

Activities for the General Store



Activities for fifth grade students after viewing the General Store located in the Hardin
County Historical Museum.

Created by Lee Ann Burgin

Fall 2007

Collaboration Project

Hardin County Historical Museum

Old General Store

Fifth Grade

Lee Ann Burgin

Core Content to be covered:

SS-05-3.4.2

Students will describe how new knowledge, technology/tools and specialization increase/increased productivity in the U.S. (Colonization, Industrialization, Twentieth Century to Present).

DOK 3

PL-05-3.1.1

Students will explain the difference between wants and needs as it relates to consumer decisions.

AH-05-4.4.1

Students will create artwork using the elements of art and principles of design.

SS-05-5.2.3

Students will compare change over time in communication, technology, transportation and education.

Project One: Advertisements

Materials Needed

- **Paper**
- **Markers**
- **Magazines**

Have students design an authentic advertisement that would be time appropriate for the store. The advertisement may be for any product that would have been found in a General Store during the early 1900's. The price displayed on the ad should be reasonable for the time period and language should also be fitting.

*Students may also compare and contrast advertisements seen in the general store in the museum to advertisements they see in magazines today. How has the media made changes in the way we advertise?

Project Two: Lay out

Materials Needed:

- **Paper**
- **Blank Paper**
- **Pencil**

Create a sketch of the store layout in the 1900's or a lay out of a typical store in today's times. Students will determine reasons for store layout, and how had this changed overtime? Were store layouts in the 1900's designed for convenience or marketing strategies?

Project Three: Store Items

Before entering the General Store found in the museum, predict five items they will find in the store and the expected prices for those items. (Keep in mind those prices should be fitting for the early 1900's) Once students tour the General store have them test their estimates. What items did they see, and what items were they surprised not to find?

What will you see?

Five Items you may find?

Item	Predicted	Actual
_____	cost _____	Cost _____
1. _____	_____	_____
_____	_____	_____
_____	_____	_____
2. _____	_____	_____
_____	_____	_____
_____	_____	_____
3. _____	_____	_____
_____	_____	_____
_____	_____	_____
4. _____	_____	_____
_____	_____	_____
_____	_____	_____
5. _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Project Four: Displays

Materials Needed

- **Several different items of can goods or items that can be found in stores today.**

Students should use provided material to design an authentic display of goods or materials in the same manner it would be presenting the General Store. For example, students should recognize how today's shelves are stocked and all in straight rows, however in old stores the can goods may have been displayed in pyramids on end caps of isles. Students should note the differences in display and add as a consumer which on they find more appealing.

If you build it, they will come...

Using the materials you've been given, build your own display for a General Store. Remember your display should be convenient, and attractive.

How are the displays of today different from the General Store days?

Which Set up is more appealing to you and why?

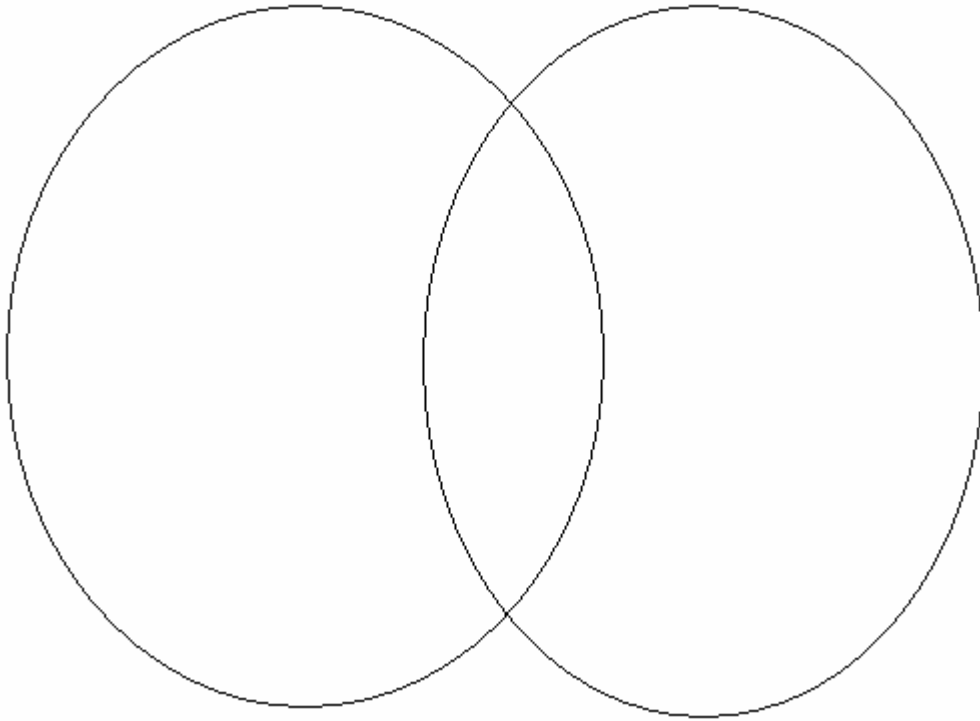
Project Five: Debate

After viewing the Museums General Store, compile a list or Venn diagram with the students of the differences of a General Store of the 1900's and a regular Supermarket today. Have the students choose a stance and debate with the class which store is best overall, students should include topics such as customer service, displays, layouts, and technology. Students should support all arguments with well thought and relevant arguments.

Fill in the Venn Diagram comparing General Stores and Supermarkets

General Store

Supermarket



Debate:

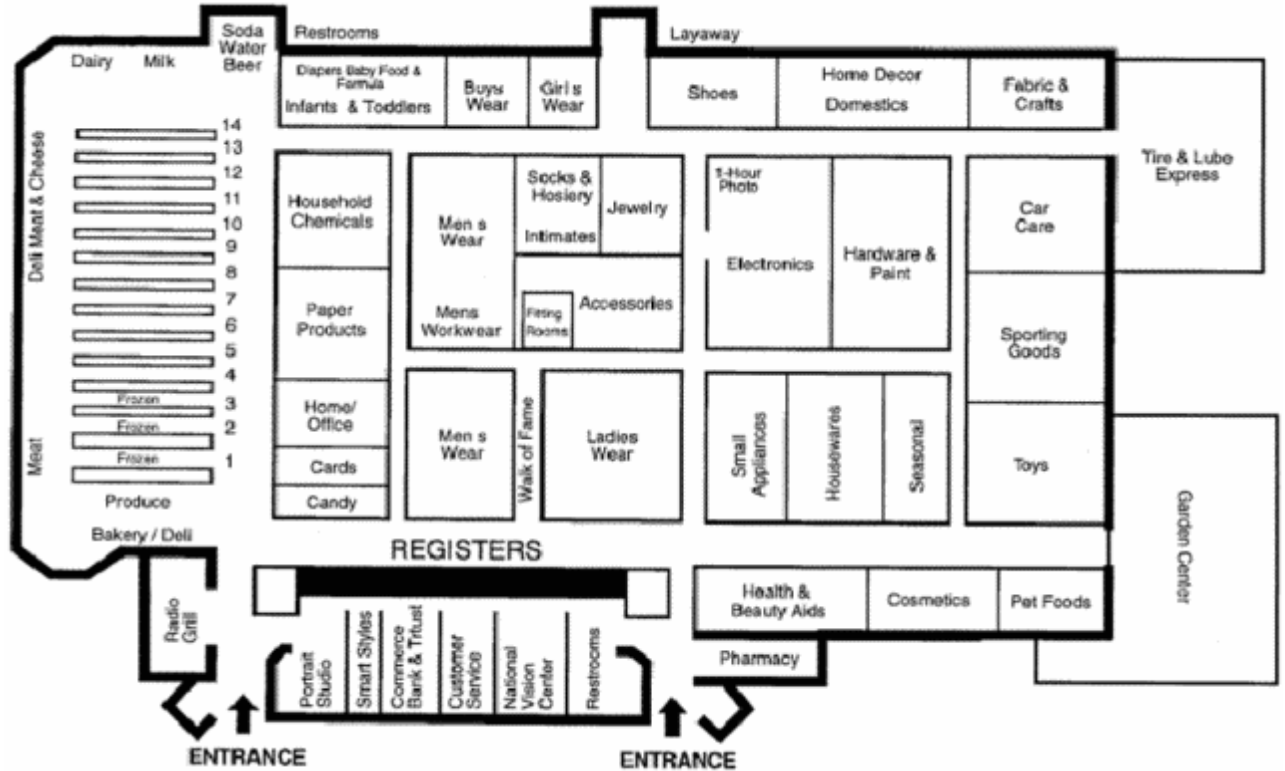
Which store is the best OVERALL? You must support each argument you make in order to be valid and considered.

Project Seven: Store Size

Materials Needed: Dimensions of typical General Store in 1900's and dimensions of a supermarket today.



Old General Stores were usually no larger than a 20 X 20 house.



Above is a traditional layout of a Super Wal-Mart.

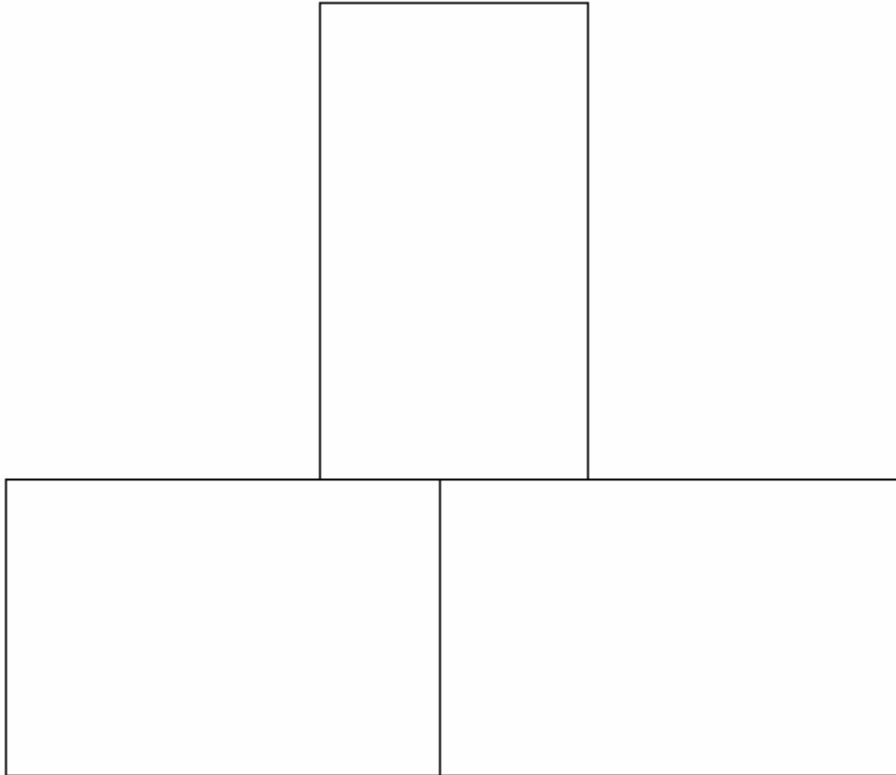
Begin by asking students the last time they were at the grocery or Wal-Mart how many customers were in the building. Have students compute the square footage of each store, and find the difference of area. What type of impacts would this size difference have on sales, items available, and the number of customers?

Project Eight: Equipment and Technology

Using a Top Hat or a Y chart, compile a list of equipment used in a General Store and in today's supermarket. Discuss the difference in equipment. Have students explain how General Store owner would perform task of today with tier equipment, for example, loading lumber to build a house, today a forklift would be used within the store, but what would a general store owner use? Also students may explain how a supermarket of today may function without the advances of technology. How well would a supermarket function in there were no automatic cash registers, or debit card receptors? How would this effect the job of the cashier?

It is all about what you have to work with

Similarities



General Store

Supermarket

Project Nine: Prices

Materials Needed:

- **List of income for a factory worker in the 1900's and a factory worker of today.**

Robert Hunter in *Tenement Condition in Chicago* p.46 cites a tenement in which small dark 2-3 room apartments rent for 4-7\$ a month. Frances Ebbree concludes the average rent paid in slum districts was 8-10\$ a month, bath and heat not included. This was for the early 1900's. Heat would be a coal stove. Toilets were either sheared inside water closet's, or tow whole outhouses underneath the sidewalk or stairs. A bath cost 25 cents, or a laborer could visit the free public bath.

The *19th Annual Report of the Commissioner of Labor* gives the average male wages for a variety of mostly skilled occupations. Below is selection of Chicago hourly wages and hours worked per week for the 1900:

Below is a list of jobs the left column is for the 1900's and the right is for today.

Job Title	Wages in 1900	Wages in 2007
Bricklayers	50 cents for 46 hours.	20.64 dollars for 40 hours week.
Construction Laborer	17 cents for 60 hours	12.49 an hour. for 40 hour week
Teacher	24 cents for 40 hours.	15.86 an hour for 40 hour week.
Farmer	59 cents for 40 hours.	39.22 an hour for 40 hour

		week.
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Food	Price in 1900	Price in 2007
Sirloin	14 cents	5.23
Butter	14 cents	75 cents
Cheese	17 cents	1.94
Coffee	14 cents	4.95
Flour	2 cents	2.30
Pork Chops	10 cents	1.25
Rice	6 cents	.89 cents
Sugar	6 cents	2.40
Quart of dry beans	9 cents	.89 cents
Loaf of Bread	5 cents	1.20
Dozen Eggs	18 cents	2.20
Quart of Milk	6 cents	3.20

Pass out a grocery list for each student. List on the board what the income for a worker in the 1900's and today. Instruct students they are to prioritize and make a budget for things they need and things they want on their salary. Students should imitate a worker in the 1900's and create a budget for the items they need, and use the prices from the 1900's for

those items. Students may use income and integrate between time periods if they desired.

Would they buy more wants or needs? Where they able to buy more or less?

Wants

Price

Needs

Price

Project Ten: A day in the life of...

Materials Needed:

- **Costumes/ props if available**

Students should dramatize the difference in the life of a General Store owners in the 1900's and the day of a GM at a local Supermarket. What would their daily routine be like? What problems might they face from customers? How has technology effected the overall routine of their day?

References:

The 19th Annual Report of the Commissioner of Labor accessed online.

Hunter, R. Tenement Conditions in Chicago (No other publication information was accessible)

www.google.com used for retrieving images.

School



Fifth Grade activities for school information

Found in the

Hardin County Historical Museum

Fall 2007

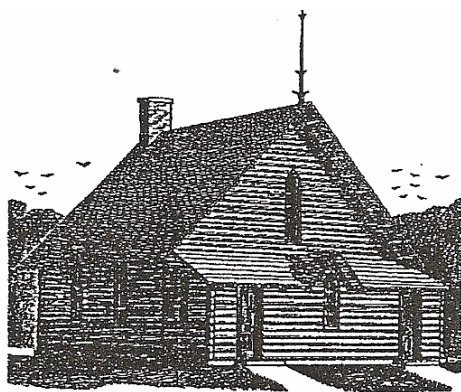
Way Back To School

Brandy Wright

Is going to school getting you down? Imagine a one-room school built of logs where kids from K to 8 share one teacher and a handful of textbooks without color pictures! That's what it was like for many Kentucky kids one hundred years ago.

How did they survive it? Read on!

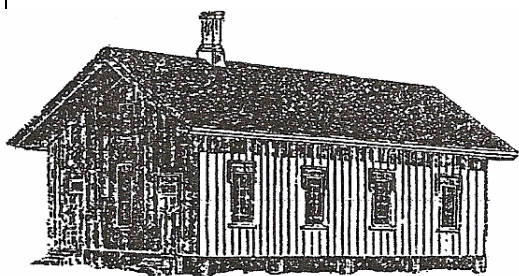
SCHOOL OF THE PAST



"Design for Log School-house" (1872).

**Which
would you
rather
attend?**

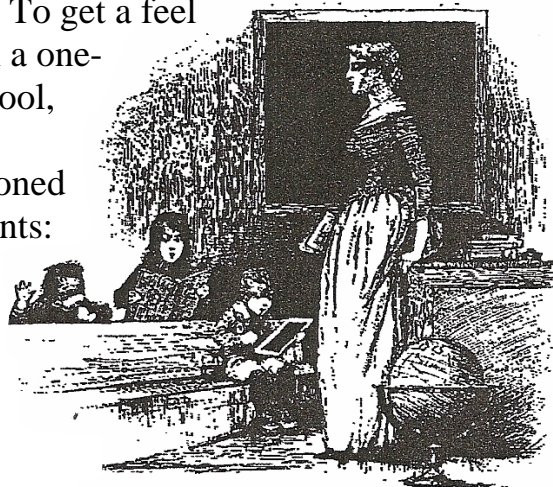
**Maybe
yours isn't
so bad!**



"Design for a Plain Country School-house" (1872).

HOMEWORK

By our standards, schools of the past were pretty dull places, without computers, bulletin boards, and even books. People who wanted to get an education simply made the best of it. To get a feel for life in a one-room school, try these old-fashioned assignments:



- Practice your penmanship with a fountain pen and washable ink!
- Collect and press fall leaves into a scrapbook.
- Put down that calculator and have a "ciphering" contest with a friend.
- Organize a spelling bee.



Way Back To School



GAMES

What's in a game?



For many kids one hundred years ago, the fun they had during recess was the most memorable part of school. Put your detective skills to work to find out the rules for these old-fashioned games. (Hint: Ask parents and grandparents for help.)

- Dare Base
- Drop the Handkerchief
- Froggie-in-the-meadow
- Hat Ball



SUPPLIES

One hundred years ago, many kids had to buy their own books and supplies.

Can you guess the uses of these supplies sold by the Montgomery Ward mail-order company?

What do we use today to do the same tasks?



Answers: (clockwise from top): paper knife, fountain pen filler, pencil sharpener, fountain pen nib, inkstand

LUNCH

Schools were often too far away for students to return home for lunch.

Sometimes students walked a couple of miles to attend school.

So students brought their lunches to school in sturdy metal buckets.



Bibliography

Public Broadcasting System. (2001). School: The story of American public education. Roundtable, Inc. Retrieved Oct, 30, 2007
http://www.pbs.org/kcet/publicschool/evolving_classroom/homework.html

Core Content to be covered:

SS-05-2.2.1

Students will describe social institutions (government, economy, education, religion, family) in the United States and explain their role in the growth and development of the nation.

SS-05-5.2.3

Students will compare change over time (Colonization, Industrialization, Twentieth Century to Present) in communication, technology, transportation and education.

DOK 3

The Civil War



Erica Wyatt

ELED 407

Collaboration Project

Confederate General John Hunt Morgan tore through Hardin County during his 1862 Christmas Raids destroying the L&N Railroad in Upton and tearing up the tracks further north. He moved on to destroy two huge railroad trestles located at Muldraugh's Hill. John Hunt Morgan worked so diligently to destroy the railroad because it was a major source of transport of Union goods that aided in the war like.

YOUR TASK

Draw a picture of John Hunt Morgan's Christmas Raid during the Civil War. Include the railroads he destroyed, the goods he kept from getting to the Union soldiers, the types of firearms he prevented from being put into Union soldiers' hands, and the ways in which he communicated with other Confederate troops.

Draw a second picture of John Hunt Morgan's Christmas Raid as if it were in 2007. Include major sources of transport he would want to destroy (I-65, hummers, airports, etc.), the type of transportation he would use, the new types of firearms he would not want to make it to the Union soldiers, and the new ways he would communicate with other Confederate troops.

12th I went to church this morning and while there I was called out and told that the regt was in line of battle to prevent the 18th and 22nd Michigan from taking away some negroes belonging to loyal men. They said they would take them and Genl Manson said they should not so Genl Manson gave the cars orders not to leave here until further orders from him. Consequently they cannot get away until they give up the negroes, W.P.

13th Those two regiments after laying here all night concluded this morning to give up the negroes and leave as soon as they could get on the cars.

14th Tableau to be given at Shuck's Hall to night W.P.

15th 2 D.O. Tableau repeated to night W.P.

16th A.P. Very pretty day. All quiet

17th \$1.00 Ball to be given at Shuck's Hall to night Fight in town between two N.G. officers A.P.

18th \$1.00 Cleaning up camp for inspection tomorrow, No drill.

Sunday 19th We sent out nearly one hundred men to guard a provision train to Columbia April shower W.P.

20th A.P. Company drill. Lieut Lawrie returned from sick furlough.

22th Orders read on dress parade prohibiting the granting of so many passes and only one line officer permitted to be absent from each company at a time. Passes must first come from the Ord; Sgt and approved by the company commander and countersigned by the Regt commander. A.P. Paid two months pay.

September

2^d

The division lay in camp until two o'clock P.M. when the 2^d Brigade started leading the advance and the 1st (ours) following. Breaking into platoons we passed through Kingston a very beautiful little place in its time and marched until eight o'clock when we went into camp. We broke into platoons for the purpose of marching through Kingston in review, but Burnside did not make his appearance.

3^d

Brig Genl White made a short speech to the division this morning stating that East Tennessee was in possession of our arms—that the Rebels had burned London Bridge—give up the railroad—and in fact had evacuated the whole state Va, W. Starting again and taking the Knoxville road we have come eleven miles and go into camp before dark.

Good deal of mountain scenery, or No and tact is completely out. We have nothing at all to eat except green corn and meat.

September

4th

Reordered to London Bridge, this morning and starting after eating our corn and meat we reached this point at 3 o'clock P.M. a distance of eight miles. This is one of the strongest natural positions I ever saw. With the fortifications around here 50,000 of us could not have whipped the estimated Rebel force here. Their force was estimated at between 25,000 and 30,000. This bridge, before burnt, was 370 yards long. There was a side walk for people, a wagon road, and a rail road track all under one roof. The roof was covered with tin. It was extreme cowardice in the Rebels evacuating this place. The country is very scarce of any sort of production on this side of the river.

5th

This is clearing up a camp for us to go into regularly. We move into it tomorrow morning. The 118th of our brigade, the 45th Ohio, and the 24th Ind battery go across the river to London to camp.

26th Herod's Quarter teams go out foraging. Brig. Gen. H. M. Judah an old commander of some of the regiments in this Division relieved Brig. Gen. M. D. Mansson. Gen. Judah is very unpopular with the Division and never would have had a command in this Department if Maj. Gen. Burnside had remained in command. It has been extremely warm today.

27th I started to go out to the 13th Ky but did not get there on account of the rebels. They came within a short distance of capturing me as they made a charge on the 23rd Michigan Vol infantry. I was making a deposit when in their charge they rode within a few yards of me.

28th Feeling unwell I went to the hospital and procured me some medicine. Col. Wm. E. Hobson of the 13th Ky arrived from Kentucky having been there on leave of absence.

January

29th I went out to the regiment and they are building houses and get very little to eat. The enemy attacked their picket post last night and had two men killed as a consequence. Lt. G. A. Lyon 23rd Mich Infantry is detailed as Ordnance Officer for the Division. I went to the Confederate Military Prison and saw Henry Pelham an old associate and schoolmate of mine. He was wounded - taken to a house and our cavalry run up on him. His opinions of Confederate success are unfavorable but he calculates to remain in the Rebel service until the end.

30th Dismal day with various attempts at raining.

31st I saw Brig. Gen. Judah and he looks about as mean as I think he is. Some of the Orderlies are packing up to leave tomorrow.

Sunday

May

aid of a single piece of artillery, The enemy's artillery kept up a continual blaze almost during the charge pouring shell, grape and canister into our ranks. The fighting is desperate and our men are suffering severely. The enemy's artillery swept the ground and a great many of our men are lying all around the field unable to get back without being killed. The loss of my most intimate friends are as follows

- Sicut Saurie Co. 16th Ky - my 2nd Lieut - wounded ^{mortally}
- John Bendel Co. " " " " wounded, mortally
- Moses M^r Dyer Co. " " " " " "
- Charley Clutter Co. " " " " " " Killed
- Capt. Pimpelly Co. " 16th Ky wounded mortally
- Supt. John Dye Co. " " " " " " " " shot off.
- Sicut Bradford Co. " 13th " " " " " " " " killed - lately promoted
- George Pollard Co. " 10th " " " " " " " " " "

Also others from both regiments killed and wounded. The 20th Mo, Maj. Gen. Hooker, made a flank movement to the left endangering the enemy's communications and after a charge in which they took one of the enemy's batteries they entirely cut off rebel communication.

15th Our loss is not as heavy as was first reported yesterday from the fact that those who got mixed and thereby was under cover of the ~~scattering~~ fire returned when darkness spread her mantle over the bloody field where the Army of the Ohio won her dearest glory.

The 4th Mo relieved our Corps this noon and we moved to the left to reinforce "Fighting Joe Hooker". Fighting all day all along the line. The close position of our sharpshooters to the rebel works renders it impossible for them to use their artillery.

May 2nd Lieut (Saurie) died today. He never recovered from the effects of the blow - I think it was an effective auxiliary in the cause of his death; I saw Maj. Gen. Sherman - he is a very common looking man - slender form and light whiskers.

16th The enemy massed on the 20th Mo last night and cut their way out. The cannonading and roar of musketry was more terrific than anything I ever heard. It was alarming

Dear diary

May

for it seemed as though the world had broken loose. Johnston left about two thousand dead and wounded where he cut out. They were piled two and three deep in places in front of Hooker's works. The 2nd and 3rd Divisions 23rd NC move in pursuit on different roads and all of our trains go the road taken by the 3rd Division as the "Comasogu River" cannot be forded at the point where the 2nd Division crosses. We got into camp about 12 o'clock 1st M.

17th We start on and after traveling near three miles we come upon our Division encamped and remaining here two or three hours the Division moves out and marches fourteen miles by one o'clock in the night. I saw Maj. Gen. Sickles - he has only one leg but is a very fine looking man.

18th We resume our march and traveling from eight to ten miles we camp at the forks of the Cass Station roads. I saw

Maj. Gen. Joe Hooker and he makes the finest appearance in more soldiers like men than any man I ever saw. The color of his face though represents that of a habitual drunkard.

19th Brig. Gen. Judah has been relieved by Brig. Gen. ^{The cause of} Haswell. He is being relieved is supposed to have grown out of the "Resacco" fight where his Division made a desperate charge without the support of his artillery and his loss was great. But he had positive orders from Maj. Gen. Schofield, who gave them to him twice, distinctly, to make the charge without the artillery and the consequence was that they was repulsed with the greatest loss and severe loss. He starts for Kentucky. We re-start for Kingston but before we could ^{get} there Gen. Thomas had routed them and we take the road again for Cass Station where part of the enemy are reported to be. We get within two miles of Cassville before we go into camp. The 20th NC are burning houses and robbing and pillaging and disgrace to our arms.

May

27th The country is wild and wooded and the enemy having fortified themselves are making a desperate stand. Our ~~works~~ is very short of grub and the men are complaining. I go back to hurry up the teams. They get part of the way up and the mules from the ammunition train have to be taken to assist them to the Division. Some of the 16th Ky are getting wounded among them Lieut Say-
lor Co. 16th.

28th The skirmishes keep up a bit of fire all day. The enemy makes a desperate charge last night all along our line from right to left. The artillery shoots the earth with its thundering and lighted up the very heavens.

Sunday

29th Skirmishing all along the line and occasionally an artillery duel and a charge by the enemy. Our men have come out but every time get punished the Johnnies considerable. 1st Brigade

2nd Division has been relieved and sent to the rear to guard the point where our supply trains cross Pumpkin Vine Creek.

30th The enemy again charged our lines from right to left last night and the noise of small arms and artillery was awful. The ~~eruption~~ eruption of fire from the engines of destruction had an appearance like bonfire along our lines. The 1st Division of our Corps have commenced the erection of a line of rifle pits in the rear of our Ho of Quarters. So close are we to the front line of works that if ever the enemy are successful in breaking our front line they will capture our two trains and all our baggage. The bullets and shell fall all around us.

Core Content for Assessment

SS-05-5.1.1

Student will use a variety of primary and secondary sources to describe significant events in the history of the U.S. and interpret different perspectives.

Program of Studies

SS-5-HP-S-2

Students will use information from print and non-print sources:

a) examine factual and fictional accounts of significant historical events and people in United States history

Academic Expectations

2.20

Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective

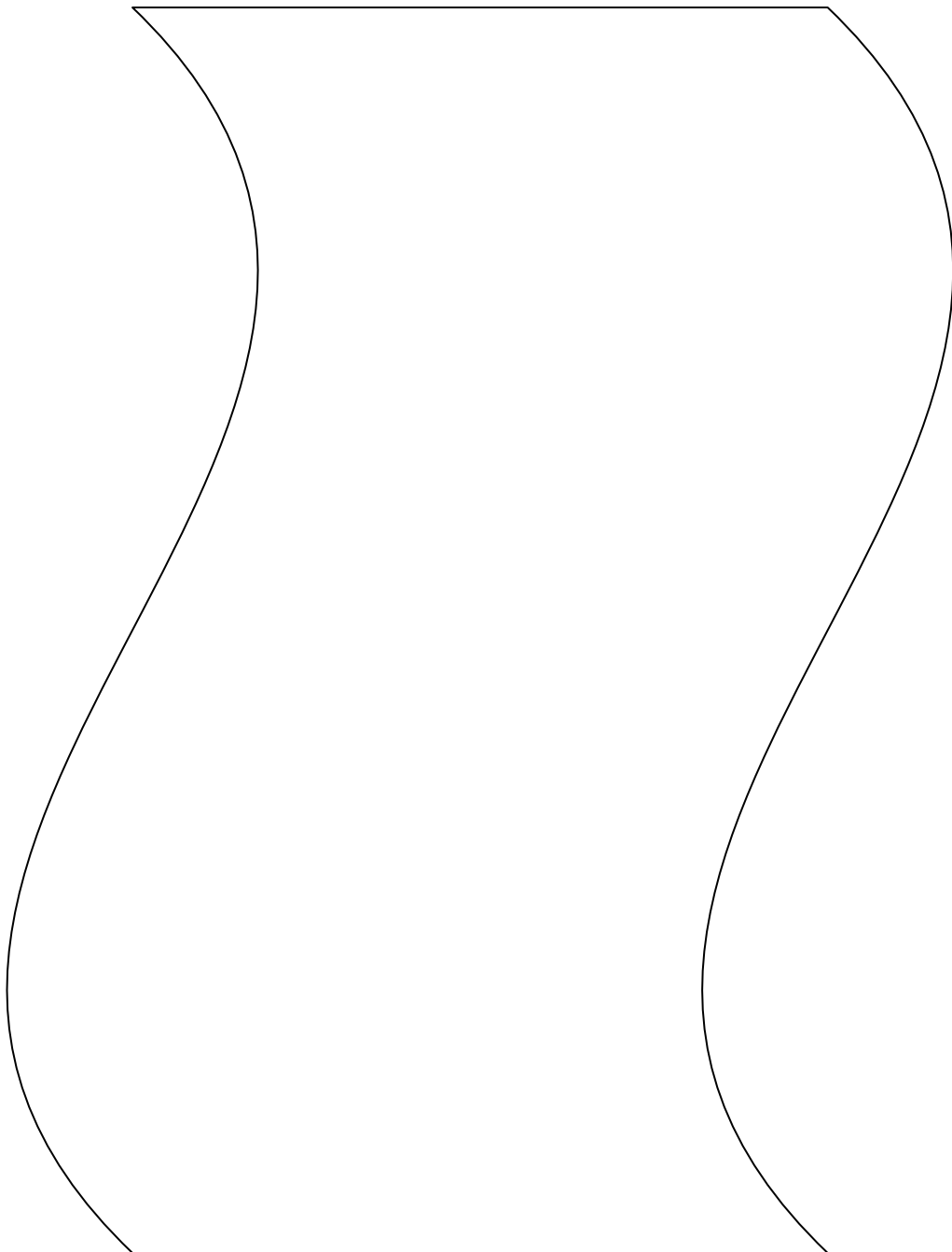
References

University of Kentucky. (2007). *Winchester Byron Rudy Civil War Diary*. Retrieved October 28, 2007, from http://www.uky.edu/Libraries/libpage.php?lweb_id=508&llib_id=13.

Hardin County History Museum Displays

's

Flag



During the Civil War, the Union and Confederate armies each had battle flags, regimental flags, and other types of flags. These flags were used to lead the charge for the armies or lead them in retreat. Flags were used to locate groups of soldiers, identify headquarters, artillery, and other important places and groups during the war. A regiment's flag was very important and honored. It was also a very noble act to capture the opposing regiment's flag. Flag designs were chosen based on home states of the soldiers, important state and national symbols, battles that soldiers had fought in, and other events, places, and things important to the soldiers.

Your job is to use the blank flag to create your own flag that symbolizes you and present it to the group. Remember to use aspects from your life that are important to you.

Hero's



LESSON PLAN

Name: Clara Spraggins Date: _____ Age/Grade Level: 5th

Subject: Social Studies # of Students: ____ # of IEP Students: _____

Major Content: _____ Unit Title: Abraham Lincoln

ACTIONS – Described prior to observation

Goals and Objectives –

Students will learn about Abraham Lincoln and his fight for equality. Student will use art to convey message of justice and equality.

Connections –

Academic Expectation 2.14

Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

Academic Expectation 2.20

Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective

Academic Expectation 2.22

Students create works of art and make presentations to convey a point of view.

Students will understand that

History has been impacted by significant individuals and groups.

Primary Skills and Concepts

Students will

use a variety of print and non-print sources (e.g., stories, books, interviews, observations) to identify and describe basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility)

explore personal rights and responsibilities:

investigate the significance of patriotic symbols, patriotic songs, patriotic holidays and landmarks

Context

SS-04-5.2.1

Students will identify significant historical documents, symbols, songs and selected readings (e.g., state flag, United We Stand, Divided We Fall, My Old Kentucky Home,) specific to Kentucky and explain their historical significance.

Resources

Coloring pages 6 through 8

State Symbols page 4

Glue

Scissors

Crayons

Pencils/pens

Gillon, Edmund V. *Cut and Assemble Lincoln's Springfield Home: a full color HO scale model*. Mineola, New York: Dover Publications

Smith, A.G. *Abraham Lincoln Coloring Book*. New York: Dover Publications, Inc., 1987.

This is just what it says, just for fun. The pictures to be colored come with a sentence or two of text to explain each scene. There is a short introduction of Abraham Lincoln to young children at the beginning, and it also includes the text of the Gettysburg Address.

Smith, A.G. *Civil War Paper Soldiers* Mineola, New York: Dover Publications, Inc. One hundred free standing blue and gray soldiers including foot soldiers, commanders on horseback, cannons, etc.

Tierney, Tom. *Abraham Lincoln & Family Paper Dolls*. New York: Dover Publications, 1989.

Just for fun, these colorful and historically accurate paper dolls show Abe, Mary and their three sons, as they appeared during their years in the White House. Detailed wardrobe for Mary; you can recognize the dresses from the original photographs.

<http://www.dltk-kids.com/t/usa/blincoln.htm>

<http://office.microsoft.com/en-us/clipart/default.aspx>

Microsoft clipart.com

Procedures –

Students will tour the Hardin County Museum in Elizabethtown KY.

Students will be encouraged to take notes and informed that there is an exercise to complete at the end of the tour.

The Moderator will share facts about Lincoln's life with the students.

After the tour the students will be lead into the classroom.

The students will be asked (by show of hands) if they have or know of any heroes.

The student will be informed that they will work on a project to make Abraham Lincoln a hero using the information they obtained from their trip to the Museum and what they know about heroes today.

Go over the state symbols for KY Page 4. Tell student they must use one of these symbols as a source of his powers.

The Symbol (if picture is present) should be over his chest.

Students will be given one of the three hand outs for Lincoln and a copy of the symbols.

Student or teacher can decide which hand out is appropriate for student due to ability level.

Allow students 10-15 Minutes to color, cut and assemble hero.

Remind students the answer the questions on page 5.

If time permits allow students to share their hero with the class.

Student Assessment

Name _____

Date _____

The project I created _____ was completed by me without assistance. It is my own work.

Grade

Student Grade

Teacher



4- I used 4 or more facts about Lincoln and Kentucky. My hero has a name, source of power, special powers, transportation and a weapon to help enforce justice. I explained my work and my peers understood its meaning. I worked independently.



3- I used 3 facts about Lincoln and Kentucky. My hero has a name, source of power, and a weapon to help enforce justice. I had to explain something to my group that was not clear. I asked for help twice.



2- I used 2 facts about Lincoln or Kentucky. My hero has a name, special powers. My peers think my hero should retire. I required assistance from the teacher as well as my class mates.



1- I used 1 fact about Lincoln or Kentucky. I gave him only a name or powers.

My hero is still in training and not ready to face the world. I required a lot of assistance from the teacher, teacher aide, classmates and museum curator.



0- I did not do an art project.

Kentucky Symbols

Bird: Cardinal



Flag



Butterfly: Viceroy Butterfly



Horse: Thoroughbred



Fish: Kentucky Spotted Bass



Flower: Goldenrod



Tree: Tulip Poplar



Wild Animal Game Species: Gray Squirrel



Drink: Milk

State Fossil: Brachiopod

Fruit: Blackberry

State Rock: Kentucky Agate

Gemstone: Freshwater Pearl

Musical Instrument: Appalachian Dulcimer



Make sure you answer the following questions.

Hero's Name _____

What special Powers does your hero have?

What is the Source of your heroes'

power? _____

What type of weapon does your hero

use?_____

How does your hero travel from place to place to administer justice?

