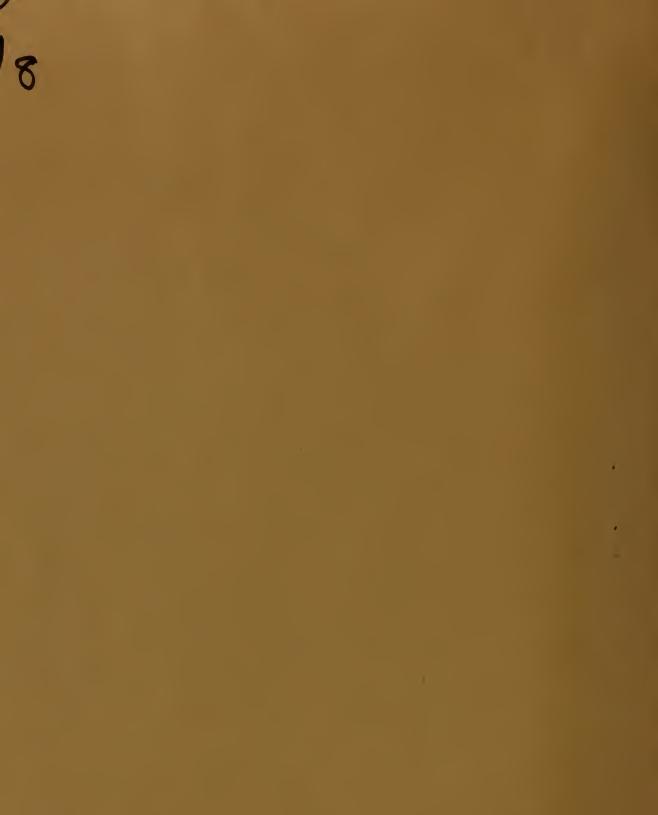
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#### HISTORY.

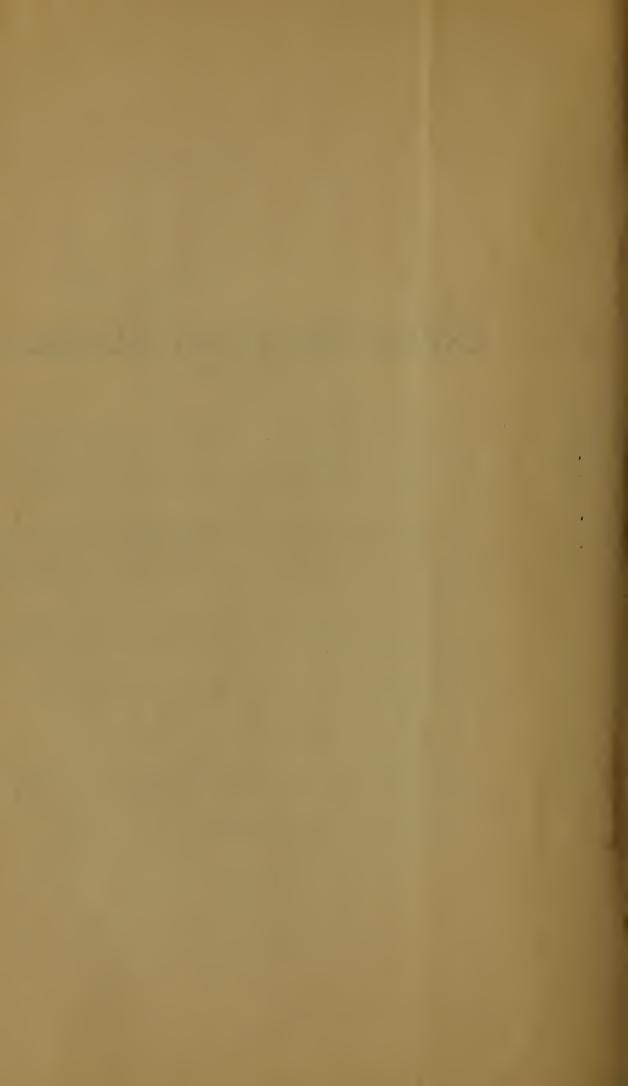
LESSON I.

- I. 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 r492 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 Developement of Europe.

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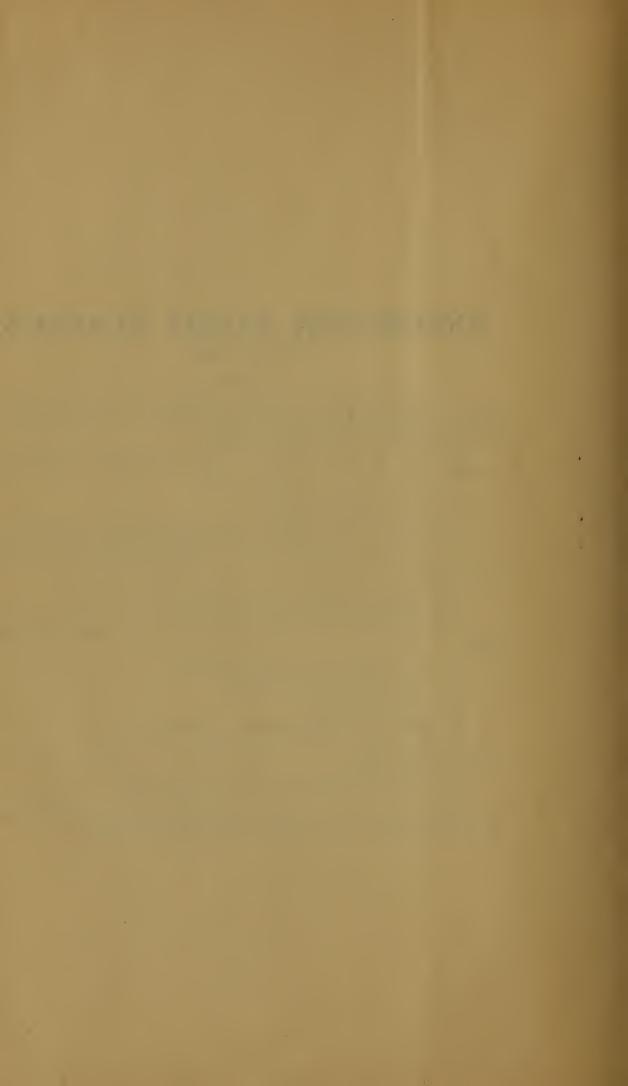


#### HISTORY.

#### 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.

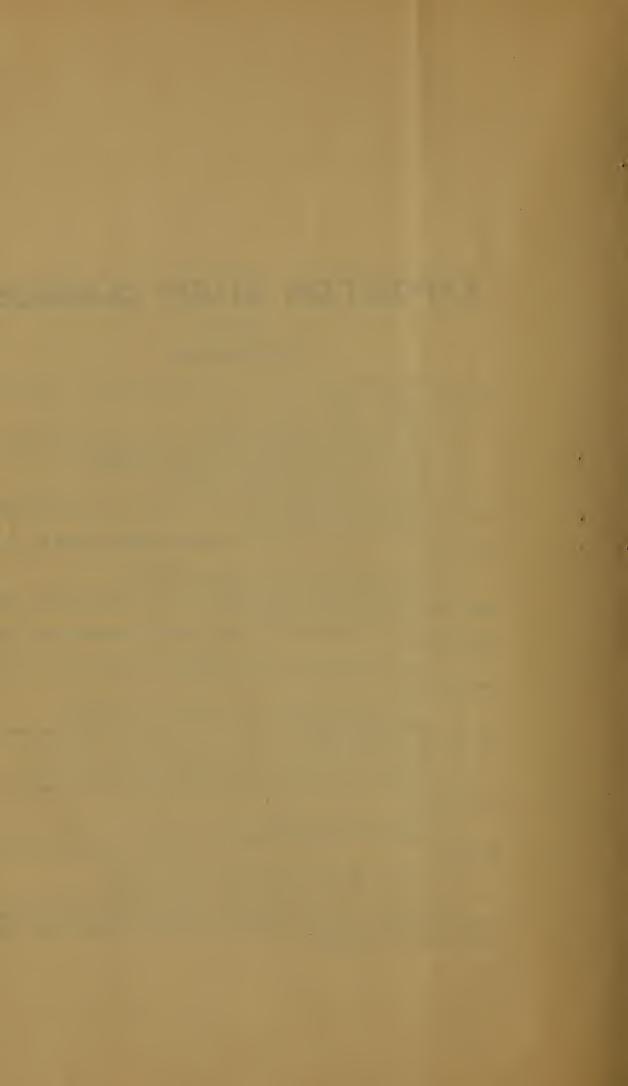


LESSON III.

#### 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.

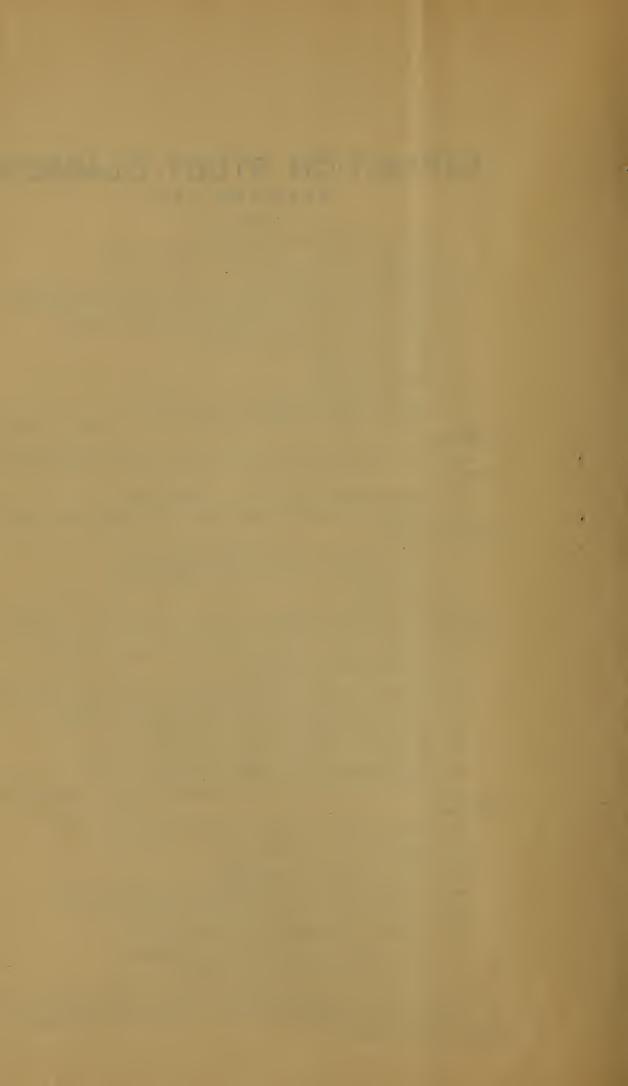


#### ELECTRICITY.

#### 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 electrians 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.



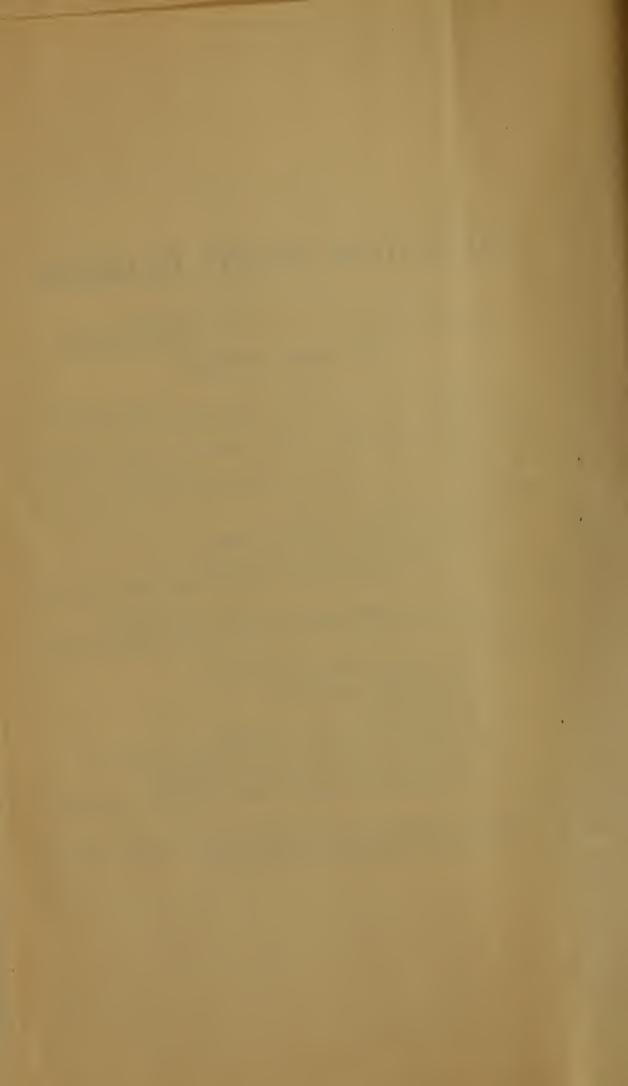
## Department Liberal Arts. Archæology, Ethnology.

#### THE DRIFT PERIOD.

LESSON V.

- I. What does Archæology teach concerning man during the drift or cave-bear epoch?
- 2. Define the five periods into which Ethnologists divide the story of Pre-historic man.
- 3. What was the climate of the Northern hemisphere previous to the drift period?
  - 4. How is the stone age divided?
  - 5. Define the cave-bear or hewn-stone epoch.
  - 6. For what three purposes were the caves used?
- 7. Describe the habits of the people of the cave-bear epoch as shown by their relics.
  - 8. Is there any indication that they possessed a religious belief.
- 9. What are the evidences of human life, in America, during the hewn-stone epoch?
  - 10. What was the state of the earth at that time?
  - 11. Describe the Flora of that period.
  - 12. Describe the Fauna.
  - 13. Give a description of the cave of Aurignac.
  - 14. Describe the archæology of the valley of Somme in France.
  - 15. Can you give an idea of the length of the Drift period?
- 16. How will the history of primeval man be illustrated at the Exposition.

AUTHORS: Pre-Historic Times by Sir John Lubbock; Ancient America, Baldwin, Encyclopedias; Sketches of Creation, Winchell.



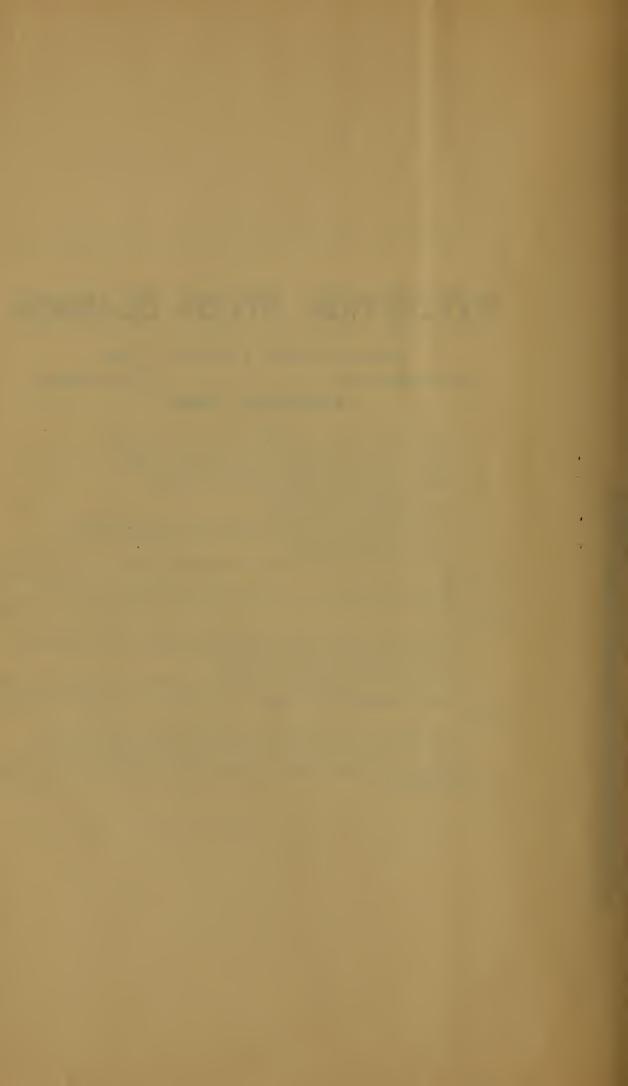
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#### REINDEER EPOCH.

LESSON VI.

- I. 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.
  - II. 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.



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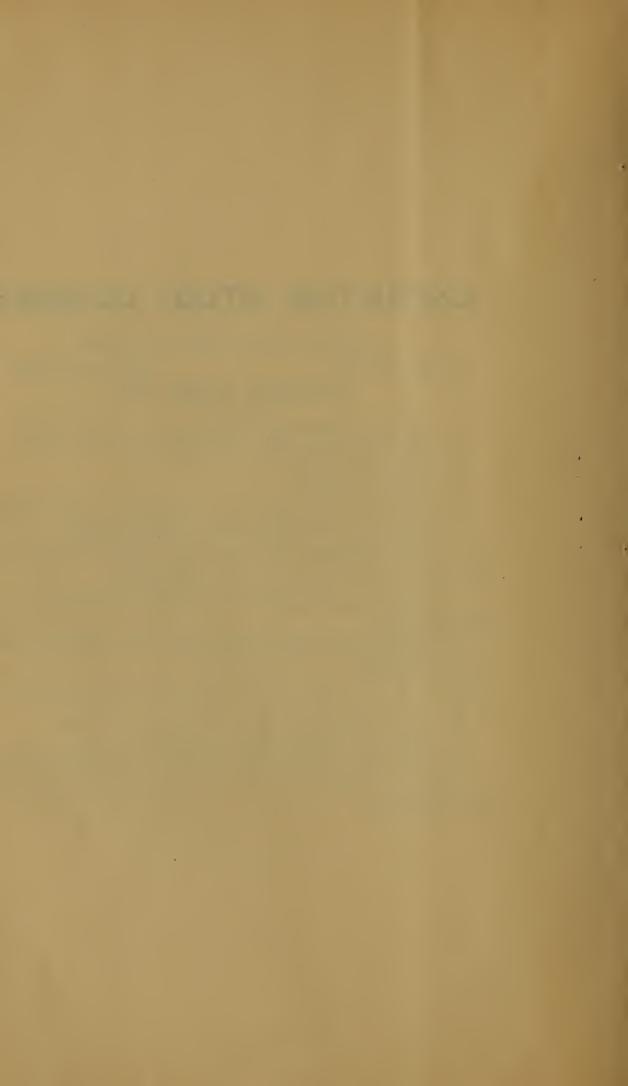
Archæology.

#### POLISHED STONE AGE.

LESSON VII.

- I. 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 Kjokkenmeddings.
- 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.



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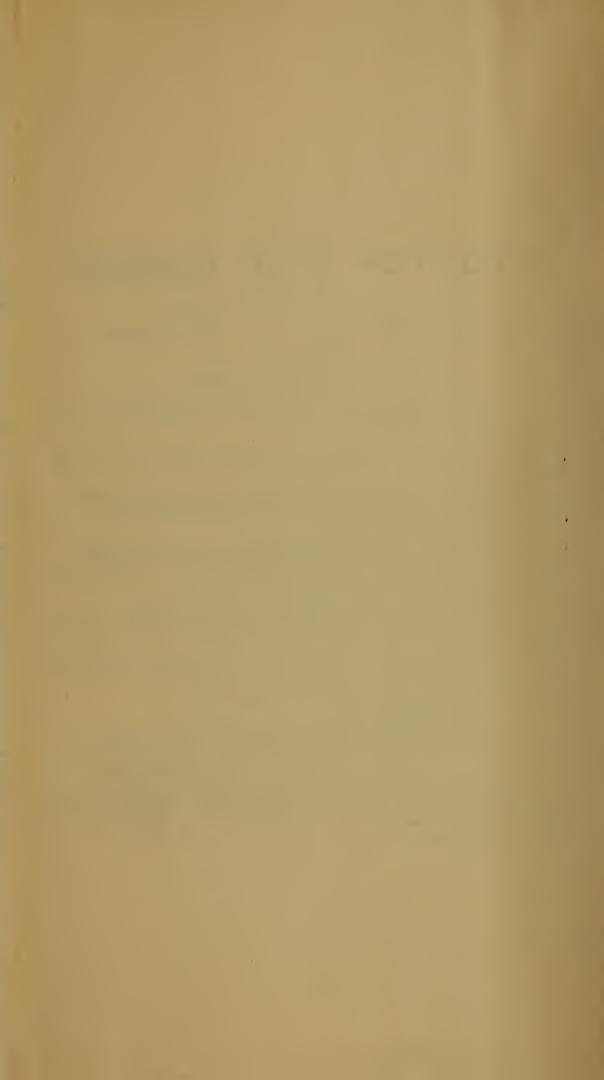
LESSON VIII.

### 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 there 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 Cyclopedia; The Mound-builders, MacLean; Ancient Monuments of the Mississippi Valley, Squier and Davis; Pre-Historic America Marquis de Nadaillac.



Department Liberal Arts.

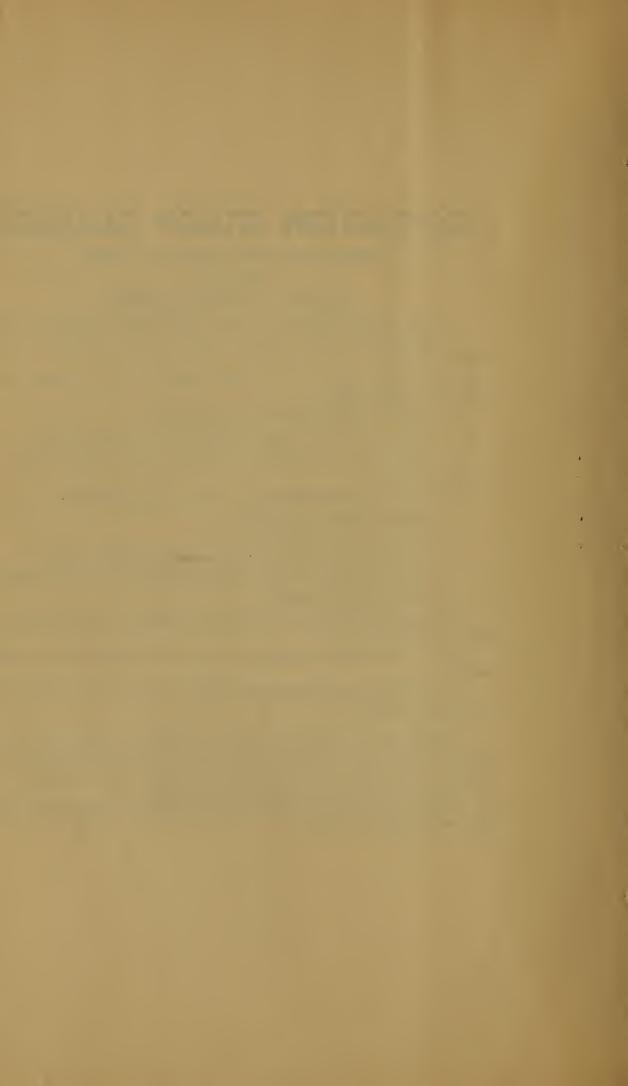
LESSON IX.

#### CLIFF DWELLERS.

- I. 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. Describs 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.



### 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.

- t. 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?

#### COPYRIGHT.

- 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 confered by it?

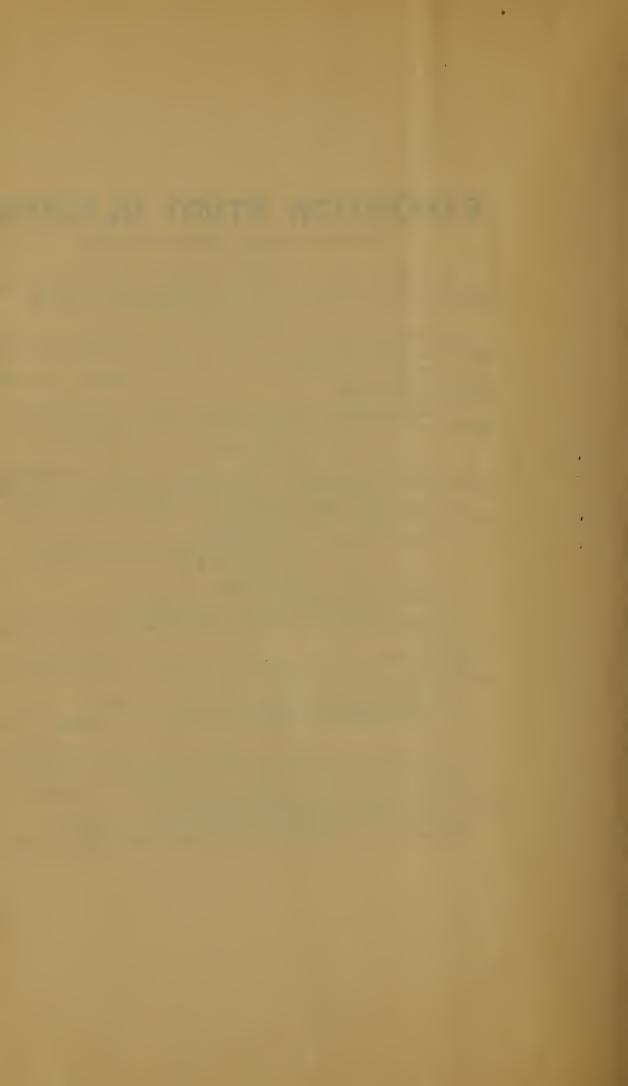
#### SOURCES OF POWER.

- 7. Name of resourses 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?
- ro. 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.

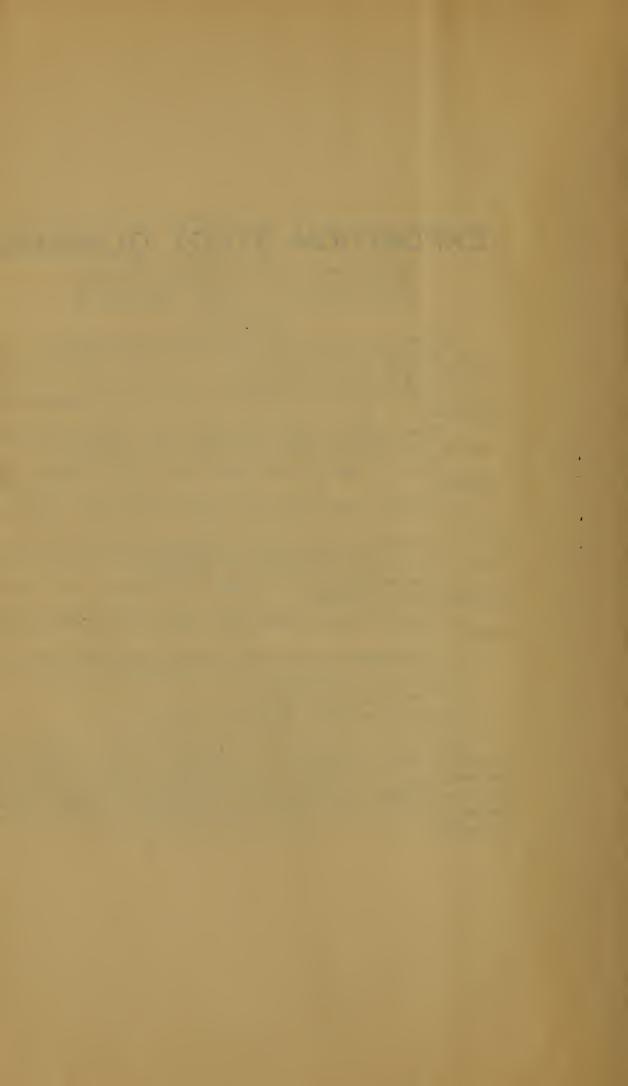


## Affairs of the United States. TREASURY AND MONEY.

LESSON XII.

- I. 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 metalic 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 Cyclopedia.



LESSON XIII.

### Department of the Interior.

- I. When was it established, what offices did it receive from other departments and what are its divisions?
- 2. When was the office of Commissoner 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 they, 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.

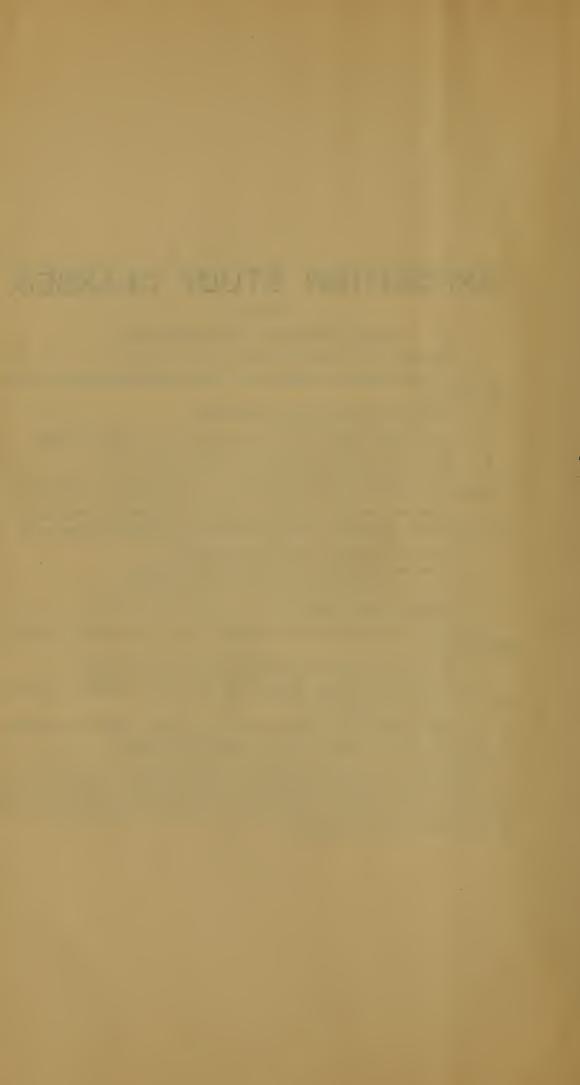
REFERENCES: Andrew's Manual of the Constitution; U. S. Government Lamphere; Civil Government, Tounsen; Macey's Our Government; Perley's Reminiscences; Picturesque Washington, Harper 58:506; Niles Register, Vols. 18,38, Atlantic Monthly 5:439; Harper 10:334.

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?
  - II. What are "Star Routes"?
- 12. Is the PostmasterGeneral 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 Cyclopedia; Home Library; Andrew's Manual of the Constitution; Civil Government, Tounsen; World's Almanac.



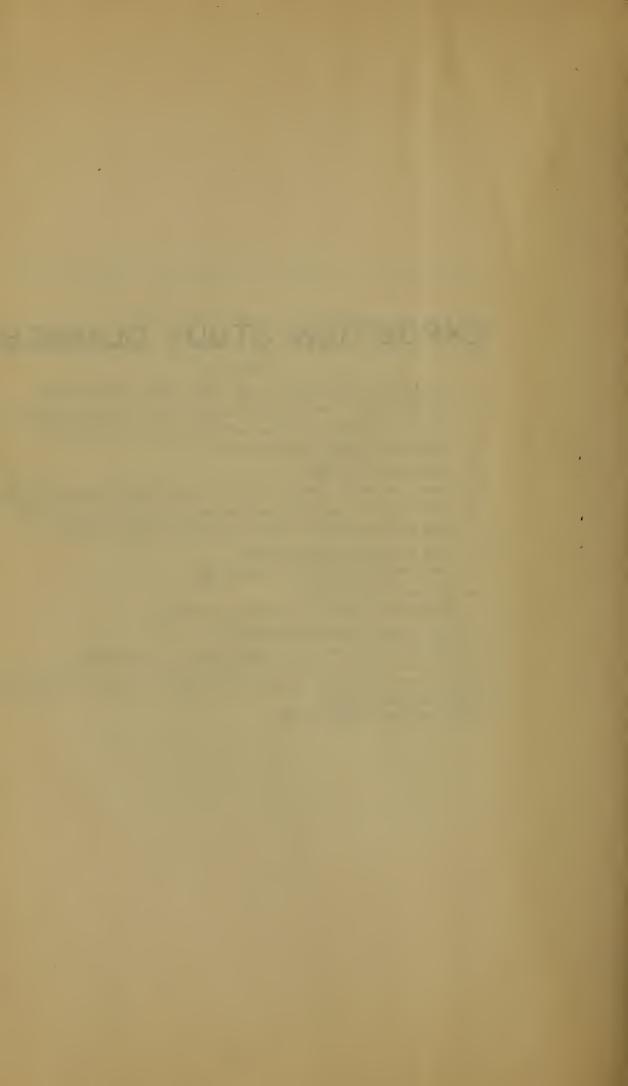
LESSON XV.

### United States Life Saving Service.

- I. 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.
- II. 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.



LESSON XVI.

### Architecture at the Exposition.

- I. Give outline history of architecture.
- 2. Describe the following buildings and their styles of architecture:
  - α The Government. (Classic.)
  - b Libral Arts. (Corinthian.)
  - c Machinery Hall. (Renaissance of Seville.)
  - d Fisheries. (Spanish-Romanesque.)
  - e Woman's. (Italian Renaissance.)
  - f Art Palace. (Grecian-Ionic.)
  - q 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 Renaissant style differ from the Italian Renaissant?
  - 7. Give extent and description of Exposition grounds,

AUTHORITIES: Any Cyclopedia; 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.

