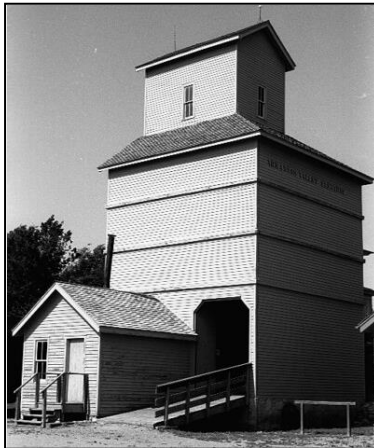


# ALL AROUND THE TOWN

(GRADES 5 - 8)



Education / Interpretation Department  
1865 West Museum Blvd  
Wichita, KS 67203  
316-350-3322  
Registration: 316-350-3317  
[www.oldcowtown.org](http://www.oldcowtown.org)



CITY OF  
WICHITA  
[www.wichita.gov](http://www.wichita.gov)

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Welcome to Old Cowtown Museum. We are glad you are coming and look forward to working with you to meet your educational goals. If you have any ideas, requests, or comments don't hesitate to call 316-350-3322.

## BEFORE YOUR FIELD TRIP

**REVIEW THE PURPOSE FOR YOUR TRIP**—Old Cowtown Museum sets out goals and themes for its tours and programs; help your students gain the most from their experience by sharing with them the goals **you** have for this field trip.

**CHAPERONES**—Chaperones can enrich the educational value of the trip and help to keep your students safe and focused on the educational activities. Please bring **at least one chaperone for every 10 students**. A handout for chaperones has been included with this packet; distribute it to all chaperones prior to your arrival at Cowtown.

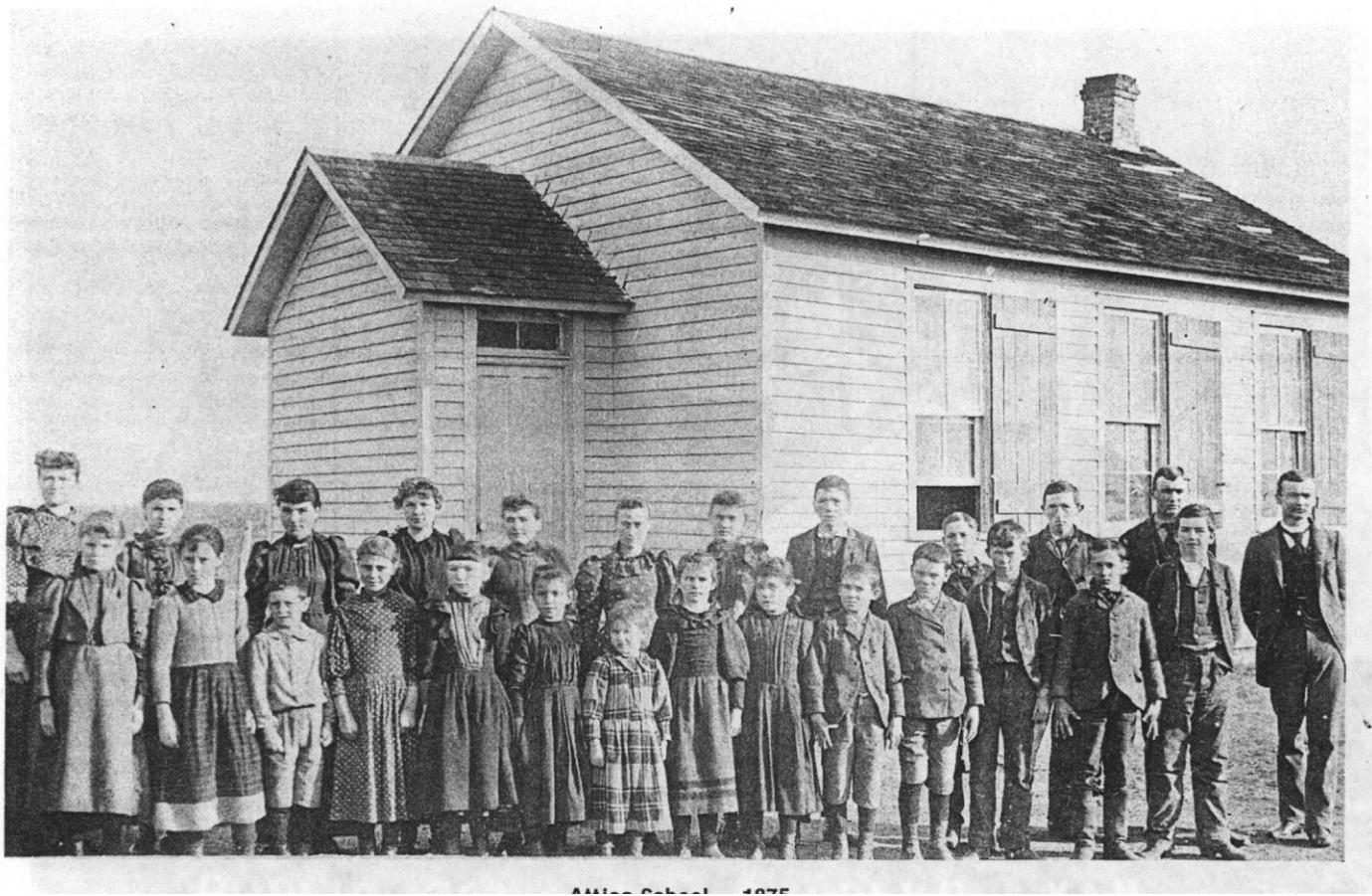
**LUNCH PLANS**—Old Cowtown Museum provides picnic tables for those who wish to bring their lunches. Tables are available on a “first-come, first-served basis. Remind your student **not** to take snacks from the picnic area into the rest of the Museum.

**NAME TAGS**—We require name tags that list the name of the school and first name of each child and chaperone in your tour group (as well as last name if possible). This helps our interpreters address student questions and is helpful when dealing with unforeseen injury or security issues.

**SPENDING MONEY**—The Old Cowtown Museum gift shop, S. G. Bastian and Sons Mercantile, will be open during your visit. The shop offers products that are educational, fun, and sentimental in a wide range of prices (from approximately \$1.00 to \$15).

(Please note that S. G. Bastian and Sons sells toy “weapons” to the general public; however, we respect the zero tolerance weapons policy enforced at school. To assist your students in complying with that policy, Old Cowtown Museum will not intentionally sell any toy “weapons” to school children on school-approved field trips.)

Some teachers do not allow students to bring money because they are afraid that students will lose it, have it stolen, or that some will bring more than others. Other teachers encourage students to purchase mementos of their field trip. Whether you permit or discourage your students to bring money, we encourage you to **state and enforce your preference *before*** the trip to eliminate confusion and conflict.



**CLOTHING**—To enhance the sense of going back in time, we encourage students to dress as they did in the 1870s.

For girls, calico and cotton dresses were usually full, with long sleeves, and frequently aprons were worn over their dresses. Their hair was often worn in long braids, sometimes with ribbons. Bonnets or straw hats were worn in summer and stocking caps in the winter.

For boys knickers (short trousers that fit tightly just above or just below the knee) were favored; however, sometimes long trousers were worn. Suspenders were worn to keep their pants up. Boys' shirts had long full sleeves and often round collars. Boys wore hats or caps of straw or felt in the summer and, just like girls, stocking caps in winter.

## PRE-VISIT CHECKLIST

- \_\_\_ Schedule your tour as far in advance as possible.
- \_\_\_ Share with the students your tour objectives and expectations.
- \_\_\_ Select at least one pre-visit activity that is suited to your students.
- \_\_\_ Brainstorm with your students questions they wish to have answered on the tour.
- \_\_\_ Determine (tentatively) at least one post-visit activity.
- \_\_\_ Confirm your transportation arrangements.
- \_\_\_ Make lunch arrangements if necessary.  
Do you need boxes or coolers to transport lunches to the Museum?
- \_\_\_ Collect fees and have a single check prepared payable to **Old Cowtown Museum**.
- \_\_\_ Review behavior expectations with students.
- \_\_\_ Encourage students to wear 1870s clothing.
- \_\_\_ Create and distribute name tags.
- \_\_\_ Collect signed permission slips if necessary.
- \_\_\_ Download, prepare and gather together **Tour Booklets and pencils** to bring with you on the day of your visit.
- \_\_\_ Chaperones
  - \_\_\_ Be sure you have a *minimum* of **1 chaperone for every 10 students**.
  - \_\_\_ Inform chaperones about the tour and their expected participation.
  - \_\_\_ Provide a map and educational background material.
  - \_\_\_ Provide with strategies for dealing with unacceptable behavior.
  - \_\_\_ Provide a copy of “Your Role as a Chaperone” and “We Need Your Help.”
  - \_\_\_ Inform chaperones of time schedule (departure and arrival back at school)

## **FOR THE CHAPERONE**

We at Old Cowtown Museum are grateful that you will be coming to the Museum with your child/group. This is a wonderful opportunity for children to see and experience many things they do not normally encounter.

Your participation is very important; you have an opportunity to assist in the education of the children you are with by helping them focus on the educational activities. You can also enrich their visit by sharing your knowledge and by the quality of your interactions with them. Stay with the children at all times and help to direct their attention as you walk through the Museum.

### **General Guidelines**

- 1) Be familiar with what the teacher expects to be accomplished during the tour.**
- 2) Stay with your students at all times.**
- 3) You are entrusted with the safety and care of the children you are with; watch and make sure they are acting in a safe manner at all times.**
- 4) Remind students to ask before touching; some items are artifacts and should not be touched.**
- 5) When encountering animals, please do not allow children to chase or pick them up.**
- 6) Model the behaviors you expect the students to follow.**

We want your visit to Old Cowtown Museum to be a safe and enjoyable experience for all our visitors. For the benefit of all our guests please encourage your students to follow all our guidelines.

**Thank you again  
for accompanying this group to  
Old Cowtown Museum!**

**ATTENTION TOUR LEADER:**

*Please read the following information to your students **prior to arriving** at the Museum even if they have participated in programs at the Museum before. **Thank you!***

**We are glad you will be coming to visit the Old Cowtown Museum!**

**STUDENTS WE NEED YOUR HELP**

In order that your visit will be a safe one and to make sure that Old Cowtown will last a long time for others to see and enjoy, please follow these rules.

- 1) There may be many other classes here at the same time you are here. Please **stay with your teacher/chaperone at all times and wear your nametag.**
- 2) The boardwalks are uneven, rough, and may be slick especially when it is raining or snowing. **Please walk carefully on the boardwalks so you do not slip or trip and fall.**
- 3) Please drink water **only** at the water fountains by the restrooms. **The water you pump from the hand pumps is not clean enough to drink!**
- 4) Remember to **ask before touching**; some items are artifacts and should not be touched.
- 5) **When encountering animals, please do not pick them up or chase them.** Pet the cats and watch the chickens (they have claws and sharp beaks).

**Thank you for helping to make your visit a safe one!**

## DAY OF THE FIELD TRIP

**CHECK IN**—Please arrive at the new Visitors Center, 1865 West Museum Blvd. (Sim Park Drive) on the east side of the Museum grounds. Please bring **one check** payable to **Old Cowtown Museum**. (Those with memberships will need to present their membership card before entering.) After rejoining your group, our staff will permit you onto the grounds.

If your transportation was via bus, we ask that the bus be moved from the Visitors Center to the former entrance at 1871 Sim Park Drive. The bus driver may then enter the grounds from that location.

**DEPARTURE**—The museum is a closed loop so you will depart the same direction way you entered. **We strongly encourage you to leave your tour evaluations at the entrance complex** when you are leaving. Should you choose to submit it by mail, send it to Old Cowtown Museum, Education Department, 1865 W. Museum Blvd., Wichita, KS 67203.

**MAP**—A map is provided on the back of this guide. When you arrive you and your chaperones will be provided with complete maps of Old Cowtown Museum.

**RESTROOMS**—There are three restrooms available to the groups—one in the Visitors Center; two on the Museum grounds on the east in a red building near the School House

and on the west behind the Meat Market. Drinking fountains are also available at these locations.

**EMERGENCIES**—In case of emergency a telephone is available in the Visitors Center. Should anyone need to contact you or your group, they may call the Visitors Center (**350-3323**) and a staff member will locate you. Identification is easiest if your students are wearing name tags.

**FIRST AID**—For minor injuries we have a first aid kit in the Visitors Center and Saloon. Your tour guide will have access to a first aid kit at all times. For more serious incidents we will call 911.

**SECURITY**—Should an emergency occur that would require Security assistance, such as a lost child, contact any employee on the grounds who will place you in contact with Old Cowtown Museum Security personnel.

**SEVERE WEATHER**—The personnel in the Visitors Center monitor weather conditions. In case of severe weather, our interpretive staff will alert you and guide you to shelter.

**LOST AND FOUND**—Items found at the Museum can be turned in at the Visitors Center. Check for lost items at the same location.



## MUSEUM MISSION AND PURPOSE

Old Cowtown is an open-air, living history museum that interprets the history of Wichita, Sedgwick Country, and life on the southern plains, circa 1865-1880. The Museum accomplishes this through the preservation of artifacts, by exposure to interactive historic experiences, and other activities for the education and entertainment of our visitors.

## TOUR OVERVIEW

All Around the Town is a self-guided tour in which students assume the role of a person new to Wichita looking to find the goods and services the town offers. Students will learn how new residents got to know the town, its culture, and established their place in it. A booklet will lead them through the exhibits and pose questions aimed at the complexities behind the surface information they glean by just looking at the exhibit.

It is advisable to divide the class into several groups with each beginning at a different location. (Since the tour is not sequential, your experience will not be marred by starting in different places.) All the exhibits are not included in the booklet; however, we encourage your class to explore all of them as they travel around the Museum.

## TOUR OBJECTIVES

This program, including the pre- and post-visit activities, should help your students meet the following Social Studies curriculum standards set forth by the Kansas State Board of Education.

**Geography Standard:** The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between people and places and physical and human environments in order to explain the interacts that occur in Kansas, the United State, and in our world.

**Benchmark 2: Places and Regions:** The student analyzes the human and physical features that give places and regions their distinctive character.

### Indicators:

- 7<sup>th</sup> (3)(K) The Student identifies and explains how Kansas, United States, and world regions are interdependent (e.g., through *trade*, *diffusion* of ideas, human *migration*, international conflicts and cooperation).
- (4)▲(K) The Student identifies the various physical and human criteria that can be used to define a region (e.g., physical: mountain, coastal, climate; human: religion, ethnicity, language, economic, government).
- (5)(K) The Student identifies ways *technology* or *culture* has influenced regions (e.g., perceptions of resource availability, dominance of specific regions, economic development).
- (6)(A) The Student explains the effects of a label on the image of a region (e.g., Tornado Alley, Sun Belt, The Great "American" Desert).

**Benchmark 4: Human Systems:** The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

**Indicators:**

**7<sup>th</sup> (2)(K)** The Student explains how the spread of cultural elements results in distinctive *cultural landscapes* (e.g., *religion*, language, customs, ethnic neighborhoods, foods).

**(3)▲(K)** The Student identifies the geographic factors that influence world *trade* and *interdependence* (e.g., *location* advantage, *resource distribution*, labor cost, *technology*, trade networks and organizations).

**Benchmark 5: Human-Environment Interactions:** The student understands the effects of interactions between human and physical systems.

**Indicators:**

**7<sup>th</sup> (1)▲(K)** The Student identifies ways in which technologies have modified the physical environment of various world *cultures* (e.g., dams, levees, aqueducts, irrigation, roads, bridges, plow).

**(2)(K)** The Student describes the consequences of having or not having particular *resources* (e.g., resource movement and *consumption*, relationship between access to resources and living standards, relationship between competition for resources and world conflicts).

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United State, and the world, utilizing essential analytical and research skills.

**Benchmark 3:** The student understands individuals, groups, ideas, events, and developments during the period of expansion, and development in Kansas (1860s – 1870s).

**Indicators:**

**7<sup>th</sup> (3)(A)** The student determines the significance of the cattle drives in post-Civil War Kansas and their impact on the American identity (e.g., Chisholm Trail, cowboys, cattle towns).

**(4)(A)** The student traces the *migration* patterns of at least one European *ethnic group* to Kansas (e.g., English, French, Germans, German-Russians, Swedes).

**(6)(K)** The student explains the impact of government policies and the expansion of the railroad on settlement and town development (e.g., preemption, Homestead Act, Timber Claim Act, railroad lands).

**Benchmark 7:** The student engages in historical thinking skills.

**7<sup>th</sup> (1)(A)** The student analyzes changes over time to make logical inferences concerning cause and effect by examining a topic in Kansas history.

**(4)(A)** The student compares contrasting descriptions of the same event in Kansas history to understand how people differ in their interpretations of historical events.

## WICHITA AND SEDGWICK COUNTY HISTORICAL OVERVIEW

The area around the confluences of the Arkansas Rivers was owned by the Osage Tribe who received official title to the land in 1825, but controlled the area long before. With its buffalo, elk, antelope, wolves, bear, and other wildlife, it was a favorite camping and hunting area of the Indians. Treaties in 1865 and 1868 led professional game hunters, trappers, and traders (who built several log, sod, and dug-out structures) to the area. They hunted and traded with or hauled government goods to the Native Americans and brought supplies to the Wichita Indians, the town's namesake, who came to the region during the Civil War to escape harassment by Oklahoma Natives who favored the Confederacy.

Following the hunters and traders were many settlers who wished to profit in the lucrative area. They *squatted* illegally on the Osage Trust lands and provided the pressure that led to the sale of the area to the U. S. Government and the town's official formation. Among them was D. S. Munger of the Wichita Town and Land Company and "Dutch Bill" Greiffenstein, known as the father of Wichita, who set up a rival town site a short distance away. Their competition for business, local government, and *main-street* prominence led to Greiffenstein's recruitment of newspaperman and town booster Marshall M. Murdock. His newspaper, *The Wichita City Eagle*, enticed immigrants and helped start a land boom that lasted into the 1880s.

With the start of the cattle drives on the Chisholm Trail, Wichita's founders sought a railroad to ship cattle to the East. Aggressive promotion by the city and the passage of a \$200,000 bond by Sedgwick County residents led to the organization of the Wichita and Southwestern Railroad. Its link with the Atchison, Topeka, and Santa Fe Railroad made Wichita a railhead the county seat with unrivaled economic power.

The railroad shipped Texas longhorns as well as buffalo hides, bones, horns, and meat from the active hunting and trading industry to the East as well as increased the flow of goods, people, and cultural influences from East Coast society. Wichita merchants could order any product available to people in the East. Wichitans adopted the latest styles in clothing, furniture, and house wares and established churches, schools, and social organizations that reflected Eastern culture. Society was also patterned after the eastern Victorian lifestyle ideals.

Unfortunately, Eastern ways clashed with Western ways. Along with the railroad and cowboys came saloons, dance halls, and gambling dens that were appropriately staffed to separate drovers from their trail-end pay. The fines from prostitution, along with license fees from "dram shops" (saloons) and gambling tables, contributed about \$3,000 a month to the revenues of a town of 3,000 people with dirt streets, no sewer system, and no education system. A single Wichita grocery store sold \$100,000 in merchandise to cowboys in 1872 alone. Such prosperity and elimination of any city tax was incentive for most to endure the rowdiness, but not all. The city government tried to regulate the vice since it was not in the town's economic interest to eliminate it. They isolated the worst places in areas outside the city limits on the west side of the river, prosecuted those who flaunted their seamy occupations before sensitive citizens, and enforced a strict gun control law within the city.

Not everyone supported these compromises. Sedgwick County farmers believed they received few benefits and were forced to pay high prices brought on by the town's pursuit of the cowboys' money. The women of Wichita thought their husbands' increase income was inadequate compensation for the sordid atmosphere of a town where children went to school by day in building that were used as brothels at night. These voices of reform led to church rallies against vice. Both groups lobbied the government and by 1876 the quarantine line for Texas cattle was moved west of Wichita, sending most of the cattle drives toward Dodge City.

Wichita now became the supply center for the growing immigrant and farming community. The farming community moved from subsistence corn production to cash crop wheat farming with income that surpassed the profits from the cattle trade. As 1880 approached the frame false-fronted buildings were being replaced by tall brick structures, and Wichita was well on its way to becoming the state's largest city.

## **PRE-/POST-VISIT ACTIVITIES**

### **THEY DRESS FUNNY, DON'T THEY?**

Show your students the photograph of the children in front of the school (page 4 of this packet). Explore the following.

Can your students think of situations today when they might be dressed in a similar manner?

Explain that this was daily dress of the 1870s; compile a list of the ways that the 1870s children's clothing differs from what children wear today.

Can the students tell what time of year the picture was taken? What clues did they use on which to base their answer? Does the fact that they are wearing long sleeved clothing mean particularly that it was fall or early spring? (*Most schools were held in the late fall, after harvest, and early spring before planting. Children, as a matter of fashion and morals, wore long sleeved garments all year round.*)

Clothing in the 1870s was made of natural fabrics such as wool and cotton. What would be some of the problems in wearing this type of clothing all the time? Remind them that much of today's clothing is made for "comfort." Ask them if it would be possible to be comfortable all year round in the clothing in the photograph. (*Cotton has the ability to "wick" perspiration from the skin to be evaporated. Wool has the reputation of keeping one cool in the summer, and warm in the winter. Because of its weave, moisture [perspiration or rain/snow] passes through it, and as it is woven, the air spaces provide insulation in the winter.*)

Bring in samples of wool and cotton and ask the students how they feel on their skin. Have the students examine two manmade and two natural fibers, focusing on the skin feel, the comfort level and durability of each. (*Polyesters and nylon do not "breathe," and often feel rough on the skin.*) After this examination, have the students make charts that list the merits and flaws of each, and how they would best be used. (*Nylon is used for tents, cotton for close-to-skin garments, etc.*) Direct the students to then list what qualities they believe the ideal fabric should have.

Have students examine the labels of clothing for material content and speculate why so much of our clothing today is a mixture of fabrics. (*Natural fibers tend to wear quicker, so man made fibers are added for their relative strength.*)

Look at pictures of people from other cultures (India, Middle East, Inuit, Far East, etc.) who wear clothing that fits their culture as well as climate. Have the students write about one piece of clothing that they would add to their outfit, and one that they would delete, that would help them better cope with their environment.

### **CAN YOU IMAGINE?**

After students have examined the photograph of the school children and read selections from the *Little House* books or others from the reading list that describe life in the 1870s, have each of your students select one child from the photograph and create a character for that image, including the name, history of that child, what they think *daily life* would be like for that child, and the child's aspirations for the future. This project could be started before your field trip and completed following their return.

### **THE IMPACT OF NEW TECHNOLOGY**

The invention of the railroad was a societal changing event. Suddenly distances that took a wagon a full day to cover could now be done in an hour. The freight hauled in one wagon could be multiplied by eight in one boxcar. The improvement in the ability to transport people and goods

brought more opportunity and increased markets for products as well as the creation of jobs to develop, produce, and maintain the railroads. Help your class create a list of industries and products the railroad created.

In the 1900s the automobile had a similar, but even greater, effect on society. Ask your students to create a second list of the industries and products the automobile industry created. Compare and discuss the two lists. Also discuss the effect the railroad had upon the wagon industry and the automobile's effect upon the railroad.

### WHAT'S NEXT?

Allow the students to speculate about a futuristic invention that, in their lifetime, would have the same type of effect as the railroad and the automobile. Once the students have created the concept, have them create a drawing and model of the invention and an advertising campaign to promote it. With these completed, discuss the dependent and "spin-off" industries this idea would generate.

### CAN'T EVERYONE JUST GET ALONG?

The founding of the city of Wichita brought together many people with different desires and uses for the same land. The end result was that the Osage Tribe sold their land and moved to Oklahoma. The cattle drives were moved west to rid the town of the cowboys' antics.

Below are statements describing the feelings of the five major groups involved in the town's founding: Farmers, Townspeople, Osage Indians, Cowboys, and Hunters and Traders/Founders. Divide your class into five groups, each representing one of them, and provide them with their group's descriptive statement. Ask each person to create a character sketch of a person from their group, identifying their occupation, family relationship, age, etc., as well as their character's feelings about the other groups.

When they have finished this task, ask a representative from each group to read to the class their group's descriptive statement. Then as a class, discuss whether they would revise their personal statements now that they have a fuller sense of the thoughts of those involved. Do they have more or less empathy for the other groups? Ask them to identify some of the reasons why these outcomes occurred and develop ideas for a more equitable solution for all.

We are the **farmers**. We were feeling crowded back east and came to make a new start here on the plains. We know that the government will buy the Osage Indian land and sell it to us pretty soon. So the Indians need to just move. We hate these Texas cowboys whose cattle trample our crops and spread disease to our cattle. We are angry that the founders encourage the cowboys to come. We do not need them. We are angry that the townspeople are trying to make so much money off the cowboys that things in town are expensive. We are glad that some of the townspeople do not like the cowboys. We work hard and just want to make a decent living.

We are the **hunters**. We earned lots of money hunting animals and selling their skins. We are the **traders**. We made lots of money trading pots and beads for the animal furs the Osage Indians brought

us. We hunters and traders became the **founders**. We see a chance to make money by selling land that no one is using. The Osage people will need to be moved because they are not farming or building towns. Many people from the east want to buy land and move here to farm. The Osage had better hurry up and sell, because they have no choice. The quicker they sell the less trouble there will be. We are glad that the cowboys want to bring their cattle through our town. They will spend lots of money and make our town grow. It is too bad that the farms have so much trouble, but we need the cowboys' money. We are glad that most of the townspeople put up with the cowboys' rowdiness. We need cowboys' money if the town is to grow.

We are the **cowboys**. After the Civil War we had no money but lots of cattle. We want a way to move our cattle to the railroads in Kansas so that our beef can be sold in Chicago, Illinois. We want to make the most money we can. The cattle drive is dangerous. Some cows die, some stampede, and others are attacked by coyotes. We hate going through Indian Territory (Oklahoma) where they charge us five cents a steer to move our cattle through. We hate it that the area around Wichita is not free of Osage Indians. We cannot graze our cattle to get them a little fatter and make more money when we ship them on the railroad. We are angry that some farmers are starting to fence off their fields because it keeps the cattle from the best water and pasture. We are glad that the founders have created a town that welcomes us after our long trail drive. We are pleased that most of the townspeople are glad to have us here.

We are the **Osage Indians**. We were here first. We did not mind that you hunters came and hunted on this land. We were glad you traders had things to trade for our extra skins. But now there are too many hunters who kill the animals just for their skins. We need them for our food, clothes, and houses. It is not fair that you founders try to build a town on this land. It is not fair that you cowboys drive your cattle on our land. We hate you farmers who move onto our land and plow up our hunting ground. We grow food but only enough to feed ourselves. We want to stay on this land, but other tribes have been pushed out. We know that you will probably force us to leave as well.



We are the **townspeople**. We are so grateful that the founders took the risk to create the town by spending their own money. We agree that the Osage Indians need to leave in order for the town to grow. We don't know if the cowboys should stay or go. They bring a lot of money to the town and spend it so we are all making money. The cowboys do act really crazy after being on the trail so long, and it offends many of us. It is too bad that the farms have such a hard time with the cowboys. We are sorry the cattle mess up their land. We want them to make money, but our town needs the cowboy's money to grow.

### ADVERTISING, THEN AND NOW

As a growing town, Wichita had expanding numbers and types of businesses. Just like businesses today, they promoted themselves by advertising. Initially, there were not many stores, and advertisements identified the items they had for sale. Their main competition was in Emporia, the largest city in the area, but the distance to travel there and the shipping costs led many to buy most of their goods in Wichita. As the town grew advertisements became more competitive as each store competed with other local merchants. Allow your students to examine the advertisement below and pick a modern product to advertise. Encourage the students to create their own ad using the same type of words and type style.

HISTORICAL SOCIETY  
ARKANSAS VALLEY AGRICULTURAL SOCIETY.

**F. G. SMYTH & SONS,  
IMPLEMENT ★ WAREHOUSE  
—AND—  
CARRIAGE REPOSITORY.**

We handle only the very best goods made. We thoroughly warrant all goods sold. Before you purchase, call and examine our Buggies, Carriages and Light Spring Wagons, Bain, LaBelle and Rossow Farm Wagons.

THE CELEBRATED

HALLADAY PUMPING



GEARED WIND MILLS.

Grain Drills, Disc Harrows, Spring-Tooth Harrows  
AND SMOOTHING HARROWS.  
Riding and Walking Plows, Corn Planters, Corn Cultivators, Hay Racks and Hay Loaders. Nichols, Shepard & Co., and Buffalo Pitts Steam and Horse-power Threshers. Keystone and King Hamilton Ottawa Corn Shollers, and everything else in the Implement and Machinery line.

Have you examined the New Light McCormick Steel Harvester and Binder and Mower?

Come and see us at No. 300 & 302 Douglas Ave., Wichita, Ks.  
Sole Agents in Sedgwick Co for the Genuine Glidden Steel Barb Wire.  
Donation to premium fund, \$10.

## THE FIRST INFORMATION SUPER HIGHWAY!

In a town in the 1870s people understood that they were a part of a much larger “system.” They thought that it was very important to be knowledgeable about the news in the rest of the country. Today we use the telephone, television, and computer to communicate. In the 1870s communication was limited to verbal or written methods. Although the telephone had been invented, it did not have widespread use; therefore, the only real form of transmitted communication in Wichita was the telegraph.

The telegraph carried electrical impulses on a wire in the form of long and short bursts that created short and long sounds in a speaker. The operator had to listen closely to accurately relay the message that was sent. This system of “dots” and “dashes” is known as Morse code. There are various websites on the Internet where students can hear and see telegraph messages; a Google search for *Morse code* will provide you with links to them.

Using Morse code, have students create messages for their classmates. To add complexity, during the Civil War the letters that made up the words were scrambled to form a code that was then transmitted. Students may also wish to make a code, “transmit” it to a friend, and see if the code can be deciphered.

<b>A</b>	. --	<b>M</b>	-- --	<b>Y</b>	-- . -- --
<b>B</b>	-- ...	<b>N</b>	-- .	<b>Z</b>	-- -- ..
<b>C</b>	-- . -- .	<b>O</b>	--- --	<b>0</b>	--- -- -- --
<b>D</b>	-- ..	<b>P</b>	. -- -- .	<b>1</b>	. -- -- -- --
<b>E</b>	.	<b>Q</b>	-- -- . --	<b>2</b>	.. -- -- --
<b>F</b>	.. -- .	<b>R</b>	. -- -	<b>3</b>	... -- --
<b>G</b>	-- -- .	<b>S</b>	...	<b>4</b>	.... --
<b>H</b>	....	<b>T</b>	--	<b>5</b>	.....
<b>I</b>	..	<b>U</b>	.. --	<b>6</b>	-- ....
<b>J</b>	. -- -- --	<b>V</b>	... --	<b>7</b>	-- -- ...
<b>K</b>	. -- -- --	<b>W</b>	. -- --	<b>8</b>	-- -- -- ..
<b>L</b>	. -- ..	<b>X</b>	-- . . --	<b>9</b>	-- -- -- -- .

**Period** . -- . -- . --

**Comma** -- -- . . -- --

**Question Mark** .. -- -- ..

**Apostrophe** . -- -- -- --

### COMPARING NEWSPAPERS

*The Wichita City Eagle* was an information-dispersing vehicle as well as a mode of selling the city to prospective settlers. Examine the copy of the January 16, 1873, issue of *The Wichita City Eagle* and reprint of an article about Wichita. As with many newspapers of the time, *The Wichita City Eagle* was an information-dispersing vehicle as well as a mode of selling the city to prospective settlers. Articles of this type often portrayed other towns in a poor light while proclaiming the virtues of their own communities. Compare the newspaper and article to a recent copy of *The Wichita Eagle* paying particular attention to the layout, advertisements, writing style, story content, and authors' purpose and motivation.

# The Wichita



# City Eagle.

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Correspondence Topeka Commonwealth

## WICHITA.

The terminus of the southwestern branch of the A., T. & S. F. road, the initial point of the Texas cattle trade, and at present the chief point on the line in the southwest is Wichita, otherwise known as the town of "Dutch Bill;" or as that famous individual is known outside the circle of his irreverent familiars, Wm. Greiffenstein. The city of Wichita, scarcely three years old, but containing a population of 3,000 is situated at the mouth of the Little Arkansas river, where that stream flows into the larger one of the same name. The location of a town at that place was not fortuitous, as the geographical fitness of the point is apparent, but the first settlement there, contrary to the rule, was not with the view to make a town, or speculate in town lots. It had always been a point of rendezvous for trading and freighting parties, but no settlement, wither temporary or permanent, had been made until 1867, when Commodore E. H. Durfee, of the northwestern fur and transportation company, and Luke Lethero, started an Indian outfitting post on the site of the present city of Wichita in December of that year. The structures for the purpose were of the rudest character, being picket houses with dirt roofs. While there was nothing in this that betokened the foundling of a town, the necessities of the trading post formed a nucleus of a settlement, and gave assurance that when the country once began to settle up, the town builders would gravitate to this point.

### FIRST SETTLERS.

The first on the ground who concluded to make the neighborhood their home and grow up with the country were H. W. Vigus, Dr. Llewellyn, Samuel Fitzgerald, Timothy Meagher, P. R. Mead, Messrs. Bancroft, Horner, Munger, and co. Lawrence, and the frontier character, Wm. Greiffenstein. The last mentioned, who had been a trader among the wild tribes of the plains for years, bought out Mr. Durfee, and started a trading station on the old military road that ran through the place on to the town of Abilene. This was in the spring of 1870. Just previous to this there had been sufficient settlement along the Arkansas and Nennescah rivers to entitle Sedgwich county to an organized official existence, which it accordingly assumed.

About this time Messrs. Mead, Horner, Lawrence and Munger conceived the idea that the place for the town, if one was to be started, was some distance above the trading post, so they proceeded to sell parcels of land without any regular survey or organization as a town company. This was a hint to Mr. Greiffenstein, who immediately laid out a half-section of land into town lots, organized himself into a town company, and proclaimed himself to be the "only original Jacobs" of the town of Wichita.

### A LIBERAL POLICY.

Here, then, were two militant elements to keel-haul the casual and indifferent settler who came to assist in the building of the town. On the 23d of April, 1870, Mr. Greiffenstein built the first house in his town, and to those who would follow his example he made the most liberal offers in town lots. His theory was, and it is the only sensible one in this trade of town building, that if, by giving away seven-eighths of his interest, he could get one-half of what he gave away improved, the remaining eighth would be a small fortune to him. This policy has its merits attested in a well built and prosperous little city of 900 houses, containing 3,000 people, all done in less than three years.

Wichita was early identified with the Texas cattle interest which is becoming if it has not already become, the most important commercial attribute of the Southwest. It was one of the principal points for the exchange of the Texas cattle before the A., T. & S. F. railroad had been extended there, it was the first point inside of Arkansas on the "cattle trail," the territory exempt from the Spanish Fever law. Cattle were driven from Texas to Wichita by drovers, and then, for the most part, purchased by shippers and driven to Abilene or Newton, where the A., T. & S. F. road reached the latter point. Large number of cattle were driven by other routes to Abilene, or some point on the K. P. route. It was the object of the Kansas Pacific, as we have before seen, before the Atchison, Topeka and Santa Fe railroad reached the 6<sup>th</sup> principal meridian at Newton, in 1871, from which point its heavy cattle shipments were made during that year. Wichita felt that it was geographically entitled to the trade in long-horns, and it began the agitation for the extension of the a., T. & S. F. road from Newton, a distance of twenty-seven miles. A local organization of a railroad company called the

#### WICHITA AND SOUTHWESTERN,

was effected. Sedgwick county voted \$200,000 in bonds and the road was built, reaching Wichita in May, 1872. This gave the town such an impetus as no other town in the state ever had, and it went ahead rapidly, the most of its important improvements having been began and completed last year. The road was built by and became a part of the line of the Atchison, Topeka and Santa Fe road, its Southwestern branch.

An idea of the magnitude of the cattle business of the A., T. & S. f. road may be obtained from the following tabulated statement of the shipments from various points on the line from June to December, 1872.

Date	Number of cars cattle shipped from.											
1872	Grasshopper. Topeka & Wa- karusa.	Burlingame.	Reading.	Emp. Junction.	Cottonwood.	Florence.	Newton.	Wichita.	Raymond.	Great Bend.	All Stations	
June.....	1			21	4	9	17	119			171	
July.....	15	4	3	8	7	9	22	4	251	46	369	
August.....	7	26	7	3	43	11	19	47	586	34	12	795
September....	8	33	20	12	94	2	16	54	760	40	29	1068
October.....	4	11	3	14	265	7	20	39	1216	92		1671
November....	1	3	3	15	21	4	16	112	598			773
Totals.	35	78	36	52	451	37	102	273	3530	212	41	4847

By the above statement it will be seen that almost two-thirds of the entire cattle shipments of the road are from Wichita and all the shipments, in fact, of cattle driven through from Texas during last season. The business from the other points on the line was in cattle wintered in Kansas in the neighborhood of the respective stations.

#### THE CATTLE BUSINESS.

The long-horn is an animal that, like the mule, possesses unappreciated virtues, and, comes in for a deal of wholesale abuse that is not its due. All things considered the Texas steer is a "horn of plenty" in more senses than one to the state of Kansas, and especially in the southwest it would be highly disastrous to abolish him. His naturally untamable nature is against him, and he does not take on fat as rapidly as a domestic beast. But on a regimen of the rich pasturage of the Arkansas and the Walnut, with little or no

expense to his owner, he soon is capable of being cup up into nourishing steaks and cutlets, and is almost worthy of grace before meat as his mild-eyed aldermanic congener, the short-horn. Certain it is he can be purchased, when the sun would almost shine through him, and he is, apart from his horns, a hardly perceptible entity, for from one to two cents a pound, and after a thorough course of grazing, and his avoidupois is almost doubled, he will sell readily for from three to four cents. The homesteader whose first crop is sod-corn, which he can sell but for a trifle, whose means are limited and whose expenses are large, would find living almost impossible if he could not purchase long-horns for a song and sell them in the spring for good round figures. The cattle business has, within a few years, grown to immense proportions, and there could not have been less than three hundred and fifty thousand head shipped out of the state during the last years: the shipments of the A., T. & S. F. road alone being over one hundred thousand for the entire year. At an average price of twenty dollars per head, this would amount to \$7,000,000, a very neat little trade for a young state in a single item. With its two-thirds share of this business Wichita has an assured commercial importance superior to any town in the Southwest. But whether or not it retains all or any part of it, the town's prosperity is made certain by its location at the convergence of two valleys, and the sure and rapid increase of the settlement and consequent agricultural wealth of the

#### COUNTY OF SEDGWICK.

Sedgwick County, before the formation of Harvey, was the largest organized county in the state. Although for that purpose it has been despoiled of 432 square miles, it still contains 781,280 acres of land, not one-third of which is settled upon or under cultivation. The total assessed valuation of personal and real property in Sedgwick county is 81,589,799. The character of the soil of Sedgwick county, as we shall show in a subsequent article, is very superior. It has a large proportion of first and second bottom and its uplands, for the cultivation of small grains and for pasturage, cannot be excelled. The Arkansas river bisects the county diagonally, from the extreme northwestern corner to the southeastern. The Little Arkansas comes in on the north in two branches that join in one stream about five miles from the northern line of the county that flows into the Arkansas at Wichita, just east of the center of the county. The Nennescah runs almost parallel with the Arkansas, about seven miles west, and empties into the Arkansas below the southern boundary of the county. The tributaries of all these streams complete a water system that make Sedgwick a peculiarly desirable agricultural county. There are now in the county over 8,000 inhabitants, which seems an almost incredible increase within three years.

#### THE BUSINESS OF WICHITA.

First—Wichita has the bulk of the Texas cattle trade, which, during the coming year, will not fall far short of \$10,000,000 in gross sum, and failing that, she possess a fine, fallow agricultural country, which, as it settles and is developed, will increase the wealth and importance of the town from year to year in a growth that shall be permanent and inalienably her own. But, above all, Wichita is enriched in the possession of citizens of persistence, faith and the most liberal public views as to the measures requisite to build up a town: Mr. Greiffenstein, Mr. J. M. Steele, Mr. English, Mr. Mead, Mr. Munger and many others like them, who labor for the town without any hope of immediate return, and who are content to project their personal ends far into the future, until they are assured that Wichita can stand alone, and that settlement will gravitate thitherward without their aid. The following are among the most prominent business firms of Wichita:

*Groceries.*—Caldwell & Tittsworth, Todd & Royal, Wheeler & Co., Martinson & Co., Hills & Cramer, W. A. Thomas, Tricky Bros., A. J. Cook, Hess & Getto, C. M. Garrison, Hobbs & Pettenger, Allen & McKillip, W. C. Woodman, James H. Black.

*Dry Goods.*—J. Karatofsky, Brasfield & McKee, J. Nixon, M. M. Emanuel, Hills & Kramer, W. C. Woodman, Jacks & Co., Hays Bros., Houghton Mills & Co.

*Wholesale Liquors.*—L. W. Clark, J. H. Dagner, M. Feeceimer, Schattner & Short.

*Hardware.*—Schlichter & Russell, Brockett & Co., West & Manu, M. Zimmerly.

*Drugs.*—George Matthews & Co., Aldrich & Brown, C. W. Hill, J. P. Allen

*Harness and Saddlery.*—Powell & Richards, C. M. Garrison.

*First National Bank.*—J. C. Fraker, president; A. H. Gossard, cashier. Wichita Savings Bank, A. M. Clark, president; A. A. Hyde, cashier.

#### THE BRIDGE OVER THE ARKANSAS.

The travel from Sumner county to the Indian territory and Texas had to cross the Arkansas river to reach Wichita, and one of the earliest and most-immediate wants that presented itself was a large and permanent bridge across the river at this point. Accordingly a bridge company was organized, with William Greiffenstein as president, and J. M. Steele, secretary, whose capital stock was \$30,000, divided into six hundred shares of \$50 each. The bridge contract was let and the work begun last winter, and it was opened on the 11<sup>th</sup> of June, 1872. It is a Baker truss bridge, 1,000 feet long, and composed of ten spans of 100 feet each. It is placed on stone abutments and iron piers resting upon piles driven twenty feet into the bed of the river, and has been subjected to the extremest tests of which a wagon bridge is capable. It cost, when completed; \$30,000, and the receipts for toll from the 11<sup>th</sup> of June to the 1<sup>st</sup> of December were upwards of \$10,000. It is a most profitable investment, and the stockholders are confident will more than pay for itself the coming year.

#### HOTELS.

William Greiffenstein early came to the conclusion that a large, well-kept hotel had more weight in determining a casual visitor's estimate of the town than anything else. It is ever a thing first and most earnestly desired by the fathers of new towns, that the attractions of their locality may be enhanced and its ruggedness toned down by the erection of a good hotel. But few have the strength of faith necessary to the outlay of fifteen or twenty, or perhaps thirty thousand dollars—not to mention the possession of such amount—for this purpose. The Empire hotel, a good-sized house, was inadequate to the growing demands of the town, so Mr. Greiffenstein erected the Douglas Avenue, a three-story frame, well furnished, and admirably kept by Mr. Morgan Cox. The Empire house, the Southern hotel, Munger house and, the Daly house amply supply the resent needs of Wichita in this particular.

#### REAL ESTATE.

Mr. J. M. Steele, who was represented Sedgwick county in the legislature, is one of the largest real estate dealers in the Southwest. He is the fortunate owner of a complete set of abstract books, takes three solid columns for his weekly advertising in the local papers, and is one of the fathers of Wichita, and one of the most liberal patrons of its progress.

Martin, Phillip & Parsons, W. N. McClees, and C. F. Gilbert are among the most prominent owners of and dealers in real estate in the city.

#### LUMBER.

The lumber trade of Wichita is one of its most important interests, and the principal dealers in it Messrs. McClure & Co., Shellabarger & Ledigh, Hugo Kullak & Co., Schweiter & Davidson and C. F. Pierce & Co.

#### STOCK YARDS.

The Atchison, Topeka and Santa Fe stock yards cover ten acres of ground in the southern part of the town just south of the depot. Frequently during the height of the shipping season they are filled to their utmost capacity.

#### GRIST MILL.

Messrs. Cather & McKee have erected and have in active operation a three story grist and flouring mill with four runs of stones, which goes far toward supplying the local demand.

#### LAND OFFICE.

Every one in Kansas will remember the rather unpleasant little contest between Augusta and Eldorado in Butler county, for the possession of the United States land office of that district, and how Wichita, as in the fable of the clowns and the oyster, stepped in' and swallowed the morsel, giving each of the contestants a shell. The land office is necessarily a fugitive institution, and may take its leave of the whim of any politician, and will remain at farthest only till the country roundabout is settled up. But it is a feeder to the reservoir of Wichita's prosperity, which, when once full, the land office may go where it will, without special regret. It aids local business, adds to the importance of the town, and brings in money. J. C. Redfield is receiver of the land office at Wichita, and Col. W. S. Jenkins (formerly of Leavenworth), register.

#### OTHER POINTS.

Wichita is the starting point for the stage routes to Augusta, Butler county; Winfield, Cowley county; Belle Plain, Oxford, Sumner county; and Arkansas City, Cowley county. Also to the Cheyenne and Arrapahoe, and Wichita and Caddo Indian agencies. With all these points it has a local trade that is of constantly enhancing importance.

#### THE TEXAS MEN.

The Texas men have heretofore had but very little interest in Kansas towns, except by reason of their eligibility as shipping points. The principal point of shipment on the A., T. & S. f. road in 1871, as we have seen, was Newton; on the K. P. Abilene. Last year the K. P. cattle trade centered at Ellsworth, and that of the A., T. & S. F. at Wichita. Wichita seems to possess a quality of permanence as a cattle shipping point that neither Baxter Springs, Abilene or Ellsworth had in their day: for these Texas men (not that desperate, irresponsible class who have made the name of Newton so notorious, but the owners and shippers) have many of them concluded to invest largely in Wichita, and "take stock" in its prospects. A number of them have built substantial houses in the town, which they occupy during the cattle season, and rent during the winter.

Through the interest they have in the place, and confidence they feel that the cattle business has reached appoint so desirable in every particular that it cannot be diverted. These same Texas men have determined to club their surplus capital together and erect a monster packing house, which shall be very much larger than any in Kansas City or the west. Wm. Greiffinstein has donated to the company twenty-five acres of land for the purpose.

#### OTHER ENTERPRISES.

The well-known wholesale hardware firm of J. F. Richards & co., of Leavenworth, as recently purchased lots in the young city for the erection of plow works there, which enterprise will be started in the spring.

Besides the southwestern branch of the A., T. & S. F. road, completed, the St. Louis Humbolt and Wichita road is projected and bonds voted toward its construction in all counties easy, viz: Greenwood, Woodson, Allen and Butler. A road is also projected from Solomon City to this point to enable the K. P. to compete locally for the cattle trade. The road is called the Omaha. Solomon City and Wichita road, and has bonds voted in McPherson county.



#### NEWSPAPERS.

One of the neatest weeklies, typographically, in Kansas, is published at Wichita, to-wit: the *EAGLE*. Its owner and editor is the senator-elect for that district, and is well known as the founder of the *Osage Chronical*, and senator from Osage county for several years. He publishes a good paper and makes it pay.

Messrs. Milinson & Sowers, two enterprising printers, recently founded the *Wichita Beacon* on the ruins of the old *Vidette*. They ran it as a daily for a short time, but found that too much vanity and vexation of spirit attended such an enterprise, not to mention the expense, so they confined their energies to a neat and well-filled quarto weekly.

#### CONCLUSION

Wichita has but made a beginning toward an assured supremacy, in the locality where it exists. It has been amoral town, comparatively speaking, i. e., it has been so governed that the rough characters that attach to the cattle trade have never gained ascendancy. What few desporadoes claimed residence there were early killed off, or drank themselves to death, and the hardest case in town now is "Rowdy Joe" whom all unite in representing as a man who, despite his associations, is of a most peaceful disposition and values his spoken word in a commercial transaction more highly than many more reputable men do their oaths. There is, of course, the usual frontier license in Wichita, but the law and order party have always been in the majority and there has seldom been any exhibitions of ruffianly licentiousness, and when they appeared they were summarily checked.

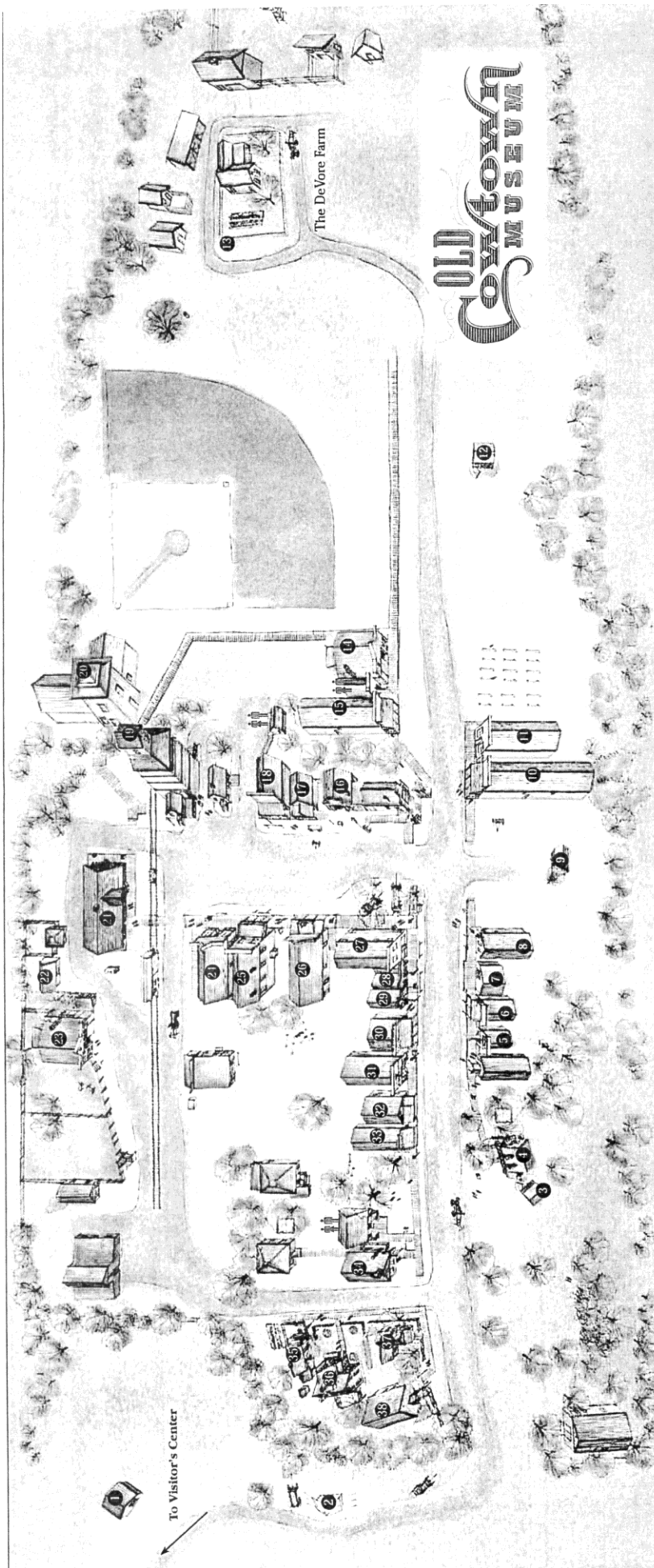
Surely William Greiffenstein, otherwise "Dutch Bill" "builded better than he knew" when he purchased Commodore Durfee's dirt roofed trading post and laid its environs off into town lots.

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|---|--|---|-------------------------------|
| 1. Heiler's Cabin                       | 12. Blood Family Homestead                         | 22. Wulf House                              | 33. Carpenter's Shop          |
| 2. Buffalo Hunter's Camp and Chuckwagon | 13. DeVore Farm                                    | 23. Livery Stable and Veterinarian's Office | 34. One-Room School           |
| 3. Trapper's Cabin                      | 14. Empire House                                   | 24. Turnverein Hall                         | 35. Story-and-a-half House    |
| 4. Munger House                         | 15. Empire Hall                                    | 25. Southern Hotel                          | 36. Murdock House             |
| 5. Harness and Saddlery                 | 16. Blacksmith                                     | 26. Fritz Snitzler's Saloon                 | 37. Parsonage                 |
| 6. Baldwin's Old Time Photos            | 17. Land Office                                    | 27. Drug Store, Doctor and Dentist Offices  | 38. First Presbyterian Church |
| 7. Marshal's Office                     | 18. Meat Market                                    | 28. Barber Shop                             |                               |
| 8. First Arkansas Valley Bank           | 19. Arkansas Valley Grain Elevator and Scale House | 29. Law Office                              | Restrooms                     |
| 9. Jail                                 | 20. Lakeside Administrative Offices                | 30. Fetzheimer's Dry Goods and Clothing     |                               |
| 10. General Store                       | 21. Wichita and Southwestern Depot                 | 31. City Eagle Print Shop                   |                               |
| 11. McGinn's Feed and Seed              |  | 32. Gill Mortuary                           |                               |