

CLUBS.

ANNIE L. MILLER, EDITOR.

Officers of the State Federation of Woman's Clubs.

President, Mrs. B. M. Stoutenborough, Plattsmouth.
 Vice president, Mrs. E. M. Cobb, York.
 Secretary, Mrs. Henrietta Smith, Omaha.
 Treasurer, Mrs. M. V. Nichols, Beatrice.
 Auditor, Mrs. Ella S. Lush, Nebraska City.
 Librarian, Mrs. G. M. Lambertson, Lincoln.

CLUB WOMEN AND CLUB WORK.

L'ENVOI.

I sing of the women of Denver!
 That clan of remarkable sisters,
 Who live on a plain of the Rockies,
 In a city of beauty and splendor,
 In a land of perennial sunshine.

Their hearts are as big as their landscape;
 They go out to the visiting stranger
 With a warmth that is tender and gracious,
 Their homes and themselves are the welcome
 They offer the guest who is with them.

And high in a nest in the mountains,
 Up a canyon of fame and of grandeur,
 Dwell the wives of these generous women,
 The loyal club sisters of Clear Creek
 Most hospitable and eager.

I sing of the women of Denver!
 Of Idaho Springs and of Denver!
 They are rare like the air they are reared in,
 And sweet as the moonlight which shines
 there.

Oh, we came: and we saw and they conquered—

These wonderful women of Denver!
 These women of canyon and plateau!

An address by Mrs. A. C. Ricketts of Lincoln delivered to the woman of the Denver Biennial:

It hardly seems necessary at first thought to insist upon the importance of the study of history to an audience of club women. But when the majority of club women were in school, history was so indifferently taught if taught at all, that it was not a medium of the highest culture. Twenty-five years ago the merest outline in history was all that was taught or necessary to an academic degree in our best institutions. It was only between 1870 and 1885 that courses of history study were established at Harvard, Yale, Columbia, Cornell and at the state universities of Wisconsin, Michigan and Pennsylvania. Even then the subject was not considered of sufficient importance to require the attention of a special professor. The lectures were usually given by the professors of some other department. The university of Pennsylvania led off and elected the historian, John Bach McMaster, professor of history. Other institutions soon followed this example, and I am happy to say that there has been a great change in recent years. Instead of the classics claiming a monopoly of all knowledge and all mental discipline they have been relegated to their proper place in the college curriculum.

History as taught when I was in school was a memorizing of Anderson's general history. A mere compend of events and dates, which we completed in one term. No discussion among the students; no explanations from the instructor; simply stand up and repeat what you had memorized. I have great sympathy with the boy who was being examined in history in those days. He had no hesitancy

in putting down dates. He had been drilled on those; he could put down the exact date of the execution of Mary Queen of Scots, tell to a day when Nero committed suicide, and without the shadow of a doubt he could put the date 1520 opposite the question, "When was the pope's Bull issued against the Thesis of Luther?" Then his mind wandering on, he wondered if Luther really did participate in a bull fight and if the bull was killed. Then he remembered the book said the "people burned something." Why, yes, to be sure, they must have had a barbecue after Luther killed the bull. How stupid of him not to have thought of that before. Then he remembered the book said Luther was banished, and he thought the bull must have been a very fine one to have made the Pope so angry at Luther that he was banished; but perhaps Luther did not care so very much for his own country any way, for he had been ordered to a diet of worms.

Can you wonder that the method of teaching history which developed such a vague idea of such an important event was calculated to destroy all interest in the study and leave the impression that history only dealt with names, dates and facts intended to torture the child with a poor memory, or worse still, the child who had a mind instead of a memory.

Is it any wonder that the club women of today, who were the children of that day, say: "Oh, don't let us take history next year, I am not interested in history." Just a few weeks ago I heard an enthusiastic club woman say when history was mentioned as a study for next year: "Don't let us go back to that dry, humdrum study of school days; nothing but wars and rumors of wars, lists of names and tables of dates."

In that remark lies very largely the secret of the avoidance of the study of history by club women. But ladies, there is a better way to study history, a way that awakens interest, a method which places intellectual strength above the mere acquisition of facts. And as it is one of the missions of women's clubs to supply the omissions of schools of twenty-five years ago, they ought to take up these new methods and through them show that the proper study of history tends to the development of mind; to induce calm and conservative judgment, unselfishness, charity, sympathy, and a whole list of other things that go to help make up a cultured life.

All social, political and economical problems are being studied today from the historical standpoint. Every investigator of these subjects is equally interested with the historian, for he must use the material the historian has gathered as the basis of his work, and the interest in these questions increases with the ever widening acceptance of the law of evolution as

the law of human affairs. It grows with the recognition that we must know the past in order to understand the present.

Philosophical historians claim that we are at a turning point in our career as a nation. That from this time on a highly educated people, politically, socially and industriously, has become a necessity if we are to prosper as a democracy, and then they tell us this broad comprehensive knowledge can only be obtained from historical studies.

We have already mentioned that the relative importance of history is only beginning to be recognized. But the change going on in educational centers is very marked and rapid. Whether this change is due to the recognition of the importance of historical study alone, or whether other causes are at work as well we cannot here discuss. It is sufficient for our purpose to know that its importance is recognized, and that there is a demand for better methods of studying it.

It is not unusual to hear some one say, "Why, history is very good for those who have a taste for it, or for those who expect to pursue some special line of work, but I don't think it necessary in a general, or a scientific education." Others say, "History is very interesting reading, when one has a leisure hour, but I don't think much of it as a study." So far from these objections having any weight educators say that whether one should study history or not does not depend upon what is called a "taste" for it, but upon the fact that everyone who is to be educated, who is to be truly cultured, must study it. And that it is as much an integral part of a general or scientific education as any other study. And that the idea that the study of history consists in the reading of history books when, how, and in what order one pleases, is about as far from the correct views as similar notions of the study of mathematics, thus. Should the student to mathematics first study arithmetic, then mathematical astronomy, then geometry, then trigonometry, then algebra, he would certainly be somewhat confused and sure to conclude that he had no taste for mathematics; he will arrive at the same conclusion from a similar course in history. Now if history is to be one of the strongest educational agencies, one of the mediums of highest culture, it must be properly studied. Studied in a manner to develop the powers of research, of analysis, comparison, and inference, which are very different results from those coming from a mere memorizing of facts. And I believe it is possible for club women to take up the study of history so as to reach these best results. I am not here to condemn the methods of studying history pursued by women's clubs in the past. We walked by the best light we had, but now that there is a something better offered on a broader, higher plane, we will not turn away from it. It may not be possible to attain all at once to the fullness of the new methods laid down by our best institutions, but we can make a beginning, and we shall never reach higher than we aim.

The club that wishes to take up the new method, or source method, or laboratory method, as it is variously called, must first obtain a good directive plan. By this I mean a carefully prepared, detailed outline of the subject to be studied. This could be in the form of the usual year book or calendar, with the bibliography and tables of chronology and genealogy, when possible.

The next step is a careful consideration of the sources. What are the

sources? They are the material with which the historian works, from which he constructs his history, and may be classified as:

HISTORICAL REMAINS.

Remains of men.
 Languages.

Social conditions: Manners, customs, festivals, forms of worship, institutions, laws and constitutions.

Products of human skill: Utensils, arms, buildings and coins.

Records: Courts, assemblies, speeches, newspapers, letters, tax rolls, etc.

Monuments and inscriptions.

TRADITIONS.

Pictorial: Statuary and pictures.

Oral: Stories, anecdotes and songs.

Written: Annals, chronicles and biographies.

These sources, the remains of the event itself, are to the historian what the plant is to the botanist. The difference between the sources and narrative texts must be carefully distinguished by the student from the beginning, viz: Grote's History of Greece is not a source, but the result of Grote's study of the sources and his attempt to reconstruct the past from them. The value of this work is determined by comparing it with the sources.

Where shall we find the sources? Largely in bibliographies devoted to particular peoples. In some of the older bibliographies no distinction is made between sources and modern writers. But in the latest works the two classes are kept separate. Take a volume of Gibson or Macaulay and at the bottom of each page will be found a list of the sources they used. From these foot notes we can obtain a complete list of the sources from which they were constructed. Now, if we have our sources gathered, the next step is to criticize them one by one. Submit them to the following questions to determine their value:

"Who was the writer?"

When did he live?

Where did he live?

Was he an eye and ear witness?

Was he able to tell the truth?

Was he willing to tell the truth?

When did he make the record?"

This work of criticism ended, the work of construction begins. The facts must be established and classified. Interpretation and combination follow. Then we must consider the psychical, physical and social condition of the subject under study. Now you are ready to give your own verdict on the event—in other words, to write history. Geography and psychology and sociology became to the students of history auxiliary sciences. Last of all, studying an historical subject in its broadest and deepest meaning the student rises into the realm of the philosophy of history. You can read history, but don't imagine you are studying it unless you are dealing directly with the sources and from them forming your own judgment.

There seems a prevailing opinion that the source books or leaflets cannot be used without a library. This is not correct. Dr. Fling, head of the Department of European History in the University of Nebraska, says: "They can be used without a library, because they have been used without a library, and with excellent results."

In arranging for a course of study and a bibliography the assistance of an experienced educator is invaluable, but not a necessity, as there are several of our universities that have prepared a series of documents and studies suggested by the requirements of their own students which can be utilized for club work. These can be obtained for a mere nominal sum.

I know that a uniformity of histor-