

# JOURNAL OF FLORIDA STUDIES

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**Remembering Antebellum  
Florida as an Education  
Destination: The Allure of  
Healthy Environs, Affordability,  
and Absence “From the Usual  
Incentives of Vice”**

Charles H. “Trey” Wilson III,  
*University of North Georgia*

In his 2015 “State of the State” address, Florida governor Rick Scott observed that, “As far back as the 1800s, people were moving to Florida to make their dreams come true.”<sup>1</sup> Indeed, Florida’s long history of development as tourist destination, hub for Cuban migration, and location for the early space program—among other things—is well documented. Yet, long before there was Disney World, Little Havana, or The Kennedy Space Center to attract people from without to the

Sunshine State, the prospect of higher learning provoked a migration of Floridians *within* Florida. Prior to the Civil War, many students—both young men and young women—pursuing dreams of their own of becoming more refined and better educated left homes and made numerous seminaries, institutes, and colleges in cities like Tallahassee, Quincy, and Ocala their destinations. Advertisements in early Florida newspapers attracted these young people to these institutions by appealing to three primary notions: affordability, healthfulness, and morality. At the same time, these schools, unlike others of their kind elsewhere in the country, did not zealously attempt to attract out-of-state students to study. No advertisements for Florida’s institutions appeared in any other

state's newspapers during the antebellum period. Examining how the state's antebellum institutions of higher learning depicted themselves as destinations reveals much about the people and ideas that constituted Florida in the early 1800s.<sup>2</sup>

In 2018, far from the 1800s, over 130 colleges and universities claimed Florida as home and served over half a million students.<sup>3</sup> The number of institutions of higher learning in the state was a small fraction of this slightly less than 200 years ago on the eve of the Civil War. Though few in number, Florida's nascent colleges and seminaries worked hard to attract students. Examining how these places fashioned themselves into destinations by crafting alluring advertising narratives that stressed healthy environs, affordability, and absence "from the usual incentives of vice" adds to the historiography of the emerging higher education market in the Sunshine State and provides insight into an intriguing (if little-studied) aspect of antebellum life in Florida.

In 2011 and again in 2013, *U.S. News & World Report* published a survey of over 200,000 undergraduates at nearly 300 colleges and universities that sought to determine why these students chose to attend the post-secondary institutions at which they enrolled. The *Report* indicated twenty-two reasons why undergraduates selected their schools. These ran a gamut from, "College has very good academic reputation," to "Wanted to live near home," to "Ability to take online courses."<sup>4</sup> Though perhaps more robust than others, this survey is but one of many products in the twenty-first century that probe some of the values important to students in selecting a college.<sup>5</sup> While for centuries any academic institution wanting to attract students (and that would be all of them) has surely been concerned with students' motivations for enrolling in college, it is noteworthy that the academics working at these institutions seem to have paid these motivations little scholarly attention. No significant research engaging the

topic of what early students prized in choosing a particular boarding school, college, or seminary, seems readily apparent anywhere in the sizeable literature on student values or the history of higher education. Works might describe the origins of early colleges, or perhaps describe what these institutions looked for in accepting students (e.g., some mastery of Greek and Latin, etc.), but not the other way around.<sup>6</sup>

Some academics have offered glimpses of some of the values and motivations of early nineteenth-century American collegians. For example, in *Campus Life: Undergraduate Cultures from the End of the 19<sup>th</sup> Century to the Present*, Helen Lefkowitz Horowitz noted:

In 1800 roughly 2 percent of young men went to college. There were a motley crew, ranging in age from the early teens to the thirties. The youngest were the sons of Southern landed and Northern mercantile wealth eager for the polish of the gentleman. Also

young were the offspring of the small urban professional elite, in college to attain skills comparable to their fathers'. The oldest came from modest farms with the clear intention to become ministers.<sup>7</sup>

This suggests that during the antebellum era students—at least in part—selected colleges on the basis of those institutions' ability to provide specialized training and social cachet. Then, as now, this makes sense, yet there must be more to the story. While one should not expect a prospective antebellum college or seminary student to have finalized an enrollment decision based upon the ability to take online courses, other values must have been at work besides simply programs of study and prestige.

Perhaps somewhat surprisingly given how much history of American higher education has been written about the Northeastern US, Florida has much to say on the subject. What gives voice to this narrative is a

particular species of sources that might be mined more than they are by scholars of student values and higher education—namely, newspaper advertisements. Though far from perfect as sources, these are useful documents for researching and writing about colleges and universities. Newspaper advertisements work especially well to inform social history because, as one prominent marketing historian put it, “advertising reflects cultural values.”<sup>8</sup> Any institution (north or south) whose advertisements did not speak to the motivations and concerns of prospective college-goers would have failed in short order. Through a variety of means, colleges, seminaries, and advanced boarding schools (including those in Florida) would have learned what potential students valued and subsequently would have addressed these concerns in their advertising materials.

Mark Twain once quipped that, “Many a small thing has been made large by the right kind of advertising.”<sup>9</sup> This was doubtlessly

the aspiration of many of the people behind advertisements for educational opportunities placed in nineteenth century Florida newspapers before the Civil War. Various advanced boarding schools, day schools, colleges, military institutes, and seminaries advertised their educational programs in selected Florida newspapers prior to 1860. Several decades’ worth of these advertisements appeared in *The Floridian & Journal* and its forerunner, *The Floridian*. This was a weekly newspaper published, according to its masthead, “Every Saturday Morning” in Tallahassee, Florida.<sup>10</sup> Publication began in 1821 as simply *The Floridian* and would continue through a merger a decade later with the *Southern Journal*, also published in Tallahassee. For much of its existence, the newspaper enjoyed relatively little competition. According to the holdings of the Library of Congress, only eight other periodicals were published in Tallahassee prior to the Civil War.<sup>11</sup> Most of these had brief runs, often only two or three years. *The*

*Floridian & Journal* apparently ceased publication in its last incarnation sometime in 1865, although it would operate as a semi-weekly for another two years.<sup>12</sup>

These factors all contribute to making *The Floridian* and *The Floridian & Journal* one of the longest-lived, continuously published periodicals in nineteenth-century Florida. Such longevity likely made for a large circulation. Also, several advertisements in various editions of the periodical mentioned goods or services well beyond Tallahassee and Leon County, indicating that *The Floridian* and *The Floridian & Journal* had some reach. Taken together, these factors suggest that anyone wishing to advertise an educational opportunity in antebellum Florida would likely have done so in at least this newspaper, thereby making *The Floridian* and *The Floridian & Journal* a most fruitful source to mine for information contained in ads for colleges and schools of the period.

Regarding these ads, two acknowledgments bear consideration. The first is that newspaper advertisements of colleges and schools are imperfect historical sources. They are generally authorless, quite brief, and, as one might expect, unabashedly biased in favor of the institution they describe. However, even with such limitations, such ads can be useful. They do, after all, deliberately communicate *something* about their source. One might rightly be wary of advertised claims about an institution's reputation or quality—while noting perhaps that even those claims might be accurate upon occasion. However, these same readers could probably trust an ad offering numbers about a school's cost or its size or the courses it offered. Also, because these ads are geared to reach a specific audience (a newspaper's readership), newsprint advertisements can tell us as much about the people they are meant for as the places they come from. Even in the antebellum period, it is safe to say that this readership was sizable. Historian Wayne Flint

noted that the 1850 federal census indicated that the illiteracy rate among whites in slave states like Florida was right at 20%.<sup>13</sup>

Though higher than other regions in the country, this still meant that around 80% of Floridians read. Since newspapers would have been items of regular consumption by this large segment of the population, the advertisements periodicals contained—and the content in those advertisements—is revealing.

Secondly, it is worth acknowledging that despite the prospect of drumming up business, not all colleges and schools would have advertised in *The Floridian*, *The Floridian & Journal*, or, indeed, in any newspaper. Though much can be gleaned from examining the advertisements of those that did, whatever findings that might emerge from that analysis could be neither definitive nor universal on the subject of learning opportunities of the period in the state. Floridians living in the 1800s surely had access to additional educational institutions that, for whatever reason, simply chose not

to advertise the way others did. Even so, it is apparent that enough colleges, academies, seminaries, institutes, and schools chose to advertise in antebellum newspapers in Florida to permit drawing fair inferences from the content of their ads.

The ads themselves are quite interesting as sources. Early nineteenth-century advertisements in Florida newspapers for educational opportunities generally appeared grouped together (or nearly so) with other general advertisements in a section devoted to advertising. This section would typically be located toward the back of any printed newspaper edition. Although advertisements for educational opportunities were by no means numerous in any given edition, a typical edition of *The Floridian* and *The Floridian & Journal* might publish two or three ads, each from a different institution. Advertisements were commonly reused for multiple newspaper editions without modification. The advertisements varied in appearance and length, although most took up only four or

five inches of a single one- or two-inch wide typeface column. The advertisements typically included no visual elements such as illustrations or elaborate fonts; rather, ads were generally always packed full of generic-looking text. (Figures 1 and 2 are fairly representative examples of the general appearance of these advertisements.) Most educational advertising in *The Floridian* and *The Floridian & Journal* during the entire life of the paper actually appeared from the mid-1830s, when Florida was still technically a territory, until the eve of the Civil War. Presumably, in part because of regional disruption brought about by the war and Reconstruction, advertising for colleges and schools waned quickly and significantly in *The Floridian & Journal* and the semi-weekly version that followed after 1860.

However and wherever college and school advertisements appeared in these early Florida newspapers, they revealed some diversity in learning options for a state with a modest free white population (scarcely 140,000

people by 1860).<sup>14</sup> Advertisements in *The Floridian* and *The Floridian & Journal* prior to the Civil War encouraged young men and women to attend various types of educational institutions throughout Florida, as well as occasionally the southeast region and beyond. Some of these institutions called themselves “academies” or “institutes” and were probably more akin to modern secondary boarding schools than modern places of higher education. Others calling themselves “college” or “seminary” offered higher education, which around the mid-nineteenth century typically entailed the study of subjects like the classics or “moral philosophy” for several years en route to earning a baccalaureate degree.<sup>15</sup>

Probably the most common type of educational institution which newspaper advertisements in *The Floridian* and *The Floridian & Journal* showcased during the antebellum period was the woman’s seminary. Historian Christie Anne Farnham describes the evolutionary trace of seminaries in the South in her book

entitled *The Education of the Southern Belle: Higher Education and Student Socialization in the Antebellum South*. Farnham notes that, "Beginning in the late eighteenth century, wealthy Southern families sometimes sent their daughters to 'French schools.'" <sup>16</sup> Often, but not always, these were boarding schools, and girls attending these institutions received instruction in French (hence the name), arithmetic, dancing, art, and embroidery—the so-called "ornamental" courses. Farnham indicated that these were not academically rigorous places designed to educate girls in the same curriculum that boys received at the time. Rather, French Schools existed chiefly to facilitate social gain on the part of a girl's family and, perhaps unwittingly, to marginalize women by relegating them to particular social roles. Farnham argues that "French schools, by refining the rough edges of behavior and language and by emphasizing taste and the arts, improved the position of students in the marriage market." <sup>17</sup> Graduates of French

schools in Florida and elsewhere were cultured and refined and, as such, were sought after by Southern men from good families for marriage. Not surprisingly, at French schools, intellect took a back seat to social graces. Women were prepared to become ladies and little else. According to Farnham, young Southern women who desired more serious schooling "had to await the spread of [women's] academies before secondary education became widely available." <sup>18</sup> This spread occurred, in part, as some French schools morphed into more academically demanding institutions.

Beginning in the early 1800s, girls' academies became much more widespread throughout the United States, including in the South. In her book Farnham indicates that the coming of academies to the region signaled a shift in educational focus for women as French schools became obsolete. She argues:

Herein lies a major difference between the French schools and the academies.



Although the new academies initially offered few courses above the level of history, geography, and English grammar—which were to be found in many of the larger boarding schools—there is a shift in emphasis from a core curriculum consisting of French and the arts to one composed of academic subjects.<sup>19</sup>

According to Farnham, academies were more academically and intellectually rigorous places than the more ornamental French schools they replaced.

Among academies that catered to women, a hierarchy emerged as the expanded depth and breadth of the curricular offerings of some institutions came to set those schools apart from others. These relatively more academically demanding academies, in turn, adopted names to set themselves apart from the pack. Farnham writes that, “To distinguish their level of coursework from that of ordinary academies, the term female seminary came into use.”<sup>20</sup>

While all seminary curricula still included “ornamental” courses like art and music, Farnham reveals that at all serious seminaries, as at contemporary men’s colleges, “the study of the classics at some level was generally attempted.”<sup>21</sup> It was this attempt at classical study that truly set some seminaries apart from lesser academies and from the earlier French schools. Several of these advanced seminaries would eventually evolve into private women’s colleges throughout the South in the late 1800s. This occurred as these institutions deemphasized ornamental and secondary or preparatory-level educational programs in favor of adopting more advanced classical curricula on a par with that of contemporary men’s colleges.

Advertisements for women’s seminaries were relatively more common than advertisements for other educational institutions in nineteenth-century Florida newspapers mainly because these institutions simply *needed* to advertise more. Since the concept of women’s higher education was

still somewhat novel in many places for much of the early 1800s, ads served to both create demand for education on the part of women and their families and to publicize the institutions that could meet this demand. By contrast, more established men's colleges simply needed advertising less; people living in the antebellum period already knew what they were, where they were, and what they did.

Irrespective of whether an advertisement represented a college, academy, institute, school, or a seminary, three persistent themes in advertisements for colleges and schools in early nineteenth-century editions of *The Floridian* and *The Floridian & Journal* are evident. As institutions sought to craft themselves as destinations for would-be students, the vast majority of ads specifically addressed in at least some way concerns about health, economy, and morality. In trumpeting strengths like healthy environs, low cost, and the attention paid to discipline or the avoidance of vice and extravagance, the

advertisements reveal social concerns with such values as safety, frugality, and prudence and, likewise, reveal their true value as historical sources.

Many early advertisements for educational institutions in Florida spoke of health in one way or another. For example, Quincy Academy boasted that "the distinguished healthiness of the village" of Quincy was a key advantage it possessed over other schools.<sup>22</sup> The Reverend J. H. Tyng's Select School for Young Ladies advertised that it operated only four hours a day since "it is thought that this amount of confinement a day is as much as health will admit."<sup>23</sup> In 1850, the Madison Female Seminary noted that it was situated in "one of the most delightful and healthy towns in the Southern country."<sup>24</sup> A year later, the institution's male division dubbed itself "a School...where the best guarantees of health are offered."<sup>25</sup> Luckily, healthy Florida countryside abounded. Like the seminary in Madison, the Iamonia Female Seminary advertised that

it, too, was in “a healthy part of the country.”<sup>26</sup>

When healthy country living proved insufficient alone to foster wellness prior to the Civil War, Florida colleges and schools, like those of other southeastern states, took sterner measures to safeguard health. Some relied on natural remedies. One advertisement boasted that the spring at Glenn Spring Seminary “is among the very best mineral springs of the country for Dyspepsia and other chronic diseases,” a claim that allowed the school describe its location as “decidedly healthy.”<sup>27</sup> Schools also promised man-made remedies for ills. The East Florida State Seminary noted in an 1852 newspaper advertisement that, “There were very few cases of sickness (chill and fever) all of which readily yielded to the simplest medical treatment.”<sup>28</sup>

So many early nineteenth-century college and school advertisements in *The Floridian* and *The Floridian & Journal* spoke to the issue of health simply because it mattered immensely.

Indeed, students and parents would have been right to be concerned during this era. The 1800s and early 1900s saw recurring epidemics of typhus, typhoid, scarlet fever, influenza, and yellow fever sicken thousands of people—young people especially—throughout the country.<sup>29</sup> Southeastern colleges were not exempt from outbreaks and so health was of interest. A turn of the century advertisement in the *Atlanta Constitution* for Wesleyan College in Macon, Georgia, acknowledged that disease directly impacted education. The advertisement read, “Students detained by quarantine will be specially tutored as far as necessary” and claimed that “Present health conditions at Macon and Wesleyan are better than ever,” suggesting that conditions had once suffered.<sup>30</sup> For its opening around 1900, Brenau College in Gainesville, Georgia, indicated that “A few places are being held for students who are detained by quarantine restrictions. Two young ladies from Mississippi were not allowed to leave the train

at Gainesville by the state quarantine officials, but were carried to Seneca, S.C. and are compelled to remain there for ten days before being allowed to reenter Georgia.”<sup>31</sup> If these advertisements communicated that illness was serious around the turn of the century, then sickness could only have been of equal or more concern to colleges and schools prior to the Civil War when understanding of disease and medicine was even less sophisticated.

Just as they demonstrated a societal concern for wellness at educational institutions, advertisements for colleges and schools placed in mid-nineteenth century Florida newspapers also tended to address monetary matters as well. Frequently, advertisements went so far as to publish an institution’s cost of tuition and/or room and board. This was often done in a very up-front manner, at least by the standards of today, in the hopes of motivating students to attend.

For example, in 1854, the St. John’s Institute advertised that it

charged \$20 per five-month session for its most collegiate program that included “Latin, Greek, [and] Moral and Intellectual Philosophy.”<sup>32</sup> The institution indicated that board could be found with private families in town for reasonable rates. The East Florida State Seminary advertised that its “terms of tuition are as low as those of any Institution of similar grade in the South” and charged \$25 per term for “The higher branches of Mathematics, Ancient Languages, Moral and Intellectual Philosophy.”<sup>33</sup> At the Tallahassee Seminary, “Tuition in Classics, the higher branches of Mathematics, Natural Sciences, etc., also in the Modern Languages” was \$30 per annum.<sup>34</sup> Waukeenah Academy in Jefferson County, Florida, charged \$16.00 per four-month term for instruction in its “Classical Course” and advertised monthly board with private families from \$8.00 to \$10.00 per month.<sup>35</sup> To better place these figures into a meaningful context, note that \$1 in 1850 currency would likely equate to just over thirty U.S. dollars in 2018 currency.<sup>36</sup>

That ads addressed fiscal matters is not surprising and simply demonstrates societal concern for frugality during the era. What potential students would have wanted to overpay for education? Assuming that most all educational offerings were, roughly speaking, of the same quality (a bold assumption, indeed, but a necessary one for comparative purposes), examining expenses at other colleges both within and outside the Southeast during these decades bears out that Florida institutions were, generally speaking, competitively priced. This could well have served to attract a wider spectrum of students to attend. For example, in 1850, Yale College charged \$39 per semester for tuition.<sup>37</sup> The same year, Davidson College charged \$48 per "Session of five months" for tuition, room, board, and "Servant Hire."<sup>38</sup> At what would become the Louisiana State University, in 1851, "The total annual expense for instruction in each of the Collegiate Classes" was \$175.<sup>39</sup>

One Florida institution advertised a form of financial assistance for students. The State Seminary West of the Suwannee in Tallahassee charged \$25.00 per 4.5-month term for its most robust collegiate offering in its Male Department. The institute mentioned municipal support in its advertisement: "The City of Tallahassee will pay for each scholar whose home...is within her borders, five dollars per session, to be credited on the tuition fees." Also, "Each county west of the Suwannee has the right to send, free of tuition fees, one scholar to the male and one to the female department, such scholars to be appointed by the Board of County Commissioners of their respective counties."<sup>40</sup>

Besides health and economy, college advertisements in Florida newspapers in the first half of the nineteenth century were most likely to appeal to potential students by addressing moral well-being. In 1850, Miccosukie Academy advertised that it was situated "in the midst of a populous, highly intelligent, and

moral community, remote from the usual incentives of vice and dissipation.”<sup>41</sup> Alachua Military Institute wrote in an advertisement that “the Manual of Arms furnishes wholesome exercises at stated periods and their discipline causes habits of order, punctuality and prompt obedience, and the establishment of the student in a firm, graceful and manly carriage.”<sup>42</sup> The Quincy Male and Female Academy in Gadsden County advertised:

Board, including washing, may be obtained in the family of the Principal at \$10 per month. Those boarding with him may at all times have his direction and assistance in their studies and are kept under such wholesome restraint, as is necessary to secure that Mental and Moral culture, for which they are placed in the institution.<sup>43</sup>

The advertisement declared that, at Quincy, “Boys are not allowed to visit such places of amusement, or to form such associations, as are

calculated to corrupt their Morals, or to draw off their attention from their studies.”<sup>44</sup> Interestingly, nothing was mentioned about where girls might visit or whether or not students in Quincy’s Female Academy could associate with male counterparts. In all likelihood given the social norms of the day, it simply went without saying that they could not.

Of course, concerns about morality and discipline have long been a part of college life in the United States. As far back as 1790, Samuel Hall published *The Laws of Harvard College* to advise students of proper conduct. Some laws dealt with diversions as Harvard decreed:

Whoever shall profane the [Sabbath] day by unnecessary business, or visiting, or walking on the Common or in the streets or fields of the town of Cambridge, or shall use any diversions, or otherwise behave himself disorderly or unbecoming the season, shall be fined not exceeding three shillings, or be admonished,

degraded, suspended,  
or rusticated  
[suspended],  
according to the  
aggravation of the  
offence.<sup>45</sup>

Other Harvard rules simply forbade young men from association with “any person of dissolute morals.”<sup>46</sup>

Virtually all other American colleges would follow Harvard’s example by adopting concerns for and some oversight of students’ moral development. Indeed, as many early educational institutions historically functioned to at least some degree *in loco parentis*, it seems difficult to imagine that a college or school could forego this responsibility any more than it could do something like decline to house and board residential students. Many of the educational institutions in Florida that advertised in newspapers to nineteenth-century Floridians took pains to reassure students (and, likely, parents) that their time at college or seminary would not lead to moral decay and might, in fact, serve to make them more disciplined, principled adults.

Many pre-1860 advertisements in Florida newspapers such as *The Floridian* and *The Floridian & Journal* for advanced educational opportunities stressed health, affordability, and morality to attract students. This was not accidental. Americans everywhere had, after all, long cherished such values. (Had not Benjamin Franklin’s *Poor Richard’s Almanack* encouraged Americans living decades earlier to be “healthy, wealthy, and wise?”<sup>47</sup>) Curious, though, was that Florida’s schools and colleges seemed largely disinterested in taking this message to students outside of the state. Florida’s neighbors in the Deep South would have been a logical and, perhaps, anticipated market in which one might expect to find newsprint advertising of Florida’s scholastic institutions. Though every major newspaper in the antebellum Deep South (and there were several) published advertisements for various schools and colleges in various places, none evidently ran advertisements from Florida.<sup>48</sup> This was not because Florida schools were

unwelcoming to out-of-state students or because Florida had yet to develop the present hospitable persona it enjoys. Rather, this lack of advertising in other states' newspapers was because of business dynamics. The fact that a number of well-established colleges, academies, and seminaries were already operating in Georgia, Alabama, South Carolina, and the like simply made market penetration too difficult to bother attempting by any relatively new, relatively far away Florida institutions. Hence, the students that came to Florida's academies, institutes, and seminaries generally did so as intra-, not inter-, state migrants.

The fact that newsprint advertising in *The Floridian* and *The Floridian & Journal* for colleges, seminaries, and academies started early in Florida's existence and continued noticeably over the several antebellum years suggests that people in the state responded to it. Simply put, then as now, advertising that appealed to consumer values worked and was reused, and this functional

publicity kept students coming and kept schools paying bills. Likewise, in the process of attracting students, Florida's early ads for higher education actually mirrored some of the values and concerns of Floridians during this age.

Interestingly, perhaps, is that the modern *U. S. News* student surveys indicate that factors relating to affordability (e.g., "I was offered financial assistance" and "The cost of attending this college") are still of great concern to students seeking higher education.<sup>49</sup> However, if current advertising is any indication, American college students today are apparently not much enticed to attend institutions promising to safeguard their health and character. Surely, students still value such things; they merely look now to sources other than colleges and universities to sustain them. Cognizant of this, present-day institutions of higher education choose to tout other strengths when advertising to prospective students and their families.

In the modern era, Florida has become a major destination for



tourism, for Latin American immigration, and a home for employees associated with the space program. These developments have brought billions of dollars and thousands of jobs to Florida and, just as assuredly, let many newcomers follow their dreams. Perhaps less visibly, the internal migration of Florida students to the sites of the state's earliest institutions of higher learning also influenced the state's growth. As antebellum Florida students sought collegiate educations and were drawn to affordable, healthy, politic institutions in their state, they helped found what would eventually become a statewide higher education industry. Over the course of decades, this industry has brought its own sizable share of jobs and money to the state. This could not have happened had trailblazing Florida students not sought out healthy environs, affordability, and an absence "from the usual incentives of vice" and enrolled in Florida's earliest places of higher learning. Additional research into other antebellum-era

Florida periodicals and other types of sources (such as student letters and journals) might reveal more oft-repeated themes or patterns in early educational advertising activity or shed more light on what motivated students to choose the colleges, schools, and seminaries they did to attend. Besides immersing scholars in some fascinating primary sources, such new revelations could further inform the historiography of antebellum Florida add more nuance to understanding Florida (and places within Florida) as destinations.

## The Madison Male Academy.

**T**HE next Term of this Institution will commence on the second Monday in January next, under the direction of Mr. Villepigne, a graduate of South Carolina College, and terminate on the first Monday in June. The rates of Tuition will be as follows:

*First Class*—Spelling, Reading, Writing, Arithmetic, and Geography, per session, \$8 00

*Second Class*—Embracing the above, with English Grammar, History, Composition, and Exercises in Reading, Locution, &c 12 00

*Third Class*—Embracing the necessary parts of the above, with Mathematics, Algebra, Geometry, and Natural Philosophy, per ses 15 00

*Fourth Class*—The Classical Department, embracing the foregoing, with Latin, Greek, &c, per session, 20 00

The price of Tuition to be paid in advance.

The attention of parents and guardians, desirous of placing their children or wards at School where they may be prepared to enter College, and where the best guarantees of health are offered, is particularly invited. Board, on the most reasonable terms, in excellent families, can be obtained.

H Z ARDIS,

President Board of Trustees.

JERRY S. BROOKS, Secretary

December 21, 1850

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Figure 1: Paper: Advertisement, *The Floridian and Journal*, Date: 01-04-1851; Volume: II; Issue: 52; Page: [4]; Location: Tallahassee, Florida

**Leon Female Academy.**

**T**HE next session of Leon Female Academy, under the charge of the Rev. P. MILLER BABBITT, A. M., Principal, will commence on Wednesday the 1st day of September. This School is designed to furnish the opportunity for a thorough and elegant education.

*Terms per Session of Five Months.*

Orthography, Reading, and Writing,	\$10 00
Arithmetic, Geography, English Grammar, and History,	15 00
Physical Geography, Natural History, Natural, Mental or Moral Philosophy, Chemistry, and Composition,	20 00
Rhetoric, Logic, Algebra, Geometry, Latin and Greek,	25 00

August 21, 1852. 83 11 [Scutuel]

**ÆOLIAN PIANOS.**

**A** FINE assortment of Boston Pianos, with or without the admirable E. J. M. accompaniment, made by the old house of Hall, L. Davis, & Co., may be found at their New York Warerooms, 207 Broadway. Their Southern and Western customers will be accommodated here. Prices to all customers the same as in Boston. A full supply of second hand Pianos. Pianos to let. Music at wholesale and retail. Liberal discount to the trade.

**GOULD & BERRY, 207 BROADWAY, N. Y.**

Messrs GOULD & BERRY are extensive publishers and dealers, wholesale and retail, in Sheet Music and Musical Publications. Dealers in Pianos or Music supplied on liberal terms.

Aug 21, 1852. 83 3m

**PROCLAMATION.**

**N**OTICE is hereby given that an ELECTION will be held throughout the State of Florida, on Monday, November 2d, proximo, for Electors of President and Vice President of the United States. Number to be chosen three.

Done at the Capitol, in Tallahassee, this 10th day of August, A. D. 1852

**THOS BROWN, Governor**

By the Governor—Attest:  
C. W. DOWNING,  
Secretary of State

Aug 21, 1852, 33

I hereby Devote J the commencement of this suit to be turnable to a Justice's Court to be held at Tallahassee on the second Monday (the 8th) of November next, and to appear and plead to the same.

Given under my hand and seal this 16th July, 1852,  
**DONALD CAMERON, [SEAL]**  
Justice of the Peace.

July 24, 1852. 29 8m

**Tamonia Female Seminary.**

**T**HIS Institution now in process of erection, is located ten miles North of Tallahassee, on the Thomasville road, in a healthy part of the country. It will go into operation on Tuesday, 12th October next. The Board of Managers have engaged as Principal the Rev A. R. WOLFE, who has been formerly known for several years as Principal of a Male School in the same neighborhood. Mr W will be aided by competent Female Assistants in Music and other Ornamental Branches, so that ample facilities will be furnished for an accomplished and thorough Female Education. The Scholastic year will consist of forty weeks. The uniform price of tuition will be \$10 per quarter, without extra charge for Latin, Greek, or French Music, \$10 per quarter—use of Piano \$2 Drawing or Ornamental Needle-Work, \$5 per quarter. Tuition payable quarterly. Board may be secured in the neighborhood at the usual rates. Communications asking information may be addressed to the Secretary of the Board.

**JOHN BRANCH,**  
President Board Managers.

**R. WHITTAKER, Secretary**

July 10, 1852 27 3m

**FLETCHER INSTITUTE, THOMASVILLE, GA.**

**T**HE Second Term of this Institution for this year will commence *first Monday in August* next and close Friday before Christmas. Tuition fees range from \$16 to \$36 per year. Ornamental branches lower than common in High Schools of this kind. Boys and girls can be prepared for Junior Class in College.

Board in private families from \$2 to \$12 per month, all things included. With a competent Board of Instruction, we confidently expect a liberal patronage.

**P. P. SMITH,**  
President of the Board of Trustees

Thomasville, Ga, July 3, 1852 26 6m

Figure 2: The Floridian & Journal;  
Date: 08-21-1852; Volume: IV; Issue:  
33; Page: [3]; Location: Tallahassee,  
Florida

## Notes

<sup>1</sup> Joshua Gillin, Angie Drobic Holan, Katie Sanders, "Rick Scott's 2015 State of the State speech annotated," Politifact Florida, 03 March 2015, <http://www.politifact.com/florida/article/2015/mar/03/rick-scotts-2015-state-state-speech-annotated/> (accessed 07 July 2018).

<sup>2</sup> This article focuses on educational-related advertising of the antebellum period primarily because that period has been relatively little-studied by historians of higher education in any part of the United States, let alone in more remote Florida. I am aware of only two other scholarly works that engage the subject of education in Florida prior to the Civil War, and both are quite dated. See J. O. Knauss, "Education in Florida: 1821-1929," *Florida Historical Quarterly*, III (1925), 22-35 and Nita K. Pyburn, *Documentary History of Education in Florida, 1822-1860* (Tallahassee, FL: 1951).

<sup>3</sup> "Florida Colleges," n.d., <http://www.collegesimply.com/colleges/florida/> (accessed 03 July 2018).

<sup>4</sup> See Robert Morse, "Students Say Rankings Aren't Most Important Factor in College Decision," *U.S. News & World Report*, 27 January 2011, <http://www.usnews.com/education/blogs/college-rankings-blog/2011/01/27/students-say-rankings-arent-most-important-factor-in-college-decision> (accessed 09 July 2018); Robert Morse, "Freshmen Students Say Rankings Aren't Key Factor in College Choice," *U.S. News & World Report*, 31 January 2013, <https://www.usnews.com/education/blogs/college-rankings-blog/2013/01/31/freshmen-students-say-rankings-arent-key-factor-in-college-choice> (accessed 03 July 2018).

<sup>5</sup> See, for example, Matthew Schuldt, "Ten Factors for Choosing Colleges," Lunch-Money.com, n.d., <https://www.centergrove.k12.in.us/cms/lib4/IN01000850/Centricity/Domain/168/collegeguide.pdf> (accessed 07 July 2018) and Martha O'Connell, "How To Choose A College That's Right For You," NPR Special Series, 21 February 2007, <http://www.npr.org/2010/12/08/7506102/how-to-choose-a-college-that-s-right-for-you> (accessed 07 July 2018).

<sup>6</sup> Some scholarship addresses contemporary college student choice in various respects, but does not examine the nineteenth century, let

alone the Antebellum Era. See, for example, Torben Drewes and Christopher Michael, "How Do Students Choose a University?: An Analysis of Applications to Universities in Ontario, Canada," *Research in Higher Education*, Vol. 47, No. 7 (Nov., 2006), pp. 781-800; Mary Jo Kealy and Mark L. Rockel, "Student Perceptions of College Quality: The Influence of College Recruitment Policies," *The Journal of Higher Education*, Vol. 58, No. 6 (Nov. - Dec., 1987), pp. 683-703; Joseph J. Seneca and Michael K. Taussig, "The Effects of Tuition and Financial Aid on the Enrollment Decision at a State University," *Research in Higher Education*, Vol. 26, No. 4 (1987), pp. 337-362; and Dongbin Kim, "The Effect of Financial Aid on Students' College Choice: Differences by Racial Groups," *Research in Higher Education*, Vol. 45, No. 1 (Feb., 2004), pp. 43-70; and Ruth E. Kallio, "Factors Influencing the College Choice Decisions of Graduate Students," *Research in Higher Education*, Vol. 36, No. 1, AIR Forum Issue (Feb., 1995), pp. 109-124.

<sup>7</sup> Helen Lefkowitz Horowitz, *Campus Life: Undergraduate Cultures from the End of the 19th Century to the Present* (New York, NY: Knopf Publishers, 1987), 5.

<sup>8</sup> Richard W. Pollay, "The Distorted Mirror: Reflections on the Unintended Consequences of Advertising," *Journal of Marketing*, April 1996, 33.

<sup>9</sup> Mark Twain, *A Connecticut Yankee in King Arthur's Court* (London, UK: Harper and Brothers Publishing, 1917), 202. Available from Google Books at <http://books.google.com/books?id=kSWIx5pEqNIC&printsec=frontcover&dq=A+Connecticut+Yankee+in+King+Arthur%27s+Court&ei=3hv7S8zoFp3WzASW8-C8Dw&cd=1#v=onepage&q&f=false> (accessed 07 July 2018).

<sup>10</sup> See Elmer J. Emig, "A Check List of Extant Florida Newspapers, 1845-1876," *Florida Historical Quarterly* XI (Oct. 1932), pp. 77-87

<sup>11</sup> "Titles in City: Tallahassee, Florida," Library of Congress Chronicling America: America's Historic Newspapers, <http://chroniclingamerica.loc.gov/titles/places/florida/leon/tallahassee/> (accessed 07 July 2018).

<sup>12</sup> "About The Floridian & Journal. (Tallahassee, Fla.) 1849-1865," Library of Congress Chronicling America: America's Historic Newspapers, <http://chroniclingamerica.loc.gov/lccn/sn83016259> (accessed 07 July 2018).

<sup>13</sup> Wayne Flynt, *Dixie's Forgotten People: The South's Poor Whites* (Bloomington, IN: Indiana University Press, 1979), 8.

<sup>14</sup> Richard L. Forestall, "Population of Counties by Decennial Census: 1900 to 1990," U.S. Census data, 27 March 1995, <http://www.census.gov/population/cencounts/fl190090.txt> (accessed 07 July 2018). There were no institutions dedicated to the education of African Americans during this epoch.

<sup>15</sup> For a discussion of the nomenclature of institutions of higher learning, see Frederick Rudolph, *The American College & University: A History* (Athens, GA: The University of Georgia Press, 1990) and John R. Thelin, *A History of American Higher Education* (Baltimore, MD: Johns Hopkins University Press, 2004). Until the advent of regional accreditation, consistency was often lacking in institutional naming and curriculum rigor.

<sup>16</sup> Christie Anne Farnham, *The Education of the Southern Bell: Higher Education and Student Socialization in the Antebellum South* (New York, NY: New York University Press, 1994), 43.

<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

<sup>19</sup> Ibid., 49.

<sup>20</sup> Ibid., 65.

<sup>21</sup> Ibid., 73.

<sup>22</sup> Advertisement. *The Floridian*. 10/24/1831, v. 3, no. 10, pg. 4.

<sup>23</sup> Advertisement. *The Floridian*. 6/14/1834, v. 5, no. 44, pg. 3.

<sup>24</sup> Advertisement. *The Floridian*. 1/26/1850, v. 2, no. 3, pg. 4.

<sup>25</sup> Advertisement. *The Floridian & Journal*. 01-11-1851; v. 3, no. 1, pg. 4.

<sup>26</sup> Advertisement. *The Floridian & Journal*. 08-28-1852; v. 3, no. 34, pg. 3.

<sup>27</sup> Advertisement. *The Floridian & Journal*. 01-31-1852; v. 3, no. 4, pg. 3.

<sup>28</sup> Advertisement. *The Floridian & Journal*. 01-31-1852; v. 3, no. 4, pg. 3.

<sup>29</sup> For more about diseases in the United States in the late nineteenth and early twentieth centuries, see Gerald N. Grob, *The Deadly Truth: A History of Disease in America* (Boston, MA: Harvard University Press, 2002).

<sup>30</sup> Display Advertisement—No Title, *Atlanta Constitution*. 09-12-1905, pg. 5.

<sup>31</sup> "Brenau Enrolls Many Students," *Atlanta Constitution*. 09-24-1905, pg. 2.

<sup>32</sup> Advertisement. *The Floridian & Journal*. 01-28-1854; v. 6, no. 4, pg. 3.

<sup>33</sup> Advertisement. *The Floridian & Journal*. 01-27-1855; v. 7, no. 4, pg. 3.

<sup>34</sup> Advertisement. *The Floridian & Journal*. 06-23-1855; v. 7, no. 25, pg. 4.

<sup>35</sup> Advertisement. *The Floridian & Journal*. 03-05-1859; v. 11, no. 10, pg. 3.

<sup>36</sup> Samuel H. Williamson, "Seven Ways to Compute the Relative Value of a U.S. Dollar Amount, 1790 to Present,"

<http://www.measuringworth.com/uscompare/> (accessed 07 July 2018).

<sup>37</sup> "Yale: A Short History-The Breed of Student," n.d.,

<http://www.library.yale.edu/mssa/YHO/Piersons/breedOfStudent.html> (accessed 07 July 2018).

<sup>38</sup> Digital NC, *Davidson College Catalog* [1850], <https://library.digitalnc.org/cdm/ref/collection/yearbooks/id/5065> (accessed 03 July 2018).

<sup>39</sup> *Catalogue of the Louisiana State University and Agricultural and Mechanical College*, 1861, p. 6,

<https://hdl.handle.net/2027/mdp.39015076383747> (accessed 07 July 2018).

<sup>40</sup> Ibid.

<sup>41</sup> Advertisement. *The Floridian*. 1/26/1850; v. 2, no. 3, pg. 4.

<sup>42</sup> Advertisement. *The Floridian & Journal*. 04-09-1853; v. 5, no. 14, pg. 3.

<sup>43</sup> Advertisement. *The Floridian & Journal*. 11-19-1853; v. 5, no. 45, pg. 1.

<sup>44</sup> Advertisement. *The Floridian & Journal*. 11-19-1853; v. 5, no. 45, pg. 1.

<sup>45</sup> Samuel Hall, "The Laws of Harvard College (1790): Chap. II. -- On Devotional Exercises, and the Observation of the Lord's-Day, Rule III," 18th-Century Reading Room.com, <http://18thcenturyreadingroom.wordpress.com/2006/02/23/item-of-the-day-the-laws-of-harvard-college-1790/> (accessed 07 July 2018).

<sup>46</sup> Samuel Hall, "The Laws of Harvard College (1790): Chap. IV. Of Misdemeanors and Criminal Offences., Rule I," 18th-Century Reading Room.com, <http://18thcenturyreadingroom.wordpress.com/2006/02/23/item-of-the-day-the-laws-of-harvard-college-1790/> (accessed 07 July 2018).

<sup>47</sup> Benjamin Franklin, *The Way to Wealth* (1758), <http://www.swarthmore.edu/SocSci/bdorseyl/41docs/52-fra.html> (accessed 7 July 2018).

<sup>48</sup> I noted no advertisements from any school in Florida in a search of many issues of multiple newspapers spanning the entire antebellum period. The titles I examined included the *Macon Telegraph*, the *Augusta Chronicle*, the

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*Savannah Gazette*, the *Mobile Register*, and the *Charleston Courier*.

<sup>49</sup> Robert Morse, "Students Say Rankings Aren't Most Important Factor in College Decision," *U.S. News & World Report*, 27 January 2011, <http://www.usnews.com/education/blogs/college-rankings-blog/2011/01/27/students-say-rankings-arent-most-important-factor-in-college-decision> (accessed 07 July 2018).