



Photograph by Mary Paige Huey

Stained glass window, front entrance hallway

# WINDOWS

*A Guide to*  
Discovering  
the Treasures  
of  
Chateau  
Bellevue

# Window

, an opening for letting in light and air. From the Norse language, the word means “eye of the wind.” Centuries ago, the wind came right in unless the holes—or the eyes—in the walls were shuttered.

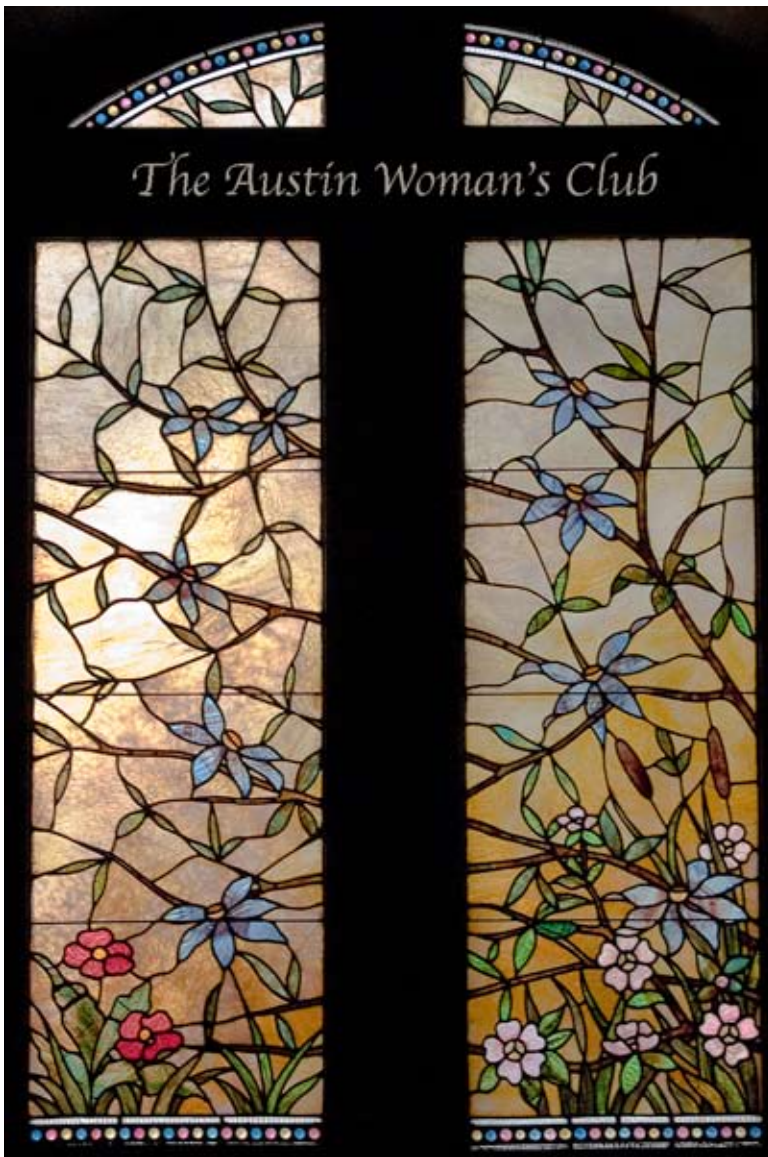
**S**tained glass—or art glass—is crafted of small colored glass pieces arranged to form patterns or pictures, traditionally held together by strips of lead and supported by a rigid frame.

As in the beautiful cathedrals and castles in Europe, at Chateau Bellevue the *stained glass windows* constitute the major form of pictorial art to have survived the changes made to other parts of the building.

Most of the stained glass windows of Chateau Bellevue are positioned on the north side of the house. In contrast, most windows on the south side are clear, without color, and showcase the panoramic views of the city and landscape.

Creation of stained glass windows requires the artist to have both the wisdom to conceive an appropriate and workable design and the engineering skills to assemble the pieces.

**To be a teacher or docent at Chateau Bellevue** requires one to have the artistic wisdom to execute a tour experience that sparks the visitors’ interest and appreciation. This guide, *Windows*, serves as a companion piece for the children’s interactive booklet, *Discovering the Treasures of Chateau Bellevue*. From the many facts to be shared about Chateau Bellevue, our hope is for visitors to come away with a sense of this special place.

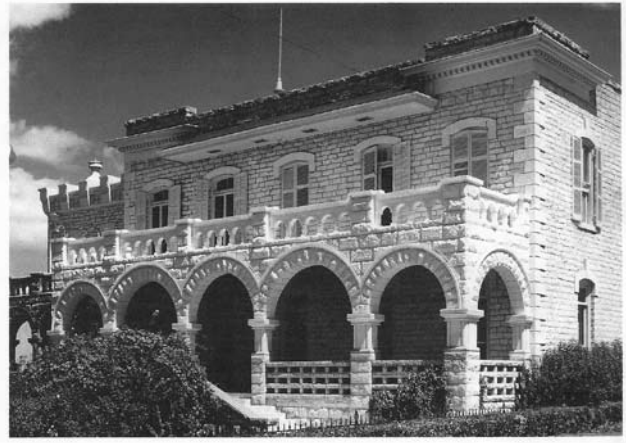


Stained glass window, front entrance hallway

# Windows

## to Discovering the Treasures of Chateau Bellevue

Home of  
**The Austin Woman's Club**  
708-710 San Antonio Street  
Austin, Texas 78701



The guided tour is designed to target the 4th grade social studies & fine arts curriculum, but a visit to Chateau Bellevue will appeal to children ages 6-12 as well as adults and senior citizens. *Windows*, the guide for teachers and docents, can be downloaded for FREE at [www.austinwc.org](http://www.austinwc.org), or a printed copy can be purchased for \$5.00.

**Location and Directions:** Located in the historic Bremond Block, this landmark is near the heart of downtown Austin, Texas, at 708-710 San Antonio Street.

**From IH 35:** Exit 6th Street, cross Congress Avenue, and then continue west 5 more blocks. Turn right onto Nueces Street. Travel 1 1/2 blocks. The Chateau Bellevue parking lot is on the east side between 7th Street and 8th Street.

**From Loop 1 (Mopac):** Exit 5th Street and go east. Turn left onto Nueces Street. Travel 2 1/2 blocks. The Chateau Bellevue parking lot is on the east side between 7th Street and 8th Street.

**Parking for Groups:** Visiting groups should be dropped off at the San Antonio Street entrance, accessible by traveling east on 8th Street. Meter parking spaces are located nearby, with parking rates and restrictions closely monitored by the City of Austin. Buses and vans will be permitted spaces in the parking lot off Nueces Street and between 7th and 8th Street: Please contact the AWC Education Chair at (512) 472-1336 to procure a parking voucher for buses or vans. When not in use during events hosted by The Austin Woman's Club, COMPLIMENTARY PARKING is available in the parking lot off Nueces Street. The Nueces Street parking lot has an entrance under the canopy into the building but affords only a few visitors entry via a small elevator (with limited capacity).

**Hours:** Open to the public most weekday afternoons until 3:30 p.m., Chateau Bellevue is closed on Sundays, holidays, and for private events. It is also closed the last week in December and the first week in July.

**Tours:** On Thursday afternoons, family groups and school programs are scheduled on a per-group basis. All tours are facilitated by volunteers. Please call (512) 472-1336 for reservations for family or group tours. Typically, a tour requires one hour or longer. Upon request, we will customize the tour to your interests; vintage games & lifestyles; etiquette, manners, & social customs; or architecture & the arts.

**Admission:** A ticket of \$5.00 per child (ages 6 – 12) includes the guided tour and the interactive booklet entitled *Discovering the Treasures of Chateau Bellevue*. This booklet engages and inspires young visitors to “live” history.

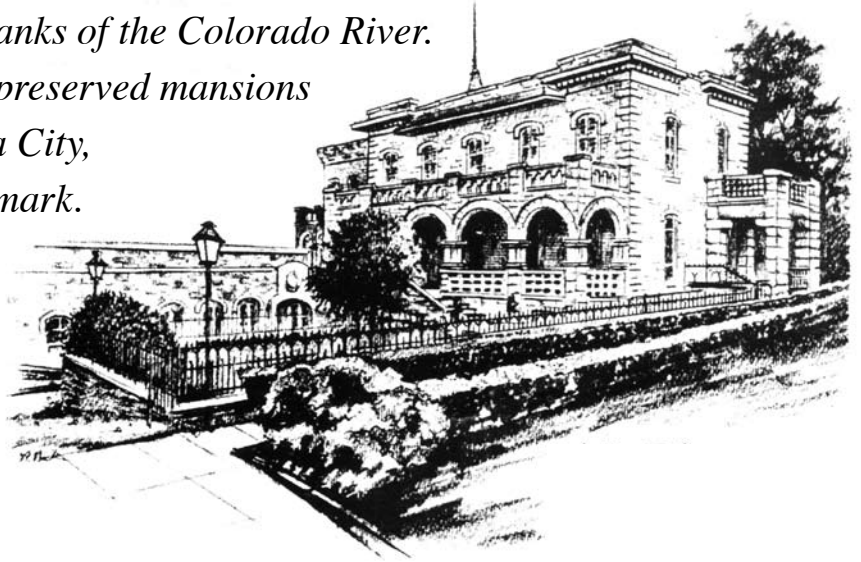
Large group rates (more than 6 children) are available at \$4.00 per child. All children must be accompanied by an adult, and a ratio of 5-children to 1-adult is recommended. Adult admission is FREE but does not include the interactive booklet (for purchase, \$5.00 each).

**Accessibility:** Please let us know in advance how we can best accommodate children with special needs. Chateau Bellevue is partially accessible for people with limited mobility. We request that you call prior to your visit to arrange for a staff member to meet the special visitors and to operate the small elevator from the parking level to the ground floor and 1st floor. The 2nd floor is only accessible by stairs.

*For the purpose of safety and to assure a courteous visit, it is recommended that snacks, backpacks, cell phones, and baby-strollers be left in the vehicle.*

*Thank you and enjoy the tour.*

*In 1874, Chateau Bellevue was built in the French Romanesque style overlooking the banks of the Colorado River. Today, as one of the oldest and best preserved mansions in Austin, Texas, it is recognized as a City, State, and National Historical Landmark.*



## Highlights of the Tour

### Objectives:

- To link the past with today by exploring the architectural treasures of Chateau Bellevue and the lifestyle of the Evans family who lived here from 1892-1920.
- To discover the key reason for the Woman's Club Movement and how, historically and today, it continues to enrich our community.

**San Antonio Street carriage entrance:** Depending on the weather, groups typically start at the carriage entrance. While moving to the courtyard, the docents will guide visitors to view the exterior architecture and carved stone ornamentation of Chateau Bellevue and the other homes on the Bremond Block. At this time, each young visitor will receive the booklet, *Discovering the Treasures of Chateau Bellevue*.

**First floor:** As visitors enter the front door and long hallway, they are invited to contemplate how the décor and architecture reflect the family's lifestyle during the Victorian era. Details include:

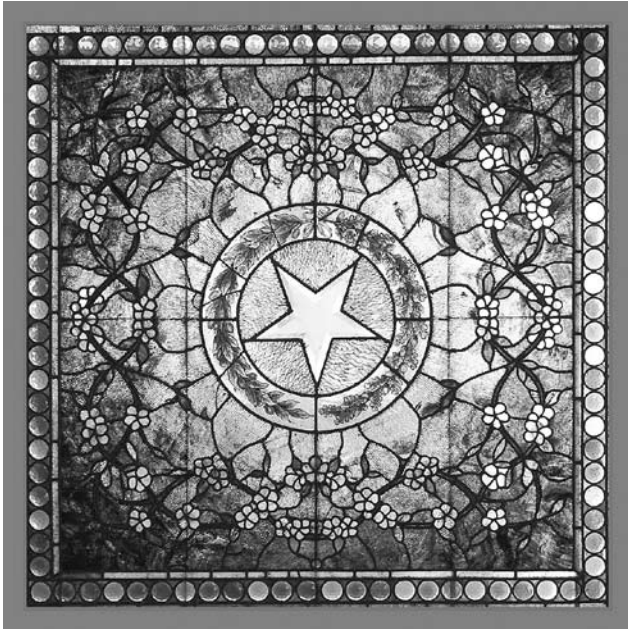
- Splendid stained glass windows
- Ornate hand-carved doors
- Intricate parquet floors
- Metal ceilings of pressed copper
- Charming fireplaces with mosaics of marble, carved wood, and European tiles

A stroll through the tranquil east and west drawing rooms inspires visitors to think about the first families who lived here and this home's prominence as a meeting place for Austin's cultural and civic community.

- The second owner, Major Ira Hobart Evans, was a soldier, legislator, businessman, philanthropist.
- This site is where founders organized the Texas Historical Association, the Sons of the American Revolution, and other notable organizations.
- For over 135 years, in these rooms, Austinites have enjoyed music and literary programs.



**Main stairwell:** While climbing the stairs, we can marvel at the ornate grillwork and look above to a massive window with an image of the Texas star. It inspires visitors to sing their favorite songs of Texas.



**Second (top) floor:** Here, we'll view exhibits that feature period furnishings, vintage clothing, and toys and games of the Victorian and Progressive eras.

Look for the desk which once belonged to the 25th President of the United States, President William McKinley. Of interest, he was the first President to use the telegraph and telephone. His estate gave this desk to the Evans family.

When descending the steps from the second floor to the ground floor, visitors have the opportunity to reminisce about the "good and bad" of the olden days. Step softly, because during the 1890's children were to be seen but not heard.

Shhhhhhhh! Rumor has it that friendly ghosts may linger within Chateau Bellevue. Some say the ghosts occasionally move items to remind visitors of the home's legendary history.

**Ground floor:** In the Evans Dining Room we will discover its history, the transom windows, and a unique surprise (a walk-in vault). Next, visitors will move to the large Chateau Dining & Reception Room. Here, guests are enlightened as to the historic role that the Women's Club Movement played in empowering women's rights.

- Early suffragettes in Austin were key founders of The Austin Woman's Club and decisive in preserving the chateau.
- During World War II, AWC members actively sewed bandages, assembled care packages, and raised funds to support the war effort.
- The Austin Woman's Club is open to all women (without regard to race, creed or color) who support its mission to preserve Chateau Bellevue and to expand civic, charitable, artistic and educational endeavors.

**Closure:** Via questions we will explore our visitors' perspectives of Chateau Bellevue. For example:

- Long ago, would you have liked to live here? Why or why not?
- What did you like best about Chateau Bellevue?
- What do you wish you had learned more about at Chateau Bellevue?
- How have the ways we live changed over time?

**Teaching Tip:** Listen for the "A-ha!" moments = those times when the children spot something of interest. Celebrate their interests to help young visitors realize that they, too, are worthy historians.

When one child fretted, "The air is hot." Our docent responded, "You're right! Let's talk about life long ago when people didn't have air conditioners. What could they do to stay cool?"

# Windows

## to Key Background Information

Since 1929, members of The Austin Woman's Club have preserved the integrity of the North/Evans Chateau, now known as Chateau Bellevue. It is considered one of the most architecturally interesting buildings in the area. This French Romanesque chateau is significant for its cultural and aesthetic value as well as its unique site and use of local resources. In state records it is described as having been built on a "high bluff, above Little Shoal Creek to the west, the Colorado River to the south..." Particularly noteworthy are the magnificent buttresses supporting the massive structure (easily seen when standing in the parking lot). The chateau's exterior rubble limestone was quarried in Round Rock, Texas. Local craftsmen of central Texas carved the exquisite doors and interior woodwork.

Chateau Bellevue is one of eleven historic homes in the **Bremond Block Historic District** in downtown Austin, Texas. Stories of these homes, constructed from the 1850s to 1910, reflect how the generations of families often lived adjacent to each other or close by. On the east side of the block, the six homes were built for extended members of the Bremond family. The original three cottages built on the west side of San Antonio Street were occupied by members of the North family. Today, Chateau Bellevue is a charming venue for meetings and special events such as conferences, birthday luncheons, wedding ceremonies, and receptions.

**By examining the stories of the Evans family and leaders of Austin from 1870 to 1929, the visitor can understand how these stories reflect the changes from the values of the Victorian Age to the spirit of the Progressive Era.**



*Chateau Bellevue, circa 1958*

*The Victorian Age* was the precursor of our modern ways. In Texas the window of time— from 1870 to 1900— was highly influenced by the ideals of the Victorian Age. It was an exciting era, marked with expansion, prosperity, political reform, and scientific progress. While conditions remained dreadful for the poor and working class, the elite enjoyed an extraordinary lifestyle. Many new literary schools, artistic styles, and social, religious, and political movements flourished. "Victorians" espoused education and literary works. Books were a sign of wealth and status. Parents doted on their children, purchasing books, toys, and fanciful attire. Children's parties were often as elaborate as those of their elders. The parents set clear-cut rules, and infractions were swiftly punished. Most Victorians practiced "prudishness" along with a sense of propriety that is rarely understood today.



*Chateau Bellevue entrance hall, circa 1890*

**The Progressive Era** marked an effort to improve society through economic and social reforms in the United States from 1900 to the end of the First World War in 1918. Many concerns targeted for reform by “the progressives” dealt with the aftermath of rapid industrialization, civil rights, and the great wave of immigration. Some of the large corporations, representing greed and materialism, controlled much of the country’s finances. The Supreme Court decision, *Plessey v. Fergusson*, enacted the racial-segregation principle of “separate but equal,” and subsequently, many public and private institutions were closed to people of color. Prevalent within the densely populated immigrant communities was the extensive exploitation of child labor, the poor housing and sanitation conditions, and the lack of health care. At the same time, new scientific discoveries and technologies greatly changed communication, transportation, and physical living conditions. Such marvels included the radio, mass produced automobiles, electricity, and air conditioning.

In the name of democratic ideals, the “Progressives” made themselves the mediators of a “new” America—cutting ties from European traditions. Progressive leaders organized relief programs to provide assistance through charities, churches, and other private organizations. **Major Ira Hobart Evans embodied this progressive spirit as:**

- Receiver of the Austin Rapid Transit Railway Company (1897-1902)
- President of the Austin Electric Railway Company (1902-1903)
- President of the American Missionary Society;
- Trustee of the First Presbyterian Church (for 22 years)
- Co-founder and director of the Austin National Bank (1890-1922)
- Fund-raiser, trustee and president of the board for Tillotson College (1881-1920)
- Member of numerous military, historical, scientific, and political associations.

The progressive spirit advocated suffrage for women. Numerous female progressives were college-educated, and yet they were barred from voting on local and national issues and from pursuing most professional careers. Thus these **women looked to “association building” as a means to gain voice in public life.** Such was the case when a few visionary females in 1928 called a meeting at the Chamber of Commerce of Austin to explore the needs of women for a central clubhouse. With members of fifteen different clubs present, the participants voted to purchase the “Old North-Evans Castle,” later renamed Chateau Bellevue. Subsequently, The Austin Woman’s Club was built on the awareness of women’s responsibilities to enrich the community via literary, artistic, and cultural projects.



Victorian



Arts & Crafts

**The stories of adjustment to the perplexing changes in political and economic values were mirrored in the clothing and furnishings chosen by the wealthy. One might say the Victorians were more interested in decorative elements and personal gain, while Progressives were more altruistic in providing for the needs of others, and in choosing hand-crafted, un-adorned furnishings of the arts and crafts style.**

With the outset of World War I, the progressive spirit in the United States turned from domestic concerns to international issues and trends. This precedent would inspire the reforming efforts of the nation’s leaders during the Roaring Twenties and the Great Depression (1929-1940). These changing values are also reflected in the AWC members’ decisions in the 1940s to refurbish the drawing rooms with Louis XV and XVI decor.

# Windows

## to the TEKS

Texas Essential Knowledge and Skills for 4th grade. The student is expected to...

### LANGUAGE ARTS

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#### Reading

- Develop an extensive vocabulary, drawing on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words.
- Use progression of ideas such as cause and effect or chronology to locate and recall information.
- Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.
- Judge the internal consistency or logic of stories and texts such as “Would this character do this?” or “Does this make sense?”

#### Writing

- Write to express, discover, record, develop, reflect on ideas, and problem solve.

### SOCIAL STUDIES

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#### Citizenship

- Identify historic figures and ordinary people who exemplified good citizenship characteristics such as a belief in justice, truth, equality, and responsibility for the common good.
- Give examples of community changes that resulted from individual or group decisions.
- Identify examples of nonprofit and civic organizations to explain how they serve the common good.
- Describe the contributions of significant political, social, and military leaders. Describe the qualities of effective leadership.
- Identify and give examples of different points of view that influence the development of public policies and decision-making practices on local, state, and national levels.

#### Culture

- Identify the political, social, and economic contributions of women to American society.
- Identify and explain works of art in the community that reflect the local cultural heritage.
- Explain how examples of architecture, art, music, and literature reflect the times during which they were created (and can transcend the cultures in which they were created to convey universal themes).

#### History

- Explain the significance of individuals who have made contributions to society in the areas of civil rights, military actions, and politics.
- Identify reasons people have formed communities, including a need for security, law, and material well-being.
- Explain the reason for and rights provided by the 19th Amendment of the U.S. Constitution.
- Compare the effects of political, economic, and social factors on slaves and free blacks.

#### Science and Technology

- Explain how science and technology have changed how people lived, such as changes in food preparation, communication, transportation, and recreation.
- Analyze environmental changes brought about by technological innovations such as electricity or air conditioning.

#### Economics

- Identify historic figures and ordinary people in the community who have started new businesses.
- Explain the economic motivations for settlement in Texas and the United States.
- Describe and measure levels of economic development, using various indicators, such as individual purchasing power, life expectancy, and literacy.

#### Geography

- Identify the physical characteristics of places in the community, such as landforms, bodies of water, natural resources, and weather.

- Identify ways in which people have modified (and continue to modify) the physical environment, such as clearing land and building roads for urban development.
- Explain ways people have adapted to and modified their environment, past and present.
- Explain how people depend on the physical environment and its natural resources to satisfy basic needs.

### **Social Studies Skills**

- Obtain information about a topic using a variety of visual sources (i.e. pictures, maps, and artifacts), print sources (i.e. maps and newspapers), and oral sources (i.e. conversations, interviews, and music).
- Create written and visual materials (such as stories, poems, pictures, and graphic organizers) to express ideas and to create presentations of social studies information.
- Differentiate between, locate, and use primary and secondary sources such as interviews, biographies, and artifacts to acquire information about Texas and the United States.

### **FINE ARTS**

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- *Historical/cultural heritage:* Demonstrate an understanding of art history and culture as records of human achievement. Identify the roles of art in American society.
- *Perception:* Develop and organize ideas from the environment to create an art product. Combine information from direct observation, experience, and imagination to express ideas about self, family, and community.
- *Response/Evaluation:* Make informed judgments about personal artworks and the artworks of others. Compare relationships between design and everyday life.
- *Creative Expression/Performance:* Develop characters and assume roles in short improvised scenes, using imagination, personal experiences, heritage, literature, and history. Sing songs from diverse cultures.

## *Windows* TO WEBSITES & RESOURCES...

TEKS = [www.tea.state.tx.us/index2.aspx](http://www.tea.state.tx.us/index2.aspx)

Austin Woman's Club = [www.austinwc.org](http://www.austinwc.org)

Austin Walking Tours = [www.austincityguide.com/content/austin-walking-tour](http://www.austincityguide.com/content/austin-walking-tour)

Bremond Block = [www.pbbase.com/roachimages/the\\_bremond\\_block](http://www.pbbase.com/roachimages/the_bremond_block)

Jane McCallum, suffragist leader in Austin & Speaker of House = [www.tshaonline.org/handbook/online/articles/MMfmc7.html](http://www.tshaonline.org/handbook/online/articles/MMfmc7.html)

Suffragists' Movement in Texas = [www.tsl.state.tx.us/exhibits/suffrage/victory/page1](http://www.tsl.state.tx.us/exhibits/suffrage/victory/page1)

One woman's struggle for the right to vote = [www.humanitiestexas.org/newsroom/spotlights/minnie/index.php](http://www.humanitiestexas.org/newsroom/spotlights/minnie/index.php)

Women's Club Movement = [www.encyclopedia.com/doc/10119-Women'sClubMovement.html](http://www.encyclopedia.com/doc/10119-Women'sClubMovement.html)

Texas Historical Commission = [www.thc.state.tx.us](http://www.thc.state.tx.us)

Austin History Library = [www.ci.austin.tx.us/library/ahc](http://www.ci.austin.tx.us/library/ahc)

Austin History = [www.heritagesocietyaustin.org](http://www.heritagesocietyaustin.org)

Sons of American Revolution = [www.txssar.org/](http://www.txssar.org/)

The Handbook of Texas = [www.tshaonline.org/handbook/online/articles/EE/fey4.html](http://www.tshaonline.org/handbook/online/articles/EE/fey4.html)

Free online resource for students to create own games = [www. Puzzlemaker.com](http://www.Puzzlemaker.com)

# Windows

## TO KEY CONCEPTS

**Architecture, Romanesque Style** = the term “Romanesque” means “descended from Romans” and is used to describe the architecture of medieval Europe. However, the style does not replicate the buildings of ancient Rome but rather those of 6th century Byzantine. Romanesque architecture is known for its massive quality, thick walls, ornamental arches, sturdy piers, vaults, and decorative arcading. The symmetrical architectural plan presents an overall appearance of solidarity and strength.

**Arcading** = the term for the single most significant decorative feature in Romanesque architecture, which at Chateau Bellevue are the rows of rhythmical arches and windows.

**Arches, Capitals, Columns, Piers** = In Romanesque architecture, piers support the semi-circular archway openings. Generally, each pier has a horizontal square or rectangular molding representing a capital at the springing of the arch. At Chateau Bellevue the piers have vertical shafts or columns attached to them, and also have horizontal moldings at the level of the base.

**Buttress** = a support built against a wall to make it strong. Because of the massive weight and height of the walls, the “flying” buttress design of masonry and stones extends out to prevent walls from leaning or collapsing. At Chateau Bellevue some buttresses are hidden but others are exposed as a decorative feature and visible when viewed from the parking lot.

**Portico** = a porch leading to the entrance of a building, or extended as a colonnade, with a roof structure over a walkway.

**Ribbed Vault** = cross-timbers span the ceiling, extending from the exterior arches to the interior wall, providing strength to the structure.

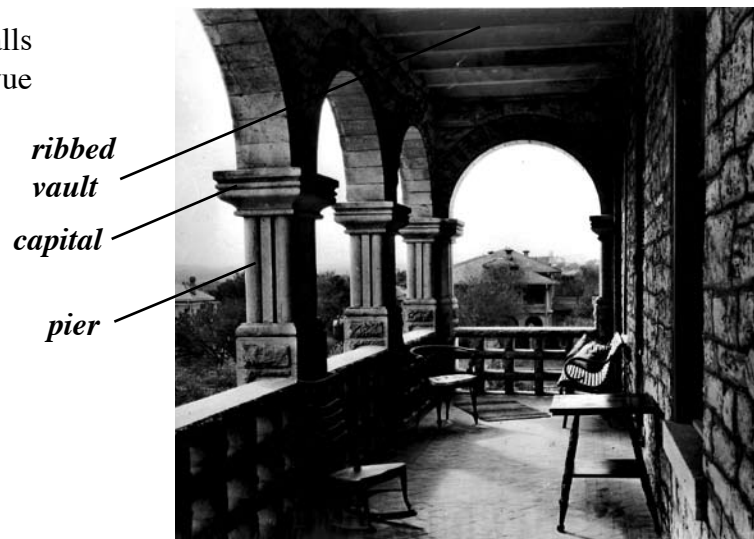


*buttress*

**Chateau** = The plural of château is châteaux (both singular and plural forms have the same [ăṭō] pronunciation). It’s interesting that in English “chateau” and “castle” are often interchanged. Whereas in French a distinction is drawn by denoting a château to be a grand home in the countryside built for nobility, a castle is a fortress built for military protection.

In French the urban counterpart of château is palais—the word used to describe only a grand residence located in a city. This usage in French is again different from that in English, whereby the term “palace” in English has no location requirement and can signify the grandest of homes in either the city or the countryside.

*Note: At Chateau Bellevue we interchange the usage of chateau and castle.*

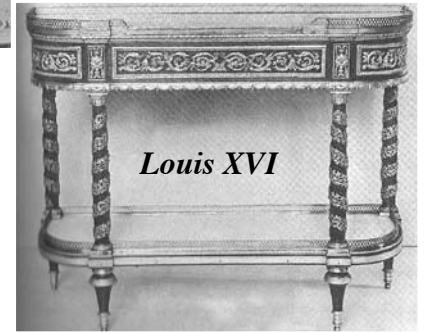


**Victorian décor** = copied and mixed other styles with a strong pride in inventions and with emphasis on elaborate carvings, ornamental motifs, and packed or over-crowded environments. Victorians reveled in their display of commercial prosperity, novelties, gadgets, and ingenious furnishings made to serve several purposes.

**Arts and Crafts Movement** (circa 1910-1925 in U.S.) = was a reaction to the eclectic historic style of the Victorian era and machine-made productions. This movement influenced architecture and decorative arts whereby craftsmen exhibited pride in their personal handiwork. Furnishings feature severely straight simple lines, vertical slat backs, weathered oak finishes, and leather upholstery.



*Louis XV rococo style*



*Louis XVI*



**Eclectic style** = In this view of Major Ira Evans at his desk, we see how the variety in decor illustrates the changing economic and political eras. The eighteenth century styles of Queen Anne & Chippendale inspired most of the furniture visible in the Evans' library. The Victorian style influenced other elements like the floral embellished wallpaper, ball-chandelier, and display of gadgets and mementos. The Arts and Crafts Movement influenced elements like the large geometric-pattern rug and the bookshelves with linear lines and lack of ornamentation. The fixture above the desk supplies gas via a flexible hose to the table lamp, while the shade adds an oriental element to the room. This décor reveals a family that aspired to refinement and possessed knowledge of popular styles.

**Louis XV & Louis XVI furnishings** (as seen in the drawing rooms) = During the first quarter of the twentieth century, Americans grew intrigued with furniture inspired by the Paris Exposition of 1925. After WWI, an important change developed in interior design by lowering the furniture and dropping the eye level of the room. Furniture was accordingly designed to achieve asymmetry through gilt enrichments, to look light and elegant, and to be appreciated from a lower perspective.

Louis XV rococo style furnishings display an “indulgence of the fancy” with carved wood, either gilded or painted white with gilt enrichments.

Louis XVI style furnishings supplant the earlier rococo curves and display circle and ellipse ornaments on more rectilinear or circular structures. Another distinguishing feature is the smaller scale of design treatment often with a border or several parallel borders. The diverse motifs are drawn from mythology, plants, animals, and Roman and Renaissance art.

*Note: While touring the drawing rooms, visitors' attention will not be directed towards the furniture but rather the original fireplaces, doors, ceiling, and the chandeliers which were converted from gas to electricity. The French furnishings were chosen by AWC members after the purchase of Chateau Bellevue and were not a part of the Evans family estate.*

## KEY CONCEPTS continued...

**Etiquette** = a French word that actually means “ticket” to rules for proper behavior. We might say that etiquette is a ticket that allows a person to enter and participate in a polite society. Etiquette depends on culture and can vary widely; what is condoned in one society may shock another.

**Manners** = a range of polite, social interactions within cultural norms.

*Etiquette* tells one which fork to use. *Manners* tell one what to do when your neighbor doesn't use a fork and instead, uses his fingers!

**Emily Post** (1872-1960) = America's authority on etiquette offered the following advice:

*At a children's party, the young child is expected to receive guests alongside his/her mother at the door and greet all friends as they come in. When entering the room, the girl should curtsy to the lady who receives and the boy makes a bow. Table manners for young children started with the need to sit up straight and keep hands in laps when not occupied with eating. If the child shows talent as an artist, give him or her pencils in the playroom, but do not let him (or her) bite his slice of bread into the silhouette of an animal, or model figures in soft bread at the table. And do not allow him (or her) to screw his napkin into a rope or to construct a tent out of two forks...*

**What happened to Waterloo?** The site identified as Waterloo was settled in 1835 by Joseph Harrell, a hunter who erected a tent on the Colorado River bank (approximately at the location of the Congress Avenue Bridge). After Mirabeau B. Lamar determined the place was an appropriate site for the capital city of the Republic of Texas, a commission incorporated the name of Waterloo as the capital site. Later in 1839, when the new town was surveyed and the first lots were sold, the Texas Congress designated the name of Austin for the new city and the name of Waterloo was dropped.

**(Lifelong beliefs) Ira Hobart Evans** = like other abolitionists, volunteered to lead black Union soldiers (who were not allowed to lead their own troops during the Civil War). Evans led the 9th U.S. Colored Troops and later the 116th U.S. Colored Troops. At the battle of Petersburg, Virginia, in 1865, Capt. Evans was the only volunteer willing to face enemy fire to gather information from Confederate deserters. Because of his “gallant conduct” he was appointed to brevet Major. After the war he settled in Texas where he participated in government service and assisted in the financial development of the community. Millions of dollars passed through Evans' hands and no account was ever in question. He championed the cause to educate African-Americans and served as president of a missionary society. Evans was known to be honest, able, and faithful to every trust imposed upon him.

**Funeral Cortège** = a procession in which recognized attendants travel with the coffin of a dignitary from the site of the memorial service to the burial site. For example, when U.S. Presidents die, they are honored with a funeral cortège. Major Ira Evans participated in the funeral cortège for President Abraham Lincoln because of his distinguished service in leading a regiment of African American soldiers during the Civil War.

[www.en.wikipedia.org/wiki/Ira\\_Hobart\\_Evans](http://www.en.wikipedia.org/wiki/Ira_Hobart_Evans)  
[www.txssar.org/](http://www.txssar.org/)

**Suffrage** = the right to vote in political elections.


**Suffragist** = a person who works for women's right to vote.

**Women's Club Movement** = frustrated by limited rights — social, economic, and political — women sought “association building” through which to gain a voice and initiate change. The Woman's Club Movement was part of a national trend to further education and civic work. In Austin, notable suffragettes organized clubs to provide a voice and also held rallies on the Texas State Capitol Grounds to demonstrate for women's right to vote.


## Prior-to-Tour Instructional Activities

### Compare and Contrast

The lifestyle of the Evans' family, while living at Chateau Bellevue, reflects the vast changes in economics, politics, and society from the 1890's to 1920's. During the Victorian Era, people favored styles from Europe, but people changed during the Progressive Era, focusing national pride on things made in America.



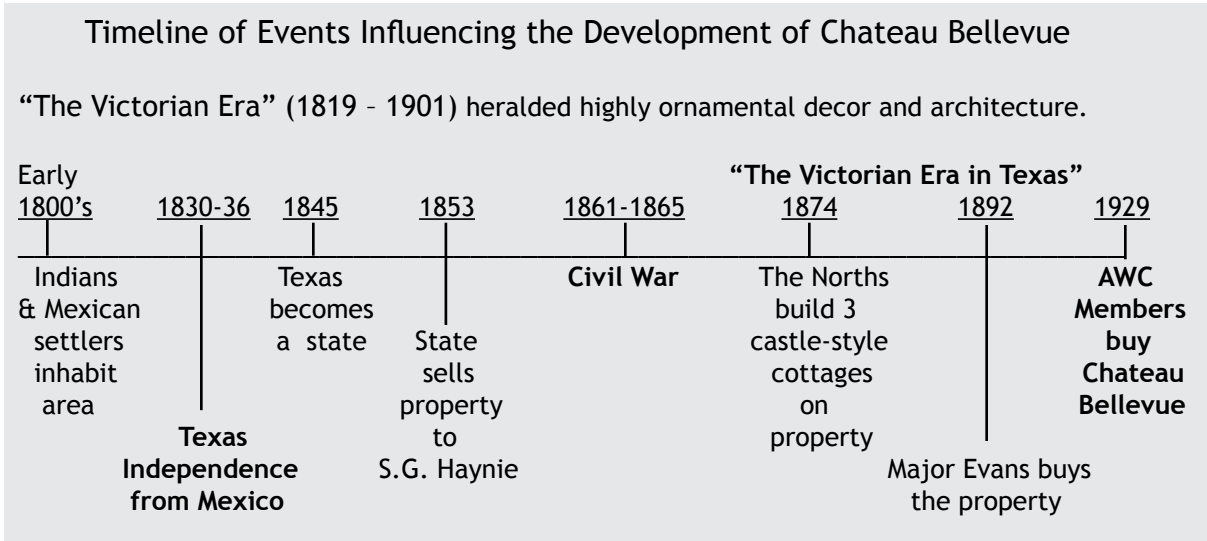
*Victorian*



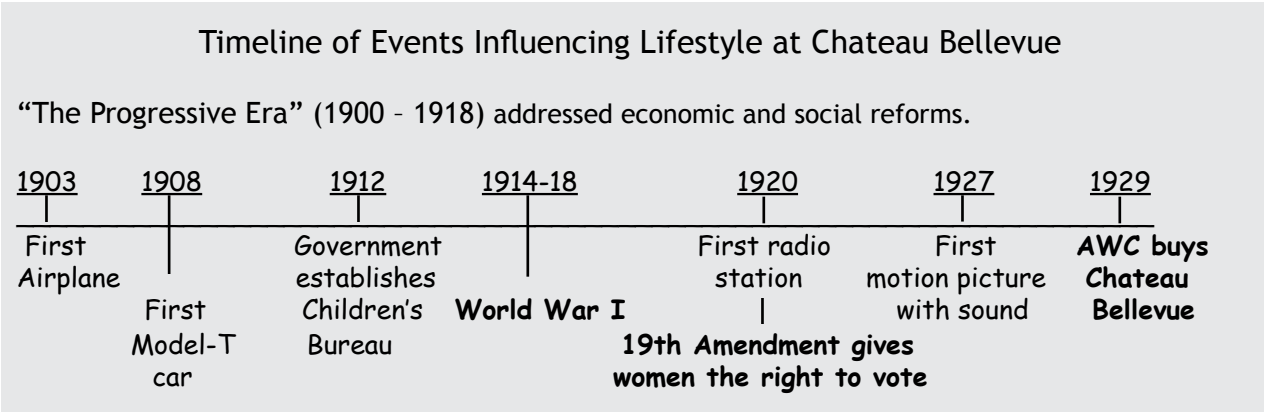
*Arts & Crafts*

**The Victorians were more interested in fancy decorations and personal gain, while Progressives were more charitable in providing for the needs of others, and in choosing hand-crafted, simple furnishings of the arts and crafts style.**

Discuss the events and dates on the timelines to better understand the time periods.



When did Texas become a state? \_\_\_\_\_ Who was Victoria? \_\_\_\_\_



What event most changed society? \_\_\_\_\_ Why?

## Crossword Puzzle

Complete the puzzle to learn about Major Ira Evans, an important person who lived at Chateau Bellevue.

Speaker    Director    President

Major    Leader

### ACROSS

1. \_\_\_\_\_, for 39 years, of the Board of Tillotson College (a historically Black institution).

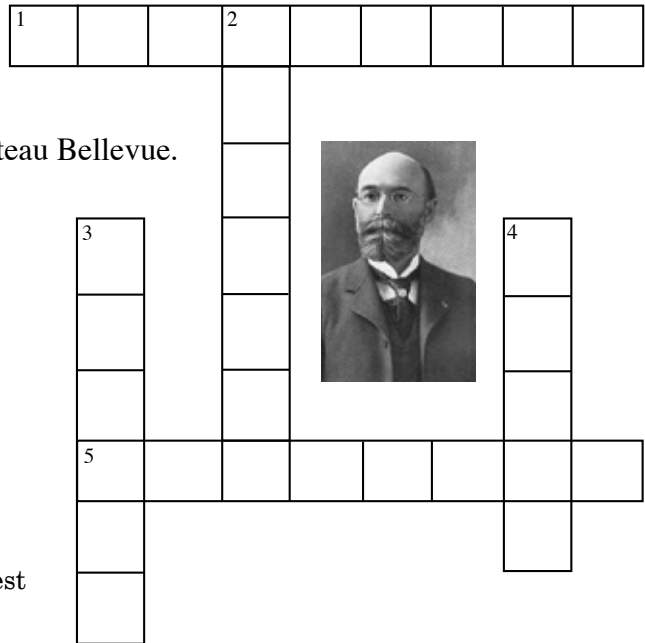
5. \_\_\_\_\_ of Austin National Bank from 1890-1922.

### DOWN

2. \_\_\_\_\_ of the Texas House of Representatives, youngest person to serve in this position.

3. \_\_\_\_\_ who championed causes for freed slaves in Texas.

4. \_\_\_\_\_ in the Union Army who led African American soldiers during the Civil War.



## Context Clues to Fill in the Blanks

parquet          fireplaces          castle  
 manners          porches          architecture  
 stained glass    mosaic



\_\_\_\_\_ is the term used to describe a special way or style in which a building is planned and built. Chateau Bellevue was built to look like a \_\_\_\_\_. Made of high stone walls, Chateau Bellevue has many \_\_\_\_\_ windows. The \_\_\_\_\_ offer panoramic views of the city and a quiet place to visit or read. Inside Chateau Bellevue the rooms have high ceilings. The \_\_\_\_\_ flooring is made of different colored pieces of wood. The \_\_\_\_\_ flooring shows images made of small colored tiles. Each of the seven \_\_\_\_\_ was an important place to find warmth during the cold winter months. Although times have changed, Chateau Bellevue is still a wonderful place to practice good \_\_\_\_\_ and to inspire us to think about life long ago.

## Post Tour Instructional Activities

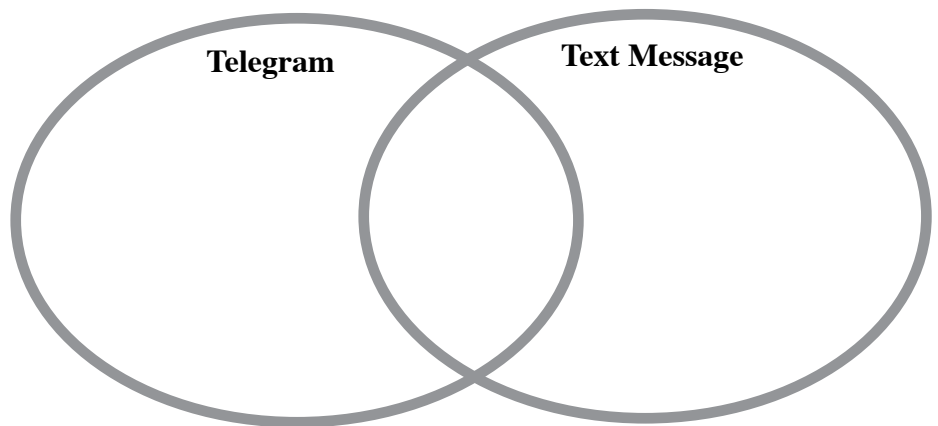
### Cause and Effect

The cause is the reason something happens. The effect is what happens as a result. From the information discovered during the tour at Chateau Bellevue, please complete the table below.

CAUSE	EFFECT
Invention of telephone	
	19th Amendment
Austin women needed space at a central location for meetings, programs, and parties.	

#### Language Arts/Science-Technology

Examine similarities and differences between the **telegraph** and **cell phone**. Explore how both communication devices can quickly transmit or receive a telegram or a text message. Both utilize short words to express ideas either on paper or electronically.



Telegrams reached their peak in popularity in the 1920s and 1930s when it was cheaper to send a telegram than to place a long distance telephone call. Telegram rates varied according to distance, speed and length of message. People would save money by using the word “stop” instead of periods to end sentences, because punctuation marks cost extra while the four character word “stop” was free.

The telegraph was first used during President McKinnley’s tenure. It may have been used to send the message: *President shot serious (stop) Notify Vice President and Congress (stop).*

At a telegram office the sender of a telegram chooses words carefully, paying money for each important word. The cell phone user enters his own text message with abbreviations, acronyms, and short words, because of the limited screen space and payment by the minute.

When are short, direct messages important? Which parts of speech can be omitted on telegrams or text messages? What are the benefits and shortcomings of writing such abbreviated language?

Create a text message or singing telegram about your visit to Chateau Bellevue. \_\_\_\_\_

# ROMANESQUE ARCHITECTURE

**Why did Major Ira Hobart Evans buy the property and convert the cottages into a castle?**

*We really don't know.* Yet we can reflect on Major Evans' qualities and heroism as an officer in the Union Army. Remember, he was awarded the Medal of Honor after he had volunteered to run past enemy lines under heavy fire to obtain important information about the Confederates: Major Evans' qualities and ideals demonstrated *chivalry* and were similar to the requirements to become a medieval knight: *brave, courteous, clean, honest, and generous.*



North / Evans Castle, circa 1894

Romanesque architecture is associated with the chivalrous lifestyle of the medieval knights.

The term *Romanesque* causes some confusion, because it is used to describe the style of architecture of Medieval Europe after the collapse of the Roman Empire. It was the medieval knights who—upon their return from the Crusades—built stone fortresses similar to what they had seen while fighting the Byzantine Empire in the Holy Land.

## Knighthood

Unscramble each of the clue words.

VAEBR

		○	○	
--	--	---	---	--

NELCA

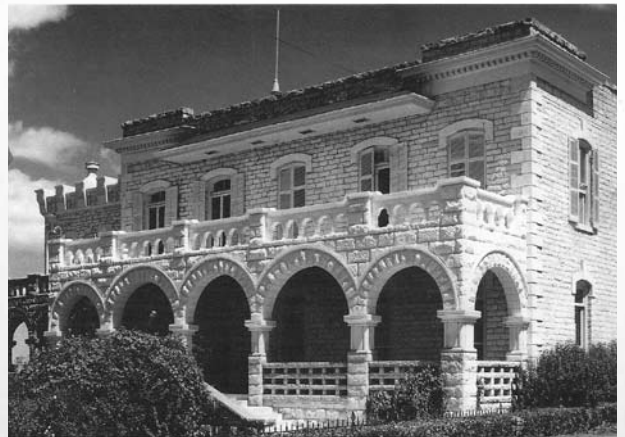
○	○			
---	---	--	--	--

SUURECTOO

			○				
--	--	--	---	--	--	--	--

Take the letters that appear in  boxes and unscramble them for the final message.

	H	I					Y
--	---	---	--	--	--	--	---



The Austin Woman's Club, Chateau Bellevue, circa 1958

How has the Chateau's architecture changed?

Why should a castle be preserved?



# CASTLES

castle      chateau

In Europe from the 1100's to the 1500's the stone castles were built for protection and to show power and wealth. The castle was a place for meetings, for entertainment, and where the lord managed his business affairs.

In French \_\_\_\_\_ and in English \_\_\_\_\_ means a *private fortified residence* of a king or lord.

**Art Exploration Activities** = Chateau Bellevue is a spectacular place to study Romanesque-style architecture, antique furniture, flooring of tile mosaics, and stained glassed windows. You, too, can create these types of art.

**Arches, Columns, and Piers** = After studying pictures of the Chateau Bellevue and other European castles, sketch the key features of a castle on paper. Think about materials with "sustainability." What causes a building to decay or to last a long time? Then use small blocks or Lego pieces to build a castle-style structure to better understand the structural possibilities and limitations of building materials, the strength and design. If the walls of your structure need support, remember to add buttresses.

**Mosaics** = Find a discarded photograph of yourself or use a large picture from a magazine. Cut the picture into sharp angular pieces. Then rearrange and lightly glue them in a different design format. Mosaics are a favorite art-form in many cultures around the world.

**Stained glass windows** =

1. Go on a crayon hunt to collect old crayons, but omit the dull or dark colors such as grey, brown, or black. Remove the outside covering of paper from the crayons.
2. Select 2 pieces of black construction paper of the same size (about 5" x 5"). Trace a large leaf on the top sheet (or another design like a diamond or star). Holding the two pieces together cut out the design, leaving at least a one-inch outside border.
3. Using a food grater, carefully shave the crayons onto a piece of waxed paper (about 4" x 4").
4. Place another sheet of waxed paper over the top. Then cover with a tea towel (or piece of thin fabric).
5. Turn your iron on a low heat setting. Run the iron over the surface, pressing out from the center so the crayons can melt. Let the picture cool.
6. Glue the 2 pieces of black paper to the front and back sides of the waxed paper with melted crayons. Display on or near a clear window to allow the light to shine through your own stained-glass window.

# Windows

## to Paper Dolls and History

*Paper dolls are silent eyewitnesses to history as they embody the children's triumphs of imagination and fantasy.*

**Homespun toys:** Wishbones, avocado seeds, pine cones, shells, rope, clothespins, cornhusks, nuts, rags, cans, and other found items often became playthings for children during the Victorian and Progressive eras. Whether or not the toy achieved actual technical sophistication, it offered the potential for delight and imaginative fantasy.

**Paper Dolls:** As hands-on opportunities to practice social customs, paper dolls were an important and acceptable amusement for boys and girls. Many a child spent long hours drawing, cutting, and dressing the dolls. They were carefully created to represent families, famous people, or armies of soldiers. Usually, the paper dolls were accompanied by miniature accessories, furniture, or silhouettes of animals.

Whether cut from colored paper, old cards, lacy valentines, newspapers, discarded Sears catalogues, or fashion magazines (like Godey's Lady's Book), paper dolls reflected the styles of the eras. A paper doll could be made to stand erect if a popsicle stick or wire were used for the backbone and fit into a spool of thread. Typically, because of their fragile nature, paper dolls received special treatment, pressed between the pages of a book or stored in a box.

On the next page, you'll find a paper doll that was designed by the artist Tom Tierney (2009). This extraordinary paper doll shows *Mrs. Francese Evans* dressed in the height of fashion to reflect her financial worth and position in society. Multiple yards of fabric and corseting prevented her from doing much activity. Mrs. Evans, fortunately, had servants to help iron the fancy dresses, cook, and do the housework.

**Interdisciplinary Activities:** Paper dolls, such as this one pictured on the next page, are an excellent device for exploring the language arts, theater arts, and visual arts.

- Use paper dolls to model dialogue, develop scripts, or write plays, focusing on the use of quotation marks and punctuation. Example: "For the party I will wear this tight corset and stand proud," explained Mrs. Evans. Here's another example:

Major Evans: *We're going to be late for the concert. Where is my hat?*

Francese Evans: *It's behind your chair. Use your cane to reach it, for we must not wrinkle our clothes. We must look our best.*

Major Evans: *You're right. Appearance reflects one's regard for self!*

- Create a shadow puppet play by placing the paper doll on the overhead projector. It's an effective way to present information and orally project a character's voice, tone, and point of view.
- Research the changes in clothing worn during the Victorian and Progressive eras. From 1912-1927, the Victorian and Edwardian fashions were out of style—and flapper styles hadn't arrived yet! See how the changes in clothes increased ease of movement and flattered a woman's form. Create your own paper dolls to prove your findings, or print some paper dolls that are available online.

*If only the paper dolls could speak!*

Best Wishes! *Tom Tierney*

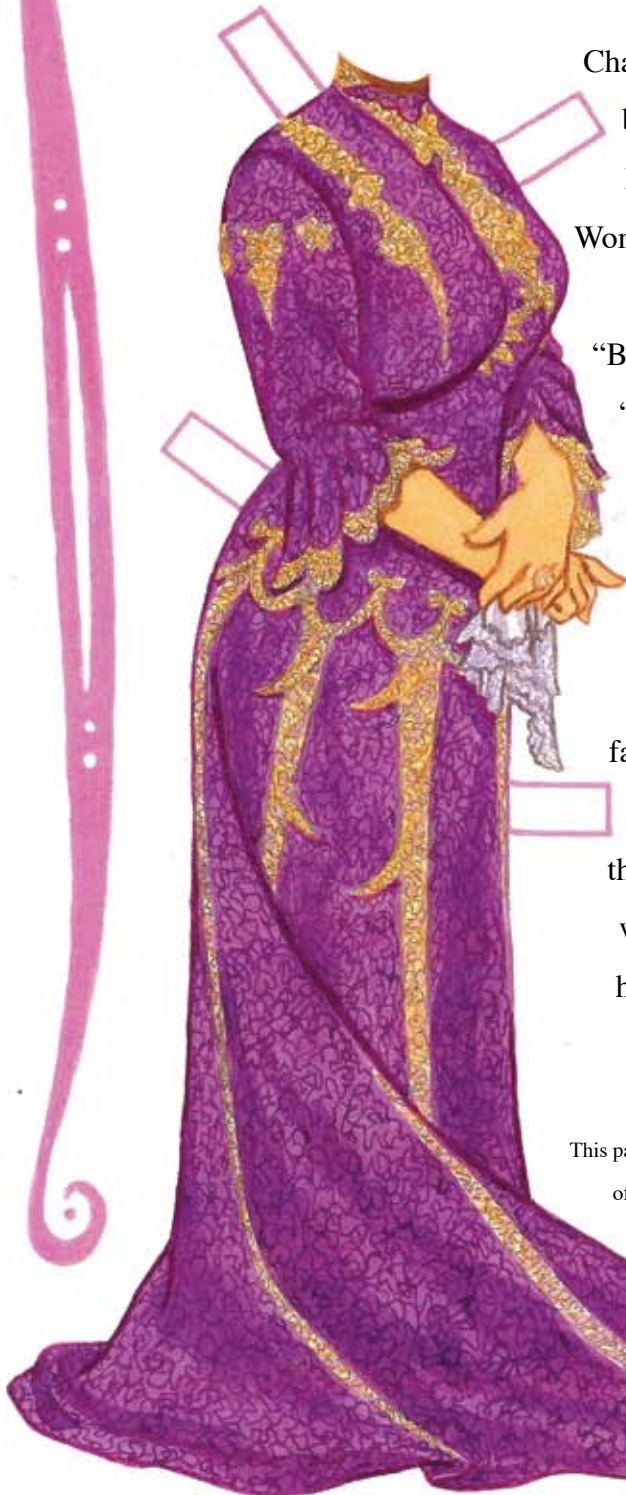
## Mrs. Ira H. Evans "Mamma Grande" (early 1900s)

Chateau Belleuvre is the building that today houses The Austin Woman's Club. Originally it was called "Bellevue Place" or the "Old North Castle" and was built by the North family in 1874.

In 1892 the Evans family purchased the property, living there until the 1920's when it became the home of The Austin Woman's Club.

This paper doll is based on a photograph of the Evans family matriarch.

*TOM TIERNEY*



## ACKNOWLEDGMENTS

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Dr. Jenefred H. Davies is the author of *WINDOWS, A Guide to Discovering the Treasures of Chateau Bellevue*.

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Photographs courtesy Mary Paige Huey and UTSA's Institute of Texan Cultures.

Paper doll illustration courtesy of Tom Tierney.



Photograph by Mary Paige Huey

*Stained glass window, ceiling above main stairwell*

***WINDOWS, A Teacher's Guide / Docent's Manual***, accompanies the interactive booklet, *Discovering the Treasures of Chateau Bellevue*, and provides insights for exploring this remarkable landmark where one can not help but experience a sense of Texas history.

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