

Mrs. Cuthbert's Academy: Not having much luck in finding anything on the internet about this and not finding anywhere else to go explore. The piece on comparison of Hawaiian women's academies and U.S. academies gives some of the educational thoughts that might have been found at Mrs. Cuthbert's, but it is mainly about female seminaries—not finishing schools as I think Mrs. Cuthbert's was, although Presbyterian. It calls itself a seminary, however, so go figure. Unless we find something more definitive on Mrs. Cuthbert's this is the best I can do so far. FV

1867 - In **1867** Wyman retired and the school became **Mrs. Cuthbert's** Seminary for Girls, and was allied with the Presbyterian church. The seminary passed out of existence in the late 1890s. Foster **Academy** was established at this same address.

From [St. Louis, Missouri Place Names, 1928-1945 | Western Historical ...](#) - [Related web pages](#)

[whmc.umsystem.edu/exhibits/ramsay ...](http://whmc.umsystem.edu/exhibits/ramsay...)

The following was apparently an ad in the Chicago Tribune, but may be for a Mrs. Cuthbert's that was in Georgia and not OUR Mrs. Cuthbert. Can't get into this without spending a bunch of money!

MRS. CUTHBERT S . 11th Tesroncns Ser.. for Young Ladlei a nl Child ren. Boarding alt Day School. Fiull cor s of % tea.her. buliding. BS. etc. ...

From [Classified Ad 8 -- No Title - Related web pages](#)

[pqasb.pqarchiver.com/chicagotribune/access ...](http://pqasb.pqarchiver.com/chicagotribune/access...)

http://www.google.com/search?q=Mrs+Cuthbert's+Academy+history&hl=en&lr=&sa=G&tbs=tl:1&tbo=u&ei=iHtjS7mnll cNaum1YEH&oi=timeline_result&ct=title&resnum=11&ved=0CB0Q5wIwCg

Accessed the above 1/29/2010

Accessed the following 1/29/2010

CARL KALANI BEYER
Female Seminaries in America and Hawai'i
During the 19th Century

The Hawaiian Journal of History, vol. 37 (2003)

91

9 2 THE HAWAIIAN JOURNAL OF HISTORY

FEMALE EDUCATION IN THE UNITED STATES

Education in the United States at the beginning of the 19th century

was primarily triggered by the need of the new nation to train its members for a republican society. It was believed that women would have to be educated to understand domestic economy because they were to play the major role in educating the young, primarily in their homes, and later as the school population rose and there was a shortage of teachers, as school teachers.² "[T]he ultimate goal of all education was the attainment of fine ethical character. This ethical character was deemed the directing force in life, the basis of citizenship and of all activity."³ This focus led to the growth of female schools based upon the "cult of true womanhood." By the middle of the 19th century, due to the industrial revolution, the "true" woman was a middle-class woman, bound to the home in the service of family, the state, and the church.⁴ The "cult of true womanhood" consisted of four related ideas.

First, there was a sharp distinction between home and the economic world that paralleled a perceived distinction between male and female nature. Second, the home was designated as the female's only sphere of influence. Third, women were considered morally superior to men. And finally, the role of the mother was idealized in terms of her attention to and sacrifice for husband and children.⁵

Female education "was not perceived as terribly threatening to the established order, since it was, in all respects, designed to provide education for hearth and home. In many ways, it did not 'count' as 'real' education at all, that is education for public life."⁶

Although academies for upper-class women were in existence prior to the 19th century, (Mrs. Cuthbert's is an Academy) the female seminary for middle-class women became the prevailing type of institution from 1820 until after the Civil War.⁷ The most prominent female seminaries were Troy, Hartford, Oxford, Mount Holyoke, and Ipswich. They were all established between 1820 and 1840. **In contrast to the academy, which served as a finishing school for women,** Helen Horowitz says:

[the seminary] connoted a certain seriousness. The seminary saw its task primarily as professional preparation. The male seminary prepared

FEMALE SEMINARIES IN AMERICA AND HAWAII 93

men for the ministry; the female seminary took as its earnest job the training of women for teaching and for Republican motherhood.⁸ The founders of the female seminaries were at first men who were committed to providing education for women, but as time went by, more of the founders were women. The financial backing for these seminaries were typically from private sources and the tuition charged the students. Tuition ranged between \$15 and \$25 per semester. Most of the seminaries were built to educate about 100 students; however, their enrollment varied between 50 to 100 students. The founders of these seminaries preferred girls between the ages of 12 and 16.⁹ The instruction at these schools tended to be learning by doing in connection with practical arts of the household. Due to the lack of substantial financial support, many of these schools used a Lancastrian or monitorial system, whereby the more advanced students acted as monitors to supplement the paucity of teachers. In practice, the advance students were given lessons by their teachers in order for them to instruct other students. Instruction was usually done orally since books were not readily available.¹⁰ The women curricularists preferred Johann Pestalozzi's ideas because they emphasized producing "balanced minds," "observing capacities," and "thinking beings."¹¹ Pestalozzi was one of the most influential educational philosophers

during the late 18th century who rejected the rote memorization common to educational practices. Instead, he espoused using a form of education in which learning was to be achieved by doing and thinking and connected to the experiences of students.¹² As such, the curriculum at seminaries included a mixture of instruction in morals, religion, literary, domestic, and "ornamental." "Ornamental" instruction involved subjects such as dance, music, sewing, or foreign languages. Very often the schools included manual labor as a means to inculcate industriousness and to help defray the expenses of the school and/or the students. This usually involved having the students do all the services of the school, which included preparing and serving meals and cleaning the buildings of the school. The aims of these early seminaries were to prepare for life. The elements in this life preparation that were stressed included the following: Christian religion and morals, domestic training, maternal influence and social usefulness, training for the teaching profession, physical health, intellectual enjoyment, and mental discipline.¹³

The American Protestant missionary societies both sponsored and supported female seminaries for these qualities; their missions required educated women to help their husbands evangelize the natives within their mission field. At Mount Holyoke Seminary the girls were expected to be involved in self-reporting their behaviors and in evangelism. Mount Holyoke is selected for emphasis because, as it will be seen later in this study, many of the teachers involved in Hawaiian female education attended this seminary. An important criterion for success at this seminary was that the girls devoted their lives to Christianity; often this meant becoming missionaries. Helen Horowitz best summarizes the overall intent of the Mount Holyoke model: . . . academic subjects to train the mind as an instrument of reason; domestic work and a carefully regulated day to meet material needs

FEMALE SEMINARIES IN AMERICA AND HAWAII 95

and to protect health; a known, clear sequence of each day to lend order and predictability; a corps of transformed teachers who provided proper models for imitation; and a building shaped like a dwelling house as the proper setting for study, prayer, work, and rest.¹⁴

As the emphasis for education shifted from the political goal of "republican mother" to the economic goal of "efficient mother," the domestic training department of the schools became the home economics department, which was the female equivalent of manual training for boys. This was especially true when the manual training movement began to spread throughout the United States during the last two decades of the 19th century.¹⁵

During the second half of the 19th century, many of the female seminaries were instrumental in helping to found other female seminaries in the Midwest or made the transition to higher academics, some becoming the core of female private colleges. The following were the transitional seminaries and the dates they were founded: Troy Seminary (1821), Hartford Seminary (1823), Ipswich Seminary (1828), Mount Holyoke Seminary (1837), ^{an<^} Oxford Seminary (1839). Some of the midwestern seminaries begun through the sponsorship of these transitional seminaries included Rockford Seminary (1847), Milwaukee Seminary (1848), Western Seminary at Oxford,

Ohio (1855), and Michigan Seminary at Kalamazoo (1867). By 1893, the core of female institutions of higher learning was in operation. These included Oberlin (1833), Elmira (1855), Vassar (1865), Smith (1875), Wellesley (1875), Bryn Mawr (1880), Radcliffe (1887), and Mount Holyoke (1888).¹⁶

SONS OF DEWITT COLONY TEXAS^[11]© 1997-2005, Wallace L. McKeehan, All Rights Reserved

<http://www.tamu.edu/ccbn/dewitt/dewittbios2.htm>. Accessed January 27, 2010.

His reasons for emigrating from Prussia to Texas just at the time he had obtained his Doctor of Juris degree from Goettingen University were in his own words

"I wished to live under a Republican form of government with unbounded personal, religious and political liberty; free from the petty tyrannies, the many disadvantages and evils of old countries. Prussia, my former home, smarted at the time under a military despotism. I was, and have ever remained, an enthusiastic lover of republican institutions, and I expected to find in Texas, above all other Countries, the blessed land of my most fervent hopes."

Concrete Academy Accessed 1/27/2010

J. P. MORRIS AND THE RAFTER-3 RANCH

by

JOHN T. (JACK) BECKER, B.A., M.L.I.S.

A THESIS IN HISTORY

Submitted to the Graduate Faculty

of Texas Tech University in Partial Fulfillment of the Requirements for the Degree of MASTER OF ARTS August, 2001

While Morris had been away from home hauling cotton in 1864, a Baptist minister by the name of John Van Epps Covey opened

Concrete Academy, located just six miles southeast of Hochheim. The academy accepted children as young as twelve and as old as twenty. Elementary, intermediate, and secondary classes formed the curriculum. *

Concrete Academy stressed education in the classics and business. Courses in penmanship, music, and foreign and classical languages were offered as well. . . . students, led highly structured lives, for the Rev. Covey kept them busy all day long. The school day started early with mandatory chapel attendance at 5:10 AM. Chapel lasted until 6:30 when the first classes of the day began. Students did not eat breakfast until 9:00. Students spent the remainder of the day studying, going to class, or working around the Academy. A two-hour study period, between 7:00 and 9:00, ended the day. Like many similar nineteenth-century institutions. Concrete Academy had an extensive preparatory department. pp. 19-20

•^ Shook, "Covey's College in Concrete," 58; Dorothy House Young, *The History of Education in DeWitt County* M.A. Thesis, University of Texas, 1943, 158-164.

following for my edification, trying to get Kleberg's in my head!

Mrs. Rosa Kleberg, and the following children survive him: Mrs. Clara Hillebrand, Mrs. Caroline Eckhardt, Miss Lulu Kleberg, Hon. Rudolph Kleberg, Marcellus E. Kleberg and Robert J. Kleberg. His eldest son, Otto Kleberg, who served with distinction in the Confederate army, preceded him in death in 1880. *From The Indian Wars and Pioneers of Texas by John Henry Brown.*

Gilbert Giddings Benjamin, Ph. D., THE GERMANS IN TEXAS, A STUDY IN IMMIGRATION (Taken from

Robert Kleberg's notes, written in 1876, reasons for leaving Germany as written in his memoirs) (Published in Philadelphia, c. 1910, Reprinted from German American Annals, Vol. VII, pp. 16-17.)

An example of the living conditions is given in description of the von Roeder house. The floor and ceiling were made from shingles nailed to upright posts, with the spaces between the uprights filled with clay and wood. The interior wall as covered with pasted pictures from magazines. When Mrs. von Ploeger, von Roeder's sister, arrived from Germany and entered the pioneer home, it is said that she swooned.

from Austin County History

<http://www.austincounty.com/ips/cms/CountyHistory.html>

Accessed January 27, 2010.

Following is proof that Robert attended the law school at the University of Virginia. Cannot find online whether or not he graduated. Also includes here courses offered.

**A catalogue of the officers and students of
the University of Virginia**

A CATALOGUE OF THE
OFFICERS AND STUDENTS
OF THE UNIVERSITY OF
VIRGINIA.
FIFTY-FIFTH SESSION 1878-

9.

RICHMOND:

Whittet & Shepperson, Printers, cor. 10th and Main Sts.

© 1879.

University of Virginia Library

CATALOGUE OF STUDENTS.

FIFTY-FIFTH SESSION.—1878-79.

ABBREVIATIONS.

NAMES.	RESIDENCES.	SCHOOLS	ATTENDED.	SESSIONS.
Kleberg, Robert Justus, Jr.	Quero, Texas,	LAW.		1

Law (Common and Constitutional),	126 students

POST-OFFICE, "UNIVERSITY OF VIRGINIA, Albemarle Co., Va."

Letters are often delayed by being directed to Charlottesville. The University is in the township of Charlottesville, which is the Railway Station, but the Post Offices are distinct.

□ A Money Order Office will be established at the University of Virginia, July 1, 1879. A Telegraph Office is already established.

□ The Catalogue is published usually by the 1st of April.

TERMS OF ADMISSION.

COURSES OF INSTRUCTION, EXPENSES, &C.

MATRICULATION.

To be admitted as a student of the University, the applicant must be at least sixteen years of age; but the Faculty may dispense with this requirement in favor of one who has a brother of the requisite age entering at the same time.

If the applicant for admission has been a student at any other *incorporated* seminary, he must produce a certificate from such seminary, or other satisfactory evidence of general good conduct.

In this institution there is no *curriculum* or prescribed course of study to be pursued by every student, whatever his previous preparation or special objects. In establishing the University of Virginia, Mr. Jefferson, for the first time in America, threw open the doors of a University in the true sense of the name, providing, as amply as the available means would permit, for thorough instruction *in independent schools* in all the chief branches of learning, assuming that the opportunities for study thus presented were privileges to be voluntarily and eagerly sought, and allowing students to select for themselves the departments to which they are led by their special tastes and proposed pursuits in life to devote themselves.

The wisdom of this plan has been amply vindicated by time and experience; and within the last few years many of the institutions of higher culture in the United States have, to a greater or less extent, remodelled their method of study in accordance with the example here set. This elective system commends itself especially to those who desire to make professional attainments in any department of knowledge. At the same time the courses of academic study are so arranged as to provide for the systematic prosecution of a complete plan of general education.

While every student may thus select the schools he will attend, in the academic department he is required, as a rule, to attend at least three, unless, upon the written request of his parent or guardian, or for good cause shown, the Faculty shall allow him to attend less than three.

Students are permitted to exchange schools, with transfer of fees, within ONE

WEEK *after admission; thereafter no exchange is allowed, except by* [L] [SEP] *leave of the Faculty, and then without transfer of fees.*

The session commences on the 1st of October, and continues without [L] [SEP] interruption until the Thursday before the 4th of July.

The mode of instruction is by lectures and text books, accompanied by [L] [SEP] daily examinations.

NO HONORARY DEGREES ARE CONFERRED BY [L] [SEP] THE UNIVERSITY OF VIRGINIA

LAW DEPARTMENT.

JOHN B. MINOR, LL. D., [L] [SEP] Professor of Common and Statute Law.

STEPHEN O. SOUTHALL, LL. D., [L] [SEP] Professor of Civil, International, and Constitutional Law and Equity.

This Department is organized with a view to acquaint the student [L] [SEP] FAMILIARLY AND PRACTICALLY with the principles of his profession. The [L] [SEP] instruction is as thorough as possible, and is given partly through textbooks [L] [SEP] and partly through lectures, with daily examination upon both.

A Moot-Court, in connection with other instruction, tends to perfect [L] [SEP] the student in the details of practice. Under the immediate supervision [L] [SEP] of the professors, he is required to pronounce opinions upon supposed [L] [SEP] cases; to devise and institute remedies by suit or otherwise; to conduct [L] [SEP] suits at law and in equity from their inception through all their stages; [L] [SEP] to draw wills, conveyances, and other assurances; and in short, to perform [L] [SEP] most of the functions of a practising lawyer.

The Department comprises two schools, each of which is divided into [L] [SEP] two classes, and the course of study is as follows:

SCHOOL OF COMMON AND STATUTE LAW.

PROF. JOHN B. MINOR, LL. D.

Junior Class.—Blackstone's Commentaries. Minor's Institutes of Common and Statute Law, namely:

Vol. I, The Rights which relate to the Person.

Vol. II, The Rights which relate to Real Property.

Vol. III, The Rights which relate to Personal Property.

Senior Class.—Stephen on Pleading. Minor's Institutes of Common and Statute Law, namely:

Vol. IV, The Practice of the Law in Civil Cases, including Pleading; Minor's Synopsis of Criminal Law: Lectures on the Law of Executors.

□ For reference, Virginia Code (1873); Revised Statutes of United States.

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**SCHOOL OF EQUITY, MERCANTILE AND INTERNATIONAL,
CONSTITUTIONAL AND CIVIL LAW, AND GOVERNMENT.**

PROF. S. O. SOUTHALL, LL. D.

Junior Class.—Vattel's International Law, Lectures on Government, Federalist.

Senior Class.—Smith's Mercantile Law; Greenleaf's Evidence; Barton's Suit in Equity; Adams' Equity, with Lectures.

In the Department of Law, the degree of Bachelor of Law is conferred upon those who, upon examination conducted in writing, manifest an intimate acquaintance with the subjects taught in ALL THE CLASSES; and to those who, upon like examination, exhibit a competent knowledge of International and Constitutional Law, and of the Science of Government, a certificate of proficiency is awarded.

In order to obtain the degree, the whole of the foregoing course must be completed HERE, no preliminary examination being had upon entering.

The course is designed for two sessions, and in general it is not prudent to devote less to it, the future professional success of the student depending much upon his full mastery of it. It is a maxim sanctioned by long and wide experience, that "he who is not a good lawyer when he comes to the bar, will seldom be a good one afterwards." And in order to such thorough acquaintance with the elements of the law, thought is requisite as well as reading; and for the purpose of thought, there must be TIME to digest, as well as INDUSTRY to acquire. One cannot expect to gorge himself with law, as a boa constrictor does with masses of food, and then digest it afterwards; the process of assimilation must go on, if it is to proceed healthfully and beneficially, at the same time with the reception of the knowledge. So the athlete judges, who wishes to train the physical man to the most vigorous development, and the intellectual athlete cannot do better than imitate the example.

But whilst the student is advised, as a general rule, to avoid the attempt to complete the course in a single session, yet, if he chooses to essay it (as some do successfully), he is admitted to stand the graduating examinations, and if he attains the standard required, he is entitled to his degree.

The expenses of the Law student, as appears from page 52 of this Catalogue, amount to about \$343 for a session of nine months,

commencing ^[1]1st October; or if he messes, to about \$271 per session.

http://xtf.lib.virginia.edu/xtf/view?docId=2005_Q4_3/uvaBook/tei/z000000184.xml;chunk.id=d14;toc.depth=1;toc.id=d14;brand=default

Accessed January 27, 2010

ALPHABETICAL LIST OF FOOTNOTED IND NAME DATA

Kleberg, Jr. Robert Justus Cuero, TX. Lawyer (Part of King Ranch
Kleberg family). Chap. 6 UVA 1879 17

**SEE LETTER OF SEPTEMBER 4, 1885, WHERE ROBERT SPEAKS OF
HENRIETTA'S NERVOUS PROSTRATION also later Alice also has it!**

nervous prostration - an emotional disorder that leaves you exhausted and unable to work

[nervous exhaustion](#)

[nervous breakdown](#) - a severe or incapacitating emotional disorder
Based on WordNet 3.0, Farlex clipart collection. © 2003-2008 Princeton University, Farlex Inc.

<http://www.thefreedictionary.com/nervous+prostration> Accessed 1/29/2020

nervous exhaustion

-noun

extreme mental and physical fatigue caused by excessive emotional stress; neurasthenia.

Also called **nervous prostration**.

<http://dictionary.reference.com/browse/nervous%20exhaustion>. accessed 1/29/2010

NERVOUS BREAKDOWN!

By Sarah Chana Radcliffe, M.Ed., C.Psych.Assoc.

Old Name, Same Game

What's in a name? In the olden days they called it vapors, melancholia, n... medical profession originally thought that it was a disease of the periphe... mind. What's the difference? We all know one when we see one: it's a cra...

Today's nomenclature includes any of a number of clinical diagnoses four... schizophrenic episode, manic break, post-traumatic stress disorder, pani... the mental health profession doesn't use the term at all, the ordinary fo...

What Is It?

A nervous breakdown, officially a symptom of one of the psychiatric diag... personality - usually temporary. It's as if the "circuits are overloaded." W... under extreme pressure." (Interestingly, surveys show that one third of A... point in their lives.)

A breakdown can manifest as an inability to function (to fulfill obligation... exhaustion or even catatonic posturing (inability to move). In breakdown... pleasure in all activities, dramatic weight loss or weight gain, sleep disru... feelings of worthlessness, guilt and despair. . . .

Breakdowns that are episodes of major depression also stem from a com... family history of depression and then experiencing serious loss, frustrati...

http://www.sarahchanaradcliffe.com/art_nervous.htm

Accessed 1/29/2010

nervous prostration

Etymology: L, *nervus* + *prosternere*, to throw down
a condition of irritable weakness and depression, which may be
psychogenic or the result of a severe prolonged illness or exhausting
experience.

Mosby's Medical Dictionary, 8th edition. © 2009, Elsevier.

<http://medical-dictionary.thefreedictionary.com/nervous+prostration>

Accessed 1/29/2010

Mr. Carson in April 4 letter—could be Robert Carson who represented Charles Stillman in 1871 see p. 453 note 20 in Lea.

April 9, 1885 Wednesday morning

Need to find Don Reuben—who is this. Reubin may be first name. Is it possible this is Reuben Holbein? I am beginning to think it is. He is there with Bernardo Yturria for business purposes.

Francisco Yturria had a brother named Bernardo

Page 218 & 388 in Petra! (Our index is so bad that he is NOT listed in the index! I found it online!!!!)

page 218 is 1874, Kelly wrote to Bernardo Yturria in Matamoros

footnote 17 on page 388—letter from CC Musuem—all Kelly letters from this source

Also, going to check the Leoncitos League??? Must be close to Leon Creek. Online there are 3 windmills called

Leoncitos windmills. They are all on the King Ranch, best I can tell!

<http://www.clocations.com/clist.aspx?list=caty&state=TX&caty=Locale>

Accessed 1/29/2010

John Fitch was a ranch foreman and trail boss for King's herds, possibly when he was gathering cattle for the trail drives, where he gathered them was called the Fitch Pasture and remained so.