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OF THE
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AIDS TO THE STUDY OF THE HOME LIFE OF THE ANCIENTS

J. L. KINGSBURY

One of the greatest difficulties connected with the study of Ancient and Oriental History is, I suppose, making the student feel that this is the story of the life and work of actual persons who really lived. In four textbooks lying before me, the most important illustrations in the section on Egypt are the pyramids, tombs of kings, a ruined temple or two, and some mummies. And no matter how well written may be the text, it is hard to make a young student realize that the study of Egypt involves the actual activities of real men. Nothing he may see in the sections on Babylonia and Assyria serves to dispel this impression—it is utterly beyond the wildest flight of his fancy to imagine those stone figures with square stone beards and peculiar limbs as one-time live human beings. To see their hieroglyph or cunieform, and have it explained that this is the method of writing of those strange creatures but tends to further emphasize the unrealness of that world of centuries before Christ. Similar illustrations might be indefinitely extended.

Various means have been resorted to in this school to avoid this difficulty, the visible result of which is a long list of slides showing all possible sides of the life and activities of the Egyptians, Assyrians, Babylonians, Phoenicians, Greeks, and Romans; some figures and clothing showing how the Greek and Roman looked, both at home and abroad; a considerable number of models of various implements of war; and one Roman house. But quite accidentally the matter came up for discussion whether the class in Ancient History would not get some good from the actual erection and furnishing of a house, and this discussion has led within the year to the building of two houses. The method may possibly be of some interest to other teachers struggling with the same question.

It was first decided to build and furnish a typical Greek house. Three members of the class taking art work agreed

to study the matter, and by the aid of any books we might have in the library, attempt to draw plans. As we were emphasizing the Periclean age in Athens, they finally determined to have a house of a middle class Athenian, and drew the plans. These were then taken by two students in Manual Training, who under the kind direction of Professor Towne of that work built a two story house of wood, and placed in it a staircase. The house was so constructed that the second story could be entirely removed, also the first story lifted free of its floor, and the roof taken off. This done, the members of the class divided among themselves the work of furnishing the entire establishment, and the material was finally assembled and fastened in one fashion or another in its appropriate place.

I should like to go into some details on the method of our work. We acquired our information from such books as, Tucker—Life in Ancient Athens, Gulick—Home Life of The Ancient Greeks, Miss Zimmern's translation of Blumner—Home Life of The Ancient Greeks, and Guhl & Koner—Life of the Greeks and the Romans, both from pictures, diagrams and texts. Each member of the class was urged to choose the field of his or her activities and there was no outside interference except where two persons desired the same work. In this way, one person took upon himself to make a table for the room where the family sat. In order to make it true to life, he looked in all the books he could find to discover what sort of a table the Greek used, and how he ate. The table was taken from one represented in a piece of Greek relief, and the chair in which the father sat likewise. Another person chose the other chairs, a third the stove in the kitchen, and another again the huge jars which stood in the kitchen to hold the stores of different sorts which a house had always in stock. The latter were modeled from pictures in the National Geographic Magazine of pottery recently unearthed by archaeologists in Crete, because they showed most clearly the sort of jars. All these were of clay, baked in the oven in the Manual Training Building, and were again as faithful replicas of the Greek utensils as possible. One girl wove all the rugs that were needed for the entire

building, another all the window curtains, and a third all the portieres, as it was discovered that the Greek house rarely had interior doors. Another arranged all the beds and couches, still others washstands, chairs, and whatever else was found necessary, while a last provided the dishes for the table service. One young lady attempted to criticize the design of the borders on some window curtains, suggesting that one of a quite different pattern would have been much prettier. The unction with which the girl who had done the articles in question responded that this was the design most common in the Athens of Pericles, while the ones referred to were of the Alexandrian period, would have revealed to even the most casual observer that the girl had done her work thoroughly.

Then to crown our work, we closed with a discussion of the Greek home which was infinitely more intelligible and interesting for the fact that we had just accomplished the construction, than would otherwise have been possible. Since then, whenever in a class I begin the discussion of this subject I invariably have the class sit about this house, which has been as far as possible taken to pieces to reveal the interior, and our discussion of manners and customs has gained notably as a result.

The success of the first effort inspired us to try an Egyptian house, but difficulties forced us to seriously modify the original plan. The class at first decided to construct the establishment of a fairly well-to-do noble of the days of the Empire. But if we were to have all of the grounds, the Lord's house and the women's house, the gardens, etc. on a proper scale it would either force the erection of an unwieldy affair or of one so small that many of the rooms would be impossible. It was therefore decided to hint at the yard and exterior wall, but only put in proper respective size the lord's house. Again the class went out to hunt for information about how the Egyptian lived, and the result was even better than in the Greek house. Through the center of the dining room, which in turn constituted the center of the house ran a double row of pillars supporting the roof and between these

stands a table ready for dinner. The master's chair stands beside it, and at either end are the earthen jars to hold the wine, oil, etc. which would be used during the meal. The ceiling is painted the exact color of a room in one of the tomb wall representations, while the walls are as near replicas of the originals as it is possible to make them. The rugs on the floors, the portieres, the awnings for the roof, all are like those of an Egyptian house. There are a few chairs, such as were used in an Egyptian house, a room for the porter, simply furnished as was the original, a bed room for the master, and stairs leading to the roof.

With such an establishment it is far more possible for the students to consider the Egyptians as a people who once lived, and to get hold of their daily life than by any other means that we have been able to discover. Numerous illustrations of this are possible. For one, it is much easier to see the different classes of Egyptian society when the master can be seen at his meal attended by his house servants and slaves, than to try to get it from different paragraphs on the nobility, peasantry, and slaves. The difference between the home ideals of the Egyptian and (e. g.) the Greek can be much more clearly seen when with the two houses right before the class it is brought out that while the Egyptian's was a pleasant country house next the Nile, where the master and his wife frequently went boating etc., the Greek's was simply a place where he stayed for his meals, or where he slept, while most of his time was spent on some public square, in the portico of some temple, or at the shops. The house for him was simply the place where the woman of the family stayed—hence was not necessarily a place of much importance.

The whole object of this sort of work is to make the lives of the people of ages past more vivid to the mind and imagination of the students. The division is planning to add shortly to this collection a frontier log cabin equipped as an aid in the study of the history of the United States in the days of such men as Daniel Boone. As far as possible we try to make them, ourselves, because it accomplishes the general purposes

in view better than purchased models, even tho the result is not as ornate or possibly as accurate as the latter. If the work be widely distributed thru the class, it gives the members a greater knowledge of the subject, and contributes materially to increase their interest.

THE LAND OF EGYPT

EUGENE FAIR

NOTE—The following description with the illustrations was used by fifth grade pupils. It is a concrete case of the study of the life of a great people. The illustrations were worked out from negatives of lantern slides made in this school. It is of very great advantage to the history teacher to know how to make lantern slides. Through the cooperation of Professor Burrows, many students in history classes learn how to make lantern slides. The making of lantern slides in connection with the history work is not just a fad in this school. We know what we are doing and why we do it. It is not done for purposes of mere entertainment or spectacular display. It is done with the serious intention of understanding more clearly what men did in the past. It is believed the illustrations given below really illustrate, else they would not be given.

How would you like to live in a country where it rains very little, where from October to May is one long spring, and where the rest of the year is summer—a summer quite hot, yet cooled by a north wind from the sea? Here the fruit trees blossom in February, and the wheat and other grains are reaped by the end of April. In this land the sun is very bright all the year round; not often would you see a cloud. This land has the shape of a lily with a crooked stalk. Its northern part is like the blossom in shape, about two hundred miles in length, just about the distance from Kirksville to St. Louis. Just to the south of this blossom shaped country, and to our left, as we see it shown on the map, is a part of the land we may say looks like a lily end.

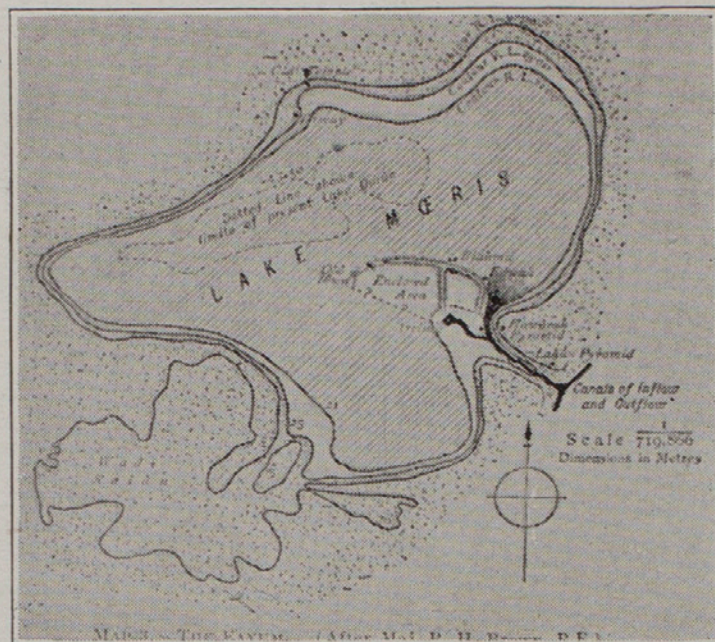
It is about forty miles from east to west and the same number of miles from north to the south. Now still to the south of



Map of Egypt.

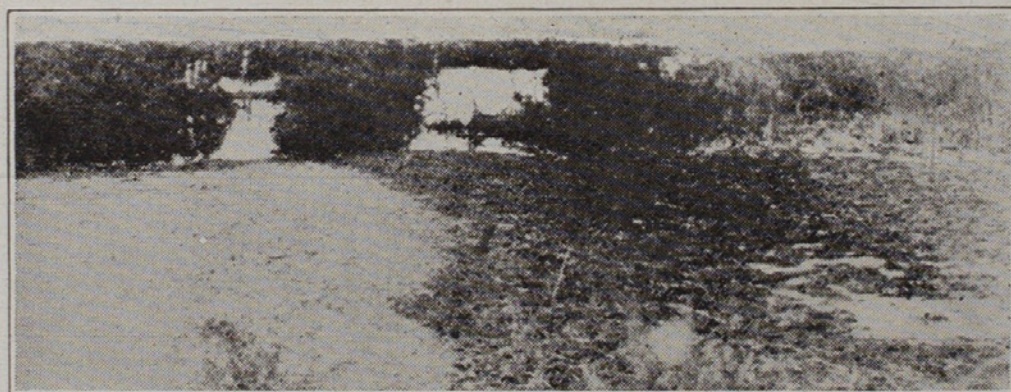
our bud is the stalk, which is about seven hundred miles long—nearly four times as far as from Kirksville to St. Louis.

The name of this whole country is Egypt. The stalk of our lily is the Nile valley, which is a deep ditch from one



Map showing part of Fayum, Breasted, p. 192.

to twelve miles wide, washed out of the rocky soil by the Nile river. The bud we call the Fayum (Fi'um), a low place near



View across North West part of the Fayum, Breasted, p. 192.

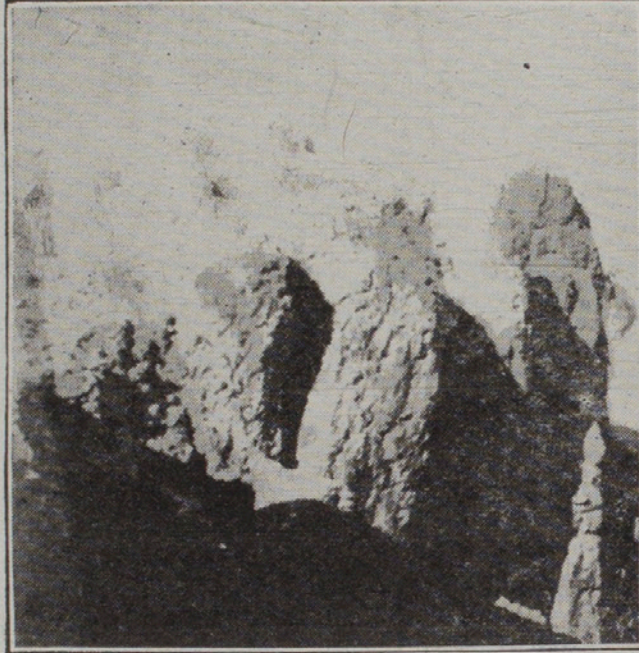
the desert about one hundred and forty feet below the sea level.

The Fayum was watered by a stream which flowed from the Nile river. The blossom we call the Delta. The place covered by the Delta was once a part of the Mediterranean sea. It is made up of soil brought down by the waters of the Nile.

So we see the really big parts of Egypt are: the stalk and the blossom. The parts do not look much alike. They are so different that the people who lived there have always,

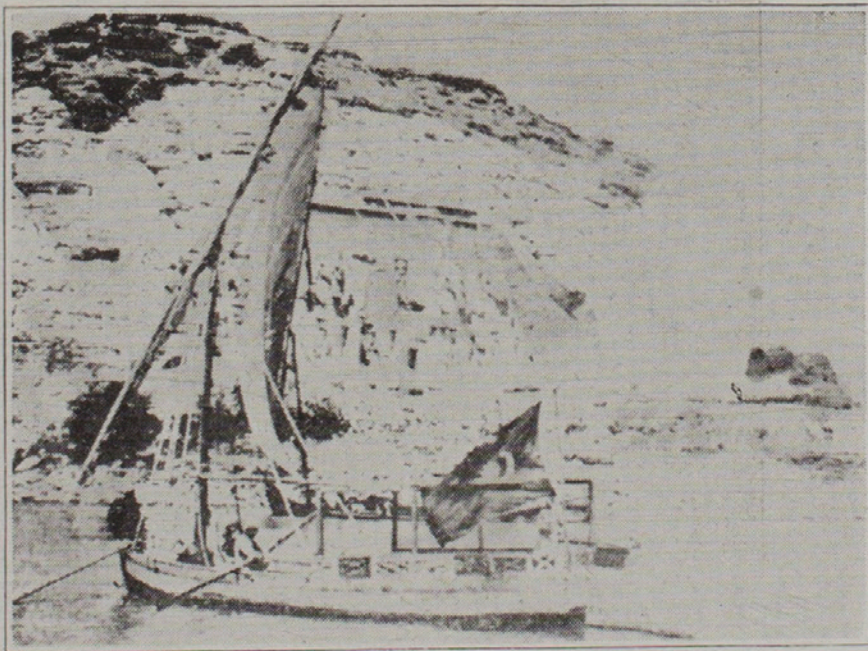
so far as we know, had a name for each part; so that it will be all right for us to call the blossom "Lower Egypt" and the stalk "Upper Egypt."

Should we go to Lower Egypt, set ourselves in the center, and look any direction we wish, the ground would look level as far as we could see. But should we travel to Upper Egypt, things would look different. We could see on either



The cliffs of the Nile canon near Thebes, Breasted, p. 18.

side of the valley rocky ranges of hills. Nothing grows on



Abu Simbel from river Nile, Hichens, p. 248.

these hills. They usually have a yellowish-brown look. These

hills are really parts of the sandy deserts which border Egypt on the east and west.

Even though we see there are three parts to Egypt—the



The Sacred Island of Philae, Hichens, p. 217.

Nile valey with the Delta and the Fayum—the thing that has made these parts worth anything to man has been the



Entrance to the First cataract, Maspero, D. of Civ. p. 13.

river Nile. This great river with its waters coming from the mountains and lakes far away to the south has really scooped out a ditch in the desert, some places three hundred feet

below the desert level. After doing this, the river began to fill up the ditches with rich, muddy stuff from the mountains



Entrance to the First cataract, Maspero, D. of Civ. p. 13.

and lakes. This filling up has been going on for hundreds of years; for every year when the snows melt in the mountains, and the great lakes overflow, the banks of the river are unable to contain the stream which now rushes down



Inundation of the Nile near Assiut in the month of September Maspero, D. of Civ. p. 18.

from the highlands, and the waters spread out toward the edge of the ditch which the river cut ages ago.

The Fayum is not a part of the bed of the Nile, but it would have been no account to anyone if man had not cut a ditch from the Nile and allowed its waters to flow in.

As for the Delta, the Nile has made it, watered it, and

kept it rich just as it has its own valley to the south. It will not surprise you, then, to hear that many people have spoken of Egypt as a gift from the Nile.

This great river not only makes the soil of Egypt richer, waters it, and makes the weather cooler, but it also makes it easy for man to go and come whenever he wishes to; for long, long ago, before we know much about the people along this river, they had boats. In going down the river the water will carry you along about three miles an hour. Winds from the north blow during most of our spring and summer. These are strong enough to carry sail boats up the river with-

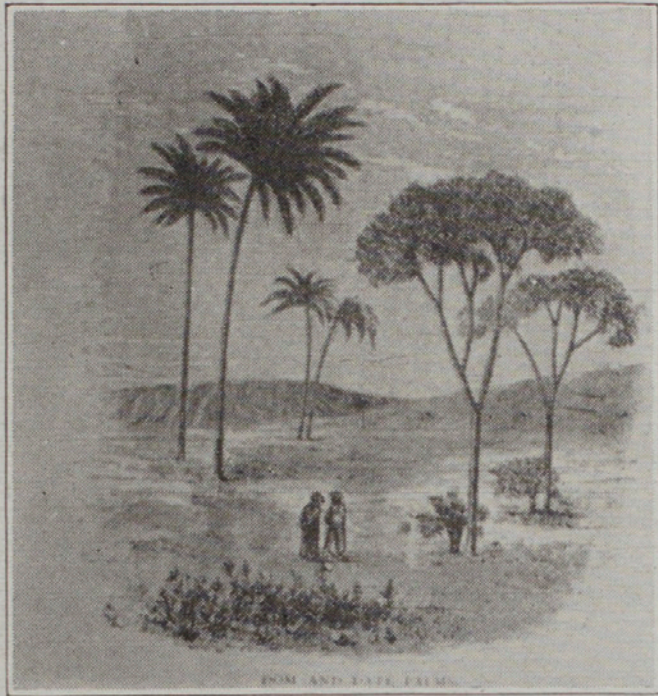


The inundation seen from the road to the pyramids of Gizeh, Breasted, p. 6.

out using oars. The boat you see in the picture will make you think of a trip up the river.

Though the Nile river did much for Egypt, it is a small country. It is only about one seventh as large as Missouri, but the soil is so rich and well cultivated that about ten million people live there now, and there were likely more than half that many people living there six thousand years ago.

You may wish to know what plants grow in Egypt. So far as we know there have never been many kinds of trees growing there. Most of the trees are the date and dom palm. There are also quite a lot of sycamore and acacia.



Dom and date palms, Rawlinson, Story of Egypt, p. 17.



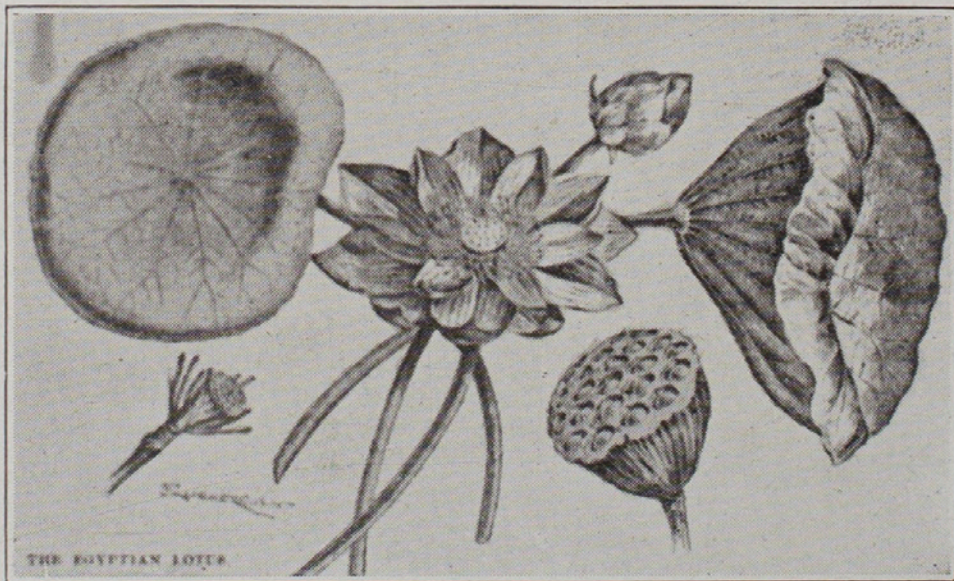
Sycamores near Assiut, Maspero, D. of Civ. p. 25.

These trees are always scattered around a few in a place—that is, Egypt has had no large forests.



. Acacias in a garden, Maspero, D. of Civ. p. 31

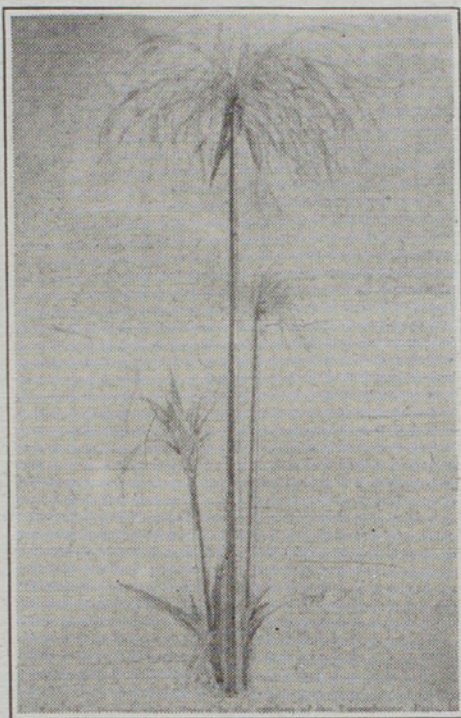
Wheat has always been raised more than any other grain. Barley comes next. Almost all the vegetables we raise in our gardens were raised by the Egyptians thousands of years



The lotus, Maspero, D. of Civ. p. 65.

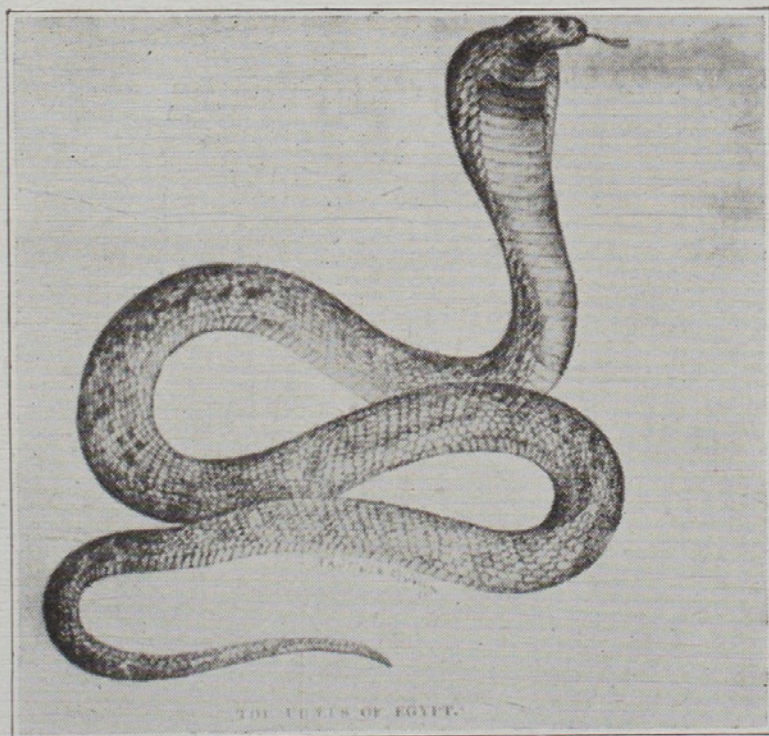
ago. The Egyptians thought very much of two other plants, the lotus and the papyrus. They showed the lotus in many

parts of their buildings, while from the papyrus they made paper, ropes, sandals and boats.



The papyrus, Perrot and Chipiez, Vol. II, p. 127.

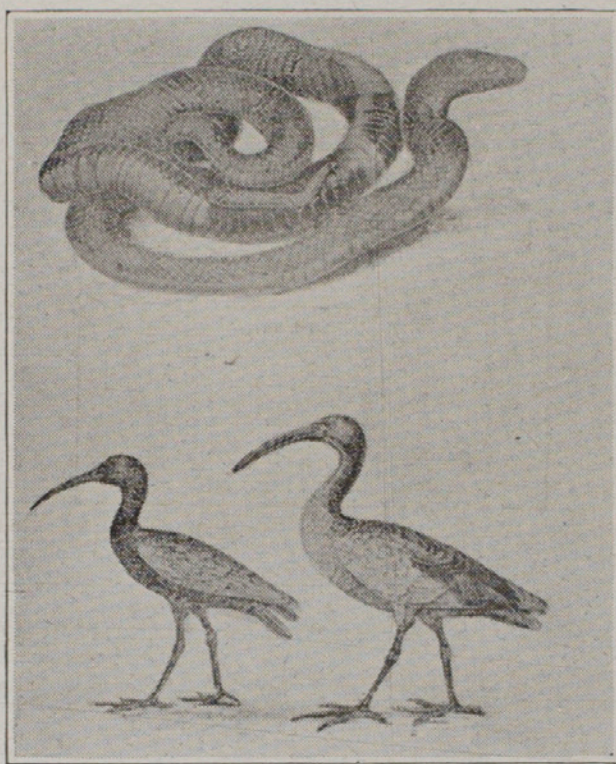
For hundreds of years the Egyptians have had many of the same kind of animals that we have; cattle, sheep, hogs,



The asp, Maspero, D. of Civ. p. 33.

goats, horses, and in addition, the camel and one kind of buffalo. They have also had a good many kinds of snakes

—the most dangerous, and the one talked about more than any other being the asp. There have always been many kinds of birds and fishes. A bird which has been thought much of is the ibis. It has never been hard for the Egyp-



The asp and ibis, Wallace, *Repose of Eg.* p. 61.

tian to get easily good rocks for building. There is plenty of sandstone, limestone, granite. In the nearby deserts are gold, copper, lead, and iron.

We all see that Egypt was a good place for man to live in. Once people settled there built their homes and raised their crops, it was pretty hard for people who were not settled to come in and get the land. There were deserts to the east and west, cataracts to the south, and not very good places for ships to come in from the Mediterranean Sea. But people did go out of and come into Egypt. The Egyptians reached Europe by the Mediterranean Sea, Asia by the Red Sea, and across the deserts to Southern Africa by the Nile river. Yet, for a long time at least, the Egyptians were so

shut up in their own country, that they worked out many things by themselves—things that we profit by today. The calendar is one of their inventions.



On the road to the pyramids, Perry, p. 6.

ECONOMIC HISTORY IN THE HIGH SCHOOL

(A Question of Text Books)

A. OTTERSON

In late years, considerable attempt to bring out the social and economic phases of American history, especially in the high school, has resulted in the writing of special texts with this object in view. Among a limited number of these works, I have selected two for special review here. One is "The Industrial History of the United States," by Katherine Coman; the other, "Economic History of the United States," by Earnest Ludlow Bogart.

Miss Coman's work was probably intended as a substitute for the ordinary text on high school history, as she has given somewhat ample space to the treatment of political as well as economic history. The work, however, seems too difficult for class use. It is so complete—so full of detail—that it tends to swamp the average high school student. As a work of reference, however, it is too valuable to be without. The marginal references will aid the student in looking up topics of special importance. The many excellent maps, charts, and pictures, as well as the topics given under the head of "Suggestions to Teachers," are especially useful. On page 414 occurs this topic: "Indicate the feudal features of proprietary grants. Why did this form of colonial undertaking fail?" Ask students to point out its bearing upon present-day conditions, and let them try to answer this question: What would become of us as a nation, were the land area to come under the ownership or direct control of great corporations or capitalists?

The other book, Bogart's "Economic History," is a somewhat less comprehensive work than that of Miss Coman, and for this reason seems more suitable for class use. It also fits in better with the ordinary high school text book on American history, as it treats but incidentally of the political phase. The work does not follow a plan of chronologic cor-

relation of economic events, and for this reason the teacher may be a little puzzled over the question of how to use it logically. The fact that the author has had careful regard to historic periods, however, helps to solve this problem. Thus Part I., for instance, can very well be studied, one chapter, say, in a lesson, at the close of the study of the purely political history of the colonies.

One of the merits of the work is its list of topics and references at the close of each chapter. Its bibliography is good, but would be more useful, were its works classified.

I am using Bogart's history as a text book, in a class of high school grade, at present. The book seems to lack in interest. There are too many unassociated details,—too many dates and statistical facts. There is too much reliance placed, by the author, upon the verbal memory of the student. Facts of lesser importance should, in many instances, be placed in more direct association with those of greater importance. It might be well to associate many facts in economic history directly with important dates in political and military history, as students find it easier to keep in mind dates in relation to the latter than in relation to the former. Two sets of unassociated dates are confusing. Also, the style of the author is not always lucid. In this latter respect the work seems hardly up to the standard of a number of texts on political history.

On the whole, the labor of writing a really acceptable text book on economic history, for high school use, can hardly, as yet, be said to have been accomplished. We seem to be in the pioneer stage of this development. It is my faith, however, that a little more time and experience will bring us this much desired result.

SUPPLEMENTARY MATERIAL IN AMERICAN HISTORY

J. L. KINGSBURY

The division of History and Government was recently in receipt of Bulletin 47 of the Bureau of Education at Washington, D. C. whose title is Teaching Material in Government Publications. This is a brief Bibliography of material topically arranged which would be of use to teachers in various branches of school work, but particularly in agriculture, economics, geography, history, hygiene, and nature study, and should be in the hands of every teacher in those lines of work.

In many schools one of the hardest questions demanding solution is the matter of supplementary readings in American history. Are we not neglecting two sources of such material which would be in some degree available in every school, that is, periodicals, and publications of the Government of both the United States and of the various states? The greatest difficulty is lack of funds to buy the books which are referred to in practically all texts on United States history. I should like to urge these two sources of material, whose cost need never be greater than the revenues of a school, but which would add greatly to the interest in all courses like history, geography, agriculture, etc.

Starting at the beginning of American history, does the average student in either a rural, an elementary, or a high school realize that there was any difference between the Indians, or that those with whom the settlers at Jamestown or Plymouth dealt were any different from those whom Coronado met? There is a bulletin written for the Department of the Interior by Lewis H. Morgan on the Houses and Home life of the American Aborigines, costing one dollar, and another by J. W. Fewkes on the Cliff Dwellers costing forty-five cents. Both are fully illustrated. There are numerous other bulletins of either the Smithsonian Institution or the Department of the Interior, covering less extensive fields and costing as

little as ten cents. From the long lists of these two or three could be selected showing the types of each sort of Indians. Hardly more than a suggestion of the existence and availability of such a bulletin would be necessary with a large percentage of students.

Turning to another field in which Government periodicals or bulletins could be very extensively used with invaluable results, there are a large number of agricultural products growing in the United States, which are not native here. It is of course known in a general way that the Department of Agriculture has a corps of experts who are constantly seeking in all parts of the world for fruits, vegetables, or grains that might profitably be grown in the United States, but the details of some of these expeditions which would be of great interest to students are rarely used. For example, at the opening of the Civil War the north suddenly found itself entirely deprived of sugar, but few know that it was the cooperation of the government with the people that resulted in the introduction of sorgum, a Chinese plant, which reached us from France. Such a story serves to emphasize in a way which would appeal to even young students the many petty difficulties of our fathers at the time, and thus might make them more keenly alive to the greater sufferings. This service has been greatly extended in the last few years, thus contributing greatly to the wide diversity of crops raised in the country.

But this is only half the story. Few branches of the Government have done more to better conditions in the United States than the Bureau of Animal Industry, which is continually aiding in the improvement of various breeds of live stock. Yet I suspect that one of the most important bits of information along this line by teachers of American history is that celebrated purchase of forty camels for the southwest in the days before the war, on the then widely accepted theory that it was the Great American Desert, and that in consequence the camel was the only appropriate means of transportation. What the government has done to improve horses, cattle, sheep,

and, in Alaska, reindeer is either entirely a closed book to them, or known only in the vaguest and most general way. All these facts are important alike in a course in American history, and in agriculture, and could serve to draw together those two courses in the school, the one serving to increase the interest in the other. Many bulletins on the subject, published either in Washington or in experimental stations all over the country can be had merely for the asking, and many others can be purchased for very small amounts.

Again, no one can pretend to very great knowledge of our more recent history who does not know something of the widespread movement for the conservation of our natural resources. In this connection the government has a large amount of material on the Forestry Service, as well as bulletins giving advice to those who would engage in scientific forestry. Tho much of this material would be of slight interest in a history course, there are others of great historical value, and further the government has a considerable collection of lantern slides on forestry which can be had by any school that will pay transportation charges. What is true of this is also true about our irrigation work in the more arid portions of our country. Some knowledge of such movements and activities is necessary to any person who would understand the United States as it now is, and is filled with the greatest interest.

I wish now to turn to a third group of bulletins or books, those dealing with the Panama Canal, and with our dependencies. It has been so short a time since the Philippines and Porto Rico were acquired that textbooks on our history hardly go farther than to discuss the mere acquisition, and say little or nothing about either of those peoples, or what we are trying to do for them. Yet few stories are more fascinating than those dealing with our island possessions, and about all this by far the best and most authoritative material is contained in bulletins and publications of the war department, much of it so well illustrated as to make it very attractive to school children, as well as to more mature students. Some

very interesting experiments are there being tried in government, agriculture, commerce, and conservation, and the material obtained from Washington could be used in many ways. Then on the Panama Canal there is a long list of publications dealing with all phases of the work, and the importance of the canal in the world's commerce of the future, as well as slides.

Finally I wish to say a word about the use of periodicals especially in connection with a course in history. There is a long list of magazines in which articles occasionally appear which have a bearing on some phase of our history. Let us take simply as a suggestive list the World's Work, Review of Reviews, North American Review, National Geographic Magazine, Travel, Scientific American, Popular Science Monthly, and one or two agricultural periodicals. From such a set one could find every month a number of articles bearing on either our geography, history or government. How much it would add to the interest of a course if the student were urged to read an article (in connection with a short paragraph on the development of transportation since the Civil War) in the World's Work on the extension of some of our lines in the west to the Pacific, or in another connection on the completion of some irrigation project it would be hard to estimate. Alaska was recently explored, and an article on that little known part of the country with excellent illustrations appeared shortly after in the National Geographic Magazine.

I realize that again might be raised the question of expense. If magazines are not taken very extensively in a given neighborhood, the teacher could take one or two, get the scholars interested in them, and then it might prove but a short step to persuade the parents of some bright students to take the magazines for their children. In places where magazines are found in many homes, the families are frequently only too glad to turn them over, once read, to the school, which might then have the use of them as long as they lasted. If it were possible to persuade the school board to have them bound their period of services could be greatly prolonged.

Further this might prove the nucleus of a library at some future date to which all the neighborhood could resort for all sorts of information, which would aid in making the school the social center of its neighborhood, as it should be. It would tend to increase the interest of the parents in the work of their children and also of the school, and thus make them support and help to increase the work and therefore the value of the school. To make all such material available it would only be necessary for the teacher to start a simple card index giving the titles of articles and the places where they might be found, keeping this in a box at the desk.

These suggestions have been offered in a poor, ill-organized way, but in the hope that they might aid in broadening our conception of history, and might give to those reading them a little greater idea of the width of our work. If they suggest to some a means not thought of before by which history study might be made the delight of the scholar rather than a meaningless drudgery of dates, events, and names, they will have served the purpose for which they were presented.

THE USE OF CLAY MODELING IN HISTORY TEACHING

LAURIE DOOLITTLE

Supervisor of History and Geography in Practice School
in the attempt to grasp any fact or to enlarge any experience the opportunity for physical activity and the opportunity to give expression through the handling of material are of untold value. Most of us are crippled by our limitations in modes of expression. The school courses have given ample opportunity for the development of verbal expression, but physical expression through dramatization of phases of history, and manual expression through the construction of



Manual expression of images after reading of subject matter.

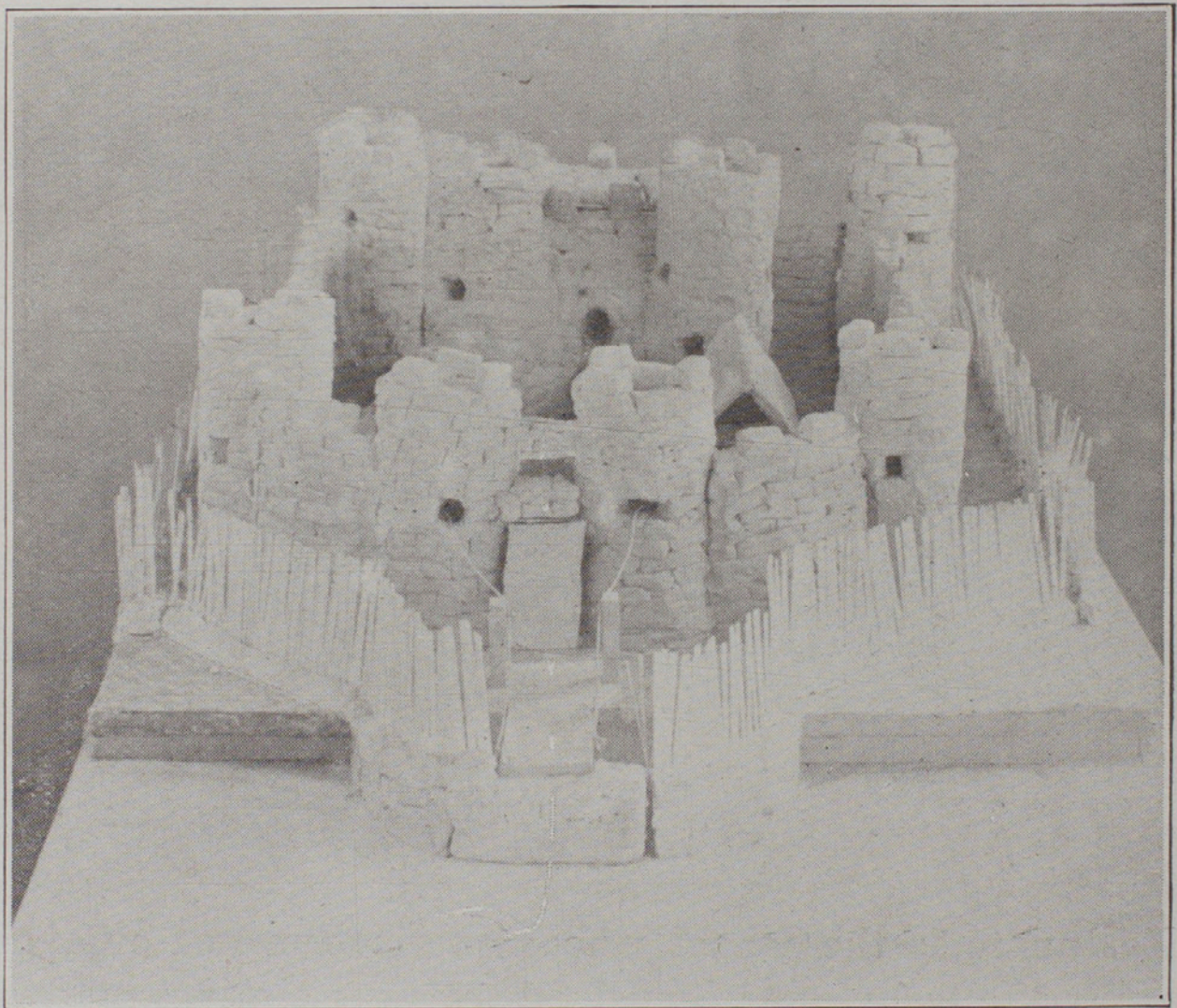
material things, are equally necessary to clarify our images and to give adequate expression to them.

Fortunate is the school whose curriculum not only gives courses in the technique of music, drawing, painting, modeling, making etc., but also emphasizes these activities as modes of expressing all phases of life.

Living as we do in a social organization controlled by law and order, when life and property are comparatively secure, we find it difficult to realize the turbulent life of the middle ages; where there was no protection but the law of might, when either the wayfarer on the highway or the lord in his

dwelling was secure only so far as he was strong; where ownership depended upon possession and a raid upon property required no other excuse than the desire of the raider to possess the property.

The study of the human habitation usually furnishes a key to the life of any period, so the study of the medieval castle will illuminate the life of that period. The simple facts that the children must acquire and the inference that they must make in constructing a castle, give opportunity for the desired activity and enable them to assimilate that which is nearly incomprehensible when only read from a book. The children



Castle in progress of construction.

in the Practice School, preparatory to constructing a castle, read chapters from Harding's "Story of the Middle Ages," Nida's "Dawn of American History in Europe," and Kemp's "History for Graded and District Schools," while the teacher has access to Gotch's "Growth of the English House." From this subject matter the pupils draw plans of castles; these

plans are discussed in class and when the final plan is drawn it embodies all the best points that have been found in all the plans. It is seen that the completed castle will not be a model of any castle that was ever built, but will express all that the class knows about habitations when they were constructed also as a means of defense.

When the plan is completed the foundation plan is drawn on the board and the class is ready to build the structure. Potter's clay has been found one of the best materials for building purposes in the class room. The work of construction is so distributed that each pupil has an opportunity of engaging in all the various kinds of work.

As the building progresses the strength of the fortress is appreciated when it is seen that the wall of the keep is as thick

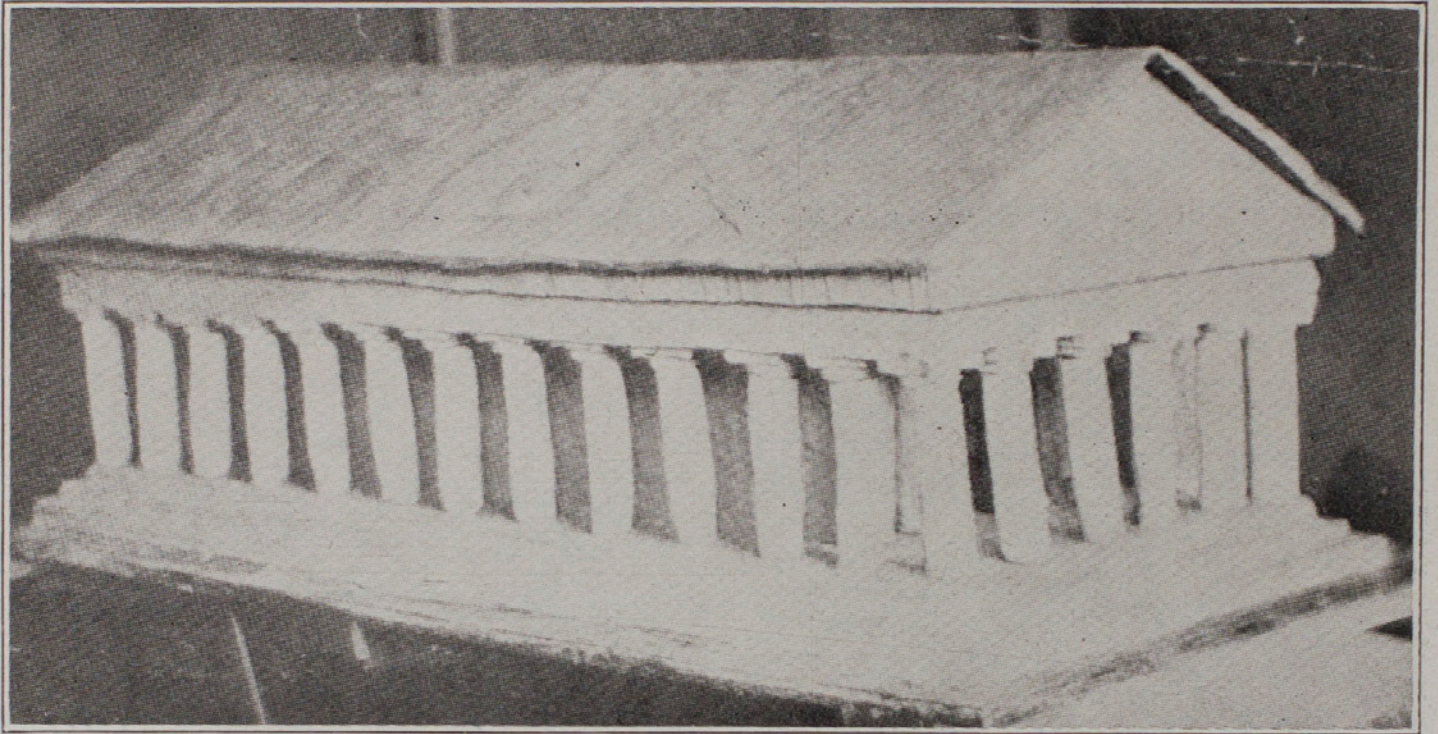


Monastery

as half the width of the largest room in it. Secret chambers and oblique passages for smoke are built in the walls, spiral stairways in the towers, dungeons for prisoners, storerooms for supplies, the bake-oven and stables—and all the other characteristic buildings of the castle. The moat is made to surround the outer wall and wooden splints are used for making the palisades. When the narrow windows, placed high above ground, are made, the gloom and darkness of the interior are appreciated. With the completed structure before them and with the knowledge gained through its construction, the children are

able to appreciate the life of the period; and offensive warfare may be well shown by permitting the children to make stone-throwers, movable towers and battering rams with which the castle is bombarded.

A similar plan is followed in constructing the monastery, which is to make clear the religious life and its influence



Theseum.

during the middle ages. The principal building is the abbey and here the children learn the relative position and proportions of the nave, the aisles, the transept and the choir. The garth, surrounded by the cloister, which in turn is surrounded by the chapter house, refectory, and sleeping rooms are shown in detail; as are also the scriptorium, the abbot's house, the work shops, the stables and guest houses.

The main motive for building the Greek temple, shown in the illustration, was to give the feeling of beauty as seen in line and proportion. For this reason a particular temple, the Theseium, was chosen as a model. The exact dimensions of the temple were first secured and plans drawn to scale. These plans were followed throughout in the construction. Although defects are apparent in the accompanying illustration, the structure, when completed, showed a beauty of line and balance that were appreciated by pupils and teachers.

LOCAL HISTORICAL EXCURSIONS AS CLASS EXERCISES

E. M. VIOLETTE

No doubt every teacher of history has wished many a time when he has come to some great event in history that he could take his class to the very spot where that event occurred. The wish has been inspired by the feeling that the historical event under consideration would be better understood and appreciated if the place where it happened could be visited. How many teachers have wished that they might stand with their classes on the Athenian Acropolis, or in the Roman Forum, or wander thru the London Tower, or Independence Hall! This desire to visit places of historical interest has been partially satisfied by pictures, and thanks to our modern facilities for producing most excellent and very inexpensive pictures, many of these places have become as familiar to us, in general appearance at least, as the chief buildings and thoroughfares of our home towns and cities.

But even so, pictures do not bring complete satisfaction to the one who wishes to deepen his enjoyment and appreciation of history. There will always remain the desire to see the thing itself some day, and the live, wide-awake history teacher will continue to wish that he might take his classes with him on historical journeys.

But to most history teachers the opportunity for visiting many places of historical interest will unfortunately never be very extensive. And as for taking a class with him to see any of these places, that will be altogether out of the question unless perchance some of them are near at hand.

But there are historical excursions that lie within the reach of nearly every teacher of history in almost all of our towns, the possibilities of which I fear are little realized. It is of them that I wish to say a few words, and to make it plain how such excursions are a possibility, I shall relate only actual experiences that I have had with different class-

es in history here in Kirksville in the last few years. It may be that whoever reads this article may have suggestions come to him as to how similar excursions may be had in his own community.

When a class reaches the subject of the invention of printing, I have found it highly instructive to take them on a visit to the various newspaper and printing shops in the town. I have always found that several in each class have never been inside of such an establishment before. Such persons acquire first of all some knowledge of how a newspaper is printed. It so happens that there are four different newspapers in Kirksville, and that the method of setting up the type is different in each one of the shops. In one the type is still "picked" in the old fashioned way from the case. In another a monotype machine is used and in the other two different styles of linotype machines are in operation. The presses however are very much alike, all of them being of the stop-cylinder variety. For a few months during the year 1912 there was another newspaper in town which was printed on an old fashioned Franklin hand press, and I had the pleasure of taking a class or two around to see that in operation.

If such an excursion as this one among the newspaper establishments did nothing more than acquaint the students with some of the methods employed in getting out a country newspaper, the time would be well spent. But the chief purpose has always been to make the history of printing more real and significant to the students. We have in our historical museum a model of the original Gutenberg press. This is usually shown to the students just before they set out on their tour of the newspaper shops. They handle it and get some sort of an idea of how it was worked. Then they go on their trip and see how the newspapers of this particular place are printed, noting especially the differences between the methods employed in the different shops. At some subsequent meeting of the class we return to the subject that had occasioned the excursion, that is the invention of printing.

But we do not confine ourselves to Gutenberg. We take up the history of the subsequent improvements and we find ourselves in a position to appreciate not only Gutenberg and the difficulties under which he labored, but we are able to follow all the more easily the evolution of modern printing. Because of its historical value by way of illustrating early methods of printing, I have regretted the passing from town of the old-fashioned Franklin hand press that I mentioned a moment ago. As yet no web machine has been installed by any of the local newspapers, so that our students have to wait until they visit some large city to see the latest stage in the development of the printing press. But generally an adequate idea of how such a press is run is obtained from pictures after they have seen a stop-cylinder press in operation.

When a class reaches the period of industrial evolution I always wish we could go thru a woolen or cotton mill. But since none is at hand we have done the next best thing, that is, visit the large shoe factory located here. Every one in the class has some knowledge of a cobbler shop and is able to appreciate somewhat the situation when all the shoes that people wore were made by hand by men who worked in shops not very unlike our modern cobbler shops. But very few know how shoes are made in a modern factory. A trip to the factory here serves somewhat the same historical purposes as the visit to the printing shops. Moreover some of the great economic facts that are the natural product of the historical evolution in the industrial world and that are matters of great concern to our present and future welfare, are made very clear by this rather hurried trip. For example the students see for themselves how highly labor has been differentiated. They see one employee doing nothing but stitching buttonholes, another cutting out soles, another doing this one thing, and another that. What is true in a shoe factory is true in factories of all kinds—each employee has his little part to do and nothing more. In the days before the invention of all this complicated machinery, a pair of shoes for example was begun and finished by the same man. The

same was true of almost every other commodity that was made. When this situation is brought home to the student in this way he is in a position to understand a great many things in the history of the industrial world more easily than he otherwise might.

At another time a trip to the city and county offices has been very interesting and profitable. In making the rounds of these offices an effort has been made to examine casually at least the records that are left in them so that the duties of the different officers may be in a measure comprehended. For example in the assessor's office we were each allowed to take a blank copy of the assessor's tax list and glance over the items contained therein. With that in hand we went to the county clerk's office and saw how the tax books had been made up, and then to the collector's office and saw how from these books the tax receipts were made out and the money collected from the tax-payers. Sessions of the various courts have been attended as opportunity afforded, and likewise sessions of the city council. Usually it has required several different trips to see the wheels of the city and the county government go around, but it has been possible to take in all that is important in two different trips by timing them so as to be on hand when several things were going on at the same time. Such excursions have never yet included a visit to the jail and the poor farm, but I may include a visit to the jail hereafter.

Doubtless many teachers of history or civics have taken their classes thru the city hall and the court house in their town and county, but I wonder if it has occurred to many that attendance upon the religious services of certain churches would have a distinct value in aiding the student in history to appreciate certain movements in the history of the church. I have found from year to year that very few of my students have ever attended the services of either the Roman Catholic or the Episcopal Church. In some cases that has been due to their prejudice or indifference and in others to a lack of opportunity in the communities in which they have lived. I

have found that in the study of medieval and modern history some of my students have the vaguest and sometimes the crudest and most erroneous notions about these two churches, and almost invariably I have found they have never seen the inside of either one of them. It is most difficult to discuss with such students many of the topics that are connected with the services and ceremonies of these two churches, and no teacher of medieval and modern history can cover the field without dealing with these churches. For example the subject of the mass may be under consideration. I have found that one of the most difficult things for students who are not Catholics to understand. I have therefore fallen into the habit of asking my students, when we reach that point in our work where we are dealing with the institutions of the medieval church, to attend the services of the Catholic Church here in town. Sometimes we have agreed upon a certain Sunday when we will all attend, and sometimes we agree to go as soon as it will be convenient to each one individually. It is true attendance upon one service does not very much enlighten the student who has not been accustomed to attend the Catholic Church, but if he has observed the service carefully he will be able to ask intelligent questions when the class meets again and in that way have some of the matters cleared up for him.

If some special service is about to be held while in making a study of the church, as for example confirmation, I have made it a point to announce the fact and urge attendance upon it if possible. But I have always tried to make sure that the students attend at least one mass.

The English Reformation under the Tudors is somewhat better understood by my students if services in the Episcopal Church are being held at the time. They are enabled to compare for themselves the services of the Catholic and Episcopal Churches and they are in a position to understand the objections that were made by some Englishmen to certain features in the service of the Catholic Church and at the same time

to appreciate why the services of the two churches appear to be somewhat similar today.

One might fear that sometimes the congregation might take offense when a class attended its services to see how things were done. But I have never found this to be the case. On the contrary the students have been made to feel that they were welcome to attend as often as they cared to, and they have always without exception observed the proprieties of the occasion whenever they did attend.

I have found that the students who have never attended the services of a Catholic or Episcopalian Church are considerably enlightened as the result of occasional attendance upon the services of these churches, and are thereafter broader minded and less inclined to prejudice, tho perhaps just as firm as ever in their own personal beliefs and opinions. In fact I have been so impressed with these results that I have frequently said to my classes that if I had a class made up largely of Catholics or Episcopalians who had never attended the services of any other church than their own, I would urge upon them as a part of their class work the attendance upon the services of some of the churches other than their own. Their need of enlightenment and broadening of vision is as great as those who have never attended a Catholic or Episcopalian service, and their ability to understand the history they are studying would be increased by attending the services of other churches than their own.

During the Civil War a battle occurred in Kirksville. I have never taken a class in history over the battle field, but I had the pleasure of conducting the History Club of this institution over it a little over a year ago. The battle was of some importance inasmuch as the Federal forces overtook here a band of Confederate recruits that had been brought together from different parts of Northeast Missouri and that was trying to make its way to Arkansas where Confederate forces were gathering for an attack upon the

state government of Missouri. The battle resulted in a complete breaking up of the Confederate band, and weakened just that much the strength of the force that was gathering to try to take the state out of the Union. If I were teaching classes in American history, I would likely take them over the battle ground as they came to the study of the Civil War.

A historical excursion of a very different character from anything that has been mentioned so far is in contemplation for the near future, which may be somewhat unique as a history class enterprise. Lying around in different parts of the county are several mounds. Many of them have been opened and in some have been found a good many Indian relics. Many that have never been dug into are suspected of being Indian mounds. An excursion to one of these was planned for recently and a number of history students arranged to go, but unfortunately on account of bad weather the trip had to be given up and the matter may have to be deferred until spring. It is intended however to make the expedition as soon as possible and to make it serve a threefold purpose, that of getting relics if any are to be had, and of arousing greater interest in the prehistoric life of this region, and of giving some actual experience in historical excavation. It is believed that all who go upon this expedition and many others that may be planned later on, will derive from their experience certain benefits that will prove stimulating to their study of history.

As was said at the outset, these historical excursions have been related in the hope that they may prove suggestive to other teachers of history along the line of enlivening and vitalizing the study of history. The author would be glad to have suggestions from others as to the opportunities that they may have for work of this sort in their own communities.

If local history is pursued, and more of it should be done than is being done, trips might well be made to places of special interest. For example in Kirksville the first bank building in the town is still standing. It is a one-story frame building. It has long since been removed from its original

site and has been used every since its removal as a dwelling. Hundreds of people pass it every week without realizing its history. One may well say that such a fact is of no great value or of no value at all, but just the same, things of this sort keep alive local traditions and they are worth preservation.

I recall a jaunt that was taken by a class in American history while I was a student in the University of Chicago. We had reached the early development of the west and the teacher proposed that we join him in a tramp one Saturday over some of the historic parts of Chicago. We visited a great many places, among others the oldest buildings in the city and the site of Fort Dearborn. While we stood on that spot, the instructor related the story of the massacre of Fort Dearborn, in 1812. As long as I live I shall always carry the memory of that trip, and the incidents related have a meaning they could never have had if we had not taken it. I can not help but feel that others were impressed in a like manner, and I believe that every kind of an historical excursion if properly managed whether it is of the kind described as having been taken in Kirksville or of the kind described as having been taken in Chicago or of the kind we usually think of when the term is used, will produce a result that will repay the teacher for his trouble and effort.

THE USE OF THE BULLETIN BOARD IN TEACHING HISTORY

E. M. VIOLETTE

If it were necessary to set forth the reasons why history should be studied in our schools, the live teacher would likely say first of all that the students might know something of the life of men in times past, but he would immediately follow up that statement with another one, that they might also be able to know and understand the life of men at the present time thru their knowledge of the past. He might add other reasons for history study in the school, but he would most surely include the reasons that have just been mentioned and he would likely put special emphasis on the second. History in the school fails in its purpose if it does not enable the student to understand the events and movements in his own time better than he would if he had never studied it.

In order that this end may be obtained it is necessary that some sort of a study of the present should go hand in hand with the study of the past. For example, in the course in American history the attention of the student should from time to time be called to important events as they are occurring. The recent tariff and currency legislation of congress should by all means have received some attention at the hands of teachers of American history while that legislation was going on. Likewise the progress on the Panama Canal, the war in Mexico, the Sulzer impeachment, the riots in Indianapolis, Roosevelt in South America, etc. are among the subjects more or less worthy of some sort of attention of any class in American history in the eighth grade or in the high school. In a course in English history such topics as the Home Rule Bill, the Ulster uprising, Lloyd George's land bill, and the Larkin episode might be looked into. Instances could be multiplied indefinitely, but these will suffice. The teacher would have to be watchful, however, so that mere trivialities would not be dragged into the consideration of current events.

One of the difficulties I have found in attempting to study the present along with the past has been that many of the students, especially the young women, have not formed the habit of reading the newspapers or magazines to any marked extent. Many who read the newspapers are interested only in the local happenings of their own particular communities, and to many the magazine is of interest only so far as the stories and lighter articles are concerned.

Under such conditions I have found it necessary to resort to some sort of a stimulus that would lead to more definite newspaper and magazine reading and to a greater amount of it. One expedient that I have resorted to has been the bulletin board. For some time I have had two bulletin boards in my class room, one for my class in English history and the other for my classes in medieval and modern history. The first was made out of pieces of light lumber fastened together and covered with green burlap. The other one is a single piece of beaver board. Each bulletin board is about two by four feet and, each stands on the crayon dust trough in the front part of the room. On one of these boards I require my students in English History to post all the clippings they can gather from newspapers and magazines relating to events or conditions that are of real interest in England today. On the other board I require the students in my classes in medieval and modern history to post clippings relating to events and conditions in Europe. These clippings are to be left on the board for one week. At the end of that time the students are allowed to take those they have posted if they care to. If they do not, I take them down and file them away for future reference, and the board is ready for another lot the next week.

One day each week each class devotes a part of the hour to discussing the events of the past week. The members of the class are encouraged to gather their information from every source possible and not to depend on the clippings that are put on the board. These clippings are intended to serve more as suggestions which are to lead to further inquiry and

search for better and more detailed information. Such periodicals as the Outlook, Independent, Literary Digest, Review of Reviews, Current Opinion, and the like are recommended as excellent sources from which reliable summaries of the news of the week or month may be found. The Chicago Tribune has recently made arrangements with The London Times for special service on foreign news which it gives in a special section in the Sunday edition. There are always some very good articles in this special foreign section that are of value to the students of English history in particular. The library of this school receives also the weekly edition of the London Times, and tho it does not reach us until two weeks after it has been published, it is always very helpful in supplementing the earlier knowledge we have gained on matters of interest.

It should be said that if anything of extraordinary interest occurs we do not wait until the day for the weekly reports comes around, but bring it up at the next meeting of the class after it has appeared out in the papers.

So far the results have justified the means. Students who had taken no interest in contemporaneous events of any note have become interested and have begun to form the newspaper and magazine habit.

But that has not been the main object in all this effort. Any literary society or debating club could do this sort of work equally as well and with as much success, if the object were only to arouse an interest in the affairs of the present. The chief aim has been to give an historical setting to the events of today that are being brought up in our class discussions, so that their real significance and importance may be realized. It is here that the history teacher will find his great opportunity. If he would make his teaching vital, let him arrange his courses in such a way that emphasis will be put in due time upon some of those events and movements of the past that are connected historically with some of the events and movements of the present. It is impossible to arrange

the material in a given course so as to furnish an historical setting for every current event of importance, but it can be done for a great many of the events of today, and it should be done.

Let us take an example to illustrate this point. Last year the Balkan War was going on. Early in the course of that war the students in medieval and modern history began to bring in their newspaper clippings and post them on the bulletin board. In addition, a large wall outline map of the Balkan peninsula was drawn showing the boundaries of the allied Balkan states and of Turkey in Europe, and hung up in the classroom near the bulletin board. As time passed on we used this map in following the engagements that took place, and were thus able to keep track of the contending forces and of the places taken by the Allies. We also followed the negotiations for peace and used our map to trace the boundaries of the territory that Turkey was allowed to retain in Europe. By the time the war closed practically every student in the classes could give a very satisfactory summary.

But something else was done besides following this interesting but dreadful war. An historical setting was given to it. In every course in medieval and modern history some attention must be given to the development of Southeastern Europe. But last year, owing to the Balkan war, it was appropriate to put special, though not undue, emphasis on the history of Southeastern Europe, and because of the interest that the students had taken in the Balkan war, they were eager to follow out the history of Turkey, Russia, and the Balkan States inasmuch as they felt that there was something in this line of study that would lead them right up to the present. By the close of the year's work they were all able to see that the Balkan war of 1912-13 and the Turko-Italian war of 1911-12 were phases in the breaking up of the Turkish Empire that had been going on since 1683. They had traced the growth of that Empire up to its height and then had followed it in its decline. They had seen Austria and Russia

pushing out against this Empire and the Balkan powers rising within its borders. They had seen the intervention of England and France save Turkey from complete annihilation in Europe, and they had watched the restlessness of the Balkan States under the conditions in which Turkish domination and European intervention had placed them. They therefore had a better appreciation of the recent Balkan war than they could have possibly had if this historical setting had not been given them in their class work. Moreover, they were prepared for the war that broke out among the Balkan Allies after their astonishing success against the Turks. From the history of the past they could easily see how the jealousies and rivalries of long standing had only been set aside in the attack upon a common enemy and were ready to burst forth again when that enemy had been humbled.

In English history the Home Rule Bill was one of the absorbing current topics for which a historical setting was developed in the English history class in 1912-13, and it is likewise a topic for the class of 1913-14.

It must be admitted that newspapers are not the best of historical sources. A history of the Balkan war, for example, that would be written from newspapers alone would be practically worthless. But notwithstanding this admission about the unreliability of newspapers, and magazines too for that matter, they are fairly trustworthy as regards the main outlines of passing events. They constitute, at least for the time being, the available historical material for a great many things, and they may be legitimately used in that way. If their use should give the students the notion that they were reliable material for a historical work, the teacher would be failing in his duty. But if he is careful to let it be known that the newspapers and magazines are merely temporary sources which are likely to be superseded altogether or in large part by other sources at some later time, he has violated no canon of historical criticism. In fact he is doing what all historical writers and investigators do—he is making use

of the best at hand at the time, hoping or knowing that in all probability the future will see new sources that are more reliable brought to light which he or some one after him may make use of.

The bulletin boards have been used for other purposes than posting clippings. Cartoons that illustrate the important events and conditions of the times are posted, and likewise pictures of noted men and note-worthy events. For example when the Leipsic monument was unveiled last October in commemoration of the one hundreth anniversary of the battle of Leipsic, pictures of the monument were posted along with the newspaper items concerning the same. Pictures of Edward Carson and of the Ulster demonstrations against the Home Rule Bill have also been shown. Likewise pictures of members of the English Cabinet have been posted as far as they have been found.

I have also tried to use the bulletin boards to exhibit material that would illustrate the past as well as the present. For example, I have gathered from different sources pictures of the Kings of England from William the Conqueror to George V. and have them mounted on white card board about five by eight inches in size. I have found it helpful to put on the bulletin board the picture of each king as we came to his reign. In that way a sort of historical atmosphere is created. The students have been made to feel that the man, about whom or about whose time we may be studying, actually existed, and they have appeared to form a somewhat personal acquaintance with him by having his picture before them. I have begun to make a collection of pictures of leading statesmen and other men of prominence in English history, and I expect to post them as we take up the work of these men from time to time.

It appears that in some such way as this the bulletin board might be used to illustrate subjects in history in lieu of a stereopticon if such facilities are lacking. I can see how, if a series of pictures of the Roman Forum could be brought together and mounted with some sort of explana-

tion written on each card, the whole series could be posted on a board and kept there for several days while a class is studying the city of Rome. Even if the stereopticon is used, pictures might be used also, as the stereopticon image is on the screen only for a moment, and the picture on the bulletin board gives the student a chance to fix his impression somewhat more definitely.

It is one of the good signs of the times that more and more attention is being given by history teachers in the schools to contemporaneous history. In many institutions courses in current history are being offered and great good is coming from them. Personally I think current events may be best studied in connection with the history of the past. A separate course in current history is likely to develop into mere hodgepodge, and the historical background may be ignored or given but slight attention. If current events are made a part of the regular courses in history, the historical background is more likely to be brought out, and that after all is the main essential in acquiring an adequate understanding of things as they are now.

HISTORICAL MUSEUM.

The Division of History and Government is undertaking to build up an historical museum which will be of effective use in the teaching of history in the Normal School and the Practice School. A special room, 20 B, has just been fitted up for that purpose and the materials that have been gathered from a great variety of sources have been installed. Many of the exhibits can be used in classes in other departments as well as in history classes, and instructors in other departments should feel free to make use of them as they may wish.

The instructors of history and government in this institution believe very strongly in the judicious use of illustrative material in the teaching of their subjects. They have long been using the stereopticon in their classes, and hundreds of lantern slides on different subjects in all the various fields of history have been accumulated. In organizing the Historical Museum the Division is seeking to enlarge its facilities for illustrating life in the past. It is hoped that in time exhibits illustrating many phases of life, especially the domestic phase, of all the important peoples of the past may be secured.

Some of the materials already collected, such as the Rausch and the Hensell historical models on Greek, Roman, and Medieval life, were imported directly from Germany at some considerable cost to this institution. But most of the exhibits are recent gifts and loans from students or friends of the school, and as a rule they represent conditions in America in comparatively late times.

Not one-tenth of what is wanted has as yet been secured, and persons having materials which they are willing to give or lend are earnestly solicited to do so. A suggested list of some of the things very much desired follows the catalog of the materials already acquired. Many of the things wanted have been lying around in our homes for a long time and are oftentimes thought of as useless and in the way. Every year

many of them are being destroyed just to get rid of them. If you have anything that has gone out of use, it may have historical value if it is placed in an historical museum where it can be used in history classes to illustrate the life of the past, and if you are willing to give or lend it to the museum, you will confer a great favor by bringing it or sending it to President Kirk or any of the members of the Division. Transportation charges will be paid on all materials sent in.

Each exhibit, whether a gift or a loan, will be labeled and registered together with the name of the donor or lender, as soon as it comes. Persons who do not care to give, but will lend articles for just a few weeks or months, are urged to do that. Loans may be withdrawn at any time.

CATALOG OF EXHIBITS IN THE MUSEUM

AGRICULTURAL IMPLEMENTS:

1. Calf Yoke—Gift from Eugene Fair.
2. Grain Cradle—Gift from W. A. Hauptmann.
3. Wooden Peg Corn Shucker—Gift from Miss Green.
4. Linch Pin Ox Wagon—Gift from Leo Boaman.

5. Virginia Almanacs, 1791, 1792, 1793, and 1794—Gift from W. J. Sandry.
6. Tribune Almanac, 1867,—Gift from E. O. Dayton.
7. New York Circular from 1856—Gift from E. O. Dayton.

AMMUNITION:

8. Samples of Ingredients of Gunpowder—Rausch Model, Purchase.
9. Pieces of Shrapnel Shell—Loan from A. D. Towne.
10. Shell of Steel Covered Bullet—Loan from A. D. Towne.
11. Half of Shell (from Pea Ridge Battlefield)—Loan from Jacob Sands.

12. Grape Shot (from Vicksburg)—Loan from Dan Kent.
13. Cartidges (from Santiago)—Loan from Carl Guile.
14. Mauser Cartridge—Loan from A. D. Towne.
15. Bullet (from Civil War)—Loan from A. D. Towne.
16. Bullet (from Spanish-American War)—Loan from A. D. Towne.

ARCHITECTURE :

17. Romanesque Window—Rausch Model, Purchase.
18. Gothic Window—Rausch Model, Purchase.

ARMS AND ARMOR (Medieval) :

19. Plate Armor of Late Medieval Period—Purchased from Bles Military Academy.
20. Sword—Purchased from Bles Military Academy.
21. Knight's Helmet—Rausch Model, Purchase.
22. Halberd—Rausch Model, Purchase.
23. Two-Handed Sword—Rausch Model, Purchase.
24. Jousting Lance—Rausch Model, Purchase.
25. Crossbow—Rausch Model, Purchase.

ARMS (Modern Period) :

26. Rifle (early 19th century)—Gift from F. E. Brooks.
27. Rifle (middle of 19th century)—Loan from Vance Yeager.
28. Revolver (middle of 19th century)—Loan from F. E. Brooks.
29. Knife (Spanish-American War)—Loan from A. D. Towne.
30. Sword of Swiss Lieutenant—Loan from Mrs. Kretzmeier.

BABYLONIAN DOCUMENTS (10 Genuine Originals), Purchase :

31. Seal Cylinder—Hematite (broken)—From Babylon, 2100 B. C.
32. Votive Offering—Clay Cone—From Warka, 2100 B. C.

33. Temple Record—Clay Tablet—From Jokha, 2300
B. C.
34. Temple Record—Clay Tablet—From Jokha, 2300
B. C.
35. Temple Record—Clay Tablet—From Jokha, 2300
B. C.
36. Temple Record—Clay Tablet—From Jokha, 2300
B. C.
37. Temple Record—Clay Tablet—From Drehen, 2200
B. C.
38. Temple Record—Clay Tablet—From Drehen, 2350
B. C.
39. Temple Record—Clay Tablet—From Drehen, 2250
B. C.
40. Temple Record—Clay Tablet—From Drehen, 2250
B. C.

Books:

41. Robertson, History of America, quarto, London, 1777
—Loan from F. K. Baity.
42. Mecklenburgisches Kirchen Gesangbuch, Gustrow,
1823—Gift from Miss Mary Foley.
43. Hubner, Kinder Bibel, Bern, 1815—Loan from Mrs.
Kretzmeier.
44. Die Psalmen und Fest Lieder, Bern, 1830—Loan from
Mrs. Kretzmeier.
45. Geistliche Himmels Leiter, Langnau, 1822—Loan by
Mrs. Kretzmeier.
46. Edson, Musical Monitor, Ithaca, 1825—Loan by H. G.
Swanson.
47. Lyman, Questions Designed for the Use of Those En-
gaged in the Study of Lyman's Historical Chart, Philadelphia,
1875.
48. Gospel of Matthew (in Oriya), Cuttack, 1900—Gift
from Miss Ragon.
49. Mason, The Elders (in Sgaw Karen), Rangoon, 1887
—Gift from Miss Ragon.

50. Sunday School Lessons for June, 1904 (in Pgho Karen), Rangoon, 1904—Gift from Miss Ragon.

CHURCH:

51. Papal Coat of Arms—Rausch Model, Purchase.
52. Bishop's Coat of Arms—Rausch Model, Purchase.
53. Bishop's Staff—Rausch Model, Purchase.
54. Rosary—Rausch Model, Purchase.

CONFEDERATE CURRENCY:

55. \$430 in bills ranging from \$5 to \$100.
Gift of \$300 from U. S. Treasury Dept.
Gift of \$100 from J. E. Rouse.
Gift of \$20 from Miss Georgia Grimes.
Gift of \$10 from Thos. Alexander.

CRAFT GUILDS:

56. Coat of Arms of Bakers—Rausch Model, Purchase.
57. Coat of Arms of Joiners—Rausch Model, Purchase.
58. Coat of Arms of Blacksmiths—Rausch Model, Purchase.
59. Coat of Arms of Printers—Rausch Model, Purchase.
60. Coat of Arms of Glazers—Rausch Model, Purchase.
60. Coat of Arms of Tailors—Rausch Model, Purchase.
62. Coat of Arms of Butchers—Rausch Model, Purchase.
63. Coat of Arms of Weavers—Rausch Model, Purchase.
64. Coat of Arms of Shoemakers—Rausch Model, Purchase.
65. Coat of Arms of Locksmiths—Rausch Model, Purchase.
66. Coat of Arms of Barbers—Rausch Model, Purchase.
67. Coat of Arms of Tinnerns—Rausch Model, Purchase.
68. Coat of Arms of Goldsmiths—Rausch Model, Purchase.
69. Coat of Arms of Brewers—Rausch Model, Purchase.

DRESS:

70. Himation (Greek)—Hensell Model, Purchase.

71. Chlamys (Greek)—Hensell Model, Purchase.
72. Single Peplos (Greek)—Hensell Model, Purchase.
73. Peplos with Cape (Greek)—Hensell Model, Purchase.
74. Woman's Chiton (Greek)—Hensell Model, Purchase.
75. Toga (Roman)—Hensell Model, Purchase.
76. Paludamentum (Roman)—Hensell Model, Purchase.
77. Sagum (Roman)—Hensell Model, Purchase.
78. Tunic (Roman)—Hensell Model, Purchase.
79. Pointed Toe Shoe (Medieval)—Rausch Model, Purchase.
80. Dutch Peasant Costume (Modern)—Loan from Miss Thompson.

FACSIMILES OF NOTED HISTORICAL DOCUMENTS:

81. Magna Carta—Gift from F. B. Wilson.
82. Declaration of Independence.

FOREIN COINS:

83. Japanese Coin—Gift from Miss Elizabeth Fair.
84. Japanese Coin—Gift from Miss Hughes.
85. Chinese Coin—Gift from Miss Hughes.
86. French Centime—Gift from Mrs. Kirk.
87. Saxon Pfennig.

HOUSES:

88. Egyptian House—Made by students in Oriental History in 1913.
89. Greek House—Made by students in Greek History in 1913.
90. Roman House —Hensell Model, Purchase.
91. Saxon Peasant House—Rausch Model, Purchase.

HOUSEHOLD FURNITURE and Utensils:

92. Chair (split hickory bottom)—Loan from Miss Byrd Hall.
93. Oil Lamp—Rausch Model, Purchase.
94. Cookpot—Rausch Model, Purchase.

- 95. Wheel Clock—Rausch Model, Purchase.
- 96. Candle Snuffer—Loan from Mrs. Jacob Sands.
- 97. Candle Snuffer (broken)—Loan from Elvis Rhoades.

INDIAN RELICS:

- 98—107. Arrow Heads (10) —Loan from A. D. Towne.
- 108—121. Arrow Heads (14)—Loan from A. D. Towne.
- 122. Arrow Head (1)—Gift from E. O. Dayton.
- 123. Arrow Head—Gift from Mrs. John R. Kirk.
- 124—127. Skinners (4)—Loan from A. J. Newman.
- 128. Skinner—Loan from A. D. Towne.
- 129—131. Spear Heads (3)—Loan from A. D. Towne.
- 132. Ax Head—Loan from George Brewington.
- 133. Ax Head—
- 134—135. Hatchet Heads (2)—Loan from A. D. Towne.
- 136. Hatchet Head—Loan from A. J. Newman.
- 137—139. Hammer Heads (3)—Loan from A. J. Newman.
- 140—141. Unfinished Tools (2)—Loan from A. J. Newman.
- 142. Polishing Stone—Loan from A. J. Newman.
- 143. Pottery (3 broken pieces)—Loan from A. D. Towne.
- 144. Pottery (3 broken pieces)—Loan from A. J. Newman.
- 145. Pestle—Loan from A. D. Towne.
- 146. Bowl of Pipe.
- 147. Flint Figure of a Man—Loan from Elizabeth Campbell.
- 148. Wallet (made by Black Hawk)—Loan from Elizabeth Campbell.
- 149. Teeth (2)—Gift from R. H. Jones.

LEGAL DOCUMENTS:

- 150. Tax Receipt (1869)—Gift from E. O. Dayton.
- 151. Tax Receipt (1869)—Gift from Otis Dodson.
- 152. Tax Deed (1852)—Gift from E. O. Dayton.

153. Quit Claim Deed (1862)—Gift from E. O. Dayton.
154. Warranty Deed (1782)—Gift from E. O. Dayton.
155. Warranty Deed (1794)—Gift from E. O. Dayton.
156. Warranty Deed (1785)—Gift from E. O. Dayton.
157. Warranty Deed (1795)—Gift from E. O. Dayton.
158. Warranty Deed (1860)—Gift from E. O. Dayton.
159. Land Patent (1859)—Gift from F. E. Brooks.
160. Contract for Sale of Land (1857)—Gift from E. O. Dayton.
161. Bond (1834)—Gift from E. O. Dayton.
162. Manufacturer's License (1866)—Gift from F. E. Brooks.
163. Four Promissory Notes (1853, 1856, 1858, 1862)—Gift from Otis Dodson.
164. Commission of a Swiss Lieutenant (1867)—Loan from Mrs. Kretzmeier.
165. Honorable Discharge of a Swiss Lieutenant (1867)
166. Certificate of Residence (Switzerland, 1867)
Loan from Mrs. Kretzmeier.
167. Naturalization Papers (U. S. A., 1877)—Loan from Mrs. Kretzmeier.
168. Emancipation of a Slave by U. S. Grant (Facsimile of Record)—Loan by E. M. Violette.

MILITARY ACCOUTREMENTS:

169. Bullet Mould—Gift from Elvis Rhoades.
170. Bullet Mould—Gift from F. E. Brooks.
171. Bullet Mould—Loan from Vance Yeager.
172. Lead Melting Pan—Gift from F. E. Brooks.
173. Powder Measure—Gift from Elvis Rhoades.
174. Powder Horn and Buckskin Ammunition Bag—
Loan from Michael Hickman.
175. Powder Horn and Bag—Loan from Vance Yeager.
176. Powder Horn—Gift from F. E. Brooks.
177. Epaulets of a Swiss Lieutenant—Loan from Mrs Kretzmeier.
178. Canteen (Small Model)—Loan from Jacob Sands.

MUSICAL INSTRUMENTS:

179. Minnesinger's Harp—Rausch Model, Purchase.

NEWSPAPERS:

180. Missouri Gazette, Nov. 4, 1809 (facsimile)—Gift from Miss Lulu Trower.

181. Chattanooga Daily Gazette, Sept. 6, 1864; Sept. 13, 1864; Sept. 18, 1864—Loan from Judge Jacob Sands.

182. Daily Republican (Canton, O.), March 18, 1865—Loan from Judge Jacob Sands.

183. New York Herald, April 15, 1865—Gift from Miss Nelle Flanders.

PRESIDENTIAL CAMPAIGN MATERIAL:

184. Pamphlet (1888)—Gift from Miss Winnie Owens.

185. Buttons (1912)—Loan from E. M. Violette.

PRINTING:

186. Gutenberg Press—Rausch Model, Purchase.

SIEGE MACHINES (Medieval Period):

187. Siege Tower—Rausch Model, Purchase.

188. Siege Tower—Hensell Model, Purchase.

189. Battering Ram—Rausch Model, Purchase.

190. Battering Ram—Rausch Model, Purchase.

SOUVENIRS FROM HISTORICAL PLACES:

191. Piece of Olive Wood from Jerusalem—Loan from A. D. Towne.

192. Piece of Floor of Libby Prison—Loan from A. D. Towne.

193. Piece of Wood from Ft. Crawford, Wisconsin—Loan from A. D. Towne.

194. Piece of Chinking from "Old Hermitage"—Gift from J. T. Vaughn.

195. Tablet made from a Log in the Stockade of the Camp at Chewalla, Wash.—Loan from Henry Runnels.

SPINNING :

196. Distaff and Spindle—Rausch Model, Purchase.
197. Wool Carders—Purchased from J. G. Pierce.
198. Spinning Wheel—Loan from Miss Byrd Hall.

STATUARY :

199. Roman Man—Hensell Model, Purchase.
200. Statue of Roland at Bremen—Rausch Model, Purchase.

WRITING MATERIALS :

201. Quill Pen, Ink-horn, and Parchment—Rausch Model, Purchase.

MISCELLANEOUS :

202. Windmill—Rausch Model, Purchase.
203. Pine Knot Torch Holder—Rausch Model, Purchase.
204. Tinder Box—Rausch Model, Purchase.
205. Throne of Charlemagne—Rausch Model, Purchase.
206. Collar of the Order of Golden Fleece—Rausch Model, Purchase.
207. Exchequer Tallies—Made by J. G. Pierce.
208. Plan of Battle of Waterloo (printed on muslin about 1820)—Loan by Mrs. Kretzmeier.
209. Sioux Indian War Badge (1890-91)—Loan from Amos Mitchell.
210. Gavel (made from timber of a house that was fired upon during the battle of Kirksville)—Gift from A. D. Towne.
211. Confederate Flag (small size)—Gift from Lynne Jones.
212. Embroidery Square (made by a little Kachin girl in Mission School at Bahmo, Burma)—Gift from Miss Ragon.
213. Invitation to a Reception to President Hayes by the Citizens of Louisville, Ky., in 1877—Gift from D. R. Gebhart.
214. Letter taken from a Wreck on the Wabash at Orrick in July, 1909—Gift from Kloss and Stevens.

215. Pocket Book (used by Jacob Sands during Civil War)—Loan from Jacob Sands.

216. Missouri Defense Bond for \$100—Loan from J. F. Treasure.

217. Collection of Internal Revenue and Postage Stamps issued during Civil War.—Gift from Miss Winnie Owens.

218. Peat from Ireland—Loan from W. L. Barkley.

219. Bread Beans from Porto Rico—Loan from A. D. Towne.

MATERIALS WANTED.

Agricultural Implements—Flail, wooden fork, wooden tooth harrow, wooden mauls, and wooden wedges.

Clothing—Pioneer hunter's shirt and leggings, boy's red top copper toed boots, any article of wearing apparel over twenty-five years old.

Domestic Industry—Spinning wheel, loom, reel, winding blade, hand sewing machine, candle mould, hand woven fabrics, and bed covers.

Household Furniture and Utensils—Candle stick, old fashioned lamps, andirons, cooking utensils used around fire place, ovens, pewter dishes.

Indian Relics—Bows, arrows, baskets, pottery.

Legal Documents and Records—Early deeds, land patents, honorable discharges, apprentice papers.

Military Accountments—Uniforms, knapsacks, canteens.

Money—Foreign coins, Continental currency.

Newspapers of Early Times.

Pictures—Daguerreotypes, early photographs, tin types

Records of Societies and Orders.

School Apparatus—Slates, textbooks fifty years or more ago, sheep's wool eraser, abacus.

Timepieces—Old clocks, hour glass, sun dial.

Stamps of Special Issue.

Weapons—Guns, pistols, swords, knives.

ILLUSTRATIVE MATERIAL OF THE LATIN DEPARTMENT

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A number of Togas and Tunics, Catapult and darts—Hensell Model.

Roman Book—Hensell Model.

Vineae. Three kinds of Siege-shells—Hensel Models.

Plutius. Shield on rollers—Hensell Model.

Dystychen and Stilus—Tablet and Pencil—Hensel Model.

Roman Camp. A colored Cybulski chart.

Triumphal Procession—Two colored charts of the Lohmeyer Series.

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