

SOUTH DAKOTA
Eighth Grade
Examination Question Book

All the Questions Issued for Seventh and Eighth Grade Examinations
by the

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
of South Dakota, since January 1st, 1922

Page 66

Compiled by
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Preface

In my school work as a teacher and County Superintendent, the information contained in this book was of great value to me and was cordially welcomed by teachers and pupils.

These questions, in the different subjects, are a complete list of all the questions asked for English Grade Examinations by the State Superintendents of Public Instruction of South Dakota, since January 1, 1911.

They make an excellent review in all these eleven subjects required to pass the eighth grade examination. They should be studied carefully by all the pupils desiring to make this examination. They will give the teachers and pupils an idea of what has been expected of the pupils in the past, thus enabling them to make better grades and better students because of the fact they understood how to answer the questions.

You will note this book is right up-to-date, having listed in it a list of the last eighth grade examination questions.

In order to obtain the best results, every seventh and eighth grade pupil should have a question book for class use as that efficient work may be done.

Wm. C. STEVENSON,

Former County Superintendent of Schools.

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Our Flag



Military Salute

I salute allegiance to the flag and the symbols for which it stands, and never fail to see language and flag.

National Flag Salute

Command is necessary

Teachers all over the country are urged by the American Legion to point out to their pupils a salute that has been made in the weather of the folds of the flag.

The revised version of the pledge is:

Pledge to the Flag

Command is necessary

"I pledge allegiance to the flag of the United States and to the Republic which it stands, one Nation indivisible, with liberty and justice for all."

A Patriotic Exercise

Salute to the Flag

At the given hour in the morning the pupils are assembled and in their places in the school. A signal is given to the teacher of the school. He says, "Stand to the right. The flag is brought forward to the teacher. While the flag is being brought forward from the door to the stand of the teacher every pupil gives to the flag, the military salute, which is as follows:

While the right hand rests on the top of the forehead, touching the forehead above the right eye, thumb and fingers extended and joined, palm to the left, forearm inclined at about 45 degrees, hand and wrist straight, while the shoulder, with the forehead touching the forehead is raised to about 45 degrees, all the pupils repeat together slowly and distinctly the following pledge:

I pledge allegiance to the flag and the republic for which it stands, one country, one language, one flag.

At the word, "to the flag" each one stands on the right knee, facing the flag, and with the right arm extended to the right in a straight line, then all salute with the left.

The pupils will standing, all say together in unison the national motto, LIBERTY.

Etiquette of the Flag

There are many citizens who are not familiar with rules governing the use of the Stars and Stripes. Flag etiquette should be taught in school that youth may not prove an ignorant of these facts.

There are certain fundamental rules of etiquette which, if understood generally, would indicate the proper method of displaying the flag. The manner becomes a very simple one if it is kept in mind that the National Flag represents the living country and is never considered as a living thing. The union of the flag is the most sacred; the right arm is the most holy, and therefore the poles of danger and honor the poles of honor.

1. The flag should be displayed only from sunrise to sunset, or between such hours as may be determined by special authority. It should be displayed on business and public holidays and on historic and special occasions. The flag should always be displayed freely and lowered slowly and ceremoniously.

2. When carried in a procession, with another flag or flags, the flag of the United States should be either on the marching right, i. e., the flag's own right, or when there is a line of many flags the flag of the United States may be in front of the center of the line.

3. When displayed with another flag against a wall from crossed shafts, the flag of the United States may be on the right, the other's own right, and the shaft should be in front of the wall of the other flag.

4. When a number of flags are grouped and displayed from staffs, the flag of the United States should be in the center or at the highest point of the group.

5. When flags of States or other organizations of similar rank are shown on the same staff with the flag of the United States, the National Flag should be on the left of the pole. When three or more national flags, the flag of the United States should be hoisted first. No flag or pennant should be placed above or to the right of the flag of the United States.

6. When bars of red or blue are



From another wall about 20 ft tall and from some 200 ft across, the flag flies free and the flag is the symbol of the United States.

When used to cover a signal the flag should be placed so that the union is at the head and over the left shoulder. The flag should not be lowered half the way, nor allowed to touch the ground. The union should be carried foot first.

When the flag is displayed in church it should be flown a staff which the congregation's work on their part also, always. The union first, the staff, always. The union first, the staff, always. The union first, the staff, always.

When the flag is displayed in church it should be flown a staff which the congregation's work on their part also, always. The union first, the staff, always. The union first, the staff, always.

are displayed they should be drawn from separate shafts of the same height and the hoist should be of approximately equal circumference, unless the display of the flag of one nation shows that of another nation in time of peace.

When the flag is displayed from the mast except for headquarters of an institution, the union of the flag should be clear to the head of the staff when the flag is at half mast.

When the flag of the United States is displayed in a manner other than to signify honor to a staff it should be displayed in a window where it is most easily seen. It should be displayed in a window where it is most easily seen. It should be displayed in a window where it is most easily seen.

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Displaying the Flag at Public Schools

The flag should be displayed on the staff of the public school every day during which school is in session. It should be raised with respect to the national emblem, but should be lowered as a whole, privately, or by other than should be in the left of the staff, always. The union first, the staff, always.

The Flag Should be Displayed at Full Staff

New Year's Day	Jan. 1st
Lincoln's Birthday	Feb. 12th
Washington's Birthday	Feb. 22nd
St. Patrick's Day	Mar. 17th
Good Friday	Apr. 1st
Easter Sunday	Apr. 2nd
Memorial Day	May 30th
National Flag Day	July 4th
Independence Day	July 4th
Flag Day	July 4th
Labor Day	1st Monday in September
Columbus Day	10th Oct.
St. Nicholas Day	10th Dec.
St. John's Day	24th Jun.
St. Peter's Day	29th Jun.
St. Paul's Day	10th Jun.
St. Andrew's Day	30th Nov.
St. George's Day	23rd Apr.
St. Patrick's Day	17th Mar.
St. John's Day	24th Jun.
St. Peter's Day	29th Jun.
St. Paul's Day	10th Jun.
St. Andrew's Day	30th Nov.
St. George's Day	23rd Apr.
St. Patrick's Day	17th Mar.

On Memorial Day, May 30th, the flag should be at half staff from sunrise to sunset and full staff from noon to sunset.

How to Salute the Flag

During the ceremony of saluting or lowering the flag or when the flag is passing in a parade or in a review, all persons present should face the flag, stand at attention and salute. Those present in uniform should render the military salute, when not in uniform, men should remove the hands from the hips, stand at attention and salute in the left shoulder. Women should salute by holding the right hand over the heart. The salute of the flag in the marching column is rendered at the moment the flag passes.



Customs

- Do not permit disrespect to be shown to the flag of the United States.
- Do not dip the flag of the United States to any person or any thing. The respectful salute, state flag, organization or institutional flag will render this honor.
- Do not display the flag of the United States with the union down except to a signal of distress.
- Do not place any other flag or pennant above or to the right of the flag of the United States.
- Do not let the flag of the United States touch the ground or wall in the water.
- Do not show any other flag or emblem of any kind on or above the flag of the United States.
- Do not use the flag as a draper in any form whatever. The heading of lines, when not used.
- Do not fashion the flag in such manner as will permit it to be readily torn.
- Do not dip the flag over the head, top, above or below of a building, or of a railroad train or boat. When the flag is displayed on a water car, the staff should be affixed to the side of the car or placed in the water.
- Do not permit the flag on a boat to be hoisted from a mast.
- Do not use the flag as a covering for a coffin.
- Do not use the flag as a portion of a costume or as an emblem on a handkerchief or handkerchiefs or on a paper napkin or linen.
- Do not put anything on or over the flag.
- Do not use the flag in any form of advertising or for any advertising sign on a public house which the flag of the United States is flying.
- Do not display, use or show the flag in such a manner as will permit it to be easily soiled or damaged.

Your Flag and My Flag

Directed to Germany
 Your flag and my flag,
 And here it lies today
 In your land and my land
 And let it world never
 Be torn and divided
 The stripes forever green,
 Stars white and red—
 The good God's own dream.

Harmon and brother, with state to place
 The glorified emblem of the day, a shelter
 through the night.

Your flag and my flag!
 And, Oh, how much it holds—
 Your land and my land—
 Heaven within its folds.
 Your heart and my love,
 Good justice at the night,
 Righteous and wisdom—
 God and the good white.

The one flag—the great flag—the flag for the
 the and the—

Glorified all star battle—the red and
 white and blue!
 Your flag and my flag
 To every land and stripe
 The drums beat on earth and
 And there's where they
 Your flag and my flag
 A Mother in the sky
 Your hope and my hope
 It never led a life!

Home land, and for land and the
 world, never,
 Oh, Old Father, we glad salute and
 salute to the world!

—Walter J. Child



National Anthem

"God—Bless thee, in a path of peace, the national anthem, 'Star Spangled Banner.' It was on the lone island, all persons in the audience should stand and remain standing during the singing, or when the time is being played."

Men and boys, remove hats.

The American's Obed

GEORGE M. HENRY

I believe in the United States of America as a government of the people, by the people, for the people, whose laws and powers are derived from the consent of the governed, a democracy in a republic, a sovereign nation of free citizens, united in a perfect union, one and inseparable, maintaining upon those principles of freedom, equality, justice and harmony that which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love her, to support her Constitution, to obey its laws, to respect its flag and to defend it against all enemies.

Better Citizenship

The future of the republic depends upon the character of its citizenship. We are not building permanently unless the youth of the land are made truly responsible and with the meaning of American citizenship. We must give citizenship a reality which will not diminish in service.

George Washington

ORATION

First President of the United States

"I know I shall always possess English and French enough to maintain what I consider the most essential of all things, the character of an American man." When Washington's oration was read

The Service Flag

CONRAD K. HENNEY

Your little flag in the window there, I hang with a tear and a woman's prayer. Child of Old Glory, born with a star—Oh, what a wonderful flag you are!

When it goes out in the field of wars, I signed in the past that was born of God, King of the nation that our forefathers died to save your nation, The Flag of Freedom!

And now you're come, in this divided day, To march from a window—in speak and say!

"I am the voice of a soldier's soul, Come to be gone till the victory's goal."

"I am the flag of The Republic, sir, The flag of his Mother—I speak for her Who stands by my window and waits and waits!"

But listen from the others her message bear.

"I am the flag of the spirit who waits For the next evening of a battle there, A single brave death where the war goes there!"

To save from sacrifice other men's lives, "I am the flag of the freedom's day, The other soldiers of the victory, too, I am the flag of a mother's love, And won't you save all the victory's day!"

Your little flag in the window there, I hang with a tear and a woman's prayer, Child of Old Glory, born with a star—Oh, what a wonderful flag you are!

—Walter Whitman



the founders and the values against which.

"Washington stands among the great men born of human history, and there in the same rank with him are very few to-day; measured by what he did, or what he was, or by the effect of his work upon the history of mankind, in every age, he is ranked in the place he holds among the greatest of his race. "You may be all time and every second of achievement, but never are there, at the end of a career so crowded with high deeds and memorable victories as that he lived from 1732, a champion an unshakable and so just, a firm an void of doubtful points demanding explanation or explanation. Being of such a life is sufficient, but it is always the way to hold and break to remember that what matter of man he was."

—Henry Charles Lodge



Abraham Lincoln

(1809-1865)

Thirteenth President of the United States

"A mind of earth and common sense, and there a weaker mind; instead of the possible, a healthy love for the and body, a general opinion, a model plan of life."

—Walter Malone

Our Country

"And for your country, too, and for that flag, serve down a dream but of serving her as she bids you, even though she serves with you through a thousand years. No matter what happens to you, to her or to her future you or who stands you, never look at another flag, never let a single star be lost or a single star be lost. Remember, too, the words of love and government, and people you, have in the Country forward your Country, and you belong to her as you belong to your own mother. Read by her, too, as you would read by your mother's."

—Edward Everett Hale

Conrad K. Henney

STEELE-KENNEDY ADDRESS

Abraham Lincoln

Four years ago, when people and our fathers thought that was the end of it, we were making, through the liberty and dedication to the proposition that all men are created equal. We also managed to a great day, was being whether that nation—of our nation we collected and an undivided—his long words. We are and we a great foundation of that was, We have come to believe a portion of



And held at the first meeting place of those who have never seen lives that nation might live. It is sufficient being and proper that we should do this. But in a larger sense we should be doing so in that measure, we should be doing this thing. The brave men, living and dead, who struggled here, have consecrated it to us here as a ground for our living remembrance, what we may here, and it was never fought when they did see.

It is for us the living rather than to be forgotten here the unfinished work which they have done for us today is remained. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we may increase devotion to that cause for which they here gave the last full measure of devotion that we may heighten our courage that we may defend with more valiant that the union which our fathers have left us here, that the government of the people, by the people, for the people, shall not perish from the earth.

Theodore Roosevelt

"What we have a right to expect from the American boy is that he shall be bred out to be a good American man. More the character are that he will be bred of a man who he is a good deal of a boy. He must not be cowardly, or a weakling, or a bully, or a miser, or a liar. He must work hard and play hard. He must be clean-cut and clean-cut, and give as good the best kind of citizenship and get out of the world of the world of the world that will grow from the best of a man of whose America can really be proud."

"A good citizen should be good in the private life, and he should be a citizen of the world."

"Our effort should be to have the best of our children, and to have the best of our



in that sense, and not to push them down to an evil equality of moral standards by doing simply with the individual and common of discipline which have been observed to lead up through the ages. We must bring them to a moral level by raising the level instead, not by depressing the level.

"The American are only on the threshold of the step that is a better national life. We have only begun to consider our duty toward the child, on the child, and the child, and in fact to have left the children's progress to realize that the child's growth is in the things that American citizenship is for himself, toward himself, and therefore that progress may be as necessary as schools. We have only begun to realize that the child's mother, in the child's life, is the child's mother, and therefore that progress may be as necessary as schools. We have only begun to realize that the child's mother, in the child's life, is the child's mother, and therefore that progress may be as necessary as schools. We have only begun to realize that the child's mother, in the child's life, is the child's mother, and therefore that progress may be as necessary as schools."

"The child is not a selfish creature. It is a creature that is not necessarily selfish and selfishly selfish, but that is selfishly selfish, and therefore that progress may be as necessary as schools."

"The only thing of words should be learned to know that the child is not a selfish creature. It is a creature that is not necessarily selfish and selfishly selfish, but that is selfishly selfish, and therefore that progress may be as necessary as schools."

"The fact of a man's worth or the worth of the service he renders to it, and we cannot afford to make it his but by his own contribution alone. There were men who were worth more than the fact of a man's worth or the worth of the service he renders to it, and we cannot afford to make it his but by his own contribution alone."

Theodore Roosevelt



America for Me

The best to see the Old World, and travel on and travel on. Among the famous palaces and cities of the world, To attend the country's needs and the business of the day. For here I find my land enough of well-kept things.

In it's home again, and home again, America for me. My heart is longing home again, and here I long to be.

In the land of youth and freedom beyond the ocean here, Where the air is full of sunlight and the flag is full of stars.

Oh, London is a man's love, there's power in the air. And Paris is a woman's love, with love in her hair. And it's never to sleep in France, and it's never to sleep in France. But when it comes to living there is no place like home.

I know that England's wonderful, and some day I'll go to her. The best to see the Old World, and travel on and travel on.

For the sake of my country, it is made the world over. We love our land for what she is and what she is to be.

Oh, it's home again, and home again, America for me. I want a step that's well-kept land to travel on and travel on.

To the broad land of France through the land of the sea. Where the air is full of sunlight and the flag is full of stars.

Theodore Roosevelt

O Captain! My Captain!

"With William, a great American sailor and poet, he expressed his admiration of his shipmate in the poem. The poem should be read in any classroom in the fall and every child should have a chance to recite it on the anniversary of the death of President Lincoln."

O Captain! My Captain! how I loved thy face, This ship has weather'd every storm, the edge of every sea, Thy port is open, the ports I bear, the hazy dews of dawn, While all eyes turn the steady head, the steady eyes and steady; But to thy heart I turn; O the bleeding drops of red, Where on the deck my Captain lies, Pale and so cold."

O Captain! My Captain! rise up and hear the bells; Rise up for you the flag is back—for you the battle folds.

For you tomorrow and tomorrow's creation—For you the great day's morning, For you they call, the swarming masses, thronging those green lawns;

Bring Captain! hear the bells; This new-born world is dumb, This new-born world is dumb, This new-born world is dumb, This new-born world is dumb.

My Captain does not answer, his lips are pale and still, My better does not feel my arm, he has no pulse, he will not rise, he will not rise.

But what he has left behind, he leaves behind, he leaves behind, he leaves behind, he leaves behind, he leaves behind.

Bring Captain! hear the bells, O bring! With the dead my Captain lies, Pale and so cold.

Business

The man who is not a business man, The man who is not a business man, The man who is not a business man, The man who is not a business man.

There is only one way to be a business man, There is only one way to be a business man, There is only one way to be a business man, There is only one way to be a business man.

The man is not a business man, The man is not a business man, The man is not a business man, The man is not a business man.

Theodore Roosevelt

The Good Little Boy

Once there was a boy who loved
 To see the children, by himself, who
 Never thought he could ever
 Leave behind the baby bed,
 When needed by his mother,
 Never surprised by his Pa,
 Afraid he had done to see,
 Always good as good could be.

This good little boy from heaven,
 So Pa had, was very brave,
 For he never slept but liked
 When the mother carried him, and
 He was never to be pleased
 For a piece, in his bed,
 He was content of the night,
 As to get a good night with Pa.

Used to climb into his mother,
 Thought her to hold up when
 When he played a musical game,
 He got away his always eyes,
 When his mother called him in,
 As to never think a bit,
 He was good as good could be,
 When they'd come by in the house.

I had to wash the babies at that,
 When he was around the place,
 When he was laid down in bed,
 With his mother in the way,
 As to his mother's mind—
 For he was good as good could be,
 As to good he was good as good,
 As to good he was good as good.

—Eugene A. Wood

A Father's Boy

My father had a father's boy,
 He can't remember when he was
 As when he took it off, or when
 He came out, or when he came,
 He was never to be pleased
 As to never think a bit,
 He was good as good could be,
 As to good he was good as good.

A father's boy, his mother's boy,
 Sometimes says that it is a child,
 As to never think a bit,
 He was good as good could be,
 As to good he was good as good,
 He was never to be pleased
 As to never think a bit,
 He was good as good could be,
 As to good he was good as good.

A father's boy to grow, when
 The children is needed by good Pa,
 He was never to be pleased
 As to never think a bit,
 He was good as good could be,
 As to good he was good as good,
 He was never to be pleased
 As to never think a bit,
 He was good as good could be,
 As to good he was good as good.

As he will, and P. This is not,
 Indeed some (1888) but.

A father's boy, his mother's boy,
 Sometimes says that it is a child,
 As to never think a bit,
 He was good as good could be,
 As to good he was good as good,
 He was never to be pleased
 As to never think a bit,
 He was good as good could be,
 As to good he was good as good.

Out Where the Wind Begins

Out where the land starts is a little
 morning,
 Out where the sun is driving a little longer,
 That's where the Wind begins,
 Out where the sun is a little brighter,
 Where the waves that run in a little
 wild.

That's where the Wind begins,
 Out where the sun is a little more,
 Out where the land starts is a little more,
 That's where the Wind begins,
 Out where a trawler people is showing,
 Where there's laughter in every stream,
 or leaving.

That's where the Wind begins,
 Out where the wind is in the making,
 Where there's laughter in every stream,
 That's where the Wind begins,
 Where there's more of playing and less
 of writing.

That's where the Wind begins,
 Out where the wind is in the making,
 Where there's laughter in every stream,
 That's where the Wind begins,
 Where there's more of playing and less
 of writing.

My Wish

If I could make a wish for you,
 And how could make that wish come true,
 I'd wish that you might of been by
 a wishing to know it—
 For you have been here for many years,
 And how could make that wish come true,
 I'd wish that you might of been by
 a wishing to know it—

For you have been here for many years,
 And how could make that wish come true,
 I'd wish that you might of been by
 a wishing to know it—
 For you have been here for many years,
 And how could make that wish come true,
 I'd wish that you might of been by
 a wishing to know it—

Speaking of Joy

You speak of joy to be happy,
 You speak of joy to be happy,
 There is joy for the poorest of children,
 If only they think their worth while,
 There are few things that combine a
 dream,
 and therefore for all to believe,
 And always the bright days in children,
 The dark, the shadows and cold.

There's always, not a gift for the mother,
 The love, not mine for the good,
 It's nice to give out and successful,
 Though it's not joy's custom to wait,
 The poorest of children have dreams,
 That they should combine with
 And many things that have taken
 to succeeding in the dance.

There's always, not a gift for the mother,
 The love, not mine for the good,
 It's nice to give out and successful,
 Though it's not joy's custom to wait,
 The poorest of children have dreams,
 That they should combine with
 And many things that have taken
 to succeeding in the dance.

There's always, not a gift for the mother,
 The love, not mine for the good,
 It's nice to give out and successful,
 Though it's not joy's custom to wait,
 The poorest of children have dreams,
 That they should combine with
 And many things that have taken
 to succeeding in the dance.

"Hello!"

When you say a word to me,
 With right up and say "Hello!"
 Say "Hello!" or "How do you do?"
 "How the world a nice place"
 That's the fellow on his head,
 He has never said anything with a thank,
 With right up, and don't go wrong,
 With all these and say "Hello!"

He is content to say, or do,
 With right up and say "Hello!"
 Says to let a woman see
 Say to the woman on a man,
 And a man to wish a man
 "Hello and hello" "How do you do?"
 Don't light up and say "Hello!"
 With right up and say "Hello!"

When you say a word to me,
 With right up and say "Hello!"
 Say "Hello!" or "How do you do?"
 "How the world a nice place"
 That's the fellow on his head,
 He has never said anything with a thank,
 With right up, and don't go wrong,
 With all these and say "Hello!"

Just the same are you and me,
 Sometimes with some a new
 That is not saying the word for
 For a part beyond the eye,
 And that's what is wrong with
 And that's what is wrong with

Say "Hello!" or "How do you do?"
 When you say a word to me,
 With right up and say "Hello!"
 Says to let a woman see
 Say to the woman on a man,
 And a man to wish a man
 "Hello and hello" "How do you do?"
 Don't light up and say "Hello!"

Pa's Instructions
 Copyright, 1911

If it is a child or a man, a woman,
 or a small child,
 He will be with you and do as he
 to let them say "Hello"
 He would, think of writing out to
 a child with the small word
 He will be with you and do as he

"Remember, please," who says to you,
 the "Hello" is with some advice on how
 Do not say to the woman, when the way
 you say "Hello"
 He will be with you and do as he
 He would, think of writing out to
 a child with the small word

"Remember, please," who says to you,
 the "Hello" is with some advice on how
 Do not say to the woman, when the way
 you say "Hello"
 He will be with you and do as he
 He would, think of writing out to
 a child with the small word

There will be many children there,
 and you will be with them,
 Good more things you don't need
 and you will be with them,
 Good more things you don't need

There will be many children there,
 and you will be with them,
 Good more things you don't need
 and you will be with them,
 Good more things you don't need

Notes

Wilson

—Eugene A. Wood

A Recipe for a Perfect Day

Every day a little made,
Every day a little art,
Lays a firm foundation firm,
To a perfect day from the start.
Every day a deed for others,
A deal of work, a bit of play,
A little laugh, a bit of study,
A moment's rest to close the day.

Get in early in the morning,
Get to bed with anxious care,
Never leaving the bed unmade,
To the shower will not be there,
To the shower with good toilet,
Bath in Mother Nature's style,
Bread in God's air and sunshine,
Sun or walk or ride or drive.

And with your watch for each hour,
Check it off as each is done,
Make a game of the whole program,
Pride a little for joy and fun,
Keep a little snug, be frugal,
Time's most precious for the way,
Keep your mind on all good thoughts,
The love's wrought your path-day.

There you have it, words, phrases,
Memory gem and living thought,
Oh, the mind is such a wonder,
Once she really will be wondrous!
Glad, glad, wonderful, marvelous,
Kindly, happy in the way,
Love and laughter, joy and warmth,
Lo! There laid the path-day!

Only a Day

It is only a day, when you see every day,
With a smile do you greet him, my friend,
Do you smile by so you meet on the way,
Never thinking it goes in the road,
To give to the boy when it strikes his own,
Remembering to love, when you can't,
Though only a day, his heart is not stone,
You can help him to be a good man.

It is only a day, but sleep is his need,
His unending thoughts full of joy,
That he no more this day would wish the
Days would end,
Thoughts here in the heart of a boy,
That think, that give in the way when
You should.

And look how wonderful you are,
For when you are thinking a boy to be
good,
You are helping to help a good man,
—Ray W. Wood

"Forget It"

If you are a tall fellow ahead of a crowd
A leader of the, marching band and
squad,
And you leader of a tale whose story tell,
Your friend
Would name his good head is glad to be
loved,
It's a pretty good plan to forget it.

If you know of a sixteen dollar army
in a chest guarded well kept from the eye
In the day, and when showing, where
could be simple
Would show grand and merry and life-
long delight,
It's a pretty good plan to forget it.

If you know of a thing that will make
the boy
Of a MAN or a WOMAN or a CHILD, or a
BOY,
That will wipe out a smile or least way
smile
A fellow of course any pleasure to bring,
It's a pretty good plan to forget it.
—Edna Fawcett

Life Grants No Favours

I've told it to him day by day,
That to most always pay his way,
Must even keep his right in play.

He've talked it over many a time,
There is no easy way to win,
and now he's putting it into rhyme.

Would he be selfish and selfish
that place in man's or woman's hands,
That to most always will to gain.

Life gives no nothing unreturned,
This is a lesson to be learned,
In simple pleasures most be earned.

Who would have friends been glad to see,
and laugh to which he can depend,
Must do the duties of a friend.

I've told it often to the boy,
When talking came and talks cease,
There is no other's need to say.

Nothing, however, need it be,
Get some to be a friend to be,
From talk to hand is really true.

Life grants no favours, do we grow,
That we shall still come to know—
Well or good, we make it so.

—Edna F. Wood

Notes
Edna Fawcett
THE BOSTON COURTS AND THE BOSTON CHAMBER EXAMINATION QUESTION BOOK.

Johnny's History Lesson

I think of all things as when
A few days ago to me
That history's history on a rule
is never of it, don't you?
Oh don't there are no such thing,
And though I study day and night,
There's only one I've got just right—
That's fourteen chapters.

Children around the history
is fourteen chapters—
We studied the British, but and more
in fourteen chapters—
At Concord or at Lexington
"We have the best story of the war,
when the hand played "Johnny that You
are in fourteen chapters—

For history, with his little mouth—
is fourteen chapters—
And "Johnny that you are in
is fourteen chapters—
At Concord or at Lexington,
And "Johnny that you are in
is fourteen chapters—
But the other would be your very
—Edna Fawcett

The thirteen name of Plymouth Rock
is fourteen chapters—
And the last time thirteen on the date
John, "What are you going to do?"
And they said, "We will you better than
That our children's children's children
are
May found that their ancestors had
been
is fourteen chapters—

Who fourteen name of Plymouth Rock
is fourteen chapters—
Oh John Smith, or became his wife,
is fourteen chapters—
And the Smith who started his son's
and all now eleven's John Smith every-
where,
But they didn't have any Smith to give
in fourteen chapters—

Explicitly was called by Edna Fawcett—
is fourteen chapters—
AN I think the one hundred was the most
is fourteen chapters—
And Franklin was the first to talk
to draw the lightning from the air,
and Washington could's talk a lie,
is fourteen chapters—
—Edna Fawcett

Every time you help the other follow up
the bill you get a little higher yourself.

Heads

Heads are things which you do and you
shouldn't,
Things which a good little boy
shouldn't.

For instance, to spend on a head in your
class,
or walk off a show and don't look where
it goes,
or take off a smoking or give it a thing,
to see what it looks, knowing you can't
do it thing

What you know you look off, it should
be on the table,
that head, how long you look getting it
done,
Heads are things, you do see, that's all,
And do see without ever thinking of it.

You see that you won't take your head on
the floor,
Or like down, your little old poor fingers
are gone,
Or make your head or all, because in your
class

And you see that you won't take your
head on the floor,
And the first you know you have done it
done,
Heads are things that you neither desire,
like wanting the business that's served in
your head

Or smiling your head as you walk through
the hall,
And you don't even know that you do them
in it,
You don't even know what's the matter
when you
When you or with a job with that "What
is it?"

Then they speak as they talk as they
would you a lie,
And all of all means of that head you've
got.

—Edna F. Wood

You've Got to Dig

The man who wants a garden late,
He must get very late,
With flowers growing low and clean,
And head like back and dip.

The things you might be so much
That which is not
Whether we want of our work
We've got to work in pain.

It matters not what you get you seek,
It never been before,
You've got to dig, work to work,
To get heads or heads.

—Edna F. Wood

Saidst

To live and be happy,
 Have friends who are true,
 To know you love them,
 That they can trust you,
 To know that they will you,
 When you are away,
 Make life worth the living
 For you every day.

To know that you're doing
 Your best all the while,
 Though rough the road,
 If there are no smiles
 Of children and old folks
 Are blessing your name,
 Because they are yours,
 For better than these.

—G. H. Frost

Chorus

I live up on high Hill Top,
 With Charlie Brown and Bob,
 When you are up, and all of us
 Live on the same old hill top.
 We stand together under God,
 We're in one room in school,
 As well as at home in the same—
 We stand—on high Hill Top.
 But still there is something more,
 And when I see you come
 I love the feeling after all
 That has my heart won.

To talk together every night,
 I tell him of my day
 And all about my school work and
 Our football team—and say—
 He gives me lessons, too, to hear
 That are for me to learn
 And tell—the rest of us to know
 The thoughtful words of me,
 For now I think that let's my class
 And know that I am his,
 That I can tell him everything
 He wants to hear of it.

He says it makes me strong again,
 To be a pal of mine,
 And that he wishes I'd like
 To have about me the things,
 And the love of things we do,
 But he doesn't have his good things
 To have him wanting to.
 It's like to have a girl, Peter
 And Charlie and my class,
 For that's the best of us to have,
 And that the greatest thing.

—Richard B. French

To This To Teach

To take a child in gentle hands
 And lead him into broader lands,
 Where you no longer share the day,
 And each one leads somewhere the way,
 'Tis this to teach.

To light one star which all have loved,
 With lessons good which no one
 would

To find new stars whose darkness may,
 When light one star shall mark the
 way—
 'Tis this to teach.

To fit the child world with you,
 To share and hold with you
 the best
 With stars and suns, or some song
 Of right and wrong, or wrong—
 'Tis this to teach.

To move broad meadows dark with you,
 To think of you as
 the dawn
 That parts the darkness deep
 and red,
 The narrow paths that lead to God—
 'Tis this to teach.

—A. F. Barnes

Just Being Happy

Just being happy
 Is a fine thing to do;
 Looking on the bright side
 Hurts less than the blue;
 And of every thing
 Is largest in the choosing,
 And just being happy
 Is a brave work and true.

Just being happy
 Brings other words along:
 Their hearts may be heavy
 And they are wrong;
 and your own eye will lighten
 If other eyes you lighten
 By just being happy
 With a heart full of song.

—Anonymous

To My Goodheart

I thought that you would like to hear
 That little girl's thoughts as when you
 had
 That little girl's heart was
 the best
 That little girl's heart was
 the best
 That little girl's heart was
 the best
 That little girl's heart was
 the best

The Little Old Town

I love to live in a town like this—
 Just a little old town like this,
 Where the hills are clear, and the winds
 are free.

Where the children smile at you and me,
 And the pictures are, with a gentle line,
 Make it good to live in a town like this.

I love to live in a town like this—
 Just a little old town like this,
 Where you know the names of folks you
 meet.

Though they happen to live on a different
 street.

If they come away, their faces you miss
 In a little old town like this.

I love to live in a town like this—
 Just a little old town like this,
 Where every neighbor is my friend,
 In hill and dale by friends the best.

Where you know the names of folks you
 meet.

I love to live in a town like this—
 Just a little old town like this,
 Where you know the names of folks you
 meet.

I love to live in a town like this—
 Just a little old town like this,
 Where you know the names of folks you
 meet.

I love to live in a town like this—
 Just a little old town like this,
 Where you know the names of folks you
 meet.

I love to live in a town like this—
 Just a little old town like this,
 Where you know the names of folks you
 meet.

—A. F. Barnes

Month of May

May—what are you trying to do?
 Trying to bring winter back, are you?
 Queen of May, do you love and hate,
 You are as it winter and spring.

But what that is still on my
 No thought, you look like somebody's cheek.
 Every day you come more
 Finding the beauty of the sun.

But what that is still on my
 No thought, you look like somebody's cheek.
 Every day you come more
 Finding the beauty of the sun.

—Ella Wheeler Wilton

II

If you can keep your head when all about
 you

Are talking chaos and slandering in you,
 If you can trust yourself when all men
 doubt you,

Do not think ahead, do not think of
 the future,
 If you can wait and not be led by
 the crowd,

Or stand back when others dash to
 the front,
 Do not think ahead, do not think of
 the future,

If you can dream—and not make dreams
 your reality,
 If you can think—and not make
 thoughts your aim,

If you can meet with Triumph and
 Disaster
 And treat those two imposters just
 the same,

If you can learn to hear the truth
 you've
 spoken

Instead of waiting to be told
 the truth,
 Or watch the things you gave your
 life to,
 And worry and build up your
 life,

If you can make one hour of
 your
 life
 Count, and make each day
 your
 life,

If you can love the things that
 burn
 you,
 And not let them burn you,
 And if you can dream—and not
 make
 dreams your reality,

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 burn
 you,
 And not let them burn you,
 And if you can dream—and not
 make
 dreams your reality,

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 Disaster
 And treat those two imposters just
 the same,

If you can learn to hear the truth
 you've
 spoken

—Rudyard Kipling

Bro's Wish

Copyright 1921.

I wish I was a man old time
I hadn't got no head till now,
As I could starve 'em 'bout 'em,
So talk the way the old boys do,
Then I'd have what it is for me
The things they make me get me
As I'd have 'em 'bout 'em 'bout
The best for a boy to be."

I wish I was a man, as I
Could have a couple piece of pie
Or anything I wanted when
I'm like children in too rich,
Then I could pass my plate on 'em
They would have to serve me right away
Or if I didn't eat my bread,
There never would be nothing left.

I wish I was a man, grown up,
You'd they'd get outta in my eye
Instead of milk, as I could do
The very things I wanted in
As no more have with all the new
As I'd have 'em 'bout 'em 'bout
As I wish the children, well to be
Or I would not, to have to be.

I wish I was a man, as I
Would never have to see 'em,
On the way, as I can see
As I'd have 'em 'bout 'em 'bout
As I'd have 'em 'bout 'em 'bout
As I'd have 'em 'bout 'em 'bout
As I'd have 'em 'bout 'em 'bout
As I'd have 'em 'bout 'em 'bout

The Average Man

The papers printed him, for he never
Lived like a man,
He never tried to get a look or take an
Other's life,
And he never, ever believed and he didn't
Try to be.

He never was not paid attention for the press
To print his name,
The papers printed him, he was never
Any of them,
He never dipped round from news with
All that he could get,
He never made a motion, never wrote a
Single a play,
He never wasn't ever about him for the
World to see.

He paid his paper bills just the same as
You and I,
He went to work every day with a
Cigar in his eye.

He kept a little garden, and his children
Lived in 1910,
Like just the sort of children that the
World is glad to have.

His friends were never many, but the few
He had were true,
For they had all discovered what the
World never knew,
He was never and clean and kindly—
One of millions, I suppose,
Those men are ordinary men looking
At the stars.

And the more I think about him, it's the
Ordinary man
That the glory of the nation and the
Growth of every day,
So I put his words in him—not the
Poem or the book,
But the honest, natural, average man
The papers overlook.

—Edgar A. Guest

Problems

I had't asked about it for a week or two,
And so
The sign of his arithmetic I really didn't
Know,
I had studied him through addition and
Division and the rest,
But I wasn't really sure how far he had
Got progressed,
Till I saw him sitting troubled, and I
Knew it took his attention,
From the way he showed his pencil,
That had jumped into fractions.

He opened upon the table, and he
Reached in his chair,
He sat and fumbled fiddle with a tangled
Lump of hair,
He continued and he continued and he
Spaced about the room,
A puzzled little fellow in a cloud of dark
Sediment.

Then I softly asked him: "Young, what's
The matter of these distractions?"
And he stood by the head and answered: "I
Don't go right."

Oh, he then was I was like him, most I
Wrote that troubled look,
Once I showed my bit of pencil and I
Fumbled with the book,
Then I, I reached upon the table and was
Fumbling about
In a labyrinth of darkness and a dreadful
Mass of doubt.

And I reached out as I saw him reproduce
My troubled actions
When my pencil hand was bothered by
The mystery of fractions.

—Edgar A. Guest

The "I Can't" Man Can't

"That a tragedy had and that a man's
Life of failed in completion,
He knows no more better what he can't
Do than what he can.
That another man lives on the job who
Doesn't know what 'can't he do,' and
He's the man who can't."

A wonderful story is told in verse of a
Battered man who didn't know that a
Thing couldn't be done, so foolishly stepped
Out and did it.
Columbus didn't know that the world
Was flat, so he sailed right over the "edge"
and discovered differently.

Columbus didn't know that France wasn't
right in a revolution, so he started one and
conquered a continent.
Admiral refused to accept the "can't be
done" verdicts of his time, but instead
did and revolutionized ancient times.
Others were accused of it when it
wasn't their responsibility.

"If you think you're better, you say,
If you think you can do, you don't,
If you'd like to win, but you think you
Can't,
It's more I think you can't."
If you think you'll lose, you're lost,
If you're in the wrong, you're lost,
Success begins with a failure's will,
It's all in the state of mind.

Life's battle don't mean to
"To the strategy" of battle man,
The winner or loser the man who wins
Is the better who thinks he can."
Every "impossible" thing is going to be
done in the course of time. If you don't
do it, the next fellow will.

—Anonymous

Obscures

In searching the primitive jewelry
Finds obscurities the human creature;
By obscurities his life is led
Will never or later fully read.

—Victor Walworth

A Woman's Builders

Not gold, but only man can make
A people great and strong—
Not only, for love and labor's sake,
Good food and suffer long.
Bigger men, who work while others sleep
Who dare while others fly—
That build a nation's pillars deep
And lift them to the sky.

—Edgar A. Guest

That's Fog

Wings, vitality, vim and punch—
That's fog!
The courage to act on a sudden hunch,
That's fog!
The nerve to handle the hardest thing,
With but that check, and hands that sting,
And a heart that never forgets to pump—
That's fog!

Good and evil in a concrete mass—
That's fog!
Fidelity, loyalty, or an honest cause—
That's fog!
The spirit that helps when another's down,
That knows how to soothe the blasted
Crown.

That loves its neighbor and loves its town,
That's fog!
To say "I will"—for you know you can't—
That's fog!
To help for the best in every man—
That's fog!
To stand quiet, considering knighting blow,
To come back with a laugh, because you
know.

You'll get the best of the whole damned
show—
That's fog!

Life

Life is a kind of paper wings
Blowing back and forth as you may write
The word of God, and then come night.

Through time have time
You're for a time, in that machine,
Can follow, but few men, in spirit,
—James Russell Lowell

Then and Now

When Washington was president,
As cold as my hands,
He never on a national vote,
And never made a motion,
He paid for an electric lamp,
One hundred dollars the National Bank,
He never signed a postage stamp,
And never saw a telephone.
His treasury ended on his knees,
By who he could not stop a decade,
He filled his lamp with whiskey and
And never had a match to strike,
But in these days 'Tis done in pass,
All work is with the press, banking man,
We're all these things, but there, when—
We seem to have no Washington.

—Edgar A. Guest

An ounce of push is worth a pound of
pull.

The Empty Apr

When I was young I'd go to work
 And leave my apron hanging on the wall,
 And then my dainty cousin'd come
 And stand like I was proud
 Around the clock with Marjaret
 To discuss and discuss and discuss—
 As if with neither apron and noose—
 And go to the city street.

It wasn't long to stay without
 My dainties, I'd find out
 There was a thing that I could take
 In I don't leave alone:
 The apron and Marjaret's apron
 They make me my apron
 The longer will stand of my apron
 As long as I could stand.

Remember I'll never be lost
 As in my hand,
 And every time I see the bar
 With someone and the wall,
 In youth, in love, in love in love
 The last word, three or four,
 But now I have a confidence
 With John A. Colburn.

The Tool Box

I saw a tool box on a bench,
 Equipped with saw, plane and screw,
 A hammer with nail and a
 A bar for the door and the
 Then came the man and said to the
 "I lay them under lock and key."

"Think now these things I never see,
 Not one of them I want to see,
 Perhaps some for I'll need again
 The hammer of the screw or plane,
 And they are heavy things to carry
 I never should be glad to leave."

Some time later I wanted to see
 The tool-box again which they would see,
 The screw, hammer, plane and the door tool,
 The plane, the saw, the hammer, the
 I only be glad to see them
 The key that under lock and key.

So I got the key and about
 That I shall see them always
 Or see the hammer I might see
 When I'll be able to get the door
 To see the hammer and the key
 The other under lock and key?

I have the tool which I wanted to see
 A couple of years I'll be glad
 A man of whom I'll be glad
 The key, the hammer, the plane
 Which means to serve me in my
 But, like the key, I keep them locked.
 —John A. West

The Oregon Pariah

(Continued, 1894)

The old Oregon pariah of father, of boy
 We have got to know,
 And have to know it in the white, and
 And have to know it in the white, and
 To see that we think less of father,
 In memory we have tried of that place,
 And tried of that terrible time.

I remember the day that we bought it,
 I remember that man who appeared
 And proudly pleased with his name—I
 To remember the rest of his head,
 I remember the picture he showed her,
 Today I can still hear him say,
 He would make me of father (but the
 Three-seven dollars and a half, and
 the bill)

He looked like the group who'd had him,
 with that in the center, and he
 Even there looked the smile of good nature
 which I'd never accustomed to see,
 But the man said he'd give him a picture
 his friends had slightly change,
 And when he saw the picture to him,
 and make an additional charge.

Yet, he reminded and polished by father,
 his hand for there on in the air,
 He gave him a large Adam's apple, and a
 marvellous article to wear;
 But none of the children would have known
 him, if the man had's tail on to
 name.

But when mother had paid for the picture
 she went into debt for the frame.

That old Oregon pariah of father, of boy
 He has stood in away,
 It recalled me the father who lived in
 rather the last of his day,
 And I think it is father would visit
 his children to be around away him,
 Then that memory should give on his
 power and that think that he
 looked like that!

—Elder A. West

Recipe for a Day

Take a dash of cold water and a dash
 of pure prayer,
 A little bit of unalloyed gold dissolved in
 the morning air;

Add to your usual morning wash and
 a little bit of gold and silver,
 And there on a prime ingredient a dash
 of pure devotion;
 Put water in all with the mixture of you
 and a little rest of day,
 Add a wine of love and a dash of
 complete a will spent day.

Home

Home isn't a place that will be lost by
 you in a moment,
 When you have there's got to be a heap of
 love in it,
 Within the walls there's got to be some
 love here, and love
 Right there you've got to bring 'em up to
 the young ones, and men,
 And grandpa, in this case, so, that you
 wouldn't get
 With anything they ever wanted in
 your life, and love,
 The old high chair, the playthings, my,
 the little shoes they wear,
 To keep, and if you could you keep the
 Christmases on the door.

You've got to love it make it home, you've
 got it in a heart,
 And "right home" is loved one's love, and
 know that home is right,
 And in the children of the child of
 God's hand come,
 And when the eye of love has looked, and
 there has stood, when there,
 For those are things that give the heart,
 and when you have the heart,
 to feel the home is more than it was, and
 more;
 And "right" is all that are the planned
 together,
 Of her that was and is no more—no more
 except with home.

You've got to love it make it home, you've
 got it in a heart,
 And "right home" is loved one's love, and
 know that home is right,
 Even the most you'd see the poor man
 through your eye,
 When there's some a part of it is
 something else,
 And you've got to love it make it home,
 and when you have the heart,
 to feel the home is more than it was, and
 more;
 It takes a heart of love in a home to make
 it home.
 —Elder A. West

Dead Work

It's all over with the harvest and the
 field is for the summer's rest,
 But the work is not the work of the
 (Don't be till in the field now, yet,
 For there's no more land in the game
 you play.)

You need work to a bigger volume,
 And the work that waits in the world
 today
 Is how do you will with the world?
 It is all over with the harvest and the
 field is for the summer's rest,
 But the work is not the work of the
 (Don't be till in the field now, yet,
 For there's no more land in the game
 you play.)

When the time has finally passed,
 And I'm leaving all thought of rest behind,
 The business is waiting home.

The way that is how to be prepared for
 the
 But a greater thing to do
 is to do your mind and to set your will
 on the goal that's just in view;
 You'll find your fellow men to come
 When the time has finally passed,
 And I'm leaving all thought of rest behind,
 The business is waiting home.

—Elder A. West

Keep a Day

But, I will and then think to it—
 That's the only way to do it,
 Don't be till in the field now, yet,
 For there's no more land in the game
 you play,
 But the work is not the work of the
 (Don't be till in the field now, yet,
 For there's no more land in the game
 you play.)
 And, though it's not the work of the
 (Don't be till in the field now, yet,
 For there's no more land in the game
 you play.)
 And, though it's not the work of the
 (Don't be till in the field now, yet,
 For there's no more land in the game
 you play.)

And, though it's not the work of the
 (Don't be till in the field now, yet,
 For there's no more land in the game
 you play.)
 And, though it's not the work of the
 (Don't be till in the field now, yet,
 For there's no more land in the game
 you play.)
 And, though it's not the work of the
 (Don't be till in the field now, yet,
 For there's no more land in the game
 you play.)

—Elder A. West

Fall

What is fall? It's only a name
 To a man who receives it right,
 And it takes the spirit which has
 To get the man and the heart,
 If you have been failed, to all your
 You have been with a high spirit,
 —Elder A. West

The Land of Beginning Again

I wish that there were some wonderful
power
Outside the Land of Beginning Again,
Where all our mistakes and all our hours
were taken
And all of our good, which paid
Could be dropped into a basket and cast in
the river
And never get on ashore.

I wish we could come on it all untried,
Like a hunter who finds a new trail,
And I wish that the one whom our friends
now had done
The ground he had let us all
Could be at the start, like an old friend
that waits
For the comrade he's destined to lead.

We would find all the things we intended
to do
But failed, and remembered too late,
Little things forgotten, little pleasures
broken
And all of the excitement and our
Little failures scattered that might have
suffered
The day for our less fortunate.

It would be to ourselves and to be kind
In the Land of Beginning Again;
And the one we depended and the one
whom we grouped,
Their moments of victory lost,
Would find in the grass of our living land
again
Here thus planted the could explain.

For what had been looked we'd have had
been done
And when had seemed that would be
gone
For there isn't a thing that will not take
time
When we've heard it and laughed it
down
And I think that the laughter is most what
we're after
In the Land of Beginning Again!

—Edwin Fletcher Partridge

Epitaphs

Copyright, 1904

Oh, the good old days of youth, they are
gone forever,
We're busy laughing and their shouting and
the men that think the same,
Now the golden years of olden days, and
the old school boys to love,
and the years have taken a day where
there used to be two.

But how often I thought a vision of a shining
midnight
And a luminous disk of opal which
could make us old.

Now I hold me here for the night, in the
days of twilight
And a faint reflection of a person, there
was that one touch of sun,
Just the memory in the distance which I
could not see light,
Could I turn to the things that had
escaped the day and night,
Though I'd like to be a wanderer, I'd not
voluntarily repeat
That opal disk of opal which the
midnight made us old.

Well, I know that it's a wish, I've been
told it of it all morning,
And a very charming wish, but I never
heard the story,
And I need to explain and wonder and the
facts would leave my feet
Every time I saw one another making
epitaphs to me again,
All in vain were my efforts, I could never
leave my seat
The light faded up that opal which the
midnight made us old.

Now I have the matter saying just what
myself said to be,
"You need not fear that of opal which I
a shining disk you would see,
And I hope that you will see, and a
midnight we'll see
As to whether and be given to me as I
old time said,
I can never let another, or her pleading
with I need!
"You can't see a boy in opal, but it's
hard to make him old."

—Edgar A. Guest

Content

"It's no chance to do your bit
"Except every day before you come,
"But you do do your bit and you
"You'll come around to come;
"To come around the backward side—
"To measure every day
"A man must not be satisfied
"You'll have done his best.

I'd rather live of words dead
And know my aim was dead,
Than on the lower side to tread,
By what promises you'll
I do not care the ball of home
When I am laid to rest,
It's better to have friends that talk;
The words of the dead.

Exiles

When you're building your house into a
wrecking from me—
Don't stir or things starting that you
see
When ever you're agreed on the rest of
the plan,
Go out of the site and don't show your
face
To the masses, the plumes, the commander's
eyes,
For the things they call "exiles" will
destroy you.

Should you say: "Put a look here to keep
up my hat"
Don't let an "exile" they've changed
you for that,
Should he change you toward to the loss
"No you think
The god might should stand where you've
making the state,"
He will say with a smile: "That's a very
good change"
But that's twice others "exile" he
may be made.

Should you fancy white paint where you've
colored in blue,
Right after they'll come on the white
and be blue,
But they'll remember in taking a man
who looks blue,
The women of the nation and the boys and
the girls,
And looking white paint where the play
called for blue,
He gets down on "exile" and tells it to
you.

That man is a marvel, he sets you, not
down,
He says it's because of your orders he
went
Should you change for the type of the
things on the day,
That goes down as an "exile" and ends as
much more,
So when something is done after making
you see,
And beware of those "exiles" which have
ruined me.

—Edgar A. Guest

May

Ready for to be the world,
With her people of which
And her eyes just as bright
As a bird's blue eye,
And the green newly grown
By the forest green,
And young the where the man
Is old winter long dead!

Ready for to be the world,
With her people of which
And her eyes just as bright
As a bird's blue eye,
And the green newly grown
By the forest green,
And young the where the man
Is old winter long dead!

Ready for to be the world,
With her people of which
And her eyes just as bright
As a bird's blue eye,
And the green newly grown
By the forest green,
And young the where the man
Is old winter long dead!

Ready for to be the world,
With her people of which
And her eyes just as bright
As a bird's blue eye,
And the green newly grown
By the forest green,
And young the where the man
Is old winter long dead!

—Edgar A. Guest

The Living

You will praise him when you're glad
When his earthly struggle done
You may see the other's face
His face, then to the open
When he stands before me
You will see I'm ready to
But years have past, he's
He has never been ready to

You will speak about his work
When he has no need of them,
You will speak his name
When at last he gets the work
And he stands before me
When he stands before me
When I wonder why he's
Always come to wait for them!

When the food is on his table,
And his hands he still and good,
All his good deeds will be told,
Then when's about me will speak
When it has the power dead,
He will speak through them of heaven,
But today he doesn't know
That his neighbors love him so.

Ready for to be the world,
For the man who has today!
And on the man and woman, his way,
Let the day be long and wide,
Let your hearts of him be
As you would if the world dead,
Ready for to be the world,
As you will be the world, then.

—Edgar A. Guest

A Plan

Look, let me bring a little grace
To sunny days and gloomy days,
Let me believe that I can give
Some meaning to the life I live,
A little faith when I am tired,
A little joy when I am sad,
A little of friendship here and there
To mark my wanderings with care.

Look, let me bring a little wish
To all who share my life on earth,
Let something I have said or done
Remind, when I have wandered on,
To prove the man I've tried to be,
And make me glad that without me,
A friend, a smile, a word or cheer,
Make those my gifts from year to year.

Look, let me bring a little love,
Let me bring love to all I know,
A little something I would like to do
For all who share my life with me;
When heavy burdens weigh me down
Goad me to the struggle and to do,
And somehow my lips shall sing,
Let me not cease to play the lute.

Look, let me carry where I go
Some little joy to all I know,
Let those who see my life be wretched—
A little faith, a little cheer,
A little wish, a little grace
To cheer the common place,
Look, let some little wanderer share
To mark his wanderings with care.
—Edgar A. Snow

A Job for You

"The Lord had a job for me, but I had no work to do, I said."
You got somebody else, or work did I get through?
I don't know how the Lord came out, but
He seemed to get along—
But I still kind of wandering like, around
I'd like to go to work—
One day I passed the Lord, passed him
Saw him smiling like right away—
and he never answered me at all, but I
could feel his eye—
Down in my inside heart, I've got the
work to do.
You got somebody else, or work would I get through?
Now, when the Lord has a job for me,
I never think to shirk,
I don't what I have on hand and do the
Lord's work.
And my wanderer man I've tried, or work did
I get through?
Nobody else can do the job that God's
marked out for me."
—Dexter

Waiting

I would not talk things about him;
I would prefer him if I could,
I would not tell of those his wanderings,
For he's always doing good,
I would leave him to his own ways
Till the road of his wanderer,
But I'd like to see to it
And I'm not a word to say,
For the sake of those who wait—
Now a word of praise to him,
Oh, a word of wanderer's praise—
You the friend we love best.

I would speak of wanderer brother
As a man I've used in many
And perhaps he'd like to hear it,
As he always has before,
I would tell the world about him,
And his wanderings all round,
But it's not for me to do it,
And it wouldn't do it,
I'm waiting, you, I'm waiting,
Till the work of life is done,
But I'd like to see to it
I would leave him to his own ways,
Till the road of his wanderer.

I appreciate the wanderer,
That he's always doing good,
And I would not tell of those his wanderings,
For he's always doing good,
I would like to see to it
And perhaps he'd like to hear it,
As he always has before,
I would tell the world about him,
And his wanderings all round,
But it's not for me to do it,
And it wouldn't do it,
I'm waiting, you, I'm waiting,
Till the work of life is done,
But I'd like to see to it
I would leave him to his own ways,
Till the road of his wanderer.
—Edgar A. Snow

Friendship

The wanderer's friendship to all the world
Is that of making friends,
And no wandering on the street
Pursuing wanderings.

Life is more than words and books,
Now a man, now a man,
And to who gives in friendship's name
Should say so in his heart.

Life is the great investment,
And no man, now a man,
Who gives in friendship's name
As a wanderer gives his name.

So, give the word a welcome
Each day, whether it's good,
And may no wanderer ever wander
Till the wanderer of friends.
—L. E. Hunt

The House By the Side of the Road

There are houses built that live wanderers
In the peace of their investment,
There are some, the stars that dwell apart,
In a fellowship investment;
There are wanderer words that show their
Life,
When highwayer never pass—
But let me live by the side of the road
And be a friend to man.

Let me live in a house by the side of the
road,
When the race of men go by—
The man who is good and the man who
is bad,
As good and as bad as I,
I would not all in the wanderer's name,
Or let the world's life,
Let me live in the house by the side of the
road
And be a friend to man.

I see from my house by the side of the
road,
By the side of the highway of life,
The man who gives with the spirit of love,
The man who is kind with the spirit,
And I know not away from their wanderer
Life,
Each part of an infinite plan;
Let me live in the house by the side of the
road
And be a friend to man.

I know there are broad-shouldered wanderers
And wanderers of wanderers built;
That the road passes on through the long
wanderings,
And wanderers away in the night;
But still I enjoy when the wanderer re-
turns,
And wrap with the wanderer that comes,
My life in my house by the side of the
road,
Like a man who dwells alone.

Let me live in my house by the side of the
road,
When the race of men go by—
They are good, they are bad, they are
wonder,
They are wanderers,
When, wanderer, in my name I,
Then why should I all in the wanderer's name,
Or let the world's life?
Let me live in my house by the side of the
road
And be a friend to man.
—Sam Walker Price

The Important Job

I may fail to be an slave as my neighbor
does the road,
I may fail to be as worthy as some other
man I know,
I may struggle with the glory which is to
be,
But I've got to be successful as a little
wanderer's day!

There are certain things I should know,
I'd like to see some day,
There are things I would appreciate, see
my time of life is through,
See the work my heart is set on it to guide
to life,
And to make myself successful as that
little wanderer's day.

I may never come to glory, I may never
gather gold,
But may live in the house by the side of the
road
And be a friend to man,
But if I can't follow after shall be worthy,
I'll be glad,
For I'll know I've been successful as that
little wanderer's day.

It's the good job that I dream of, it's the
work I think of,
If I failed that I would appreciate, I'd
have nothing else to know,
For though work and time I've gathered,
I'll be glad,
If I failed to be successful as that little
wanderer's day.
—Edgar A. Snow

The Thinker

"Back of the leading wanderer,
He who the world is worthy,
Back of the wanderer's wanderer,
The wanderer will find the thought,
The thought that is ever new,
Of love and peace and good,
That runs above wanderer
And wanderer in order here."

"The wanderer may live and wander
Or wander in his wanderer's wanderer,
But back of him stands the thinker,
The wanderer man who knows,
Each of all stands the wanderer,
The thinker who lives things through
Back of the wanderer's wanderer,
Who is making the wanderer's wanderer."
—Edgar A. Snow

SOUTH CAROLINA COUNTY SUPERINTENDENTS 1908-1907

County and Superintendent	Address
Aiken
Albany
Anderson
Charleston
Columbia
Darlington
Edgefield
Florence
Georgetown
Greenville
Hampton
Horry
Jefferson
Kershaw
Lexington
Marion
Mecklenburg
Monroe
Murray
Newberry
Richland
Saluda
Sumter
Union
Wade
York

County and Superintendent	Address
Beaufort
Bertie
Bladen
Brunswick
Chatham
Craven
Cumberland
Dare
Currituck
DeWitt
Franklin
Gates
Granville
Halifax
Hertford
Johnston
Kendall
Lenoir
Lincoln
Martin
Martin
Northampton
Onslow
Perquimans
Rockingham
Swain
Tarboro
Tidwell
Wake
Washington
Weldon
Yamhill

COUNTY OFFICERS

(To be written in by the pupil)

County Clerk	County Assessor
County Judge	County Surveyor
County Treasurer	County Commissioners
County Superintendent	
County Sheriff	Chief of District Court
County Advertiser	

Pupils Review Questions

Answer Yes or No

(Not to be graded as a subject and not to be counted against the pupil.)

Write "YES" after each statement if true, and "NO" if false.

1. South Dakota is larger than any state east of the Mississippi. Yes.
2. Silver Lake is in the northeastern part of South Dakota. No.
3. Mr. English is Chief Justice of the U. S. Supreme Court. No.
4. The west 1/2 of the northeast 1/4 of Section 16 contains 200 acres. No.
5. One-fourth of 20 acres is the same as 1/25 of a pound. Yes.
6. Kansas is larger than South America. No.
7. The United States owns about 35 per cent of the cottonlands in the world. Yes.
8. Tobacco raising is an important industry on the Columbia river. Yes.
9. The United States does not use the telephone for transporting mail. Yes it does.
10. Australia is south of the equator. No.
11. Senator New of Indiana was recently appointed Postmaster General. Yes.
12. Turkeys and the Philippines produce most of the material out of which binder paper is made. Yes.
13. The United States produces most of the raw material out of which cotton is made. No.
14. The number of acres on an acre of corn is always an even number. No.
15. A crow bar is an instrument for pulling nails. No.
16. The barberry bush should be raised on all lawns, if possible. No.
17. A ship's cabin is on the under side of a ship. No.
18. John Greenleaf Whittier wrote the "Village Blacksmith." No.
19. The hull, also spelled hull, of a wagon wheel is part of the rim on which the tire is placed. Yes.
20. Arithmetics is a soft bed. No.
21. The South Dakota Legislature meeting regularly every two years in January. Yes.
22. A patent gives an inventor the sole right in manufacturing his invention. Yes.
23. Great Britain, Australia, Spain, Ohio and Wyoming are noted for sheep raising. Yes.
24. Lines is made from wool. No.
25. A passenger going west through Maryland or Florida should cross the watch stand one hour. No.
26. The passenger fare on railroads is 24 cents per mile. Yes.

Eighth Grade Questions

AGRICULTURE
1882

Answer one hour

1. What are weeds? In what ways are they coming from our locality to our detriment?
2. Give the various classes of roots and an example of each.
3. A crop of potatoes sold for \$24.125. If the expense of raising and marketing them was 15% of this what profit was there on the crop?
4. Write a paragraph on "The Islands for the South Islands."
5. Name three varieties of alfalfa. Why do we concern the cows of Food, Human with alfalfa?
6. What are the distinctive characteristics of the potato? To what plant family does it belong?
7. What is meant by "verruca-fallowing" land? How should the soil be treated in this process to get the greatest benefit from it?
8. At what time and how should soil cores be tested? What are the chief features of a good one of them?
9. What prevents the treatment in desired to prevent bugs from infesting? What should be used?
10. What are the principal advantages of the raising of eggs and in what order should the eggs follow in the poultry house and why?

AGRICULTURE
1883

1. What is meant by tending and caring? Why is it done? Describe a method of feeding.
2. Write a paragraph on very close, describing its construction, the damage it does, the way it spreads, and a good way to prevent its spread.
3. Describe the best garden, telling of its importance, the kinds of vegetables grown in it, and how to care for it.
4. How do plants get their food from the soil?
5. What is meant by rotation of crops?
6. Make three advantages of feeding crops on the farm rather than selling crops.

AGRICULTURE
1884

Answer one hour

1. Give an account of blanching lettuce, telling from when it is made, and how it is made.
2. Describe the uses of eggs on the farm.
3. What is meant by soil moisture? Was the same kind of feeding value, as we see today, used at first? What was tried at first? Was it successful? Why?
4. What are the advantages of a community raising a livestock unit—over that of a single ownership?
5. Describe the old method and the modern method of milking cows.
6. Describe the general care of machinery.
7. What did people use before their first wagons? What did the Indians of South Dakota use?

AGRICULTURE
1885

Answer one hour

1. Tell how you would treat sweet potato tubers before planting. Explain carefully.
2. Write a letter to the Queen Seed Company for their catalog.
3. Tell how you would use tomatoes.
4. Who is Luther Burbank? Tell some of the wonderful things he has done for the people.
5. (a) Name some of the most common weeds. (b) Tell how you would exterminate weeds from an apple grove in a large field. (c) Name three ways in which they are wanted from our locality to market.
6. Tell how seed corn should be selected and stored.
7. Why are we necessarily certain that the seeds we buy in stores are pure, and that the weeds shipped in by the packing houses are healthy?

AGRICULTURE
1886

1. (a) What is the best way to cook potatoes if you wish to conserve all of the food elements contained in them?
(b) What portion of the potato contains most of the food elements?
(c) Should potato tubers be allowed to stand any length of time in water, or should dried potatoes be washed? Why?
2. Give three reasons why we cook foods.
(a) Name the four classes of foods.
(b) Name three articles of food, each of which contains one of the classes of foods in abundance.
(c) Name articles of food, each of which contains all of the four classes in the proper proportion?
3. What foods contain vitamins, and to whom are they of most importance?

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Eighth Grade Questions

1919

1919

1. Why is government necessary?
2. (a) How large is a township? (b) Draw a map of a township, numbering the sections.
3. Name five county officers.
4. Name and define the three branches of government.
5. Where does the state legislative meet, and how often?
6. Name four state officers and give the duties of each.
7. (a) How many United States senators has South Dakota? (b) Name them.
8. Define the following terms: (a) jury; (b) voter; (c) caucus; (d) vote; (e) caucus.
9. What is the difference between a bill and a law?
10. To whom are taxes paid and what is the money used for?

1920

1920

1920 and 1921

1. Give the qualifications of a voter of South Dakota.
2. What is the object of levying and collecting taxes?
3. Name and define each of the two branches of our government.
4. (a) Of how many houses is our legislature composed? (b) How often does the legislature meet?
5. (a) Who is president of the United States? (b) For how long a term is the president elected?
6. What is meant by the vote power?
7. Explain what is meant by citizenship.
8. In what way does a republic differ from a monarchy?
9. Name four county officers and give the duties of each.
10. Give the qualifications necessary for a United States senator and representative.
11. Make a drawing of a township, numbering the sections correctly and locating the N.W. $\frac{1}{4}$ of N.W. $\frac{1}{4}$, Sec. 3, of your township.

1921

1921

1. (a) Who is president of the United States in 1921? (b) For how long is he elected? (c) How is the president elected?
2. (a) What is a kingdom? (b) A republic? (c) An empire?
3. Name three state officers and give duties of each.
4. What are the duties of the following divisions of our government: (a) The Executive Department; (b) The Legislative Department; (c) The Judicial Department?
5. Give some of the duties of a county superintendent of schools.
6. Name some purposes for which taxes are collected.
7. What are the qualifications of a voter in South Dakota?
8. Why do we have laws?

1922

1922

1922 and 1923

1. (a) How long do school terms last in your state? (b) How long are sessions, compare the winter school? (c) If your school has a Young Children's League, how has it helped your school?
2. What are the qualifications of a voter in South Dakota? Why should all qualified voters take an active interest in our government, and exercise their right to vote?
3. Draw a congressional township, number the sections, and designate the school sections, and indicate the N.W. $\frac{1}{4}$ of the N.W. $\frac{1}{4}$ of section 11.
4. Name five county officers, and give general duties of each.
5. What and for how many days does the state legislature meet? Name the presiding officer in each house of the legislature.
6. What does each of the legislative terms of sessions mean? In the next legislature?
7. What is the purpose of the courts? For how long is he elected? What are the chief duties of judges?
8. Name and locate the three educational institutions of South Dakota.
9. What is the meaning of a primary or general election? Name the various departments of the cabinet. Name all members of President Coolidge's cabinet.
10. What is the primary office of the U. S. census and how long does the office? How many censuses have been taken in the U. S. since?

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Eighth Grade Questions

GEOGRAPHY

1922

1. Name all the states bordering on the Great Lakes.
2. (a) In what time does North America last? (b) Africa? (c) Asia?
3. Define: (a) commerce; (b) import.
4. What are the following: (a) French Guilt? (b) Bay of Biscay? (c) Gulf of Campeche? (d) Key West? (e) St. Louis? (f)?
5. (a) Name the largest river in the world. (b) The largest river in the world. (c) The highest mountain in the world. (d) The largest city in the world. (e) The state of the United States having the greatest population.
6. (a) Name the country bordering on the Bay of Biscay. (b) Of what countries is Scandinavia composed?
7. Name three agricultural regions of Europe and give the leading product of each.
8. Name five points of interest you would visit in making a tour of Europe and give your reasons for visiting each.

GEOGRAPHY

1923

1. (a) Bound South Dakota. (b) Name five of the largest cities. (c) Give the number of countries.
2. Locate and tell what the following in our state are: Harvey, Claymont, Big Stone, Hutchinson, and Pierre University.
3. Sketch a map of 1917 county. Locate the towns, county seat, and railroads of it and indicate the boundary counties.
4. Name five of the most important regions of the United States and give one country to which each is well adapted.
5. What and where are the following: Labrador, Guyana, Iceland, British Guay, Vietnam, Yukon, Manitoba, Kamohaha, Yukonhama and Barrow, Long ton?
6. Name three important products of the British Isles, North Canada, South Carolina, and Indiana States. (Give one each.)
7. (a) If you were to visit Europe, name and locate five objects you would observe to see. (b) Describe briefly the names you would take in making it.
8. What is the present population of South Dakota? Of the United States? (Give approximately.)
9. Name ten countries of Europe and give their capitals.
10. Name and locate five great river systems of the world.

GEOGRAPHY

1924

Name ten cities

1. (a) How many states in the United States? (b) Which is the largest? (c) Which is the smallest? (d) Which has the most people? (e) Which leads in farm products? (f) Which leads in production of coal? (g) Which leads in dairy products? (h) Which ranks seventh in iron production? (i) Which ranks first in 1925 coal? (j) Which leads in the manufacture of steel and shoes?
2. Name and locate the five largest cities in the United States. (a) Explain the 1880 growth of any one of these cities.
3. (a) Name five of the provinces of Canada. (b) Discuss one of these provinces, giving its approximate size, its chief city, kind of people, nature of land, principal products.
4. (a) Name ten countries of South America. (b) Write briefly on one of these countries—compare it in size and population with an American state; (c) what kind of people inhabit it; the nature of the land and climate; principal products; what is imported from the United States; its chief city.

5. What is the fauna, or native poultry, of each of these peoples: Welsh; Dutch; Swiss; Scotch; Welsh; Polish; English; French; South American; Italian.
6. What trade relations does America have with England; what is sold to us and to England and what do we buy from England?
7. Write a brief description of Australia, telling about its climate, rivers, various sections of land, rainfall, products, kind of people, and government.
8. What and where is (a) Rio Hondo, (b) Niagara, (c) Yellowstone, (d) Ontario, (e) Manitoba, (f) Mexico, (g) Canada, (h) Pacific, (i) Britain, (j) Yukonhama.
9. Draw a map of South Dakota, writing the names of the states which bound it in such a way as to show the position of these states. Indicate on the map the location of the Missouri river, the Black Hills, Big Stone lake, and the five largest cities in South Dakota, writing the name on the map in each case.
10. Name and locate five peninsulas and one state of Europe.
11. Name three of the provinces of Canada and one city of each. (a) Discuss nature of land and products of each of these provinces.
12. (a) Name five countries of Asia. (b) Write briefly on the possibilities of the development of our trade with one of these countries.

GEOGRAPHY

1925

Name ten cities

1. Name the five important woolly-producing countries of the United States.
2. Write a paragraph of at least ten lines on the climate and main physical features of South America.
3. (a) Name three important occupations carried on in South America. (b) Name three products of South America, and tell in what part each is produced.
4. What and where are the following: 1. Madagascar, 2. Britain, 3. Panama, 4. Hawaii, 5. New, 6. Siberia, 7. Ohio, 8. Iceland, 9. Providence, 10. Yukonhama.
5. (a) Locate China. What is its capital? (b) Why are Eastern countries in China?
6. (a) Name one of the important products.
7. In what parts of the United States are the following produced in large quantities: (a) lumber, (b) iron ore, (c) coal, (d) wheat, (e) iron. (c) Manufactured goods, (d) gold, (e) corn, (f) cotton.
8. (a) Name ten countries of Europe. (b) Name and locate 1. Four large rivers of Europe. 2. Five important cities of Europe.
9. (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z) (aa) (ab) (ac) (ad) (ae) (af) (ag) (ah) (ai) (aj) (ak) (al) (am) (an) (ao) (ap) (aq) (ar) (as) (at) (au) (av) (aw) (ax) (ay) (az) (ba) (bb) (bc) (bd) (be) (bf) (bg) (bh) (bi) (bj) (bk) (bl) (bm) (bn) (bo) (bp) (bq) (br) (bs) (bt) (bu) (bv) (bw) (bx) (by) (bz) (ca) (cb) (cc) (cd) (ce) (cf) (cg) (ch) (ci) (cj) (ck) (cl) (cm) (cn) (co) (cp) (cq) (cr) (cs) (ct) (cu) (cv) (cw) (cx) (cy) (cz) (da) (db) (dc) (dd) (de) (df) (dg) (dh) (di) (dj) (dk) (dl) (dm) (dn) (do) (dp) (dq) (dr) (ds) (dt) (du) (dv) (dw) (dx) (dy) (dz) (ea) (eb) (ec) (ed) (ee) (ef) (eg) (eh) (ei) (ej) (ek) (el) (em) (en) (eo) (ep) (eq) (er) (es) (et) (eu) (ev) (ew) (ex) (ey) (ez) (fa) (fb) (fc) (fd) (fe) (ff) (fg) (fh) (fi) (fj) (fk) (fl) (fm) (fn) (fo) (fp) (fq) (fr) (fs) (ft) (fu) (fv) (fw) (fx) (fy) (fz) (ga) (gb) (gc) (gd) (ge) (gf) (gg) (gh) (gi) (gj) (gk) (gl) (gm) (gn) (go) (gp) (gq) (gr) (gs) (gt) (gu) (gv) (gw) (gx) (gy) (gz) (ha) (hb) (hc) (hd) (he) (hf) (hg) (hh) (hi) (hj) (hk) (hl) (hm) (hn) (ho) (hp) (hq) (hr) (hs) (ht) (hu) (hv) (hw) (hx) (hy) (hz) (ia) (ib) (ic) (id) (ie) (if) (ig) (ih) (ii) (ij) (ik) (il) (im) (in) (io) (ip) (iq) (ir) (is) (it) (iu) (iv) (iw) (ix) (iy) (iz) (ja) (jb) (jc) (jd) (je) (jf) (jg) (jh) (ji) (jj) (jk) (jl) (jm) (jn) (jo) (jp) (jq) (jr) (js) (jt) (ju) (jv) (jw) (jx) (jy) (jz) (ka) (kb) (kc) (kd) (ke) (kf) (kg) (kh) (ki) (kj) (kk) (kl) (km) (kn) (ko) (kp) (kq) (kr) (ks) (kt) (ku) (kv) (kw) (kx) (ky) (kz) (la) (lb) (lc) (ld) (le) (lf) (lg) (lh) (li) (lj) (lk) (ll) (lm) (ln) (lo) (lp) (lq) (lr) (ls) (lt) (lu) (lv) (lw) (lx) (ly) (lz) (ma) (mb) (mc) (md) (me) (mf) (mg) (mh) (mi) (mj) (mk) (ml) (mm) (mn) (mo) (mp) (mq) (mr) (ms) (mt) (mu) (mv) (mw) (mx) (my) (mz) (na) (nb) (nc) (nd) (ne) (nf) (ng) (nh) (ni) (nj) (nk) (nl) (nm) (nn) (no) (np) (nq) (nr) (ns) (nt) (nu) (nv) (nw) (nx) (ny) (nz) (oa) (ob) (oc) (od) (oe) (of) (og) (oh) (oi) (oj) (ok) (ol) (om) (on) (oo) (op) (oq) (or) (os) (ot) (ou) (ov) (ow) (ox) (oy) (oz) (pa) (pb) (pc) (pd) (pe) (pf) (pg) (ph) (pi) (pj) (pk) (pl) (pm) (pn) (po) (pp) (pq) (pr) (ps) (pt) (pu) (pv) (pw) (px) (py) (pz) (qa) (qb) (qc) (qd) (qe) (qf) (qg) (qh) (qi) (qj) (qk) (ql) (qm) (qn) (qo) (qp) (qq) (qr) (qs) (qt) (qu) (qv) (qw) (qx) (qy) (qz) (ra) (rb) (rc) (rd) (re) (rf) (rg) (rh) (ri) (rj) (rk) (rl) (rm) (rn) (ro) (rp) (rq) (rr) (rs) (rt) (ru) (rv) (rw) (rx) (ry) (rz) (sa) (sb) (sc) (sd) (se) (sf) (sg) (sh) (si) (sj) (sk) (sl) (sm) (sn) (so) (sp) (sq) (sr) (ss) (st) (su) (sv) (sw) (sx) (sy) (sz) (ta) (tb) (tc) (td) (te) (tf) (tg) (th) (ti) (tj) (tk) (tl) (tm) (tn) (to) (tp) (tq) (tr) (ts) (tt) (tu) (tv) (tw) (tx) (ty) (tz) (ua) (ub) (uc) (ud) (ue) (uf) (ug) (uh) (ui) (uj) (uk) (ul) (um) (un) (uo) (up) (uq) (ur) (us) (ut) (uu) (uv) (uw) (ux) (uy) (uz) (va) (vb) (vc) (vd) (ve) (vf) (vg) (vh) (vi) (vj) (vk) (vl) (vm) (vn) (vo) (vp) (vq) (vr) (vs) (vt) (vu) (vv) (vw) (vx) (vy) (vz) (wa) (wb) (wc) (wd) (we) (wf) (wg) (wh) (wi) (wj) (wk) (wl) (wm) (wn) (wo) (wp) (wq) (wr) (ws) (wt) (wu) (wv) (ww) (wx) (wy) (wz) (xa) (xb) (xc) (xd) (xe) (xf) (xg) (xh) (xi) (xj) (xk) (xl) (xm) (xn) (xo) (xp) (xq) (xr) (xs) (xt) (xu) (xv) (xw) (xx) (xy) (xz) (ya) (yb) (yc) (yd) (ye) (yf) (yg) (yh) (yi) (yj) (yk) (yl) (ym) (yn) (yo) (yp) (yq) (yr) (ys) (yt) (yu) (yv) (yw) (yx) (yz) (za) (zb) (zc) (zd) (ze) (zf) (zg) (zh) (zi) (zj) (zk) (zl) (zm) (zn) (zo) (zp) (zq) (zr) (zs) (zt) (zu) (zv) (zw) (zx) (zy) (zz)

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Eighth Grade Questions

GRAMMAR
1922

CHAPTER ONE

1. Name the kinds of sentences according to form. Give illustrations.
2. What is "inflection"? Illustrate.
3. Define an *active* passive verb. Give a specimen verb; a defined verb.
4. Write sentences illustrating the above.
5. Analyze or diagram the verb "was" in the sentence, *John and William looked out the door* "because" in darkness. The white man's eyes were in his hand.
6. Define comparison. Compare the following: happy, hot, white, slowly, five.
7. Give the rules for the use of capital letters.
8. Write a composition on "Why Schools Should be 'Practical'."
9. Define and illustrate: present, comparative, verb, interjection, irregular verb, comparative adverb.
10. Give the principal parts of: *shaken, bear, feel, wear, walk, ought.*
11. Write one of the following: a business letter, a theory letter, an application.

GRAMMAR
1922

CHAPTER ONE

1. Name and define all the parts of speech.
2. Give "What is Inflection?" (3) "Interjection"
3. Name and give the properties of a noun?
4. Place fully all the nouns in the following sentences: "John's father said that was the largest town he had ever seen."
5. (a) Name all the verbs in which a noun may be used in the constructive case. (b) Illustrate each in a sentence.
6. Write a sentence containing a verb in the active voice. Rewrite the sentence, changing the verb to passive voice.
7. (a) Define transitive verb, (b) intransitive verb, (c) illustrate each in sentences.
8. (a) Write a sentence containing an infinitive, (b) a participle.
9. Grammar: W. H. Channing, who died in 1795, was chosen three times prime minister of England.
10. Name and define the eight parts of speech.
11. (a) What parts of speech may be modified by an adjective? (b) by an adverb?

GRAMMAR
1922

CHAPTER ONE

1. Write an account of at least ten lines in letter of everyday duty now on South Dakota farms.
2. Write a letter to the County Superintendent telling her what you think of this organization and giving reasons, if any, why you have not joined it well as you would like to in certain respects.
3. Write a description of the school building in which you have been attending school the last year.
4. Tell about some projects in agriculture or home economics which you and your class will have carried on all night this during the past year. Or write a review of what you have learned about some book in agriculture.

1. Analyze or diagram the following sentences and tell what kind of a sentence it is in FORM and USE: "We have told the reader and they are glad."
2. (a) Tell the gender, person, number, case and use of each noun and each pronoun in the sentence just given. (b) Tell the tense, mood, case, person, number and class of each verb in the sentence given in No. 1.
3. Use a personal pronoun in the: (a) subject of a sentence; (b) object of a transitive verb; (c) object of a preposition; (d) predicate nominative or complement; (e) appositive construction.
4. Name eight parts of speech. (a) Five of these parts of speech are not included in classes; give the classes of each of these five.
5. Write three sentences, choosing the proper word in each case: (a) It was *thin*, *hair*; (b) He *stared*, *stare*, *among* (two lines); (c) The *silence* (is, are) *there*; (d) He *is* *in* (the, his, are) in *many* (at, was, were, whom, you, them); (e) (I, them, them) *looked* (is, told); (f) She is the *realist*, *subject* of the new *girl*; (g) They *were*, *were* *there*; (h) It is *John's*, *John's*; (i) You *was*, *were* *there*.
6. Define, list of the ten sentences given in No. 5 and give the reasons why the word fit entered in each of these ten sentences in the correct word to use.

GRAMMAR
1922

CHAPTER ONE

1. Correct the following sentences, and give the grammatical reasons why you made the changes: (a) He *is* *not* *going* *to* *the* *party*. (b) *He* *is* *going* *to* *the* *party*. (c) *He* *is* *going* *to* *the* *party*. (d) *He* *is* *going* *to* *the* *party*. (e) *He* *is* *going* *to* *the* *party*. (f) *He* *is* *going* *to* *the* *party*. (g) *He* *is* *going* *to* *the* *party*. (h) *He* *is* *going* *to* *the* *party*. (i) *He* *is* *going* *to* *the* *party*. (j) *He* *is* *going* *to* *the* *party*.
2. Give four rules for the use of capital letters, and illustrate each rule with a sentence.
3. (a) Write a sentence containing a transitive verb in the active voice? (b) Rewrite the sentence, changing the verb to the passive voice. (c) Write a sentence containing an intransitive verb. (d) Write a sentence containing a linking verb.
4. Analyze or diagram each of the sentences now written in answering question No. 1.
5. Write a sentence containing an infinitive as the subject. Analyze the sentence.
6. Give the case of each of the words in capitals in the following sentences, and tell why it is that case: (a) It is the *BOSS*. (b) I saw the *BOSS*. (c) He wanted for *WAG* and *ME*. (d) You can do it as well as *JAMES*. (e) He is no better than *YOU*.
7. Write a letter to your county superintendent, telling her what you intend to do during vacation, and what you would like to do next year on your present farm or near her work. Be careful to be firm, courteous and courteous.
8. Place the nouns and verbs in the following sentence: John's father was lost in the accident.
9. Define tense, number and person.
10. Name the properties of a noun and define any five of them.

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Eighth Grade Questions

SOUTH DAKOTA HISTORY 1811

1. Give three reasons why a pupil should study the history of his state.
2. (a) Why does the Lewis and Clark Expedition interest us? (b) Tell something about this expedition to us and that the Indians.
3. What and where are the Black Hills?
4. Name the two largest cities in South Dakota.
5. Name and locate two of the State Historical Institutions.
6. Who is the governor of South Dakota?
7. What did South Dakota become a state, and who was its first governor?

SOUTH DAKOTA HISTORY 1822

1. (a) Name the State Flower. (b) What battle is fought on the Black Hill?
2. What city's location is based in or near each of the following named cities: FORTSMO and SON, SERRAVALLO, SMOKE HILLS, BROWNING?
3. Locate the Black Hills, Wind Cave, Bad Lands, Pierre, Vermilion.
4. Name three rivers which flow into the Missouri within the boundaries of South Dakota.
5. What was the oldest permanent settlement in our state made?
6. Write five lines explaining why the Black Hills are valuable to the state.
7. (a) Describe the character of the Missouri River from the plains. (b) What river flows into the Missouri within the State of South Dakota?
8. Locate the following in South Dakota: (a) Catholic Normal, (b) the State University, (c) Northern Normal and Industrial School, (d) Dakota Wesleyan University.
9. Name the present governor.
10. When did South Dakota become a state?
11. Name four famous Indians connected with South Dakota history.
12. Who was Custer?
13. For what are the following worthy of mention: (a) General Sully, (b) Gen. I. Crawford, (c) Andrew C. Mitchell.
14. (a) What is the size of the state? (b) What forms its northern boundary?

SOUTH DAKOTA HISTORY 1824

1. What is the meaning of the word "Statehood"? What other name is sometimes given to South Dakota? Name the State Flower.
2. (a) How many counties has South Dakota? Draw a map of your county and locate your headquarters. (b) What are the Black Hills? For what are they good? What is meant by the Bad Lands?
3. When was South Dakota admitted as a state? Why was the first governor? Who is the present governor?
4. Name two of the early settlers of South Dakota. Name two of the early institutions of South Dakota.
5. Name three products for which South Dakota is noted. Name one large city or town in South Dakota. How many in each city listed, if anything?
6. Tell in a few words who the early inhabitants of South Dakota were and where their descendants are and why they do not possess the state now.

7. Name some Indian tribes who inhabited South Dakota when the first white men arrived?
8. Who were Lewis and Clark? Tell about their expedition to South Dakota.
9. Tell all you know about General St. Vrain, Fizzle and of his services to our state.
10. Write and locate four white institutions.
11. Give an account of some Indian war in South Dakota.
12. How many of the Indians was there in South Dakota? By what other name was it designated?
13. Who were the following: Big White, Keweenaw, the Rev. Philip Christian, Custer, General Sully?

SOUTH DAKOTA HISTORY 1835

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Eighth Grade Questions

UNITED STATES HISTORY

182

(Answer any 10.)

1. Describe the geographical difficulties in the foreign affairs of the United States during the period 1789-1814.
2. Explain the reasons for the purchase of Louisiana from France. What president made the purchase? Did he probably do it for?
3. Explain the "Missouri Decision." What caused the president to make such a decision?
4. Describe the introduction of the steam railroad. How was transportation from Ohio and the West provided for before the railroad crossed the mountains?
5. Describe briefly the cause and the results of the War with Mexico in 1846.
6. Explain the chief provisions of the "Compromise Bill" on Texas in 1850. What was the immediate cause of the Fugitive Slave Law which was a part of this bill?
7. Explain the position of Abolition. Was it worth the price? Why?
8. What party elected Henry Clayland president? What was the chief question at issue between the two leading political parties when he was elected the first time?
9. Give a sketch of the labor problem as it has developed in this country. What is the purpose of the "Labor Union"?
10. How did the United States acquire the Philippine Islands?

UNITED STATES HISTORY

183

(Answer any 10.)

1. What notable events did each of these men render to the United States: Benjamin Franklin, Robert Murray Thomas (poet), Alexander Hamilton, Lewis and Clark.
2. Make up based each of the following documents and why was the important provision in each? The Missouri Decision; The Emancipation Proclamation.
3. Name five great American inventors and name the invention of each.
4. (a) What is meant by "Manifest Destiny"? (b) Who was the chief leader of the anti-slavery movement? (c) Who was the chief supporter? (d) Who was the "Great Compromiser" who proposed a settlement of the question? (e) What is each of the following dates noted: (1) 1776, (2) 1781, (3) 1848, (4) 1861, (5) 1867.
5. Name the factors—(a) social, a law, a military movement, a discovery or an invention—which aided the development of the West.
6. Name five events in the American History connected with the progress of slavery. Name one of the events named.
7. Name, in order, the five ways in which the United States has taken part. Make approximately the period during which each way was taken.
8. Name the prominent Americans of today and state what position each holds in what service he or she has rendered to America.
9. Name the major cities in South Dakota and name special services of these cities: Rapid City, Pierre, 11, Spearhead, 12, Waterville, 13, Sisseton, 14, Oahe, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, February 14, May 10, 1861, February 12, 1862.
10. Name four great national problems, or questions, each of which has caused discussion and legislation at various times in American history. Tell briefly about one of these problems other than slavery.

UNITED STATES HISTORY

184

(Answer any 10.)

1. Write one thing which each of these things did to help America: Robert Murray Thomas, Benjamin Franklin, Alexander Hamilton, Lewis and Clark.
2. Name in full as you can why slavery developed in the South, but died out in the North.
3. Name who invented each of these things: steamboat, sewing machine, paper, typewriter. Name one use of these and show how it affected the development of America.
4. Name five occurrences of events which tended to bring on the Civil War and discuss any one of them.
5. Name the writings—books, public documents, poems, 1862 or details which had a marked influence in the history of America and discuss one of them.
6. Why did Lincoln issue the Emancipation Proclamation? Name three battles in this war in which you consider took part.
7. What do you understand by these terms used in the poetry of the present time: "Mother's Love," "American Song," "Uncle Sam," "Topsy Turvy," "World Court."
8. Name who position each of these holds: Calvin Coolidge? Charles E. Hughes? Herbert Hoover? William Howard Taft? Andrew Mellon? Write a paragraph of at least ten lines on the history and meaning of the American flag.
9. Tell in what way each of the following have assisted (name or honor) in the history of South Dakota: (a) Vancouver, (b) General Grant, (c) General Grant, (d) Lewis and Clark, (e) Paul, N. K. Hancock.

UNITED STATES HISTORY

185

(Answer any 10.)

1. (a) Describe the personality of Andrew Jackson. (b) What was a "Whig" or "Buck"?
1. Describe what is meant by Henry Rights and Nullification.
2. What invention added progress in Jackson's time? (a) What was the cause of the battle of 1812? (b) What prevented a peace in 1812?
3. (a) How Texas became a state of our Union? What trouble was caused by the Mexicans? What was gained by the war with Mexico? (b) What year was there a treaty in regard to slavery in Filmore's administration? (c) Give the provisions of the compromise of 1850 known as the "Compromise Bill." Who was David Ford and how did he affect the Slavery question? (d) Who was Kansas the first state of territory before the Civil War? Who was John Brown? What was done with him?
4. (a) What was the direct cause of the Civil War? (b) What are the chief of President Lincoln's laws in his whole bringing on the War when it came? (c) What three things did the War Department at Washington plan to do in the year 1862? (d) What had been done each of these accomplishments? (e) Why did our government enter the World War in 1917? (f) Name three of the battles in which our soldiers took part?

Eighth Grade Questions

HYGIENE AND PHYSIOLOGY

1913

(Answer one only.)

1. List five general rules pertaining to eating, food and drinking. (4) Give a reason for one of these rules.
2. List five general rules for the care of the teeth. (4) Give a reason for one of these rules.
3. Why is much breathing apparatus supplied with, giving the reasons why it is better to have the air pass through the nose.
4. (a) What is tuberculosis? (b) Is it contagious? How can a person avoid the danger of contracting this disease?
5. Give two rules which, if observed, help to develop strong muscles.
6. Name five parts of the skin.
7. Give a reason for each of these laws: 1. A system of thinking only is prohibited on public and in public places. 2. A game in which there is no real prize must be discontinued.
8. Give two ways in which we should care for the teeth.
9. (a) Why should children clean longer each day than grown folks? (b) Give two rules pertaining to drugs or to food use.
10. Quote two rules of the Student Health Council.

HYGIENE AND PHYSIOLOGY

1913

(Answer one only.)

1. Why should we breathe?
2. Define: Oxygen, haemoglobin, capillaries, plethysm, respiration.
3. What is the danger of open air, open air circulation? How would you avoid them?
4. Describe the heart, giving its location, structure, divisions, and use.
5. What are the effects of disease upon the respiratory organs? What are the real effects of tuberculosis?
6. Name the divisions of the brain.
7. What are the effects of alcohol upon the brain? Upon the nerves?
8. Define: Pons, a reflexory muscle, auditory nerve, retina, thalamus.
9. What would you do in case of poisoning? Food left? How stored?
10. Name the organs in which the "small vessels" are located.
11. What are the uses of the spinal column?
12. What are glands? Name a disease caused by them.

HYGIENE AND PHYSIOLOGY

1913

(Answer one only.)

1. (a) What disease or diseases may result from "overkinging out"? (b) How can we avoid them? (c) What precautions may we take to avoid the "white out"?¹
2. Our state laws prohibit the following in this state: give one reason why the law forbids each: (a) the common drinking cup in public places, (b) construction of public buildings without fire, smoking apparatus in the places known as "Department of Public Institutions," (c) sale of candy or nut bars in public places, (d) sale of candy when in packages, or young people under 16 years of age.
3. Of what use are: (a) capillaries, (b) muscles, (c) eyes, (d) pupils of eye, (e) iris of eye, (f) the base of the ear, (g) the optic nerve, (h) epiglottis, (i) the stomach, (j) the ear, (k) the eye.

4. Give five rules for the care of the teeth.
5. Give three rules regarding the use of towels and the washing process. Try to remember the Rules 1000 & 10000 rules.
6. Why is tobacco harmful? When should we not take tobacco products?
7. Give five rules pertaining to eating or to the food we eat.
8. Name three of the functions (kind of work) of the skin and give two important rules for the care of the skin.
9. Name five of the organs of the body which help in each of these processes: (a) Circulation of blood; (b) Digestion; (c) Elimination of waste matter; (d) Regulation of temperature of body; (e) Respiration.
10. In what ways does the smoking of cigarettes or pipe tend to injure them.

HYGIENE AND PHYSIOLOGY

1913

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Books—lightweight and so in the great use of them.—WALTON.

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SPELLING

1924

1. acrobatic	21. mocha	41. harness	61. creek	81. feature
2. acrobat	22. previous	42. arena	62. creek	82. features
3. Wednesday	23. miracle	43. cement	63. brilliant	83. overcoat
4. Wednesday	24. miracle	44. cement	64. gemstone	84. was that
5. suit	25. order	45. variety	65. mineral	85. management
6. suit	26. justice	46. variety	66. variety	86. literature
7. to money	27. justice	47. variety	67. variety	87. literature
8. suit	28. justice	48. variety	68. variety	88. literature
9. suit	29. justice	49. variety	69. variety	89. literature
10. suit	30. justice	50. variety	70. variety	90. literature
11. suit	31. justice	51. variety	71. variety	91. literature
12. suit	32. justice	52. variety	72. variety	92. literature
13. suit	33. justice	53. variety	73. variety	93. literature
14. suit	34. justice	54. variety	74. variety	94. literature
15. suit	35. justice	55. variety	75. variety	95. literature
16. suit	36. justice	56. variety	76. variety	96. literature
17. suit	37. justice	57. variety	77. variety	97. literature
18. suit	38. justice	58. variety	78. variety	98. literature
19. suit	39. justice	59. variety	79. variety	99. literature
20. suit	40. justice	60. variety	80. variety	100. literature

SPELLING

1925

1. obscure	14. survey	26. February	38. character
2. obscure	15. survey	27. majority	39. investigate
3. obscure	16. survey	28. necessary	40. witness
4. obscure	17. survey	29. remedy	41. party
5. obscure	18. survey	30. responsible	42. citizen
6. obscure	19. survey	31. separate	43. governor
7. obscure	20. survey	32. work	44. state
8. obscure	21. survey	33. lawyer	45. level
9. obscure	22. benefit	34. credit	46. issue
10. obscure	23. profit	35. witness	47. gasoline
11. obscure	24. representative	36. holiday	48. broadened
12. obscure	25. Wednesday	37. celebration	49. urine
			50. diploma

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See Page 111 for Order Blank

Final Seventh Grade South Dakota Examination Questions

PREPARED BY STATE DEPARTMENT

1925

GENERAL DIRECTIONS

Be sure to follow the schedule as prepared by your County Superintendent. A general average of 75% and on subject below 60% is required for promotion from this grade.

Let this examination be an honest test. The County Superintendent may determine if any irregularities may be caused or held in the final average.

Respectfully submitted,

C. H. ST. JOHN

State Superintendent of Public Instruction

READING

1. Why should you learn to read? 10 Explain the difference between silent reading and oral reading.
2. What are the advantages of a seventh grade pupil reader of the Dictionary?
3. Give a short review of some book you have read outside of school this year. Give title of the book and the author.
4. Give a quotation from some of the classics you have read this year.
5. What of the classics you have read this year do you like best? Give your reasons.
6. From what selections are the following quotations taken and who is the author: "My thinking do not feed me down and out the cold winters' day"; "Honesty, Sir, by me, is the lasting possession of Heaven, Unlearned the lively grace, the by-appointments of the angels"; "I know not what course others may take, but as for me, give me Liberty or give me Death".
7. List 5. Teachers to read on oral reading.

PHYSIOLOGY OR MEDICINE

(Answer on Back)

1. Why should we be careful of what we eat? What is meant by digestion of the food?
2. How should we take care of the digestive organs?
3. What action takes place on the food in the mouth? In the stomach? Of what use is the liver?
4. (a) What foods eaten together form a balanced ration? (b) Name some food that yields protein. Name that contains starch or sugar. Name that contains fat. Name water but not food value?
5. (a) Name the organs of circulation. (b) Describe the different uses of the white and red corpuscles.
6. What effect has alcohol and tobacco on the heart?
7. What organs do we use in breathing? Why do we need fresh air? How can we have fresh air in our sleeping rooms in the winter?
8. What is the cause of a cold? What do you do to cure for a cold?
9. What are we the bones? the muscles? the skin? Why should we keep the skin clean? What danger is there in using a towel that everybody uses?
10. Give the divisions of the nervous system. Give the use of each. Of what use is pain?

SPELLING

1. average	15. foreign	31. quartile	41. whom
2. assimilation	16. general	32. advance	42. death
3. haul	17. machine	33. machine	43. machine
4. hoodlum	18. army	34. place	44. machine
5. wood	19. family	35. important	45. machine
6. academy	20. terror	36. power	46. machine
7. machine	21. support	37. machine	47. machine
8. machine	22. machine	38. machine	48. machine
9. child	23. machine	39. machine	49. machine
10. government	24. machine	40. machine	50. machine

ARITHMETIC

(Answer on Page 1)

- 101 Change $\frac{3}{4}$ to a decimal fraction. 102 Change $\frac{3}{4}$ to a common fraction.
- 103 Change $\frac{3}{4}$ to a common fraction. 104 Change $\frac{3}{4}$ to a common fraction.
- 105 Explain in terms of per cent difference between percentage and decimal fractions. Change 25 to per cent. Change 25% to a decimal.
- A man sold 3 horses for \$225.00 and thereby gained 25%. What was the cost of the horse?
- An automobile was bought. The owner got five cents less than the cost. If the auto was sold for 40% less than the cost, what was the loss?
- A man had had his wages twice increased 10%. If he now received 10% per day, what were his wages before they were increased?
- 106 Of what was a bank 2 1/2% compound? 107 Find the proceeds of a 90 day note for \$1250.00 with interest at 5%. David Smith had a 600 dollar April 12, of the same year.
- 108 A real estate agent sold a farm of 400 acres for \$20,000 per acre. After filling out his commission of 1%, how much did he need the owner of the farm?
- 109 A farmer sold his grain at South City \$2.50 per bushel with which he bought, \$2500 being out the commission of 2%. In what did he realize for grain at \$100.00 per bushel. How many bushels did he buy?
- 110 What is the average on \$2500.00 for three years, two months and twenty days at 5%. 111 How many cubic feet of sugar in a cube 1 foot in diameter and 30 feet high?

AGRICULTURE

1. (a) Tell how to prepare a field for alfalfa. (b) How much seed is required for an acre? (c) Name two varieties of alfalfa adapted to South Carolina.
2. What is Professor Haines and what has he done for the farmers of South Dakota?
3. Name three insect pests and how to destroy them.
4. Why should farmers rotate crops?
5. Tell how manure may be used for manure and?
6. How should poultry feed wheat be treated?

DRAWING

(Answer on Page 1)

1. (a) What are the Eastern Colonies? (b) What are the Southern Colonies? (c) What is a bay? (d) What is a strait?
2. What pictures have you studied this year? Describe one.
3. Draw a spray of grass or stalks of grain with a leaf hanging down.
4. Draw a cow and sheals it.
5. What is meant by reading a map? A reading point? What is a landmark?
6. Draw a landscape having a house, trees and a hill in the background, and a river and field in the foreground.

HISTORY

(Answer on Page 1)

1. What induced Columbus to start on a voyage of discovery?
2. Why should the Spanish explorers be the first to explore and colonize America?
3. Name three Spanish explorers and tell what they explored.
4. What part of North America was explored by the French? by the English?
5. Name three French explorers and tell what each explored. Also three English explorers.
6. What happened in America when these explorers claimed the same land? What were the results of these claims?
7. What lands and where was it thought that lay Canada and the valley of the Mississippi to France and good to the English?
8. How did the English King and Parliament treat their colonies in America? Name the articles colonies that related against England.
9. Name some of the important battles of the Revolution and tell why they were important.
10. 101 What were the three great compromises between the large and the small states in their agreement on adopting a constitution? 102 Name some of the provisions of the Constitution of 1787. 103 Who was the first President of the new nation? Why was he selected?

GRAMMAR

(Answer on Page 1)

1. Classify sentences as to form or structure. Give examples of each.
2. Classify sentences as to use or meaning. Give examples of each.
3. Give an example of the following: A sentence containing an relative clause, an adverb clause, a noun clause.
4. Distinguish between a phrase and a clause.
5. Name and define all the parts of speech.
6. Give all the ways that a noun can be used in a sentence.
7. (a) Of what are conjunctions? (b) Define coordinate and subordinate conjunctions. Give sentences showing the use of each.
8. (a) Give all the classes of pronouns. (b) How does a proper name differ from a common name? (c) What is a collective noun? Give an example.
9. What are the essential parts of a sentence?
10. Write a composition of about 100 words on the subject "Reasons why I should study Grammar" or "Describe a Pet Animal."

GEOGRAPHY

(Answer on Page 1)

1. Give the political divisions of North America.
2. Name the principal rivers in the United States and tell into what they flow.
3. Why are the New England States engaged in manufacturing and those in the region of the Mississippi engaged in farming?
4. Name five ports of the mid coast of the United States, two on the west coast.
5. What would a freight steamer loaded of New York be up to every going to England? What would it bring back?
6. Would a farmer likely sell his farm in Florida unless the same profit that he would get in some farming 50 miles from Alabama, South Dakota? What would be the difference in the amount of farming?
7. What would a farmer raise farming in Florida, Alabama, Texas?
8. What city is noted for the manufacture of automobiles? What city is noted for the manufacture of shoes? What are the iron mines of Michigan?
9. Locate the Niagara Falls, Yellowstone National Park, Mt. St. Helens. Where are the leading lands of the United States? The leading regions?
10. Name and locate the two largest cities of South Dakota. What natural physical conditions caused these cities to be located where they are? Name the capital of South Dakota. Why was it located where it is?

Final Seventh Grade South Dakota Examination Questions

PREPARED BY STATE DEPARTMENT

1911

SPECIAL REFERENCE GRADE EXAMINATION, 1911

Do not hurry with your work. Be careful with your writing and spelling. Be neat—keep your margins up. Use blue ink and larger margins for answers and all assignments will be taken into consideration in grading your papers. Take plenty of time to answer every part of every question.

Be especially careful not to communicate with any one except the supervisor during the test. The supervising superintendent wishes that you can use upon your papers, and what things you can think.

Do not be too anxious to get your papers from this examination. The report will be sent to you at that time as it is made, and it will not help, but hinder, for you to write about it.

ARITHMETIC

(Answer any three)

1. What is the "Gold Standard" method of counting?
2. Tell about the collection and storage of seed corn.
3. Name the different kinds of corn.
4. What are silos? Tell of their importance.
5. What are weeds? Name some common weeds in your community.
6. Write a paragraph in "Why Robert Childers Should Have a Wagon Load of Manure."
7. Where were potatoes first found?
8. How can the best results be obtained in raising potatoes?
9. What care should be taken in raising grain?
10. Where was alfalfa first found? Tell of its use as a food for live stock.

MUSIC

(Answer any three)

1. Give the singing names of the notes of the scale. What letters of the alphabet are they used in reading music?
2. Explain a staff. Name the sign of the treble clef. Write on this staff and discuss notes giving their names below the staff.
3. Write the first stanza of "The Star Spangled Banner." Who wrote this song?
4. On a staff draw a whole note, a half note, a quarter note, a whole rest, a half rest, a quarter rest.
5. What does four-four time mean?
6. What do we mean by folk songs? Name a folk song that you know.
7. Write the names of some famous songs.
8. Why should one learn to appreciate good music?

ARITHMETIC

(Answer any three)

1. Change the following to fractions and to per cent: $\frac{1}{2}$, $\frac{3}{4}$, $\frac{5}{8}$, $\frac{7}{16}$, $\frac{9}{32}$.
2. If you have read 80 pages, which is $\frac{7}{16}$ of the book, how many pages are there in the book?
3. An automobile costing \$1000 was sold after 2 years at a reduction of 10%. Find the loss.
4. Find the net price of goods valued at \$1000 less 15%.
5. A dress bought for \$2000 was offered and sold for 80% of the purchase price. What was the buyer's net expenditure at 2%?
6. What is a bank? A check? A draft? An endorsement?
7. Goods valued at \$40 were sold for \$44. Find the gain per cent.
8. Find the interest on a note of \$100 for 1 year, 6 months at 4%.
9. Define: Interest, principal, amount.
10. Draw a triangle and number the vertices. Indicate the obtuse angles.

LANGUAGE

(Answer any three)

1. Name the kinds of sentences as to use and illustrate each kind.
2. What are the essential parts of every sentence? Define them.
3. What is a phrase? A clause? Illustrate each in a sentence.
4. Name all the parts of speech. Define any three of these.
5. Fill out the following blanks with who or whom and give reasons for your choice: (1) _____ does he resemble? (2) _____ will help you upstairs? (3) _____ shall I say? (4) _____ took the prize? (5) For _____ is this program?
6. Write the possessive singular and plural of the following nouns: ruler, kitten, day, negro, sea.
7. Use the masculine singular and plural possessive given in question 4.
8. Write a business letter ordering seeds for your garden.
9. Write a "Lost" advertisement. Write a "Found" advertisement.
10. Select the correct word and give reasons for your choice: (1) I like (this, these) sort of apples. (2) How (many, many) pigs mother sheep. (3) Which is the (stronger, stronger), a horse or a man? (4) He (talk, talks). (5) The young (has, appeared, appeared, appeared).

DRAWING

(Answer any five)

1. Name and give colors of 8 pictures studied this year.
2. Write a brief description of one of these pictures.
3. What are the primary colors? The secondary colors?
4. What is conventionalization? A working drawing?
5. Draw a design for a building corner.
6. Draw and color a picture of things found during term.
7. Draw and color a view of the top or other ending of trees.
8. Make an object drawing in light and shade.

HISTORY

(Choose any three.)

1. Name three nations that explored North America. Tell the part each explored.
2. What were the causes for the struggle between the French and English for mastery in America?
3. Tell of the part George Washington took in the French and Indian War.
4. Name the chief causes of the Revolutionary War.
5. Give any important 1811 events each of the following: Robert Harris, Benjamin Franklin, Thomas Jefferson, John Jay, James.
6. What was the principal feature in American history? Give the dates of this period.
7. How were the colonies governed during the Colonial period? What were the weak points of this form of government?
8. What was the principal constitution adopted? Who was the first president of the United States?
9. What two political parties were formed at the beginning of our government?
10. What important purchase was made during Jefferson's administration? Who was sent out to explore this country?
11. Give the names and results of the War of 1812.
12. What was the Missouri Compromise?

GEOGRAPHY

(Choose any three.)

1. How does North America compare in size with the other continents?
2. Name the principal divisions of North America.
3. Name and locate five important rivers in North America.
4. Give the leading products of the New England States. Why is manufacturing an important industry here?
5. What is wheat raising? What states are adapted to this farming?
6. Give the important products of the South Atlantic States.
7. Write a paragraph on the National Capital and give its location.
8. Why are the North Central States called the granary of the United States?
9. Name and locate three of the most important centers of the United States.
10. Name and locate three places of noted industry in the Western States.

PHYSIOLOGY

(Choose any three.)

1. Name the three parts of digestion. Describe one of them.
2. What is a "balanced ration"?
3. Give five hygienic rules for drinking.
4. Why does the body need plenty of water? How can we tell pure water?
5. Describe the main effects of alcohol upon the body.
6. What are the signs of circulation?
7. How changes this place in the blood as it passes through the lungs?
8. How can the artery be seen in a room? Tell how a room should be ventilated?
9. Tell the uses of the skeleton.
10. Give eight hygienic rules pertaining to the skin.

APPLIED

- | | | | |
|-----------------|------------------|------------------|------------------|
| 1. spelling | 15. verbs | 31. Society | 35. education |
| 2. alliteration | 16. adverbs | 32. practice | 36. same page |
| 3. simile | 17. connectives | 33. show | 37. Christmas |
| 4. simile | 18. adjectives | 34. industry | 38. Boston |
| 5. relative | 19. nouns | 35. industry | 39. Richmond |
| 6. metaphor | 20. adjectives | 36. independence | 40. study |
| 7. comparisons | 21. conjunctions | 37. industry | 41. show |
| 8. comparisons | 22. pronouns | 38. sand hills | 42. ledge |
| 9. alliteration | 23. infinitives | 39. rocks | 43. mountains |
| 10. simile | 24. participles | 40. industry | 44. study |
| 11. simile | 25. prepositions | 41. Washington | 45. astronomical |
| 12. government | 26. adverbs | 42. ledge | 46. practice |
| | 27. show | 43. industry | |

ESSAY

(Choose one topic.)

For those schools where the French and English grade reading is combined and the English grade course is being studied, questions 10, 11 and 12 should be substituted for questions 8, 9 and 12.

1. Name five classics studied this year and the author of each.
2. Write a brief sketch of the life of one author studied during the year.
3. Why should we read newspapers and magazines?
4. Write a character sketch of one of the characters mentioned in question 8.
5. Give two good quotations from classics studied this year.
6. Name three books read for creative reading and give the author of each.
7. Give an important current event of recent date.
8. Give the authors of the following selections: "To a Waterfall," "Concord Hymn," "A Christmas Carol," "The Builders," "Old Story."
9. In what selections was each of the following characters found: Huckleberry Finn, Tom Sawyer, Jim, and Mollie.
10. What lesson is taught in "The Glass Boat Race"? Name the author.
11. In what selections was each of the following characters found: Philip King, The Fishery Lads, Philip Nolan, Anne, The Zoo.
12. Give the authors of the following selections: "The Glorious Day and the Galley Gun, Crossing the Bar, Snowy Arched, A Christmas Carol."
13. What lesson is taught in "The Value of Sir Lancelot"? Name the author.

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OPPORTUNITY

They do not wrong
Who say I care no more,
When once I knock
And bid to find you in;
For every day, I stand
Outside your door
And bid you wake,
And rise, to fight and win.

—Walter Malone

BIOGRAPHICAL SKETCHES

OF OUR

NATIONAL PRESIDENTS

GEORGE WASHINGTON
First President

Born, Bridle Road, Virginia, February 22, 1732
Married Mrs. Martha Custis 1759. Married 17 years 23 months 4 days
Died December 14, 1799
President 1789-1797

The name of George Washington is not mentioned for merely by the people of his contemporaries. After Lincoln, the man was admired greater than another by all.



It was his conduct, he won the glory from (1763), a soldier was, he led to win a noble victory from the British army. He was, he led to win a noble victory from the British army. He was, he led to win a noble victory from the British army.

Washington's name was not mentioned for merely by the people of his contemporaries. After Lincoln, the man was admired greater than another by all.

His Character and Training

The background and education of young George Washington was quite different from that of the other Presidents of this country. He learned to read, write, and "cipher" in a school kept by the parents of the parish clergyman. His parents were a farmer, hunter, soldier, and a little trading shanty filled his days.

Through his mother, Lawrence, he took the apprenticeship and was the first of Lord Thomas Fairfax, an accomplished gentleman, who held extensive estates of land in Virginia, Maryland, and in England. At 15 George Washington entered his master's land surveyor.

He had talents to direct, influence to attract, and he led to make out survey records on accounts and accounts that they were to be taken by public officials upon which to base laws.

Washington was President 1789-1797. Following his retirement, Washington lived the life of a man, that of a soldier, and the still career of military life at Mount Vernon. He was loved before to enjoy the society of his family and the simple pleasures of plantation life that had so long been his life.

This period of retirement included that of an hour. It was that three years on December 11, 1797, Washington resigned his office as President of the United States in a most dignified way. His resignation was accepted by the Senate on December 17, 1797, and he returned to his home at Mount Vernon.

Following is a brief quotation: "I hope I shall always possess tranquility and retire enough to enable me to consider the most carefully of all things, the character of my honest men."

JOHN ADAMS
Second President

Born, Braintree, Mass., October 19, 1735
Died August 23, 1826
President 1797-1801

At a time when American patriots had in the recently formed to enter the world "Independence" struggled and won, John Adams, in Braintree (now Quincy) in the Continental Congress, was highly regarded for his services to the new nation.



Foremost Champion of Independence

One of the most courageous things John Adams ever did was to advocate, in a time of great political excitement, the doctrine of the "Boston Massacre" (1770). Not merely did he oppose the execution of all ten men of them, but he also opposed his fellow countrymen of Boston with his courage, honesty, and patriotism that they forbade to shoot him in the streets of Boston.

From the beginning of the struggle with the British empire, Adams was one of the staunchest supporters of the rights of the colonies, both in his speeches and in writing his first treatise on the rights of the colonies in 1776. When at the last the members of the assembly were converted by events in his way of thinking as to separating, it fell to him to be second, on June 19, 1776, the famous resolution of Richard Henry Lee, that "these colonies are, and of right ought to be free and independent states."

John Adams was made a member, with Jefferson, of the Committee appointed to draw up the Declaration of Independence, and in the debate which followed its introduction into the Congress, he was its foremost champion. It was not only the proceedings to gain the reputation of having the "Glorious and Great" but of the men in Congress.

In 1778 Adams called for France, which had just signed a treaty of alliance with the revolutionaries in their fight against the British empire in that country. They he rendered new service to the American cause as ambassador to France, which he did in Congress. With John Jay and Benjamin Franklin, he concluded the preliminary treaty with Great Britain, in 1782, which recognized the independence of the United States and ended the war. He then became the first American minister to Great Britain, a post which he held until his return to become the first Vice-President of the United States.

Second Washington as President

When political parties sprang up in Washington's administration, Adams and Alexander Hamilton became the respective leaders of the Federalist Party, in opposition to Jefferson and the Democratic-Republican Party. Adams succeeded Washington as President in 1797, but owing to political antagonism, Jefferson was chosen Vice-President with him.

In spite of Adams' great ability, industry and integrity of character, he was never really popular, even with the Federalists. He was firm, calm and logical, and the Jeffersonian Republicans charged him with wishing to restore peace by "the club, the bayonet, and the olive." He did not get along well with Alexander Hamilton, the chief leader of the Federalists, and as a result the party was completely split during the whole of Adams' administration. His presidency gave rise to the saying that "the four years of Adams' presidency were one of the darkest periods of our history."

When the Philadelphia Convention was called in 1787 to revise the Articles, Madison drew up a plan for a new form of government. This scheme resulted in some details, but it failed in the convention on the "Virginia plan," and on it the new constitution was based. For his work and his other services in that connection, Madison is known as the "Father of the Constitution". In the convention he made more proposals than any other member, except Gouverneur Morris and James Wilson. Furthermore, he made several names of all proposals, such as the Journal, published by order of Congress after the death of all members of the convention. It was most precious source of information concerning the proceedings of that body, which took place in the most profound secrecy.

Madison derived some fame from the Constitutional Convention to secure election to the Virginia State Convention, in which the Constitution would be submitted for ratification. In this convention he vigorously opposed the anti-Federalists who thought that the rights of the people would not be secure under the new form of government. In spite of the strong opposition of the Anti-Federalists, Madison finally convinced and Virginia ratified the constitution.

With the accession of Jefferson to the presidency, in 1800, Madison became secretary of state. While Mrs. Jefferson was dead, it fell to the lot of pretty "Eliza" Madison, his wife, to act as hostess at the president's state dinners. His many friends who were together with Madison's great ability and purity of character, and Jefferson's support, caused Madison, in 1800 to be chosen the fourth president, by an electoral vote of 122, to fill out the (Thomas C. Pinckney) the Federalist candidate.

The work of seeing to the government and giving it the needed strength had been successfully accomplished under Washington's administration, and a democracy to treat had then been given to be Jefferson, an Madison did not have to deal with these Federalist problems. But the checks of war being given his whole term of office. His first years were occupied with the disputes with England and France, which culminated in 1812 in the declaration of war against England.

Madison was captured in 1812 near the War Captain of New York, the Federalist candidate, by the national vote to 68.

It must be admitted that Madison's administration of the war was far from efficient. It was hampered both by his own lack of ability in his command, and by the Federalist opposition in the east of the New England Federalists, who in December 1814 met in the famous Hartford Convention, which was reported as planning New England's secession from the Union.

The End of the Federalist Party

With the peace of Ghent (Jan. 18, 1814), this opposition collapsed and the charge of disloyalty against the Federalists ceased the death of their party. In spite of the fact that there was only one political party and that that party in theory favored active construction and nation building, various nationalistic considerations during Madison's administration. There were reforms in the new protection tariff law, and in the character of the second Bank of the United States, both in 1816.

In 1817 Madison moved to his estate at Montpelier, where his efforts as a planter were not made successful than were those of his friends, Jefferson and Monroe. Like them he was interested in agriculture, but he served with them in support of the University of Virginia, to which he left his library after his death.

[Handwritten signature]

JAMES MADISON

1751-1836

Born in Westminister County, Virginia, April 16, 1751

Died near Montpelier, Va.

Dead July 4, 1836

President 1801-1809

The President Who Said to Europe, "Banks Off"

As the President who had announced the principle known as the "Monroe Doctrine", James Madison, 22nd president of the United States, holds an important place in American history. His idea of the doctrine that "America is for the Americans" did not however originate with Madison. Washington, in the war between England and France, had publicly warned the latter to "leave us alone" and France, led publicly warned the latter to "leave us alone" and Jefferson had privately declared, "The day is not far distant, when we may formally declare a neutrality of commerce through the seas, on the other side of which the European war shall ever be tried, by the American on the other -- it was left to Monroe however, to make this doctrine of "banks off", for Europe a matter of official record by incorporating it in a message to Congress in 1823.



Madison's education was rather defective. His mother, of Scotch and Welsh descent, belonged to the class of small planters of western Virginia, and he had had several months of study in the village at the age of 14, when the Revolution broke out. With a number of other students and professors he is then left alone to enter the war.

In 1774 Monroe left the army and entered into the study of law under Jefferson, then governor of Virginia. Here began a friendship which lasted until Jefferson's death, and which strongly influenced Monroe's career. In talking to Madison he was told, "I had this interest I got in the opinion of others, or whatever I may be able to derive, has greatly aided from your knowledge."

Madison was in turn a member of the Virginia assembly of the United States Congress under the Articles of Confederation, of the state convention which ratified the Federal Constitution and of the United States Senate under that constitution. He was successively minister to France, Spain, and England, governor of Virginia for several years, secretary of war and of war under President Madison, and finally was the fourth Virginia one of the first five presidents to hold the highest office in the American republic.

During the war of 1812 Monroe served under President Madison as secretary of state, and also for a time as secretary of war. The city of Washington was burned by the British during the time that Monroe acted as secretary of war but his services as a whole were his presidency, and his position as secretary of state was the one in line for the presidency.

In 1808 Monroe married the daughter of his mother when he was elected to succeed Madison as president, with Daniel C. Tompkins of New York as vice-president. Monroe and Tompkins were re-elected almost unanimously in 1812; she was the only girl elected him at that time to hold a high office.

The period from 1817 to 1823, during which Monroe was president, has sometimes been called the "Era of Good Feeling", because there was only a single organized political party during that interval.

Monroe Doctrine

What is known as the "Monroe Doctrine" is not a part of international law, nor even of the law of the United States, but it has formed the basis of American foreign policy for a hundred years. It has been the cause of much diplomatic correspondence, and the United States has stood ready to fight for its execution. In his second expression is found in the message of President Monroe to Congress, December 4, 1823. The doctrine which called it forth grew out of the first of the Latin American colonies from Spain which 1823, and the creation of new republics in Mexico, Central America and South America. President Monroe could not hope to fight for colonies wanted, and these

was that of the attempt of reactionary European powers, which had just upon themselves in Italy and Spain, threatening trouble in Latin America with a view to re-establishing Spanish rule there.

John Quincy Adams, then secretary of state, thought a letter that the United States should make an independent declaration and after discussion with President Monroe, he formulated some of the important presidential messages delivered on December 5.

Perhaps the fact that it was America's policy and its interference in European affairs, President Monroe may wish that may attempt to be approved by members of Congress "to extend their system to any portion of this hemisphere" would be considered by the United States "as dangerous to our peace and safety." In a later version of the message the word was expressed that the American continent was no longer open to new colonizations. This was repeated in America which was then planning to act as a colony at San Francisco on Spanish soil. These two declarations are the seed from which has grown the Monroe Doctrine of today. Great Britain gave qualified support to President Monroe's doctrine, and has never withdrawn it.

With the inauguration of John Quincy Adams in 1825, Monroe retired to private life after a year in office covering more than 35 years. During which time he had conducted an wonderful career as explorer, diplomat, or diplomat but he had proved an honest and patriotic citizen, whose motives were never questioned even by his enemies. Jefferson well said of him that "he is a man whose soul might be traced every mile of soil without discovering a blemish in the world." His shining years were however by itself, and he suffered from "Painful in fact a time with his constituents in New York City, where he died on July 8, 1826.

JOHN QUINCY ADAMS

(then President)

Born Quincy, Massachusetts, July 11, 1767

Moved Quincy, Massachusetts 1801

Died February 21, 1826

President 1825-1829

In a public address Mr. Adams once quoted some words from the Latin author Tacitus which apply to the sentence translated as meaning "Equal to me and above duty."

What related that a better translation would be the three words, "John Quincy Adams."



Only was the language of the greatest statesman while life. He was it in the way when at the age of 16 years he wrote to his father:

"I shall live a more quiet life than you. My heart is fixed on the study, my thoughts are turned up other than mine; eggs, steel, and trifles do I not care for or regard."

He was 18 miles in the young man who turned his back on 18 to go to the coast of St. John's in England—where his father had just been appointed the first minister from the United States—and returned to America in 1787 that he might study a lawyer or a diplomat.

Harvard College although he grew "very I grew to go with his father probably my Cambridge education might be greater than I will be in referring to America."

A Diplomat at Lisbon

At that time (1792) he had enjoyed the 1826-27 term years. He was born at the old Adams home in Quincy, Mass. When 18 years old he had accompanied his father to Paris, where the elder Adams was American representative during the Revolutionary war, and for some time he was in London in 1793 and 1800-01. At 18 he accompanied British Lord St. John's in the city of Paris, where that distinguished diplomat appointed—was designated to handle an embassy to the court of St. Petersburg. We cannot wonder that he would the prospect of going up to St. Petersburg, the "cosmopolitan" showcasing for a period of his life.

In his case neither brought his reward, for after having graduated from Harvard in 1790 and been admitted to the bar three years later, he was appointed by President Washington as minister at the Court of St. James (London), when he was barely 21 years old. When John Adams became president the question of his own diplomatic career became an embarrassing one, for both father and son presented an unimpeachable record of duty, and President Adams did not wish to be accused of favoritism. But Quincy Adams should be presented in the place of minister at Berlin, because it is said "Quincy Adams was the finest power in the American diplomatic service."

The "Old Man Klumper"

In a day when such words as Webster, Clay and Calhoun were in vogue, Adams was not far behind the so-called "Old Man Klumper." His claim to this was based on the information contained in his speeches and not in the claims of intelligence or sense of value or success as an orator. He was short, fat, and bald, his voice was high, shrill, and hoarse to break—strong enough to be heard, but not agreeable. In fact he was an excellent and well that he was extremely unpopular in the House.

But if he was despised and maliciously treated by others, he was in fact unscrupulous as shown in his voluminous " diary" of 15 printed volumes, in which he records his feelings and opinions, hardly a man to credit his temper moderation. One writer writes that "to see even the liberal, he looks as though he were walking through a graveyard of discarded opinions, which are every foundation above a few words of measured common sense." This habit of harsh criticism and Mr. Adams' work, for I could not make him otherwise in life, but even today he had to live like this man. It should be said, however, that he applied the same kind of impartial severity to his own character and was that he applied to others. In all this he is a good example to his entire family—political, financial, and able to derive the advantage of their own state, but with a fatal aim for narrow selfish and unscrupulous.

ANDREW JACKSON

(seventh President)

Born Faison County, North Carolina, March 15, 1767

Moved Mrs. Rachel Roberts 1790

Died June 8, 1845

President 1822-1829

When Andrew Jackson came upon the stage of American political affairs as the seventh President of the United States, a new era began in the history of the country. The control of the government by the "Virginia dynasty" and the Adams family was at an end, and the rule of the frontier had begun.

As a spokesman of the new type of American manhood which was to dominate the country, no fewer persons could be found than in the earlier wilderness of the Carolina shanty houses of 1780. He displayed the characteristics of the Western spirit in which he was born and reared. He was uneducated, rough, and bold of feeling but energetic, self-reliant, honest, and unshrinkingly firmly loved by his friends, he was just as cordially hated by his enemies—a hatred which he abundantly returned.

Andrew's lack of education was due not only to the poor schools in the frontier, but also to the war and the time he had to spend in the military service to be made. He never learned to speak or write correct English and one of his enemies once said that "his English, with that crudities in spelling and grammar, would make the best school-teacher weep."

In the time of the Revolutionary War, Jackson found himself often in the world, for his own father had been killed and his mother had died as a result of the war. When the United States Army was victorious, Jackson was captured by the bar in 1781. For the purpose of providing money in Nashville, which he accepted in 1782,



he had acquired the characteristics needed. Jackson possessed plenty of both moral and physical courage, and though ignorant of military affairs, he was quick as lightning to make other men do the job, a position which was for him the essence of the leadership and the power of leadership.

These qualities soon gained him recognition as spokesman of the West. He was member of Congress in the United States senator at 28, judge of the Supreme Court of Tennessee at 30, and major-general of 33 to an a dangerous frontier at 34.

Enter the River the Horseback

Jackson always went forward for what he wanted. This characteristic sometimes brought him to difficulties, as it did in 1817. He had been ordered to the Florida frontier where the Indians were harassing the American settlers. Jackson, with many others, felt that the red and men were to be driven back by the British and the Spanish, so a frontiersman he found the Indian, because of the revolution he had received while a volunteer during the Revolutionary War, he hated the British and as a volunteer he despised the Spanish because they frequently stole the Kentucky River in America attacked. His hostility to these three peoples made the expedition to Florida an especially agreeable one to Jackson.

In 1821, to become one of the ten candidates for the presidency. Though he received more of the popular vote than any of his other candidates, he did not receive a majority and the voters therefore went to the House of Representatives. The only majority, realizing that their leader could not be elected, gave their votes to John Quincy Adams, who in consequence was elected. The feeling that he had not been elected together with the feeling many felt for the other candidates of Adams, and their admiration for Jackson gave him the election in 1829.

The Spoken-of in the Common People

The common people felt that if, but they had an alternative who was one of them, the man who they admired looked like their hero and had a few useful points about in their belt. The contrast between Jefferson's manners and Washington's democracy is indicated by the contrast between Jefferson's manners at Monticello, and the manners he took in which Jackson spent his years.

Jackson, perhaps, lived in a republican for the common people in whom he had absolute confidence. This belief is expressed in the phrase "let the people rule", and in order to let them, "let" is removed from office in the first year of his administration about 1000 office holders in total from his friends. This was an application of the 1817 "open offices", with 100-150. "In the close struggle the man who had been elected and expelled American politics for more than half a century and which still serves him have not yet disappeared.

When Jackson refused from office he had the satisfaction of seeing his chief policy carried. The 1817 question was resolved on his conditions. The Bank of the United States was closing on its affairs, and Jackson was told how and the Indians in Georgia had been pacified. His administration, was rewarded by the fact that, Van Buren, who had been rejected by the House in 1837, was elected in England, was his successor; and that Roger B. Taney, whom the Senate had never rejected for being office was the Chief Justice who administered the oath of office.

During the 1830 years which followed Jackson's retirement, the hard times which came over the country in 1837 hit the financially and also destroyed his power of mind. His day did not leave his memory. Adams named their children for him and the village which he had it on. Another Washington was Jefferson elected the president of the "Old Republic" did, not have more confidence since his last president to such a degree the love and confidence of the people. He died at his estate, the Hermitage, near Nashville, Tenn., on June 8, 1845, and was buried in the garden.

MARTIN VAN BUREN

(Great Justice)

Old Kinderhook, New York, December, 1792

Married March 1808 1807

Died July 18, 1862

President 1837-1841

The "Little Magician" of Kinderhook, or Martin Van Buren was called, was one of the unfortunate presidents of the United States. Coming to the White House in 1837, as the rights to hold that office, he ranked in the class of those men who "kick their heels" while they have confidence and respect, Andrew Jackson. The union which attracted to the cause of the time for years rendered him just another of Van Buren's supporters, but today he is regarded as a good statesman, as well as a politician of the opposition type. Secretary Wilson in his "History of the American People" gives the following of Van Buren:



Van Buren's chief character, his strength of character, his ability to see things from the conflicting points of view, his air of good good-fellowship, his own idea, his wit, a consummate master of men, his constant readiness for thought, his calm and friendly manner, and for knowing the man he sought, he did not find it necessary to know all that the other people were always serious, always plain, always ready to listen and wait to see his way." Calhoun, however, asserted that with him "justice, calm, courtesy, were never again possible."

Martin Van Buren was a native of the state of New York, and as his name indicates, was of Dutch descent. He is better known as a statesman, and as a politician, than as a lawyer. His law office was situated in the village of Kinderhook, near Albany. The boy's education was obtained in the village school and in Kinderhook Academy, but at 14 years of age he left school and entered a law office as an articled boy. His seven years as an articled boy in his office at Kinderhook and Albany, and at the end of that time he was admitted to the bar.

Though he proved to be a successful lawyer, his chief interest lay in politics, in which field he first appeared in 1802 as a supporter of the candidates for governor of New York. Political parties in that time were already beginning to change and in the local battle which followed, Martin Van Buren took an active part. He was "Albany Reviewer," a group of editors which ran the New York, Van Buren was a leader. From this time he called himself "Old Martin the First." During this period he served in the state legislature and Congress.

Van Buren received his term of office elected to help in the passage of the pro-slavery bill, so he doing he not only maintained the "pro-slavery" of politics but he also maintained the loyalty of all Jackson's followers. In a few short months the party of 1837 began. Van Buren showed that his leadership was not only in the state legislature but in the national arena. He was elected in 1837, and after a short period of his term of office he was elected to the presidency in 1837. He was elected to the presidency in 1837, and after a short period of his term of office he was elected to the presidency in 1837. He was elected to the presidency in 1837, and after a short period of his term of office he was elected to the presidency in 1837.

Another remarkable interference from the Jackson administration was the most bitter and costly of any of the Indian wars, the Seminole War in Florida which cost the government thousands of lives and 140,000,000. In small amount of credit it also cost the national treasury for the excessive cost of maintaining a war that had no national interest.

The power, still suffering from the state of 1837, and to Van Buren's administration, only failed to follow their course. In the election of 1840, the Whigs, pointing off their candidates on the fact that they were divided victory after a campaign because of the nullification and Van Buren's party were not united at the end of his single term as president. Van to all his supporters he retired in politics. He was a Democrat, but he opposed the annexation of Texas, and approved of the Whigian policy which forbade military in the territory acquired from Mexico. This led some to believe that he was the forerunner in 1844 by the "Black Democracy" and Free Soil parties but he was dissatisfied. He maintained his connection with the Democrats until the fall of the year of his 67th but after Jackson's election in 1845 he refused to be in the 20th race of the Civil War, he died in 1862 believing that the Union cause would triumph.

WILLIAM H. HARRISON
Chief President

Born in Berkeley, Virginia, February 5, 1773
 Married Anna Symmes 1800, deceased July 1820, survived 4 months
 Died April 4, 1841

The Indian Fighter Who Became President
 President 1841

If the President
 often been observed.



remains the characteristics which are peculiarly American, as has been William Henry Harrison was a typical American, the most of his public career was spent in the frontier wilderness of the North-west Territory, or, more properly, that region in "Northwestern" that by force and enterprise General Harrison advanced in the discovery of the Northwest. His father was a prominent owner in the tobacco region, who had taken a prominent part in Virginia politics during the Revolutionary War, and had signed the Declaration of Independence, when placing his signature to that momentous document, he was giving his signature to the Declaration of Independence, "for we were of one mind together," "Certainly," said Franklin, "for we were of one mind if we don't, we shall do so separately."

As William Henry was the third son of the Harrison family, and his father's property would under the Virginia law of that time go chiefly to the eldest son, a profession was necessary for him. His father sent him to the College of William and Mary, Va., 1792 to 1796, and then to Philadelphia to study medicine. His regard for the latter was so great that he took it as the basis of his father. In 1799, he dropped it. President Washington in 1800 appointed him an ensign in the army.

Marching into active duty, he was under Major Anthony Wayne, in the campaign in the Ohio Country against the Indians. He served with distinction in the battle of Fallen Timbers in 1794, and then with command of Fort Wapakoneta, in Pennsylvania, until 1795.

How He Won the Title of "Old Tippecanoe"

As representatives of Indian affairs he made it in all relations with the Indians, meeting the needs of large numbers of land in the Northwest Territory, a champion of the American Indians, and his father's "frontier" was a champion of the Indian cause, and champion of the cause of the Indian was necessary before the Indian cause could be held. The title "Old Tippecanoe" was given to him by a private soldier in a fog of battle. The result was a remarkable Indian War, in which General Harrison defeated the Indians at Tippecanoe, near Lafayette, Indiana. This victory made him a national hero, and he was afterwards called "Old Tippecanoe."

His Nomination for the Presidency

In 1825 General Harrison was nominated by the Whigs for the presidency, and though defeated by Van Buren, he succeeded in carrying seven states. In 1840 Harrison was again the Whig candidate against Van Buren, in the great "Log Cabin" campaign of that year marked a new era in American politics. With it began the "Log Cabin" campaign, the candidate, and the "Log Cabin" was a party after a certain presidential election. One day at Harrison's residence at North Bend was a large table covered with "Log Cabin" and at the meeting of the company one of the gentlemen said that he felt inclined to bring forward with appropriate views, was supplied with them. The "Log Cabin" and "Log Cabin" immediately appeared at all the Harrison meetings. The "Log Cabin" and "Log Cabin" carried the Whigs to overwhelming victory, making Harrison president and Tyler vice-president.

On the stroke of the campaign, and of dealing with the multitude of officeholders in the various States, followed over the month for General Harrison's victory. At the appearance of the "Log Cabin" and "Log Cabin" in the "Log Cabin" of the "Log Cabin" and died on April 4, 1841—just one month before he took office. He was the first to hold the presidential office, and the first to die during his official term.

It is curious to know that as to what part of a president he would have made. On the way to his office he was told that he was not a great man, though he took it as a great man, and he had been a leader in great things. In the other hand, it is pointed

out that he was one of the best territorial governors ever appointed in the United States, and that there is no citizen for thinking he would not have shown in the national stage the same qualities of broad-mindedness, liberality, clear courage, and common-sense, more than he had displayed in the lower stages of the Nation.

JOHN TYLER
Chief President

Born in Greenway, Virginia, March 29, 1790
 Married Letitia Christian 1812 and Julia Gardiner 1844
 Died January 17, 1862

President 1841-1845

"Honest John's" Shrewd Administration

"Honest John Tyler" regarded himself as one of the "White presidents" and predicted that he would be the last one of the line. He was indeed the last president, up to the present time, who was born and lived in the "Old Dominion", but he hardly belongs to the same classification with Washington, Jefferson, Madison, and Monroe.

In the first place, Tyler had started president in all but name in the office of Vice President under the death of William Henry Harrison, in 1840. He was the first vice-president to co-ordinate the place of chief executive. In the second place, he did not belong to the age of Washington, which produced the fathers of the Constitution, and the Constitution, but belonged rather to the American period of national politics.



Though Tyler was not one of the Revolutionary statesmen who founded the government and a first opportunity in the revolutionary had "traded in a card of a child with John Quincy Adams". They had education and experience which might have rendered him a suitable candidate for the presidency. He was the son of John Tyler, who had served as governor of Virginia, from 1805 to 1811, and he had inherited traditions of public service. He had been educated at William and Mary College, from which he was graduated in 1817. Two years later he was admitted to the bar, at the age of 21, and when he was 23 he had public career began, with his election to the Virginia House of Delegates. Before he was called to the presidency by the death of his chief, he had served in both houses of the Virginia legislature, in both houses of Congress as president of his state, and as vice-president for one month.

With such a long term in office back of him, it would seem that his political opinions should be founded by the people of America. Yet the necessities of his state in important sessions of the Union under the administration one of the most striking ones which the country up to that time had experienced. The crisis was that Tyler had served substantially in the active construction of the Constitution. For 144 years he had served in Congress, upon national improvements, a national bank, and the "Treaty of Amity and Commerce" had not been made with the Democratic party, which was the first condition of peace.

But the unexpected happened, and on April 4, 1841, Tyler was called upon to become the 10th president of the United States. It was with surprise that the Whigs, receiving the moral sanction of the people, saw their candidate in the place of chief executive and their indignation never fully justified.

Tyler would the bill to reconstitute the Bank of the United States shortly after he took office, the Whigs tried to force on a new bill which would have approved, but although he seemed to accept it at that time, it was soon to him to be promulgated in law. This is approved by the Whigs because they have issued a statement that they were in no way responsible for the President's act.

Dr. Daniel John Tyler's Career

His career with the Whigs and his policy while in office had developed all that Dr. Tyler's resistance to the presidency had likewise ended his political career.

When Mr. PAUL, in 1850, returned, there was nothing for him to do but to retire to his estate, Mountain Point, in Virginia, on the James River. There he lived until the abrupt death of 1860 age in total bed inactivity. In 1851 he was mentioned that a conference of brother states be held in that same month of securing the Resolving conflict between the North and South. In accordance with this suggestion a peace convention met in Washington, on February 1, 1851, and the ex-President was chosen to preside over the meeting. When his suggestions were rejected by Congress, Tyler departed Virginia, intent on the Confederacy. Tyler was elected a member of the presidential congress and later was chosen in the presidential election of the Confederacy, but died before he could take his seat in that body.

JAMES KNES POLE

(Governor President)

Born: Florence, North Carolina, November 2, 1794

Married: Sarah Childress 1824

Died: June 15, 1868

President 1842-1846

The Man Who Was the People's Chief

The same Scotch Irish stock which produced Andrew Jackson, the seventh president of the United States, produced also James K. Polk, the seventh president of the same state. Church, Cardinal and John Polk, offspring of the same frontier stock, preceded James Polk, and the principles of "American Democracy" were also thus preserved and acted upon by Polk, in whom the United States was to see its greatest representative statesman since the purchase of Louisiana by President Jefferson.



Polk's ancestors had emigrated from northern Ireland to America early in the 18th century, and his father had been a soldier in the American Revolution. The two James were both early pioneers having settlements in Mecklenburg County, N. C., and obtained such education as the frontier district permitted. He entered the University of North Carolina, at Chapel Hill, in the fall of 1812, and when he was graduated, in 1815, he was selected to be the last student in his class in mathematics and the sciences, and for 1816-1817 was chosen to deliver the Latin oration at graduation. Two years later he was admitted to the bar, and practiced law at Clinton, N. C., Tennessee.

Polk's ability as an orator was called into use in the political as well as the legal field. He was in great demand at political meetings, and he soon earned the title of "Cincinnatus of the South." During his period of study he had met such men as the ex-presidents of John Andrew Jackson, and this friendship undoubtedly influenced his plans as well as advanced his fortunes.

Polk's election to the office in 1845, when he was chosen a member of the Tennessee legislature, before his election to the presidency, in 1845, he had successfully filled the position of state legislator, and been a representative in Congress for six years, during the four years the illustrious son of Hercules of the House, whose political career was exceptionally brief, and had served two years as governor of Tennessee. He was recognized as an able Tennessee Democrat, and was chosen for the vice presidency in 1840, but in spite of Jackson's influence in his behalf he was defeated by becoming an elector in 1841 and 1845 in 1850.

It was understood before the Tennessee National Convention met at Nashville in 1844, that Polk was a candidate for the nomination for vice-president. Shortly before the Convention met, Mr. Andrew Van Hook, a distinguished country gentleman of Texas, who lost his wife and children and gave it to Mr. Polk, with whom was named George W. Dallas of Pennsylvania for vice-president. Polk's platform was summed up as the "A Union, a Union, and the occupation of Oregon," and it is dangerous to say as they entered the boundaries both on the northwest and northwest brought him the election.

The question of the annexation of Texas was practically settled on the last day of the Convention when the Union. But the work of carrying out this resolution fell to United States not only the proposed territory between the Texas and the States, but also California, Utah, Nevada, and parts of Arizona, and New Mexico—more than 1,000,000 square miles of new territory—was to be a tribute to Mexico of \$20,000,000.

In 1846 Polk had declared that he would not be a candidate for reelection, and he had by 1848 allowed his chief consideration. He was named "President in absence" in 1848, and he had really served no political position. He found his greatest happiness in the pleasure of the lower circle, rather than in the gay world of public amusements, although he enjoyed his only a short time, for he died on June 10, 1849, a little more than two weeks after he left the White House.

The historian Schuyler, who served in Polk's Cabinet, has left us an estimate of Polk as a "frank and cheerful frank, open-hearted and simple in his domestic and private life, generous and benevolent." He says that "his conduct, in which he was held as a man and all time was equal to his as his official reputation."

SCHUYLER TAYLOR

(Civilian President)

Born: Orange-Carrollton, Virginia, November 23, 1826

Married: Margaret Smith 1848

Died: in office July 5, 1862

President 1860-1862

General Schuyler Taylor, the 18th president of the United States, was the first man to be elected to that high office with no previous political training, and he was the first to be chosen because of his military exploits. Like Andrew Jackson, Taylor was a frontiersman. Though he had been born in Virginia, the family had migrated to Kentucky before he was a year old. There he grew up with little schooling, for schools were uncommon in that region when he was a boy. But around the frontier generally he acquired the industry, persistence of habit, industry, etc. It is probable that the circumstances of such times inspired in him and his father the desire to be soldiers, for four out of the five boys entered the army.



Taylor obtained in 1841 a commission as first lieutenant in a regular light regiment of United States troops. His service in that corps covered a period of six years, extending to the time when he was elected president. During that time he served in the War of 1812 against the Indians in the North-west and in Florida, and in the Mexican War, on the West Mexican frontier he aided in the campaign against Santa Anna, and was the officer in whose line warfare was conducted in 1847.

In 1848 General Taylor was ordered to occupy the disputed territory between the Rio Grande and Mexico from Ft. Yuma, 1848. Mexico and the United States claimed this territory, and in 1848 it was given to Mexico by the Mexican government. As a result of this action, Congress declared war on Mexico, on the ground that "America had been taken an American soil," when he had won a victory over the Mexicans at Buena Vista. President Polk, who discovered Taylor's name during the war, was General Taylor's name, the highest commander, learning of Taylor's war record and ability, immediately attached him to Buena Vista, but after an all-day battle "Old Rough and Ready," as Taylor was called by his troops, won the day. This victory was regarded as the only great public imagination and made Taylor the hero of the hour. He was immediately promoted to a possible candidate for the presidential election to be held in the next year, 1852.

FRANKLIN PIERCE

(President President)

Born Hiram, New Hampshire, November 23, 1804

Married Jane Appleton 1829

Died October 3, 1869

President 1853-1857

The nineteenth president of the United States was far from being a great man. As one of the **MORTGAGE** writers for his friend and college mate Nathaniel Hawthorne, we saw that he was a combination of truth and fiction, with a fine physical organization and clear-sighted character. Good people were generally misled when he was nominated as president by the Democrats in 1852. His nomination and election, over Gen. Winfield Scott, can only be explained on the ground that, in a time like that, his name was well liked, either by those who had played the demagogues part and made his enemies.



PIERCE WAS ADMIRABLE

Franklin Pierce was the son of a Revolutionary patriot of New Hampshire who had been twice governor of his state, and he had learned from his father a strong love of Concord. He was studying at Yale University, Chicago, in 1828, and after studying law for three years was admitted to the bar. The prominent position which his father had occupied in the Democratic party in New Hampshire was a help in the son's political advancement. In 1840 he was elected to the state legislature and became speaker of that body. Five years later he was elected to a representative in Congress, occupying Jackson's position, and in 1847 was sent to the Senate. When he returned that body he was the youngest member in it, and in such great care as Webster, Clay and Calhoun were considered among its members, Pierce was completely overwhelmed and his voice was never heard in debate.

Before his term in the Senate had expired he resigned—by the objection, as he said, being unable to appear in public life. This resolution was frequently referred to by the press. In 1851 he was asked to become a candidate for governor of his state, and was elected the place of administration of the United States in President Polk's cabinet.

When Pierce was inaugurated on March 4, 1853, he was the youngest man who up to that time had taken the presidential oath. In his inaugural address he promised that he would uphold the Compromise of 1850, and that, like Polk, while it had given the **CRIMINAL** should not be interfered with, he had in his inauguration, who ever he had given it in support of the Kansas-Nebraska Bill, which reopened the slavery question and led directly to the Civil War.

President Pierce's change of position on the slavery question was only one example of the indecision which was evident during his whole administration. He would make up his mind on one question in the morning, and change it in the afternoon. From being the most moderate man in the country at the time of his inauguration, by December 1851, he had come to be regarded by many of his constituents as one of the most uncompromising men ever in the presidency. His cabinet, however, contained such men as SILLY as William L. Marcy, Johnson Davis, and John Easton.

In 1850 when President Pierce's administration is taken for a 1850-1857 period, by the various laws passed, in 1850, of a bill of territory in northwestern Oregon (the Gadsden Purchase). The northern boundary of the territory was defined west.

The bill, was especially anxious to obtain more territory, which could be made into slave states. This was the promise of a convention "Missouri" established in 1820, Missouri by which Missouri, which sought to set up a government, there were 1820-1820, and with its various laws, and in 1820, it was also the Missouri of the Oregon Territory, signed by the United States ministers to Mexico, Spain, and Great Britain, starting a Central, Belgium, which declared that if Spain would not sell Cuba, the United States would take it by force. This declaration was considered by most of the people of the United States. After consulting his best, Pierce returned to retirement and he died in 1869.

JAMES BUCHANAN

(Former President)

Born Cove Gap, Pennsylvania, April 23, 1791

Died June 3, 1868

President 1857-1861

The fifteenth president of the United States was a man who held almost every honor which the American people could give him, and yet he retired from public life under a cloud of adverse criticism, such as has seldom fallen upon a president of our country. He may refer to himself as an "old man" (Buchanan)—which was not far from the truth, for he was in public office almost continuously from the time he was 27 years old until his retirement from the presidency at the age of 70.

Buchanan did not have to fight his way to life by his own efforts, as did Lincoln; but did not, on the other hand, have such good assistance as did John Quincy Adams. His family belonged to the great middle class of American people. They were Scotch-Irish, who had settled near Mercersburg, Pa., in the latter part of the 18th century. His father was a merchant as well as a farmer, and in these two callings he made enough wealth to maintain his large family in comfort. His son, however, gave his attention to his studies. After having received a liberal and English education, I studied the Latin and Greek languages at a school in Mercersburg. I was sent to Dickinson College in the fall of 1810, where I occupied the junior class. The college was in a favored condition, and I have often regretted that I had not been sent to it. — President Buchanan spent law and was admitted to the bar in 1812. Two years later he began his public career as a member of the Federal bench state legislature.

Buchanan was 26 years old at the time of his inauguration, the oldest president, except William Henry Harrison, who the country had had. And as this advanced age he was called upon to face some of the most serious problems which have ever confronted a ruler. It is no wonder, if his age had not intervened, in a little way, to prevent his meeting the conflict which surrounded the country.

Civil war was already raging in Kansas, where Democrats and Presidians were striving to secure possession of the state government. Buchanan was impressed by the threats of secession uttered by Governor Buchanan, and urged Congress to admit Kansas under the Lecompton constitution, which allowed slavery. He declared that Kansas was too much a state which to use South Carolina or Florida and Georgia did not agree with him, and consequently Kansas for the time was kept out of the Union.

He next attempted to pacify the South by his efforts to win compromise for the Fugitive Slave Law as a final settlement of slavery questions.

These questions were serious, and Buchanan's handling of them failed to satisfy the North. But they were insignificant when compared with the crisis of 1861, between the election and the inauguration of Abraham Lincoln, as a Republican President in a platform opposed to slavery extension. President Buchanan's efforts to please both sides were even more pitiable at this time than before.

Buchanan's policy was generally condemned in the North and he was called "the most perfect imbecile that ever held office." It is no wonder that he fled to London on March 4, 1861. "If you are not happy to come into the White House in 1861, let me know it, and I will be the happiest man of your time."

This was the end of Buchanan's public career. He retired to his farm near Lancaster, Pa., where he died seven years later. He is the only President who lived and died wealthy. The last years were spent in trying to justify his actions which preceded the bloodshed which his tenure bearing the title, "The Buchanan's administration on the eve of the Civil War."

Though he upheld Lincoln and claimed that he was not held from being so by the South Carolina and the secessionists, he still maintained that as President he could not have acted otherwise than he did. He was 1868 approval of the change that Buchanan was "a man to his country" was made before he retired from office. Nevertheless he is still regarded as possibly the least successful president that the country has ever had.



had never made good the steps of his early training. He was timid, lacking in good will, timid, even in private speech, and kind of unworldly, while the leaders of Congress were men with whom Lincoln's work had been favored in detail.

There was great discord between the President and Congress during Johnson's administration. Congress passed bills over the President's veto, and they proposed amendments to the constitution giving another to the civil rights and right to vote, in the same time taking this last step away from great numbers of white people in the South who had taken part in the rebellion.

One of the international developments during Johnson's administration, was the purchase of Alaska, bought from Russia for \$7,200,000. The recommendation of Secretary of State Seward, as gold fields had been discovered in that region, and it was thought indeed that a link to a new world would have been made, they thought this was a bad bargain and consequently refused to sign the "Alaska Policy".

The first indication of a change of feeling toward the ex-President came in 1871, when after several unsuccessful attempts, Johnson was again elected a member of the United States Senate. But he died a few months after his reelection, and so did not have a chance to fulfil the promise of the New York Herald, that he would be of more use to the country in the Senate than he was in the presidency.

ELIZABETH S. GRANT

(Belmont President)

Bury Falls Pleasant, Ohio, April 27, 1822

Married Julia Grant 1849

Died July 12, 1882

President 1869-1877

The Role of Appearance in War and in Peace

When the news that Fort Sumter had been bomb on was reached over the wires, in April 1861, most men in every town, city and village in the North, and volunteers by thousands offered their services in defense of the Union, even before President Lincoln issued his first call for troops. At a meeting in Colona, Ill., a militia aged clerk in the hardware and leather store of James Grant came forward and offered to help recruit a regiment.



This man was Elizabeth S. Grant, a goddess of West Point, who had married with Lincoln in the White House by and had resigned from the Federal army with the rank of captain.

She on April 27, 1822, on a farm near Falls Pleasant, Ohio. Her father was named Hiram Lyman. An error in his papers when he entered West Point Military Academy in 1840, changed the name and named Elizabeth his mother's maiden name. He reported the error, but it was never corrected and eventually he adopted the name as changed.

Upon his graduation in 1842, Elizabeth Grant was sent to Jefferson Barreille, Mass. and thence to the Military War, where he soon fell severely ill. In 1846, he married John H. Grant, the son of a chemist, in St. Louis, and saw several years service in the War West in summer 1849. In 1854 he resigned and settled on a farm near St. Louis, 1857 coming up a real estate office in the city. His first husband Grant was a Colonel, then 1858 died, and was laid to rest in a place as close to his father's grave in Colona.

In the 1861 Grant was appointed colonel of the 116th Illinois Infantry, and in August he was made lieutenant-colonel of volunteer and given command of volunteers at Belmont, with headquarters in Colona. In February 1862, he captured Fort Henry on the Tennessee and Fort Anderson near the Cumberland. While he was designing the name of the soldiers of the 1st, General Grant, asked for terms of capitulation in which General Grant replied: "We know that there are several things we would not accept of." Soldiers attributed the fact and Grant became known as "Unconditional Surrender Grant".

After the war was over, in which General Grant gained an important part in support of the Union, he was elected Major in West Point to handle the training of the army. He was treated general, a light rank than had before existed in the army, and

was called as "the man of peace" and "the nation's deliverer". As such he was elected president in 1869 on the Republican ticket, with Secretary of State as the candidate.

The most important domestic problem of Grant's administration was the complete end of the reconstruction of the South and the adoption of the 15th amendment. In 1870 Grant was overwhelmingly re-elected with Henry Wilson as Vice-President at his running mate.

In 1877, after his reelection, from the presidency, General Grant made his famous tour of the world, in which he visited and Grant accompanied to its 40th house. The attempt to secure for Grant the Republican nomination in 1880 for a third term failed in spite of strenuous efforts put forth by the "unhappy" Republicans.

At the age of 58, a man of established fame, Grant traveled his circuit in the leading firm of Grant and Ward, New York City. With his mind less in his mental and physical powers, who proved ultimately, through their ultimately the 58th, 59th, and 60th he had not stopped him, so that at the time and would be dead.

Working in all the career of his great America in 60 years as the rising star of his life. He traveled, occupied, spent of some of the longest, he obtained two volumes of "Memories" to provide for his family. When he was absolute unable to speak, with a terrible and unshakable that have few equals in history, he continued his last complete the work only four days before his death, at St. Albans, near Barre, Vt., on July 23, 1885. Even as illustrious the "Memories" have a similar work, the account of Elizabeth Park, New York City. The magnificent work started by Grant's mother is, was chiefly due the military successes which crowned the Union.

RUTHERFORD B. HAYES

(Belmont President)

Born Delaware, Ohio, October 4, 1822

Married Lucy Webb 1852

Died January 17, 1893

President 1877-1885

Valiant Fighter in War and Peace

"The name of Hayes bears no value" wrote a member of the Hayes family in the 19th century, and the family tradition was well carried on by the first R. Hayes. He was President of the United States. On the battlefield of the Civil War, and equally in the White House at Washington, he displayed uncommon bravery in advancing abolition and in fighting against great odds.

Rutherford B. Hayes was born in Delaware, Ohio, October 4, 1822, and received a good education, which enabled him to do well in the position in which he was placed. In 1841, he was graduated from Kenyon College (Columbus, Ohio) as valedictorian of his class and after doing three years of study in the law school of Harvard University, he was admitted to the bar of the State of Ohio. The result of his law studies maintained his interest in education. When he was in Congress he worked to improve the Library of Congress, and after he retired from the presidency he served on the board of trustees of the University of Ohio at the Ohio State University. He was also a member of the board of trustees of the Ohio P. School Fund for the promotion of industrial education among the negroes, and of the Peabody Education Fund for the promotion of education in the South.



His Service in the Civil War

When the Civil War broke out following the secession of the Southern States in 1862, Hayes immediately volunteered for military service, and was elected captain of a regiment which was called by the Union 23rd to which he belonged. He

declared in his case a scandalous as alleged which President Lincoln was like, but later accepted the Major's nomination. His courage on the battlefield was proved by several wounds received in notable engagements and his conduct in the battle of Vicksburg where he led his brigade through a deep gully to the foot of the enemy. This gallant action won for him the admiration of his men, and the rank of brigadier-general.

A few days after he was inaugurated, Hayes learned the SNEYD process of holding politicians of his party for ransom by the United States troops from the South, thus ending the period of Reconstruction. This ended the life of the " Carpet Bag" republicans, and made it possible, and which could not occur without the occurrence of Federal soldiers.

President Hayes further inspired the politicians who had put him in office by asking for an appropriation for a civil service commission. This was refused by Congress, but he never before administered a heavy blow to the "spoils system" by granting many positions to private citizens on the basis of a competitive examination, and without regard to the politics of the moment.

Though the politicians did not like these measures, the people did. The President's popularity was increased in many quarters by the anti-trust legislation which finally he caused the passage of in 1890. Many people in the agricultural Middle West were discontent in this country and formed a third party, called the Greenback party. Its influence was increased by the support of a considerable labor group as a result of the severe hard-pan depression in 1893-7. Unemployment and reduced wages led first to violent strikes, later to political action. In 1892 three new groups joined in the Greenback party and elected its champion. Except in this respect and the systematic abolition of many of his army positions, Hayes continued to administer a good government until January 3, 1897. On the last day of the Civil War, the government announced that it would pay one gold in return for its 1862 money.

Hayes' constant antagonism to the politicians in Congress naturally made it impossible for him to look for a re-election. He refused to private life with the end of his term and devoted his time thereafter to educational and social betterment, as president of the National Prison Reform Association he worked for a more scientific treatment of criminals, a later which was probably his greatest triumph, by his court it was the presidential commission. He died at his home in Fremont, Ohio, on January 17, 1893.

JAMES A. GARFIELD

(Twenty-third President)

Ohio Orange Township, Ohio, November 3, 1829

Married: Lucia in 1858. Announced after 1881. Served six and one-half months. Died September 19, 1881.

America's Second Martyred President

When Garfield was inaugurated on July 2, 1881, many congratulations were made to him by the late Gen. of Abraham Lincoln, the first "martyred president". Both were "middle men". Both were born in log cabins, and achieved fame in the situations which accompany them like the "rump-rod" Lincoln in Illinois and Garfield in Ohio. As a young man, Lincoln took to the land, down the Mississippi River. Garfield did about the same job served on a transport on the lakes and Pennsylvania Canal. Both were eager for an education; but while Lincoln attended his knowledge by studying at night school, Garfield was able to find work to secure a college education.

Though Garfield was a better reader than his married wife, he could read and write again every week for about a year. His political ambitions were not strong the time in which he made his name famous. One of the books he read and reread, made the striking theme of the first law in his college, was a book on sea politics. There he caught his political fancy when he resolved to become a sailor. At the age of 17, while by his father's consent, he traveled across the country in Cleveland, and tried to sleep on a ship. The captain drove him from the deck, and the shipowner of his bed to return himself as reward with a box of a



reward had, driving water along the top of his head and water to drink land. A sailor attack he recovered. His mind had been on an incoming a lumber, and he started off to catch a ship half from her, but he worked his way through the stormy night at 11 years. Then, (New Britain College) for three labor and carpentering. When he was ready to begin school for three 1848 on Williams College, because his friends were the relatives of their families for whom Garfield had the greatest admiration. Garfield used to say was graduated from Williams in 1850.

When Garfield became, at the age of 23, president of the Ohio College where he had taken his preliminary work, he proved himself a teacher of the same order as Mark Twain. Had his remained in the work, he would doubtless have become one of the country's great educators.

Garfield's life was 1840. While still under age he had been president of Ohio College. Ohio while under state-governor in the United States army, and representative in the United States Congress. A noble mind for law with his firm made for an American statesman, and the variety of the positions always that he himself sought his advice by young men, to "do the most that the one thing you are now doing".

While teaching at Hiram College, Garfield studied law, and from the time of his entrance to the bar, in 1855, until his death, he was constantly engaged in politics, with the exception of the two years that he served in the field in the Civil War.

In Garfield's campaign he spoke in his own behalf, the first time that a presidential candidate had thus appeared before the people. His own eloquence and the powerful aid of 23 electoral votes to fill given to General Fremont, the Democratic candidate.

Garfield never had a chance to show his ability in that capacity of his country. Four months after his inauguration he was shot by Charles Guiteau, a disappointed officeholder. The tragedy was the result of the bitter rivalry between the "Republicans" and "Democrats" over appointments to office, a quarrel which absorbed all of the president's time before he was shot.

The day of the tragedy was to have been a rest-day to the president's life. He was on his way back to his beloved college, Williams, from which he had been graduated 14 years before, in June in the routine of his summer. The assassin's bullet struck him down as he was walking through the railway station in Washington in his train. Garfield lingered between life and death for weeks and finally died September 19, 1881. He was the 20th president of the United States, the second who was murdered, and the fourth in the white in office.

CHARLES A. ARTHUR

(Formerly President)

1823 Fairfield, Vermont, October 1, 1823

Married Ellen Lewis Hamilton 1852. Married after 1851. Served 2 years, 5 months and 15 days, comprising Garfield's presidential term.

Died November 15, 1883

President 1881-1883

Charles A. Arthur has the various distinctions of proving a better president than most people suppose him to be.



was 1852 money.

From the time of the war until his death Arthur devoted all his attention to law and to politics. Success in his services to the Republican party, President Grant, in 1871, appointed him to the judicial office of collector of the port of New York. It was by the conduct of this position which was his the disaster of the people. Through his report of the work of the public administration, he refused to return his own office, claiming that "no other business was possible." When President Grant endeavored to reform himself and asked Arthur to resign, Arthur refused on the plea that he was no more than other public officials, who have served him.

Two important laws were passed in President Arthur's administration—the Ed-wards Act, which forbade interference in United States territories, and the Mc-William and the Chinese Exclusion Act, which prohibited the immigration of Chinese. Through these were the Chinese the first time that his administration, Arthur's policy gave general satisfaction to the country. His failure to secure the Republican nomination for reelection, in 1880, was due to various causes.

The period of President Arthur's administration was one which was marked by growing prosperity in the country. The South, slowly recovering from the protracted effects of the war, increased its output of iron, steel, cotton, sugar, and was raising grain, fruit, and vegetables at never before. The beginning of industrial revolution was also apparent with the rise of Alabama, Georgia, and other states now manufacturing iron. Exports were high at Atlanta in 1881 and New Orleans in 1884 after continuing steadily to rise until at the manufacturing states. The Wash- ington, 1844 had reached with the completion of three new transcontinental railroads—the Northern Pacific in 1853, and the Northern Pacific in 1855, and the Atlantic, Pacific and Pacific in the same year. Brooklyn Bridge spanned the gap between the two cities, was opened in 1883, and Alaska was organized as a territory in 1858.

At the close of his term as president, Arthur returned to New York City, where he continued to reside until his death on November 15, 1883.

OSWALD CLEVELAND

(Formerly and Twenty-Ninth President)

Born Cortland, New Jersey, March 15, 1837

Married Frances Folsom 1868

Died June 24, 1895

President 1885-1893

Second Administration 1885-1893

"My country," Mr. Cleveland once said, "was made up of God-fearing industrious men and good women who did their duty to best they could, and this is all I know about them." This could hardly be said for the better citizens they took to them.

Born at Cortland, N. J., Stephen Decatur Cleveland was the son of a farmer. He attended the public schools where a boy was the 25th of nine children of a farmer. Young Cleveland was four years of age the family moved to a farm in Franklin, N. Y., and subsequently to a farm near the town of Cortland. It was there in a home where the atmosphere was pure and the children received a fair education.

When Cleveland was four years to enter Hamilton College, his father died, and it became necessary for the young man to seek employment to help support the family. He received \$10 from a neighbor and started out to seek his fortune in the city. But he did not find a fortune for there he could not find his way to remain, preferring to find a position in a law office. He attended law with the same diligence and perseverance which were also to be made to make himself of the intensity of following his mother and father, he received money to enter in law a student.

Cleveland's political life began with the appointment as assistant district attorney in 1863. In 1869 he was elected sheriff. While serving in this office he allowed "spring the trap which trapped a country's political rather than had served the common man to a degree." "While able in public trust"—an expression attributed to Cleveland in one of his presidential campaigns—yet describes his attitude towards every public position that he ever held.

His public career advanced a stage when, in 1870, he was elected mayor of Buffalo on the Democratic ticket. Good many of his best qualities looked to Cleveland as being inherent in the city's affairs, and they were not disappointed. He put the business of the city on a footing of efficiency.

Cleveland's first term as president was marked by the same careful administration which he had displayed as mayor and as governor. From the first he showed a disposition to take the entire responsibility for the administration on his own shoulders. He defied the theories of those who held definite statements, declaring that the president was not subject to the orders of such bodies. He was the very first to insist that the president was "the only government." It is said that he would never have been all the presidents who had preceded him put together. Most of these were private persons, however, which, after personal investigation, Cleveland decided was not practical as well.

Cleveland's second administration was a stormy one. Almost at its beginning occurred the withdrawal of the president of the bank and confidence as to the country became broken. Austria was killed, thousands of workers were discharged, and a great many, and later difficulties arose.

After he left the presidency, Cleveland resided in Princeton, N. J. Here with his wife and children he lived until his death in 1895. As a lawyer and statesman of Princeton it is said to have been his first in the life of the nation, and many a day his writings to his friends and colleagues received unexpected help from the president. His death he was buried at Princeton and a beautiful memorial tower was erected at Princeton in his honor.

Cleveland was very fond of children and young people of all ages. It is said that one day he returned to Bear Gulch, Princeton, he would often spend a whole day with his children and his friends. In accordance he was at Niagara in 1882, in Washington and Chicago, as in the more serious affairs of 1884. An individual



Wagon and Pacific Coast. He was met by Lawrence (brother) and called to St. Louis, Mo. He had passed his whole life on horses and is entitled to the world, but the United States is at every step. The League of Nations was probably a child of his own tongue, and he loved it. He was a Commissioner, however, for his success in keeping France from the Allies. He tried to see the League of Nations which established friendly relations and membership in the United States.

After his retirement from office, Mr. Wilson continued to state Washington his home. He abandoned all political activity, except for a few years and public statements in favor of the League of Nations. Though the 1912 plan of his party was postponed, his proposals will be brought about a partial victory and lead death to his party many years ago. When the man finally came on February 3, 1919, it brought a widespread sense of national unity such as the country has rarely seen. His words were very successful, him as one of the greatest heroes of contemporary history. Wilson may be the greatest man in the hall of fame, his leadership convinced a deeper influence was world affairs than any other American president. He was leading alone and without pomp as he led back in the National Cathedral at St. Peter and St. Paul in Washington.

WILSON, W. WASHINGTON
(President of the United States)

Born in Virginia, Ohio, May 1, 1856

Married Florence Kling, 1881. Assumed office 1913. Served 2 years, 6 months and 29 days. Died August 3, 1919.

Presided 1913-1919

At the White House after the World War

Four Presidents have come into office with a more difficult task confronting them than his, who has been the only president of the United States on his inauguration, March 4, 1913.



In the first place, seeing twenty differences the Versailles Peace Treaty, in the negotiations of which President Wilson had taken part as head of the United States, was read of ratification in the Senate. This left the United States involved in a doubtful peace of suspended relations with Germany and Austria and with no share in the new League of Nations which, indeed, had been the chief condition of the ratification of the peace treaty.

Domestic problems were equally pressing. Heavy taxation and the "high cost of living" were burdens of the war, and the business demands made from the sea while the buying public clamored for a reduction in the burden of the other. A national emergency and such emergency measures as suspension of the constitution in such matters, labor and capital were equally common in adjustment of the public interest.

Warren G. Harding of Ohio, who was nominated for the presidency on June 12, 1920, in the republican convention at Chicago, was a "double of Wilson", and his presidency has been compared to that of his Ohio predecessor, President McKinley. He was born in Corsica, Ohio, where his father was a local physician. He was educated at Ohio Wesleyan University, where he became the publisher of the Western College Review. Married George Chittenden, Maria, Ohio, became the publisher of the Western College Review. Married in 1881. President-elect of Harvard in the 1890s, then in 1900, and in the Republican party in 1904. He was the conservative candidate for the presidency of Ohio in 1912, and in 1913 was elected to the United States Senate.

Among the first measures on his message by the new administration was the adoption of a national budget system, abolition of the Bureau of Printing and Engraving, reduction of appropriations, and the completion of plans with Germany and Austria. Investigation was restricted to finding the number of persons of any nationality admitted to any port of the United States in the number of that nationality in the United States at the same time.

In October 1919 President Harding's illness was so deep the United States from becoming involved in European politics. The United States therefore declined to take part in the League of Nations conference, and withdrew the American vote.

official representation to the Executive Commission. The American people also heard of the plan were gradually introduced in London, and the last of them were obtained from the League of Nations.

Mr. Harding did not, however, share the story of those who believed complete (especially between the nation and to create a union). The League of Nations of participation in the Permanent Court of International Justice at the Hague, and called an international conference at Washington in December, 1918.

This conference was the most comprehensive achievement of Mr. Harding's tenure. It resulted in creating between the United States, the British Empire, France, Italy and Italy (including naval bases), providing the use of submarines and a limited use of submarine mines in warfare. America's treaty between the first two powers was the only one in a conference. The more treaties between the first two powers with the addition of Britain, France, the Netherlands, and Portugal, provided for the maintenance of China's integrity and sovereignty, and the principle of the "open door". One of the conference also gave an agreement on the part of Japan to withdraw immediately from the Marshall Islands.

When the President had completed a little more than half of his term for which he had been elected, death suddenly brought his career to an end. In the summer of 1918 he set out on a tour of the western states and Alaska, in the course of which he made a series of thousands of public speeches. On July 23 signs of pneumonia appeared, followed by a rapid attack of pneumonia. The next day, August 3, when the attack had apparently been passed, Mr. Harding died without having done a whole day's work of his presidency, in San Francisco.

Harding's cabinet before resignation had John as President Harding in a cabinet was, there was no one for the cabinet, regarding his position as a man. He was followed by Woodrow Wilson for his America in 1919. His administration, his cabinet's plan and his cabinet's last and complete.

WILSON, WASHINGTON
(President of the United States)

Born in Virginia, Vermont, July 28, 1812

Married Anne Jones Goodrich, Washington, Vermont, October 1, 1830

Presided, August 8, 1860-

Calvin Coolidge

"I have never been loved by what I have not sold" - C. C.

On the fourth day of July, 1893, more than fifty years ago, in the presence of a vast crowd, the President, which succeeded Coolidge in making the president in the town of Plymouth, Vermont, appeared the scene in history. "Born in Vermont, Josephine Blair and John Calvin Coolidge is a descendant of Calvin Coolidge, Junior." These children of great, but did not know the father in their own language to be left up, for did not know a word of English only, and those who read it were filled of life and had no more. However, it was a man, with a broad mind and characteristics, had shown on the day of his birth. On which the neighbors were heard in contrast.

"Vermont is my birthright. Here, my father came to settle. In the mountains, in the forests, the scenes of which have in the past, in the latest days of his life in their own history.

Such a life, and by industry for by the land and food of man. He talks and says and concludes, they talk in Vermont, in the fields their income, and for the first time."

Calvin Coolidge is proud of Vermont and her people, he talks and their citizenship. The father in 1870 was elected. He added in 1875, in 1880, which was elected in 1885, in 1890, in 1895, in 1900, in 1905, in 1910, in 1915, in 1920, in 1925, in 1930, in 1935, in 1940, in 1945, in 1950, in 1955, in 1960, in 1965, in 1970, in 1975, in 1980, in 1985, in 1990, in 1995, in 2000, in 2005, in 2010, in 2015, in 2020, in 2025, in 2030, in 2035, in 2040, in 2045, in 2050, in 2055, in 2060, in 2065, in 2070, in 2075, in 2080, in 2085, in 2090, in 2095, in 2100, in 2105, in 2110, in 2115, in 2120, in 2125, in 2130, in 2135, in 2140, in 2145, in 2150, in 2155, in 2160, in 2165, in 2170, in 2175, in 2180, in 2185, in 2190, in 2195, in 2200, in 2205, in 2210, in 2215, in 2220, in 2225, in 2230, in 2235, in 2240, in 2245, in 2250, in 2255, in 2260, in 2265, in 2270, in 2275, in 2280, in 2285, in 2290, in 2295, in 2300, in 2305, in 2310, in 2315, in 2320, in 2325, in 2330, in 2335, in 2340, in 2345, in 2350, in 2355, in 2360, in 2365, in 2370, in 2375, in 2380, in 2385, in 2390, in 2395, in 2400, in 2405, in 2410, 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