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EXPOSITION STUDY CLASSES.

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EXPOSITION STUDY CLASSES.

HISTORY.

LESSON I.

1. Why was the World's Exposition planned?
2. In what respect have such expositions proved beneficial in the past?
3. Three minute talks or papers on the state of the world in 1492 considered: 1st, politically, 2nd, religiously, 3rd, the people from an industrial stand point.
4. What was accomplished in art during the middle ages, and who were its chief patrons: 1st, in literature, 2nd, in painting and sculpture, 3rd, in architecture; what was the prevailing style in the architecture of the period, and what fine edifices were built, 4th, what was done for music and drama? How was the drama regarded?
5. Why was there no interest in literature during the middle ages?
6. What became of the arts, and of the poetry and philosophy of ancient civilizations?
7. The names of what authors in English, Spanish, French and German literature of the middle ages are still interesting to the world of letters?
8. What will this country do this year to celebrate its discovery.
9. Will Spain distinguish this year by any ceremonies?

AUTHORS: Cyclopedias; D'Aubigne's History of the Reformation; Hallam's History of the Middle Ages; Prof. Draper's Intellectual Development of Europe.

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EXPOSITION STUDY CLASSES.

HISTORY.

LESSON II.

1. Three minute talks, 1st, on Queen Isabella's girlhood, education, and character; 2nd, on Ferdinand and his early education; 3rd, their courtship and marriage; 4th, their relations with Columbus.

2. What effect upon Spanish government had the union of Ferdinand and Isabella?

3. Did Isabella pawn her crown jewels?

4. Give a sketch of the Moors.

5. What have been and are the characteristics peculiar to the Spanish?

6. For what other branch of learning besides cosmography did Columbus evince a taste?

7. What was the popular belief as to the shape of the earth?

8. What led to the discovery of America?

9. Was Columbus the originator of the theory of a spherically shaped earth?

10. Give a sketch of his labors and success?

11. What reward was he promised?

12. What did he receive?

13. Why was not America named after Columbus?

14. Where and how have Spanish customs and language made an impression in this country?

15. What will the Spaniards have at the Exposition?

AUTHORS: Prescott's Ferdinand and Isabella, Irving's Life of Columbus, Cyclopedias, Spanish Institutions in America by Prof. Blackmar.

EXPOSITION STUDY CLASSES.

LESSON III.

FORESTRY.

1. Three minute talks on the forests and forestry laws of: 1st, England 2nd, Germany, 3rd, France.
2. Has this country any forestry laws?
3. Are any books or journals published on the subject in this country?
4. Are there any laws to protect trees along the highway?
5. Have any forestry conventions been held?
6. Has forestry the same claim to the protection and encouragement of the government that the fisheries enjoy?
7. Have the presence of forests any influence upon the health of a locality? How?
8. What kind of land is most benefitted by forests?
9. What effect has the rainfall upon the soil of these western states, where there is no leaf mold to mellow it?
10. What are the prospects for deriving financial benefits from the planting of forests?
11. Have the presence of trees any influence upon the morals and happiness of home?
12. What variety of conifers is best adapted to this climate?
13. What kinds of deciduous trees are best adapted to this state, both in fruit and ornamental varieties?
14. Why are there not forests of spontaneous growth in this region.
15. Are there any evidences that there ever were such forests in this "treeless belt?"
16. What are those evidences?
17. What kinds of wood are chiefly used in the decoration of modern buildings?
18. How will forestry be represented at the Exposition?

REFERENCES: Brown, on Forestry of England, France and Germany; Forests on Humidity of Climate, Brown; works on Tree Culture by Fuller; Agricultural Reports; Cyclopedias.

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ELECTRICITY.

LESSON IV.

1. How was it regarded by the Ancients?
2. What first called their attention to its phenomena?
3. What Pliny says regarding it?
4. What is Amber and what did Homer say about it in the Odyssey?
5. What account do the Greeks give of the origin of Amber?
6. Is there any Amber in this country?
7. What is electricity?
8. What is magnetism?
9. Have electricity and magnetism any relation?
10. Who was the first to reduce to a science what is known of electrical phenomena?
11. In the 16th century, what addition did Von Guericke make to electrical discoveries?
12. What improvement did Sir Isaac Newton make?
13. During the 18th century, what communication did Hawksbee make to the Royal society?
14. What of the discoveries by Stephen Grey in 1720?
15. How many kinds of electricity did Dufay discover?
16. Define them.
17. How was Dufay's hope realized that a receptacle for collecting and storing electricity might be found?
18. What part did German philosophers take in the investigation?
19. Who invented the Leyden jar?
20. What success did the French meet with in the use of the Leyden jar?
21. What standing among Electricians had Benjamin Franklin?
22. What contributions to discovery did he make?
23. Describe the construction of the kite and give reasons.
24. Did other nations make similar experiments?
25. What was the result of the experiments by Prof. Richman, of St. Petersburg?
26. What was the first practical use made of electricity?
27. What inventions are now in use?
28. What new ones are contemplated?
29. Are electricians satisfied with the present state of discovery?
30. What are some of the obstacles to be overcome?
31. What does Mr. Hornsby say concerning this?
32. What are the prospects for electric railroading?
33. What is contemplated for the Exposition?

REFERENCES: Cyclopedias; Electricity and Magnetism, Jenkins; A Century of Electricity, Mendenhall; Electricity in Modern Life, Tunzelman; Late Copies Electrical World.

EXPOSITION STUDY CLASSES.

Department Liberal Arts.

Archæology.

Ethnology.

REINDEER EPOCH.

LESSON VI.

1. What became of the people of the cave-bear period?
2. What were the geological conditions of the earth?
3. What changes had taken place in the Fauna?
4. What changes in the Flora?
5. Describe the man of this epoch, also his food and clothing.
6. How did he kill his game?
7. What reason have we to suppose that he believed in the immortality of the soul?
8. What advancement was made in the art by the men of the Reindeer epoch?
 9. Describe the large plate of ivory found at Madelaine in Dordogne.
 10. Describe other carvings of that era.
 11. What are the indications of human life in America during this period?
 12. What became of the Reindeer, the cave-bear, cave-tiger and mammoth?
13. In what part of the world is the Reindeer epoch clearly traced?

AUTHORS: Pre-Historic Times, Sir John Lubbock; Ancient America, Baldwin; Encyclopedias.

EXPOSITION STUDY CLASSES.

Department Liberal Arts.

Ethnology.

Archæology.

POLISHED STONE AGE.

LESSON VII.

1. Has a great length of time elapsed since the Reindeer epoch?
2. What changes have taken place in climate?
3. Describe the Fauna.
4. Describe the Flora.
5. What does Sir John Lubbock say of Denmark and Danish antiquities?
6. Describe the shell mounds known as Kjøkkenmeddings.
7. What definite ideas of the manners and customs of the man of that time may be gathered from the relics in the shell mounds?
8. With what race of the present day do their skulls compare?
9. Describe the peculiarities of their teeth and what tribe do they resemble in this respect?
10. What has been found in the large tumuli both in America and on the Eastern hemisphere?
11. How do the relics from the tumuli differ from those of the shell mounds?
12. Give a sketch of the Lacustrine habitation of Switzerland.
13. Is there any Lacustrine deposit in America?
14. What relics of the stone age are found on the Western hemisphere?

AUTHORS: Pre-Historic Times, Sir John Lubbock; Ancient America, Baldwin; Encyclopedias.

EXPOSITION STUDY CLASSES.

Department Liberal Arts.

Archæology.

Ethnology.

LESSON VIII.

MOUND BUILDERS.

1. Describe the Fauna, Flora, Arts and Industries of the Bronze Age.
2. Give general appearance and location of the principal Mounds in North America.
3. In what respect do the mounds of Wisconsin differ from those elsewhere?
4. Describe Architecture and give location of the mounds; defensive, sacred, miscellaneous, sepulture, observation, sacrifice and of temple sites.
5. What is their probable age?
6. How do the temple mounds compare with the pyramids of Egypt?
7. Describe the pottery of the Mound-builders, also their ornaments, implements, weapons, agriculture and commerce.
8. What was their religion and probable form of government?
9. Describe crania and mental traits and how do they compare with the Indian of America?
10. What reason have we to suppose that the Mound-builders migrated to Central America?
11. Describe Serpent Mound and Fort Ancient, Ohio.
12. Describe Greek burials.
13. How will the Mound-builders be represented at the Exposition?

Answers to every question may be found in the first Authority given.

AUTHORITIES: Pre-Historic Races of the United States, Foster; American Antiquities, American Cyclopaedia; The Mound-builders, MacLean; Ancient Monuments of the Mississippi Valley, Squier and Davis; Pre-Historic America Marquis de Nadaillac.

EXPOSITION STUDY CLASSES.

Department Liberal Arts.

LESSON IX.

CLIFF DWELLERS.

1. Give points of difference between Cliff Dwellers and Mound Builders.
2. How did the Cliff Dwellers compare with the inhabitants of Mexico and New Mexico.
3. Where are the ruins of the Cliff Dwellers? Describe present general appearance of that region.
4. Describe Cliff Dwellers on the Rio Mancos.
5. Describe Cave town and the remains in the Canon de Chelly.
6. What is said of San Juan valley and the banks of the La Plata? Describe Casa Grande.
7. Give location and description of the two-story Cliff house.
8. Describe Montezuma valley.
9. Describe Pueblos of New Mexico.
10. Describe Bonito Pueblo and surroundings of Chaco Canon.
11. Give description of ruins in MacElmo valley also of Aztec Spring.
12. What were the Estufas?
13. Describe Mounds, also Dolmens or Cromlechs of that region; for what purposes were they used?
14. For what different purposes were the Cliff houses and the Pueblos used?
15. Describe arts and industries and give probable cause of the decadence of the Cliff Dwellers.

REFERENCES: Pre-Historic America, Nadaillac: 1st Q. p. 254; 2nd Q. p. 256; 3rd Q. pp. 198-202; 4th Q. p. 206; 5th Q. p. 221; 6th Q. p. 222; 7th Q. p. 211; 8th Q. p. 217; 9th Q. p. 236; 10th Q. p. 229; 11th Q. pp. 214-215; 12th Q. pp. 203-232; 13th Q. p. 226; 14th Q. p. 213; 15th Q. pp. 240-259-222.

North Americans of Antiquity, Short; Scribner, December 1878; Kansas Review, Vol. 3,504, Vol. 8,647.

EXPOSITION STUDY CLASSES.

Government Department.

LESSON XI.

At the Exposition, the Government Building, representing the various departments of State, will be directly north of the Liberal Arts Building.

PATENT OFFICE.

1. When and why was it established, what were conditions then attached and how long were they in force?
2. What was its condition at the time of its burning; what salutary changes were then made?
3. Give dimensions of present buildings, number of patents issued last year and how does our system compare with those of other countries?

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4. For what articles and for what length of time may the department issue copyright, is it transferable? Will Mr. Butler's construction hold good?
5. Would international copyright benefit America? Arguments on the part of the book-maker, book-buyer and author.
6. What is a trade mark? What rights, if any, are conferred by it?

SOURCES OF POWER.

7. Name of resources of our country.
8. How do they compare with those of other nations?
9. What reason have we to believe that the west will gain supremacy over the east?
10. What effect upon the prosperity of the people has a Republican form of government?
11. What are some of the perils which menace our nation?
12. Can the United States afford the expense of an International Exposition?
13. Give reasons pro and con for closing the World's Fair on the Sabbath.

AUTHORITIES: Andrew's Manual of the Constitution; Statesman's Year Book; Tribune Almanac 1891; World's Almanac 1891.

M. Master's History of the United States; Strong's Our Country.

Bryce's American Commonwealth; Picturesque Washington; Cyclopedias.

EXPOSITION STUDY CLASSES.

Affairs of the United States.

TREASURY AND MONEY.

LESSON XII.

1. What is money? How distinguished from bonds, notes, etc.?
2. What are the denominations of U. S. money? What are the relative values of gold and silver in U. S. coin?
3. Is free coinage of silver desirable? Is international coinage desirable? Practicable?
4. Where is the U. S. mint? The branch mints? Describe the process of coining money. Why is it necessary to have a metallic standard?
5. What are bills of credit, treasury notes, silver certificates, gold certificates?
6. What are "green backs" and National Bank notes? Give their history.
7. Describe the organization, the working, the control of a National Bank. How are depositors secured? How, note-holders?
8. What are the duties of the secretary of the treasury? How is money paid out of the U. S. Treasury?
9. How do we pay our national debt? What is the condition of that debt?
10. Describe financial panics of 1837 and 1873, inquiring into causes, etc.
11. Outline history of founding and work of Smithsonian Institute.
12. What is the National Museum?
13. Sketch the work of the Agricultural department.

AUTHORITIES: Roberts' Government Resources; Tribune Almanac, Bancroft History of U. S.; McMaster's U. S.; Footprints of time, Chas. Bancroft; Andrew's Manual of the Constitution; Macey's, Our Government; Strong's, Our Our Country; Perley's Reminiscences Vol. 11; Picturesque Washington 235,227; Smithsonian Report 1847, p. 173; N. Am. Review 79:441; Johnson's New Universal Cyclopaedia.

EXPOSITION STUDY CLASSES.

LESSON XIII.

Department of the Interior.

1. When was it established, what offices did it receive from other departments and what are its divisions?
2. When was the office of Commissioner of Pensions created and what are its functions?
3. How much money was expended for pensions last year and to what class of people was it paid?
4. What are the duties of the Commissioner of the General Land Office and what officers are under his control?
5. How was the land of the United States obtained?
6. Describe time and circumstances of the first survey of public lands.
7. How many Surveyors General are there, what are their duties and for what does the U. S. system of Surveys provide?
8. What is the purpose of Coast Survey?
9. How are the public lands obtained by settlers?
10. When was a Commissioner of Indian affairs first appointed? How had the government previously managed its business with the Indians?
11. What provision is made by State and church for the Indian? Is the race improving?
12. How is the Census managed and what benefits are derived from it?
13. Describe the Office or Bureau of Education.

REFERENCES: Andrew's Manual of the Constitution; U. S. Government Lamphere; Civil Government, Tounsen; Macey's Our Government; Perley's Reminiscences; Picturesque Washington, Harper 58:506; Niles Register, Vols. 18,38, Atlantic Monthly 5:439; Harper 10:334.

EXPOSITION STUDY CLASSES.

LESSON XIV.

Post Office Department.

1. When and where were Post Offices first established?
2. Who had charge of mail service in the United States under the British government?
3. What is the history of its establishment?
4. Give history of the old and describe the new post office building.
5. What is the plan for work of the present organization?
6. How many mail carriers are there? What the sum of their salaries? The salary of the Postmaster General, and is he a member of the cabinet?
7. What are the duties of the Assistant Postmasters General? How many are there? How many Chief Clerks, and in what offices do they work?
8. What are the regulations for money orders?
9. What are the operations of the Dead Letter office?
10. How extensive are the Railroad and Steamboat routes?
11. What are "Star Routes"?
12. Is the Postmaster General authorized to enter into contracts for Ocean Mail Service?
13. What are the plans and purposes of the Postal Telegraph?
14. How does our system compare with that of other countries? What are the letter rates to foreign offices?
15. Give approximate number of letters and cards annually transmitted in the mails of England, Germany, France and the United States.

REFERENCES: Civil Service in the U. S.; Comstock p. 142; Tribune Almanac 1892, p. 31; Picturesque Washington; Atlantic Monthly 23:149; American Cyclopaedia; Home Library; Andrew's Manual of the Constitution; Civil Government, Tounsen; World's Almanac.

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LESSON XV.

United States Life Saving Service.

1. Give its history. Are there similar organizations in other countries?
2. Describe Life Saving Stations and what apparatus is necessary?
3. How is the Life Boat constructed?
4. Describe the Life Belt.
5. How is the wreck reached when the sea is too rough for the Life Boat?
6. How many lives and how much property have been saved by the service?
7. How does our system compare with those of other countries?
8. Give the history of Light Houses.
9. The materials and mode of construction.
10. Method of Illumination.
11. Describe the Eddystone Rocks and Lighthouse.
12. How is the Quarentine mananged?
13. How will these services be represented at the Exposition?

REFERENCES: American Cyclopedia; Cyclopedia Britannica; Harper 64:357;
Good Words 23:248, 24:660.
Life Saving Service Report 1889.

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LESSON XVI.

Architecture at the Exposition.

1. Give outline history of architecture.
2. Describe the following buildings and their styles of architecture:
 - a* The Government. (Classic.)
 - b* Liberal Arts. (Corinthian.)
 - c* Machinery Hall. (Renaissance of Seville.)
 - d* Fisheries. (Spanish-Romanesque.)
 - e* Woman's. (Italian Renaissance.)
 - f* Art Palace. (Grecian-Ionic.)
 - g* Casino. (Venetian.)
 - h* Electrical.
 - i* Forestry.
 - j* Horticultural.
3. Describe Transportation building.
4. Give location and description of Mines and Mining building.
5. Describe Agricultural building.
6. Describe Administration building. How does its French Renaissance style differ from the Italian Renaissance?
7. Give extent and description of Exposition grounds.

AUTHORITIES: Any Cyclopaedia; Lubke's History of Art; DeForest's Short History of Art; Lectures on Architecture and Painting Ruskin; History of Architecture in all Countries; Portfolio World's Columbian Exposition; The Five Orders of Architecture; introduction to "The Abbeys and Churches of England and Wales.

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