

Kentucky

HISTORICAL SOCIETY

EDUCATOR PACKET

PHOTO ANALYSIS

JULIUS RICHNER, FRANKLIN COUNTY'S
WORLD WAR I BUGLER, ca. 1917

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JULIUS RICHNER, FRANKLIN COUNTY'S WWI BUGLER, ca. 1917

THEME *World War I*

OBJECTIVE *To understand that even young children on the homefront contributed to the war effort.*

BACKGROUND INFORMATION

World War I

Fragile alliances holding Europe together collapsed in 1914. The international war drew in the U.S. within three years. Some 84,000 Kentuckians served in the war—approximately 69% of them were drafted—and about 2,400 died. Many more returned home with injuries. The Kentuckians who served included around 13,000 African Americans and over 200 women.

Deadlocked in trench warfare, the conflict caused death and destruction on a scale as never seen before. The war brought down empires, created a new and unstable world order and entangled the U.S. irreversibly in world military affairs.

Julius Richner, Franklin County Bugler, Age 11

Meanwhile, the contributions of men and women left behind led to the first widespread use of the term “homefront,” an acknowledgement that those at home were still impacted by the war. The effects were felt by adults as well as children such as Julius Richner, who, appointed by President Woodrow Wilson, served as the official bugler of Franklin County, Kentucky. Richner led groups of new recruits to the train depot, played taps at the burial of veterans and marked the hour of sunset in France by playing a daily salute from the courthouse.

ARTIFACT LIST

[Julius Richner's Bugle and Photographs, ca. 1917 \(1976.14.01\)](#)

VOCABULARY

Artifact	<i>something created by humans usually for a practical purpose</i>
Homefront	<i>the location of civilian activity during war</i>
Portrait	<i>a pictorial representation of a person usually showing the face</i>
Pose	<i>a bodily attitude or posture</i>
Recruit	<i>a newly enlisted or drafted member of the armed forces</i>
Taps	<i>the last bugle call at night, which is blown as a signal that lights are to be put out</i>

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PHOTO OBSERVATION

Use the table below to help analyze the photograph. Consider listing things such as the location and people pictured or make a guess at why it was taken. What do you wonder about the photograph?

I See...	I Think...	I Wonder...

PHOTO INTERPRETATION

Answer the following questions in 3-5 sentences.

Do you think this photograph was taken as a casual snapshot or for another, more meaningful purpose? Why or why not?

What can you infer about Richner's views of WWI from this photograph? Do you think his views were common? Explain your reasoning.

Using a teacher approved resource, choose another historical portrait (photograph or artwork). What does the setting and objects in it tell you about the person featured?



Julius Richner, ca. 1917 (1976.14.01)



Julius Richner's Bugle, ca. 1917 (1976.14.01)