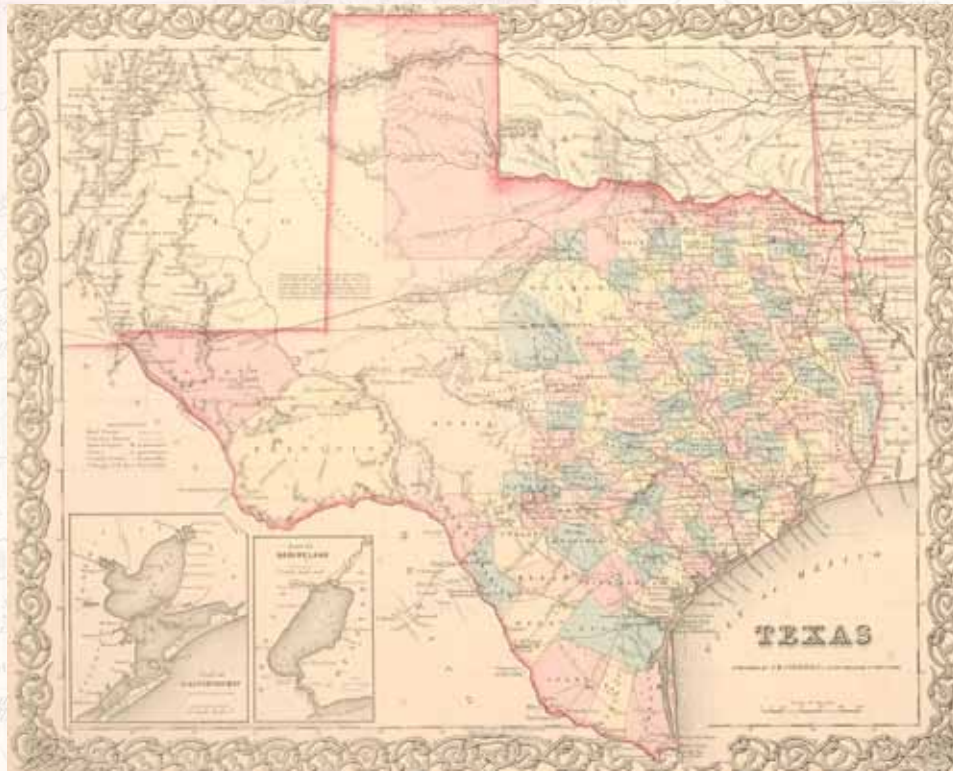


The NEATLINE

A NEWSLETTER OF THE TEXAS MAP SOCIETY

Fall 2017



Huntsville, Texas

Texas Map Society Fall 2017 Meeting

in conjunction with the annual meeting of the
Southwest Division of the American Association of Geographers
(SWAAG)

TMS (Oct. 28) • SWAAG (Oct. 25-28)

Sam Houston State University • Huntsville, Texas

For meeting details, please see pages 3-4.

Above Map: *Texas* (New York: J. H. Colton & Co., 1855).
University of Texas at Arlington Libraries Special Collections.

TEXAS

FROM THE PRESIDENT

As I write, we've all been focused on the weather maps of the Texas coast, showing the devastation wrought by Harvey, from Corpus Christi to Port Arthur. Images from Houston are hard to fathom. One family I know has lived in the Meyerwood neighborhood for 60 years and never had any flooding. But this time, the water rose into their house. Colleagues at Rice University tell me that the campus was largely spared significant damage, though that could change. Stories of individual heroism and dedicated service to others remind us of the bonds we all share, as human beings and as Texans. And as members of the Texas Map Society, we're especially aware of the ways geography has knit us together. Our thoughts, prayers, and support will be with our fellow Texans along the coastal plain.

As a sign that life does go on, our fall meeting approaches. We'll be gathering in Huntsville the weekend of October 27-29 for another chance to visit with each other, hear stimulating talks, and learn more about cartography and history. Plus, there is always good food and drink! Thanks especially go to Professor Jim Tiller at Sam Houston State University and the members of the Southwest Division of the Association of American Geographers (SWAAG), who are holding their conference in Huntsville that week as well. Some may want to arrive early and attend SWAAG sessions (separate registration).

Lord willing and the creeks don't rise, we'll see you soon in Huntsville. Thank you for your support of the Texas Map Society.

- Russell L. Martin III, TMS President 2016-2017

FROM THE EDITOR

I was fortunate enough to get to travel to Idaho to see the total solar eclipse last month. And there will be another chance to enjoy the celestial spectacular in April 2024 when a total solar eclipse will occur right here in Texas. Most Texans won't have to travel far to see it, as the path of totality will cross the entire state from Laredo to San Antonio, Austin, Waco and Dallas, right up Interstate 35.

But I am not always free to travel. As long as I remain employed as a meteorologist with KXAS-TV, NBC 5 in Dallas-Fort Worth, I still have to stay in town to cover severe weather when it develops. Last spring, tornadoes developed across North Texas and hit the Canton vicinity very hard. That meant I was unable to travel to Washington-on-the-Brazos for the spring meeting of the Texas Map society. But thanks to TMS members Walt Wilson and Pamalla Anderson, I almost felt like I was there. They produced a comprehensive summary of the meeting, complete with photos and map images, which you can read in this edition of *The Neatline*.

Unfortunately, I will also miss the fall TMS meeting. I had committed to another week of volunteer work, repairing trails at Guadalupe Mountains National Park, before the date for our fall meeting had been set. So I hope that one of you loyal TMS members will take the time out to write up a summary of the fall gathering for use in the next edition of *The Neatline*.

Always remember that all of the archived editions of *The Neatline*, and much more information on the Texas Map Society can always be found at our website at:

www.TexasMapSociety.org

- David Finrock, Editor of *The Neatline*

The Neatline is published semi-annually by the Texas Map Society
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<http://www.TexasMapSociety.org>

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Texas Map Society members and others who helped produce this issue are: Pamella Anderson, Eliane Dotson, David Finrock, James Harkins, Ben Huseman, Russell Martin, Texas General Land Office, Matt Walter, Walt Wilson, and our artist and graphic designer Carol Lehman.

A **Neatline** is the outermost drawn line surrounding a map.

It defines the height and width of the map and usually constrains the cartographic images.

Texas Map Society Fall 2017 Meeting

in conjunction with the annual meeting of the

Southwest Division of the American Association of Geographers (SWAAG)

FRIDAY, OCTOBER 27

Friday afternoon events are at the Walker Education Center at the Sam Houston Museum Complex

2:00-3:30 pm

Tour Sam Houston Memorial Museum with members of SWAAG*

3:30-5:00 pm

Attend SWAAG conference sessions on your own*

6:00-8:00 pm

Dinner arrangements TBD

8:00-9:00 pm

Reception with SWAAG members at the Hampton Inn Suites Meeting Room

*TMS members may attend SWAAG sessions on Friday at the times listed above by first registering (free) at the Main Lobby of the Walker Education Center, Sam Houston State University.

TMS Fall 2017 Meeting Program

SATURDAY, OCTOBER 28

Saturday events are at the Lee Drain Building on the 3rd floor (room 321)



9:00 am

Introduction

9:30 am

Trammel's Trace: The First Road to Texas from the North
Gary Pinkerton

Independent Author

10:30 am

15 minute break

10:45 am

*Have Those Looking for Santissima Trinidad
Taken a Wrong Turn?*

Dr. Jim Tiller

Professor of Geography, Sam Houston State University

11:45 am - 1:30 pm

Lunch

1:30 pm

Business Meeting

2:00 pm

*The Capitol Syndicate and the Case
of the Mistaken 103rd Meridian*

Jacob Jones

History Graduate Student, The University of Texas at Arlington

Continued on page 4



(Left bottom) Detail from *Texas* (Colton & Co., 1855) and (Left top) Sam Houston State Teachers College, Huntsville, Texas, colorchrome postcard (Chicago: Curteich "C.T. American Art" Post Card, n.d., with verso note in graphite "Lenderman 6-2-41"). The map and postcard images are from the UTA Libraries Special Collections Virginia Garrett Map Collection and the Jenkins Garrett Postcard Collection, AR416.

2017 Fall Meeting *continued*

SATURDAY, OCTOBER 28

3:00 pm

15 minute break

3:15 pm

The Deep West: Mapping Larry McMurtry's Lonesome Dove (1985), Cowboys, Cattle-Drives and Climate Change

Dr. Charles Travis

Assistant Professor of Geography, Department of History
The University of Texas at Arlington

4:15 pm

Connecting Texas: Three Centuries of Roads, Rails, and Trails

James Harkins

Director of Public Services, Texas General Land Office

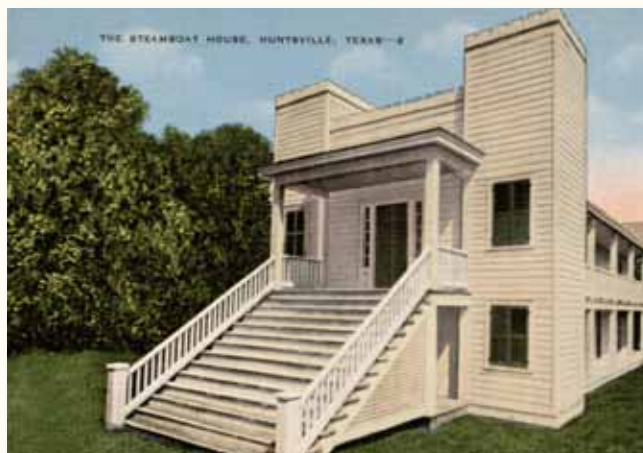
4:45 pm

Conclusion

Accommodations

Texas Map Society has a block of rooms reserved at the Holiday Inn Express. • 148 I-45 • Huntsville • 936-295-4300

Mention “Texas Map Society” for special rate.



(Left) General Sam Houston, sepia photograph, mounted as frontispiece to *The Texas Almanac for 1867* (Galveson: W. Richardson & Co., December 1866). UTA Libraries Special Collections, Jenkins Garrett Collection. (Right, top to bottom) 1. Sam Houston Memorial Museum, Huntsville, Texas (Tulsa: Gough Photo Service, ca. 1960s); 2. State Penitentiary, Huntsville, Texas, colorchrome postcard (n.d.); 3. The Steamboat House, Huntsville, Texas, colorchrome postcard (Milwaukee: E. C. Kropp Co., (n.d.), with verso note in graphite “Duke & Ayers” and “Lenderman 6-2-41”).

Follow our website for further details

<https://texasmapsociety.org/events/> and see SWAAG's website at <http://www.sw-aag.org/>

2017 Spring Meeting in Washington-on-the-Brazos

By Walt Wilson and Pamalla Anderson

Texas Map Society President **Russell Martin** welcomed everyone to our first-ever event at the Washington-on-the-Brazos Historic Site on the morning of April 22nd. Russell also extended our hearty thanks to Map Librarian, **Sierra Laddusaw** of Texas A&M University, College Station. Sierra hosted several TMS members on the A&M campus at the Cushing Library on Friday afternoon, San Jacinto Day. In addition to her current exhibit of *Maps of Imaginary Places*, Sierra also pulled a number of other interesting maps including some from A&M's Mexican War and British collections. She also joined us for an informal dinner at another local institution, the Chicken Oil Company restaurant and bar.

Our first speaker was TMS's own Secretary and The University of Texas at Arlington's Cartographic Archivist, **Ben Huseman**. Ben noted that he and *Neatline* editor **David Finrock** have strong family ties to Washington County. Since David could not attend, Ben was the perfect choice to provide a historic, cultural, and geographic orientation of the area. It is a beautiful section of Texas now as it was back in the days of the Republic. In addition to the scenic countryside, there are a number of interesting sites nearby.

Of special interest are the historic cities of Independence (Gov. & Mrs. Sam Houston home sites) and Brenham (e.g., Toubin Park & the Blue Belle Creamery), the Burton Cotton Gin Museum, a Czech painted church in Wesley, and the San Felipe de Austin State historic site.

The 293 acre Washington-on-the-Brazos Historic Site is owned by the Texas Parks and Wildlife Department and includes the reconstructed Independence Hall and town site, Barrington Living History Farm, the home of former Texas President Anson Jones, and a spacious Visitor Center/Gift shop with



Replica of Independence Hall

interactive Texas history displays. Of particular interest is the Star of the Republic Museum.

Ben introduced us to the museum's Director, **Houston McGaugh**, who graciously hosted all of the attendees at no charge. In addition to a vast collection of historic artifacts, this impressive museum is home to a number of rare and enlightening Texas prints and maps. You can view many of their maps (305 total images) and thousands of other artifacts in their collection via the Portal to Texas History website: www.texashistory.unt.edu/explore/partners/STAR/

The museum provides an entertaining and informative experience for all ages thanks to support from a number of different sources. The State Legislature provides welcomed, but problematic, funding and Blinn College provides administrative support. Individuals wishing to volunteer or contribute to the preservation of this historic site can contact the Washington on the Brazos State Park Association non-profit support group, the Blinn College Foundation, and/or their State legislators.

Our second speaker was **Sam Haynes**, Professor of History and Director of the Center for Greater Southwestern Studies at the University of Texas at Arlington. This was Sam's first visit to



Map Curator Sierra Laddusaw and Imre Demhardt at the Cushing Library at Texas A&M University

Continued on page 6

Washington-on-the Brazos since he sponsored a field trip for his seventh grade students many years ago. His topic, *Border Land, the Struggle for Texas 1821-1846*, is an outgrowth of research into violent episodes between Native Americans and Mexican and Anglo settlers on the Texas frontier. Thanks in part to a generous grant from the Summerlee Foundation, he has compiled, deconflicted, and plotted about 750 discrete instances of violence.

In sharing the preliminary results and observations derived from his research, Sam noted that the Texas frontier was a surprisingly complex and diverse region. Among the inhabitants were separate Mexican communities in San Antonio, South Central Texas, and Nacogdoches. Even within Anglo American groups, along with their associated Afro-American and Afro-Caribbean slaves there were distinct characteristics that affected relationships with Native Americans. In terms of numbers, it was not until 1834 that Anglos comprised a majority of population.

Native Americans in the region were even less homogeneous than the settlers. During the timeframe of Sam's study, there were Karankawas (500-1000) along the coast, and other nomadic tribes such as the Ouachitas, northwest Apaches, Comanches, Caddo, Shawnees, and Coushatta. Over time, the raiding patterns and territories of the various tribes would change, ranging as far south as Guadalajara and into Anglo and Mexican settlements.

The nomadic tribes also moved in and out of the region. By the mid-1830's the Ouachitas had moved out and the Cherokees from North Carolina and Arkansas moved in. There was constant movement among the Anglo settlements as well, with only the Mexicans remaining relatively stationary.

Violent interactions depended on a number of factors including the identity, location, and motivation of the various heterogeneous groups. Equally important, Indian raiding parties and Anglo-Mexican settlers all had to adapt to geographic obstacles. It would be many decades before railroads, paved highways, canals, and flood controls would overcome limitations imposed by Texas' rugged terrain, dry prairie desserts, marshes, and rivers.

With the need for livestock forage and water for crops, most settlements were near the coast and along river valleys. In the early part of the nineteenth century, largest population center in Texas was along lower Rio Grande valley. Not surprisingly, the majority of early violent events occurred there and other locations near water. The Brazos River Valley, for example, was a common avenue for Caddo attacks after the Texas Revolution.

The motivations for violence also varied among participants. Initially, the Cherokees, Chickasaws, and other immigrant tribes understood that surveying parties were the vanguard of White encroachment. It was only later that indigenous Texas nomadic tribes developed a sense of a tribal homeland and began to react to the presence of surveying parties and encroaching settlers. Inter-tribal cooperation and alliances also spurred attacks against both Anglo and Mexican settlers as well as other non-aligned tribes. Ambitious Anglos tended to aggressively defend their property and react to any thefts of livestock, but the Mexicans typically limited responses to those raids that resulted in loss of life.

As he begins phase two of the project, Sam is taking particular care to identify the characteristics of each incident, including which specific tribes and settlers were involved. The result



Enjoying a barbeque lunch

should be an interactive website that allows students and teachers visualize these events and rethink tribal interactions on the frontier of Texas. He hopes to include a heat map that will indicate the intensity of conflicts at various locations over time. Other interactive models will depict mobility patterns with overlays of geographic features, roads, settlements, and Indian trails. Similar to maps that show the movements of Civil War armies, Sam hopes to clearly show that important historical events often happen in places other than seats of power.

Our final speaker of the morning was **Andrew Milson**, Professor of History at the University of Texas at Arlington. Andy's topic reflects part of his research on a book that will examine four expeditions through Arkansas Territory before it became a state in 1836. The paper was optimistically titled, *The Other Lewis & Clark, the Ouachita River Expedition of Dunbar & Hunter 1804-1805*. Andy admits that equating Dunbar and Hunter with Lewis and Clark is bit of exaggeration, but there are several similarities. They both led government sponsored expeditions, were encouraged by Thomas Jefferson, and explored during the same time period (1804-1806).

The primary impetus for these two expeditions (and two others) was the Louisiana Purchase. With that acquisition, the United States had great scientific, economic, and political imperatives for understanding of the extent and content of the Mississippi water shed. The blank spaces on 1804 Aaron Arrowsmith maps of America and Louisiana clearly illustrate the uncertainties of Western North America's topography.

Government-sponsored expeditions tried to fill those voids by mapping settlements, terrain, and the courses and sources of western rivers. Not coincidentally, this information also aided American territorial negotiations with Spain and Great Britain. Although Jefferson had no desire for direct confrontation with Spain, Great Britain, or Native Americans on the frontier, he eagerly supported the explorers and sought out adventurous Renaissance men to lead them.

William Dunbar was just such a man. He was a wealthy plantation owner from Scotland who moved to Natchez, Mississippi in 1784 via Philadelphia and Louisiana. Although a

Continued on page 7

Loyalist during American Revolution, he became friendly with President Jefferson as a fellow scientist, planter, and outdoorsman. Dunbar was in his 50's when Jefferson asked him to plan and lead a scientific expedition. His orders were to explore the lower Louisiana Purchase in any direction and duration that he pleased.

Dunbar's path and timeframe became more defined when Jefferson asked Congress for \$12,000, but only got \$3,000. With such limited funding and ongoing Osage Indian conflicts with Cherokees and Spanish Colonial officials along the Arkansas River, Dunbar decided to mount a less ambitious expedition. He had heard about a scientific curiosity on the Ouachita (or Washita) River that had miraculous healing powers. To learn more about the site, its precise location and everything in between, Dunbar's party would venture along the Red and then up the Black and Ouachita Rivers to the hot springs of modern Arkansas.

On October 16, 1804, Dunbar finally set off from the east bank of the Mississippi with 18 other men. Included in the party was another confidant of Jefferson's, Dr. George Hunter and his son. Dr. Hunter was a Philadelphia chemist and druggist who had explored the Ohio and Indiana territories. Completing the group were twelve soldiers and a sergeant, plus two of Dunbar's slaves and another servant. After a short trip down the Mississippi in a strange, deep draft, and difficult to maneuver vessel of Hunter's design, the group turned west, heading upstream on the Red River.

By November 6th, the men had reached a fort at the site of present day Monroe, Louisiana. There, they rested and procured a more practical flat boat with a cabin on deck. Eventually ascending the Black and Ouachita Rivers, the group reached the hot springs on December 6th, 1804. Although Dr. Hunter's effectiveness was diminished when he injured himself while cleaning his gun on November 22nd, both he and Dunbar kept journals. They recorded precise geographic and botanical information, and made observations on commercial and agricultural prospects for the territory. After exploring the hot springs and surrounding area, they headed home on January 8, 1805 and arrived in Natchez eighteen days later.

Dunbar's report and journals reached Jefferson's desk more than a year before Lewis and Clark returned from their trip to the northwest in 1806. Hunter's journal followed soon after Dunbar's, giving the nation its first glimpse into the new territory from a government-sponsored exploration team. In 1806, Nicolas King prepared a map that documented the journey and its cultural and geographic discoveries.

Unfortunately, the Dunbar-Hunter team did not include an illustrator to help readers visualize the new land. Still, Andy contends that their relatively modest effort had more than a passing impact on the nation. The expedition was an early example of the institutionalization and growth of an American scientific network. Jefferson took pains to cast these expeditions as scientific, rather than purely political, economic, or military ventures. He hoped to legitimize the scientific standing of the United States and mimic similar European institutions, most particularly the United Kingdom's Royal Society.

Using his extensive surveying and navigation instruments, Dunbar affected a tone of dispassionate scientific objectivity in his journal notes. However, both he and Hunter were unable to resist making culturally biased observations. For example, Dunbar writes that the frontier French Canadian settlers, "appear to have little ambition, few wants and as little industry." An occasional thread of romanticism also makes its way into the text. The men frequently cited their amazement at the abundance of resources and scenic beauty.

Although not convinced of the health benefits of the hot springs, the journals did nothing to dispel public enthusiasm for their curative value. In terms of more substantive commercial benefits, Dunbar and Hunter documented numerous practical resources such as fish, lumber, minerals, oil stones, agricultural areas, settlements, leaves for dyes, and saltlicks for gunpowder. In anticipation of leading a future team of explorers, Dunbar also carefully recorded lessons learned for future journeys.

Frontier hostilities and his own failing health prevented Dunbar's active participation in further field operations. He turned his energy toward helping plan the abortive Red River Expedition of 1806. Another important revelation of the Dunbar and Hunter expedition was that the lower Louisiana Purchase was not an empty frontier as suggested by contemporary maps. The U.S. Government would have to find some other place, much farther west, for relocating displaced Indian tribes from the East.

After Andy's fine and enthusiastically presented talk, all participants enjoyed a self-serve lunch catered onsite by Nathan's BBQ of Brenham. After the barbeque lunch and a short TMS board meeting, **Rick McCaslin**, Professor of History at the University of North Texas, presented the final lecture of the meeting entitled *Washington-on-the-Brazos: Texas Capital to State Historic Site*. Rick literally wrote the book on this subject:

Continued on page 8



Nicholas King. *Map of the Washita river in Louisiana from the Hot Springs to the confluence of the Red River with the Mississippi / laid down from the Journal & survey of Wm. Dunbar in the year 1804*



TMS members enjoying tour of the Star of the Republic museum

Washington on the Brazos: Cradle of the Texas Republic was published in 2016 by the Texas State Historical Association. In his presentation, Rick gave a brief chronological overview of the community's beginnings, its development into a commercial center and political seat during the Republic of Texas era, the conflict before, during, and after the Civil War that led to its downfall, and the eventual development of the historic state park.

Before Washington became a town, Native Americans and European explorers traveled through the area, but by the 1820s Anglo homesteaders had developed farms, established a ferry where the La Bahia road (a road that linked Spanish missions) crossed the Brazos, and built a town. Created as business venture, Washington was developed by Andrew Robinson, his son-in-law John Hall, and the Washington Townsite Association. The new community quickly became the seat of a new municipality in the Mexican province of Texas.

The Brazos River brought prosperity to the community: shallow draft vessels could come up from the Gulf of Mexico below Hidalgo Falls, and later a keelboat called the Texas Ranger was built that carried goods upriver to Washington. It was the steamboat, however, that secured future success. William P. Harris' side-wheeler *The Cayuga* was the first to navigate the waters. Rick provided fascinating images and information on various specialized steamboats that could navigate the often very shallow waters of the Brazos.

In the mid-1830s Washington residents joined other Texans rebelling against the highly centralized regime of Santa Anna's Mexican government, and when war erupted in the fall of 1835, Washington settlers joined in the conflict. A provisional government was created in San Felipe, and Sam Houston introduced a resolution to create a more permanent government and hold the meeting in Washington. The town didn't have much to offer except a central location and a recently erected building for the delegates to use for free, but on March 2, 1836, the Texas Declaration of Independence was adopted in Washington, thus securing its importance in Texas history as the "cradle of the Texas Republic."

During the commercial boom period between 1845 and 1855, Washington prospered; however, from 1855 to 1865 and



TMS dinner at the Chicken Oil Company restaurant in College Station

beyond, Rick explained how the town declined due to the Civil War, political differences between the Know Nothings and the Democrats, Reconstruction, and bad decision making. Many small towns in Texas suffered similarly, but Washington's commitment to the steamboat for economic success rather than adopting the railroad along with political turmoil after the war proved to be fatal flaws.

The twentieth century brought a demographic shift to the community, as Washington's dwindling population became primarily African Americans and German immigrants. Rick showed photographs and told captivating stories of German families, their stores and businesses, murder and intrigue. Interestingly, the development of Washington into a historical site was intertwined with these stories, the Stolz murders being among those. Early efforts to memorialize the area included celebrations, a granite monument, land procurement for a park site, and eventually a replica of Independence Hall. The Texas Independence Day Organization was formed in 1955, and through its efforts a more accurate Independence Hall replica was built and later the Star of the Republic Museum was added. Since then other additions have included more park acreage and amenities, the Barrington Living History Farm, and a visitor's center. Rick explained that Washington-on-the-Brazos State Historic Site, as it is now officially known, is managed by two different entities: Blinn College operates The Star of the Republic Museum and the Texas Parks and Wildlife Department manages the park grounds and visitor's center. He concluded that while the community of Washington has almost vanished, the Washington-on-the-Brazos Historic Site has secured the town's legacy as the birthplace of Texas.

After Rick's presentation, TMS President Russell Martin thanked members in attendance and those who had helped with the meeting details. Ben Huseman then gave some directions and maps to those members wishing to explore the area further.

The first photo of Imre Demhardt and Sierra Laddusaw was taken by Walt Wilson. The next four photos were all taken by Pamalla Anderson.

MY FAVORITE MAP

Map Illustrating the Extermination of the American Bison

by William Temple Hornaday, 1889



My Favorite Map

by Matt Walter, Curator of Cartographic Collections, Museum of the Big Bend

This 1889 map, prepared by William Temple Hornaday for the Smithsonian Institution, illustrates the plight of the American Bison, as well as indirectly telling story of Manifest Destiny and the westward expansion of the United States, particularly as the Native Americans were concerned. Upon close examination, one can see that the historic range of the American Bison, outlined in red, extended almost coast to coast and from Mexico up to Canada, and numbered in the millions. Approximate dates are given for the reduction of the herds as the bison were killed off for meat and hide, especially in the eastern section of the country. Outlined in blue is the range of the two main herds which still remained in 1870, and which Hornaday estimated to even then number over ten million individuals. However, that is also when it became official government policy to exterminate the bison in order to discourage the Native Americans from leaving the reservations which Congress had set up for them following the US Civil War. The “Buffalo Hunters” that were sent out proved to be quite effective and, following the great slaughters of the 1870s and 1880s, the entire American Bison herd numbered less than 1,000 individuals.

William Temple Hornaday (1854-1937) was appointed the Chief Taxidermist of the Smithsonian’s United States National

Museum in 1882, a position he would hold until his resignation in 1890. Assigned the task of collecting some bison specimens for the museum “so that future generations would know what the buffalo looked like, after their expected extinction,¹” Hornaday headed west to the Musselshell River in Montana in 1886, where one of the last bison herds in America still ran wild. The decimation of the species that he witnessed had a profound effect on Hornaday, and in 1905 he founded and became the first president of the American Bison Society. His numerous writings, his acquisition of live specimens which he brought back to the National Zoological Park in Washington, D.C., and his activism on behalf of the American Bison are credited with saving them from extinction.

An original copy of this map will be on display at the Museum of the Big Bend in Alpine, Texas, as part of the “Charlie Russell Heads West” exhibit, which runs from September 16th through December 17th, 2017.

¹ Musselshell - An Endangered River

www.montanariveraction.org/musselshell.river.html

Retrieved July 26, 2017

If you would like to submit an article about your own favorite map for a future issue of *The Neatline*, contact the editor David Finfrack at editorTMS@aol.com.

The North Texas Book and Map Show

sponsored by the Texas Booksellers Association and the Southwest Chapter of ABAA

Saturday, October 7 • 10 am - 5 pm and Sunday, October 8 • 10 am - 4 pm

Masonic Temple • 1100 Henderson Street • Fort Worth, Texas 76102

ABOUT US

The North Texas Book and Map Show is a yearly event sponsored by the Texas Booksellers Association. This year, we are excited to announce a new sponsor, the Southwest Chapter of the ABAA; new partners will be taking part in our show as well.

Every year, dealers from as far as Spain, Wyoming, Maine, Tennessee, Louisiana, and all over Texas come to take part in our show. These dealers specialize in many different genres, including classic literature, travel & exploration, Texana, modern 1st editions, and so much more!

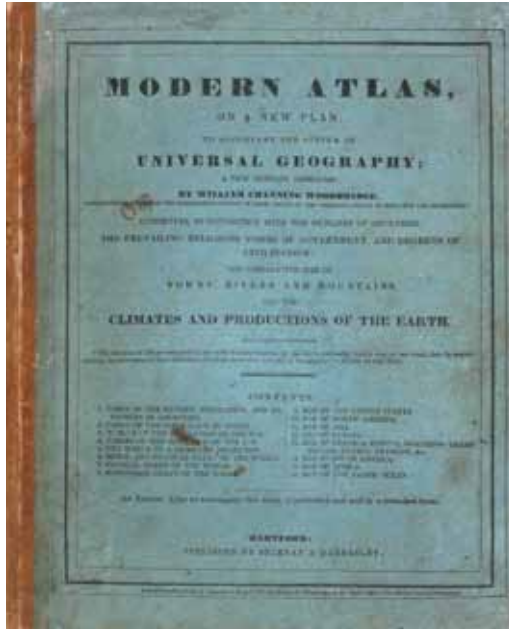
We also wanted to let you know about the other shows sponsored by the TxBA: the annual Austin show, taking place in January 2018, and our first annual Houston show set for May 2018. Don't miss your chance to visit with dealers from around the world and maybe even take your own literary or cartographic treasure home; we hope to see you at our show!

For details see: www.bookfair.us

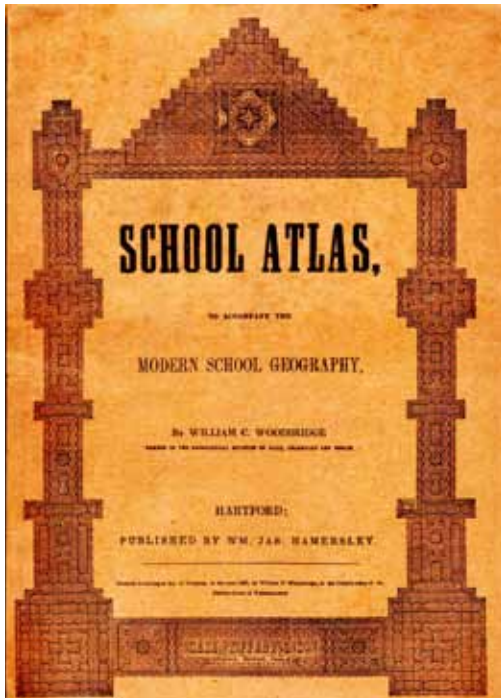
The School Atlases of William Channing Woodbridge

By Walter E. Wilson

The fall 2016 edition of the *Neatline* introduced a series on American school atlases published between the years 1835 and 1850. The previous articles covered the atlases of Thomas Smiley and Daniel Adams. Next up is another pioneer in American education: William Channing Woodbridge (1794-1845).



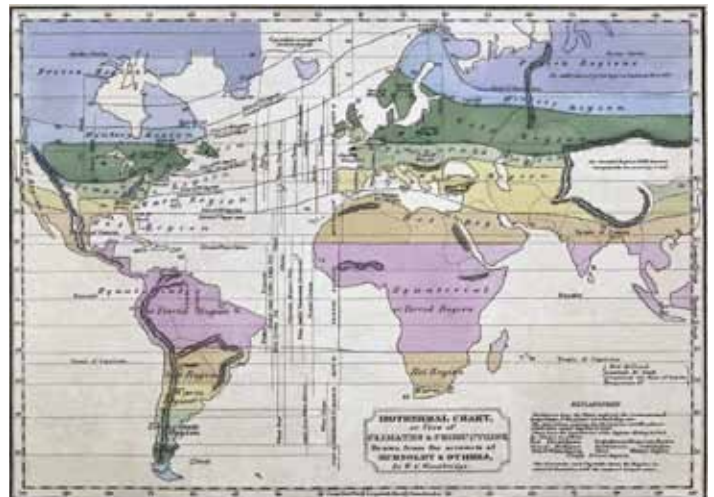
Modern Atlas on a New Plan ... to Accompany Universal Geography, Belknap & Hamersley, ca 1845



School Atlas, to Accompany the Modern School Geography (The title page of this atlas reads: *Modern Atlas, Physical, Political, and Statistical*), Wm. Jas. Hamersley, ca 1850

Like his father before him, William C. Woodbridge, was born in Massachusetts, educated at Yale, and became a renowned educator, an advocate for women's education, and a publisher of school textbooks. For three years Woodbridge was an instructor at the American Asylum for the Deaf and Dumb in Hartford, CT. There, he pioneered techniques for teaching geography to the disabled. He also began working on a small geography text that would eventually be published as *Rudiments of Geography*.¹

In October 1820, Woodbridge left his teaching job and traveled to Europe. He hoped to improve his health, meet prominent European educators, and gather material for an expanded geography. He succeeded in meeting and corresponding with the great German explorer, scholar, and student of physical geography Alexander von Humboldt. When Woodbridge returned to Hartford in July 1821, he incorporated many of von Humboldt's ideas into his new textbook, *A System of Universal Geography*. First published in 1824, it remained in print long after its author's passing.



Isothermal chart of the world created in 1823 by Woodbridge using the work of Alexander von Humboldt

Later that year Woodbridge set off for an extended trip to Europe. Always short of funds and often in ill health, he supplemented his publishing earnings by teaching the disabled. Upon his return to the United States in 1829, he decided to devote himself to elevating the condition of the common schools.

Like many innovative educators of the 19th century, William Channing Woodbridge had varied interests and talents. His first

Continued on page 12

¹ For more about William C. Woodbridge see: W.A. Alcott, Henry Barnard (ed.), "William Channing Woodbridge," in *Memoirs of Teachers, Educators, and Promoters and Benefactors of Education, Literature, Science* (New York: F. C. Brownell, 1859), 268-280, W.A. Alcott, "William Channing Woodbridge," *The American Journal of Education* v, no. 13 (Jun 1858), 51-64., and <http://www.famousamericans.net/johnwoodbridge/>.

innovative educational project was to promote vocal music teaching techniques that he had observed in Europe. He believed that developing a child's God-given gift of musical talent could elevate the child morally and physically. His ideas continued to guide music education through the 20th century.²

By 1831, Woodbridge had moved to Boston, and in August he found a vehicle to give greater voice to his ideas for educational reform. He purchased a journal that became, "The Annals of Education." He published it with William A. Alcott through 1836, and also served as one of its editors. In those five years, Woodbridge developed the *Annals* into the leading educational publication in America.

Woodbridge advanced European concepts and methodologies for positive learning experiences through activity, imitation, drawing, collecting, and observation: The importance of observing nature was paramount and was most easily taught through geography. Despite his admiration for European educators, geographers and their methods, he recognized that they were far behind the United States in two important areas: teaching the disabled and female education.

Woodward soon teamed with another passionate reformer and women's rights advocate, Emma Willard (1787-1870). Willard had founded the first school for women's higher education at Troy, NY in 1814. Woodward & Willard's shared interests led to a lifelong friendship and a series of successful jointly-produced geographies. By 1827, they reached an arrangement to pool and split royalties; Woodbridge received five sevenths and Willard two sevenths, a division that reflected their relative contributions. The Woodbridge and Willard geography books, with their emphasis on field work and observation, encouraged American women to develop an interest in science.³

Woodbridge saw physical geography as more important than political geography, simply because it was less likely to change. Woodbridge emphasized that the human condition in any part of the globe was primarily the product of access to education and opportunity. Climate, religion, and the nature of governments also had influence.

He regarded the way in which societies treated and educated women as a useful measure of their degree of enlightenment. Woodbridge was a member of several Geographical societies and a leader in the "Society for the Relief and Improvement of the African Race." Maps were his passion and he used maps to illustrate all of his ideas.

In 1832, Woodbridge married a kindred spirit named Lucy Ann Reed (1803-1840). Lucy had been a teacher and associate principal at Catharine Beecher's Female Seminary in Hartford, CT. Organized soon after Emma Willard's school, Beecher's

academy was one of the first to offer advanced education to girls aged twelve and older. One of Lucy's students and later a fellow faculty member was a Catharine's Sister, Harriet, better known as Harriet Beecher Stowe.⁴

Woodbridge continued to develop and publish three different geography textbooks and five accompanying atlases through at least 49 editions, plus the Ancient Atlases co-produced with Emma Willard. He issued all three of his geography books and two of his five atlases during the period 1835-1850. The first of the two atlases was the *Modern Atlas on a New Plan*.

It is difficult to distinguish the various editions of *Modern Atlas*. The covers of all editions reflect the date 1831. Unlike their corresponding geography textbooks, the atlases do not provide an edition number. However, each edition does list the publisher's name on both the cover and title page.

To assist interested collectors and scholars, there are tables at the end of this article that identify known publishers, approximate years of production, and number of editions for all Woodbridge geographies and atlases. This guide can help with basic identification. For example, Oliver D. Cooke published Woodbridge's works through 1833. Beach and Beckwith picked up the run in 1835, and John Beach began publication in 1836.

One of the more interesting maps from the *Modern Atlas on a New Plan* is the two-page "Map of the United States." It has a large inset map of the Eastern States inserted over the American Southwest. The inset is rotated 90 degrees and covers up most of west Texas. In the earliest editions of this atlas, the insets cover territory belonging to Mexico and only reveal a small sliver of East Texas.

Woodbridge seemed reluctant to clearly define the boundaries and status of Texas as an independent republic. His "Map of North America" from about 1841 outlines a small Texas Republic, but Austin is not labeled as a capital, and the color scheme indicates it is still part of Mexico. The U.S. Map from the same atlas no longer labels Texas as a "Spanish Province" as it did in the 1836 John Beach edition that is pictured here. The 1845 edition also lists major Texas cities and rivers, but does not include color or border outlines to depict an independent nation.

The last of the Woodbridge atlases, *Modern Atlas, Physical, Political & Statistical ...* (as labeled on the title page) is of greatest interest to Texas map collectors and students of the 1835-1850 era. Like the previous example, all 13 editions this atlas have the same date (1843) on the cover. Identifying the three different publishers of this atlas also can help narrow down the dates of issue. An obvious key is the date printed at the lower border of most maps. The date is not definitive, however, since maps from an 1849 edition may still be dated 1843 or 1845.⁵

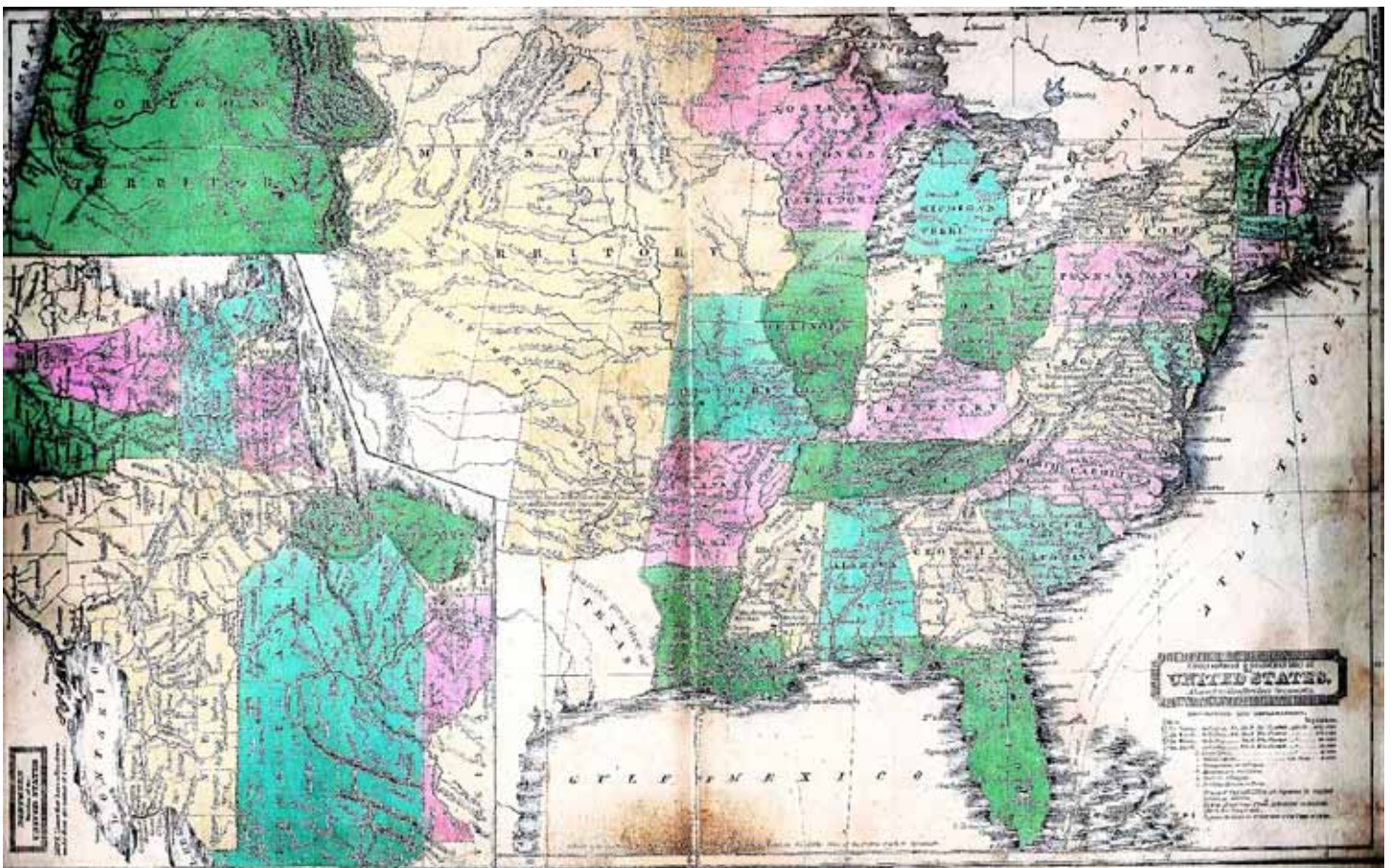
Continued on page 13

² William C. Woodbridge, *A Lecture on Vocal Music as a Branch of Common Education*, Boston: Hilliard, Gray, Little and Wilkins, 1931; William D. Walters, Jr., "William Channing Woodbridge: Geographer," *Journal of Social Studies Research* 16 & 17, no: 2 (1993). 42-47; James L. Mursell, *Human Values in Music Education* (New York: Silver, Burdett & Co., 1934); Music Educators National Conference, *Growing Up Complete: The Imperative for Music Education. the Report of the National Commission on Music Education* (1991).

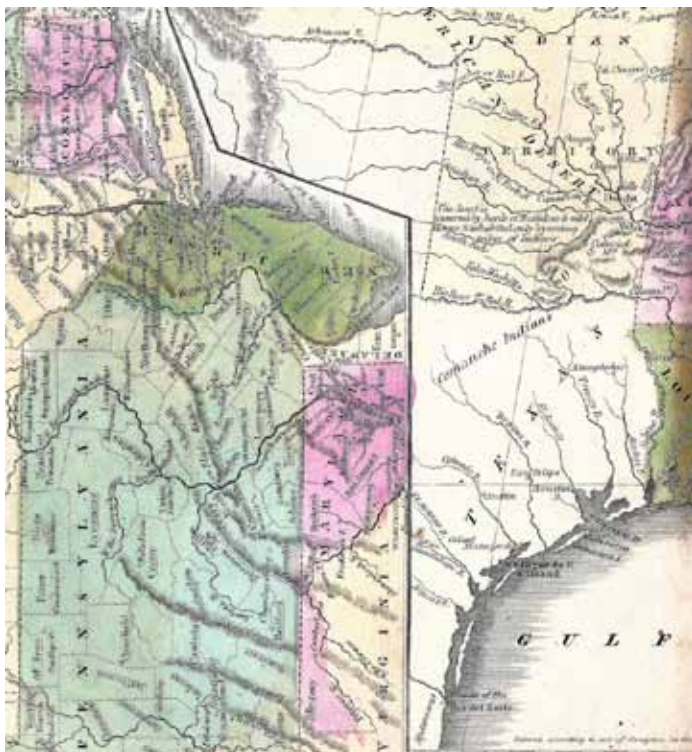
³ Kimberly Tolley. *The Science Education of American Girls: A Historical Perspective*, (New York: Rutledge Palmer, 2003).

⁴ Walter E. Wilson, *The Bulloch Belles, Three First Ladies, a Spy, a President's Mother, and Other Women of a 19th Century Georgia Family* (Jefferson, NC: McFarland & Co., Inc., 2015), 27, 28, 32, 33; Franklin Bowditch Dexter, *Biographical Sketches of the Graduates of Yale College: With Annals of the College History*, Vol. 6 (New Haven, Yale University Press, 1912), 430.

⁵ The printer of this atlas was Case, Tiffany & Co. Edwin D. Tiffany was a cousin of the Tiffany family of Jewelry & Art Glass fame.



“Map of the United States” from the *Modern Atlas on a New Plan*, John Beach, ca 1837



“Map of North America,” from the *Modern Atlas on a New Plan*, Belknap & Hamersley, ca 1845

Close up views of Texas on “Map of the United States”

Continued on page 14

Other important indicators can be found in the tabular information, colorist adjustments, and specific map annotations. For example, an early edition of the 1843 atlas has a table with data up to 1839. The “Table of Imports and Exports,” also lists Texas as an independent nation (#48 of 66). Another table from a later edition includes Texas as a state, but indicates that its population is not available. An even later edition has the same information, but shows Texas with a population of 150,000.

For map identification, the most important milestone dates are the 1846 Oregon Treaty with the United Kingdom and the 1848 treaty of Guadalupe Hidalgo and 1852 Gadsden Purchase that incrementally established the modern borders of the U.S. with Canada and Mexico. For further refinement, the status of the western states and territories can be helpful. For example, the United States Map (dated 1845) in the same atlas that lists Texas with a population of 150,000 pictures Wisconsin as a state (May 1848) and labels the Minnesota Territory (Mar 1849).

Woodbridge’s publishers often used their colorists and not the engraver to update the maps. The Woodbridge Atlases provide excellent examples of colorist updates, particularly of Texas. They begin with an undefined border along the Rio Grande, evolve into the familiar large stovepipe shape and finish with the modern post-1850 outline. All maps from different editions may have the same engraved information, but varying colored areas reflect changing understandings of political borders. Pictured here is an example

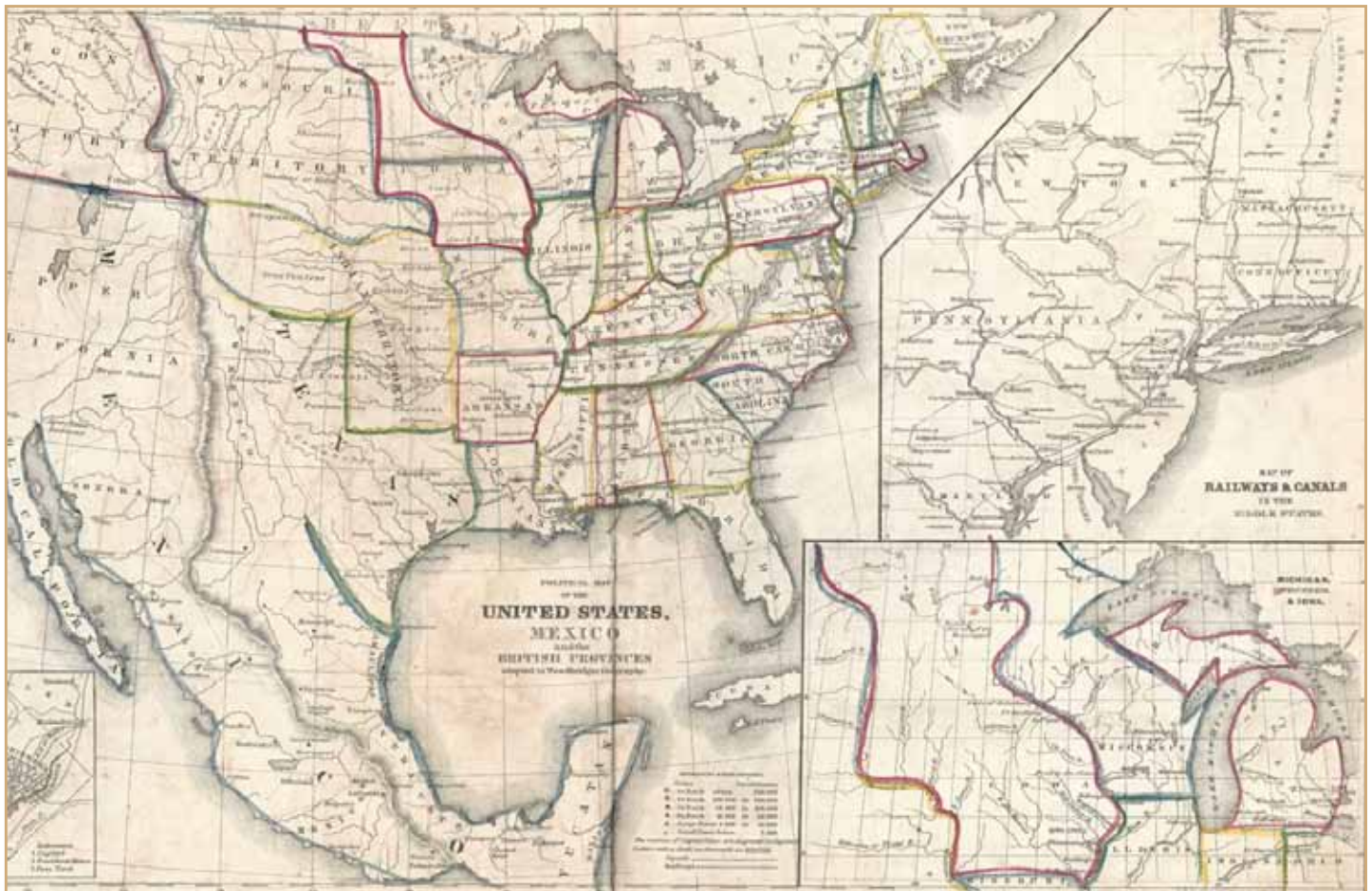
of Texas with an undefined western border. *The Portal to Texas History* (texashistory.unt.edu/) pictures one of the later versions of Woodbridge’s U.S. map from the UT Arlington collection with a color outline of the modern Texas border.⁶

Woodbridge’s last atlas has a completely new “Map of the United States.” However, the initial version was almost as vague about West Texas boundaries as its predecessor, but adds a large curved “Texas” label that extends up to the Arkansas River. A later edition finally colors in the familiar large “stovepipe” shape. The far northeast border of Texas in this map favors Arkansas’ Miller County claim that was eventually was included within Fannin County, Texas.

Woodbridge’s final atlas has two other maps that depict Texas: the “Physical” and the “Political Map of North America.” The “Physical Map” omits most political information, but it does include the “Sierra of Texas” and the eastern borders of the Republic. The maps of North America from this atlas have color

Continued on page 15

⁶ David Ramsey’s website has eight examples of Woodbridge and Willard atlases, including: *Woodbridge’s Larger Atlas; Atlas on a New Plan* (1821); *School Atlas to Accompany Woodbridge’s Rudiments of Geography, Atlas on a New Plan* (1824, with Emma Willard); *Modern Atlas on a New Plan* (1824, 1828, & 1837); *Modern Atlas Physical, Political and Statistical* (1845 & 1849); and Emma Willard *Ancient Atlas to Accompany Woodbridge’s Modern Atlas* (1827).



“Map of the United States,” from *Modern Atlas, Physical, Political & Statistical*, Wm. Jas. Hamersley, ca 1847

transitions similar to the maps of the U.S. that reflect changing political boundaries. Three of the Woodbridge atlases also have a two page, "Map of South America and Africa." Curiously, it is only the last atlas that omits the identification of Texas as "TEX."

Woodbridge made a final extended trip to Europe in 1836. His young wife and two children eventually joined him there, but Lucy died in Frankfurt in 1840. Woodbridge then traveled to Berlin for the winter of 1841-1842 before returning to Boston. His health continued to deteriorate and he spent his last three winters in St. Croix, Virgin Islands. William Channing Woodbridge died in Boston in 1845 and is buried in Marblehead, Massachusetts. His publishers continued to print new editions of his atlas for at least seven years after his death. His atlases, geographies, and associated teaching methods were important milestones in the development of public education in the United States.

Woodbridge Publishers	Location	Dates*
Samuel G. Goodrich	Hartford	1821-1822
Oliver D. Cooke	Hartford	1822-1833
Whittaker	London	1828-1836
Beach and Beckwith	Hartford	1835
John Beach	Hartford	1836-1838
Belknap	Hartford	1843
Belknap & Hamersley	Hartford	1843-1849
Wm. Jas. Hamersley	Hartford	1851-1853

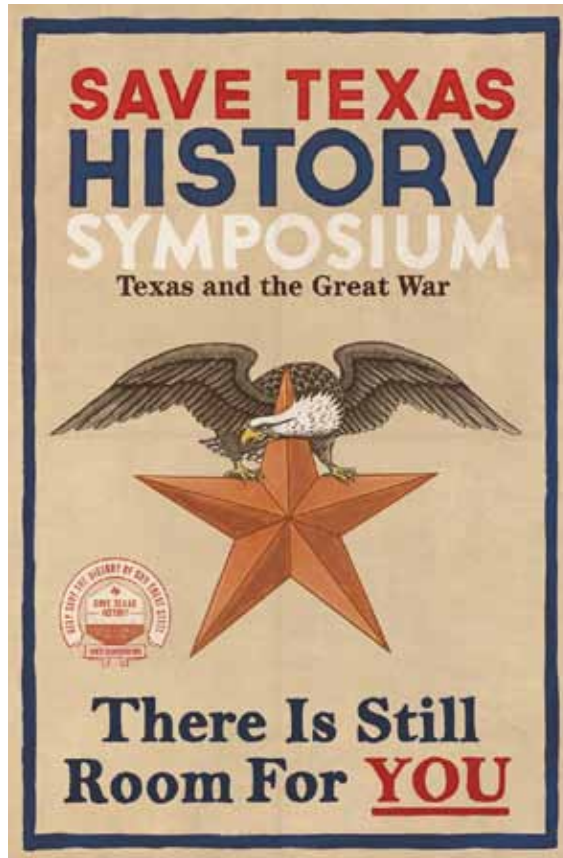
* The dates in this and the other two tables are derived from multiple sources and are not definitive.

Woodbridge Books Titles	No. of Editions*	Dates
<i>Rudiments of Geography</i>	19	1821-1838
<i>System of Universal Geography</i>	12	1824-1845
<i>Modern School Geography</i>	13	1844-1854

* The number of editions total reflects the approximate number of editions produced in the United States. Whittaker & Co. produced at least five editions of *the Rudiments of Geography* and associated atlases in the United Kingdom.

Years	Woodbridge Atlas Titles	Maps/Charts	Publishers
1821-1822	<i>Woodbridge's Larger Atlas, Atlas on a New Plan</i>	8	Samuel G. Goodrich
1823-1830	<i>School Atlas, to Accompany Rudiments of Geography, Atlas on a New Plan</i>	9	Oliver D. Cooke
1831-1833	<i>School Atlas, An Improved Edition, Atlas on a New Plan*</i>	16	Oliver D. Cooke
1823-1845	<i>Modern Atlas on a New Plan; to Accompany... Universal Geography</i>	16	Whittaker
		16-19	Oliver D. Cooke
		16	John Beach
		16	Belknap & Hamersley
1843-1852	<i>Modern Atlas, Physical, Political & Statistical</i>	16	Beach & Beckwith
		25	Belknap
		25-29	Belknap & Hamersley
		29	Wm. Jas. Hamersley

* The 1831-183 *School Atlas* appears to be an expanded version of the *School Atlas to Accompany the Rudiments of Geography*.



Get your ticket today to attend the
**8th Annual Save Texas History Symposium:
Texas and the Great War**

**Two-day conference commemorates 100th anniversary of U.S. involvement in WWI
Special \$10 discount for veterans, service members, teachers and administrators**

Register at SaveTexasHistory.org!

AUSTIN - Land Commissioner **George P. Bush** is encouraging Texas veterans and military history fans of all ages to get their tickets to the Texas General Land Office's 8th Annual Save Texas History Symposium entitled Texas and the Great War. This year's conference will commemorate the centennial of American involvement in World War I and will be held on Saturday, Sept. 16, at the Commons Learning Center at the University of Texas' Pickle Campus in north Austin.

"World War I was one of the defining conflicts in world history," said Texas Land Commissioner George P. Bush. "It essentially set the table for world events during the entire twentieth century. Texas's role in World War I was significant to the American war effort at home and abroad, and those brave men and women, along with their efforts, will be remembered during this informative event."

For additional symposium information, see page 17

8th Annual Save Texas History Symposium: Texas and the Great War

FRIDAY, SEPTEMBER 15

Visit the Texas General Land Office Archives for tours and several lectures about resources for studying WWI

(FREE with Symposium Registration)

Texas General Land Office

1700 N. Congress Avenue, Room 170, Austin, TX 78701

1:00 - 5:00 pm

SATURDAY, SEPTEMBER 16

Save Texas History Symposium (\$80)

Commons Learning Center at the Pickle Campus of the University of Texas

The University of Texas at Austin, J.J. Pickle Research Campus, Commons Learning Center, 10100 Burnet Road, Bldg. 137, Austin, TX 78758

8:00 am - 5:00 pm

Save Texas History Reception (\$75)

Texas Military Forces Museum (Camp Mabry)

2200 W. 35th Street Austin, TX 78703

7:00 - 9:00 pm

Veterans and Service Members receive a \$10 discount by using the promo code "TXVET" during registration. Teachers and school administrators receive a \$10 discount by using the promo code "TEACHER" during registration. All registrants will receive two FREE books from Symposium sponsor, Texas A&M University Press. The books are *Trench Knives and Mustard Gas: With the 42nd Rainbow Division in France* by Hugh S. Thompson, and *Escape from Villingen, 1918* by Dwight R. Messimer.

Speakers will examine events that led to American entry into the war, including Germany's Zimmerman Telegram to Mexico that promised the return of all American territory, including Texas, if Mexico joined the war with Germany. **Jeff Hunt**, Director of the Texas Military Forces Museum at Camp Mabry, will discuss the 36th Infantry Division and how Texans had a major impact on the fighting in Europe. **Dr. Patrick Cox** will look at how the state's influential daily newspapers discussed the Mexican revolution and its impact on driving support for the war effort.

Dr. Patricia Shields of Texas State University will discuss the Women's Peace Movement and its effects on Texas and the rest of the country. **Dr. Emilio Zamora** of the University of Texas at Austin will examine the life and times of a Tejano soldier named Jose de la Luz Saenz. **Allison Hays Lane** will share the artful propaganda of the U.S. Army that helped build support for the war effort.

Dr. Sanders Marble will discuss medical support to the 36th Infantry Division during World War I, and **Andy Smith**, manager of the Battleship Texas, will explain the impact of that ship - the most technologically proficient machine of war in existence during WWI. **Dr. Lila Rakoczy** of the Texas Historical Commission will look at the 11,500 African Americans from East Texas who served the war effort, and **Angela Holder** will cover the Camp Logan Riots of 1917, which saw thirteen American soldiers executed without clemency. Finally, **Dr. Thomas Hatfield** will discuss the overall impact of the war on Texas, while **Michael Visconage** will examine what Texas - and Texans - are doing today to commemorate the Great War.

Those who register for the symposium are invited to a free workshop on Sept. 15, to be held at the Texas General Land Office, which will examine resources for studying World War I in Texas. Speakers include representatives from numerous prominent Texas institutions. **Tonia Wood** from the Texas State Library and Archives will discuss World War I Resources at the State Archives. She will be joined by **Ben Wright** of the Briscoe Center who will discuss the Texas War Records Collection, as well as additional resources at the University of Texas. **Lisa Sharik** from the Texas Military Forces Museum will cover the valuable, yet underutilized, resources found there. The Texas Military Forces Museum has many significant records that relate to the military history of Texas, with an emphasis on the 36th Infantry Division. To round things out, **Dr. Lila Rakoczy** of the Texas Historical Commission will discuss the many projects and resources available through her agency.

This workshop is available for free to the first 150 people who register for the Symposium. In addition to the speakers, there will be several tours of the GLO Archives available throughout the afternoon, during which attendees will have the opportunity to see original historical Texas maps and documents.

To close out the Symposium, the evening of the 16th will feature a special reception at the Texas Military Forces Museum. Attendees at the reception can tour the museum and enjoy comments from special guests, including **Maj. Gen. Ken Wisian** (ret.), a highly-decorated Air Force navigator/bombardier with an extensive military record including combat service in the Balkans, Afghanistan, and Iraq, who currently works in the field of Artificial Intelligence.

Registration is open today at SaveTexasHistory.org

Back to School - What Kids Think About Maps

By Eliane Dotson

For Jon and me, August is typically known as “back-to-school month.” We have two elementary school-aged children, and although they start school at the beginning of September, August is always filled with a number of back-to-school activities, such as buying school supplies, meeting the teachers, and fitting in one last summer vacation trip before school and homework tie us down for a while. With back-to-school on my mind, I thought it would be fun to interview a few kids and find out what they know about maps. I interviewed 10 kids between the ages of 8-12 - old enough that they could articulate themselves, but young enough that I would elicit free-form answers that weren’t just memorized from their schoolwork.

This is far from a well-researched, academic article, but it is August after all, and most of us are enjoying a last vacation or trying to prevent our brains from melting in the heat, so perhaps a light read is just what is needed. (By the way, the heat index is 103 degrees Fahrenheit here in Richmond as I write.) Please enjoy the following quotes from some Richmond, Virginia kids. I think you’ll find a pleasant mixture of astute thinking and funny quips!

What is a map or how would you describe a map?

Elle (age 12) - “A piece of paper that has pictures of the continents and oceans and labels everything. Usually land is a different color than the seas. It’s a geographical tool.”

Cole (12) - “Something that you use to pinpoint a location or to find your way if you get lost. A small replica of the area around you.”

Rachel (12) - “A piece of paper that explorers used so they can know where they are. Some places are unmapped because they hadn’t explored it yet.”

What are the important features of a map?

Jack (11) - “Names of states, roads, directions where you need to go - like north, east, south, west.”

Lauren (12) - “Rivers and stars.”

Henley (8) - “Dots where some places are, a compass, other countries, states and continents.”

Rachel (12) - “Depends on what kind of map; a topographical map shows elevation, others show rainfall or ground levels; maps help people get acquainted with the area.”

Who uses maps?

Lauren (12) - “Explorers, people, pretty much everyone.”

Henley (8) - “A lot of people. My mother uses them a lot. Some people don’t use paper maps anymore; they use them on their phones.”

Kate (9) - “People going on trips who don’t know where to go.”

Nate (11) - “If you are traveling and trying to find out where to go, or if you’re doing construction to figure out where to build something.”

Elle (12) - “People who sail across the ocean; explorers to find their route; schools to teach kids about the names of the continents, states, and oceans.”

Charlie (9) - “Almost anyone who can afford one.”

Why do we need maps?

Lauren (12) - “So we know where to find things and what our location is.”

Zack (9) - “So we don’t get lost when we’re trying to go somewhere and we don’t know where it is.”

Cole (12) - “Without them we’d be flying blind. You wouldn’t know what’s where or be able to figure out where you are.”

Charlie (9) - “Without maps we would not have a good source to find places.”

Have you ever used a map, and what did you use it for?

Jack (11) - “In school we were trying to find states using coordinates.”

Zack (9) - “To find out where to go to eat lunch.”

Henley (8) - “Sometimes we use maps when we do treasure hunts at school.”

Kate (9) - “To go on trips and for scavenger hunts.”

Nate (11) - “When we were going on a road trip I was following along on the map.”

Elle (12) - “We were sailing and before we got on the boat the sailor showed us on a map where we could go and where we shouldn’t go. And on our phone we use GPS.”

Have you ever made a map, and what was it a map of?

Lauren (12) - “In 2nd grade I made a map of a candy city for school.”

Zack (9) - “I made a map of my neighborhood.”

Henley (8) - “I’ve made treasure maps with an ‘X’ marks the spot.”

Kate (9) - “I made maps of my room and my house for school.”

What Kids Think About Maps *continued*

What do you know about old maps - ones that are more than 100 years old?

Jack (11) - "Columbus used them to get to the United States. Old maps are usually brown."

Lauren (12) - "Way back then maps weren't accurate. They were mythical, like with sea monsters."

Zack (9) - "There were treasure maps."

Henley (8) - "Old maps are different. They aren't as light, they are dusty, more sturdy, more wrapped up, and more interesting."

Kate (9) - "They were on paper."

Nate (11) - "They weren't very accurate; they took a while to make."

Cole (12) - "They were a lot different than maps we have today. In Columbus' day they thought there were only 3 continents."

Rachel (12) - "They are very valuable. Lots of places hadn't been discovered yet, so they are really rare and valuable."

Elle (12) - "They are more complicated to read and understand. Some are in Greek or other languages and some have holes in them."

Charlie (9) - "They would probably have a sea monster on them. They used to just make things up on the maps."

Many libraries keep old maps, and some people like to collect old maps. Why do you think they keep and collect old maps?

Kate (9) - "They could lead you somewhere. They are artifacts."

Nate (11) - "It shows how things have changed. You can compare how different it was a long time ago."

Cole (12) - "Some people like to collect things - like coins - it's something to do. It's educational."

Rachel (12) - "It's a source of information for libraries. Collectors want to know about the world before them. In California our library had an underground area and maps were kept there so the sun wouldn't damage them."

Charlie (9) - "They are like an antique piece of furniture. They are valuable since there aren't any left in stock and they are very unique."

Editor's Note: TMS member Eliane Dotson kindly granted permission to republish these charming student interviews that first appeared in the Old World Auctions August 2016 newsletter. There may be a few future cartographers among these children. If you sign up at the www.oldworldauctions.com web site, you will receive their newsletter and information on their map auctions.



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