¹²³

Several families from the 1860 census also served as examples of families who sent their daughters to school. One of these families was the Shepherd family. J. Shepherd was a bookkeeper from Virginia. He was married to Eliza from Tennessee. They had 7 children, 3 boys and 4 girls. All of the children were born in Tennessee; this made the family new comers to Texas, since the youngest child, James, was born in 1858. The Shepherd family was successful, owning 10 acres of land worth \$2,000, more valuable than 51.1 percent of the population's in his region for 1860, and 2 slaves worth \$2,000. This was more slaves than 71.4 percent of the

¹²³Seventh Census of the United State, 1850, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1850, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas* 139, 141.

population owned in 1860 in his region. The 1860 census listed Shepherd's personal estate value at \$7,500, putting him with the wealthiest 23.2 percent of the population in his region who had personal estate more valuable than \$5,000. Thus, it appeared a logical choice to send 5 of their children, 3 of which were girls, to school in 1860. Only the youngest 2, ages 4 and 2, did not attend that year.¹²⁴

John S. Sydnor and his family also served as a good example of a successful family who sent their daughters to school. Sydnor was a merchant from Virginia, married to Sarah, also of Virginia. They had 5 children, 3 boys and 2 girls. The 2 parents came to Texas before 1843, when their first child Sally was born. Sydnor served as mayor of Galveston from 1846 to 1847, promoting improvements such as the establishment of schools and the organization of the fire and police departments. The family was successful, owning 799 acres of land worth \$30,000 and 5 town lots worth \$13,400. Also among their property were 30 horses, 10 cattle, and 8 slaves. Much of this wealth probably came from Sydnor's successful business as a slave trader in Galveston during the 1850s. Thus, he had a total taxable property value for 1860 of \$48,600 and could easily afford to send his children to school. All of his children, including the 3 girls, attended during 1860.¹²⁵

On the other hand, Richard Coward, who also sent his daughters to school, was of a different occupation. Coward was a farmer from Tennessee married to Harriett. They had 7 children, 3 boys and 4 girls. The 2 first went to Louisiana where their oldest child, Margo, was

¹²⁴Eighth Census of the United State, 1860, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas* 139, 141, 143.

¹²⁵ Eighth Census of the United State, 1860, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library); "Sydnor, John S." *The Handbook of Texas* online accessed 30 May 2006 available from <http://www.tsha.utexas.edu/handbook/online/articles/SS/fsy1.html>.

born in 1839. The family did not come to Texas until between 1853 and 1855, because only their youngest child, Minerva, was born in Texas. Coward was a successful farmer. He had 616 acres of land worth \$2,000, more valuable than 51.1 percent of the population in the region owned for 1860, and he owned 16 horses, 200 cattle, 7 sheep, and 30 swine. His farm grew corn, peas, beans, potatoes, sweet potatoes, hay and produce from a small garden as well as wine from the produce grown in his own orchard. Thus, his 12 slaves, worth \$9,000, probably contributed a lot of work on his farm. In fact, in 1860 Coward owned more slaves than 89.7 percent of the population in his region. So Coward obviously was wealthier than most of the population, as his total taxable property value of \$13,270 in 1860 demonstrated. However, only 3 of his children attended school in 1860. Two of the boys, ages 14 and 9 in 1860, and one of his daughters, age 12 in 1860. One of the daughters was only 5, so this could explain why she was not sent. The other daughter was 9; there was no explanation why she was not sent.¹²⁶

William A. Jones was an even more successful farmer who sent his daughters to school. He was originally from Virginia and married to Eliza from New Jersey. Their family had 8 children, 6 boys and 2 girls, all born in Texas. In addition to the family, 5 other adults were living in their household, including a teacher from England, a laborer from Germany, a 50 year old man from Prussia, a 70 year old man from Peru, and a woman from New York. This did not affect the family finances adversely. Jones owned 1,476 acres of land worth \$18,000 in 1859. Apparently his real estate grew, since the 1860 census listed his real estate value at \$20,000. This put him with the wealthiest 9.3 percent of the population in the region. He had 8 horses, 250 cattle, 3 asses and mules, 35 sheep, and 30 swine too. His farm grew corn, cotton, peas,

¹²⁶Eighth Census of the United State, 1860, Schedule 1- Free Inhabitants (Microfilm, National Archives); Eighth Census of the United States, 1860, Schedule 4- Productions in Agriculture ending 6/1 (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas* 139, 141

beans, potatoes, sweet potatoes, and clover in addition to producing wool and butter. The family also owned 22 slaves valued at \$9,000. If he had the same number of slaves in 1860, he was in the 4.7 percent of the population that owned more than 20 slaves. Thus, his total taxable property in the county was \$26,700 in 1860. Consistent, then, with his place among a small number of wealthy people in the community, his personal estate, \$12,000, as listed on the 1860 census put him with the wealthiest 15 percent of the population in that region who owned more than \$10,000 of personal property in 1860. Therefore sending 5 of his school age children to school in 1860 appeared to cause no financial hardship. This included his oldest daughter, Eliza age 14 in 1860. The only 2 children not sent to school were ages 3 and 2, too young to attend school.¹²⁷

Another exceptionally wealthy family who sent their children to school was the Hancocks. John Hancock, whom the census listed as a “gentleman”, was from Texas. He was married to Fanny from Alabama. She appeared not to be his first wife, since she was only 21 and Hancock’s oldest son was 15. The Hancock family consisted of 5 children, 3 boys and 2 girls. The 3 oldest were born in Mississippi, and the younger 2 born in Texas. Hancock had no land listed in the tax records for 1860, but he did own 28 slaves worth \$20,000, putting him with the 4.7 of the population in his region who owned more than 20 slaves in 1860, and 5 horses. He had a total taxable property value of \$21,500 and a personal estate value of \$2,500 in 1860. As a very wealthy gentleman, then, sending all of his children to school seemed a necessity, and he

¹²⁷Eighth Census of the United State, 1860, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1859, Genealogy Division. (Microfilm, Texas State Library); Eighth Census of the United States, 1860, Schedule 4- Productions in Agriculture ending 6/1 (Microfilm, National Archives); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas* 139, 141, 143.

did send all but one to school. Only the youngest daughter, Louisa age 5 in 1860, did not attend.¹²⁸

Other less wealthy families sent their daughters to school, too. F. Brandies, a German laborer, sent only his daughters to school in 1860. He was married to another German named Louisa, and they had 5 children, 1 boy and 4 girls. The family arrived in Texas from Germany some time between 1848 and 1853, because their 3 youngest children were born in Texas. Although not nearly as wealthy as the Hancock or Jones families, Brandies owned a town lot worth \$600, making his real estate more valuable than that owned by 41.9 percent of the population in that region for 1860. Perhaps this is why only the middle 2 daughters Eliza, age 7, and Mary, age 4 were sent. The oldest daughter Gerdina, age 13, and son Fred, age 12, did not attend. The youngest daughter was only 2 years old at the time, and therefore too young to attend school.¹²⁹

F. Hansen was also a German who sent his daughters to school. He was a shoemaker married to Frederica of Germany. The 2 had 2 children, 1 boy and 2 girls, all born in Texas. Hansen appeared successful at his work. He owned 3 town lots worth \$1,800 and \$125 worth of sheep as well. Therefore, he had a total taxable income of \$1,925. He also sent only his 7 year old daughter, Tresa, to school in 1860. The other 2 children were too young, ages 3 and 1¹³⁰.

¹²⁸Eighth Census of the United State, 1860, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library); Eighth Census of the United States, 1860, Schedule 4- Productions in Agriculture ending 6/1 (Microfilm, National Archives); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas* 141.

¹²⁹Eighth Census of the United State, 1860, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas* 139.

Ino S. Jones serves as another example of a successful and wealthy man who sent his daughters to school. Jones was a district clerk from Kentucky, who was married to Theresa of Louisiana. The 2 had 5 children, 4 boys and 1 girl, all born in Texas. Jones owned 190 acres worth \$10,000 and a town lot worth \$7,500 in 1859. Apparently he acquired more real estate, since the 1860 census listed his real estate value at \$25,000, putting him with the wealthiest 9.2 percent of the population in the region. He even owned 4 slaves worth \$2,000 in 1859. If this number was consistent for 1860, Jones owned more slaves than 71.4 percent of the population in the region in 1860. Thus, his total taxable property value in 1859 came to \$20,500. His personal estate, as listed on the 1860 census of \$5,000, made him wealthier than 76.3 percent of the population in his region for that year. So, the fact that he sent 4 of his children to school, which included his 15 year old and only daughter Maria, was not surprising. The only child who did not attend school in 1860 was his 6 year old son William. It was unclear why he was not in school.¹³¹

The last example comes from William Howard's family. Howard was a cooper from Indiana. He was married to Margaret of Ohio. The 2 had 4 children, all girls, with the oldest born in Indiana. The family came to Texas somewhere between 1852 and 1856, because their second oldest daughter was born in Texas as were the rest of the children. Howard appeared successful, since he owned a town lot worth \$1,000. The town lot's value made his real estate more valuable than that owned by 51.1 percent of the population in that region for 1860.

¹³⁰Eighth Census of the United State, 1860, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library).

¹³¹Eighth Census of the United State, 1860, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1859, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas* 139, 141, 143.

Finances may have been eased since only his oldest daughter, Florence, attended school in 1860. The other 3 were not older than 4 years old, too young to attend school.¹³²

All five counties, then, had a number of girls attending schools. For some counties there were more detailed descriptions, which included evidence of textbooks purchased for academic classes. But for the most part all of these girls came from wealthy families. Many had taxable property totals exceeding a \$1,000, making most of the families wealthier than about half the population in their regions. Yet there were some who came from families with taxable property totals of around \$200. These families were mostly in Bexar County, and most often were Hispanic. Possibly this demonstrated a commitment Hispanics had for education. So, they sent their daughters at any cost. Or, perhaps many took advantage of the Catholic Ursuline Academy, which accepted poor students for free. A number of Germans from both Galveston and Bexar County also sent their children to school, despite limited financial means as compared to the white American families. In Bexar County, perhaps some attended the German English School for free, or since both counties had an Ursuline Academy perhaps they attended that school. Either way a number of girls whose parents were born in another country attended school despite limited financial resources. These were most visible in Galveston County and Bexar County, because these were the 2 biggest counties in Texas with the most cosmopolitan populations. Perhaps this demonstrated a greater commitment foreign born among foreign-born parents compared to white American born parents. Finally, a number of the less financially successful families, especially in Bexar County and Galveston County, who sent their children to school owned town lots and had an occupation other than agriculture. For those living in town, access

¹³²Eighth Census of the United State, 1860, Schedule 1- Free Inhabitants (Microfilm, National Archives); Records of the Comptroller of Public Accounts, Ad Valorem Tax Division, County Real and Personal Property Tax Rolls, 1860, Genealogy Division. (Microfilm, Texas State Library); Randolph B. Campbell and Richard G. Lowe, *Wealth and Power in Antebellum Texas* 139.

to schools was possibly easier on finances, since the student would not have to board and could easily commute to and from school.

CONCLUSION

Schools for girls existed during the antebellum years in all of the 5 counties discussed: Red River, Harrison, Travis, Bexar, and Galveston. In fact, each of the 5 counties had at least 4 known schools, so there was a selection available for each girl. Most of the counties seemed quite proud of their girls' schools and the work the girls produced. A number printed editorials covering public examinations, praising the work and accomplishments of the students. Only 2 counties, Galveston and Bexar, did not print any editorials covering public examinations at schools for girls. Interestingly, detailed editorials covering boys' schools, such as Baylor University and Texas Military Institute, were printed with a list of the graduating class. Neither of these schools was located in Bexar County or Galveston County. Perhaps since these were the 2 largest counties of antebellum Texas, coverage of local girl's schools events seemed trivial; this was particularly true since the papers examined for these counties covered more national and international news compared to the other 3 counties. Only the Travis County paper rivaled these 2 papers in news coverage, probably due to the location of the state capital in Austin.

The schools, including those with a strong non-secular background, offered similar course work. Most, especially the bigger schools, advertised that their schools were divided into academic levels, with more advanced course work as the levels went higher. Also, the course work included academic subjects, such as math, sciences, English, and foreign languages. Ornamental subjects, such as piano lessons, ornamental needlework, drawing, and painting were available for an extra cost. Foreign languages, including French, almost always cost an additional fee each as well. One might think that most of the girls took only ornamental subjects; however, evidence showed that girls from Red River County, Harrison County, and Travis County took academic subjects. Probate records showed that philosophy books, maps, an

algebra book, a history book, a dictionary, a grammar book, an atlas, and a copy of Virgil's writings were purchased for several of the girls. Probate records for Galveston County and Bexar County were, as explained, unavailable. Quite possibly, though, this would hold true for these 2 counties also. Concerning the extra fees charged for ornamental subjects, it may have been a profit technique. Because most ladies were expected to be able to decorate their homes and entertain their families and guests, charging an additional fee for each ornamental subject may have brought the school the most money. After all, most parents probably sent their daughters to school in order that they would become accomplished young ladies, adding social status to the family.

Tuition fees were quite expensive. Most of the advertised and well known schools in each county charged tuition fees that went from approximately \$10 for the entrance level to approximately \$20 for the most advanced level a session. This, of course, did not include foreign languages, which usually cost about \$5 to \$10 each, or ornamental subjects, which cost around \$10 each. Music lessons, usually on a piano or guitar, brought school expenses even higher, with lessons costing around \$25 dollars a session and use of the instrument an extra \$5. These fees also did not include boarding costs. Boarding usually cost \$50 a semester. But it should be noted that the fees included board, fuel, washing, and sometimes a library fee and physician's fee, such as at Ursuline Academy in Galveston. Combined, then, with academic tuition fees, board, foreign language, and ornamental subjects, expenses for a school year probably came close to \$200 a year per student. This would be quite an expense for the average family in antebellum Texas. A few of the schools, most notably all the non-secular schools, took in poor students who were unable to afford tuition costs in addition to regular paying students.

Finally, for the girls who attended schools that cannot be identified, a number of things stood out. One was that most came from families with total taxable property values exceeding \$1,000. In fact, some even had totals closer to \$10,000 and a few even had totals over \$20,000. Quite a few of the wealthy families in counties other than Bexar held slaves. So, most of these families were wealthy or at least financially successful enough to send their daughters to school. Perhaps some who were on the lower end of the totals--these having total taxable property values around \$200--sent their daughters to school as an effort to raise the family's social status. Or perhaps some of the girls attended local schools not advertised in the paper that had lower tuition fees. Or perhaps some of them attended school free of charge, such as the Ursuline Academies, McKenzie Institute, Marshall Masonic Female Institute, or the German English School.

In general, the families with the lowest total taxable property values that sent their daughters to school came from Bexar County. They were Hispanic. Possibly, this demonstrated a strong Hispanic commitment to education. Also, in Galveston County a number of families with German-born parents had total taxable property values of around \$600, which was low for Galveston County. Yet they too sent their daughters to school, possibly to Ursuline Academy in Galveston. So, this may show a strong German commitment to education as well, especially since a number of Germans with similar total taxable property values in Bexar County sent their children to school. But in Bexar County, a German English school was available, and it also charged no tuition for poor students. The Ursulines opened a school in Bexar County, similar to the one in Galveston, which admitted poor students free of charge like the one in Galveston County. So this was an option for Hispanic and German families in Bexar County. Overall, then, a number of families with foreign-born parents or parent with lower total taxable property values sent their girls to school, which might demonstrate foreign-born parents' stronger commitment to

education compared to White American born parents, especially southern-born ones. Foreign-born parents, mostly coming from Galveston and Bexar counties, the 2 largest counties with the most cosmopolitan populations, tended to live in towns, too. Perhaps this made education for their daughters easier, because this eliminated boarding costs. The girls, if they lived close enough to the school in town, could commute to and from classes.

This examination of educational opportunities available for young women in antebellum Texas has shown that schools offering academic courses in addition to ornamental subjects were available for mostly privileged girls in all of the counties examined. In general, only the daughters of relatively prosperous families had the opportunity to attain formal education, but of course that was the case for males too. Texas, then, proved to be similar to other older southern states.

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