Supplementary Reading Materials For Primary Grades Based On
Children's Reading Interests and On Natural and Factual Data
Pertaining To Kansas

Miriam Picking
Fort Hays Kansas State College
SUPPLEMENTARY READING MATERIALS FOR PRIMARY GRADES

BASED ON

CHILDREN'S READING INTERESTS AND ON NATURAL AND FACTUAL DATA

PERTAINING TO KANSAS

being

A Thesis presented to the Graduate Faculty
in partial fulfillment of the requirements
for the Degree of Master of Science

I wish to acknowledge my sincere apprecia-
tion to Dr. H. H. Groats, under whose direc-
tion this study was made and for his helpful
suggestions, and to Dr. H. H. Hovis for his
interest and assistance in collecting and organ-
izing the material for this study.

by

Miriam Picking, B. S. in Education.

Approved:

Date: May 20, 1936

Major Professor

Chairman of Graduate Council

FORT HAYS KANSAS STATE COLLEGE

1935
I wish to acknowledge my sincere appreciation to Dr. R. T. McGrath under whose direction this thesis was written, for his encouragement and helpful suggestions, and to Dr. F. B. Streeter for his interest and assistance in arranging materials for this thesis.
TABLE OF CONTENTS

I. APPROACH TO THE PROBLEM .................................. 1

1. Introduction, problem, and technique .......................... 3

II. ANALYTICAL PROCEDURE OF OBTAINING DATA .............. 4

3. Secured from the studies of children's reading interests and personal data .......................... 4

4. Investigated authorities and text books in regard to vocabulary .............. 10

III. SELECTION AND ORGANIZATION OF DATA OBTAINED RESULTING IN COMPI LATION OF THE FOLLOWING SUBJECTS .... 19

1. Buffalo .................................................................. 22

2. Indians ................................................................... 28

3. Pioneer Days in Kansas ......................................... 44

4. Trails and Travel .................................................. 58

5. Animal Stories ..................................................... 61

6. Historical Subjects ................................................. 68

IV. SUMMARY .......................................................... 76

V. BIBLIOGRAPHY ...................................................... 111
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Part</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. APPROACH TO THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>1. Introduction, problem and technique</td>
<td>1</td>
</tr>
<tr>
<td>II. ANALYTICAL PROCEDURE OF OBTAINING DATA</td>
<td>4</td>
</tr>
<tr>
<td>1. Secured from the studies of children's interests and book lists</td>
<td>4</td>
</tr>
<tr>
<td>2. Investigations of contents of children's readers</td>
<td>8</td>
</tr>
<tr>
<td>3. Personal interview of teachers and pupils</td>
<td>14</td>
</tr>
<tr>
<td>4. Investigated authorities and text books in regard to vocabulary</td>
<td>16</td>
</tr>
<tr>
<td>III. SELECTION AND ORGANIZATION OF DATA SECURED RESULTING IN COMPILATION OF THE FOLLOWING SUBJECTS</td>
<td>19</td>
</tr>
<tr>
<td>1. Buffaloes</td>
<td>22</td>
</tr>
<tr>
<td>2. Indians</td>
<td>36</td>
</tr>
<tr>
<td>3. Pioneer Days in Kansas</td>
<td>44</td>
</tr>
<tr>
<td>4. Trails and Travel</td>
<td>62</td>
</tr>
<tr>
<td>5. Animal Stories</td>
<td>81</td>
</tr>
<tr>
<td>6. Historical Subjects</td>
<td>86</td>
</tr>
<tr>
<td>IV. SUMMARY</td>
<td>109</td>
</tr>
<tr>
<td>V. BIBLIOGRAPHY</td>
<td>111</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Number | PART I | Page
--- | --- | ---
I. SUMMARY OF INVESTIGATION OF AUTHORS AND POINTS OF AGREEMENT | 6
II. TYPES OF STORIES AND AGREEMENT | 7
III. SUMMARY OF CONTENT OF READERS | 12
IV. TABULATION OF PERSONAL INQUIRY OF CHILDREN | 15
PART I.

APPROACH TO THE PROBLEM

1. Introduction, Problem and Technique.

Childhood education has made rapid advancement during the past quarter of a century. It is no longer considered by leading educators as something to be imposed from without, but is rather thought of as the gradual unfoldment of life from within. This modern concept includes both the child and the subject matter to be taught. From the child's point of view such factors as innate ability, social traits, also the physical development as well as mental development, as well as mental development, serve as guides in setting up goals of achievement for the primary school grades. In the
selection and organization of subject matters such factors as child nature, child interest and child experience as well as child growth enter into the picture. Several studies in research have been made which deal with some of these problems since they are of vital concern to the child and affect his school progress.

Of primary importance in the beginning of education is the problem of selecting supplementary reading material for use in teaching reading in the primary grades, especially material which has local color and in which children have real interest. The specific problem of this thesis is the selection, organization, and compilation of material having a more or less direct association with the state of Kansas, and the use of this material in primary reading. The basic facts are to be drawn from pioneer and Indian life, folklore, nature study and myth as well as from the physical and geographic features of the State.

The method or technique will no doubt reflect for the most part historic procedure, since these data are drawn from sources having direct association with the growth and development of the state. The organization of the thesis divides itself naturally into two major parts: first, the analytic; second, the synthetic. The analytic part pertains to a careful
analysis of recent research studies made in children's reading interests, the content of certain primary readers now in use in schools and also through the use of personal opinion solicited from teachers and pupils. The synthetic part involves the use of local data compiled in written story. These stories are to be written for pupils at primary level through the use of vocabulary studies which have been found through a study of children of ages normally found in primary grades.

In order to ascertain what subjects concerning factual and natural data pertaining to nature would be of interest to primary children, an investigation of children's reading interests was made. The first phase of investigation covered studies of children's reading interests made by experts, authorities on children's literature and teachers engaged in actual work with children.

Studies of children's interests by eight authors, children's reading by four authors, booklists and children's reports were investigated to find types of stories that appeal to primary children. The results show that authors agree in many instances as to the type and content of stories for children.

The authorities investigated agree that primary children prefer prose rather than poetry. There was general
PART II.

THE ANALYTICAL PROCEDURE OF OBTAINING DATA

1. Data Secured from Studies of Authorities on Children's Interests and Book Lists.

In order to ascertain what subjects concerning factual and natural data pertaining to Kansas would be of interest to primary children, an investigation of children's reading interests was made. The first field of investigation covered studies of children's reading interests made by experts, authorities on children's literature and teachers engaged in actual work with children.

Studies of children's interests by eight authors, children's reading by four authors, booklists and children's reports were investigated to find types of stories that appeal to primary children. The results show that authors agree in many instances as to the type and content of stories for children.

The authorities investigated agree that primary children prefer prose rather than poetry. There was general
agreement that children are interested in informational reading material provided it is written in a style that appeals to them. The writer found that children have little interest in informational reading material written for adults. Two studies show that informational reading material is read with keen interest when successfully written for children and that factual material having elements of wonder and unexpectedness affords interesting reading material. Investigation shows that surprise has greater interest value than plot for primary children.

Psychologists maintain that children like stories rich in motor suggestion. Simple stories of real child experience is also a safe guide. Children like stories that are varied and vivid about friends in actual life. The child likes best to hear his own experiences reproduced as they happened to him. Both boys and girls enjoy stories about other boys and girls. Sex difference has little effect in young children's reading interests. At the age of nine years, however, it becomes somewhat marked. Boys prefer realistic stories while girls prefer sentimental fiction. While children vary in social groups, there is little or no difference in their reading interests.

Book lists for primary grades show that children are interested in fables, fairy tales, animal stories and stories of children of other lands. Book reports made by children show that they desire real experiences told in a fascinating manner.
Table I. Summary of investigations of authors and points of consideration and agreement.

<table>
<thead>
<tr>
<th>Authority investigated</th>
<th>Style</th>
<th>Sex</th>
<th>General Information</th>
<th>Specific Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunn</td>
<td>Prose</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Uhl</td>
<td>Prose</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Wessler</td>
<td>Prose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mackintosh</td>
<td>Prose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jordan</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Starbuck</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Starch</td>
<td>Prose</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Washburne &amp; Vogel</td>
<td>Prose</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Terman &amp; Lima</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Gardner &amp; Ramsey</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Dalgliesh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donnel</td>
<td>Prose</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Book List</td>
<td>Prose</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td>Prose</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Readers</td>
<td>Prose</td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>10</td>
<td>6</td>
<td>8</td>
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</tbody>
</table>
### Table II. Types of stories suggested by authorities and the number agreeing on each type.

<table>
<thead>
<tr>
<th>Type of Story</th>
<th>Grades</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairy</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bravery</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Kindness</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Animals</td>
<td>4 1 1</td>
<td>6</td>
</tr>
<tr>
<td>Folklore</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Children's Experiences</td>
<td>4 3 3</td>
<td>10</td>
</tr>
<tr>
<td>Nature</td>
<td>2 1 1</td>
<td>4</td>
</tr>
<tr>
<td>Poetry or prose</td>
<td>3 6</td>
<td>9</td>
</tr>
<tr>
<td>Children of Other Lands</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
2. Data Secured from the Investigation of the contents of Children's Readers.

The second analysis consisted of a classification of the stories in ten sets of readers. The contents of the first, second, and third grade readers were classified under the following heads: animals, children's experiences, nature stories, fairy tales, children in other lands, fables, informational material, old tales, historical selections and poems. In many instances the stories could have been classified under more than one heading. Nature stories and animal stories could also be classified as informational stories. However, no story was listed twice in this classification, which was based on the most outstanding feature of the story. The results of the investigation were tabulated and revealed the fact that the contents of these readers were based on children's interests and correlated very closely with the facts revealed by the study of various authors concerning children’s reading interests.

A few of the outstanding facts taken from the tabulation will be of interest by way of comparison. Animal stories ranked highest and children's experiences second highest in the first readers. Children in other lands, historical and
informational stories ranked first in the third readers. There were three times as many animal stories in the first readers as in the third readers. Children's experiences also decreased in the same proportion in the third readers. Fairy tales increased from five per cent to fifty per cent in the third reader. Children in other lands, fables, and informational material doubled in number in the second reader and composed from sixty-five to eighty-five per cent of the reading material in the third readers. There were three times as many old tales in the third readers as in the first readers. Historical material increased the greatest per cent in third readers. Rhymes and jingles were classified as poems and increased at a rate of thirty-three per cent in the three readers.

The books which were examined were reliable because many of the authors had made scientific investigations in regard to children's reading interests and materials. The Work and Play Books by Dr. A. Gates and Miriam Blanton Huber were published in 1930, after ten years of scientific investigation and study. Dr. Gates is one of the greatest authorities on the psychology of reading. His books are based on tested thought. Patty Smith Hill and Cora Martin based their interest in the Real Life Series on characteristics which cause interest in primary materials as set forth in a study made by Dr. Fanny Dunn,
who found that animalness, childhood, repetition, conversation, plot, and familiar experience created interest in primary reading. The Real Life Series abound in these characteristics. Doctor Gray and Mr. Elson regarded interest as their first consideration in the construction of the Elson Basic Readers. Much labor and expense were incurred to get interesting source material.

The Child Story Readers by Johnson, Storm, and Freeman were based on the investigation of Uhl and Jordan. The stories are based on the child's interest in immediate surroundings and outside interests. These readers carry out Dr. Frank N. Freeman's new philosophy for the child's reading development. The Child's Own Readers by Mary E. Pennell and Alice M. Cusack obtained interesting content for readers from answers of questions asked children and the findings of such studies as those made by Emma B. Grant and Dr. Uhl. The content was tested before the final publishing of the books in 1929. The Do and Learn Readers by Margaret L. White and Alice Hanthorn published in 1930 were based on the study of children's reading interests by E. Grant and Mary White, and on the experience of the authors as teachers and their knowledge of children's natural interests and other scientific studies. The material in the books has been tried out with a great many
Table III. The number of stories of different types in this summary of the contents of readers.

<table>
<thead>
<tr>
<th>Series</th>
<th>Child Story</th>
<th>Real Life</th>
<th>Work-Play</th>
<th>Children's Own</th>
<th>Happy Childhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Animals</td>
<td>10 3 -</td>
<td>2 3 3</td>
<td>12 7 4</td>
<td>6 1 4</td>
<td>- 4 2</td>
</tr>
<tr>
<td>Children's Experiences</td>
<td>11 3 4</td>
<td>10 14 7</td>
<td>2 3 -</td>
<td>11 2 1</td>
<td>12 29 3</td>
</tr>
<tr>
<td>Nature</td>
<td>2 7 6</td>
<td>2 3 5</td>
<td>6 3 1</td>
<td>11 1 1</td>
<td>2 8 6</td>
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<tr>
<td>Fairy</td>
<td>1 6 -</td>
<td>- - -</td>
<td>3 3 6</td>
<td>6 1 2 6</td>
<td>2 2 6</td>
</tr>
<tr>
<td>Children in other lands</td>
<td>2 3 7</td>
<td>1 1 -</td>
<td>- 3 -</td>
<td>1 7 - 2</td>
<td>- - 2</td>
</tr>
<tr>
<td>Fables</td>
<td>2 - -</td>
<td>1 - -</td>
<td>2 - 1</td>
<td>1 - 1 2 1</td>
<td>- - 2</td>
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<tr>
<td>Informational material</td>
<td>7 10 10</td>
<td>3 4 8</td>
<td>- 6 15</td>
<td>3 1 5 2 13 13</td>
<td></td>
</tr>
<tr>
<td>Old Tales</td>
<td>1 7 13</td>
<td>- - 2</td>
<td>1 3 6 3</td>
<td>1 - 3 3 12 12</td>
<td></td>
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<td>Historical</td>
<td>- - 7</td>
<td>1 1 5</td>
<td>- - 2</td>
<td>1 5 1 1 12</td>
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<tr>
<td>Poems</td>
<td>- - -</td>
<td>7 8 -</td>
<td>3 8 - 3 8</td>
<td>11 16 13</td>
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### Table: Personal Interviews

<table>
<thead>
<tr>
<th>Do and Learn</th>
<th>Pathway To Reading</th>
<th>Our Book World</th>
<th>Bobbs Merrill</th>
<th>Elson Gray</th>
<th>Total</th>
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<td>5</td>
<td>18</td>
<td>3</td>
<td>7</td>
<td>4</td>
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<tr>
<td>4</td>
<td>6</td>
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<td>13</td>
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<td>-</td>
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<td>8</td>
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<td>-</td>
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</tr>
<tr>
<td>7</td>
<td>6</td>
<td>31</td>
<td>1</td>
<td>3</td>
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<td>3</td>
<td>2</td>
<td>6</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

*Personal interviews with teachers were conducted.*
3. Personal interviews of teachers and pupils.

Personal interviews with teachers were correlated with the children's summary. The results of interviews with children show a variety of subjects which they considered most interesting. Animals and children's experiences ranked the highest from the child's viewpoint for interesting reading material. The results of personal inquiry correlated with the findings of authors and content of books. The girls had a preference for fairy tales; the boys for Indians or adventure.
Table IV. Personal inquiry of primary children concerning reading interests.

<table>
<thead>
<tr>
<th>Topics suggested by children</th>
<th>Grades</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
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<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Indians</td>
<td>4</td>
<td>1</td>
<td>2</td>
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<td>9</td>
<td>4</td>
<td>7</td>
<td>5</td>
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<td>28</td>
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<tr>
<td>Fairy and Folk Tales</td>
<td>6</td>
<td>4</td>
<td>7</td>
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<td></td>
<td>17</td>
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<tr>
<td>Tarzan of Apes</td>
<td>1</td>
<td></td>
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<td></td>
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<tr>
<td>Children of Other lands</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Children's Experiences</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td></td>
<td></td>
<td>19</td>
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<tr>
<td>Nature</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Cowboys</td>
<td>1</td>
<td></td>
<td>3</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Machinery</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>12</td>
<td>12</td>
<td>14</td>
<td>18</td>
<td>19</td>
</tr>
</tbody>
</table>
4. Investigation of authorities and text books in regard to vocabulary.

The vocabulary of primary children was investigated by a study of Gates' list and Thorndike's vocabulary study. The same sets of readers were also investigated in regard to vocabulary and repetition. The Pathway to Reading includes the most useful words the child needs in home, school and social life. The vocabulary of 261 different words checked 87% with Thorndike's first 1000 words, 91% with Horn, and the Horn and Parker list. The total vocabulary consists of 5,452 words and the average repetition is from 20 to 59 times. The Gates Huber books are based on the Gates' word list and checked with the Thorndike list. There were 240 words used in the primer and 15 running words to every new word used; 322 words were used in the First Reader, and 166 words in the Second Reader. The Bobbs Merrill Primer has a vocabulary of 195 words.

The Happy Childhood Readers were carefully checked with the word lists of Thorndike, Gates and the Twenty-fourth Year-book. The Primer and First Reader were also checked with Kircher's list, "An Analysis of 37 Primers and First Readers." A high average of repetition is in the Primer. The Elson Gray books gradually introduced the new words in primary books. In the first grade there were no more than three new words on a
The Basic Pre-Primer average repetition was 13 while 91% of the words were used four or more times. The Basic Primer repetition is 24 while 92% of the words are used five or more times. In the Basic Book II, the average repetition is 24 and 96% of the words are used five or more times. All of the 68 Pre-Primer words appear in the Primer; 209 of the 220 Primer words appear in Book I and 473 of 502 Primer and Book I words appear in Book II.

The Real Life vocabulary has been checked against the lists of both Gates and Thorndike. It was found to contain a high percentage of words in the first 500 words of the lists. Only twenty-three words in the First Reader are not included in the lists. The vocabulary was not selected and then stories composed, but the content was selected first and then the vocabulary was simplified without destroying the value of the material. This was done by trying selections on children, by close observation of children's speech and by comparing with scientific lists.

The Child-Story Readers have 308 different words in the primer, and 676 in the First Reader. The vocabulary is common to four scientific vocabulary studies, namely: "The Twenty-fourth Year-book;" Kircher's "Analysis of Thirty-seven Primers and First Readers;" Thorndike's "Five Hundred Most Important
Words in the English Language;" and Gates' "Reading Vocabulary for Primary Grades." A composite list of 486 words appearing in three or more of the vocabulary lists was made. The Children's Own Readers vocabulary has been correlated carefully with Horn, the Gates and Thorndike lists.

The study of vocabularies of these books which have been scientifically made show that stories with a vocabulary based on such authentic lists as Gates' and Thorndike's, with ample repetition, will coincide with the child's reading vocabulary for the primary grades.

List of titles of stories.

1. Buffaloes.
   b. The Fairy Mage.
   c. Indians and the Buffaloes.
   d. Indians Meeting Buffaloes.
   e. White Man and the Buffaloes.
   f. A Buffalo Stamped.
   g. Young Man - Buffalo.
   h. Hunting Buffaloes.
   i. Mary Goes Hunting.
   j. The Buffaloes Go Hunting.
PART III

SELECTION AND ORGANIZATION OF DATA RESULTING IN THE COMPILATION OF STORIES

As a result of investigation of children's reading interests from studies of children's reading interests, book lists, contents of children's readers, personal interviews with teachers and pupils, the following subjects were selected for stories: animals, nature, Indian life, experiences of pioneers, adventures, cowboys, and historical facts.

List of titles of stories.

1. Buffaloes.
   a. Buffaloes and the Plains.
   b. The Fairy Rings.
   c. Indians and the Buffaloes.
   d. Indians Hunting Buffaloes.
   e. White Men and the Buffaloes.
   f. A Buffalo Stampede.
   g. Jimmie Sees a Buffalo.
   h. Hunting Buffaloes.

Mary Goes Hunting.

The Hunters Go Hunting.
2. **Indians.**

   a. Indians and the White Men.
   
   b. Coronado and the Indians.

   Lieutenant Pike and the Indians.


   b. The Kanza Indians.

   c. Indian Beliefs.

   d. The Indians and Their Hunting Grounds.

3. **Pioneer Days in Kansas.**

   a. The Journey to Kansas.

   b. Homes in Kansas.

   c. Life on the Prairies.

   d. Pioneer Troubles

   Grandfather's Stories.

   Fire.

   The Pigs and the Fire.

   Water.

   Grasshoppers in Kansas.

   Wolves.

   Coyotes in Kansas.
4. Trails and Travel.
   a. Buffalo Trails.
   b. Indian Trails.
      Santa Fe Trail.
   c. Indians and the Trails.
   d. Scenes Along the Trails.
   e. The Stage Coach.
   f. The Pony Express.
   g. The Railroads.
      The Buffaloes and the Railroads.
   h. Buffalo Bill.

Cow Trails.

Wild Bill.

Wild Bill Tells How He Got His Name.

5. Animal Stories.
   a. Raccoons.
   b. Coon Hunting.
   c. Cooney.

   a. Kansas, Our State.
   b. Our State Seal.
c. Our State Banner.
d. Our State Flag.
e. The Old State Capitol.
f. The New State Capitol.
g. Our State Bird--The Meadow Lark.
h. Our State Flower--The Sunflower.
i. A Kansas Tree.
j. Kansas Wheat.

Buffaloes and the Plains.

The buffaloes were the largest beasts of the plains. They looked very dangerous but they would not harm anyone if left alone.

They had large humps on their backs like a camel's hump. Their necks were covered with shaggy hair but they had little hair on their bodies. Their heads were covered with short fuzzy hair. Their short thick horns were hidden in their fuzzy hair.

Their tails were short and bushy on the end. When they ran they carried their tails up in the air.

The largest beasts ran very swiftly. They would not try to fight but would run away rather than fight. They were
not dangerous except when they were wounded.

The very first explorers who came to the plains of Kansas were hunting gold. You can imagine how frightened they were when they saw the buffaloes. These fierce-looking animals frightened their horses.

The buffaloes wandered in herds over the grassy plains. They liked the Kansas plains best of all.

Buffalo grass grew on the prairies. It was the best food for the buffaloes. The grass grew until it made a soft, green, carpet over the plains.

Now we do not find the buffaloes nor the lovely carpet. Men have killed the buffaloes. They have plowed up the grass to plant corn and wheat.

The Fairy Rings.

The people who first came to the plains found the buffalo grass creeping over the prairies. They found rings of tall, wiry, bright green grass, too.

They did not know what made the rings of tall, green grass, so they called them "Fairy Rings." They must have thought that the fairies had danced there on moonlight nights.

The buffaloes knew the secret of the "Fairy Rings." Sometimes the buffaloes were tormented by thousands and thou-
sands of insects that stung them. Then the buffaloes would hunt for a low, marshy place on the prairie.

When they found this spot, the strongest bull would get down on his knees and put his horns in the sod. He would plow up the ground with his horns. Then he would roll and grunt in the soft, damp, ground until he had made a mud hole. He would wallow in it until he was covered with mud. The strongest buffalo crawled out of the wallow.

Then another buffalo crawled in and wallowed until his coat was covered with mud. This was kept up until all of them were covered with mud. Then the insects could not sting them.

There were many of these holes in the prairies. After the buffaloes used the wallows no longer, the loveliest, greenest grass grew up in the holes and made "The Fairy Rings."

**Indians and the Buffaloes.**

The buffaloes were always on the plains. The Indians thought the buffaloes were for them.

They believed that some kind Spirit sent many buffaloes to the Indians every year. They thought they came out of a large cave in Texas.

The old warriors believed they had seen the buffa-
loes coming out of the cave. Many of the buffaloes had been killed off but they still believed that the good Spirit would send them some more. They thought that the good Spirit would not let all the buffaloes be killed.

They believed the buffaloes were for them because they used them for so many things. The buffaloes gave the Indians food, clothing, and shelter.

**Indians Hunting Buffaloes.**

The Indians had different ways of hunting buffaloes. Sometimes the hunter took his bow and arrow and rode horseback. He rode along the herd of buffaloes and picked out one that he thought was the best. Then he would chase it and kill it with his bow and arrow.

His Indian wife or squaw would come to skin it. She would take care of the meat, too.

The Indians had "round ups" in hunting buffaloes as the men hunt coyotes today. The Indians surrounded the buffaloes. Then some one would give a signal and the Indians would close in on the herd.

The buffaloes did not know which way to go. Then the Indians killed them as they tried to get away.

Sometimes the Indians made pens with walls around
them. They drove the buffaloes into the pen. Then the men would shoot them from the walls.

When the Indians wanted to catch the buffaloes with very little work, they would drive them over a cliff. The buffaloes would fall head first down the cliff. Then the Indians would skin them and get their supply of meat.

The flesh of the buffaloes was used for food. The Indians prepared the meat in several ways. Sometimes it was cut in strips and dried on frames. Sometimes it was put in a bag made of skin and covered with melted tallow. The tongue and the hump were the best parts of the meat.

The Indians stretched and dried the tough skins. They used the skins for many things; tents, clothes, shoes, dishes, and whips.

The Indians did not hunt just for sport. They killed only enough buffaloes to supply their needs.

White Men and the Buffaloes.

Jimmie was a little boy who lived in Kansas long ago. One morning when he was playing in the sand in the shade of the log cabin his father called, "Come, Jimmie, it is time to get ready for the hunt."

Jimmie knew what that meant. His father was making
bullets. He wanted him to help.

Jimmie ran to his father's side and watched him work. His father had an iron kettle over the fire. In the kettle was some lead. It was so hot that it had melted. His father dipped an old ladle into the lead and then poured it into the molds that shaped the bullets. When it cooled it was Jimmie's work to take the bullets from the molds. "Must you make many bullets?" asked Jimmie.

"No," father replied, "We do not want to kill many buffaloes. We want just enough for our supply of meat. I would not kill any buffaloes if we did not need the meat."

"May I go with you to hunt for buffaloes?" asked Jimmie.

"Yes," said father. "This is a hunting party. Some of our neighbors are going with us. I believe the bullets are cool now, Jimmie."

So Jimmie took the bullets from the mold and dropped them in a sack. How glad Jimmie was as he helped to get ready for the hunt.

The next morning the provisions were loaded in the wagon. The bullets and some guns were put in the wagon too. Some of the neighbors came in their wagons with their families.

Jimmie climbed in the wagon with father and mother. Off they started. The teams traveled very slowly. They drove all day. At night they found a good camping place on the banks
of the river. Every one was glad to rest after their long journey.

But early the next morning the men started on the hunt. The women and children stayed with the wagons. The children played. What a good time they had! In the afternoon they rested in the shade of the trees.

While Jimmie was lying on the ground, he heard a thumping noise. "Mother," said Jimmie, "The earth is thumping. It is going 'Thump, thump, thump.'" Mother came to Jimmie and put her ear to the ground and listened. She heard a roaring sound. Then she listened again. It grew louder and louder.

"Children," she said, "I hear the hoof beats of buffaloes. The buffaloes are coming."

What a scramble there was! Everyone wanted a safe place. The mother thought of climbing in the wagons but the buffaloes might knock them over. Where could they go?

"Climb a tree, mother," shouted Jimmie.

Up a slanting elm tree near the river the women and children scrambled! How they hurried! Some of the mothers helped the children and some of the children helped the mothers.

The noise grew louder and louder like roaring thunder. Soon the buffaloes came in sight. They came right toward the wagons. They stopped and milled around. Then the leader
started on and off they went.

When they passed under the tree, they were so close that the women and children could have reached down and touched their backs. How frightened they were! They did not move. The buffaloes did not even look at them. How glad they were that no one was harmed!

Everyone climbed down from the trees and began talking at once. They were so glad they were safe.

"You saved us that time," said Jimmie's mother.

Jimmie was so happy he could not say a word.

Later the hunters came home with a good supply of meat. What a good time they had telling about the buffaloes' visit to the camp!

**A Buffalo Stampede.**

When the homemakers came to the plains, a family did not start out for the lonesome prairies alone. It was not safe to travel alone. The Indians were not always friendly with the white people. The buffaloes sometimes stampeded. In a stampede great herds of buffalo would run as fast as they could for miles and miles. If anyone got in their path they would be trampled to death. So eight or nine families made the trip in wagons at the same time.
One day when a train of wagons was crossing the prairies, the men, women and children heard a noise like thunder. The earth shook. How frightened they were! They saw no clouds. They wondered what the noise could be.

The thunder grew louder and louder. The earth shook more and more. Then they saw a great herd of buffalo coming toward them. They were running with all their might!

Hundreds of beasts were rushing toward their train of wagons. The people thought they would be trampled to death if they did not get out of their way. They could not turn to the right nor to the left. There were buffaloes everywhere!

The women and children crouched in the wagons. The men stayed by the teams. One man took his rifle and fired at the leader. The great herd divided. Half of the herd turned to the right and half to the left.

It was several hours before the great drove passed by. No one could guess how many hundreds of buffaloes there were in that herd.

By and by the noise grew fainter and fainter. The earth no longer trembled. The frightened women and children came out from under cover. No animals were in sight. How thankful they were that they were safe! They traveled on to find a place to build homes.
Jimmie's home was in Central Kansas among the sand hills. There was a fine spring about a quarter of a mile from the house in the side of the creek bank. The water was clear and cool and used for drinking.

One day his mother sent him to the spring to get a pail of water. Jimmie hurried to the spring.

When he got there he looked across the creek. There stood a big buffalo taking a drink. The buffalo was not frightened, but Jimmie was and he ran all the way home. He looked back once. Then he saw the buffalo was following him.

Jimmie ran with all his might and reached home before the animal caught up with him. He was frightened. The buffalo wandered off to find food.

After that Jimmie did not go alone to the spring for water.

Jimmie Dale went to the spring
To get a pail of water,
A buffalo saw Jim,
Jim looked at him,
Away Jim sped like a bullet of lead
And the buffalo came running after.
Hunting Buffaloes.

1. Mary Goes Hunting.

Mary was a little pioneer girl who went hunting with her father. She wore a yellow dress which attracted the antelope. They would come near and then her father would shoot them.

One day her father told her to get ready to go hunting. He had found a buffalo in the hollow not far from the house. Mary got the knife, rifle and ammunition ready. Then they started out.

They went along some hills back of the house. Her father crawled through the grass until he got close enough to shoot. Mary said,

"Oh, don't shoot him," but her father said,

"We must have meat."

When he shot the buffalo dropped. Father gave his rifle to Mary which he had not reloaded, while he took the skinning knife to bleed and skin the animal, as soon as it was safe to go up to him.

Just then they heard, "Yip! Yip!" and fifteen or twenty Indians rode over the bridges and came down to the fallen buffalo. Father said to Mary, "Little girl, I guess we are in for it."

The Indians formed a circle around them and jumped
off their ponies. Mary's father made motions to the Indians telling them to skin the buffalo but one of them held up his knife in his right hand. It looked as if something terrible was going to happen.

Mary's father drew back his skinning knife and told the Indians that if he did not behave he would plunge his knife through his heart. The Indian dropped his hand and said, "Brave pale face," and patted Mary on the head calling her, "Little Papoose."

The Indians skinned the buffalo in a few minutes, cut off what meat they needed and disappeared. They probably had been trailing this lone buffalo and were angry that a white man should beat them in killing it.

Mary and her father took the meat which the Indians left and cured it for their own use.

2. The Hunters Go Hunting.

The Indians and the early white men killed only enough buffaloes to supply food and clothing. Later when traders learned of the value of buffalo hides, they wanted the white man and the Indians to kill the buffaloes.

Fur companies made trading posts along the Missouri River and in the west. The buffalo hides were gathered together
Many buffaloes were killed after these trading posts were made but there still were millions and millions of them left. If the railroads had not been built, the buffaloes' lives would have been spared longer.

The railroads made it easier to ship the buffalo robes and hides. So hunting trips were planned to kill the buffaloes. In the hunting party there were four men, one shooter, two skinners, and one cook. The cook stretched the hides and took care of the camp.

The hunters took their supplies in a wagon drawn by horses or mules. They took flour, bacon, coffee, sugar, salt, beans and a ten gallon keg of water. They took a tent along for shelter. They set the tent up by a stream. They made their camp in a ravine or thicket so the buffaloes would not be frightened.

The shooter was chosen because he was a good shooter. He also knew about the habits of buffaloes. He took a heavy sporting rifle and plenty of ammunition.

It is strange that one hunter could kill so many of these large beasts. He would find a herd of buffaloes and then hide himself in the grass or bushes. As the herd came nearer, he picked out the leader of the herd and killed him first.
This would frighten the herd. They did not know what to do without a leader so they stood still. Then the hunter would pick out the best animals and kill those that started to run. In a short time, the hunter could kill a great many buffaloes. This way of hunting was called "The Still Hunt." Many a hunter killed 1500 or 2000 animals in this way in one season.

At first, everyone wanted to kill the buffaloes. No one wanted to skin them. Thousands and thousands of buffaloes were killed for their choice meat, the tongue. These animals were never skinned. Just think of killing such a large animal and using only its tongue for food! Millions and millions of pounds of rich, juicy meat, enough to feed all the poor people in the country, were wasted.

The skinners also wasted many animals. Only one hide was taken to market for every three or five buffaloes killed. If the animal did not have a fine hide, it was not skinned. Hides that got torn in handling were never sold.

The skins that were marketed were stretched and packed into bales and shipped like bundles of wood. Some of the hides were very valuable. The best robes looked like beaver skins. They were sold for seventy-five dollars. The rarest hide was jet black. Buckskin was a dirty white color.
There were very few of these hides and they sold for two hundred dollars. A common hide sold for three dollars and a half.

After the white men made a business of killing the buffaloes, it did not take long until there were only a few left. The hunters thought they had gone northward to Canada but this was not so. The buffaloes were not protected and the hunters had killed them off.

Today there are only a few buffaloes in national or private parks. Today the Kansas sun looks down on acres and acres of wheat fields that once shone upon the grassy plains where thousands of buffaloes grazed.

**Indians and the White Men.**

1. Coronado and the Indians.

The buffaloes and the Indians belonged to the plains of Kansas. When Coronado, an early explorer, came to Kansas in search of gold, he found the Indians there.

The Indians were out looking for food. They were surprised to see Coronado and his men on horseback. They had never seen white men or horses before. They thought the riders had two heads. They were frightened and yelled. They tried to run away but the white men on their horses soon caught up with them. When they reached the Indians, they jumped off their
ponies. Then the Indians saw that they were men.

A Pawnee Indian named Turk went with Coronado to look for gold. But he was not a good guide. He led the men away so they would starve. When Coronado and his men found he was playing a trick on them, they killed him. Then they went on their way to search for gold but they never found any gold in Kansas.

2. Lieutenant Pike and the Indians.

Sometime after Coronado searched for gold in Kansas, Lieutenant Pike was sent to Kansas to visit the Indian tribes. He found many Indians in different parts of what is now Kansas. He found the Kanza Indians in the northeastern part of what is now our state; the Osage Indians in the southeastern part; the Pawnee Indians in the north central part; and the Comanche and other Indian tribes that wandered about, in the western part of the state.

The Comanche Indians came in from the mountains west of Kansas. These Indians lived in tents. They did not live at the same place all the time. They moved their camps to different places.

The Comanche Indians did not plant gardens nor raise crops. They hunted for their food. They loved to ride horses
over the prairies and roam around. They were brave and liked to fight.


Later Major Long with his men explored Kansas. One of his men wrote about his visit with some of the Indians. These Indians lived in houses in villages. Each tribe lived in a village. The homes were round and were called lodges.

The walls of the lodge were made by banking up earth in the form of a circle. In the center of the circle, four posts formed at the top, were set about four feet apart in the form of a square. Poles were laid across these forked ends of the posts. Then long poles were placed across these, reaching down to the circular wall bank of earth. These long poles were tied with bark or cord to the poles laid across the forked posts. The poles made the frame for the roof.

All of this framework except the hole in the middle made by the posts, was covered with mats of long grass or weeds, or bark of trees. Then it was covered with earth to the circular wall.

Inside of the lodge were many things. It was lined with mats of soft reed tied together with bark cord. Their
medicine or mystic bags with a human scalp for a tassel were hung on the walls. No one knew what was in them.

There were beds about as high as a chair and six feet wide around three-fourths of the wall. The beds were made by driving short forked posts into the ground. Then cross pieces were laid across these forked posts. The beds were covered with buffalo robes.

In the center of the lodge was a fireplace with a large pot. The hole in the roof was used for a chimney for the fireplace. There were no chairs nor other furniture in the lodge.

The Indians that lived in lodges had gardens which the squaws tended. They raised corn, pumpkins, squash, beans and melons. The squaws gathered the crops, brought the wood and water and did the cooking. They ate four or five times a day.

Meat was their chief food. They boiled pumpkins, roasted maize (corn) on the cob. Sometimes the skin of the corn was taken off and the corn boiled until it was soft. This was called lyed corn but we would call it hominy. Corn was also ground by crushing it with rocks. The Indians made soup with corn and buffalo meat. They seasoned the beans with rock salt.
The meals were served in large wooden bowls placed on a buffalo robe on the ground. Several men ate from one bowl with large spoons made from the horns of the buffalo. The men also used their hunting knives which they carried in their belts.

These Indian boys and girls had nice homes and good food. The girls did not have many dishes to wash and the boys never carried wood or water. Do you wish that you were a little Indian on the Kansas plains of long ago?

4. The Kanza Indians.

The Kanza Indians were large, strong, reddish copper colored people. They had high cheek bones and straight black hair. The women were not pretty. They had broad faces.

The men wore a red or blue breech cloth held on by a girdle; a pair of deerskin leggings; a pair of deer, elk or bison skin moccasins and a blanket to cover the upper part of the body in cold weather. In summer the blanket was laid aside. They wore ornaments in their ears.

The women wore moccasins, blue or red leggings with a border on the outside. The leggings came above the knees. A blue cloth held by a girdle was wrapped around the lower part
of the body. The upper part of the body was covered by a cloth which was often laid aside.

Their hair was long and parted in the middle. The part was painted red. Many of the women were tattooed. Every mother wanted her daughter to marry a brave, young chief.

A warrior had his hair removed except enough on top of the head for a scalp for the enemy. It extended down the neck in the back. They sometimes wore eagle feathers in their hair. The most beautiful decoration was the tail of a deer dyed red and fastened to the hair near the top of the scalp. Many of them were tattooed on different parts of the body.

The boys wore only a girdle. Sometimes the children had fans made from the tail feathers of the turkey to protect their heads from the sun.

5. Indian Beliefs.

The Indians believed some good spirit provided them with buffaloes for food. They had ceremonies so the good spirit would cure them of their sickness, make the corn grow and help them win in battle.

They called their gods "wakanda." Anything that the
Indians did not understand might be a "wakanda" as the sun, lightning and thunder. They thought God spoke in the thunder. They wore beads and shells to honor God.

They believed there were large horned monsters under some bluffs along the Missouri River. They thought these monsters were "wakanda." The islands in the river seemed to have some secret or evil about them. They sometimes held their ceremonies on one of these islands.

When a man was killed in battle, the thunder was supposed to take him somewhere. When they went out to battle, each man made a figure on the ground that he thought looked like thunder.

One day someone saw a figure on the ground that he knew was meant for thunder. On each side of it was a lovely moccasin. He needed some moccasins so he took them and went on his way. But when he came back to this same spot, the thunder took him off and no one saw him again.

The Indians thought they had a long journey to take when they died. The good hunter would walk in a good path. The bad man would find a bad path. So they buried food and moccasins with them for their journey.
6. The Indians and Their Hunting Grounds.

For years, the Indians country was used only as a road to places in the West. The white man did not want the Indians' country then. When the country began to be more settled in the East they believed these prairies would be a good place for all the eastern Indians.

So the government made a treaty with the Kansas and Osage Indians that they should keep only a part of their land and give part to the government in exchange for money, cattle, hogs and farming implements. The Government also promised to send them teachers to teach them to farm. Then the Indians in the East gave up their lands for some of this Kansas land which the Government had bought.

In the next ten years, seventeen tribes came to Kansas. These tribes were known as emigrant tribes. The tribes which had always lived here were known as the "plains tribes." Some of the tribes were not very peaceful because they had been cheated out of some of their eastern land. The western Indians thought there were not enough horses and buffaloes for all, and war broke out. But at last they saw it was foolish to fight when there was plenty for all. They made a treaty of peace.

At this time there were thousands of Indians living
in Kansas. The Indians were satisfied in their new country. No white man could settle there without the consent of the Indians. The land was promised to the Indians "so long as grass should grow or water runs," but this was not true.

Soon the soldiers were stationed at the forts. Missionaries came to teach the Indian and the Government sent men to take care of its interests in the territory. Traders came to Kansas. White people came to make homes. The Indians were removed so there would be room for the white people. The Indians were not always friendly with the white people. They were moved south and are in Oklahoma today.

Grass still grows and water runs in Kansas but it no longer belongs to the Indians. All that remains of the Indians in Kansas are Indian names that were given to towns, counties, streams and the name of our own state, "Kansas."

The Journey to Kansas.

The people came to Kansas to make homes. They had very little money but were willing to work and live a hard life to get a home.

The government gave land free to any one who would
live on it for five years. This seemed like a good bargain and many people from the east came to get a "claim," as this land was called.

The pioneers came to Kansas in covered wagons drawn by oxen. These wagons were called "prairie schooners." The pioneers traveled in the daytime and camped at night. They slept in or under the wagon. They cooked on a campfire. They carried all their provisions in the wagon. Some people had a cow behind the wagon. Sometimes there was a crate of chickens tied on the back of a wagon.

There were no bridges in this country so they forded the rivers, that is, they drove across at a shallow place. Sometimes as they pulled out of the river and up the bank, the chickens got wet when the back end of the wagon dipped in the stream. When they camped, they always let the chickens out and they would come back to the crate to sleep.

When the people from the East came to the Mississippi River the ferry boats took the oxen and wagons across. Sometimes they had to make several trips until everything was on the other side. On one of these trips, one of the cows was half way across when she heard her calf bawling which had been left behind. So she jumped overboard and swam back. What a splash she made!
In this group were three covered wagons drawn by oxen and a herd of cattle, four grown up people and three small children. After three weeks on the road, the oxen got lame. They had to stop at a town and get the oxen shod. Then they journeyed on to the west.

When they came to a place they liked, each man stepped off and staked out his ground which he called his "claim" or homestead.

Homes in Kansas.

Perhaps you wonder what these people who came to the west built their homes of, since they had brought nothing with them to build houses. They looked for materials just as the birds do in the spring. They saw miles and miles of prairies and perhaps a stream with a few willow or cottonwood trees on its banks.

"This prairie sod will make a good house," thought the farmer. So he took his plow and plowed out long strips three inches deep and twelve inches wide. Then he cut these strips into pieces about two feet long. These pieces of sod were for the walls.

Then he went to the stream near-by and got some poles
from the willow trees for rafters. He got some logs from the cottonwood trees for the ridge pole and for frames around the doors and windows.

The building place for the home was squared off and staked out. Then a row of the strips of sod were laid lengthwise around the outside edge of the place marked out. The second row was laid crosswise with the grass side down. The roots held the pieces of sod together and the cracks were filled with dirt. A cottonwood pole was laid across at the bottom of the space for the door. The walls were kept straight and built up four feet. Then they put in boards for the window frames and built the wall up until it was ready for the roof.

A large cottonwood pole was laid across the top at the highest point of the side walls for the ridge pole. Then the sod was laid grass side down over the top of the willow boughs that were laid from the ridge pole to the side walls. The cracks were filled with sod or clay. This made a very good roof.

The grass was scraped off the ground and then the floor was dry and hard. These houses were called sod houses. There were thousands of sod houses in Western Kansas. They were warm in winter and cool in summer.

Sometimes houses were built in the side of a hill.
The ground was dug out leaving banks on the sides and back for the walls. The front was built up with blocks of sod. The top was covered with straw. The windows and doors were on the front side. This home was called a dugout.

In the eastern part of Kansas there were more trees and the people had logs to build their homes. They made log cabins. Their furniture was made of logs split lengthwise. The flat side was the top. Legs were put in the rounded sides of the logs. Tables and chairs were made in this way. The fireplace was made of stone. They cooked their meals in a large kettle hung over the fireplace. Bread was baked in a pan set in ashes.

You may not think these homes were very comfortable but the people who lived in them were strong and healthy and very happy.

Life on the Prairies.

After the house was built, the sod was turned over for a truck patch. They planted corn, potatoes and other vegetables. The women helped to prepare the ground for the first crops. Often the wind was so strong they had to hold on to the tall prairie grass to keep from being blown over.

The women got very lonely on the prairies. The men
rode on horse back a long way for provisions which they brought home in sacks on each side of the horse. They carried the water from the creek. Sometimes they had to stand behind a tree at the edge of the creek while the stampeding buffaloes rushed by to the west.

The people had little to eat. Corn bread and bacon and meat of the buffalo, wild turkey and prairie chickens were their chief foods. The children got tired of turkey. I suppose you would be glad to exchange some of your spinach and carrots for a turkey drumstick.

The mothers made the candles and knitted the stockings and mittens. Darning needles cost ten cents apiece. Mother kept a magnet in her work basket to pick up the only needle she had if it fell in the cracks in the floor. Later when she got a sewing machine the neighbors took turns bringing their sewing and staying for several days until it was finished.

Everyone worked hard but they had fun, too. When the work was done they had wrestling matches and foot races. Sometimes the women had quilting bees and the men had husking bees. The children went although they had to stand up to eat or wait until the second table was served.

The girls’ best dresses were calico and the boys’ best shoes were high-topped boots. They did not have many playthings. The mothers made dolls from corn husks. The fathers
made stick horses from the branches of trees and whistles to make the boys and girls happy.

Often they rode or drove ten or fifteen miles to a singing school or a country dance. They danced the Irish jig or the Highland fling. If they had no fiddler they clapped their hands for the old-fashioned dance. One trick was to dance an Irish jig with a pan of water on the dancer's head and not spill a drop.

Before they went home, they served refreshments, not ice cream and cake, but thick steak cut from beef, just butchered. They served great cups of steaming coffee and bread or biscuits.

Then they drove the long journey back to their homes. The next day they were ready to work again after their play time. They took time for play. They knew that "All work and no play makes Jack a dull boy."

Grandfather's Stories.

1. Fire.

Jack and Jane were spending the summer on their grandfather's farm. Jack helped the men to do the chores and Jane helped grandmother. The children thought it was fun to
help with the work and play in the hay. But the best time of
all was in the evening when the work was done and grandfather
told stories.

"Tell us a story," said Jack one summer evening when
they were all sitting on the porch.

"Yes," tell us a story," said Jane.

Grandfather smiled and said, "I will tell you about
fire and water.

"One of our troubles in the early days were the
prairie fires which broke out upon the prairies. We always
plowed several furrows around our home as a fire guard. But
sometimes when the wind was strong, the fire would jump this
plowed strip and burn buildings.

"One day I had gone to town for supplies. Your
grandmother and your Aunt Jane, a little girl then, were at
the neighbors. Your Uncle Ben, a little boy of ten, had gone
after the cows in the tall grass.

"The wind came up and the air was filled with smoke.
Your grandmother and Ben and Jane ran home. They gathered all
the bedding, clothing and supplies they could carry and took
them to the plowed field until the fire was passed.

"They fought the sparks that lit on the bedding. The
flames burned high. The tall grass was dry. Rabbits and birds came to them for safety.

"When I got home I found them huddled there. The fire did not burn our home or our belongings. I was glad to find them safe and unharmed."

"I am glad, too," said Jack.

"Tell us another fire story," said Jane.

Grandfather began again:

2. The Pigs and the Fire.

"Our neighbors had some pigs which the mother pig would not own. They told Ben and Jane they could have two of them. So Ben and Jane went down to the neighbors and got the pigs, two little black fellows. They carried them home in their arms.

"The neighbor gave them a can of milk and a spoon to feed them. They were very proud of these little pigs. They followed the children everywhere.

"One day, I saw smoke and ran to the house and told grandmother a fire was coming. It was coming very fast. Soon the blazing fire was spreading toward the house. We carried water from the spring and saved the house."
"We worked all evening and everyone had gone to bed, when grandmother said, 'Where are those pigs? You will have to look for them or the wolves will get them.' I told her I was too tired to move!

"Just then we heard a noise under the bed and there were the pigs! They had crawled there to get away from the prairie fire."

How Jack and Jane did laugh! Grandfather and grandmother laughed, too!

3. Water.

The next evening Jack and Jane begged for the story about water. Grandfather remembered his promise.

"All ready," said grandfather, "Now for the floods in those days."

"Usually there was not enough rain, but sometimes there was a cloud-burst. Then it was not safe to live near a stream.

"My friends lived near a creek. One night they heard showers of rain. They did not know there was any danger until they were awakened by the sound of rushing water.

"When they got up in the morning they went up in the
garret and looked out. The whole prairie was covered with water. A great big wave was coming down upon them. The house stood firm when the wave struck because there were some trees near the house that broke the force of the water.

"The water came rushing at a great speed, sweeping everything with it, railroad tracks, horses, cattle, hogs, fences and homes. The water covered thirteen miles.

"One man had cut a hole in the roof of his house and put the family on top. One child could hang on no longer. He was washed off and drowned. A baby boy was tied to the limb of a tree. When they rescued him later, he was covered with mosquito bites.

"Years after this when I was going East on the train, I sat by a man who was shipping cattle to Kansas City. We talked about the flood as we were riding along near a creek. How surprised I was to find that this western stockman was that baby boy!"

"How glad I am that he was saved!" said Jane.

"When I grow up I want to ship cattle," said Jack.

Grandmother said, "It is time to go to bed."
The Grasshoppers in Kansas.

If you walk through a pasture on a warm sunny day, you will find grasshoppers hopping about you and hanging on the blades of grass. They are noisy creatures, big hoppers and big eaters.

Grasshoppers furnish food for turkeys and some birds. But when they come in large numbers they do much harm to growing crops.

Sometimes the grasshoppers caused the homesteaders in Kansas very much trouble. They came in large numbers several times, but the year 1874 is remembered as the "Grasshopper Year" in Kansas.

One day in early summer as Mrs. Hill stood by her sod shanty, she saw a great black cloud coming up in the northwest. The sun darkened and the atmosphere seemed to turn stone gray. As the cloud drew nearer, she heard a roaring, hissing sound.

Soon the cloud seemed to burst and millions of grasshoppers settled on gardens, fields and trees. They swarmed like bees on every living plant. The corn fields were covered and not a green leaf was left on the stalks. They looked like skeletons. The tomatoes were stripped down to the stalks. The buds
of the leaves of the fruit trees were eaten.

Some people tried to protect their gardens by covering them. Beans were covered with gunny sacks and weighed down with stones, but the grasshoppers ate the beans and the gunny sacks, too. Cabbages were eaten down to the stumps. One woman covered with a gingham apron some young trees that had been set out. The great, big grasshoppers ate everything off the trees and the apron full of holes. Young orchards and hedges set out around farms were all destroyed.

In one of the small towns a mother was wheeling her year old baby in a baby carriage when the "hoppers" came. They got so thick on the ground she could not wheel the carriage without crushing them.

When she reached home, she pulled some cabbage that was growing in the garden and threw it down the cellar way. Then she went into the house. When she went out to put them away, they were eaten clean.

The grasshoppers were everywhere. They were like the rats in Hamlin Town,

"Who fought the dogs and killed the cats,
And bit the babies in their cradles,
They ate the cheese out of the vats
And licked the soup from the cook's own ladles."
The pests were in the well water. They ate the window curtains and the clothes on the line. They even got into a farmer's coat pocket and chewed all around the edge of an envelope until the letter fell out when he went to post it. They ate the netting from the farm house windows and even ate the fuzz of the cottonwood boards. They ate everything except tobacco.

The farm horses rared. The chickens ate to the bursting point. All efforts to save any vegetables, trees or grains were useless. Again the roaring noise was heard; the sky darkened; the grasshoppers rose in a mighty swarm and disappeared toward the southeast as suddenly as they had come.

All that was left were ruined crops everywhere, small holes in the ground the size of a lead pencil. In these holes, the grasshoppers laid one or two dozen eggs in a sack. The next spring these eggs hatched and the young grasshoppers ate the early crops. But they did not stay long. They flew back in large numbers to the northwest from whence the first swarm had come.

The people planted late crops and gardens. They did not suffer as they had in the year 1874. That year the people were left without food for themselves and nothing for their stock to eat. There were no vegetables to store away
in a cave or cellar. The people in the East sent money and supplies to them. Such a horde of hungry creatures has not visited Kansas since that time.

There are many interesting stories about wolves. Perhaps you have enjoyed reading about "Little Red Riding Hood," "The Three Little Pigs" and "The Boy and the Wolf."

Here is a true story about wolves.

Wolves live in America as well as in many other countries. They live on the mountains, in the forests, and on the plains of America. The wolves that live in the forests are called timber wolves. Those that live on the plains are called prairie wolves.

The prairie wolf is often called a coyote. The coyote is not as large as the timber wolf. His body is forty inches long and his bushy tail is sixteen inches long. He is covered with coarse, yellowish-gray fur mixed with black. He has sharp pointed ears. His eyes shine like cats' eyes in the dark. They flash like balls of fire. His lips curl back and show long white cruel looking teeth. He can fight very savagely and run very swiftly. Coyotes are usually seen
in pairs. Coyotes live in shallow holes or caves in the
prairies. Coyote families are generally found in the spring.
There are from five to thirteen baby coyotes. They are help-
less and not very pretty when they are very young. They soon
look like little puppies. They tumble about and play with
each other. Their fur is very soft and their eyes are very
bright.

Coyotes like meat to eat. They are like some little
boys and girls. They have a good appetite for a chicken dinner.
The early settlers on the plains did not like to have the coy-
otes carry off their chickens for dinner. Chickens were very
scarce. At night when the men heard the long, drawn-out cry of
the coyote they would jump from their beds to save their chickens
and young stock for they knew some hungry, howling coyote was
after a good meal.

The coyote is such a cunning fellow that it is hard
to catch him in a trap. This is the way the early settlers
tried to trap him. Two stakes were driven in the ground and a
wire stretched between them. The ring of the trap chain was
fastened on this wire. The trap was set. The wires, chains,
and traps were buried in a hollow place in the ground which
had been scooped out with a knife. Then the buffalo grass was
gathered and spread lightly over all so that it looked like no trap was there. Some meat was placed near by for the hungry coyotes to eat. He was very careful to avoid the trap if he discovered there was one hidden under the grass. Sometimes he was caught.

Coyotes in Kansas.

The coyotes were very brave when there were few people in Kansas. The new land was hard to plow. The family went to the field. The mother and father worked in the field and the children played or slept near by.

One day a family went to the field to work. The mother put the baby on the blanket on the grass. The father greased the plow with some grease he had brought with him in a tin cup. Then he set it down by the baby's blanket. The mother drove the oxen and the father held the plow in the sod. They had broken about ten acres of sod when the mother looked up and saw a wolf coming toward the baby. She screamed and clapped her hands. The father ran and waved his hat. The wolf reached the baby before they did and picked up the tin of grease and trotted away with it. How glad the parents were that the baby was not hurt! After that the farmer hired a man to help him finish breaking sod.
Perhaps your grandfather can tell other stories about prairie wolves or coyotes. Perhaps he knows the song the early settlers used to sing about the coyote and their early homes:

"The hinges are of leather,
The windows have no glass,
And the roof it lets the howling blizzard in;
You could hear the hungry coyote
As he sneaks 'long through the grass,
'Round my little old sod shanty on the claim."

In those early days there were many coyotes. There are still many in the central and western parts of Kansas. The county government is authorized to pay for every coyote scalp that is taken to the county treasurer.

Men have tried many ways to kill off the coyotes. One plan is called a "round up." The hunt generally takes place in the winter when food for the coyote is scarce and the farmers are not so busy. The men decide where the hunt will be and then surround the place. They carry their guns and begin to walk toward the center of the hunting grounds. As the men close in, the coyotes are chased from their dens and frightened from their hiding places. They run toward the center trying to get away. The men come in closer and closer. The coyotes are killed if they do not break through the lines and escape. Sometimes they slip through the lines unhurt. Sometimes the hunters kill five or six coyotes at a round up.
Buffalo Trails.

One rainy day, Jack and Jane were playing in grandmother's attic. They found an old scrap book. The children took the book to grandmother. They knew that she would tell them all about it.

When grandmother saw the book she cried out, "You have found my 'Treasure Book!' I made that when I was a little girl. It is really a book about 'Trails and Travels' but I called it my 'Treasure Book' because pictures were treasures in those days. Some of them I saved from newspapers and some of them my Uncle John drew for me. Every picture has a story."

"Tell us the stories," said Jane.

"They are long stories," said grandmother.

"Oh, see the buffaloes!" cried Jack, as grandmother turned the first page.

"They are marching in a line," said Jane.

"There must be hundreds of them," said Jack.

"Yes," said grandmother. "These buffaloes are following their leader to get a drink. They have been grazing on the grass back on the hills. Now they must go a long way to get water."

"Will they go back to the hills again for grass?" asked Jack.
"No, Jack," said grandmother. "Sometimes they go hundreds of miles for water but they do not go back to their old grazing grounds. When they find a pool of water, the strongest one gets a drink first. Then he leaves the pool and the next strongest one gets a drink. This is kept up until all have had a drink. Then they wander away to find new food. This does not mean fresh grass. Buffalo grass is good if it is dry or browned by the hot winds."

Indian Trails.

"Here is another way to travel," said grandmother. "At first the Indians had no horses. They rolled up their blankets and tents and put them on poles for their dogs to drag to a new camping place."

"That would be a slow way to travel," said Jane.

"It would make a trail," said Jack.

"After the Indians had horses," continued grandmother, "they rode over the prairies wherever they wished. Later they had trails which they followed. The white man did not know the Indian trails. Sometimes the Indians would lead them over the trail. Hunters and trappers followed the Indian trails and streams. There was travel on water by boats, too."
"See the covered wagons," said Jane.

"They were called prairie schooners in those days," said grandmother.

"Gold had been discovered in the west. Many people took what they could in these wagons and traveled west. Sometimes they tried to take too many things with them. So they left some on the road so they could travel faster.

"These prairie schooners going across the prairies looked like ships sailing on the seas. They traveled during the day and camped at night. They arranged their wagons in a circle so their cattle would be protected and not run away at night.

"The pioneers, hunters, and trappers followed the trail through Kansas. This part of the trail that went north was the Oregon Trail. The part that went west and south was called the Santa Fe Trail.

"The people in the East traded cotton goods, silks, guns, iron and steel for gold, sheep, cattle, salt, tobacco and buffalo robes.

"The trip on the Santa Fe trail was a long, dangerous journey. It was not safe to go alone. Many wagons went in a group called a caravan."
"The caravan had two divisions. They had a leader who rode ahead to see if it were safe to travel by day and to find a good camping place for the night.

"The wagons were drawn by eight oxen or mules. The driver of an ox team would walk by his team. He did not guide his oxen with reins but he would shout at them and crack a long leather whip with a heavy handle and a sharp lash at the end of the whip.

"At night they camped where there was water and grass for the animals. Their wagons were arranged in a circle or square and the wheels chained or locked together. This made a pen for the animals at night. Sometimes the men took turns watching them while they grazed at night."

"How far did they travel in a day?" asked Jack.

"Fifteen or twenty miles if the roads were good," grandmother replied.

"What did they eat?" asked Jane.

"I forgot to tell you that," grandmother replied.

"They took their supplies of bacon, flour, coffee and sugar for each man. One time they did not start on a trip until early in the fall. The cold winds and snow came. It was cold on the prairies so they found shelter on an island covered with willow and cottonwood trees. They stayed three months."
"Many of their mules died from the cold or starved to death. They had no way to take their goods on to New Mexico. So they hid their goods and then went on to get more mules.

"They dug big holes or pits in the ground on the north bank of the river. These pits were called Caches. They put in their goods, covered it up carefully. Then they went on their way for horses or mules. When they came back, they dug up their goods. They did not cover up the pits when they took out their goods. This place on the trail was known as the 'Caches.'"

"I would like to see the Caches," said Jack.

**Indians and the Trails.**

Grandmother continued, "The Indians attacked the emigrant trains going through Kansas. They killed the people, drove their cattle off and plundered their wagons. Sometimes the soldiers from Fort Riley helped to protect their trains.

"Once the Cheyenne Indians attacked one of these trains of prairie schooners going west to find homes. Sixteen soldiers from Fort Riley, one officer and fifteen citizens, went along to protect them. After traveling fifteen miles they came to the place where the Indians were. They drove the Indians away."
"Later they went with more soldiers to find the Indians. They traveled for hours. As they climbed to the top of a large hill and looked into Rattlesnake Valley, they saw it was full of Indians.

"The leader, Black Kettle with eight hundred warriors, was on his pony ready to charge. The officers from Fort Riley had only two hundred men and officers. But the officer gave his orders,

"'Halt! Dress in line! Charge sabre!'

"Down they dashed! The Indians could not make their ponies face the army, so they fled in all directions. Sometimes one soldier with one sabre chased twenty Indians.

"After they were driven in the hills, his soldiers returned and destroyed all their tepees and supply of dried meat. They broke their kettles and burned their buffalo robes.

"The Indian women and children at the camp, screamed and yelled while the soldiers destroyed their camp but no Indian braves came back to protect them. This raid was seen by a little boy who was going to Fort Riley for groceries. While the soldiers were raiding the camp, the boy sat on his horse at a safe distance with his mouth wide open and his heart thumping."

"Tell us some more about the Indians," said Jack.
"I will tell about some things that happened along the trail," said grandmother.

Scenes along the Trail.

"The pioneers who lived along the trails that went through Kansas often saw the Indians moving along the trail. One day a party of Indians went west decked in their war paint to fight the Cheyennes. They stopped at the home of the white man along the trail.

"He told the chief that the Cheyennes would get his scalp but the chief made signs to show what he would do to the Cheyennes. The chief said he would bring a Cheyenne scalp back for 'Little Papoose,' the pioneer's daughter.

"When they came back they were a sorry-looking sight. Some had been killed. They carried several badly wounded on litters. The litters, or beds, were made by stretching a hide or blanket and tying it on two poles. The front end of the poles was tied to the ponies and the rear ends dragged on the ground.

"But the chief brought back the scalp for the little girl. She kept it a long time."
"Soon there were many people in the West. They wanted to hear news from their friends in the East. It took months for a prairie schooner to travel across the plains, so they had coaches drawn by horses that carried passengers and mail.

"It took them three weeks now to make the trip. They changed horses at different places. The people were ready and it took only a few minutes to hitch the horses to wagons."

"What a queer looking carriage!" said Jane.

"It is queer," said grandmother.

"It has large wheels," said Jack, "and they are far apart. Now tell us all about it, grandmother."

"The steel tires were polished by the hard ground. The driver sat up high on the outside. The passengers sat inside on benches that faced each other. The backs of the cushions were on hinges that let them down and could be made into a bed.

"The mail bags were put away under the seat. The baggage was put in back under a curtain with leather sides. Sometimes there was so much mail, the passengers had to sit on it."
"The travelers got very little sleep. They got food at the stations where the horses were changed. It was a long, hard trip."

"I believe that old stage coach went bumpety, bump," said Jane.

"I wish I were up there driving," said Jack.

The Pony Express.

"Why is this man riding a pony?" asked Jack.

Grandmother replied, "The stage coach was soon too slow, so horsemen rode ponies as fast as they could to carry mail. They got four hundred horses and two hundred more station keepers. These horsemen rode the ponies as fast as they could go to the next station, a distance of ten miles. Then he changed horses and galloped on. Every thirty miles, the rider changed, too. This was called the 'Pony Express.'

"The letters were written on tissue paper. It cost five dollars to send a letter to California. They traveled night and day. It took only ten days. One time it took only seven and one-half days to make the trip. Buffalo Bill was a dashing pony express rider."
"Uncle John drew this train," said grandmother.

"The engine looks like an old engine," said Jack.

Grandmother replied, "The first engine was old and it drew only a few flat cars over the track that was first laid in Kansas. It took seven years to build a railroad across Kansas.

"The Indians did not like to have the railroad built across their hunting grounds. The workmen carried guns along. Sometimes the Indians attacked the section gangs. The men were too frightened to fight. The Indians rode along and shot them with arrows. Sometimes the soldiers guarded the men while they worked.

"One time the Indians broke off the heads of the spikes outside the rail. The engine and three cars slid off the tracks but they did not tip over. There were five passengers on the train, three men and two women.

"One man from Boston was so frightened he wrung his hands and prayed with all his might. The other passengers could not sleep. One of them called him a baby and told him to keep still, the Indians would not want to kill anyone who acted as he did."
"In the morning another train came. They got the engine on the track and repaired it. Then they finished their trip.

"This Indian story makes me think of how the buffaloes did not like the tracks either," said grandmother.

"Oh, tell us about the buffaloes, too," said Jack. "I like those big shaggy fellows." So grandmother began:

1. The Buffaloes and the Railroad.

"The buffaloes did not like this track built across their grazing lands. No one had crossed their trails before. The noisy black monster puzzled and frightened them.

"In early spring large herds of buffalo moved to the northern grazing lands. Millions and millions of them would gather on the south side of the track. It seemed they were afraid to cross the track.

"In the fall, when they moved southwest, they would be seen on the north side of the track afraid to cross. If the train passed by while they were on the north side of the track, they would stand and gaze stupidly at the locomotive as it passed within a hundred yards of them.

"If they were on the south side of the track, even
though at a distance of one or two miles, the passing of the train excited the whole herd. They were mad with fright. They would dash at full speed for the track as they tried to get away from the train.

"If the train happened to be in their path, they crossed the track and stopped and seemed satisfied, but if the train was on the way, each buffalo went at it not knowing what to do. They plunged against it or between the cars, just where they happened to be, in their blind madness. Many buffaloes were killed but many passed on and stopped and stared as soon as they were across the track.

"The trains were thrown off the track twice in one week by the buffaloes. After that the conductors slowed up or stopped the trains when they saw a herd of buffaloes on the tracks."

"That is the best story of all," said Jack.

**Buffalo Bill.**

"Here is Buffalo Bill," said grandmother, as she turned to the next page.

"What a funny name," said Jane.

"Why is he called Buffalo Bill," asked Jack.
"That is a part of my story," said grandmother.

"It took many men to build the railroad across Kansas. It took a lot of meat to feed the crew. They needed twelve buffaloes a day to feed the men. They used only the hind quarters and the humps. The Indians prowled around, too. It was dangerous work to hunt the buffaloes.

"William F. Cody was a famous old buffalo hunter, scout and Indian fighter. So the railroad company hired him to kill the buffaloes. He and one man, a butcher, with a wagon would go hunting.

"One day when they were on their way home in the wagon, loaded with hams and humps of fifteen buffaloes, they saw thirty Indians coming toward them. They quickly unloaded the hams and piled them up like a fort just as you sometimes make a snow fort. Then they hid behind the ham fort and fought off the Indians. They killed several and wounded others.

"Then Buffalo Bill and Scotty, the butcher, built a fire. The troops that guarded the men saw the smoke and came to help them.

"The meat was loaded back on the wagon. The crew of hungry men liked it, although it was scorched by the fire and had bullets and arrows stuck in it."
William Cody was a hunter for the company nearly a year and a half. During this time he killed 4,280 buffaloes. The men called him Buffalo Bill because he was such a good hunter.

"Buffalo Bill is dressed like a cowboy," said Jack.

"He was a cowboy, too," said grandmother.

"Were there cowboys in Kansas?" asked Jane.

"Yes, Jane," replied grandmother. "I will tell you about the cowboys in Kansas."

Cow Trails.

"After the Kansas Pacific Railroad was built, the cattlemen in Texas drove their cattle to Abilene, Kansas, to ship them on to the east.

"Great herds of Texas cattle were brought to Kansas and grazed on the prairies until shipping time. These cattle made broad trails worn deep in the sod. The large drove of cattle stretched out for two miles on the trail. Certain cattle took the lead and others fell in line. They marched in the same place, like soldiers.

"Some cowboys rode by the leaders. Others rode beside and behind the cattle. The cattle swam across the streams
on the trails. The leaders were not eager to get in the river if it was overflowing. The cowboys went across on their swimming ponies. Sometimes the rider lost his pony. Then he took hold of the tail of a swimming steer to get across safely.

"At night, the cowboys took turns watching the cattle. It was lovely to watch at night when the skies were clear and the stars were shining. But when a storm came up, it frightened the cattle. Sometimes they tried to run away. So the cowboy drove them in a circle. Then he rode around and around them singing a lullaby to quiet them.

"After a drive of twenty-five to one hundred days, the herd found a good herding place. They would grace there until a buyer bought them and shipped them.

"The cowboy's life was not an easy one. His food was corn, bread, bacon, coffee and sometimes fresh meat. He used his pocket knife and ate Indian style—a piece of bread in one hand and a piece of bacon in the other. He drank lots of black coffee. The fire was made in a hole in the ground.

"In the evening the boys gathered around the campfire and sang their songs. They loved the outdoor life and were free and happy.

"When the cattle were sold, the cowboys got their
pay. Then they would go to town and spend their money. They danced and had a wild time before they went back to Texas to earn more money."

"I wish I were a cowboy," said Jack.

"This is a nice book," said Jane. "Thank you, grandmother, for telling us all the 'Trail and Travel Stories.'"

"There are no more pictures, but here are some blank pages," said grandmother.

"Oh, grandmother!" said Jane, "Let us paste some more pictures of trails and travels in the book. We came here on a bus. I will get a picture of a bus and paste it here."

"I will find an airplane," said Jack, "And put it on the next page. I saw a picture of our new fast Union Pacific train in the paper. I will put that in, too."

"How splendid!" said grandmother. "That will finish my book."

So Jack and Jane ran to find magazines. What a good time they had hunting for pictures, cutting them out and pasting them in the Treasure Book.

Jane found a picture of a big Greyhound Bus. Jack found an airplane. Then they each found a picture of an automobile for themselves. Jane chose a little gray coupe: Jack chose a blue roadster.
"Now the book is finished," said Jane and they took the Treasure Book to grandmother. "I like your cars. Some time you must tell me stories about your pictures," said grandmother as she closed the book.

Wild Bill.

Bang! Bang! Bang!
Bang to the right!
Bang to the left!
Bang! Bang! Bang!
The tin cans fly!
Wild Bill is passing by!

Wild Bill is seeing how well he can hit the mark. He has set up tin cans in two rows. Then he rides between them and shoots first to the right and then to the left and hits a tin can every time!

Can you see him on his pony? He is dressed like a business man except he wears a cowboy's hat and cowboy's shoes. His long curly hair flies out beneath his broad-brimmed hat which protects his blue eyes as he looks on this side, now on that.

Wild Bill shot to kill,
His aim was true,
He was a strong man, too.
He could shoot a hole through a silver dime at fifty paces. He could drive the cork through the neck of a bottle at thirty paces.

Wild Bill was not a dangerous man. He was not a wild man. He was a gentleman with a pleasing voice and a courteous manner. He had a good education. He never used bad language.

He liked children and they liked him. He played ball with the boys. He often went fishing in Mud Creek, or he spent hours of his idle time beneath the shade of the cottonwood trees along the creek.

He was honest and never hunted trouble. He did what he thought was best to serve his country. There are several stories told of how he got the name of Wild Bill. He will tell you one of these stories.

Wild Bill Tells How He Got His Name.

I lived in a dugout at Rock Creek. I was taking care of some horses that belonged to the government. These horses were used for carrying mail.

One time some men sent me word to my dugout that they were coming to take the government's horses. I made up
my mind that I would do my best to keep them away from the horses.

Soon they were on the way to the dugout. I was ready for them. I shot the first man as he came near the dugout. I shot the second man as he came in at the door. The other men came inside. When my ammunition was gone, I used my knife and killed all but one who ran away. I followed him down the hill. I grabbed a shot gun from a government scout near by and killed the last man as he ran away.

Soon after the fight, the stage came along. One of the passengers was a doctor. He saw that I was badly hurt so he dressed my wounds.

One of the passengers asked me how I got away with that gang. I looked at the bodies lying round me and said, "I just went wild like a wounded bear slashing about with his paws."

After that, I was known by the name of Wild Bill so much that few people knew my real name, James B. Hickok.

Those were wild days, boys and girls. I did not like to mistreat anyone. I never fought or killed anyone only in doing my duty.
If you should choose a wild animal for a pet you could not make a better choice than a raccoon. A raccoon makes a gentle interesting pet. He is clever and very cunning.

A raccoon is a saucy looking little creature. His black, beady eyes are full of mischief. The patch of black fur around his eyes make him look as if he were wearing goggles. He is always poking his sharp little nose into things to find out what they are. His ears are sharp and pointed.

He has two coats of fur. His under coat is fine and short, grayish brown. This coat is covered with long, coarse, gray hair blackened at the tips. He has a handsome bushy tail with rings of gray and black. The Indians called his tail the "Devil's Paint Brush."

The raccoon likes many kinds of foods. He eats juicy corn. He sometimes breaks the corn stalks when he strips the husks from the corn. He likes chickens, young birds, fish, turtle eggs, crayfish, snakes and frogs. He also eats berries and wild grapes.

His home is a hollow tree or a cave in a ledge near a stream. He likes to live near his meals and have water near his home because he is such a clean little fellow. He washes
his meat before he eats it. He takes it down to the stream and rolls it around in the water with his paws and tears it apart with his sharp teeth. When he has finished eating he splashes his feet in the water. Because of this habit of washing his food and his feet, he has been called the "Washing Bear."

Raccoons have from three to six baby coons. If they are taken from their parents they cry like a little child. The father and mother coon make a strange whimpering sound when they cry. You might think it was a screech owl.

The raccoon sleeps in his nest all winter. In early spring he gets hungry and comes out for food. His tracks along the stream look like the tracks of a baby, or you might think they were fairy tracks. Look along the stream sometime and see if you can find some tracks like this.

Coon Hunting.

Coon hunting is a favorite sport of many boys. Sometimes they hunt them with dogs and guns. Sometimes they set traps for them.

The coons are not easily trapped. They are very eager to see everything. If a bit of bright tin is hung above the trap, the raccoon will try to find out what this thing is
and may get caught in the trap.

One moonlight night in early spring when the snow was beginning to thaw, Tom and Bill with their dogs, Rover and Tags, went to Mud Creek to hunt coons. This creek was a favorite "hang out" for coons.

The dogs were so eager to see some brave old coon out taking an evening walk that they tried to break loose from their chains and run away. So Tom yelled, "Let them go." Bill loosened the chains and away went the dogs. The boys followed as best they could, scrambling over bushes, stumbling over limbs of fallen trees, jumping and leaping on stones across the creek.

By and by Tom and Bill stopped and listened. The dogs had stopped chasing. The boys soon came upon them standing by a large hollow tree barking with all their might. Bill climbed the tree and looked down the top. The tree was not as hollow as he had thought. Two shining, bright eyes looked up at him.

The boys tried to get the coon out of his nest by hooking a piece of wire around his body. The boys worked and worked. At last they drew out a nice fat coon. The dogs barked and wagged their tails when the coon bit and scratched as the boys dropped him into the gunny sack. They were proud of their prize.
On the way home they talked of what they would do with the coon. Since he was alive and not hurt, Bill wanted to keep him for a pet. Tom wanted to kill him and sell his hide because he knew he would get at least four dollars for such a fine coon skin. But Bill had looked down into the eyes of that coon in the hollow tree and he could not think of killing him.

When they reached home, they asked their mother what to do since they could not decide. She also looked into the furry creature’s eyes and decided they could keep him for a pet. So the boys named him Cooney.

Cooney was afraid of the boys at first. He finally became so hungry that he was glad to go near the boys for food and water which they brought him. In this way he became quite tame.

At first the boys kept him chained. After a while they turned him loose for a short time each day and watched him so he would not run away. He soon learned that if he would stay at home he could do as he pleased.

One day Tom's mother had peeled the potatoes for din-
ner and left them standing on the table in a crock. When she came to put them on the stove she found Cooney sitting on the table with his front paws in the crock, washing the potatoes!

At another time Cooney got a pat of butter out of a crock and rolled it around on the table. The more he rolled it the more butter he got on his paws and face. What a sight he was to see! Mother could not refrain from laughing although she did not like to have him meddle with her food.

Cooney never wanted to leave anything undone that he thought he could do. One day he tried to jump from the fence to a tree but he did not jump far enough. Down he fell into the sandburr patch. How disgraced he felt. He slumped away with his long fur full of burrs. He was very much ashamed. The boys picked out the burrs and that helped to restore his pride.

Everyone loved Cooney. He would climb into anyone's lap and roll up in a ball and go to sleep, purring like a kitten. He was as happy in his new home that summer as he was in his home in the hollow tree during the winter. The boys knew that Cooney would want to sleep all winter. So they fed him well and when winter came they took him back to the creek. Cooney found a hole in a tree and cuddled down for a long sleep.
Kansas, Our State.

Did you ever draw in the sand with a stick? Perhaps you have drawn a ring on the ground to play marbles. Maybe you have marked out squares to play hop-scotch. It is just as easy to make the State of Kansas in the sand.

In the morning when the sun is shining, face the sun. Take a stick and draw a line about two feet long, going away from the sun. This line is going toward the west. Go south a foot, then back toward the sun, or east, two feet. Now draw up the line to the place you began. On this upper right hand corner draw a wavy line to represent a stream.

The figure you have made will look like this:

Now you see how the State of Kansas looks on any map. You have drawn around Kansas land. One foot on your map stands for two-hundred miles. So you see Kansas is four hundred miles long and two hundred miles wide. It is twice as long as it is wide.
The people of Kansas wanted to be a part of our country, the United States. There were thirty-three other states in the Union. Kansas became a part of the United States on January 29, 1861. That was her first birthday. Can you tell how old she is now?

The Indians named a river, the Kansas River. Our State has the same name. The name means South Wind People.

The outside of the scene which was a circle, were the words, "Great Seal of the State of Kansas."

Everyone liked this seal because everything in the scene told something about Kansas. You only want to have the meaning of the name of the State put upon the seal. The governor told the law makers that Kansas had to have a seal since it was a State and that they should see that a stamp was made that would stand for Kansas.

So committees were appointed to decide how it should be made and what should be on it. Some one said, "Make a circle with the picture of a home, a river, land and the words, 'We will.'" Some one else said, "Change 'We will' to 'We won't;'" they talked about it a long time before they could agree.

At last they decided, since Kansas has so many prairies, a prairie scene should be the best. The scene would have a prairie, a home, a farmer with a plow and horses, a river
with a steam boat, some covered wagons and buffaloes with Indians chasing them.

At the top of the seal were the words, "Ad astra per aspera." These words tell how the people of Kansas felt about their state and the work they did every day. These words are the motto of our state.

Around the words were thirty-four stars. Around the outside of the scene which was a circle, were the words, "Great Seal of the State of Kansas."

Everyone liked this seal because everything in the scene told something about Kansas. You will want to know the meaning of everything on the seal.

Toward the right in the seal you see the rising sun. This stands for the East. In front of the hills is a river with a steam-boat. This is to show that Kansas has things to sell and trade with other states.

The cabin and the man with the team of horses and plow shows that Kansas is a farming state. It became a farming state by hard work.

Beyond the cabin is a train of wagons drawn by oxen going West just as the early settlers came to Kansas. Far in the background is a herd of buffaloes being chased by Indians on horseback.
The farmer came in wagons drawn by oxen. He built homes and farmed the fields and drove out the buffaloes and Indians.

The words, "Ad astra per aspera," are Latin words, which mean "To the stars through difficulties." That tells us that Kansas became a state by working and overcoming difficult things.

The people did not give up when prairie fires came, when the hot sun burned the crops, when the grasshoppers ate the crops, when the Indians fought them and when the winters were cold and the summers hot.

Each one of the thirty-four stars stands for a state in the United States. Kansas is the thirty-fourth state.

Kansas becoming a state was like the dawn of a new day which the rising sun in the seal tells us.

We are proud of the Great Seal of the State of Kansas.

Our State Banner.

Every State has a banner. Have you ever seen our state banner? Our banner is blue like the blue in the flag of our country. It is longer than it is wide. It has a sunflower
This sunflower is not like the sunflower that grows by the roadside. Instead of a brown center the seal of Kansas without the lettering "The Great Seal of the State of Kansas," is used for the center of the flower.

Around this center are the sunflower petals. Above the sunflower, the word K-a-n-s-a-s is printed in large letters.

When you see the banners of the states, try to find the blue banner of Kansas.

Our State Flag.

You love the beautiful flag of our country with its colors, red, white and blue. The red means bravery, the white purity, and the blue, truth. It is no wonder it is sometimes called Old Glory. One of its stars stands for Kansas.

Kansas has a flag. It is shaped like the flag of our country. It has no stripes. It is dark blue.

In the center of the flag is the seal of Kansas. It does not have the words, "The Great Seal of the State of Kansas," around it.

At the top of the seal on a wreath is a sunflower as
picked from its stalk. It is orange and brown. Its stem rests on a bar of twisted gold and blue. The sunflower, wreath and bar are called the crest of the seal.

The seal on the flag is colored. The Kansas laws tell what colors should be used. Let us see how many colors there are. Does it have the warm colors, red, orange and yellow? Or does it have the cold colors, blue, green and purple? Perhaps it has all the rainbow colors.

The hills in the background are purple. The sun is deep yellow and the rays of the sun are light yellow. These rays are called the "glory." The lower half of the sky is yellow and orange. The upper half is blue.

The grass is green and the river is light blue. The boat is white. The house is dark brown and the ground is brown. The wagons are white. The horse near the front is white and the other one is red.

The buffaloes on the hillside are dark, almost black. The words, "Ad astra per aspera," are white on a light brown ribbon. This ribbon is called the scroll.

What a lovely picture it makes! It has both warm and cool colors. How clearly it stands out against the dark blue background of the flag!

The sunflower is used for the crest because it is our
state flower. The gold and blue bar shows that Kansas land was bought from the French people. This crest is also used on colors and flags for the soldiers.

The hills on the seal are almost like some hills near the soldier's camp at Fort Riley. The thirty-four stars stand for the states.

The steam boat on the river shows that the early people used the river for shipping. Everything on the seal is something about early life in Kansas.

You have read about the buffaloes and Indians in Kansas. You have read how the people drove oxen and came in covered wagons, and how the people built homes and plowed the fields.

The first Kansas flag floated over the soldiers' camp at Fort Riley. At this time nineteen guns were fired to welcome the governor. Our Kansas flag is truly a flag that stands for our state.

If you travel on highway U. S. 40 you will see an old stone building near the Union Pacific Railroad tracks not
far from Fort Riley. This was the first capitol building of the State of Kansas. It was here that the first governor and his men met to make the laws.

Some of the people did not like this place at Pawnee, as it was then called, so they moved the capitol to Shawnee Mission.

The old building stood almost in ruins by the railroad track for many years. The soldiers used it for a store house. Then a windstorm tore off the roof. The windows were broken out and the doors sagged on their hinges. The winter snows and summer rains swept through it. People riding by on the train wondered why the railroad had such a torn down building on its land.

By and by some Kansas people said, "Let us repair the building and make it look as it did when it was first used for a capitol." But there was no money. At last a man in Wichita wrote letters to many people. He asked each one of them to give five dollars to help in the repairs. He got nearly five hundred dollars.

With this money new stones were put in the walls where they had fallen out and around the doors and windows. The cracks were filled with cement. Iron rods were put in the walls so the building could stand storms.
One man remembered just how the building looked when the first meeting was held in it. So they tried to make it look as it had been. The lumber that was used looked like wood cut with an ax. The floors were made of rough planks. They made old-fashioned iron nails. The hinges and all the metal parts that were used were made at a forge and hammered out. Even the hanging lamps were made by hand.

There are two large rooms in the building. Both of them are furnished with old benches, chairs and desks that had been used by the pioneer government. In the room down stairs, besides the old stoves and hanging lamps, there are show cases containing old Kansas relics, such as guns, arrow heads and other weapons.

The railroad company became interested and gave money to help. The grounds about the building were cleaned. Stone walks lead up to the entrance. Benches were placed near the drinking fountains.

When everything was finished, the people held a big celebration. They came from all parts of the state. A part of the celebration was the big barbecue where animals were roasted in a trench and served to the people.

A beautiful flag, which had been raised when the World War was over, was raised on the old Capitol building and
stayed there all day. There were drills by the soldiers, and Indian dances.

Men dressed in black coats and flowered vests and high hats, like those they wore in the early days, had a meeting like the first meeting which was held in this building. Several men made speeches. Then the president of the Union Pacific Railroad Company gave the building to the state of Kansas. The governor of Kansas accepted it for the people.

Now the old capitol belongs to the men and women of Kansas. It will always be taken care of by the people who love Kansas.

When you go to visit the old capitol be sure to write your name in the book for visitors.

The New Capitol.

After Kansas became a state, the people had to choose a place for the new capitol building. They voted for several cities but Topeka got the most votes. Topeka is the capital of our state and the Capitol building is there.

It is a large, beautiful building. The north and south parts of the building are built alike. They are called
wings. The main part of the building between the wings is higher and has a large dome over it. You can see the dome for many miles.

The building has many beautiful rooms and halls. Here the men of the state make the laws.

Some day you must go to Topeka and see this lovely building for yourself. You must climb the many steps that lead to the top of the dome to see the city of Topeka and the lovely Kansas scenery.

The Meadow Lark.

"Did you see me? Did you see me?"
What is that lovely song I hear?
Like a bugle call so loud and clear.
"Did you see me? Did you see me?"
I look on bush and spreading tree,
Again I hear, "Did you see me?"
But I cannot see you there.
I cannot find you anywhere.

"Did you see me? Did you see me?"
What a clear, sweet cheery song!
I will find the singer ere so long.
"Did you see me? Did you see me?"
Oh, yes, now the bird I spy,
Across the meadow on a post near by.
Sweet bird with melodious voice
Your lovely song makes heart rejoice!
What a handsome cheery bird the meadow lark is! He looks like a well-dressed gentleman in his suit of lovely shades of brown and his yellow vest. He wears a black locket shaped like the new moon. He does not hop or run. He walks as if he were very important.

He has very good habits but is rather shy. He tries to hide rather than fly if you come upon him suddenly. You cannot get close to the fence post to see him but when he thinks he is hidden in the grass you can get quite close. He looks very much like the grass in which he is hidden. If you really want to see a meadow lark, look on the ground.

He makes his nest on the ground but he tries to keep that hidden, too. He makes it in a low place on the ground near a tuft of grass. The nest is made of coarse grass and sticks. It is lined with finer grass. He weaves the tall grass blades and makes a roof for his nest.

He does not want you to find his nest, so he makes a long hall covered with grass, leading to the nest. He will not let you find his nest by watching him go home. He does not go right to his nest but flies to the ground far away from the nest. Then he walks quietly to it. He does not want the hawks and crows to find his nest. They would eat the baby birds.

The meadow lark eats insects that destroy the grass
in the meadows. In the spring, he eats weed seeds that have been left over from last year. He likes grasshoppers. He likes cut worms, army worms and chinch bugs, too.

He is a very valuable bird. Some states have laws for punishing people who kill meadow larks. What a pity that some people in the south kill these birds and eat them! Every state should have a law to protect them.

The meadow lark is a very brave bird. He stays alone on the prairie. He hides behind a tuft of grass or thick bushes and sleeps while the cold snow flakes fall about him. He has a warm bed but it is not always a safe bed. Sometimes in the late spring blizzards that last for days and days, cause the meadow larks to starve or freeze to death.

The meadow lark has a beautiful song. If you hear it once you will know it again. It is a sweet, long drawn out whistle. One bird lover says its song is as clear as a note of a fife and as sweet as the tone of a flute. He sings a song of love and happiness.

Are you not glad that the children of our State chose this handsome, valuable bird for our state bird? It lives in every part of the state. Kansas is a prairie state and the meadow lark is a prairie bird. They belong together. The school children made a wise choice for our state bird.
The Sunflower.

The Greek story called "Clytie" tells about the first sunflower. Clytie was a little girl with golden curls and brown eyes. Every day she watched the sun-god, Apollo, drive across the sky in his golden chariot.

Apollo thought an earth-child should obey her mother and should do her work instead of watching him. But Clytie loved to look into his bright, beautiful face.

One day, Apollo stopped driving and looked down into Clytie's eyes. Her brown eyes grew larger and larger and changed into one big eye. Her golden curls became straight and stood about her head like a crown. Her green dress became stiff and her toes sank into the ground. She was changed into a sunflower. She was the first sunflower.

Sometime as you pass by the roadside, pick one of these flowers and look at it closely. You will find that it looks like one flower but it is made up of many little flowers. All these little flowers work together for the plant. They stand like soldiers holding their banners. The yellow petals, or "ray flowers," hold out their banners so that insects will come and suck out the sweet juice. The juice is called nectar. When the insects get the nectar they brush against the yellow dust on the flowers. They carry this dust to the inside flowers
and it helps to make the seeds.

Birds hunt for sunflower seeds. Some people raise sunflower seeds to use for chicken feed.

Most people believe that the sunflower turns its face toward the sun all day. Watch the sunflower at morning, noon and night and see if this is true. The sunflower gets its name because its bright petals look like the golden rays of the sun.

Henry Ward Beecher, a famous preacher, once said that flowers have faces that look like men and women. Some flowers seem to smile, some are sad and some look quiet and shy. He said, "The broad-faced sunflower is plain, honest and upright."

Kansas is called the Sunflower State. The sunflower was chosen for our state flower. There are several good reasons why this choice was made. Sunflowers grow everywhere in Kansas. The early settlers found them here. Sunflowers will stand heat and dry weather. Their yellow petals seem to say, "The days to come will be bright days."

The people who chose our state flower said, "A child can draw a sunflower, a woman can work one on silk or a man can make it of clay. The sunflower is easy to make. It can be drawn, molded and carved, so we will have the sunflower for our state flower."
A Kansas Tree.

Kansas has rolling prairies in its western part and very few trees. In the eastern part, it has many hills and many kinds of trees. When the first pioneers came to Kansas, they found one tree that grew in spite of cold winters, hot summers and storms of the seasons. This native tree was the cottonwood which the first settlers found growing along streams and in ravines. The trees grew tall and had broad, triangular leaves. The wood of the trees was white and tough. It made fine rafters and wooden frames for the doors and windows in their sod houses.

The settlers found that this tree took root easily from small branches planted in the ground and that they grew quite rapidly. One homesteader cut branches from cottonwood trees along the Republican River and carried home in his knapsack enough for himself and his neighbor. Two groves were planted from these branches. In fifty years these branches had grown to sturdy trees.

The pioneers loved these sturdy trees of the plains. They were glad to find these native trees whose broad leaves made protection for man and beast of the prairie. The children made play-houses in their shade. They made hats from the leaves and rode stick horses which the trees gladly gave them.
The cottonwood was not very valuable as wood but the trees were priceless to the pioneers of the plains.

Since Kansas has become a farming state, many trees have been cut down and destroyed in order to cultivate the land. But there is one special cottonwood tree that has stood twenty-five years and has been protected.

This large cottonwood stands on the State Capitol grounds. It is said that this tree grew from a cottonwood bough that was brought up from the river and used as a stake for the ropes which they hoisted materials while building the State Capitol.

Instead of growing up with a straight trunk as most cottonwood trees do, it branched out close to the ground into several large, spreading limbs. Now wires have been drafted into these branches to help the tree support the many leaves that appear in the spring.

This cottonwood is a large beautiful tree which everyone loves. Children have played under it. Presidents have made speeches beneath its spreading branches. It is loved for its grace and beauty. It is "Kansas' Best Loved Tree."

Whenever you visit the State Capitol look east of the south wing and see this large, beautiful tree that is our very own tree. Whenever you see the large cottonwood trees
Planting Wheat.

Some of the early settlers who came to Kansas brought some wheat seed with them. They planted it in the fall. The cold winter did not freeze it and it grew well in the summer. More wheat was planted each year. Now it is said that Kansas grows the best wheat in the world.

Most of the Kansas wheat is called hard winter wheat. In early fall or summer, large fields are plowed with tractors. Smaller fields are plowed with tractors pulling plows or horses pull the plows in plowing the fields. Sometimes the fields are disked and not plowed.

After the ground is plowed, an implement called the harrow goes over the plowed ground to break the clods or chunks of earth. The harrow looks very much like a garden rake, only it is much larger and has rows and rows of sharp pointed teeth to break the earth.
In early autumn the farmer pours wheat seeds on the long seed box on the drill. The wheat seeds drop through little pipes in the bottom of the box as the drill travels over the fields. The drill leaves behind it nice little even rows of wheat seeds which have fallen down through the little pipes and have been covered up with the warm earth thrown on them by the little shovels behind each pipe.

The farmers did not always plant the seeds in even rows. Before they had drills or seeders, the farmers put the wheat to be planted in bags and carried them over their shoulders. They planted their fields of wheat by scattering handfuls of wheat over the ground until the wheat was planted.

The wheat soon comes up if there are fall rains. Sometimes it grows long enough to be used for pasture for horses and cattle in the winter. The snows of the winter keep the wheat warm and it does not freeze. After the cold winter is over the wheat begins to grow again.

In a short time it grows tall and the seeds begin to form on the slender stalks. The farmers say the wheat is heading. As the Kansas breeze blows over the wheat fields, the stalks bend and wave to and fro. The wheat fields look like a big green sea.

When the warm summer days come, the grain begins to
ripen. It turns to a golden yellow. Then the fields are lovelier than before, as they wave to and fro.

Harvesting Wheat.

The wheat must not get too ripe or it will fall on the ground before it is cut. The farmers must have nice sunny days to harvest the wheat. They work long hours to gather in the golden grain. Harvesting time is their busy season.

In the early days the farmers cut the wheat with scythes or a cradle. A cradle is a scythe that has a frame to gather the grain as it is cut. Now the farmers use horses and tractors and have several ways to harvest their wheat.

The farmer takes his horses or tractor hitched to the binder, and starts around the field. The binder cuts a wide path and the grain is bound into bundles as the binder cuts the grain. The bundles fall on a large fork or carrier at the side of the binder. Then they are dumped in rows over the fields.

The men or boys pick them up and set them with heads up in small stacks or shocks in rows over the fields. Sometimes an extra bundle called the "cap sheaf" is placed on
the top. The shocks stand through rain or shine until threshing time. Sometimes the bundles are loaded on racks and placed in large stacks until threshing time.

**Threshing Wheat.**

What a busy time threshing is for the farmers and their wives. The men and women get up early. The neighbors help each other with the work. The men work hard and must have good meals. The farmers' wives bake and cook enough for a feast. The men want plenty of good food and strong coffee and ice tea to drink.

The threshing outfit pulls into the field. The engine is set. The separator stands some distance from the engine. A long leather belt is placed on a wheel of the separator and to another on the engine. The engineer "fires up" the engine. The wheels of the machine turn round and round. The belt begins turning.

The men gather shocks from the field in hayracks and bring them to the separator. They throw the bundles on the machine, the strings are cut, the wheat goes through the machine and the seeds are separated from the straw. The grain falls in-
to a wagon and the straw goes out the blower and soon makes a large pile. The grain is hauled to the granary or to market. Another wagon takes its place. The men come with more wagons of bandles. The straw pile grows into a big straw stack.

The men work hard and fast. At last the noon hour comes and everyone stops work. The men go to the well where they find buckets of water for washing off the dirty dust from the straw. Soap and basins, combs and mirrors are all outdoors. Towels are hung on the trees or on the clothes line.

After everyone has washed and cooled a bit, the men go into the house to eat. The long table is full of food. The men laugh and joke as they eat. The children wait until the men have eaten and hope that some of the good food will be left for them.

After dinner the men rest awhile and then the work begins again. Day after day the men work at threshing. The farmers help each other and before the summer is ended the grain is all threshed.

In some large wheat fields in Kansas, a combine is used to harvest the wheat. This is a machine that cuts the wheat, threshes it and puts it in wagons as the machine travels slowly over the fields. It cuts a wide strip and does not take so many days to harvest the wheat. The straw is scattered over
the fields as the combine moves along. Then there is not such a busy time for the farmers and their wives. Fewer men can run the combine. There is no large threshing crew of men.

After the wheat is harvested, it is stored in bins, in elevators or taken to market. Kansas has many mills to grind the wheat into flour. Kansas mills grind the most wheat into flour. Kansas makes the best flour of its wheat.

**Harvest Time**

Across the golden fields
Which shall return great yields
The gentle breezes blow
Bending wheat to and fro.

Now we see a line of green
Next a space of golden sheen
Here the heads nod in a row
There they stand up straight—just so.

Soon the farmer strong will come
To bear the hallow harvest home
Cut the stalk and thresh the grain
To feed the hungry world again.

Encie Picking.
Research reveals that there is unity of agreement as to what constitutes reading material for primary children. This was likewise reflected in children's viewpoints. Research in the content of children's readers shows agreement in the kinds of stories that interest children.

New methods in teaching reading have increased reading ability as well as quality and quantity of materials read. Repetition and easy reading material have increased the child's vocabulary.

Ample material exists in Kansas to be used in compiling material for supplementary reading at the primary level. This material is found in animal life, nature study and the historical background of the state.

Much of the subject matter of this thesis is informational in nature but the writer has made use of conversation, surprise and wonder in order to appeal to the child's interest. The informational material may be used as supplemen-
tary reading for unit studies or for correlated work in nature study, geography and history.

Knowledge of the historical and natural facts of the state should serve to deepen the children's appreciation and enjoyment of his environment so that he will "Seek not far for beauty."

PART V.

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(Supplementary Educational Monograph. No. 28. June 1925.)

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An account of early days centered about Abilene, Kansas.


A primary book with facts told in an interesting manner for the lower grades.
Johnson, Eleanor M.; Storm, Grace E.; French, W. C.; and Freeman, Frank, N.; Child-Story Readers. Chicago, Lyons and Carnahan Publishers, 1927. (A series of elementary readers.)

Stories children like.


Volume 2, Embracing Recollections of Early Days in Kansas.

Interesting material.


Information on varieties of trees in Kansas.


(A series of elementary readers.)

Children's experiences told in an interesting manner.
Moore, Annie E., Betzner, Jean and Lewis, Mary. Primary Language and Literature for Primary Children. Chicago, Edited by Milo Hillegas, Thomas H. Briggs and Sixty other distinguished educators. [1927]. 566 p. (Class Room Teacher, vol. 3.)

Very good authority on literature for primary children.

Section A - List of books for Grades 1-3.

A specific list.


Chapter VI--Selection of literary materials.

Human interest included.

Home life told in a fascinating manner.

Pennell, Mary E.; and Cusack, Alice M. The Children's Own Readers. Chicago, etc. Ginn and Company, 1929.

(A series of elementary readers.)

Stories selected by children.

Real Life Readers. A series of elementary school readers by Marin, Cora M. Edited by Smith, Patty Hill. New York, [etc] Scribner's Sons, 1930. (Readers for elementary grades.)

Stories and pictures from real life.

Roys, Margaret; and Siegel, Therese. Masters Essays [New York], Published for the University by the Columbia Press, 1932. 70 p.

A list of titles of essays submitted by candidates for the degrees of Master of Arts and Master of Science in Columbia University, 1932.


Interesting nature study for children.


Selection of books for character building.


A graded list of books based on experimental studies of children's reading with special reference to individual differences caused by age, sex, I. Q. and special interest.


Word lists.


Lists of subjects of Doctors of Philosophy Theses.


Lists of reading material suitable for various grades.

White, Margaret L.; and Hawthorne, Alice. Do and Learn Readers. Chicago, [etc.] American Book Company, 1930. (A series of elementary school readers.)

Rich in children's experiences.


(U. S. Bureau of Education Bulletin No. 22, 1920.)

Lists of titles of theses.

Lists of theses subjects.


Lists of theses subjects.


Lists of theses subjects.


Lists of theses subjects.
Letters.

Hershey Tim  Own Story

Quinn, Melvina Moon  Story of

Starbaugh, Mrs. N. S.  Story of