

Educator Guide with Pre- & Post-Visit Lesson Plans

4th Grade Learning Level

Thank you for your interest in Magoffin Home State Historic Site, home of early El Paso pioneer Joseph Magoffin and his family. In this guide, you will find TEKS-aligned classroom lessons and extension activities that will prepare your students for a visit to the Magoffin Home. You may reproduce all images within this Educators' Guide for your classroom use.

For admission prices and hours of operation, please visit us online at <http://visitmagoffinhome.com>. To schedule a site visit field trip for your students, please call 915-533-5147.

For your VISIT, we recommend that you:

- Complete the included pre-visit lesson(s) or your own introductory lesson in advance.
- Divide your students into three small groups, each with a chaperone prepared to facilitate their group's work throughout the visit.
- Equip each of your students with a sharpened pencil (no pens or markers allowed in museum exhibits).
- Equip each of your group chaperones with a camera or phone with camera for group work documentation.

We welcome your suggestions and feedback on the enclosed materials. You may find our complete contact information below. We look forward to seeing you and your students at Magoffin Home State Historic Site.

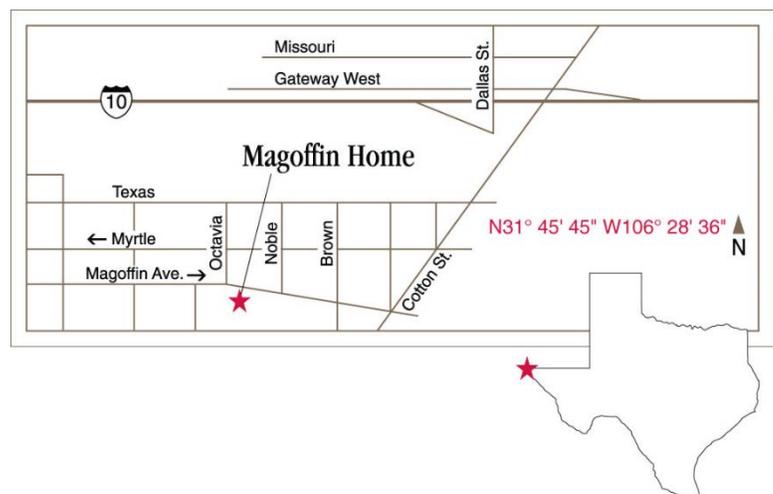
Contact Us

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Pre-Visit Lesson 1

At Home with the Magoffins

Objectives

In preparation for their visit to Magoffin Home, students will learn about Joseph Magoffin, his family, and their part in building early El Paso. They will investigate a timeline of Joseph Magoffin's milestones throughout his life and map his movements, from his birth in Mexico to his family's settlement in El Paso.

Grade 4 Social Studies TEKS

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II;

(B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and

(C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas;

(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

Materials

- Images provided for display or printout
- Access to the Site Introduction video, available on YouTube:
<https://youtu.be/gEaU653U03A>
- Media Organizer printouts for each student
- Mapping Magoffin Timeline/Map printouts for each student (may be printed double-sided with Media Organizer)
- K-W-L printouts for each student

Key Terms

- **adobe:** sundried brick made from straw and clay.
- **lime plaster:** a coating made of sand, water, and lime (calcium lime) that protects walls and ceilings. It is very durable, water resistant, and more flexible than cement plaster.

Opening Discussion

15-20 minutes

Display the provided image of the Magoffin Home. Give students five minutes at the beginning of the lesson to reflect on and write about what they see in the photograph.

Ask students to share what they have observed. Take notes on the board to capture students' ideas.

Engage by asking students to deduce when and where this photograph may have been taken. Follow up by asking them to explain their theories.

Explain:

This is an 1887 photograph of the Magoffin family's home in El Paso, Texas. Joseph Magoffin and his wife, Octavia, are standing together on the left.

How is this information similar to or different from the students' theories?

Elaborate by adding that Joseph Magoffin and his family helped to establish and grow the city of El Paso in its earliest days. Joseph moved with his family to El Paso in the 1860s, because he had inherited 1,280 acres of land there from his father. Joseph was involved in farming and real estate, worked as a United States customs officer, co-founded the State National Bank, and was elected mayor of El Paso four times. He also supported railroad development in El Paso.



Continuing the Conversation

Display the provided image of the bird's eye view map of El Paso. You may need to enlarge the image. Ask the students why people, like Joseph Magoffin's father, may have chosen to settle in this place. Specifically look for important/helpful geographic features that might benefit a settlement. For example, students might see the Rio Grande as a nearby water source and land near the city that looks to be good farm land.

Observe the map as a class and ask the students to find the following buildings and landmarks:

- **Mount Franklin**
 - *Located at the top of the larger image*

- **El Paso County Courthouse**
 - *The tallest building in the city, the courthouse can be found at the intersection of Kansas and E. Overland Streets.*



- **The Magoffin Home**
 - *An L-shaped building east of the city, the home is surrounded by a large orchard of fruit trees.*



- **Find the approximate date of the map.**
 - *The date, 1885, is written in pencil near the title at the bottom of the map. (see larger image) However, the penciled date is incorrect. The map actually dates to 1886.*

- **Find evidence of 1880s transportation (up to FIVE answers).**

- *Look closely along all the streets and bridges. Students might see pedestrians, people riding horseback, numerous horse-drawn buggies, and trains.*



There is also a mule-drawn trolley/streetcar illustrated at the far end of San Antonio Street, near the Magoffin Home. Streetcar service, El Paso's first public transportation, began in 1882 during

Joseph Magoffin's first term as mayor. In 1889, Joseph's son, James, was elected the superintendent of the El Paso Street Railway Company.

- **Locate all the trains shown on the map.**
 - *There are five. Two in fields to the east of the city, one entering the city from the west, one southwest of the city, and one traveling south across the Rio Grande on the railroad bridge.*



Augustus Koch (1840-?). Bird's Eye View of El Paso, El Paso County Texas, 1886. Lithograph, 20 x 30 in. Lithographer unknown.

Media Learning Activity: *El Paso History at its Best*

10 minutes

While viewing the introduction video from Magoffin Home State Historic Site as a class, students will take notes on their **Media Organizers** and note key facts about the Magoffin home.

As a class, review the answers to the fill in the blank questions:

[**Joseph**] and [**Octavia**] Magoffin moved into the home in the year [**1877**].

The home was built with [**adobe**] brick.

The walls are [**sixteen**] feet high.

[**Lime**] plaster waterproofed the walls.

After the video, have students refer to their Three Facts lists to answer the following questions:

Was Joseph Magoffin born in the United States or in Mexico? Mexico

From whom did Joseph inherit his land? his father

The Magoffin home was surrounded by many acres of what? fruit orchards

The home is one of the oldest surviving structures in the region built with... adobe

How many generations of Magoffins lived in the home? four

What other facts did you learn about the Magoffins and their home?

Mapping Magoffin

15 minutes

Using the **Mapping Magoffin Timeline/Map worksheet**, ask students to map Joseph Magoffin's movements throughout his lifetime using the map provided. Discuss how the Magoffins, a pioneering El Paso family, embodied the multicultural legacy of the city.

Assessment

Evaluate student media organizers and map for completeness and understanding.

Take-home Extension

Send **K-W-L Charts** home with students, asking them to complete the "What I **K**now" and "What I **W**ant to Know" columns about the Magoffin family and their home. After completing all pre-visit preparations and the on-site field trip, have students complete the "What I **L**earned" column for learning assessment.

Name: _____

The Magoffin Home: El Paso History at its Best Media Organizer

INSTRUCTIONS: Use this organizer to take notes on key facts while you watch the Magoffin Home State Historic Site's introduction video.

Fill in the blanks.

_____ AND _____ **MAGOFFIN**
MOVED INTO THEIR HOME IN THE YEAR _____.

LIST THREE FACTS

--	--	--



Fill in the blanks.

**THE WALLS WERE BUILT
WITH**

BRICK.

THEY ARE _____
FEET HIGH.

_____ **PLASTER**
WATERPROOFED THE
WALLS.

Name: _____

Mapping Magoffin A Timeline Mapping Exercise

INSTRUCTIONS: In the timeline below, read about Joseph Magoffin's life before he settled in El Paso. Find each city that is mentioned in the timeline on the map. Label each city with a star ★. Next to each star, write Joseph's age when he lived in or traveled to that city.



1837

- Chihuahua, Mexico
- Joseph Magoffin was born. He lived with his mother in Mexico while was a young child.



1845

- Lexington, Kentucky
- Joseph and his brother, Samuel, moved to Lexington with their father and attended school there.



1855

- St. Louis, Missouri
- Joseph attended and graduated high school in St. Louis.



1855

- Magoffinsville, Texas (near El Paso and Franklin, Texas)
- After graduating, Joseph moved to Magoffinsville to work at his father's mercantile store.



1862

- Marshall, Texas
- While serving in the Confederate Army, Joseph supplied troops in east Texas, Louisiana, and Arkansas from his post in Marshall.



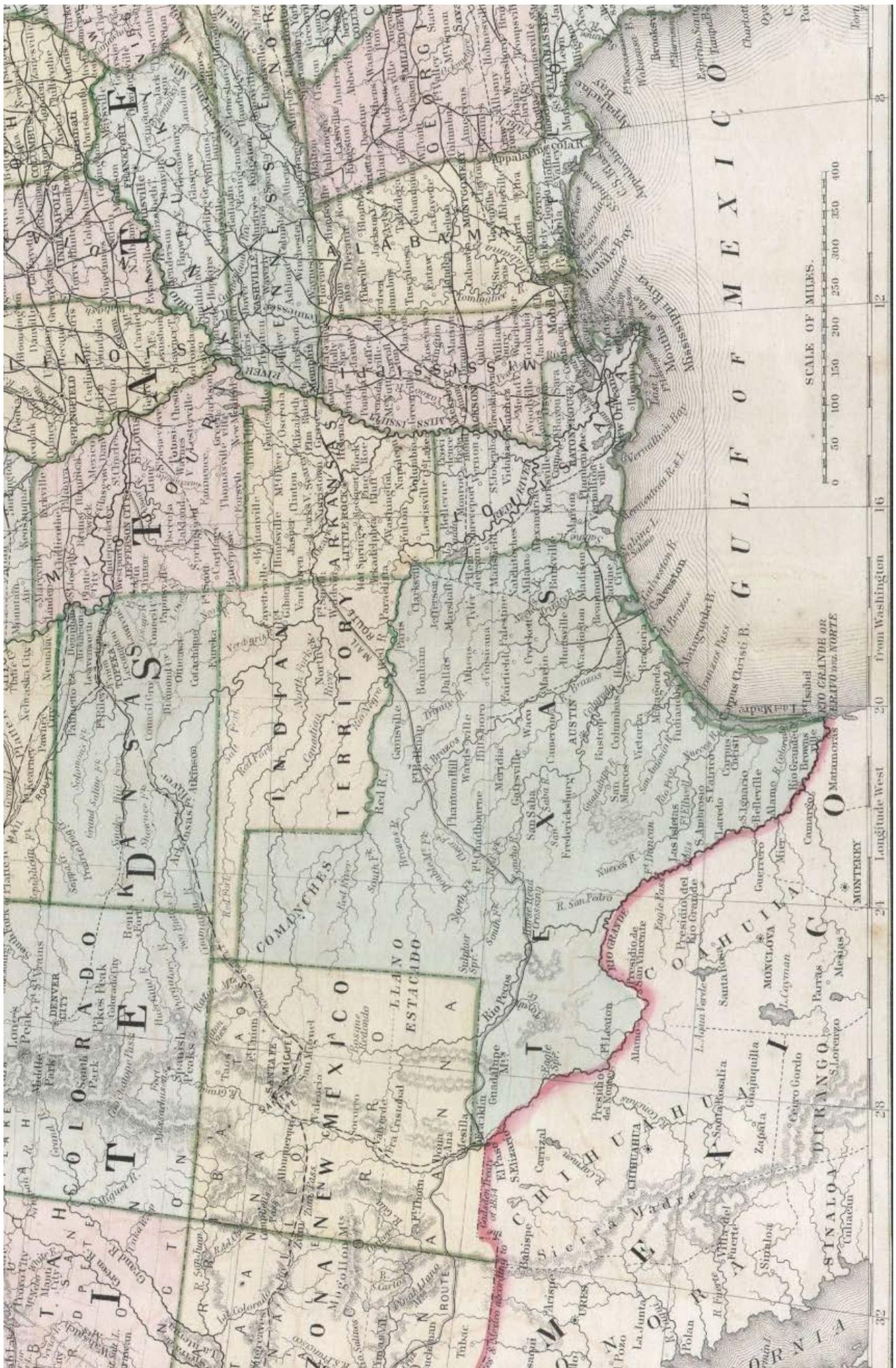
1863

- Houston, Texas
- Joseph met his future wife, Octavia McGreal, in Houston between 1862 and 1864 while serving in the army.



1868

- El Paso, Texas
- Joseph and his family moved to El Paso after his father's death to take over the Magoffin home and landholdings.



Mitchell, Samuel. Map of the United States, And Territories, c1867.

Name: _____

The Magoffins
A Pioneering Family of El Paso

Know

**Want to
Know**

Learned

Post-Visit Assessment

After visiting the Magoffin Home State Historic Site, evaluate student materials for completion and correctness.

The *Post-Visit Lesson: ALL ABOARD for El Paso, A Railroad Boomtown* builds upon students' understanding of concepts learned from the Pre-Visit Lesson and their site visit.

Additional Resources & Extensions

The Portal to Texas History

<https://texashistory.unt.edu>

The Handbook of Texas Online

<https://tshaonline.org/handbook>

Library of Congress

<https://loc.gov>

Urban Plan—An Online Game

Build a city, make it grow, and try to get the highest population.

<http://www.kidsgamehouse.com/games/urban-plan>



Portrait of Joseph Magoffin, c1870s. Courtesy of Magoffin Home State Historic Site.



TEXAS HISTORICAL COMMISSION
real places telling real stories

Post-Visit Lesson Plan

ALL ABOARD for El Paso, A Railroad Boomtown

Objectives

When the Magoffins' lived in El Paso, the city experienced a tremendous boom. Brought on by the arrival of the railroad, El Paso was transformed from a sleepy southwestern town into a bustling modern city. In this lesson, students will reflect on information already learned about the Magoffin family and their impact on early El Paso and explore population growth and primary sources to examine the role of the rails in El Paso's rapid growth.

Grade 4 Social Studies TEKS

(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:

(C) identify the impact of railroads on life in Texas, including changes to cities and major industries.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

Materials

- Provided chart and images for display or printout
- Printouts of **All Aboard for El Paso** Primary Source Investigation packets for each group of students

Key Terms

- **development:** the act of creating something over time; causing something to grow and improve.

“Homework and lessons support the development of your mind.”

- **investor:** someone who supports a project with money in order to make a money for themselves.

“Her mother was an important investor in Sarah’s lemonade stand.”

- **population:** the entire number of people living in a country, city, or area.

“Their classroom population was twenty-four students.”

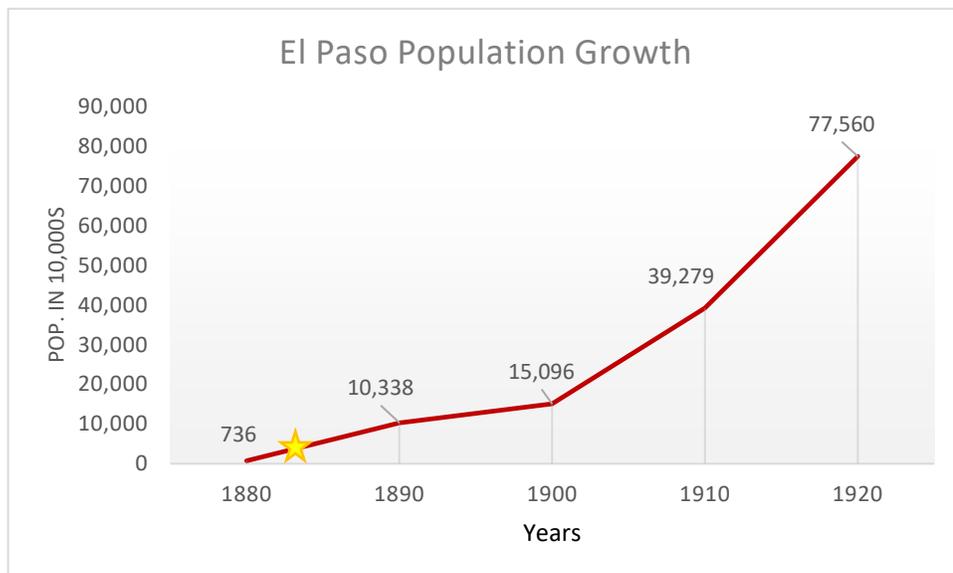
Reflection and Opening Discussion

15 minutes

Ask students to reflect on their visit to the Magoffin State Historic Site and complete the “Learned” column of their K-W-L charts during the first five minutes of class.

Discuss some of the students’ most memorable experiences from the site visit. Were questions from their “Want to Know” column answered? What did they learn?

Display the following El Paso population growth chart. Between 1880 and 1890, the population grew by more than ten times. By 1920, it had boomed to over 100 times the number of people as had lived there in 1880.



Population data from the *Texas Almanac*, available online at <http://texasalmanac.com/sites/default/files/images/CityPopHist%20web.pdf>.

Facilitate a discussion about *cause* and *effect*.

Ask students to locate the star on the chart that marks a very important time in El Paso history. Ask students to think about what kind of change may have caused such a population boom from 1880 to 1890. What primary source evidence have they seen that supports that? *The bird's eye view 1886 map exercise in Lesson 1 illustrates multiple trains approaching and leaving the city from every direction.*

Ask: How else might a railroad change a city?

Engage students in discussion about the arrival of the railroads in El Paso in 1881-1883. Most historians agree that this was the most significant event in El Paso's history—causing a boom in population, industry, and politics for the city. The railways brought people and goods to and through El Paso from all around the United States and Mexico.

Interesting early 1880s events for discussion:

1881	Joseph Magoffin was elected mayor for the first time.
1881-1883	Railroads arrived in El Paso.
1883	Joseph Magoffin was re-elected mayor.
1883	The city of El Paso became the county seat.
1884	The first elementary school was established.

Explain:

The Magoffins experienced this rapidly changing El Paso firsthand. They were not only citizens of El Paso, but more importantly, leaders in its growth. Joseph was elected mayor four times between 1880 and 1900, and Octavia was well known in El Paso society for her charitable works.

Joseph Magoffin won his first race for mayor of the city of El Paso in 1881. In that same year, he co-founded the State National Bank in El Paso with two gentlemen who were also investors in the Texas & Pacific Railway. Joseph was an active promoter of the railroads. In a letter to her daughter Josephine in December of 1890, Octavia wrote,

“Your Papa left this morning for Denver...Judge Davis went with him, they are to meet some Rail Road officials [and] try [and] get the White Oaks R.R. built. They will return on Sunday.”

Railroad development brought new money and new industry to El Paso, transforming it from a small adobe village into a diverse city.



Union Depot in El Paso

Citation: [Train Depot in El Paso, Texas], Photograph, Date unknown. University of North Texas Libraries, The Portal to Texas History, texashistory.unt.edu; crediting The Grace Museum, texashistory.unt.edu/ark:/67531/metaph822606/. (Accessed July 15, 2017).

Primary Source Group Investigation: *All Aboard for El Paso!*

25 minutes

This activity may be done as independent practice or in small groups. Provide students with Primary Source Investigation packets. The primary sources—article, map, and advertisements—may be provided as printouts. However, it is recommended that teachers enlarge the map and project it for the class or provide the image on touch screen tablets for closer examination by small groups.

Answer Key:

1. Southern Pacific; May 13, 1881
2. Kansas City
3. Texarkana, Dallas, and Fort Worth
4. 1,275 miles
5. 104,813 miles
6. 848 miles; 1,286 miles
7. 2,134 miles
8. 3,029
9. Atchison, Topeka & Santa Fe R.R. and Texas & Pacific Railway
10. the City Ticket Office at the Old Central Hotel
11. Texas & Pacific Railway
12. Atchison, Topeka & Santa Fe R.R.
13. Southern Pacific Railway; Texas & Pacific Railway; Mexican Central Railway; Galveston, Harrisburg & San Antonio Railway; Atchison, Topeka & Santa Fe Railroad
14. Answers will vary.
15. Answers will vary.

Assessment

Evaluate students' final K-W-L charts and Primary Source Investigation packets for completeness and understanding.

“Ride the Rails to El Paso”—SS/ELA Extension

Grade 4 ELA TEKS

(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) create brief compositions that:

- (i) establish a central idea in a topic sentence;
- (ii) include supporting sentences with simple facts, details, and explanations; and
- (iii) contain a concluding statement.

(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing).

(19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.

Have students imagine that they are living in El Paso in the 1880s. Have them write a letter to a friend in another Texas city, highlighting the exciting growth and improvements in El Paso. The goal of the letter is to persuade their friend to hop on the next train and ride the rails to El Paso for a visit. Their letter must include supporting details and facts learned from lessons and their visit to the Magoffin Home.

For an additional challenge, students may create illustrated tourism posters to promote 1880s El Paso as a popular stop on the Texas & Pacific Railway. Host a competition for the best, most persuasive posters.

Names: _____

All Aboard for El Paso!
Primary Source Investigation

INSTRUCTIONS: Use the primary sources and map to answer the following questions.

Read the RAILROADS 1885 Article.

1. Which railroad reached El Paso first and on what date did its first train enter town?

2. In what city did the Atchison, Topeka & Santa Fe line start? _____

3. The Texas & Pacific Railroad connected El Paso with what other large Texas cities?

4. What was the distance between El Paso and New Orleans by rail? _____

Examine the 1883 Map.

5. Using the table "Railroad Construction in the United States" in the top left corner, how many miles of railroad were in operation in 1881? _____

6. How many miles by train was El Paso from Houston? _____

How many miles to San Francisco? _____

7. How many miles from Houston to San Francisco through El Paso? _____

8. What was the population of El Paso, a new railroad town, in 1883? _____

Investigate the 1885 Newspaper Advertisements.

9. Name the two railways advertised here. _____

10. Where would you go in El Paso to buy tickets for these railways? _____

11. Which railway would you choose if you wanted to take “the popular route?”

12. This early photograph shows the inside of a Pullman Palace Sleeping car. The bench seats folded out into beds for travelers’ comfort.

Which railway advertised use of Pullman Palace cars?

Carleton Watkins (American, 1829 - 1916)
Pullman Palace Sleeping Car (Interior), 1870 - 1875,
Albumen silver print
12.9 x 8.6 cm (5 1/16 x 3 3/8 in.)
The J. Paul Getty Museum, Los Angeles



Use all of the Resources.

13. In the 1880s, four railroad tracks met in El Paso, but they were used by FIVE major railways. Find the names of the FIVE railways. Circle them below.

- Buffalo and South Western Railroad
- Southern Pacific Railway
- Kansas City Southern Railroad
- Texas & Pacific Railway
- Mexican Central Railway
- Union Pacific Railroad

- Houston & Texas Central Railroad
- Fort Worth & Denver City Railway
- Galveston, Harrisburg & San Antonio Railway
- Texas & St. Louis Railroad
- Atchison, Topeka & Santa Fe Railroad
- Central Pacific Railroad

14. What other information can you learn from studying these sources?

15. What questions do you have?

RAILROADS.

The first railroad to reach El Paso was the Southern Pacific. Starting from San Francisco, this road runs through Southern California, Arizona and New Mexico, 1285 miles, to El Paso. The first train ran into town May 13, 1881, opening up a winter route from the Pacific coast to the shores of the Atlantic. In less than three weeks after, the first train from the north arrived over the line of the Atchison, Topeka & Santa Fé. This popular line, starting from Kansas City, runs 1275 miles to El Paso and opens up to our merchants the trade of the fruitful and productive Valley of the Rio Grande. This line is a wonderful example of what energy, enterprise and capital can do to conquer nature in her wildest aspect, and to lovers of mountain scenery a trip over the Santa Fé road is a genuine treat.

About the time the Santa Fé got into El Paso the Texas & Pacific was making strenuous efforts to get over the ground, and the whistle of its first locomotive echoed through the town January 1, 1882. This line extends from Texarkana, via Dallas and Fort Worth, to El Paso, a distance of 1,000 miles, but taken with its connections—it is a part of the great Gould system—it controls 9,000 miles of track. The road passes through the richest pastoral districts of Texas, and has been an important factor in the progress of the counties through which it passes.

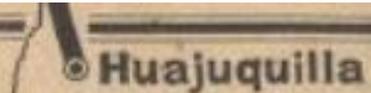
The Galveston, Harrisburg & San Antonio line did not enter the city until January 12, 1883. It was built to a junction with the eastern division by the construction gangs of the Southern Pacific, who immediately, on completion of the latter road, were set to work without a halt to build from El Paso eastward. The Galveston, Harrisburg & San Antonio extends from El Paso, via Houston, by connections to New Orleans, a distance of 1275 miles.

1883 Map Tables (enlarged)

Railroad Construction in the United States.

YEAR.	Miles in Operation.	Annual Increase of Mileage.	YEAR.	Miles in Operation.	Annual Increase of Mileage.	YEAR.	Miles in Operation.	Annual Increase of Mileage.	YEAR.	Miles in Operation.	Annual Increase of Mileage.
1830...	23	1843...	4,185	159	1856...	22,016	3,647	1869...	40,844	4,615
1831...	95	72	1844...	4,377	192	1857...	24,568	2,647	1870...	52,914	6,070
1832...	229	134	1845...	4,633	256	1858...	26,968	2,405	1871...	60,283	7,379
1833...	380	151	1846...	4,930	297	1859...	28,780	1,821	1872...	66,171	5,878
1834...	633	253	1847...	5,598	668	1860...	30,635	1,846	1873...	70,278	4,107
1835...	1,008	465	1848...	5,996	398	1861...	31,286	651	1874...	72,383	2,105
1836...	1,273	175	1849...	7,365	1,369	1862...	32,120	834	1875...	74,090	1,712
1837...	1,497	224	1850...	9,021	1,656	1863...	33,170	1,050	1876...	76,808	2,712
1838...	1,913	416	1851...	10,982	1,961	1864...	33,008	738	1877...	79,080	2,281
1839...	2,302	389	1852...	12,908	1,926	1865...	35,085	1,177	1878...	81,716	2,637
1840...	2,818	516	1853...	15,360	2,452	1866...	36,801	1,742	1879...	86,497	4,721
1841...	3,535	717	1854...	16,720	1,360	1867...	39,250	2,449	1880...	93,671	7,174
1842...	4,026	491	1855...	18,374	1,654	1868...	42,229	2,979	1881...	104,813	11,142

Miles constructed in 1882, exclusive of sidings and additional tracks, 10,821. Total mileage of United States railroads in operation January 1st, 1883, fully **120,000** miles of the total 362,000 miles in the entire world, or nearly as many miles of road as in all the rest of the world together.



Huajuquilla

LIST OF RAILROAD TOWNS IN TEXAS

Having a population of 1,000 and over.

1,520	Denison.....	7,595	La Grange.....	1,847	Round Rock.....
1,795	Denton.....	1,216	Lampasas.....	1,514	Rusk.....
1,013	Eagle Pass.....	2,250	Laredo.....	6,190	San Angelo.....
15,540	El Paso.....	3,029	Ledbetter.....	1,947	San Antonio.....
1,196	Eunice.....	2,359	Leesburg.....	1,004	San Diego.....
3,005	Fort Davis.....	1,040	Lockhart.....	1,000	San Marcos.....
3,358	Fort Stockton.....	1,232	Longview.....	3,000	Seguin.....
2,550	Fort Worth.....	15,050	Luling.....	1,520	Sherman.....
4,565	Fredericksburg.....	2,012	Marlin.....	1,500	Stephenville.....
5,000	Gainesville.....	3,700	Marshall.....	8,100	Sulphur Springs.....
3,200	Galveston.....	34,297	McKinney.....	2,519	Sweetwater.....
3,048	Georgetown.....	2,070	Mexia.....	2,090	Temple.....
1,005	Goliad.....	1,000	Mineola.....	2,028	Terrell.....
1,535	Gonzales.....	1,800	Mineral Wells.....	1,214	Texarkana.....
2,140	Grapeland.....	1,019	Navasota.....	2,574	Tyler.....
1,220	Greenville.....	1,047	New Braunfels.....	2,000	Victoria.....
2,528	Hearne.....	1,520	Orange.....	2,558	Waco.....
1,580	Hempstead.....	1,843	Palestine.....	5,120	Waxahatchie.....
4,596	Hendersort.....	1,705	Paris.....	6,098	Weatherford.....
5,560	Hillsboro.....	1,512	Pilot Point.....	1,050	Whitesborough.....
1,015	Honey Grove.....	1,228	Pittsburg.....	1,580	Whitney.....
1,894	Houston.....	24,500	Richmond.....	1,214	Wortham.....
20,152	Huntsville.....	2,113	Rockdale.....	1,400	Yorktown.....
1,006	Jefferson.....	3,532	Rockwall.....	1,000	

<h1>Atchison Topeka & Santa Fe R. R.</h1> <p>City Ticket Office at corner of old Central Hotel.</p> <p>Has the best Eating Houses, best track and cars of any other line out of El Paso.</p> <h2>ALWAYS ON TIME.</h2> <h3>Pullman Palace Sleeping Cars</h3> <p>ELEGANT ACCOMMODATIONS FOR ALL CLASSES OF TRAVEL TO</p> <h3>Kansas City, St. Louis, Chicago, New York Boston, Philadelphia, Washington</h3> <p>AND ALL POINTS</p> <h2>NORTH AND EAST</h2> <p>F. C. GAY, General Agent, El Paso, Texas W. F. WHITE, General Passenger and Ticket Agent, Topeka, Kansas. B. J. MCQUIN, Local Agent, El Paso</p>	<h1>Texas and Pacific Railway.</h1> <p>CITY OFFICE - OLD CENTRAL HOTEL.</p> <h2>THE SHORTEST ROUTE</h2> <p>FROM EL PASO TO GALVESTON, NEW ORLEANS, ST LOUIS, AND ALL EASTERN POINTS.</p> <p>One Change of Cars between El Paso and New York, Philadelphia, Washington and all other Principal Eastern Cities.</p> <p>SOLID TRAINS RUN THROUGH TO ST. LOUIS WITH PULLMAN BUFFET CARS. THROUGH SLEEPERS TO NEW ORLEANS.</p> <p>Rates as Low as any Other Line.</p> <p>GO EAST VIA THE POPULAR ROUTE. FOR INFORMATION AS TO RATES, Etc., CALL ON OR ADDRESS,</p> <p>A. D. SHEPARD, Agt. El Paso. J. A. WILSON, Trav'g Fr't & Pass. Ag't. B. W. McCULLOCH, Gen'l Pass. and Ticket Agt. Galveston. W. H. NEWMAN, Traffic Manager, Galveston.</p> <hr/> <p>SANTO DOMINGO CATTLE Company Hacienda de Santo Domingo, Carrizal District, Chihuahua, Mexico.</p> <p>Manager and Superintendent: LORD DELAVAL BERESFORD. El Paso and San Jose.</p> 
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