

SBR Draft

National Register of Historic Places Registration Form

1. Name of Property

Historic Name: Historic Name: Baylor University Male Department (1851-1866)
Other name/site number: Baylor University (1866-1886), Guardian Angels Orphanage and Industrial School for Negro Boys (1889-c.1910), Baylor at Windmill Hill (current)
Name of related multiple property listing: Monuments and Buildings of the Texas Centennial

2. Location

Street & number: [redacted]
City or town: [redacted] State: Texas County: [redacted]
Not for publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this (nomination request for determination of eligibility) meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property (meets does not meet) the National Register criteria.

I recommend that this property be considered significant at the following levels of significance:
 national statewide local

Applicable National Register Criteria: A B C D 3.

State Historic Preservation Officer
Signature of certifying official / Title Date
Texas Historical Commission
State or Federal agency / bureau or Tribal Government

In my opinion, the property meets does not meet the National Register criteria.

Signature of commenting or other official Date

State or Federal agency / bureau or Tribal Government

4. National Park Service Certification

I hereby certify that the property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register.
- removed from the National Register
- other, explain: _____

Signature of the Keeper Date of Action

Baylor University Male Department, Independence, Washington County, Texas

5. Classification

Ownership of Property

<input checked="" type="checkbox"/>	Private
<input type="checkbox"/>	Public – Local
<input type="checkbox"/>	Public – State
<input type="checkbox"/>	Public – Federal

Category of Property

<input type="checkbox"/>	Building(s)
<input type="checkbox"/>	District
<input checked="" type="checkbox"/>	Site
<input type="checkbox"/>	Structure
<input type="checkbox"/>	Object

Number of Resources within Property

Contributing	Noncontributing	
0	0	buildings
1	0	sites
0	2	structures
1	0	objects
2	2	total

Number of contributing resources previously listed in the National Register: NA

6. Function or Use

Historic Functions: Education: college

Current Functions: Recreation and Culture: park

7. Description

Architectural Classification: NA

Principal Exterior Materials: NA

Narrative Description (see continuation sheets 7-6 through 7-16)

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8. Statement of Significance

Applicable National Register Criteria

<input checked="" type="checkbox"/>	A	Property is associated with events that have made a significant contribution to the broad patterns of our history.
	B	Property is associated with the lives of persons significant in our past.
	C	Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
<input checked="" type="checkbox"/>	D	Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations: A (Religious Properties)

Areas of Significance: Education, Archaeology: Historic/Non-aboriginal

Period of Significance: 1851-1889

Significant Dates: 1851, 1886, 1889

Significant Person (only if criterion b is marked): NA

Cultural Affiliation (only if criterion d is marked): Anglo American, African American

Architect/Builder: NA

Narrative Statement of Significance (see continuation sheets 8-17 through 8-40)

9. Major Bibliographic References

Bibliography (see continuation sheet 9-41 through 9-45)

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested. Part 1 approved on (date)
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey #
- recorded by Historic American Engineering Record #

Primary location of additional data:

- State historic preservation office (*Texas Historical Commission, Austin*)
- Other state agency
- Federal agency
- Local government
- University: Baylor University, Texas Collection
- Other -- Specify Repository:

Historic Resources Survey Number (if assigned): NA

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10. Geographical Data

Acreage of Property: [REDACTED]

Coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: NA

Latitude/Longitude Coordinates: [REDACTED] [REDACTED]

Verbal Boundary Description: [REDACTED]
[REDACTED]

Boundary Justification: [REDACTED]
[REDACTED]

11. Form Prepared By

Name/title: Carol Macaulay-Jameson, Senior Lecturer
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Date: November 22, 2020

Additional Documentation

Maps (see continuation sheets Map-46 through Map-53)

Additional items (see continuation sheets Figure-54 through Figure-59)

Photographs (see continuation sheets Photo-60 through Photo-63)

Baylor University Male Department, Independence, Washington County, Texas

Photograph Log

Name of Property: Baylor University Male Department

Location: Independence, Washington County, Texas

Name of Photographer: Carol Macaulay-Jameson

Date of Photography: February 1, 2019 and Spring, 2006.

Photo 1: 2019 photograph of the archaeological footprint, covered with crushed granite, of Tryon Hall (Contributing Resource 1A), looking east.

Photo 2: 2019 photograph of the archaeological footprint, covered with crushed granite, of Houston Hall (Contributing Resource 1B), looking southeast.

Photo 3: 2019 photograph of the college well (Contributing Resource 1C), facing north, with the footprint of Tryon Hall in the background.

Photo 4: 2006 photograph of the exposed limestone platform of the bell pole, constructed in 1882 (Contributing Resource 1F).

Photo 5: 2019 photograph of the 1936 Texas Centennial Marker (Contributing Resource 2), facing east, with the footprint of Tryon Hall in the background.

Photo 6: 2019 photograph of the pavilion (Non-contributing Resource 3), constructed in 2002, looking south.

Photo 7: 2019 photograph of the bell tower (Non-contributing Resource 4), erected in 2002, facing north.

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Narrative Description

Baylor University Male Department is a 19th-century archaeological site. The nominated boundary, a portion of the historic campus, consists of subsurface foundations of two academic buildings, footprints of additional architectural and cultural structures associated with Baylor University (1851-1886) and used by William Carey Crane Male and Female Colleges (1886-1889). The remains of these are collectively counted as one contributing site. A 1936 Texas Centennial historical marker erected to commemorate the university meets registration requirements outlined in the MPS *Monuments and Buildings of the Texas Centennial* and is a contributing object. Two non-contributing structures—a pavilion and bell tower—are modern improvements that commemorate its significance to the university's history. In 1849, Baylor University trustees acquired several parcels of land south of Independence to serve as a second campus for Baylor's male student body; by 1868, it totaled 37 acres. the Male Department operated in Independence until 1886 when it relocated to Waco, McLennan County. Upon its closure, the approximately 37-acre campus briefly operated as the home of the William Carey Crane Male and Female Colleges. Extant data also documents later eras of the property's use as the Holy Angels Orphanage and Industrial School for Negro Boys (1889-c.1910) and the Klatté Tenant Farm (1927-ca. 1950). Private property owners have restricted access to known portions of the Baylor University Male Department campus site, an area of approximately 30 acres, and the boundary was drawn along the legal property lines of the portion that is accessible. Investigations of the nominated site area establish that it retains sufficient integrity to meet National Register criteria.

Environment

Baylor University Male Department. The site is of relatively flat land that gently slopes toward the south. Live oak trees, ornamental shrubbery, and flowers have been planted on the property. The property has two entrances, one with a parking lot, located in the northeastern portion of the property. Upon entering, the visitor immediately comes to an open-air pavilion with interpretive signs, erected in 2002. Crushed granite walkways circle through the property. The second entrance, located in the southwest corner of the property, is marked with a trellis-like gate, and its path connects to the crushed granite walkway. (Map 10)

Time Period of Occupation/Use

Following its charter in 1845, Baylor University trustees established a coeducational college and preparatory school in Washington County. The first campus occupied property and buildings of what was originally Independence Academy, (Map 3) on the La Bahia Road. In 1849, Baylor University trustees moved forward with an earlier plan to open a second campus in Independence for its male students. They initially purchased approximately 13 acres out of the T from William W. and Elutia Allen, Henry and Ann Koontz, and John McKnight.¹ By 1868, Baylor had acquired six total parcels that constituted the 37-acre Male Department, called the "college tract" in deed records.² The nominated boundary

¹

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From 1850 to 1886, Baylor University Male Department made significant improvements to its campus, which artist Henry McArdle recorded in an 1883 sketch (**Figure 7**). Graves Hall, on property south of the nomination boundary, was the first building completed. By the late 1850s, the university had built six more buildings: Houston Hall, the octagonal Burleson Domicile, three dormitories, and Creath Hall. Only Houston Hall and Tryon Hall (completed in the early 1880s) are within the nominated boundary. Previous archaeological investigations, which surveyed roughly 30 acres of the former campus site, also found archaeological and documentary evidence of agricultural outbuildings, foot paths, fencing, landscaping, and crop cultivation on the campus property.

Baylor University Male Department and Female Department relocated from Independence to Central Texas in 1886. The Union Association acquired the property and opened William Carey Crane Male and Female Colleges on the former Baylor properties in Independence. Enrollment remained low and the separate schools could not be maintained so trustees consolidated the institution on the site of the former women's college and renamed it Binford University, which folded a year later. In 1889, the former Male Department campus was sold to T.C. Clay, who then sold the property to Father Frances Martin Huhn, a Catholic priest.³

Huhn established Guardian Angels Orphanage/Industrial School for Negro Boys in 1889. Despite its dubious school status, there is sufficient evidence that records up to 50 children living on the property through the 1890s. The children, whose main job was to cultivate and process cotton on the property, lived in squalid conditions. Under Huhn's ownership, the Baylor buildings quickly deteriorated; fires destroyed Houston Hall in 1893 and Graves Hall in 1901. Improvements to the property—fencing, cotton gin, and outbuildings—supported Huhn's agricultural endeavors. Following allegations of child abuse, Guardian Angels Orphanage/Industrial School gradually closed. Huhn lived on the property, which he expanded to more than 101 acres, with his sisters Philomena and Rosa until his death in 1915.

In 1927, Charles Klatte purchased 101 acres from Huhn's estate for his family's farming operations. At that time, Tryon Hall was the only structure still standing. In 1934, the building was demolished and the stones were used to build a number of buildings in Independence. Tenant farmers lived on the property in an early 19th-century shotgun house, originally the office of Dr. T.C. Hairston, that Klatte relocated next to Tyron Hall. A Texas Centennial Marker (a contributing object) was erected in 1936, commemorating the location of Baylor University's Male Department, incorporated under the laws of the Republic of Texas.⁴ For most of the 20th century, the nominated property was primarily used for crop cultivation.

Associated Persons, Ethnic Groups, or Archaeological Cultures

The nominated property is associated with the first Anglo-American settlers of south-central Texas, the founding members of the Baptist denomination in Texas (Union Association, established in 1843, Baptist State Convention, established 1848, and the Baptist General Convention of Texas, established in 1885), all persons and descendants

⁴ Michael A. White, *History of Baylor University 1845-1861* (Waco: Texian Press, 1968), 12, 14-15, 24, 52, 55-56, 58; Louis Smith Murray, *Baylor at Independence* (Waco: Blor University Press, 1972), 26, 67, 88, 100-104, 142, 168, 210, 222, 284, 289; "Deed to Wind Mill Hill" in Murray, pp. 357-3ay58; Thomas W. Crumpton III, "The Oaks of Independence: A Landscape History of the Original Site of Baylor University and the Potential Surrounding Historic District" (M.A. Thesis, Baylor University, 2011), 102, 112; The Texas Collection Blogs, "Guardian Angels Industrial School," published October 9, 2013, <https://blogs.baylor.edu/texascollection/category/guardian-angels-industrial-school/>; R.C. Crane, "William Carey Crane College," *Handbook of Texas Online*, <https://tshaonline.org/handbook/online/articles/kbw18> (accessed June 3, 2019).

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associated with Baylor University. Although the nomination argues for the sites significance in the area of Higher Education, data present on the site is also associated with and may yield important information about all persons and descendants of Guardian Angels Orphanage/Industrial School for Negro Boys, the Catholic community of Washington County, and the Klatte Family of Independence, Texas.

Physical Characteristics

The nominated property is

[REDACTED]. Archaeological investigations were conducted in 1978-1982, 2001-2002, and 2005-2006 by James S. Belew of Blue Jay Archaeological Services. The subsurface foundation stones of Tryon and Houston Halls were identified, studied, and covered with sand, geotextile, and crushed granite. Other subsurface archaeological features and cultural deposits associated with Baylor University, Guardian Angels Orphanage, and the Klatte family farm were identified. These archaeological features are described below and their locations are marked on the site map, **Map 8**. In 2002, Windmill Hill was developed into Baylor Park which included a number of improvements. These, listed after “Archaeological Features,” and the contributing object, are also marked on the site map.

Inventory

(See associated site map of resources and archaeological features on **Maps 8a-8b**.)

Resource	Property Type	Year Built	Contributing Status	Photo Nos.
1	Site (with Features A-G)		Contributing	
1A	<i>Tryon Hall Subsurface Foundation</i>	1860		1
1B	<i>Houston Hall Subsurface Foundation</i>	1859		2
1C	<i>Well</i>	ca. 1840s		3
1D	<i>Connective Wall Subsurface Foundation</i>	ca. 1880s		
1E	<i>Walkway Subsurface Foundation</i>	ca. 1890s-1910s		
1F	<i>Bell Pole Subsurface Foundation</i>	1882		4
1G	<i>Tenant House Footprint</i>	ca. 1900		
2	Object – Texas Centennial Marker	1936	Contributing	5
3	Pavilion	2002	Non-Contributing	6
4	Bell Tower	2002	Non-Contributing	7

Contributing Resource 1: Archaeological Features of Baylor University Male Department Site⁵

A. Tryon Hall subsurface foundation (began 1860, completed 1882):

Located on the apex of Windmill Hill, west of the footprint of Houston Hall and north of the college well, the perimeter of the building’s stone foundation is approximately 106’x56’ (**Photo 1 and Figure 1**). Archaeological excavations revealed distinct contrasts between the building of the perimeter walls prior to the Civil War and the

⁵ James S. Belew, *Windmill Hill: An Archaeological Study of the Main Campus of Baylor University, Independence, Texas* (BU Records: Baylor at Independence, Accession #BU/220, Box 3, Folders 5-29, The Texas Collection, Baylor University, 1989); James S. Belew, “Text for Interpretive Signs at Baylor University Male Campus on Windmill Hill” (BU Records: Baylor at Independence, Accession #BU/220, Box 4, Folders 7-10, The Texas Collection, Baylor University, 2001).

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completion of the building in the early 1880s. The external perimeter walls were 3' thick, made with large, well-cut faceted limestone rock and locally-made mortar, whereas the interior and portico walls, averaged between 1' and 2' thick, and were built with smaller stone and Portland cement. The foundations are covered with crushed granite.

B. Houston Hall subsurface foundation (1859):

Located in line with and east of Tryon Hall, Houston Hall supposedly had dimensions of 56' x 36' but was found to be slightly smaller at 53' x 32' (**Photo 2 and Figure 2**). Foundation stones of the building are buried beneath a layer of crushed pink granite. A few of the foundation stones in the northeast corner are currently exposed.

C. College well (ca. 1840s):

Approximately 50' south of the Tryon Hall footprint, is a limestone-lined well, approximately 1½' tall, its outer diameter is 7' with 1' thick walls, made from various sized rock (**Photo 3**). Presently, there is a simple wooden frame structure built over the well, mimicking the one that once was used for retrieving water, as depicted in this close-up photograph (**Figure 3**) from the 1930s. During the 2001-2002 excavations, the well was re-excavated and lights installed in order to lighten the limestone substrate through which the well was dug. A steel grate was placed inside the well to keep visitors and the well safe. A new well was drilled to provide water for an irrigation system that was installed to maintain the grass, shrubs, and trees planted on the property. Records state that the well was over 50' deep.

D. Connective wall subsurface foundation (ca. 1880s):

Running 22' east-west, this 2' wide linear alignment of limestone rock abuts the west wall of Houston Hall and ends three feet east of Tryon Hall. It is sufficiently thick to support two stories of masonry (**Figure 1**). No mortar was found in this wall. [REDACTED]

E. Walkway subsurface foundation (unknown date of construction, possibly late 19th or early 20th century):

Running east-west for a distance of 60', this 6' wide, multi-course foundation of mortared flat-lying limestone rock runs parallel, approximately 12' from the north wall of Tryon Hall. Belew suggested that it may be associated with the orphanage-era shed that was attached to the north wall of Tryon Hall (**Figure 1**). [REDACTED]

F. Bell pole subsurface foundation (1882):

Located south of the connective wall and west of the northwest corner of Houston Hall is a pavement approximately 10' x 10' in size and may have served as a gathering place for the bell tower erected by President Crane (**Photo 4**).

G. Tenant farmhouse footprint (ca. 1900):

Located 70' directly south-southwest of the south wall of Tryon Hall sat a shot-gun style building, formerly the office of Dr. Thomas Hairston of Independence that the Klatte family had moved to the property after they acquired the land in 1927. The structure was approximately 20' x 30' in size. It is depicted in **Figures 3 and 6**.

Contributing Resource #2 (Object)

2. 1936 Texas Centennial marker (#8301):

This gray granite slab is approximately 5' tall, 2½' wide and 10" thick. The front is finished smooth while all other sides are rough cut. A bronze seal of Texas is centrally located near the top (**Photo 5**). The inscription provides a short history of Baylor University and states that it is the oldest educational institution in Texas chartered by the Republic of Texas. It credits the erection of the marker to the State of Texas in 1936. It stands just east of the footprint of Tryon

Hall. This is one of the over a thousand markers erected to celebrate the state's 100th anniversary of independence from Mexico.⁶

Non-Contributing Resources #3-4 (Structures)

3. Pavilion (2002):

A rectangular structure, measuring 10' long north-south by 26' east-west (**Photo 6**). It is an open-air structure built in 2002 and composed of 12 metal bracketed cedar pillars resting on a low limestone shelf approximately 2' thick that outlines the corners of the structure. The metal roofline mimics that of a central-Texas vernacular barn and is approximately 16' high. Centrally located within the pavilion are eight 18"x24" interpretive panels, four on each side, attached to a limestone platform. The pavilion is surrounded on all sides by beds containing various shrubs and flowering plants. The pavilion is in very good condition, but the interpretive panels are showing signs of weathering. It is positioned next to the parking lot on the northeast corner of the property and sits approximately 35' from the road.

4. Bell tower (2002):

A square bell tower (without a bell) is located approximately 102' northeast from the 1936 Texas Centennial marker. The bell tower sits on a 14'x14' limestone masonry slab that mimics the original building techniques used during Baylor's tenure on Windmill Hill. The structure is constructed of 8"x8" milled cedar lumber and galvanized metal and is approximately 21' tall (**Photo 7**).

Other Objects

The following objects are not enumerated in the resource count due to small scale, diminished significance, and lack of contributing significance to the site.

R.E.B. Baylor grave site (1873 internment, 1917 removal):

The site of R.E.B. Baylor's grave is a 12'x5' fenced area located approximately 2' from the fence located along the eastern property line. It is at the end of a gravel pathway and is oriented at 40°. The grave site is enclosed with an iron fence with a front gate. It was installed in 2002 and is reminiscent of the original wrought iron fence that once surrounded the grave. Upon Baylor's death, he was buried at the namesake institution in 1873 but his remains were reinterred in Belton at the campus of Mary Hardin-Baylor University in 1917.

Historical Marker (#13680) - Baylor University on Windmill Hill (2006):

Located outside the southwest entrance to Baylor Park on Sam Houston Road.

Historical Marker (#13679) - Robert Emmett Bledsoe Baylor 1793-1873 (2006):

Located approximately 12' from Judge Baylor's grave site.

Southwest entrance gate (2002):

A trellis-like gate, approximately 10' from Sam Houston Rd., in the southwest corner of the property, consists of a cast-iron arch approximately 4½' across and 10' tall resting on four cedar posts set atop limestone bases. Inside the property, the limestone bases stretch out about 16' in a low stair step wall. Planting beds containing various flowering

⁶ Texas Historical Commission, *Texas Historic Sites Atlas*, "Washington County Historical Markers," <https://atlas.thc.state.tx.us/> (accessed March 1, 2019); Texas Historical Commission, *State Historical Markers*, "1936 Texas Centennial Markers," <https://www.thc.texas.gov/preserve/projects-and-programs/state-historical-markers/1936-texas-centennial-markers> (accessed March 1, 2019).

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plants and native shrubs surround this low wall in the front and back as well as extending eastward down the path for a few feet.

Likely Appearance of the Property during Its Time of Occupation

The first structure on Baylor University Male Department was a two-story limestone building, 40'x60' in size, erected in 1849-1851 on property south of the nominated property boundary line, named in honor of Baylor's first president, Henry Lee Graves. Its exterior walls were heavily plastered and painted yellow with four symmetrically formed pediments forming a cruciform plan (**Figure 4**). The main entrance faced east onto what would become the college quadrangle. Two chimneys were located on the north and south elevations of the building. The first floor consisted of four classrooms and the second floor auditorium served as a chapel during most of Baylor's time in Independence. From 1850 through 1861, Graves Hall was the only academic building on Windmill Hill. In 1859, construction began on Houston Hall, initially called the "wing building," located to the northeast of Graves Hall. It was a two-story 36'x56' masonry structure with 3' thick exterior walls, a hipped roof, four chimneys, four rooms and a hallway on each floor (**Figure 2**). Its main entrance faced north, toward Independence. It housed science classrooms, laboratories, natural history collections, a lecture hall, a reading room, a printing press, and a library. Construction began on the "main building," later named Tryon Hall, in 1860, but work was halted during the Civil War. In 1879, funds were raised to complete it and in 1882, the majority of the construction was completed. The external walls were 3' thick, sufficient to support two masonry stories and a wood-frame third floor with a mansard roof. The west elevation of Tryon Hall included a portico supported by paired Corinthian columns. The unusually large spacing between the two column sets represents a break from classical Greek Revival, and the structure shows a combination of antebellum Greek Revival and post-Reconstruction Texas Victorian architectural styles (**Figures 5-6**). The interior space of Tryon Hall consisted of four rooms and two hallways on the first and second floors, which were never completely finished (**Figure 1**). These rooms were used as administrative offices and lecture halls. An auditorium, Garrett Chapel, was on the third floor and used for Board of Trustees' meetings and commencements. The placement of Tyron, Houston, and Graves Halls created what was called the "College Square," or quadrangle. Houston Hall was built on the north, Tryon Hall on the northwest, and Graves Hall on the southwest. In 1882, President Crane erected a bell pole between Houston and Tryon Halls. On the eastern edge of the quadrangle, Judge Baylor was buried in 1873, and his grave was enclosed with a wrought-iron fence.

Historically, the Baylor University Male Department campus extended south of the nomination boundary (**Map 7a**). Records and archaeological surveys found there were five additional structures, all built in the mid-1850s to provide living quarters for the male students. Burlson Domicile, a three-story limestone and wood-frame octagonal building, 50' in diameter, served as the president's home and male dormitory. It was surrounded by a porch on the first and second floors and topped with a copula. A large stone chimney was located in the center, giving a fireplace in each room (**Figure 8**). Creath Hall, a two-story wood-frame structure was used primarily for ministry students, and three 16'x32' one-story wood-frame structures served as dormitories. The appearance of the Windmill Hill campus in the early 1880s is documented in an 1883 lithograph by Henry A. McArdle (**Figure 7**). William Carey Crane College (1886-1889) used these buildings during its tenure. Sometime in the late 1880s, the Burlson Domicile fell into ruin. It is unknown if Guardian Angels Orphanage used any of these buildings to the south. The director of the orphanage, Father Francis Martin Huhn, resided in Graves Hall, as did some of the children, while others resided in Houston Hall. In 1893, Houston Hall burned down and its shell was used as a barn by the orphanage. In 1895, Tryon Hall was consecrated Guardian Angels Catholic Church. In 1901, Graves Hall was destroyed in a fire, leaving only Tryon Hall standing. Along the north elevation of the building, a long shed and a livestock pen were built and possibly a 60' limestone walkway. Father Huhn died in 1915 and his sisters sold the property to the Charles Klatte family in 1927. The Klatte family incorporated the property into their farming operations. They purchased a shot-gun style building which had been used as a doctor's office in Independence and moved it to the property and placed it to the south of

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Previous Archaeological Research⁹

1978-1982 Excavations

A 100% pedestrian survey was conducted on Windmill Hill and the neighboring Klatt property which had originally encompassed the Baylor campus, eleven shovel tests were conducted, and 94, 1x1 meter excavation units were opened in order to locate structures, features, and middens associated with Baylor University. Excavations revealed a number of features that date to the time periods when Baylor University and William Carey Crane College occupied the property. These included the foundations of Tryon, Houston, and Graves Halls, three 16'x32' single story dormitories/halls, the two-story Creath Hall, the Burleson Domicile, including its kitchen and storage rooms and an associated midden, a connective wall between Tryon and Houston Halls, a stone platform possibly serving as a gathering place in front of the bell pole, the well, the location of the campus street, the location of a possible cistern, the area where quarried rock was deposited in 1861 for the building of Tryon Hall, and a number of Baylor-era fence post molds. Belew also identified the location of archaeological features associated with the Guardian Angels Orphanage which included a shed attached to Tryon Hall, an east-west running limestone walkway north of Tryon Hall, a livestock pen, an outdoor kitchen area, fence post molds, and a midden. Features associated with the tenant farm include a shot-gun style house, barn and shed, a chicken house, animal pens, and possibly the locations of a new wind/grist mill. Additional features include a pipeline connecting the well to the area used as a slaughter house, a four-post platform to support an iron tank, and fence post molds. Belew's map included a large depression, which may have once been a stock tank.

Belew also noted differences in 1) the building methods (limestone block faceting, mortar, and wood framing), 2) the use of exterior and interior plaster, and 3) the stratigraphic deposits of the three academic buildings and the domicile. For example, Houston Hall's foundation stones were well-fitted and faceted and the deposits produced cultural material associated with Baylor University's tenure at the site, and capped with a burned masonry layer from the 1893 fire. Graves Hall's foundation stones were unique in that those at the corners of the building were much larger in height and in overall mass than those along the middle portions and all of the exterior stones were larger than the interior foundation stones.

The foundation stones and associated mortar of Tryon Hall reflect two distinct building periods. The exterior walls, completed before the Civil War, reflect higher quality stonework than those of the portico and interior walls erected in the early 1880s.

The octagon-shaped Burleson Domicile was built upon a two-course limestone foundation made of irregularly shaped rock and framed with cedar.

⁹ The narrative presented in the 'Previous Archaeological Research' section was compiled from James S. Belew's reports: James S. Belew, *Windmill Hill: An Archaeological Study of the Main Campus of Baylor University, Independence, Texas* (BU Records: Baylor at Independence, Accession #BU/220, Box 3, Folders 5-29, The Texas Collection, Baylor University, 1989); James S. Belew, *Baylor Male Campus Site and the National Register, A Report Identifying the Steps Required to List This Property, Assessing Eligibility, Multiple Property Ownership, and Disturbance of Archaeological Integrity* (BU Records: Baylor at Independence, Accession #BU/220, Box 4, Folder 1, The Texas Collection, Baylor University, 2002a); James S. Belew, *Baylor Independence Report, Phase 1: A Proposal of Services for Removing Floodwaters and Re-Expanding Stabilized Ruins for Public Exhibition at Baylor Park on Windmill Hill, Independence, Texas* (BU Records: Baylor at Independence, Accession #BU/220, Box 4, Folder 4, The Texas Collection, Baylor University, 2006); James S. Belew, "Text for Interpretive Signs at Baylor University Male Campus on Windmill Hill" (BU Records: Baylor at Independence, Accession #BU/220, Box 4, Folders 7-10, The Texas Collection, Baylor University, 2001); James S. Belew, "Text for Interpretive Signs" (BU Records: Baylor at Independence, Accession #BU/220, Box 4, Folders 7-10, The Texas Collection, Baylor University, 2002b).

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2001-2002 and 2005-2006 Excavations

Archaeological work was conducted in 2001-2002 by Belew in order to delineate and expose the foundations of Tryon and Houston Halls and to clear cultural material from the areas where new park features were to be built. Three inches of topsoil were scraped to prepare the site for a gravel path and an interpretive pavilion, keeping the archaeological footprints of Houston and Tryon Halls intact. In 2005-2006, additional archaeological work was conducted in order to protect the foundations of Tryon and Houston Halls. Eight underground conduits were installed to prevent damage of standing water to the foundations of the two buildings.

Material Culture

The following list represents the artifacts accessioned into the Mayborn Museum collection that were on display at the Strecker Museum in 1986, categorized by South's (1977) functional types.¹⁰ This scheme employs nine main groups, and within each group, artifacts are further classified into specific artifact types. As with any classification system, there are strengths and weaknesses, its main strength is that it has been used widely and therefore, this collection can be easily compared to others using this classification system.

I. Architectural Group:

Plaster fragments: The interior walls of Houston Hall were covered with well-finished white-gray plaster (further excavations on the exterior side of Houston Hall are required to identify the type of plaster used on the exterior walls). The exterior walls of Graves Hall were covered with a thick layer of yellow-painted plaster, while white plaster covered the walls of the interior, with concentrations of black plaster in the northwest quadrant, pink plaster in the southeast quadrant, and red and pink plaster in the south-central extent.

Cut nails, all pennyweight sizes represented:



Window glass in various colors and thicknesses:



¹⁰ Stanley South, *Methods and Theory in Historical Archaeology* (New York: Academic Press, 1977).

¹¹ Belew, 1986.

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[REDACTED]

II. Kitchen Artifact Group:

[REDACTED]

A. Ceramics Class:

[REDACTED]

[REDACTED]

B. Glassware Class:

[REDACTED]

C. Bottle Class:

[REDACTED]

[REDACTED]

D. Tableware Class:

[REDACTED]

[REDACTED]

III. Bone Group:

[REDACTED]

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IV. Clothing Group:

[REDACTED]

V. Personal Group:

[REDACTED]

VI. Arms Group:

[REDACTED]

VII. Activities Group:

A. Education Class:

[REDACTED]

B. Toys Class:

[REDACTED]

C. Farm and Stable and Barn Classes:

[REDACTED]

D. Other Class:

[REDACTED]

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Statement of Significance

The Baylor Male Department and Female Department (nominated separately) archaeological sites in Independence, Washington County document the earliest developmental period of higher education in Texas. Religious organizations and private interests led the 19th-century college founding movement in Texas, and the first generation of institutions opened in the period between independence from Mexico (1836) and statehood (1845). By 1860, there were 25 denominational and private colleges in Texas. The Union Association of the Baptist Church established Baylor University, a preparatory school and college, at Independence in 1845. In 1851, a second campus for male instruction opened for instruction [REDACTED]. Baylor University Male Department offered students from across the South advanced courses of study in theological training, classical instruction, law, and medicine. Its graduates were among the state's first native-born professional class of politicians, attorneys, physicians, clergy, and businessmen. When railroad construction shifted Anglo settlement to areas further west and north in the late 19th century, Baylor University and then-named Baylor Female College relocated in 1886 to Waco and Belton in central Texas. From 1887-1889, William Carey Crane Male and Female College operated briefly at the former Baylor sites. Following its closure, the nominated property served as an industrial school and orphanage before it became an operating tenant farm. Today, both sites are preserved as parks that commemorates Baylor's founding.

The Baylor University Male Department site is nominated to the National Register of Historic Places at the statewide level of significance under Criterion A in the area of Education and Criterion D in the area of Archaeology. As the only known archaeological sites of its type in Texas, the Baylor University Male and Female Departments can yield important information about 19th-century collegiate education and the cultural history of the men and women who lived, studied, and worked there. Established by the Union Association of the Baptist Church and currently owned by Baylor University, the nominated property meets Criteria Consideration A (Religious Properties) because it is evaluated for its historical and archaeological significance. In the late-1930s, the State of Texas placed a commemorative Centennial marker on the property. Like the site, the Centennial marker is significant under Criterion A in the area of Education because it represents an effort by state and private organizations to recognize Baylor University's founding and its significance to development of higher education in the state. Criteria Consideration F (Commemorative Properties) is not claimed, however, because it is a minor object of secondary significance to the archaeological site. The period of significance is 1851-1889 and 1936, which represents the period the nominated property served as an institution of higher education and year the State of Texas erected the commemorative marker.

Historical Context

When Baylor's founders chartered the institution in 1845, the Republic of Texas was months away from U.S. annexation. Instability characterized the decade between independence from Mexico (1836) and statehood (1845). Political turmoil, public debt, diplomatic uncertainty, and ongoing disputes with Mexico plagued the Republic's leadership. Annexation ushered in an era of security, stability, and growth for the State of Texas. The U.S.-Mexico War set the international border at the Rio Grande, and U.S. military forces established forts and built roads that enabled the state's frontier boundary to move further west. Antebellum Anglo settlement, however, concentrated in East Texas (east of modern-day Interstate 35) where rivers, like the Colorado and Brazos, were vital arteries of communication and transportation.¹² Baylor University, founded in Washington County, reflected the socioeconomic character of East Texas that developed between statehood and the Civil War.

¹² Campbell further specifies this as the "eastern two-fifths" of Texas bounded roughly by the Lamar County at the Red River (north), Louisiana (east), Calhoun County on the Gulf Coast (south), and the 98th meridian (west). Here lived 93-percent of the state's free population and 99 percent of the slave population. Richard Lowe and Randolph B. Campbell, "Wealth-holding and Political Power in Antebellum Texas," *Southwestern Historical Quarterly* 79, no.1 (July 1975): 23.

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Education, early Texan leaders believed, was paramount to the Republic's future success. President Mirabeau B. Lamar—sometimes called “Father of Texas education”—promoted funding public universities as part of his vision for an empire, writing, “The cultivated mind is the guardian genius of democracy.” Lamar's legislative counterparts shared the view that tied education with moral fitness, democratic principles, and economic success:

Nothing is so essential in a free government as the general diffusion of knowledge and intelligence of every kind. Education confers private happiness; gives political strength and importance; it exalts the mind, refines the passions, polishes the manners, and promotes virtue; it is the foundation of civil and religious liberty, and constitutes national strength and glory.¹³

Funding public education, however, proved to be the financially strapped Republic's largest hurdle to the establishment of state universities until after the Civil War. Thus, Protestant and Catholic settlers who opened private denominational institutions led the early development of higher education in Texas.

The Republic of Texas did have one source of wealth: its vast public lands that the state retained after its annexation by the United States in 1845. A generous land grant policy, which started in 1836 to reward Texas Revolution participants and induce settlement, continued throughout the late-19th century. Cheap land lured thousands of immigrants—European and Anglo American—to antebellum Texas. At the same time, enslaved men, women, and children involuntarily arrived with their Anglo owners or through the domestic slave trade. In 1836 there were approximately 38,470 people (Anglo, enslaved Black, and Mexican American) living in Texas. According to historian Randolph B. Campbell, the total population (excluding Native Americans) grew from approximately 142,000 in 1847 to 212,295 in 1850, and the U.S. Census enumerated 604,215 Texans in 1860. During that thirty-year period, the state's population increased 325 percent.¹⁴

Anglo American southerners and southern interests dominated the state in the pre-Civil War era.¹⁵ Most immigrants to East Texas were natives of Alabama, Georgia, Mississippi, and Louisiana. In Washington County, for example, between 40-50 percent of the immigrant population were from the above listed states.¹⁶ They immigrated to Texas at a time when the South experienced a cotton boom, market revolution, evangelical revival, and growing sense of sectional identity.¹⁷ From that context, settlers imported their social structure, religion, and political ideology; and they made a predominantly agricultural, slave-holding economy in the region that came to resemble the larger South.¹⁸ This is not to say that the area was culturally homogenous—German, Irish, Polish immigrants and Tejanos were among the groups well represented in East and Southeast Texas.¹⁹ Native southerners, however, headed three-quarters of Texas families in 1850 and were overwhelmingly farmers, Democrats, and Protestant; 25 percent of this group also owned at least one enslaved person.²⁰

Affluent Texans represented less than a quarter of the total population but held a disproportionately large share of the state's wealth and power. Professionally, the economic elite were mostly large-scale planters who cultivated labor-

¹³ E.W. Cullen, Chairman of the Committee on Education, “A Report to the Third Congress of the Republic of Texas,” *Telegraph and Texas Register*, January 12, 1839.

¹⁴ Randolph B. Campbell, *Gone to Texas: A History of the Lone Star State* (New York: Oxford University Press, 2003): 207.

¹⁵ Campbell, 209.

¹⁶ Terry G. Jordan, “The Imprint of the Upper and Lower South on Mid-Nineteenth-Century Texas,” *Annals of the Association of American Geographers* 57, No. 4 (December 1967): 673.

¹⁷ Sean Michael Kelley, “Plantation Frontiers: Race, Ethnicity, and Family Along the Brazos River of Texas, 1821-1886,” PhD diss., University of Texas at Austin, 2000, 23.

¹⁸ Campbell, 207.

¹⁹ For more information on the unique diversity of the middle Gulf coast region, see Sean Michael Kelley, “Plantation Frontiers: Race, Ethnicity, and Family Along the Brazos River of Texas, 1821-1886,” PhD diss., University of Texas at Austin, 2000.

²⁰ Campbell, 207.

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intensive cash crops, like sugar and cotton.²¹ Families in Texas' planter class were two-to-four times wealthier than the general population with property valued at least \$10,000 (in 1860); held more than 1,000 acres and owned 10 or more bondsmen. Slaveholding Texans (farmers and non-farmers) dominated politics, too. For example, Campbell found in 1860 slaveholders held almost 69 percent of all elected federal, state, and county offices but only represented 27 percent of the total population.²² These wealthy families were concentrated in the middle Gulf Coast region, which includes Washington County, between the Brazos and Colorado rivers where rich soils supported cotton and sugar cultivation.²³

The planter class enjoyed privileges, like access to higher education, that the average Texan could not afford. Before the Civil War, there was no a public education system—primary, secondary, or collegiate-level. Thus, private schools with requisite expenses were the only options in this period. In her examination of Sallie McNeil, granddaughter of a wealthy Brazoria County plantation owner, historian Rebecca Sharpless noted that “only the financially elite enrolled their daughters at Baylor.”²⁴ Campbell's research confirmed Sharpless' statement was universally applicable to students of both sexes and for all antebellum Texas colleges:

A five-month session typically cost from \$15 per student in the primary department up to \$30 for senior-level instruction. “Ornamental” courses such as instrumental music bore an additional cost. Books and supplies were an additional expense, and students who boarded had to pay for a room and food. Considering in most parts of antebellum Texas an acre of land cost less than \$10 and a bale of cotton brought less than \$50, it is clear that relatively few families could afford education for their children.²⁵

After the Civil War, railroad development, streams of incoming European and southern immigrants, economic turmoil, urbanization, and Reconstruction-era politics re-shaped late 19th century Texas. The success of antebellum-era institutions, culture, and individuals in postbellum Texas required adaptation. In the 1880s, more than 6,000 miles of railroads were constructed with major lines that connected Texas markets with that of the nation. New communities emerged alongside new rail lines while once-prominent towns (like Independence) that were bypassed declined in its wake. Although Texas remained a primarily rural state, inland cities grew in size and importance. Economic diversification remained limited as cotton continued to be one of the state's most lucrative exports. Railroads opened inland regions, like Central Texas, for cotton cultivation and processing, which boomed in the 1870s and 1880s. Cheap land continued to lure European immigrants to Texas, which diversified East Texas counties like Washington. African Americans, free from bondage, gained autonomy over and access to their own communities, churches, and schools. As citizens, they took part in Texas politics and, for a time, served in positions of power. In the late 19th century, Baylor University struggled to compete against other colleges in the context of these geographical, cultural, economic and political shifts. Its future success depended on the institutions' move away from the declining town of Independence to Central Texas—both Belton and Waco—where strong economies, railroad infrastructure, and political power promised decades of progress for Baylor University and Mary Hardin-Baylor University.

²¹ Other professions of Texas' wealthy included attorneys, physicians, merchant capitalists, and railroad developers. See Ralph A. Wooster, “Wealthy Texans, 1860,” *Southwestern Historical Quarterly* 71, no.2 (October 1967).

²² Richard Lowe and Randolph Campbell, “Wealthholding and Political Power in Antebellum Texas,” *Southwestern Historical Quarterly* 79, no. 1 (July 1975): 25; Campbell, 214.

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²⁴ Rebecca Sharpless, “Sallie McNeil: A Woman's Higher Education in Antebellum Texas,” in *Texas Women: Their Histories, Their Lives* (Athens, GA: University of Georgia Press, 2015):86-87.

²⁵ Campbell, 230.

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Town of Independence, Washington County, Texas

Baylor University Male Department [REDACTED] Independence, a rural town in Washington County twelve miles northeast of Brenham, the county seat. During the Spanish era, the area was sparsely populated. However, its location along La Bahia Road meant that explorers and traders were familiar with the territory and eventually recognized its potential for settlement and agricultural production. One early visitor described the prairies as “large, with groves of timber interspersed, soil very fertile, and mostly of deep rich loam.”²⁶ European settlers began moving into the region in 1821, under the Mexican *empresario* system. Anglo-American colonizer Stephen F. Austin settled Texas’ first American immigrants in a broad area that included Washington County. Mainly from the Trans-Appalachian South—Louisiana, Alabama, Arkansas, Tennessee, and Missouri—the American immigrants imported their culture to what was the Mexican state of Coahuila and Texas (*Coahuila y Tejas*). As the population rose and tensions mounted between Anglo immigrants and the Mexican government in the 1830s, Washington area settlers petitioned for local autonomy. Although the government granted the request in 1835, within a year the area became Washington County following the Anglo-led seizure of Texas under the Republic of Texas.²⁷

The town of Independence originated as Coles’ Settlement on land patented to John P. Coles in 1824 as part of *empresario* Stephen F. Austin’s first colony. It was renamed Independence shortly after the signing Texas Declaration of Independence in 1836 and the capital of the Republic was established 15 miles east at Washington.²⁸ The town was selected as the site for Baylor University in 1845. Independence reached its peak during the 1850s when it was recognized as a cultural, economic, and religious center, as well as one of the wealthiest communities in Texas. Because the economy was based primarily on slave-based agriculture, Independence declined financially after the Civil War and Reconstruction. When university officials refused to allow the Santa Fe Railroad to come to the town, its decline became more rapid. Regional trade diverted to towns on the railway, and without train access, students and teachers found it increasingly difficult to get to and from Independence. In 1886, both campuses of Baylor University left Independence, which began its transition to a quiet rural settlement.²⁹

²⁶ Richard S. Hunt and Jesse F. Randel, *A New Guide to Texas Consisting of a Brief Outline of the History of its Settlement, and the Colonization and Land Laws: A General View of the Surface of the Country; its Climate, Soil, Productions, & etc. with a Particular Description of the Counties, Cities, and Towns* (Austin: Jenkins Publishing Co., 1845, New York: Reprinted by Sherman and Smith, 1970), 51; La Bahia Road is one of the oldest roads in Texas. Originally an east-west Indian trail in southwestern Louisiana and southeastern Texas, French and Spanish explorers utilized it as early as the late 1650s. Its importance grew as it became a primary corridor for the movement of people and goods from the well-established Spanish (and later Mexican) settlements, missions and presidios of south and east Texas to Louisiana.

²⁷ James L. Hailey and John Leffler, “Washington County,” *Handbook of Texas Online*, <https://tshaonline.org/handbook/online/articles/hcw04> (accessed January 28, 2020); “Introduction to Washington County,” Baylor at Independence, Baylor University, <https://www.baylor.edu/independence/index.php?id=83294> (accessed January 28, 2020); Paul Fisher, Nomination to the National Register of Historic Places, Seward Plantation, Independence, Washington County, Texas. National Park Service #12001250, 17-18; Eugene C. Barker, “Stephen Fuller Austin,” *Handbook of Texas Online*, <https://tshaonline.org/handbook/online/articles/fau14> (accessed June 28, 2019); Carol E. Christian, “Washington-on-the-Brazos,” *Handbook of Texas Online*, <https://tshaonline.org/handbook/online/articles/hvw10> (accessed June 1, 2019).

²⁸ Noel Grisham and L. W. Kemp, “John P. Coles,” *Handbook of Texas Online*, <https://tshaonline.org/handbook/online/articles/fco21> (accessed February 18, 2020); Byron Augustin and William L. Pitts, “Independence, Texas (Washington County),” *Handbook of Texas Online*, <http://www.tshaonline.org/handbook/online/articles/hli03> (accessed February 18, 2020); Washington was later renamed Washington-on-the-Brazos after the Civil War.

²⁹ White, 3-4, 14; Murray, 44-45, 302-303, 307, 314; “History of Baylor at Independence,” Baylor at Independence, Baylor University, <https://www.baylor.edu/independence/index.php?id=83295> (accessed January 20, 2020); James L. Hailey and John Leffler, “Washington County,” *Handbook of Texas Online*, <https://tshaonline.org/handbook/online/articles/hcw04>; Byron Augustin and William Pitts, “Independence, Texas (Washington County),” *Handbook of Texas Online*, <https://tshaonline.org/handbook/online/articles/hli03> (accessed January 28, 2020); Fisher, 17-18.

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Natural disasters also added to Independence's woes. An 1873 fire destroyed several businesses, to be followed by a tornado in 1882 and a hurricane in 1900. Despite these events, there was a brief building boom in Independence during the late-1930s, when the stone and other resources from the Baylor buildings on the male campus were used for new buildings and repairs across Independence. Despite this development, Independence continued to decline. In 1958, the post office closed and in 1966, the population of Independence had declined to 200. In 2000, Independence had 140 residents.³⁰ Although the Civil War, the lack of a railroad, and Baylor's relocation in 1886 altered the Independence economy, the surrounding farmland remained productive. Despite this, the area has never achieved the agricultural success of its early history. Today, livestock ranching has replaced cotton farming as the most prevalent activity in the county.³¹

19th Century Higher Education in Texas

The Baylor Male and Female Department archeological sites in Independence, Washington County are among the few extant properties that document the early development of higher education in Texas. Religious organizations and private interests led the 19th century college founding movement in Texas, and the first generation of institutions opened in the period between independence from Mexico (1836) and statehood (1845). By 1860, there were 25 denominational and private colleges. Antebellum-era colleges and universities were in East Texas, then the state's most-populated region, until late 19th century railroad construction shifted settlement patterns west and north. Early Texas colleges, reliant on parishioner funding, struggled constantly to remain solvent. Half of the state's colleges closed after the Civil War. Despite setbacks, college founding was prolific and, by the 20th century, public universities and dozens of private, denominational, and normal institutions opened across Texas. Generally speaking, higher education in the 19th century was a privilege of Texas' Anglo-American racial majority and, before the Civil War, students at colleges like Baylor represented the elite planter class. During Reconstruction, new institutions opened enrollment to African Americans, Hispanic Texans, and a broader cross-section of economic classes. Texas' early collegiate institutions reflected contemporary pedagogical methods and offered students advanced courses of study in theological training, classical instruction, law, and medicine. Graduates became the state's first native-born professional class of politicians, attorneys, physicians, and businessmen. In an era when many regarded higher education as a civilizing force and the bedrock of democratic society, the success of Texas universities and colleges was a direct reflection of the state's progress.

The Old Three Hundred, Stephen F. Austin's first colony, consisted of families who were financially better off than most pioneers. All but four heads of households from this group could read and write; an extremely larger percentage at this time.³² Once settled, these families sought educational opportunities for their children. Frances Judith Trask's boarding school for girls, established in Coles' Settlement in 1834 is an example of this.

The first educational institutions, except for three, that were chartered by the Republic of Texas were organized by independent, non-denominational groups. These three include two sponsored by the Methodist Church (Ruterville College in southeast Texas and Wesleyan College in east Texas) and one by the Union Association of the Baptist Church (Baylor University in southeast Texas). Of the 19 institutions chartered, nine were never opened; seven closed

³⁰ Byron Augustin and William Pitts, "Independence, Texas (Washington County)," *Handbook of Texas Online*. <https://tshaonline.org/handbook/online/articles/hli03> (accessed January 28, 2020); Fisher, 17-18.

³¹ Murray, 289; Byron Augustin and William L. Pitts, "Independence, Texas (Washington County)," *Handbook of Texas Online*, <http://www.tshaonline.org/handbook/online/articles/hli03> (accessed February 18, 2020); James L. Hailey and John Leffler, "Washington County," *Handbook of Texas Online*, <https://tshaonline.org/handbook/online/articles/hcw04> (accessed January 28, 2020); "History of Baylor at Independence," Baylor at Independence, Baylor University, <https://www.baylor.edu/independence/index.php?id=83295> (accessed January 20, 2020); Fisher, 17-18.

³² Charles R. Matthews, *Higher Education in Texas, Its Beginnings to 1970* (Denton: University of North Texas Press, 2018), 5.

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in the 1840s-1860s, two were incorporated into the public school system, and one is still in existence, that being Baylor University.³³ During this time, the legislature passed a number of bills to establish two public universities and policies to fund education, but no further action was taken.

When Texas joined the Union in 1845, the new state constitution did not mention higher education. However, in 1854, Congress passed a bill to establish the University of Texas and allocated \$100,000 in U.S. bonds. In late 1859, Governor Houston asked that the university funds be used instead, for the protection of the frontier. Although no public university was established during the years of early statehood (1845-1861), a number of Christian denominations – Methodists, Baptists, Presbyterians, and Lutherans, did so. The first institution of higher learning established by the Catholic Church did not occur until 1868 with the founding of Our Lady of the Lake in Castroville. These schools operated with funds obtained primarily from donations and from tuition and are discussed below.³⁴

The Methodists, the most prolific religious group in founding colleges, established 21 by the end of the 19th century. Its first institution – Ruttersville College, received its charter from the Republic in 1840, and opened in 1841 with 60 students in LaGrange, in Fayette County. By 1850, it had an enrollment of 800 students, most of which attended on a part-time basis. But enrollment declined and the college merged with a military institute in Bastrop and eventually closed in 1856. The Texas Conference of the Methodist Church replaced Ruttersville College with the acquisition of the non-denominational Chappell Hill Male and Female Institute (also known as Chappell Hill College, located in Washington County, 15 miles southeast of Independence) in 1855. The Conference formed Soule University from the institute's male department and Chappell Hill Female College from the female department. Both received charters in 1856. Despite the Civil War, two fires, and yellow fever epidemics, Chappell Hill Female College remained open, constructed a new building in 1872 and added a dormitory and music hall in the 1880s. During the Civil War, Soule University closed and the Confederate Army used the university building as a hospital and the university's library and equipment were destroyed or lost. Although Soule University reopened in 1867, the yellow fever epidemics and the changing economy and demographics caused the university to close in 1887. Chappell Hill Female College used Soule's building until it closed in 1912.³⁵

The University of San Augustine, chartered by the Republic as a non-denominational college, fell under the leadership of the Presbyterian Church in 1845, but disputes between San Augustine Presbyterians and Methodists over who should control the college, led to the creation of a Methodist university – Wesleyan College. Both schools closed in 1847 and were consolidated into the University of Eastern Texas in 1848, but the attempt was unsuccessful and the school soon closed.³⁶

The history of Texas Baptist colleges is rooted in the denomination's efforts in the larger South. Baptists joined other Protestant evangelicals in the college founding movement in the early 19th century to bring ministerial training and general education to southern states where no Baptist institutions of higher learning yet existed.³⁷ In 1813, some estimates counted 90,000 Baptists living in southern United States and at the first Southern Baptist Convention in 1845, leaders enumerated its membership was approximately 350,000. By 1891, there were approximately 1.3 million Southern Baptists.³⁸ Increasing access to higher education was the initial motivation for Baptists to establish new

³³ Murray, 4.

³⁴ Matthews, 14-60, 75-76, 86.

³⁵ Matthews, 77-78, 94-95, 287, 302, 305-306; Carole E. Christian, "Chappell Hill Female College," *Handbook of Texas Online*, <http://www.tshaonline.org/handbook/online/articles/kbc15> (accessed May 21, 2020); Carole E. Christian, "Soule University," *Handbook of Texas Online*, <https://tshaonline.org/handbook/online/articles/kbs24> (accessed May 21, 2020), the development and growth of, the enrollment, and the socioeconomic problems of the two institutions established in Chappell Hill by the Methodists are very similar to those of Baylor University.

³⁶ Matthews, 78, 165-166, 312.

³⁷ Johnson, 4.

³⁸ Robert A. Baker, "Southern Baptist Beginnings," baptisthistory.org,

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colleges in the 1820s-1850s. Previously, southerners traveled to northeastern states at great expense and time to attend Baptist colleges, which prevented many from attending. The first Baptist college in the South opened in South Carolina (Furman College) in 1826 followed by Kentucky (Georgetown College) in 1829. In the 1830s, more colleges opened in Georgia, North Carolina, Tennessee, and Virginia. Baylor University was among several colleges founded by Baptists in the 1840s.³⁹

Baptist schools in southern states were considered “local colleges” that served an in-state student population and drew many from area communities. Students of other denominations were welcome at Baptist colleges, and although church attendance was a requirement, individuals were free to attend services at the church of their faith. Between 1850 and 1880, more than 90% of Baylor’s student body were from Texas; a pattern repeated in Baptists colleges of other southern states for the same period.⁴⁰

Baptist colleges helped expand the denomination’s foothold in the South during a period of increasing sectionalism before the Civil War. In 1845, the year of Baylor’s charter, the Southern Baptist Convention formed after years of intense disagreements with northern counterparts on the issue of slavery. As the abolition-slavery issue intensified, the bitter sectionalism it spurred intersected with higher education. Historian Leslie Beckham observed, “the idea that a Southerner could receive a Northern education that equipped him for Southern leadership became more and more implausible in the Southern mind.”⁴¹ Texans, many of whom came from states in the lower South, agreed that the best schools to educate their children were those in their home state. Northern colleges, many believed, posed an intellectual threat to impressionable students. The 1857-58 Baylor University catalog articulated this belief:

It is a source of great regret to see Texans patronizing Northern or distant colleges where our youth will imbibe sentiments... antagonistic or alien to our own; when by giving Texas schools and colleges their patronage they would grow up and reflect glory and luster on our young and growing state. A young man, educated in Texas will have peculiar advantages... [as they would learn] the genius, character, and wants of the people with whom [they were] to live and act.⁴²

In 1841, the Union Association of the Baptist Church in Texas created the Education Society to lead the denomination’s effort to establish the state’s first Baptist college and preparatory school. Baylor University received its charter from the Republic of Texas in 1845. Other Baptist institutions opened in later decades. Waco Classical School, the forerunner to the modern Baylor University, opened as a preparatory academy in the late 1850s. Baylor Female College, which received its own charter in 1866, eventually transferred from Independence to Belton, 40 miles south of Waco. Sabine Baptist College opened in 1858 in Milam (south-central Texas) under the auspices of the Central Baptist Association. The institution, closed during the Civil War, opened again in 1868, but because of financial difficulties, it was closed in 1870. Northwest Baptist College was founded as a junior college at Decatur (north-central Texas) in 1891. Financial problems led to the school’s closure in 1896. The Baptist General Convention purchased the college and the name changed to Decatur Baptist College, eventually moving in 1965 to Dallas, becoming Dallas Baptist College. In 1985, it added graduate courses and became Dallas Baptist University. Two additional Baptist colleges

<http://www.baptisthistory.org/baptistorigins/southernbaptistbeginnings.html>, accessed April 15, 2020.

³⁹ Two important studies on the history of Southern Baptist higher education are: Charles D. Johnson, *Higher Education of Southern Baptists: An Institutional History, 1826-1954* (Waco: Baylor University Press, 1955), HathiTrust.org, <https://babel.hathitrust.org/cgi/pt?id=uva.x001910915&view=2up&seq=34> and Leslie Christopher Beckham, “Making Good Sons, Useful Citizens, and Christian Scholars: Southern Baptists Higher Education in the Nineteenth Century,” (PhD diss., University of Kentucky, 2002).

⁴⁰ Beckham, 68-73.

⁴¹ *Ibid.*, 83.

⁴² Baylor University, “Fifth Annual Catalog of the Trustees, Professors, and Students of Baylor University 1857 – Male Department,” 19.

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were opened during the last decade of the 19th century. These were Abilene Baptist College in 1891, later becoming Hardin-Simmons College, and South Texas Baptist College in Waller (south Texas) in 1898.⁴³

In 1846, a group of Cumberland Presbyterians founded the town of Larissa in Cherokee County, located in east Texas and organized its first school. In 1850, a three-story frame academic hall and two dormitories were built, and the school became known as Larissa Academy. In 1855, the Brazos Synod of the Cumberland Presbyterian Church assumed responsibility for the school, renamed it Larissa College, and established male and female departments and a preparatory school. The charter was approved by the state legislature in 1856. From the beginning, however, the school was plagued by financial problems. However, enrollment rebounded before the Civil War, but after the war began, the college was forced to close. It reopened after the war, but in 1866, the Brazos Synod withdrew its support after the decision was made to establish one large school, Trinity University, rather than finance several smaller colleges.⁴⁴

The Presbyterian Church established Austin College at Huntsville, located in east Texas in 1849 and Aranama College, at Goliad, in south-central Texas in 1852. Austin College was prosperous and well patronized until the Civil War. In 1876, the Texas Synod moved the college to Sherman which opened in 1878. Aranama College began as a preparatory school and by 1857 and began offering college courses. In 1860, the college had a preparatory program, a four-year Bachelor of Arts degree, and a scientific degree. Although financial problems burdened the college throughout most of its existence, it remained open until the Civil War. During the war, the school building was used by both Southern and Northern armies. After the war, the church was unable to keep the college in operation.⁴⁵

Colorado College, the first Lutheran College in Texas was founded in 1857 at Columbus, in south-central Texas. Enrollment reached as high as 300 and continued to operate until 1886.⁴⁶

The colleges and universities that were established during the Republic and early statehood had much in common. They struggled financially and had difficulty building endowments based primarily on private donations and tuition. They operated preparatory departments and emulated the college curriculums of eastern universities. Most of these institutions closed during the Civil War and the facilities at a number of these were occupied by military forces. Many did not reopen after the war. In 1860, an estimated 2,400 students were enrolled in Texas colleges and universities, but in 1870, that number had decreased to 800.⁴⁷ The institutions that did survive consolidated with other institutions or moved their locations to more populous centers in central and north-central Texas.

During the last quarter of the 19th century, approximately 84 institutions of higher learning were established. These included church-sponsored as well as state-funded colleges and universities.⁴⁸ A number of church-sponsored institutions were established for African Americans, these include Howard Payne University, Paul Quinn College, and Bishop College, sponsored by Baptist organizations, Tillotson College of the Congregational Church, and Wiley College of the Methodist Episcopal Church.⁴⁹

When Texas reentered the Union, it became eligible for the Morrill Land Grant Act of 1862, which provided public

⁴³ Matthews, 80, 82-86, 164, 257, 313. Vivian Elizabeth Smyrl, "Waco University," *Handbook of Texas Online*, <http://www.tshaonline.org/handbook/online/articles/kbw04> (accessed May 21, 2020).

⁴⁴ Matthews, 99-101, 296; Christopher Long, "Larissa College," *Handbook of Texas Online*, <http://www.tshaonline.org/handbook/online/articles/kbl07> (accessed May 21, 2020).

⁴⁵ Matthews, 98-99, 113, 281-282; Craig H. Roell, "Aranama College," *Handbook of Texas Online*, <http://www.tshaonline.org/handbook/online/articles/kba13> (accessed May 21, 2020).

⁴⁶ Matthews, 91.

⁴⁷ V. R. Cardozier, "Higher Education," *Handbook of Texas Online*, <https://tshaonline.org/handbook/online/articles/khhr> (accessed June 1, 2019).

⁴⁸ Matthews, Chapter 13: Texas Colleges Past and Present, 255-319.

⁴⁹ Matthews, 193-194.

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lands to establish colleges “to teach such branches of learning as are related to agriculture and the mechanic arts.”⁵⁰ This act funded the creation of two colleges – the Agricultural and Mechanical College of Texas (now Texas A&M University), which opened in 1876, and Alta Vista Agricultural College (now Prairie View A&M University) for African-American youth which opened in 1878. The 1876 State Constitution called for the establishment of the University of Texas (opened in 1883) and set aside one million acres to fund a Permanent University Fund.⁵¹

During this time, Texas had a serious teacher shortage, but with the support of the Peabody Education Fund, the state legislature passed a bill in 1879 establishing Sam Houston Normal Institute, the first state school that was established to train white teachers in the state. In 1887, Prairie View Normal School was established to train teachers for black schools. Others followed in 1899, including Southwest Texas Normal School in San Marcos and North Texas Normal College in Denton.⁵²

Baylor University at Independence (1845-1886)

Timeline of the Property’s Historic Names

Name	Period	Comments
Baylor University Male Department	1851-1866	The name change occurred when President Burleson separated the male and female students onto different campuses. The Male Department moved to a newly completed building on Windmill Hill. The female students remained on Academy Hill.
Baylor University	1866-1886	In 1866, Baylor University Female Department became a separate institution, Baylor Female College, and the nominated campus became Baylor University.
William Carey Crane College/Binford College	1886-1889	Following the relocation of Baylor University to Waco, the Union Association established a new college on the property.
Guardian Angels Orphanage and Industrial School for Negro Boys	1889-1927	The Union Association sold the property to T.C. Clay, who then sold it to Father Frances Martin Huhn, a Catholic Priest who established the orphanage.
Tenant Farm (Klatte Property)	1927-1950s	The sisters of Huhn sold the property to Charles Klatte.

After the Texas Revolution, the citizens of Coles’ Settlement (Independence), petitioned the Texas Congress for a preparatory school. The school charter was granted in 1837, establishing Independence Academy. The following year, the Trustees of Independence Academy purchased a four-acre tract of land and a two-story 33’x35’ wood frame building from Ann Koontz. Contemporary advertisements indicate that by May 1839, Independence Academy had more than 50 students. In 1841, 75 students, boys and girls ranging in age from 6 to 25 were enrolled. It operated first under Colonel J.C. Giddings and finally under Henry Gillette, until it closed in 1845. Edward W. Taylor purchased the property, known as Academy Hill, at a sheriff’s auction.⁵³

Meanwhile, the Union Association of the Baptist Church organized an Education Society in 1841 with the purpose of establishing a Baptist university in Texas. Robert Emmett Bledsoe (R.E.B.) Baylor (1793-1873), William M. Tryon (1809-1847), a Baptist missionary, and J.G. Thomas wrote the petition for its charter, which the Republic of Texas issued on February 1, 1845. The university was named in honor of R.E.B. Baylor.⁵⁴

⁵⁰ Wikipedia, “Morrill Land-Grant Acts,” https://en.wikipedia.org/wiki/Morrill_Land-Grant_Acts (accessed May 20, 2020).

⁵¹ Matthews, 31-32, 59-60, 204-205; V. R. Cardozier, “Higher Education,” *Handbook of Texas Online*. <http://www.tshaonline.org/handbook/online/articles/khhr> (accessed November 6, 2019).

⁵² Matthews, 110-118.

⁵³ Murray, 5-7, 52.

⁵⁴ White, 1-4, 9; Murray, 15-26; Also see “Charter of Baylor University” in Murray pp. 353-356 and the “List of the Trustees of

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In 1845, four communities placed bids for the location of the university. The Independence bid was selected by ballot because Independence had become a prominent community in terms of wealth and population, and because Taylor offered the Independence Academy property (valued at \$7,925) to the bid proposal.⁵⁵ Nineteenth-century school catalogs also credited the cultural affluence and beauty of Independence as part of the inducement for its selection, adding “No spot in Texas presents lovelier landscapes than do the hills, the valleys, and the live-oak groves around Independence.” Importantly, it was a suitable environment for impressionable students who would find in Independence, “a refined community, undisturbed by the vices incident in large towns.”⁵⁶

Eager to begin instruction, Baylor University opened as a preparatory school in 1846 with 24 students under the temporary supervision of Henry F. Gillette in the former Independence Academy building on Academy Hill. By the end of the first semester, enrollment increased to 70 students. In January 1847, Baylor University’s first president, Henry Lee Graves (1813-1881), assumed his responsibilities and developed a college-level curriculum. That spring, the university began its first coeducational collegiate program alongside its preparatory program. In 1848, the trustees began making plans to build a stone structure on [REDACTED] of the Independence town square.⁵⁷

The administration of Rufus C. Burleson (1823-1901), who accepted the presidency in 1851, when Graves resigned due to health issues, ushered in a decade of growth and prestige for the university. Within the first year of his tenure, he separated the male and female students onto different campuses. The Female Department remained on Academy Hill and the Male Department moved to Graves Hall (**Figure 4**), the newly constructed building on Windmill Hill. He saw that an endowment was established, laboratory equipment and books purchased, and the university’s first catalog issued. Burleson also established a code of honor and coined the university’s motto, *Pro Ecclesia, Pro Texanna*. He liberalized and broadened the curriculum to include ancient and modern literature, philosophy, political economy, civil engineering, biology, natural history, and Evidences of Christianity (**Figure 9, 1852-53 Catalog**). He added Spanish and German to the modern language curriculum and initiated professional programs including a law department and a theology school. Baylor University’s graduates filled Baptist pulpits and entered legal, medical, business, and other professions. Baylor University’s first degrees were awarded to Stephen D. Rowe in 1854 and Mary G. Kavanaugh in 1855.⁵⁸

As enrollment grew in the 1850s so did the need for more faculty and buildings, which placed a strain on the university’s finances. University agents raised what money and donations they could from private citizens and Baptist churches across the United States. Despite these solicitations, the university continued having difficulties paying its bills. Burleson mortgaged land from his father’s estate to finance the construction of a three-story, octagon-shaped building (**Figure 8**) which served as the president’s residence and male dormitory on Windmill Hill. By the mid-1850s, the Windmill Hill campus consisted of Graves Hall, three dormitories, supporting structures, and plans to build a second academic building. In 1857, a temporary setback occurred when a devastating year-long drought caused major cotton and corn failures in Texas. Enrollment dropped from 355 to 275 because parents, who relied on those crops, were unable to afford tuition. However, by 1860, the university had a promising future. The Female Department had a new academic building, a large boarding house, a dining hall, and kitchen for its 166 students. The Male Department had two academic buildings, a large dormitory, four additional buildings, and 235 students. Baylor was

Baylor University in Independence” in Murray on pp. 361-363; Carroll, 132-134, 150.

⁵⁵ White, 13-14; Murray, 41, 44-45, 52; See other bids for the location of the university in Murray, p. 44.

⁵⁶ Crumpton III, 66-67.

⁵⁷ Murray, 67-70, 77-78, 88; White 15-16; “Henry Lee Graves,” Baylor Presidents, About Baylor, Baylor University, <https://www.baylor.edu/about/index.php?id=89254> (accessed February 20, 2020).

⁵⁸ Murray, 102-109, 121, 128, 133, 379; First graduates, see Murray, p. 384; White 24; “Rufus C. Burleson,” Baylor Presidents, About Baylor, Baylor University, <https://www.baylor.edu/about/index.php?id=89255> (accessed February 20, 2020).

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well-known across the South and was catalogued by the *London Times* as a leading institution of higher learning in America.⁵⁹

In March, 1861, Texas joined the Confederacy, and in April, after a long-standing feud with Principal Clark of the Female Department, admonishments from the Board of Trustees, and an offer to serve as president of Waco Classical School (later remained Waco University), President Burleson resigned his office, taking the majority of the male faculty and senior class with him. The Civil War had suspended operations at most of the universities of the South, but Baylor remained open even though over 150 students mustered into the Confederate Army. The enrollment at the Female Department was not as affected by the war; in fact, it remained steady with approximately 160-180 students throughout the war years. During the first three years of the war, all but one of the buildings located on the male campus were used as a Confederate training facility. The male students who remained on campus participated in military drills. Former trustee and professor, George Washington Baines (1809-1882), agreed to serve as president, which he did for two years, working to rebuild the male department and keeping the university open.⁶⁰ After Baines resigned due to poor health, William Carey Crane (1816-1885) became Baylor University's fourth president in 1863. He reclaimed the buildings occupied by the Confederate Army on Windmill Hill, which were severely damaged by the soldiers. Crane then turned his attention to increasing the size of the student body, which he did, due in part to accepting land, livestock, goods, and services to pay tuition and fees. He worked tirelessly to keep the university solvent during the years of Reconstruction and the economic depression of the 1870s, often using his own funds to settle debts that the university accrued. He personally bought laboratory equipment, repaired buildings, and paid the room and board of struggling students. He continuously solicited contributions from Texas Baptists for the university endowment and scholarships; grew the campus to 32 acres, served as the first president of the Texas State Teachers Association, and worked to improve the public-school system.⁶¹

To create financial security for the university, President Crane wrote a bill, modeled on a program that funded denominational universities in Louisiana, to appropriate state lands to successfully operating universities. His rationale was that if the Female Department was granted its own charter, the university could obtain twice as much land. In 1866, he drew up the act of incorporation for Baylor Female College, it was sanctioned by the Board of Trustees, and in September 1866, the Texas Legislature chartered Baylor Female College, with its own Board of Trustees. The land grant bill never materialized.⁶²

For the next 20 more years, both institutions enjoyed healthy enrollments. Fine arts education at Baylor was particularly excellent. From approximately 1871 to 1886, noted artist Henry McArdle taught male and female students painting, sculpting, and engineering in the basement of the academic building on the Academy Hill campus. During his professorship, McArdle made a sketch of the Baylor University campus on Windmill Hill (**Figure 7**) and completed the first version of his famous painting *Dawn at the Alamo*.⁶³

Several factors led to the relocation of Baylor University from Independence. The economy of Independence declined after the Civil War, and new immigrants and freedmen diversified the once-Baptist community. Railway lines bypassed Independence in the 1880s and counties further west in central Texas became the state's new centers for political and cultural institutions. The shift of population and economic centers to central Texas, competition with

⁵⁹ Murray, 142-143, 154-155, 183, 195, 379; White, 34, 36-37, 40, 59.

⁶⁰ Murray, 192, 194, 204, 205, 208, 379; List of Baylor Confederate enlistees in Murray, pp. 387-390; White, 46-51; "George Washington Baines," Baylor Presidents, About Baylor, Baylor, <https://www.baylor.edu/about/index.php?id=89256> (accessed February 20, 2020).

⁶¹ Murray, 222, 228, 230, 288, 290, 300, 310.

⁶² Murray, 237-240; "William Carey Crane," Baylor Presidents, About Baylor, Baylor University, <https://www.baylor.edu/about/index.php?id=89255> (accessed February 20, 2020).

⁶³ Murray, 379; For additional paintings by Harry A. McArdle, see Murray, 278-279.

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other universities for enrollment, and discord among Texas Baptists about supporting two universities in Independence and Waco, all laid the groundwork for the closure of the schools. In 1886, the Baptist General Convention consolidated Baylor University (the male school) with Waco University in Waco, and Baylor Female College moved to Belton.⁶⁴

Baylor University Male Department (1851-1866) and Baylor University (1866-1886)

After Baylor University bought 13 acres south of the Independence town square in 1849, the trustees had stone brought to the property to begin the construction of a two-story building. The building was completed in the summer of 1851 and in September, Baylor University's second president, Rufus C. Burleson and the Male Department moved in. This building (Graves Hall) served as the academic building and chapel of the Male Department until the wing building (Houston Hall) was completed in 1860. During the 1850s, four frame structures and a large boarding house (Burleson's Domicile) were erected on the southern portion of the property and plans were made to erect the main building (Tryon Hall) on Windmill Hill. Enrollment increased during the 1850s, from 94 in 1852 to 235 in 1860. It was impacted by the Civil War but rebounded to 140 in 1865.⁶⁵

In 1879, funds were raised to complete Tryon Hall and it was near completion in 1882 but funds were diverted to repair other buildings on Windmill Hill that were damaged by a tornado. By 1884, the third floor was being used as a chapel and for Board of Trustees' meetings and commencements. Enrollment averaged 100 per year throughout the late 1860s through the 1880s, with 209 enrolled during its final year at Independence. Since the majority of the university's applicants were unable to pass the college admission exam, they enrolled into the preparatory department, where they took courses in English grammar, arithmetic, American history, geography, penmanship, Latin and Greek, and readings in Caesar and Virgil. Students were required to read the laws of the university and sign a declaration that they would obey them. They were not allowed to leave campus without the permission of the faculty and had to be in their rooms at 9:00 pm. Profane language, possessing weapons, drinking and gambling were not allowed. A set of demerits were used for disciplinary purposes and if a student reached 100 demerits in one semester, or 150 in one year, he would be expelled. The finances of the students were monitored. Accounts with merchants could only be opened with the permission of parents or guardians. Only items of utility or necessity could be purchased, and had to be under the direction of a teacher. Students attended classes in four one-hour sessions, and each morning, they were required to attend an opening exercise in which a passage from scripture was read, prayers offered, and hymns sung. Students received grades on their recitations and writing assignments daily. During the 1850s, several societies, the Philomathesian, the Erisophian, and the Adelphean Societies, were established for the purpose of holding weekly debates, lectures, and readings of essays. Outside of class, students attended revivals and church services, went on picnics and attended parties. Personal accounts tell of students playing "hot ball" with President Burleson, sneaking out of the dormitory at night, stealing chickens, hiding the president's buggy, and visiting girls on Academy Hill.⁶⁶

The Male Department offered four tracks of study – a Bachelor of Arts degree, a Bachelor of Philosophy degree, a ministerial degree, and a law degree. The more common Bachelor of Arts degree was a four-year, classical liberal arts degree, modeled on the great schools of the northeast, with a focus on Greek and Latin and classic works in those languages, as well as classes in history and literature of the ancient world, Britain and America, philosophy, modern languages like French, Spanish and German, trigonometry, algebra, geometry, calculus, chemistry, geology, astronomy, the United States Constitution, and Elements of Criticism and Evidences of Christianity.

⁶⁴ Murray, 314; *Baylor at Independence*, Online Course, Baylor University, <https://baylor.catalog.instructure.com/>.

⁶⁵ Murray, 67, 88, 108, 142, 183, 194-195, 240, 288, 291, 379; White, 15, 55-59; *Baylor at Independence*, Online Course, Baylor University, <https://baylor.catalog.instructure.com/>.

⁶⁶ White, 61-69; Murray, 121, 136-137, 156-159, 379; *Baylor at Independence*, Online Course, Baylor University, <https://baylor.catalog.instructure.com/>.

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The Male Department also offered a scientific degree in which a student could receive a Bachelor of Philosophy. It was a three-year program with a primary focus on the study of the sciences, which included geology, chemistry, hydraulics, mineralogy, astronomy, botany, hygiene, as well as geometry, algebra, and calculus. Besides the sciences and mathematics, students were required to take modern and ancient history, logic, political economy, rhetoric, moral philosophy, Analogy of Religion and Nature, Evidences of Christianity, and physical fitness classes.⁶⁷ The majority of the faculty taught a number of different courses each semester; for example, Thomas G. Edwards served as Professor of English Literature and as Tutor in the preparatory department.⁶⁸

After students had completed their course of study, they had to demonstrate their competency before a visiting examination board. After examinations, the names of students, recommended for graduation, were sent to the president, who would then send them to the Board of Trustees, who authorized the receiving of diplomas. The commencement exercise lasted most of the day, with prayers, reading of essays, and music. As part of the exercise, medals were awarded to students deserving special recognition, such as the President's Silver Medal for Best Scholar or Hiram Wood's Medal for Best Speaker, followed by the awarding of diplomas.⁶⁹

As Baptist historians have stated, ministerial education was the motivating force for the origin of 31 Baptist colleges in the United States from 1813 to 1835, and this was the case for Baylor University, as illustrated by the university's motto, "*Pro Ecclesia, Pro Texana.*"⁷⁰ The ministerial degree was the same as the Bachelor of Arts degree, but differed in the language requirement. Instead of the required modern languages, ministry students took Hebrew. Beginning in 1847, Reverend J.W.D. Creath spent most of his time as an agent of Baylor University, traveling the state preaching at Baptist churches for the purpose of arousing interest in education, seeking vocations to the ministry, and raising money for the university. The funds that he collected not only raised the university's endowment, but also paid tuition, room and board for ministry students. Creath also taught theology courses at Baylor. In 1872, Baylor University issued a circular stating that tuition would be free to all candidates for Gospel Ministry. The 1872-1873 Catalogue listed 81 students enrolled with 12 ministry students. By 1883, Baylor University had educated 49 men for the ministry; most were serving as pastors or evangelists, and others as missionaries.⁷¹

Baylor University was the first school in Texas to teach law. In 1849, both Judge R.E.B. Baylor and Judge Abner S. Lipscomb of the Supreme Court of the State of Texas began teaching classes in the "science of law." By 1857, the School of Law was formally organized and Judge Royall T. Wheeler, also a justice of the Texas Supreme Court, was appointed head of the law school. The first class consisted of 13 students who completed a two-year course of study in 1857. Sixteen students graduated the following year. Classes were suspended during the Civil War but resumed in 1866 and the last two law degrees were conferred in 1867, making a total of 31 law degrees awarded at Baylor University while at Independence. However, courses in law were offered intermittently. Law students attended special lectures in Brenham and six would have been graduated in June 1872 if the department had been in operation. The last year that law courses were taught was 1883, the same year that the School of Law at Texas University opened. The Baylor Law School was revived in 1919 on the Waco campus.⁷²

⁶⁷ White, 61-62.

⁶⁸ Murray, 367.

⁶⁹ White, 67-69.

⁷⁰ Murray, 8, 107, 315; White, 10, 62; Matthews, Chapter 13 "Texas Colleges Past and Present."

⁷¹ Murray, 71, 268, 274, 289, 291-292, 315; Carroll, 582-583.

⁷² "History of Baylor Law School," Baylor Law, Baylor University, <https://www.baylor.edu/law/index.php?id=930137> (accessed June 1, 2019); Joseph W. McKnight, "Law Schools," *Handbook of Texas Online*, <https://tshaonline.org/handbook/online/articles/khl01> (accessed April 18, 2019); Murray, 169, 272, 380-382.

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History of the Property 1886-1927

After the death of President Crane in 1885, an adherent advocate for keeping the university at Independence, the Baptist State Convention voted to merge Baylor University with Waco University, which occurred in 1886. The Union Association acquired the property and opened William Carey Crane Male and Female Colleges. Enrollment remained low and the separate schools could not be maintained. In 1888, they were consolidated on the site of the former women's college, and renamed Binford University which folded a year later. To cover unsettled debts left unresolved by Baylor University, the Windmill Hill campus was sold to T.C. Clay.

Huhn (1850-1915) emigrated from Prussia to Missouri in 1852 with this family and siblings.⁷³ After becoming a member of the Catholic clergy, Huhn dedicated himself to missionary work for African American children in Leavenworth, Kansas. In the mid-1880s, he founded and ran an orphanage outside of the city until 1888 when Huhn and 35 children in his care boarded a box car for Galveston.⁷⁴ In 1889, he purchased the former Baylor University Male Department, a 36-acre property, from Clay where Huhn opened Guardian Angels Orphanage.⁷⁵ The large property accommodated Huhn's plans for it to a self-sustaining farm where the children, ages 7 to 15, would raise livestock, pick and process cotton, and grow fruit in addition to receiving religious instruction and industrial training. Huhn also used the premises for his German Catholic periodical, *Das heimathlose Negerkind (The Homeless Negro Child)*, which was confirmed by the recovery of German typeset during excavations of Tryon Hall.⁷⁶ Some Washington County citizens welcomed the orphanage to Independence while others (including Baylor Trustees) were vehemently opposed to the Catholic enterprise.

The only information that documents the history of Guardian Angels Orphanage and the property under Huhn's ownership is in newspapers, particularly *the Brenham Weekly Banner*. In 1891, under the headline, "A Priest's Cruelty: An Orphan Home Worse Than a Convict Camp," the journalist reported allegations of abuse that spread to news outlets back in Kansas:

They had been whipped with cow-hides and wire, and the scars on their backs were mute but eloquent testimonials of their suffering....The children presented an emaciated appearance...when dinner was given them...it consisted of spoilt meat and hard corn boiled on the ear...Their sleeping apartments smelled so bad that it almost turned the officers stomachs.⁷⁷

Testimony from the children also revealed deplorable working conditions. Overseen by an older boy named Joe, Huhn expected them to pick 40-100 pounds of cotton per day. When small children failed to run while carrying armloads of sugar cane from the field to the mill, Joe whipped them.⁷⁸ One child, John Look, said Huhn convinced his mother in Minnesota to send John to Texas for an education, but that they rarely received any school lessons. Huhn accused journalists of being anti-Catholic and criticized them for sensationalizing false charges.⁷⁹ Following a brief trial, the

⁷³ *Germany, Births and Baptisms, 1558-1898*. Salt Lake City, Utah: FamilySearch, 2013; *Selected Passenger and Crew Lists and Manifests*. National Archives, Washington, D.C.

⁷⁴ "Father Huhn's Trouble," *Leavenworth Standard*, August 20, 1891.

⁷⁵ Washington County Deed Book Vol. 27: 452. Brenham, Texas.

⁷⁶ *Brenham Weekly Banner*, April 24, 1890, July 17, 1890, July 30, 1891, August 20, 1891, August 27, 1891, September 3, 1891, May 5, 1893, May 30, 1893, September 22, 1893, October 12, 1893, October 7, 1894, and *Galveston Daily News*, August 23, 1891 (Newspapers by Ancestry); Eugene P. Willging and Herta Hatzfeld, "Catholic Serials of the Nineteenth Century Kansas," *Records of the American Catholic Historical Society of Philadelphia*, Volume 74 (American Catholic Historical Society, 1963), 242; Belew, 1986.

⁷⁷ "A Priest's Cruelty: An Orphan Home Worse Than a Convict Camp," *Brenham Weekly Banner*, July 30, 1891.

⁷⁸ "One of Father Huhn's Pupils Tells His Story," *Galveston Daily News*, August 23, 1891.

⁷⁹ "Reports of Cruelty," *The Catholic Tribune*, September 5, 1891.

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judge ruled in Huhn's favor stating that because the boys were not apprentices under the laws of the state, all that he could do was fine Huhn \$1,000. For several years, however, boys continued to escape the orphanage to seek refuge in Brenham's freedman communities. After 1894, all reports about Guardian Angels Orphanage, "the only place in the United States where emancipation did not free the slaves" disappeared, and Huhn gradually abandoned the institution.⁸⁰

Census records show Huhn lived at the former Baylor campus with his sisters, Philomena (Minnie) and Rosa, until his death in 1915. In that period, Huhn amassed a fortune and owned more than 175 acres while letting the buildings deteriorate. In 1893, Houston Hall burned and he used its ruins as a barn. Nine years later, Graves Hall also burned. The newspaper reported at one time Huhn constructed a wall to deter children from running away. In 1927, Minnie and Henry Huhn (another brother) sold the entire property to the Klatt Family.⁸¹

Post-1927 History and Archaeology

Following its conveyance, Charles Klatt incorporated the nominated property into the family's farming operations. They moved a shot-gun style structure, a former doctor's office in Independence, onto the property, and began leasing the farm to tenant families. At that time, Tryon Hall was the only structure still standing. In 1934, Esther Klatt had Tryon Hall demolished because she did not want her grazing animals to be injured or killed by falling stones from the building. The building was demolished by Walter Lueckemeyer and the stones were used to build a number of buildings in Independence (Lueckemeyer Store, Lueckemeyer Cotton Gin, the bell tower at the Independence Baptist Church, and the two entrance gates on Academy Hill). In 1936, a Texas Centennial marker was erected on the property.⁸²

In 1978, the Klattes leased their land to Baylor University for the purpose of conducting a four-year archaeological investigation by James S. Belew of Blue Jay Archaeological Services. Over 150,000 artifacts were recovered and some were displayed in a centennial exhibit at the Strecker Museum on Baylor campus in 1986. These artifacts are presently housed in the Mayborn Museum. An archaeological report was written in 1989, but it has not been published, nor have all of the artifacts been analyzed. In 2000, Vice President Harold R. Cunningham began negotiations with three owners of parts of the original campus for the purpose of acquiring their properties to develop into a public park, to be called Baylor Park on Windmill Hill. In 2001, Karen Kaye Klatt, Herbert Klatt, Jr., and David S. and Mary Wolff, donated parcels of land which encompassed the archaeological footprints of Houston and Tryon Halls, the well, and Judge Baylor's cenotaph, to Baylor University. Wolff provided an additional .085 acres for a parking lot, located to the east of the property. Belew conducted more archaeological work at the site in preparation for the creation of a park in 2001-2002. The artifacts recovered from the 2001-2002 excavations are currently being stored on his property near McGregor, Texas. In 2005-2006, additional archaeological work was conducted in order to protect the foundations of Tryon and Houston Halls. Eight underground conduits were installed to prevent damage of standing water to the foundations of the two buildings. On March 25, 2006, Baylor University President, Dr. John M. Lilley dedicated

⁸⁰ "He Released the Boy," *Brenham Daily Banner*, October 12, 1893.

⁸¹ *Brenham Banner Press*, March 30, 1928. Belew, 1989, 136-156; Twelfth Census of the United States, Population, 1900, United States Bureau of the Census, Bearcat Online System, Baylor University Libraries, Waco, <http://heritagequestonline.com>; Thirteenth Census of the United States, Population, 1910, United States Bureau of the Census, Bearcat Online System, Baylor University Libraries, Waco, <http://heritagequestonline.com>; *Brenham Weekly Banner* February 1, 1915 (Newspapers by Ancestry); "Father Martin Huhn," Texas Collection Blogs, <https://blogs.baylor.edu/texascollection/category/father-martin-huhn/>, posted October 9, 2013; Royston C. Crane Sr., undated document in scrapbook (Accession #0069, Box 17, Scrapbook, The Texas Collection, Baylor University); Baylor Arts and Sciences, "R.E.B. Baylor's wandering gravesite," <https://blogs.baylor.edu/artsandsciences/2012/05/07/this-week-in-baylor-history-r-e-b-baylors-gravesite/>, posted May 7, 2012.

⁸² Belew, 1989, 136-156, 168, 184, 192-193, 256, 261, 274; Belew, 2002b.

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Baylor Park on Windmill Hill (**Map 10**). In 2010, the Independence Visitor Center was opened and staffed and Baylor freshman began their annual visit to the site each year.⁸³

Commemoration of Baylor University in the late-1930s

The 1936 Texas Centennial was the first statewide, systematic effort by Texans to commemorate historical events, places, and people. Centennial organizers used the year 1836, when Texas became an independent republic from Mexico, as a symbolic starting point for a broad celebration of the state's history. Between 1935 and 1939, more than 1,100 properties—buildings, monuments, and markers—were erected across the state to honor 100 years of Texas independence.⁸⁴

One of the most prominent supporters and organizers for the Texas Centennial was Pat M. Neff (1871-1952), Governor of Texas from 1921 to 1925. Neff, a native of Coryell County, earned two degrees from Baylor University in 1894 and 1898 before launching a successful legal and political career. Following two terms as governor, Neff held appointments on several state and federal commissions. In 1932, he resigned the Railroad Commission to become president of Baylor University. Neff leveraged his political influence and close connection with Lou Kemp, Chairman of the Advisory Board of Historians for the Texas Centennial, to secure state-sponsored historical markers and statues to commemorate Baylor University. The R.E.B. Baylor statue, sculpted by Pompeo Coppini and erected on the Waco campus, a bronze plaque on the Baylor female campus in Independence, and a granite marker (**Photo 5**) at the site of the Male Department in Independence, collectively celebrated the university's long-standing contributions to higher education in Texas.⁸⁵

The Centennial marker on the nominated property, placed at the site of the male campus in 1936, reads as follows:

ON THIS SITE
STOOD ONE OF THE EARLY BUILDINGS
OF BAYLOR UNIVERSITY
ERECTED FOR BOYS IN 1851 AND
TORN DOWN IN 1834
THE INSTITUTION WAS INCORPORATED
FEBRUARY 1, 1845
UNDER THE LAWS OF THE
REPUBLIC OF TEXAS
NAMED FOR
ROBERT EMMETT BLEDSOE BAYLOR
WHO WITH REVEREND WILLIAM M. TRYON
SECURED THE CHARTER
HENRY L. GRAVES
WAS ELECTED FIRST PRESIDENT
JANUARY 12, 1846
CONSOLIDATED WITH WACO UNIVERSITY
IN 1886 AND MOVED TO WACO
BAYLOR UNIVERSITY
THE OLDEST EXISTING EDUCATIONAL
INSTITUTION IN TEXAS CONTINUES IN
UNSELFISH SERVICE
"PRO ECCLESIA, PRO TEXANA"

⁸³ Belew, 1989, 145, 168-169, 214-220; Gift deed from David S. and Mary Wolff to Baylor University: Washington County Deed Records, Vol. 984, P. 603, March 2, 2001; Belew, 2002b; "History of Baylor at Independence," Old Baylor at Independence, Baylor University, <https://www.baylor.edu/independence/index.php?id=83295> (accessed February 27, 2020).

⁸⁴ National Register of Historic Places, *Monuments and Building of the Texas Centennial MPS*, Statewide, Texas, National Register #100002344.

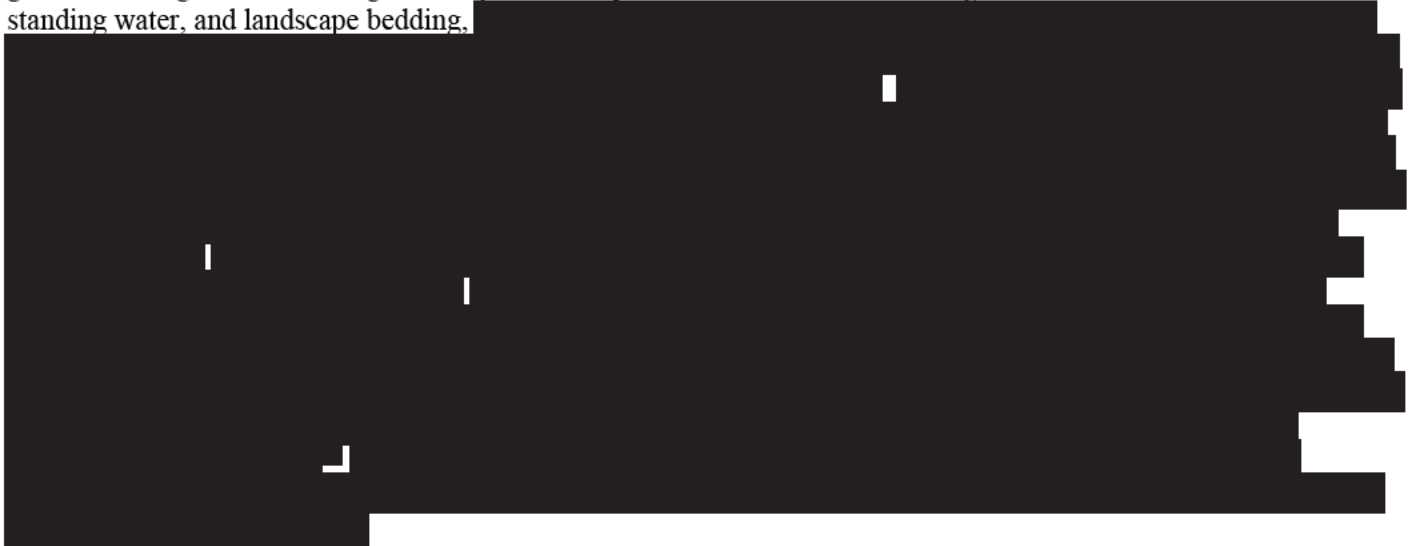
⁸⁵ Ibid.

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Criterion D: Archaeology

Integrity

Despite the fact that the property at Windmill Hill is now a commemorative park with an interpretive pavilion, crushed granite walking trails encircling the footprints of Tryon and Houston Halls, underground conduits installed to drain standing water, and landscape bedding,



Research Design

The research design pertaining to the archaeological investigations of Baylor University Male Department will focus on two main avenues of inquiry. The first will provide additional historical, archival and archaeological information necessary to further reconstruct the built environment as it evolved over four distinct time periods – Baylor University’s tenure before the Civil War, after the Civil War, during the orphanage period, and that of the tenant farm. The second will examine the material culture associated with each of these time periods in order to address questions concerning the socio-economic realities of the site’s residents during the mid-19th to the mid-20th centuries.

I. Reconstruct the built environment

A. Baylor University

As thorough as Belew’s excavations were,

Further archaeological work could possibly locate these structures as well as outside gathering spaces such as the quadrangle and gymnasium. He stated that quadrangles were a rare landscape feature on southern campuses and locating it would define the landscape design of the campus. Physical fitness became popular in the mid-19th century and Burleson built a gymnasium on the campus. Nothing is known of its configuration or where it was located. Popular at the time were games using bean bags, hoops, rings, and a four-foot wand or pole which could be used in 68 different exercises.⁸⁷ Finding gaming artifacts could identify the location of the

⁸⁶ Belew, 1989, 120, 146, 170; Belew, 2002a, 43, 51; Belew, 2006, 13, 20, 25-26; “Strategic Planning Proposal, Baylor at Independence Advisory Committee Report, December 10, 2000” (BU Records: Baylor at Independence, Accession #BU/220, Box 5, Folders 29-30, The Texas Collection, Baylor University).

⁸⁷ Thomas J. Schlereth, *Victorian America, Transformations in Everyday Life, 1876-1915* (New York: Harper Perennial, 1991),

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gymnasium. Belew noted that there probably was a college road that ran north-south through the center of the campus, but he was unable to investigate this feature further. The use of the campus changed during the Civil War with Confederate trainees occupying all but one of the campus buildings (Houston Hall). Is there material evidence of this? Since Houston Hall was the only building used by the university at this time, was it converted into living space for the male students still in residence on the campus? Where was the kitchen? It is also known that Houston Hall went through a number of repairs; this should be reflected in the recovery of architectural artifacts. What activities occurred in the courtyard defined by the connective wall between Tryon and Houston Halls? Was there a trash disposal area on this portion of the campus?

B. Guardian Angels Orphanage and Industrial School

Very little is known about how the buildings were used by the orphanage, except that it was a working farm in which the orphans worked picking cotton and hauling sugarcane and spent little, if any, time being educated. Is there any archaeological evidence of educational-related pursuits being conducted in Tryon or Houston Halls? It is unknown what building (Houston Hall, Tryon Hall, or Graves Hall) served as the dormitory for the orphans and what building served as Huhn's office and residence. Belew suggested that Huhn and some of the orphans lived in Graves Hall, while others lived in Houston Hall. He identified a kitchen midden near Houston Hall, associated with the orphanage period, but it is unknown where the kitchen was. Belew identified a shed/lean-to structure, a walkway, and a large fenced area adjacent to the north wall of Tyron Hall. What activities were performed here? Belew noted that most of artifacts found during the excavations of the Tryon Hall foundations dated to the orphanage period. How did the usage of space in and around this building change after fires destroyed Houston Hall in 1893 and Graves Hall in 1901? In 1894, Tryon Hall was consecrated as a Catholic church, is there any archaeological evidence to support this?

C. Klatte tenant farm

Questions concerning how the Klatte Family and the tenant farmers developed the property and where specific farm-related activities took place can also be addressed with archaeological investigations. It is known that the egg production and dairy farming increased during the early- to mid-1900s in Washington County. Did the occupants of this farm participate in this economy? Did they have a kitchen garden? What types of farm equipment were used on the farm? Did the residents have a generator, or was the farm connected to the electrical grid of Independence? Belew identified the location of a new wind/grist mill. He also identified additional features which include a pipeline connecting the well to the area used as a slaughter house, a four-post platform to support an iron tank, and numerous fence post molds. Belew's map included a large depression, which may have once been a stock tank. Information obtained from further excavations at the site can then be examined within the context of historical accounts of early 20th-century farming in south Texas (see Sitton and Utley's 1997 *From Can See to Can't - Texas Cotton Farmers on the Southern Prairies*) and to other small farms that have been excavated in Texas such as the Henderson farmstead (41BL273) in Bell County, in order to understand the spatial layout of small farms.⁸⁸

217.

⁸⁸ Thad Sitton and Dan K. Utley, *From Can See to Can't Texas Cotton Farmers on the Southern Prairies* (Austin: University of Texas Press, 1997); Shawn Bonath Carlson, "The Persistence of Traditional Lifeways in Central Texas," *Historical Archaeology* 24(4): 50-59, 1990; James L. Hailey and John Leffler, "Washington County," *Handbook of Texas Online*, <https://tshaonline.org/handbook/online/articles/hcw04> (accessed February 27, 2020).

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II. Analyze the material culture

A. *Reconstructing subsistence*

The Southerners' foodways are described in detail in Hilliard's *Hog Meat and Hoecake* (1972). Hilliard suggested that the average southern white person's intake of pork was about 150 lbs. per year. The preference for swine continued into the early 20th century among farming families where the yearly consumption of pork and lard was 138 lbs. per adult while only 12 lbs. of beef per adult was consumed yearly. Other sources of meat protein that were utilized were beef, mutton, poultry and game animals. Hilliard suggests that one beef per year was slaughtered by many farmers and planters. Most Southerners kept barnyard chickens and turkeys which were relatively inexpensive and easy to keep. They provided both meat and eggs for consumption. Venison was the major large game animal consumed in the South. Cottontail rabbits, squirrels, opossums, wild turkeys, water fowl, quail, frogs, and turtles were also consumed.⁸⁹ Will the faunal assemblage reflect these preferences for each occupational period?

1. Baylor University

There are antidotal accounts of President Crane killing hogs and students trapping and roasting wild turkeys in the archival record, but no ledger books or records describing food acquisition, preparation, and consumption have been found. Analyses of the faunal remains recovered in 1978-1982 from the kitchen midden at the Burleson Domicile and from new excavations could address these questions.

2. Guardian Angels Orphanage

Nothing is known about what the orphans were fed; other than they were emaciated and ate spoiled meat and corn from slop buckets. Belew recovered freshwater mussel shell from the midden near Houston Hall, which he attributes to the orphanage period, suggesting that the orphans may have been supplementing their meals with wild foods that they themselves had to obtain. What other types of foods were consumed by the residents of the orphanage and how were they prepared and served? It is known that the orphanage was also a working farm, growing cotton and sugarcane. Is there any evidence of a kitchen garden on the property? Did Huhn purchase canned foods or bottled condiments? It is known that the orphanage kept pigs on the premises. What other animals were raised on the property?

3. The tenant farm

Additionally, nothing is known about the tenant farmers' diet and how they prepared, stored, and served food. Did they purchase commercially-produced food to supplement their diet? What animals were raised on the farm? The analysis of the faunal remains, farm tools, and kitchen-related artifacts recovered from deposits associated with the tenant-farm period will provide much of this information that can then be compared to other studies of small farming operations in Texas during the first half of the 20th century.

B. *Commercialization and consumerism*

1. Baylor University

Did the material wealth of Independence and its neighboring plantations of the 1840s-1850s find its way onto the Windmill Hill campus even though the college administrators were always financially strapped? One of Baylor University's supporters, Asa Hoxie, lived in an opulent house furnished with

⁸⁹ S. B. Hilliard, *Hog Meat and Hoecake* (Carbondale: Southern Illinois University Press, 1972).

rugs, mirrors, and candelabras imported from France.⁹⁰ Excavations around the Burleson Domicile on Windmill Hill have yielded a large variety of British-manufactured plates, saucers, teacups, and serving dishes that represent non-matching sets that predate the collapse of that building around 1890. Belew suggested that these may represent miscellaneous vessels that were given to the university.⁹¹ As more tableware sherds are recovered, it is possible that matched-sets will complete the assemblage. Archaeological investigations at San Felipe de Austin in neighboring Austin County, Washington-on-the-Brazos in Washington County, Fanthrop Inn in Grimes County, and the Varner-Hogg Plantation, the Abner Jackson Plantation, Velasco, and Quintana in Brazoria County have provided information pertaining to the types of imported goods that should also be found at Windmill Hill. These include British-made pearlwares and whitewares, plain, embossed, or decorated (feather edge, transfer-printed, Mocha, annular, and sponge wares) and utilitarian salt-glazed, alkaline-slipped, Albany-glazed and Bristol-glazed stoneware crocks, jars, bowls, ink bottles, pressed-glass tablewares, medicine bottles, pipes, clothing items, cartridges and lead balls.⁹²

After the Civil War, transportation networks developed, and everyone participated in commercialization brought forth through the manufacture of industrially made goods, despite their socioeconomic class and race. What types of commercially-produced grooming and health-care products were purchased? The catalogues describe a very Spartan dress code that the students had to adhere to. Did they? Is there material evidence that students broke the code of conduct? Did they gamble, smoke, or consume alcohol? What types of games did they play? Unanticipated questions pertaining to health, social status, and the intricacies of dining and leisure can also be addressed.

2. Guardian Angels Orphanage

Very little historical information is known about the orphanage, except that it was a working farm, a miserable place to live, and that its founder was cruel and eccentric.⁹³ Thirty-eight years of occupation spanning the late-19th and early-20th centuries should produce an abundance of artifacts manufactured during this time. Specific questions: What types of clothing did the orphans wear? Is there any evidence of schooling on the campus? Were the boys allowed to play games? Did Huhn purchase medicines and personal care products for himself or the orphans? What types of farming equipment did he have? Did he partake in drinking alcohol other than sacramental wine? Fragments of rosaries have been recovered by Belew; what other types of objects associated with Catholicism were given to the orphans?

⁹⁰ Murray, 49-50.

⁹¹ Belew, 1989, 129-130.

⁹² Marianne Marek, *Historical and Archaeological Investigations at San Felipe de Austin (41AU2): 2002-2006*, Prepared for the Texas Historical Commission, 2011; Shawn Bonath Carlson (editor), *The Anson Jones Plantation: Archaeological and Historical Investigations at 41WT5 and 41WT6, Washington County, Texas* (College Station: Center for Environmental Archaeology, Texas A&M University, 1995); J. David Ing and John Hart, *Archeological Investigations at Fanthrop Inn State Historical Site (41GM79) Grimes County, Texas, Spring and Fall 1982* (Austin: Texas Parks and Wildlife Department, Historic Sites and Restoration Branch, 1987); Joan Few, *Sugar, Slaves, and Convicts* (Gold Hill, Colorado: Few Publications, 2006); Amy C. Earls and Marybeth S. F. Tomka, *Historic and Prehistoric Archeological Excavations at Varner-Hogg Plantation State Historical Park, Brazoria County* (Austin: Texas Parks and Wildlife Department, Public Lands Division, Cultural Resources Program, 1994); The archaeological collections, field notes, and reports on excavations at Velasco (41BO125) and Quintana (41BO135) in Brazoria County are curated at the Texas Archeological Research Laboratory in Austin, Texas.

⁹³ "Baylor at Independence," Online Course, Baylor University, <https://baylor.catalog.instructure.com/>; "Cruel" and "eccentric" were terms used by reporters of the *Brenham Weekly Banner*, July 30, 1891 and February 1, 1915 (Newspapers by Ancestry).

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3. The tenant farm

Additionally, nothing is known about the tenant farmers who occupied the Windmill Hill property. Once their identities are known and the county tax records examined, questions concerning their farming operations and how they spent their money can be formulated within the context of farming operations across south Texas in the 1920s, as documented by Sitton and Utley. The material culture can also be compared to that from previously excavated tenant-farm sites in Texas. This information can be used to address a number of research questions concerning farming operations, standard of living, health, personal hygiene, and leisure activities of farmers across Texas.

Data Recovery

1. Conduct preliminary historical and archival research.

- 1) Conduct historical research on the orphanage and on other similar institutions in the South in order to develop additional research questions. Specifically, locate and translate *Das heimatlose Negerkind*, written and printed by Father Francis Martin Huhn, on Windmill Hill. In addition, conduct historical research on small farming operations in south Texas during the early to middle 20th century beginning with Sitton and Utley.
- 2) Conduct archival research (i.e., federal population censuses and Washington County tax records) in order to identify the tenant families who occupied Windmill Hill when the Klatte family owned the property.
- 3) Examine the archaeological reports of Washington-on-the-Brazos State Historic Site and Anson Jones Homestead, Fanthrop Inn State Historic Site, the Varner-Hogg Plantation State Historic Site, the Abner Jackson Plantation site, and the sites of Velasco and Quintana for the purpose of placing the cultural and economic evolution of Windmill Hill within the context of the development of the Brazos River valley from the mid-19th through the mid-20th centuries.

2. Process, analyze and curate artifacts housed in the Mayborn Museum and at the Belew residence that were recovered in 1978-1982, 2001-2002, and 2005-2006.

Architectural artifacts were analyzed in the 1989 archaeological report and some of the kitchen-related artifacts were cleaned, refitted and numbered. Artifacts associated with each of the buildings were displayed in the Baylor University's 1986 centennial exhibit at the Strecker Museum and are now curated at the Mayborn Museum. However, a large number of the artifacts have not yet been cleaned, analyzed or accessioned into the collection, nor has a comprehensive analysis on these artifacts been completed.

3. Archaeological investigations

- A. Create an ArcGIS (mapping software) project for future archaeological investigations of the site.
 1. Create a base map of Windmill Hill from a high resolution aerial image, created by a drone, and assign a UTM NAD 83 projection to the project.
 2. Georeference Belew's excavation maps (**Figures 1 and 2**) into the project.
 3. Georeference Baylor University, orphanage and tenant farm period features identified by Belew into the project (similar to **Map 7b**).
 4. Create a metric grid system for the project and establish a permanent datum on the site.
- B. Excavations will vertically follow the stratigraphic units defined by Belew (1989).

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C. Define the focus and scope of work for each field season. For example, if the focus is the orphanage period (1889-1927), determine the areas identified by Belew as having high integrity in order to address the proposed research questions.

D. Shovel testing

Systematically place shovel tests in the areas under investigation. Shovel tests will be excavated in 10 cm levels. Each shovel test will measure between 35-50 cm in diameter and will be excavated to culturally sterile subsoil or bedrock. The matrix from each level will be screened through ¼ inch mesh hardware cloth. All recovered artifacts will be collected and labeled according to horizontal and vertical location. The data from each shovel test will be recorded on standardized forms. Soil information will be described utilizing a Munsell Soil color chart. These methods will adhere to the guidelines of the Texas Historical Commission.

E. Excavations

The placement of excavation units will be based upon the results of the shovel tests, previous archaeological work, and historical accounts. Each unit will be assigned a unit designation based on the ArcGIS grid. Each unit will measure one-meter square and will be excavated in 5 cm arbitrary levels, unless the natural stratigraphy identified by Belew is encountered. Elevations will be recorded from secondary elevation datums that will be derived from the permanent datum. The matrix from each arbitrary or natural level will be screened through ¼ inch hardware cloth. All screening will be conducted on plastic tarps to prevent unintentional site disturbance and to make backfilling easier. All artifacts will be collected and labeled according to unit and level. All potentially significant artifacts will be point-plotted and all information observed will be recorded on the unit-level forms. Soils will be recorded utilizing a Munsell Soil chart and will be compared to the stratigraphy identified by Belew. All features will be mapped and photographed. At least one soil profile will be drawn from each completed unit. Each unit will be lined with a geotextile and completely backfilled at the completion of the excavations. All unit-level information will be exported into the ArcGIS project, point-plotted artifacts will be mapped, and all features will be digitally drawn in order to conduct various types of spatial and statistical analyses.

F. Artifact processing

Laboratory processing of artifacts consist of washing each item in a pan of water and allowing them to dry. Extremely fragile artifacts or delicate items will be dry-brushed and allowed to dry. The artifacts will then be sorted according to analytical classes (see 'Artifact analysis' below) and placed into separate archival bags. A unique catalogue number (assigned by the collections manager at the Mayborn Museum) will be assigned to each bag of artifacts. The bag number and the provenience information for each bag will be written on archival paper tags that are placed inside of each bag. The methods utilized in this process follow the guidelines of the Mayborn Museum, the curational facility that will store the artifacts recovered from the site.

G. Artifact analysis

i. Most historical archaeologists working in the United States use Stanley South's (1977) classification system in the analysis of material remains, which makes comparison to artifact assemblages from other sites possible. These functional groups include architecture, kitchen (ceramics, bottles, metal and glass tablewares, kitchenwares), bone, furniture, arms (balls, spue, shot, gun parts, cartridges), clothing (buttons, buckles, beads), personal (coins, jewelry) and activity groups, in this case, education and farm. Artifacts will first be sorted into these functional groups. Each group can further be divided into more specific functional classes. For example, the kitchen group can be divided into artifacts used in preparation (cooking vessels), service (tablewares), and storage (stonewares) to address specific questions. Other analytical methods include determining the minimum number of vessels (MNV) recovered from a specific context, and sorting and quantifying 19th-century tablewares

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using Miller's (1980) ceramic index.⁹⁴ A mean artifact date (MAD) will be calculated for each excavation level in all excavated units in order to understand when and how specific areas of the campus were used, as well as address specific questions concerning the acquisition, use, and discard of the various classes of material culture.

ii. Oftentimes, architecturally-related artifacts make up the largest percentage of material culture recovered at historic sites; therefore, they will be discussed separately here. Architectural-related artifacts include hand-wrought nails, machine-cut nails with hand-applied heads, machine cut nails with flat heads, wire nails, windowpane glass shards, door handles and hinges, and miscellaneous architecturally-related artifacts. Nails will be first be sorted by type (hand wrought, cut, or wire), and second, by pennyweight size in order to determine use by each unit level. Nail types are temporally diagnostic and these will be used to determine the time period of the deposits (level) in which they are recovered. Hand-wrought, machine-cut nails with hand-applied heads and machine-cut nails with flat heads recovered from the site date from the mid- to late-19th century. Wire nails date to the last two decades of the 19th century through the 20th century. Nail sizes are also functionally diagnostic. For example, 12d-16d pennyweight nails were used on heavy framing, wooden studding, and rafter fastening. Nails classified as 6d-10d pennyweight were used in flooring, door and window framing, boarding and trim work. Higher count of cut nails in both the 12d-16d and 6d-10d categories may reflect original construction. Nails classified as 5d pennyweight or less were used in ceiling lath, shingling, molding, interior finishing, and cabinetwork.⁹⁵

Windowpane glass shards will be counted and recorded for each unit level and a 20% sample will be randomly selected for measurement using Moir's windowpane glass thickness index for the purpose of assigning a date to the windowpane glass assemblage for that sample.⁹⁶ These types of analyses can address multiple questions concerning original construction, repairs, and the tearing down of old structures on the property.

These artifacts will then be compared to those recovered from the sites discussed above for the purpose of understanding the cultural and economic evolution of Windmill Hill within the framework of the development of the Brazos River valley.

H. Faunal remains

Laboratory processing of the faunal remains consist of washing each element in a pan of water and allowing it to dry, unless it is too fragile. In that case, fragile remains will be dry-brushed and allowed to dry. The remains will be placed into separate archival bags and labeled for permanent storage at the Mayborn Museum. A unique catalogue number (assigned by the collections manager) will be assigned to each bag. The bag number and the provenience information for each bag will be written on archival paper tags that will be placed inside. The faunal remains recovered from each unit-level will also be given a mean artifact date based on its associated artifact assemblage. The faunal remains will be analyzed by a zooarchaeologist. Each element in the assemblage will be identified by taxon, NISP will be calculated, and cultural and natural modification to the assemblage will be identified. It is expected that the faunal assemblage will consist of bones of domesticated

⁹⁴ George L. Miller, "A Revised Set of CC Index Values for Classification and Economic Scaling of English Ceramics from 1787 to 1880," *Historical Archaeology* 25(1):1-25, 1991.

⁹⁵ David M. Armine, "Nail Distributions As Structural Insight At The Beaver Creek Trail Crossing Site (25SW49), Seward County, Nebraska" (M.A. Thesis, Department of Anthropology, University of Nebraska, Lincoln, Nebraska, 2010).

⁹⁶ Randall W. Moir, *Windows and Pane Fragments: Sources of Chronological Data for Historic Archaeologists* (Dallas: Department of Anthropology, Southern Methodist University, 1982); Jonathan Weiland, "A Comparison and Review of Window Glass Analysis," *Approaches in Historical Archaeology Technical Briefs in Historical Archaeology* (4): 29-40, 2009.

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animals, such as pig, cow, sheep, goats, and chicken, but bones of wild species such as turkey, deer, rabbit, turtle, and freshwater mussel may also be recovered. The assemblage will be examined in various ways to address specific research questions concerning the Southerner's diet, availability (especially during the Civil War years), selection (fleshier loins or economy cuts), and preparation (stews or single meals).

4. Curation

The Mayborn Museum on the Baylor University campus has consented to curate the cultural material recovered through excavations, as well as, the archaeological forms, maps, and reports generated from this archaeological project.

Conclusion

The Baylor University Male Department in Independence, Washington County is significant for its association with 19th-century higher education in Texas. The Union Association of Baptist Church established Baylor University in 1845 and the nominated property opened in 1851 as the male campus of that institution. As the only known archaeological sites of its type in Texas, Baylor University Male and Female Department have the potential to yield important information about the early development of 19th-century higher education in Texas. The property is nominated to the National Register of Historic Places at the statewide level of significance under Criterion A in the area of Education and Criterion D in the area of Archaeology. Established by the Union Association and currently owned by Baylor University, the nominated property meets Criteria Consideration A (Religious Properties) because it is evaluated for its historical and archaeological significance. In the late-1930s, the State of Texas, Baylor University, and alumni placed a commemorative Centennial marker on the site. Like the site, the centennial marker is significant under Criterion A in the area of Education because it represents an effort by state and private organizations to recognize Baylor University's founding and pay homage to the institution's first campuses. Criteria Consideration F (Commemorative Properties) is not claimed, however, because the marker is of secondary significance to the archaeological site. The period of significance is 1851-1889 and 1936, which represent the period the nominated property served as an educational institution and year that the commemorative properties was built.

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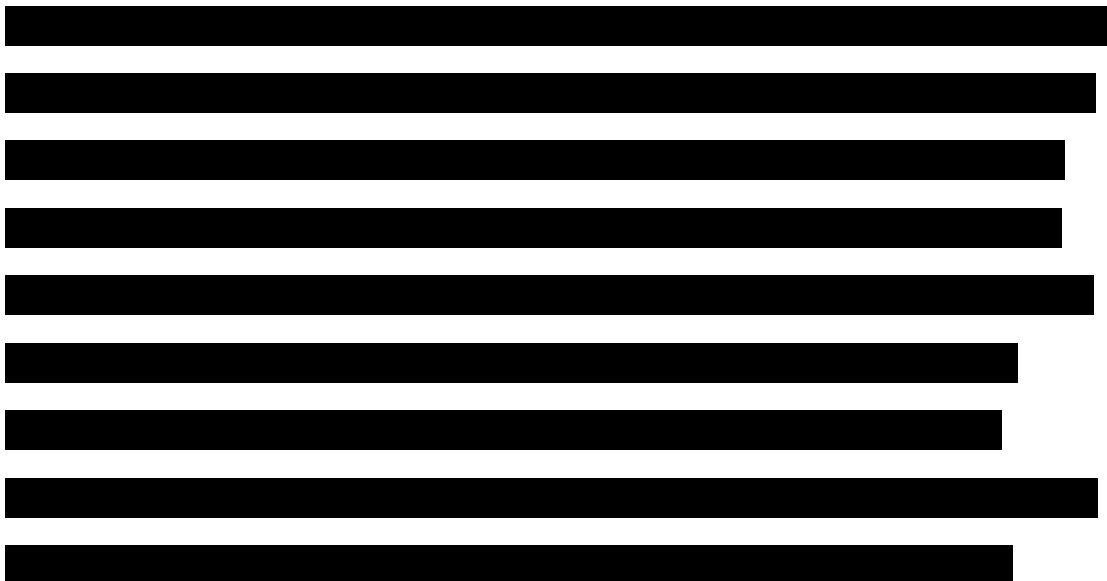
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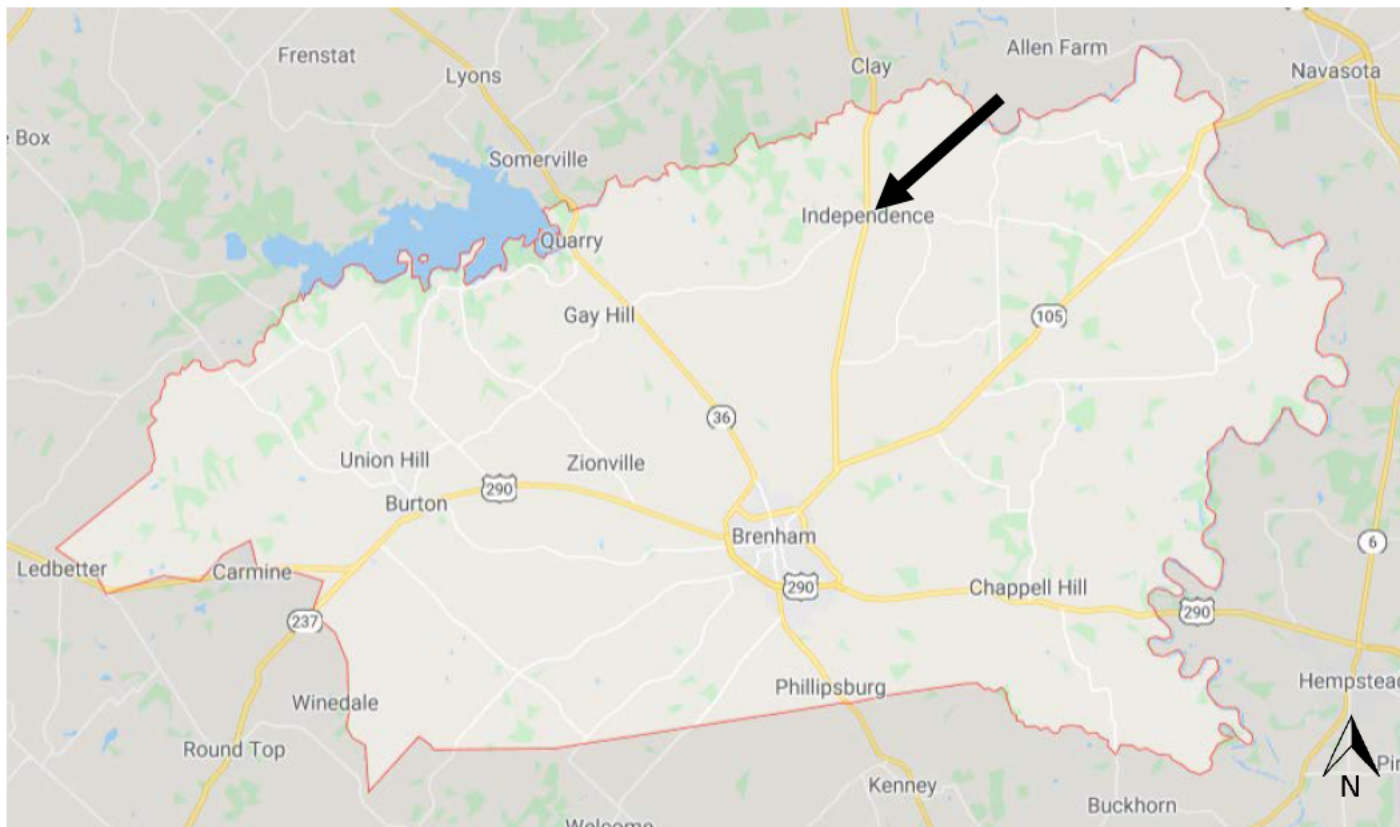


Maps

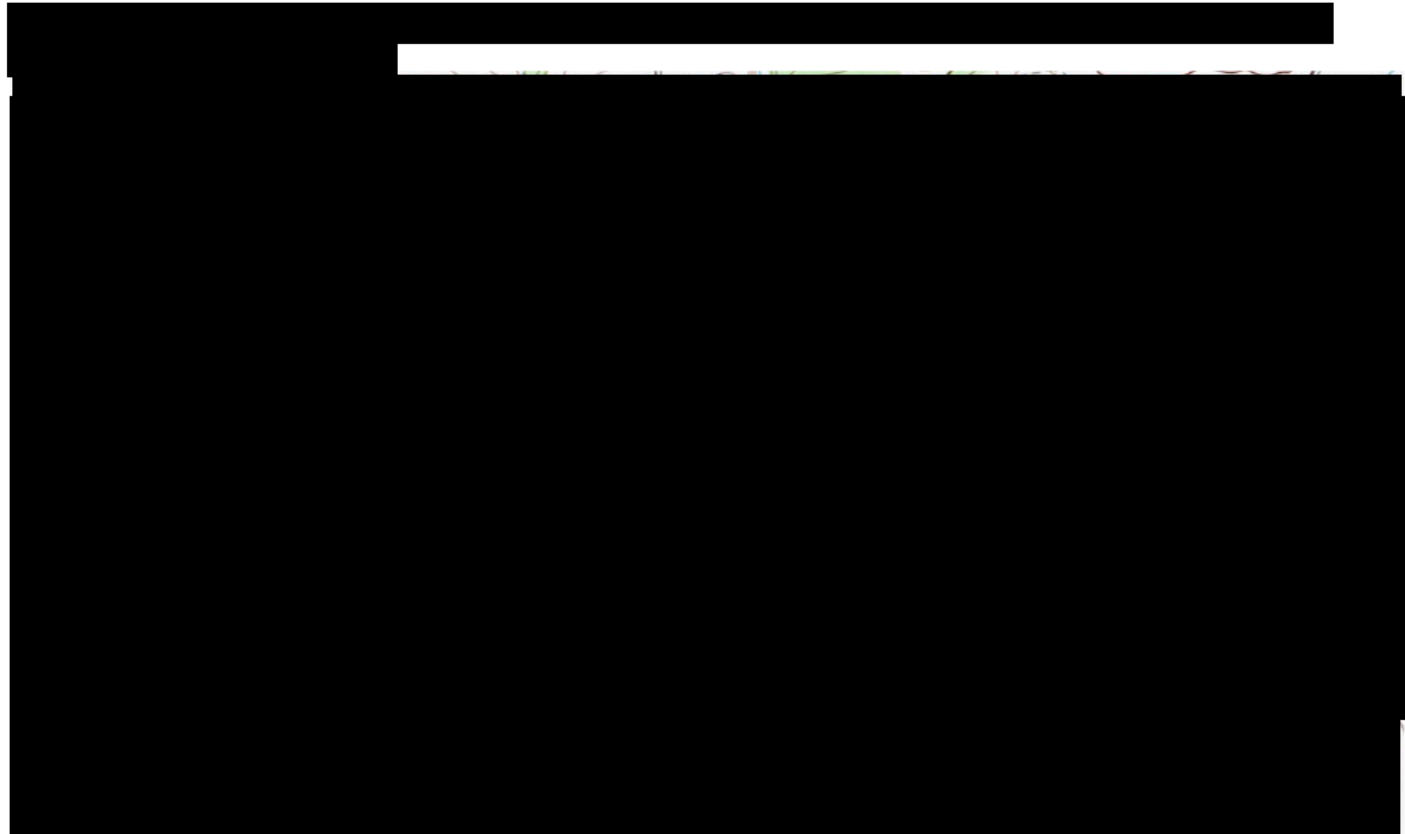
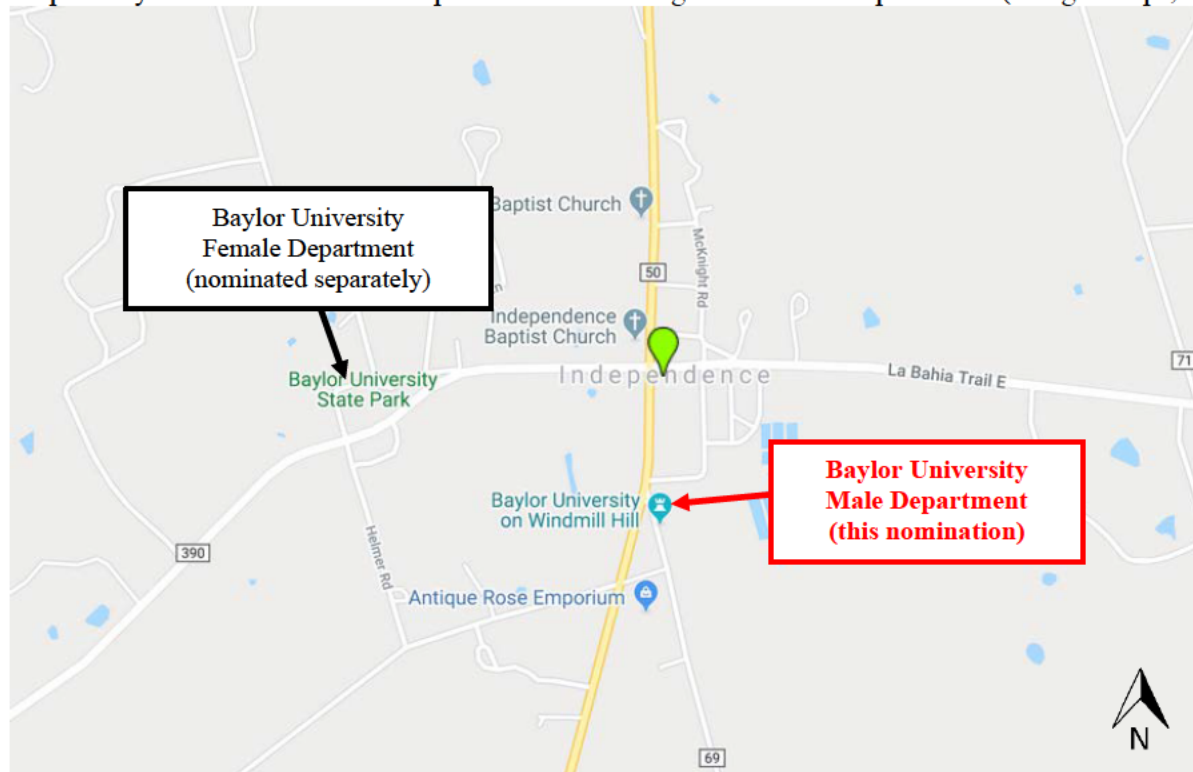
Map 1: Washington County, Texas.



Map 2: Independence, Washington County. (Google Maps, January 9, 2020.)

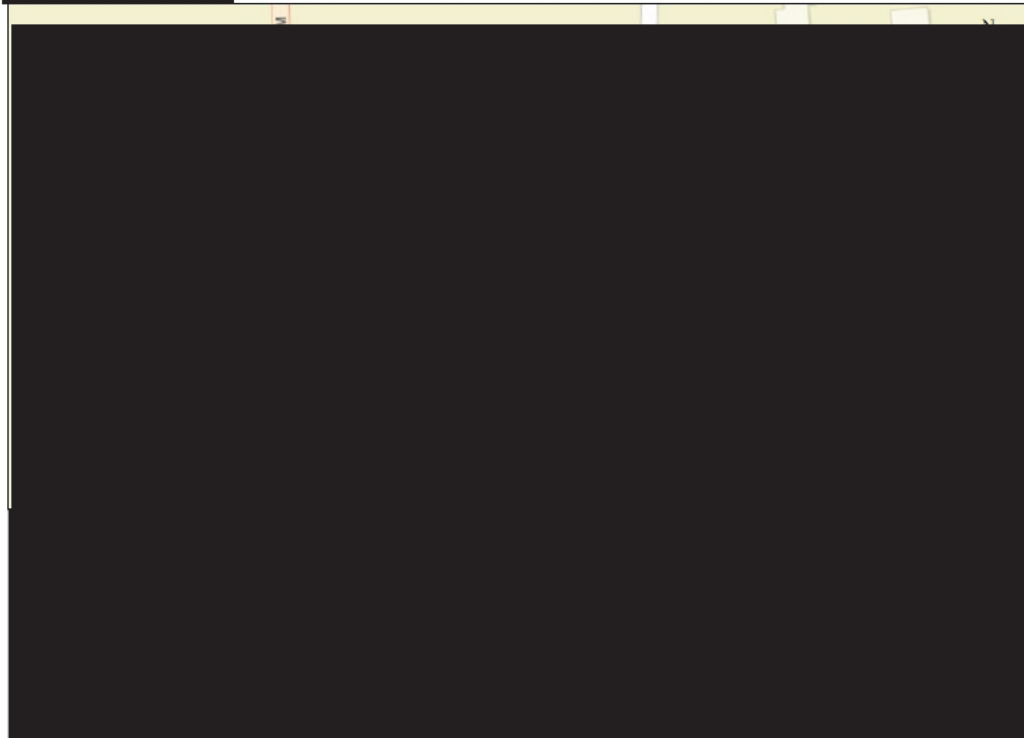


Map 3: Baylor Male and Female Departments archaeological sites at Independence. (Google Maps, October 13, 2020.)



SBR Draft

Baylor University Male Student Residence, Washington County, Texas



SBR Draft

Baylor University Male Student Residence, Washington County, Texas

Map 7a:



SBR Draft

Baylor University Male Student Residence, Washington County, Texas

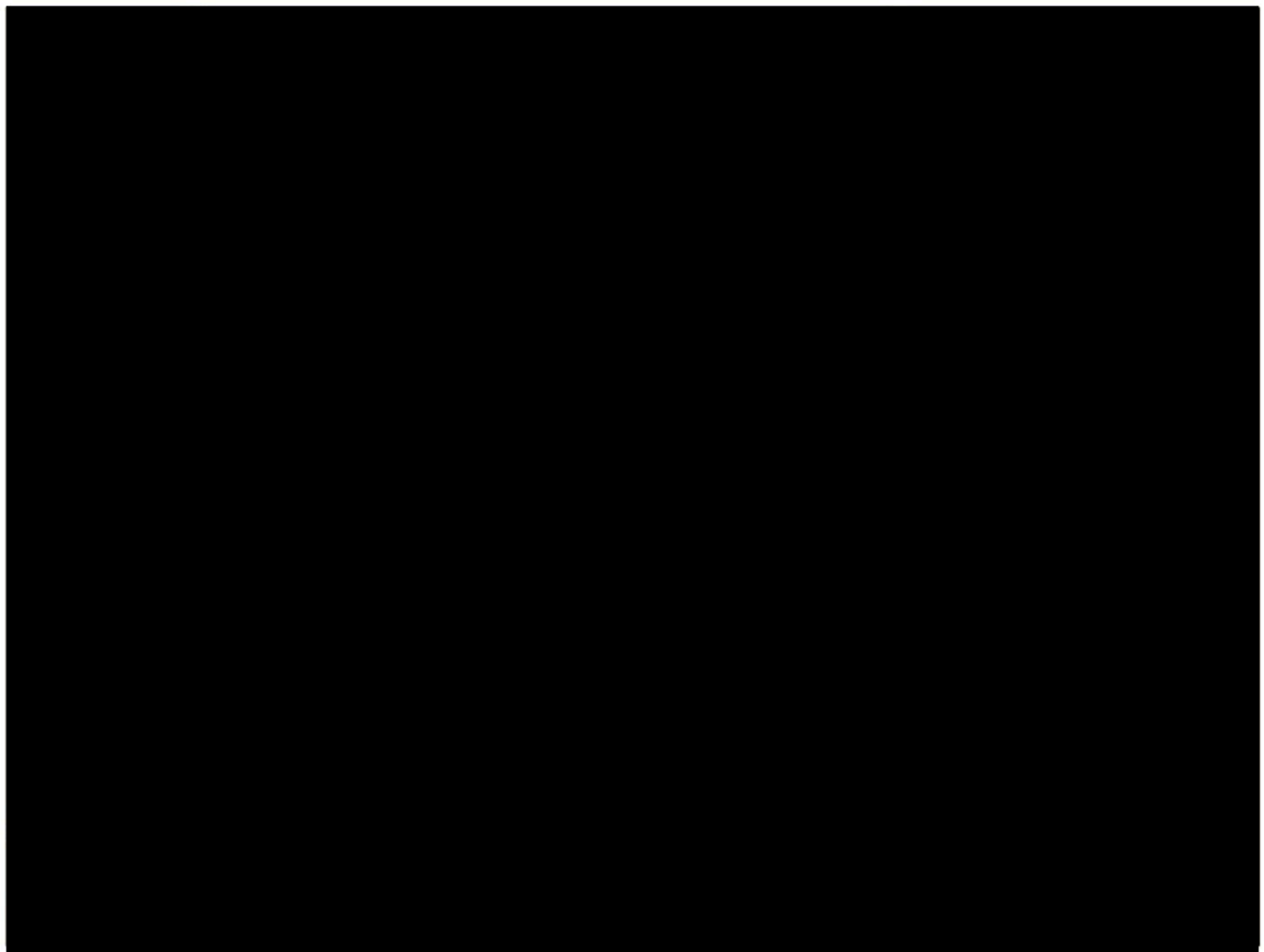


SBR Draft

Baylor University Male Student Residence, Washington County, Texas

Map 8a: Archaeological Features (1A – 1G), Contributing Object (2), and Non-Contributing Resources (3-4).

Resource	Property Type	Year Built	Contributing Status	Photo Nos.
1	Site (with Features A-G)		Contributing	
1A	<i>Tryon Hall Subsurface Foundation</i>	1860		1
1B	<i>Houston Hall Subsurface Foundation</i>	1859		2
1C	<i>Well</i>	ca. 1840s		3
1D	<i>Connective Wall Subsurface Foundation</i>	ca. 1880s		
1E	<i>Walkway Subsurface Foundation</i>	ca. 1890s-1910s		
1F	<i>Bell Pole Subsurface Foundation</i>	1882		4
1G	<i>Tenant House Footprint</i>	ca. 1930s		
2	Object – Texas Centennial Marker	1936	Contributing	5
3	Structure – Pavilion	2002	Non-Contributing	6
4	Structure – Bell Tower	2002	Non-Contributing	7



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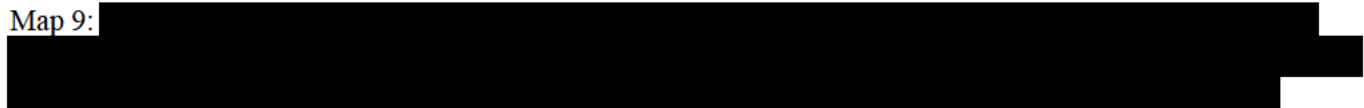
Baylor University Male Student Residence, Washington County, Texas



SBR Draft

Baylor University Male Student Residence, Washington County, Texas

Map 9:



SBR Draft

Baylor University Male Student Residence, Washington County, Texas

Figures



Figure 3: Early 1930s photograph of the well (Contributing Resource 1C), with Tryon Hall depicted on the left and the porch of the tenant shot-gun house depicted on the right. (Digital Collections, Baylor at Independence, The Texas Collection, Baylor University.)



Figure 4: Early 20th-century photograph of Graves Hall. (Digital Collections, Baylor at Independence, The Texas Collection, Baylor University.)

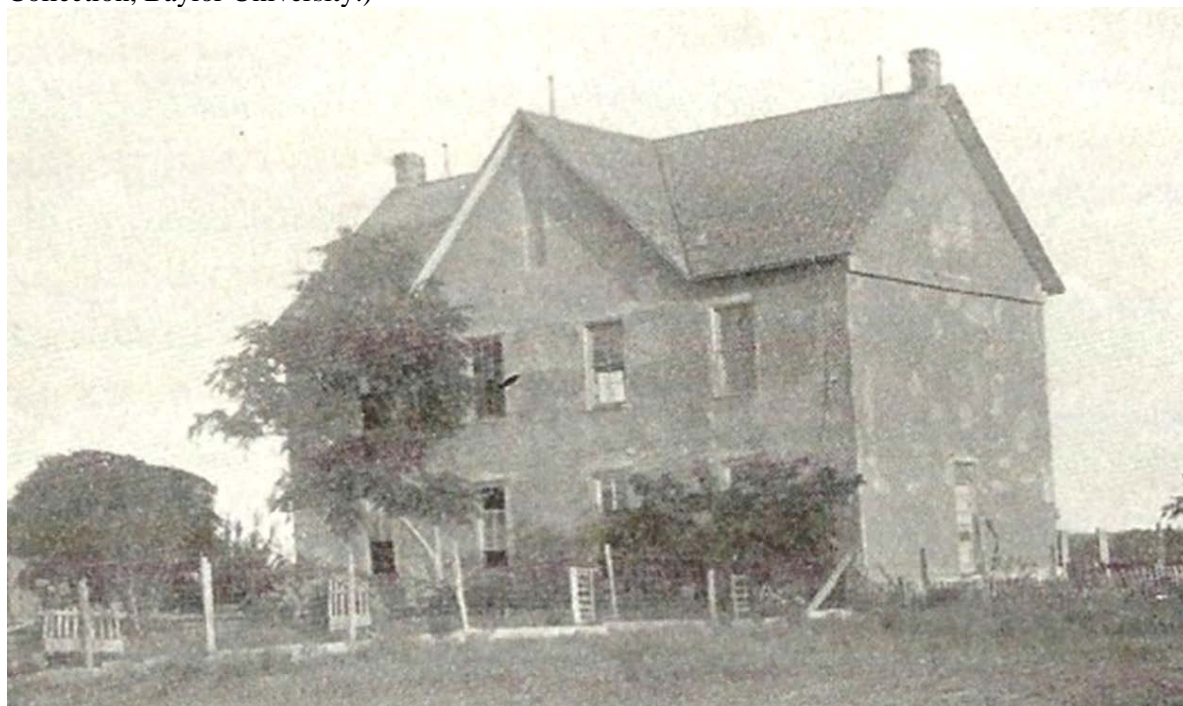


Figure 5: ca.1920s photograph of Tryon Hall (Contributing Resource 1A), facing east. (Digital Collections, Baylor at Independence, The Texas Collection, Baylor University.)

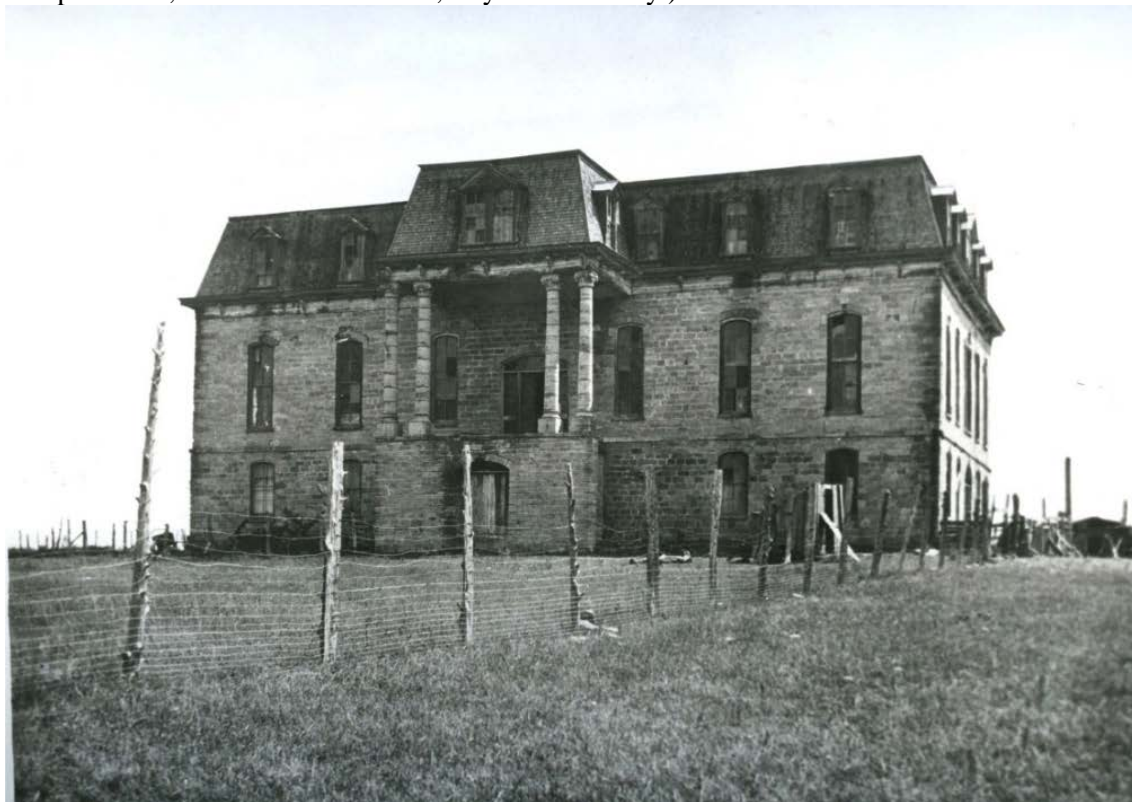


Figure 6: Tryon Hall, ca. 1920, showing rear outbuildings and tenant farmer house. (Digital Collections, Baylor at Independence, The Texas Collection, Baylor University.)



Baylor University Male Department, Independence, Washington County, Texas

Figure 7: "Unfinished Sketch," (1883) Henry McArdle lithograph Baylor University Male Department. From left to right: Tryon Hall, Houston Hall, Graves Hall, the Burleson Domicile, dormitory, Creath Hall. (Digital Collections, Baylor at Independence, The Texas Collection, Baylor University.)



SBR Draft

Baylor University Male, Independence, Washington County, Texas

Figure 8: Burleson Domicile, ca. 1870. The site of this building is now on private property that is not part of the nominated boundary. (Digital Collections, Baylor at Independence, The Texas Collection, Baylor University.)

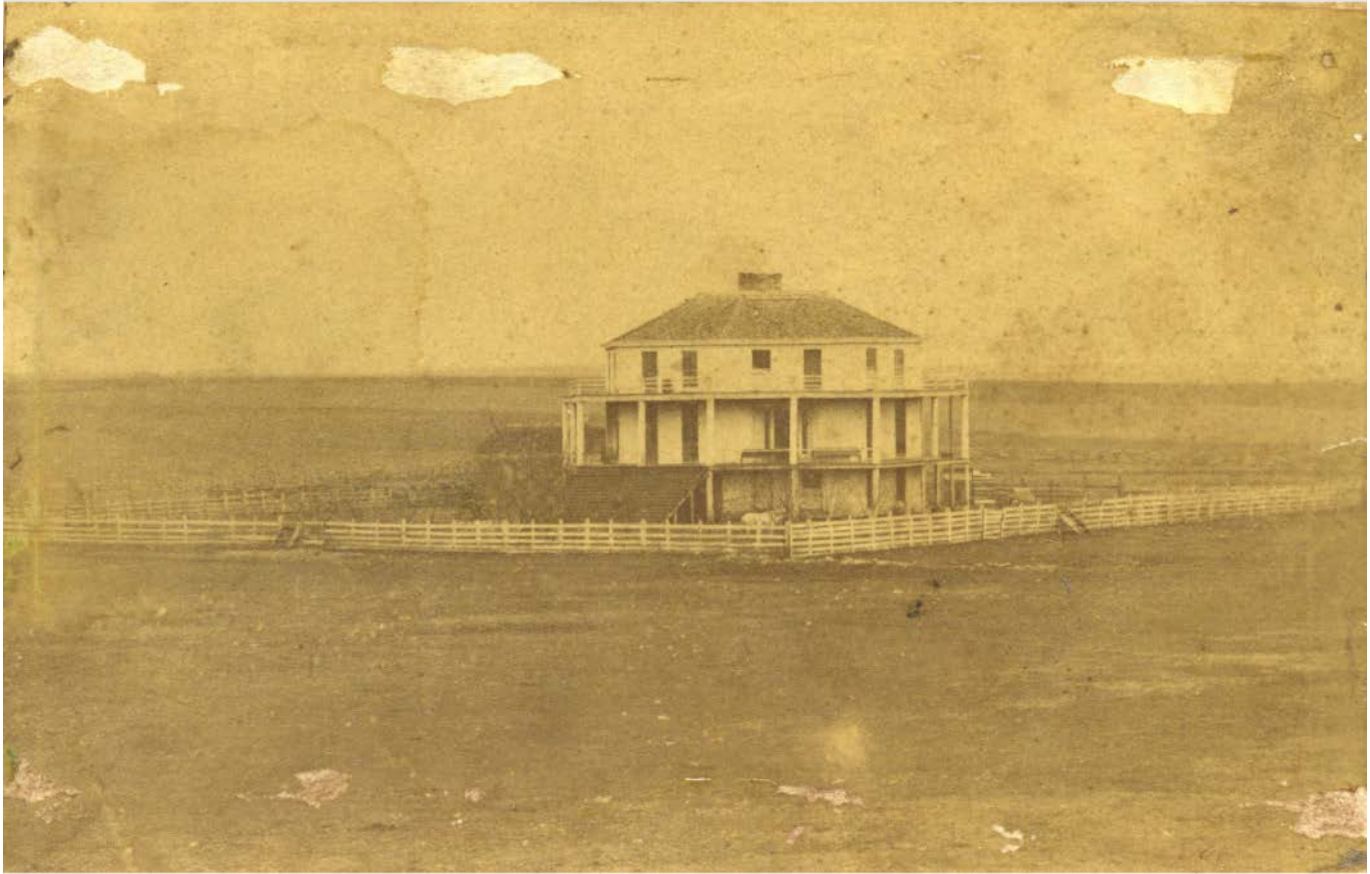
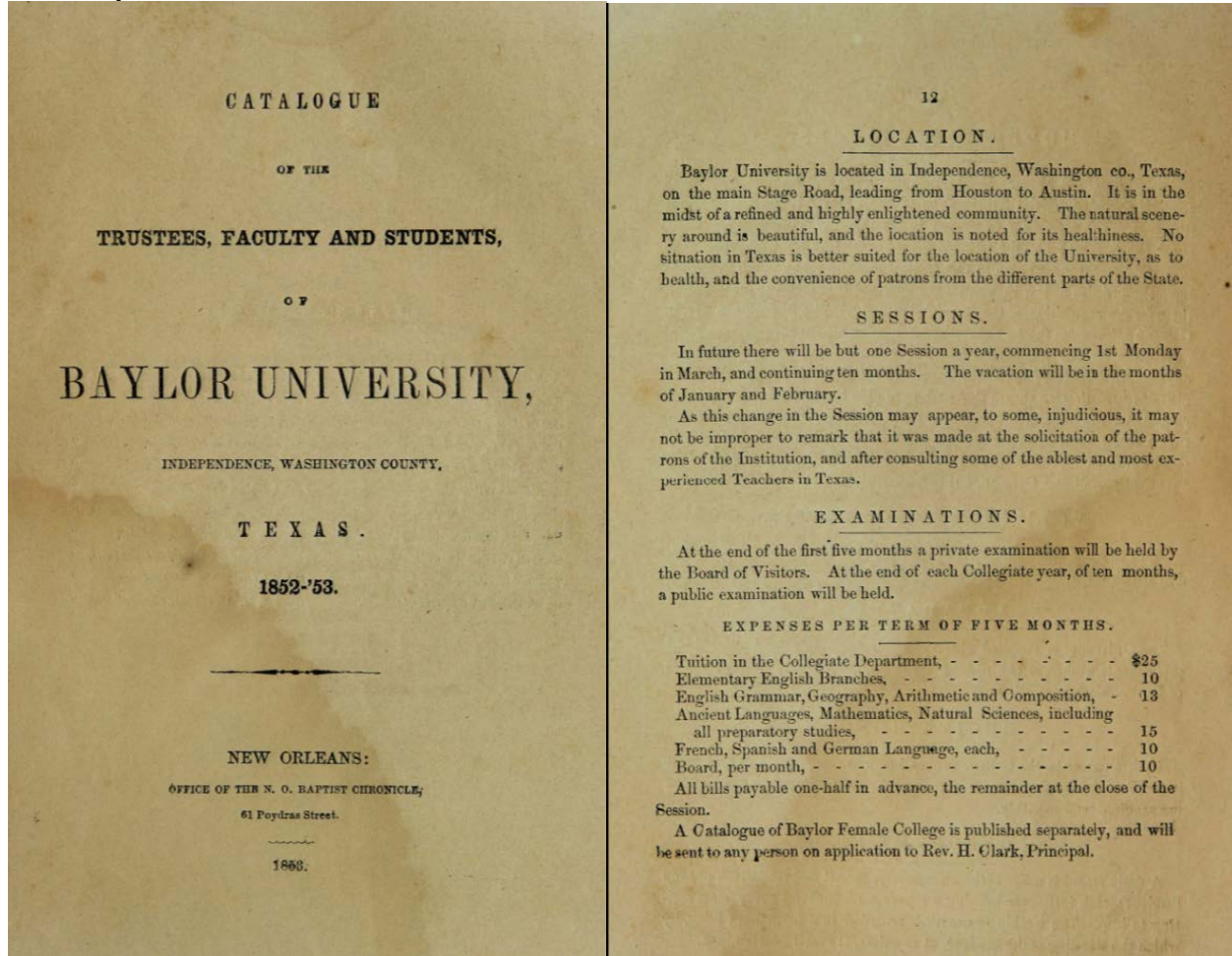


Figure 9: Baylor University published annual catalogs for the male and female departments that advertised the region's healthful climate, locational convenience, expenses, schedules, curriculum, faculty, and students. Source: Baylor University Male Department Annual Catalog, 1852-53. (*Catalogue of Trustees, Faculty and Students of Baylor University 1852-53 (Male Department)*, Digital Collections, University Catalogs, The Texas Collection, Baylor University.)



Baylor University Male Department, Independence, Washington County, Texas

Photographs

Name of Property: Baylor University Male Department

Location: Independence, Washington County, Texas

Name of Photographer: Carol Macaulay-Jameson

Date of Photography: February 1, 2019 and Spring, 2006.

Photo 1: 2019 photograph of the archaeological footprint, covered with crushed granite, of Tryon Hall (Contributing Resource 1A), looking east.



Photo 2: 2019 photograph of the archaeological footprint, covered with crushed granite, of Houston Hall (Contributing Resource 1B), looking southeast.



Photo 3: 2019 photograph of the college well on Windmill Hill (Contributing Resource 1C), facing north, with the footprint of Tryon Hall in the background.



Photo 4: 2006 photograph of the exposed limestone platform of the bell pole, constructed in 1882 (Contributing Resource 1F).



Photo 5: 2019 photograph of the 1936 Texas Centennial Marker (Contributing Resource 2), facing east, with the footprint of Tryon Hall in the background.

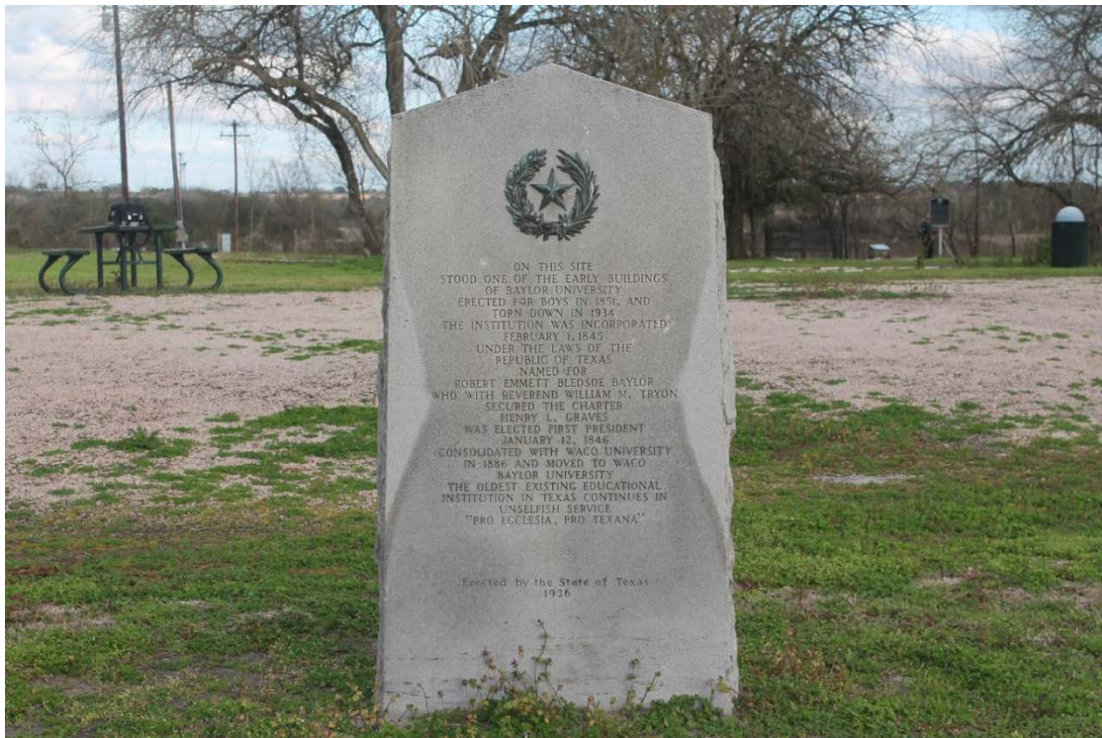


Photo 6: 2019 photograph of the pavilion (Non-contributing Resource 3), constructed in 2002, looking south.



Photo 7: 2019 photograph of the bell tower (Non-contributing Resource 4), erected in 2002, facing north.

