

STEPHENSON'S
IOWA
STATE EIGHTH GRADE
EXAMINATION QUESTION BOOK

(State Questions 1918 to 1925 Inclusive)

FOR REVIEW WORK
(Not a Text Book)

COMPILED BY
SAM C. STEPHENSON



Second Edition.

Price, 50 Cents



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Sam C. Stephenson

Publisher.

STEPHENSON'S Iowa State Eighth Grade Examination Question Book

All the Questions Issued for Eighth Grade Examinations
by the

STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION
of Iowa, from 1918 to date.

COMPILED BY

SAM C. STEPHENSON

1008 Q STREET, LINCOLN, NEBRASKA

Second Edition

This book will be sent to any person, postpaid, upon receipt of fifty cents. Address all orders to

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Preface

The information contained in this book was of great value to me in my school work as a teacher and County Superintendent, and was continually asked for by teachers and pupils.

These questions, in the ten different subjects, are a complete list of all the questions issued for Eighth Grade Examinations by the State Superintendents of Public Instruction of Iowa, since January 1, 1918 to date, inclusive.

They make an excellent review in all the subjects required to pass the eighth grade examination. They should be studied carefully by all the pupils desiring to take this examination. They will give the teachers and pupils a better idea of what has been expected of them in the past, thus enabling the pupils to make better grades and giving them a fuller knowledge of the subject.

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 eighth grade pupil should have a question book for class use so that efficient work may be done.

SAM C. STEPHENSON,
Foster County Superintendent of Schools.

Skillful questions cause the pupil to define his facts; to clarify his ideas; to put facts and ideas together in new relations; to compare; to judge and to draw inferences—mental operations which develop our higher knowledge.

—Hindstale

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SAM C. STEPHENSON
Author, Subject

Our Flag



Military Salute

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

National Flag Salute

Commit to memory

Teachers all over the country are urged by the American Legion to point out to their pupils a change that has been made in the wording of the pledge to the flag. The revised version of the pledge is:

Pledge to the Flag

(Commit to memory)

"I pledge allegiance to the flag of the United States and to the Republic for 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 place in the school. A signal is given by the teacher of the school. Every pupil rises in his place. 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:

Raise the right hand smartly till the tip of the forefinger touches the forehead above the right eye, thumb and fingers extended and joined, palm to the left, forearm inclined at about 45 degree, hand and wrist straight; while thus standing, with the forefinger touching the forehead in attitude of salute, 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 words, "To the flag," each one extends the right hand gracefully, palm upward, toward the flag, until the end of the pledge or affirmation. Then all hands drop to the side.

The pupils, still standing, all sing together in unison the national hymn, America.

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 pupils may not grow up ignorant of these facts.

There are certain fundamental rules of heraldry which, if understood generally, would indicate the proper method of displaying the flag. The matter becomes a very simple one if it is kept in mind that the National Flag represents the living country and is itself considered as a living thing. The union of the flag is the honor point; the right arm is the sword arm, and therefore the point of danger and hence the place of honor.

1. The Flag should be displayed only from sunrise to sunset, or between such hours as may be designated by proper authority. It should be displayed on national and state holidays and on historic and special occasions. The Flag should always be hoisted briskly 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 other flags the Flag of the United States may be in front of the center of that line.

3. When displayed with another flag against a wall from crossed staffs, the Flag of the United States may be on the right, the Flag's own right, and its staff should be in front of the staff 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 cities or persons of societies are flown on the same balcony with the Flag of the United States, the National Flag should always be at the peak. When flown from adjacent staffs, 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 flags of two or more nations



from sunrise until noon and at full staff from noon until sunset, for the Nation lives and the Flag is the symbol of the living Nation.

13. When used to cover a casket the Flag should be placed so that the union is at the head and over the left shoulder. The Flag should not be lowered into the grave nor allowed to touch the ground. The casket should be carried foot first.

14. When the Flag is displayed to church it should be from a staff placed on the congregation's right as they face the clergyman. The service flag, the state flag, or other flag should be at the left of the congregation. If in the church, the Flag of the United States should be placed on the clergyman's right as he faces the congregation and other flags on his left.

15. When the Flag is in such a condition that it is no longer a fitting emblem for display it should not be cast aside or used in any way that might be viewed as disrespectful to the national colors, but should be destroyed as a whole, privately, preferably by burning or by some other method in harmony with the reverence and respect we owe to the emblem representing our country.

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 not be left out during rainy or snowy weather nor when there is an extremely high wind.

The Flag Should be Displayed at Full Staff

New Year's Day	Jan. 1st
Lincoln's Birthday	Feb. 12th
Washington's Birthday	Feb. 22d
Death of Lincoln (half mast)	Apr. 15th
Inauguration of Pres. President	Apr. 19th
Arbor Day	Apr. 23d
Decoration or Memorial Day	May 30th
National Flag Day	June 14
Battle of Waterloo	June 18th
Independence Day	July 4th
Labor Day	First Monday in September
Columbus Day	Oct. 12th
Battle of Saratoga	Oct. 17th
Surrender of Vicksburg	Oct. 19th
Liberty Day (Armistice)	Nov. 11th
Evacuation Day	Nov. 25th
Landings of Pilgrims	Dec. 22d

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

are displayed they should be flown from separate staffs of the same height and the flags should be of approximately equal size. (International usage forbids the display of the flag of one nation above that of another nation in time of peace.)

7. When the Flag is displayed from the staff projecting horizontally or at an angle from the window sill, balcony, or front of building, the union of the Flag should be clear to the head of the staff unless the Flag is at half mast.

8. When the Flag of the United States is displayed in a manner other than by being flown from a staff it should be displayed flat, whether indoors or out. When displayed either horizontally or vertically against a wall, the union should be uppermost and to the Flag's own right, i. e., to the observer's left. When displayed in a window, it should be displayed the same way, that is, with the union or blue field to the left of the observer in the street. When festoons, rosettes, or drapings of blue, white and red are desired, bunting should be used, but never the flag.

9. When displayed over the middle of the street, as between buildings, the Flag of the United States should be suspended vertically with the union to the north in an east-and-west street or to the east in a north-and-south street.

10. When used on a speaker's platform, the Flag should be displayed above and behind the speaker. It should never be used to cover the speaker's desk, nor to drape over the front of the platform. If flown from a staff it should be on the speaker's right.

11. When used in unveiling a statue or monument, the Flag should not be allowed to fall to the ground, but should be carried aloft to wave out, forming a distinctive feature during the remainder of the ceremony.

12. When flown at half staff, the Flag is first hoisted to the peak and then lowered to the half staff position, but before lowering the Flag for the day it is raised again to the peak. On Memorial Day, May 30th, the Flag is displayed at half staff

How to Salute the Flag

During the ceremony of hoisting 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 right-hand salute. When not in uniform, men should remove the hand from the right hand and hold it at the left shoulder. Women should salute by placing the right hand over the heart. The salute to the Flag in the moving column is rendered at the moment the Flag passes.



Cautions

1. Do not permit disrespect to be shown to the Flag of the United States.

2. Do not dip the Flag of the United States to any person or any thing. The regimental color, state flag, organization or institutional flag will render this honor.

3. Do not display the Flag of the United States with the union down except as a signal of distress.

4. Do not place any other flag or pennant above or to the right of the Flag of the United States.

5. Do not let the Flag of the United States touch the ground or trail in the water.

6. Do not place any object or emblem of any kind on or above the Flag of the United States.

7. Do not use the Flag as drapery in any form whatever. Use hoisting of blue, white and red.

8. Do not fasten the Flag in such manner as will permit it to be easily torn.

9. Do not drape the Flag over the hood, top, sides or back of a vehicle, or of a railroad train or boat. When the Flag is displayed on a motor car, the staff should be affixed firmly to the chassis or clamped to the radiator cap.

10. Do not display the Flag on a float in a parade except from a staff.

11. Do not use the Flag as a covering for a ceiling.

12. Do not use the Flag as a portion of a costume or of an athletic uniform. Do not embroider it upon cushions or handkerchiefs or print it on paper napkins or boxes.

13. Do not put lettering of any kind upon the Flag.

14. Do not use the Flag in any form of advertising nor fasten an advertising sign to a pole from which the Flag of the United States is flying.

15. Do not display, use or store the Flag in such a manner as will permit it to be easily soiled or damaged.

Your Flag and My Flag

Commit to Memory

Your flag and my flag,

And how it flies today

In your land and my land

And half a world away!

Reserved and blood-red

The stripes forever gleam;

Snow-white and soul-white—

The good forefathers' dream.

Sky-blue and true-blue, with stars to

gleam bright—

The guarded guardians of the day, a shelter

through the night.

Your flag and my flag!

And, Oh, how much it holds—

Your land and my land—

Secure within its folds.

Your heart and my heart

Beat quicker at the sight;

Sun-kissed and wind-tossed—

Red and blue and white.

The one flag—the great flag—the flag for

us and yours—

Glorified all else beside—the red and

white and blue!

Your flag and my flag!

To every star and stripe

The drums beat as hearts beat

And fierce shrilly pipe!

Your flag and my flag—

A blessing in the sky,

Your hope and my hope—

It never hid a lie!

Home land, and far land and half the

world around,

Old Glory hears our glad salute and

ripples to the sound!

—Walter D. Nesbit

The Service Flag

Commit to Memory



National Anthem

(Note—Whenever, in a public place, the national anthem, "Star Spangled Banner," is sung or the tune played, all persons in the audience should rise and remain standing during the singing, or while the tune is being played.)

Men and boys remove hats.

The American's Creed

Commit to memory

I believe in the United States of America as a government of the people, by the people, for the people, whose basic powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, inseparable and indestructible, established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it to my duty to my country to love it; to support its 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 fully acquainted with the meaning of American citizenship. We must give patriotism a vitality which will find expression in service.

George Washington

(1732-1799)

FIRST PRESIDENT OF THE UNITED STATES

I hope I shall always possess firmness and virtue enough to maintain what I consider the most valuable of all things, the character of an "honest man."

When Washington's secretary exposed

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

Here is your star in its field of white,
Dipped in the red that was born of fight;
Born of the blood that our forebears shed
To raise your mother, The Flag o'erhead.

And now you've come, in this frenzied day,
To speak from a window—to speak and say:

"I am the voice of a soldier—
Gone to be gone till the victory's won."

"I am the flag of The Service, sir,
The flag of his mother—I speak for her
Who stands by my window and waits and fears,
But hides from the others her unwept tears."

"I am the flag of the wives who wait
For the safe return of a martial mate,
A mate gone forth where the war god thrives

To save from sacrifice other men's wives,
"I am the flag of the sweetheart's love;
The often-though-of the sisters, too,
I am the flag of a mother's son,
And won't come down till the victory's won."

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

—William Herchell

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Abraham Lincoln

(1809-1865)

SIXTEENTH PRESIDENT OF THE UNITED STATES

the grumblers and the railers against fortune.

Washington stands among the greatest men of human history, and those in the same rank with him are very few. Whether measured by what he did, or what he was, or by the effect of his work upon the history of mankind, in every respect he is entitled to the place he holds among the greatest of his race.

Few men in all time have such a record of achievement. Still fewer can show, at the end of a career so crowded with high deeds and memorable victories, a life so free from spot, a character so unassailable and so pure, a fame so void of doubtful points demanding either defense or explanation. Eulogy of such a life is needless, but it is always important to recall and freshly to remember just what manner of man he was."

—Henry Cabot Lodge

"A blend of mirth and sadness, smiles and tears; a quaint knight-errant of the possession, a homely hero born of star and sod; a peasant prince; a masterpiece of God."

—Walter Malone

Our Country!

"And for your Country, boy, and for that flag, never dream a dream but of serving her as she bids you, even though the nerve carry you through a thousand balls. No matter what happens to you, no matter who satters you or who abuses you, never look at another flag, never let a finger pass but you pray God to bless that flag. Remember, boy, that behind of doors and government, and people even, there is the Country Himself; your Country, and you belong to Her as you belong to your own mother. Stand by Her, boy, as you would stand by your mother."

—Edward Everett Hale

Commit to Memory

GITTSBURG ADDRESS

Abraham Lincoln

Four score and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. We are engaged in a great civil war, testing whether that nation—or any nation so conceived and so dedicated—can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of



that field as the final resting place of those who have gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or to detract. The world will little note, nor long remember, what we say here; but it can never forget what they did here.

It is for us, the living, rather to be dedicated here to the unfinished work which they have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us; that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation shall under God, have a new birth of freedom; and that 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 our nation is that he shall turn the chances are that he won't be much of a man unless he is a good deal of a boy. He must not be a coward, or a weakling, a bully, a shirk, or a prig. He must work hard and play hard. He must be clean-minded and clean-living, and able to hold his own under all circumstances and against all comers. It is only on these conditions that he will grow into the kind of a man of whom America can really be proud.

"A great democracy has got to be progressive, or it will soon cease to be either great or a democracy.

"Our effort should be to raise the level of self-respect, self-control, sense of duty



in both sexes, and not to preach them down to an evil equality of moral turpitude by doing away with the self-restraint and sense of obligation which have been slowly built up through the ages. We must bring them to a moral level by raising the lower standard, not by depressing the high.

"We Americans are only on the threshold of the campaign for a better national life. We have only begun to consider our duty toward the child; to realize that the child-erudge is apt to turn into the child-less grown-up; to realize that the child growing up in the streets has first-class opportunities for leading toward criminality. And, therefore, that playgrounds may be as necessary as schools. We have only begun to realize that the child's mother, if wise and duty-performing, is the only citizen who deserves even more from the state than does the soldier; and that, if in need, she is entitled to help from the state, so that she may rear and care for her children at home.

"No nation can achieve real greatness if its peoples are not both essentially moral and essentially manly; both sets of qualities are necessary.

"The only value of words uttered or listened to comes when they are translated into deeds.

"American society is sound at core and this means that at bottom we, as a people, accept as the basis of sound morality not selfishness and soft selfishness and the loud blarney that fears every species of risk and hardship, but the virtue strength of manliness which clings to the ideal of stern, unflinching performance of duty, and which refuses whitewash when that ideal may lead

"The test of a man's worth to the community is the service he renders to it, and we cannot afford to make this test by material considerations alone.

"There never yet was a service worth rendering that did not entail sacrifice; and no man renders the highest service if he thinks over-much of the sacrifice."

—Theodore Roosevelt



America for Me

'Tis fine to see the Old World, and travel up and down
Among the famous palaces and cities of renown,
To admire the crumbly castles and the statues of the kings—
But now I think I've had enough of antiquated things.

So it's home again, and home again, America for me!
My heart is turning home again, and there I long to be,
In the land of youth and freedom beyond the ocean bars;
Where the air is full of sunlight and the flag is full of stars.

Oh, London is a man's town, there's power in the air;
And Paris is a woman's town, with flowers in her hair;
And it's sweet to dream in Venice, and it's great to study Rome;
But when it comes to living, there is no place like home.

I know that Europe's wonderful, yet some thing seems to lack:
'Tis Paris is too much with her, and the people looking back,
But the glory of the Present is to make the future free—
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 ship that's westward bound to plough the rolling sea,
To the blessed Land of Room Enough beyond the ocean bars,
Where the air is full of sunlight and the flag is full of stars.

—Henry Van Dyke

O Captain! My Captain!

(With Whitman, a unique American author and poet, has outstripped all contemporaries in his growth during his lifetime. The poem should be read in every schoolroom in the land with every head should bow in sacred appreciation of our country's sacrifice since the day of Freedom.)

O Captain! My Captain! our fearful trip is done,
This ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follows eyes the steady keel, the vessel grim and daring;
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! My Captain! rise up and bear the bells;
Rise up—for you the flag is hung—for you the bugle trill,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
This arm beneath your head!
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My father does not feel my arm, he has so pale and still,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won;
Exult, O shores! and ring, O bells!
But I with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.

—Walt Whitman

Success

'Tis the coward who quits to misfortune,
'Tis the knave who changes each day,
'Tis the fool who wins his battle,
To three all his chisels away.

There is little in life but labor,
Tomorrow may prove but a dream;
Success is the bride of Endeavor,
And luck but a meteor's gleam.

The time to succeed is when others
Discouraged show traces of loss—
The battle is fought on the home-stretch,
And we win 'twixt the flag and the wire.

—John Rufus Moore

Wise Use of What Is Earned

As important as producing goods and earning money is the skill to spend wisely what is earned. The miser hoards his money and neither he nor society gets any real benefit from it. The spendthrift throws his money away or spends it for things that are not worth the cost. The thrifty man earns by hard work, saves something of what he earns, and gets his money's worth when he spends. Secretary A. W. Mellon of the United States Treasury Department classifies all "spenders" as tightwads, spendthrifts, and thrifty persons. Then he tells us how the Treasury Department thinks each of these three classes spend its money. Here is a table he prepared to show

How Three Men Divide Their Incomes

	Tightwad	Spendthrift	Thrifty
Living Exp.	37%	58%	50%
Education	1	1	10
Giving	1	1	10
Recreation	1	40	10
Savings	60	0	20
Total	100%	100%	100%

If all the citizens of the United States could be classed as "thrifty," the goods produced and money earned and spent would be of much greater benefit to society.

What Is a Boy?

"He is a person who is going to carry on what you have started."

"He is to sit right where you are sitting and attend to those things you think are so important when you are gone."

"You may adopt all the policies you please, but how they will be carried out depends on him."

"Even if you make leagues and treaties, he will have to manage them."

"He is going to sit at your desk in the Senate and accept your place on the Supreme Bench."

"He will assume control of your cities, states and nation."

"He is going to move in and take over your prisons, churches, schools, universities and corporations."

"All your work is going to be judged and praised or condemned by him."

"Your reputation and your future are in his hands."

"All your work is for him, and the fate of the nation and of humanity is in his hands."

"So it might be as well to pay him some attention."

What Becomes of the Fifth Grade Boy?

Out of 1,905 pupils in the Fifth Grade: Only 533 pass to the Sixth Grade
324 enter the Eighth Grade
342 go on to High School
But only 139 Graduate
72 enter College
23 finish.

Seven years from now, what will have become of the fifth grade boy, the youngster who answers the school bell's ring this fall? Will he finish high school and will he enter and complete a college course? These questions, so interesting to educators, are answered by the bureau of education, United States department of interior, in bulletin 54 (1920).

According to the bureau, out of 1,206 boys who enter the fifth grade this year, but 830 will return to school next year and enter the sixth grade. Already 176 have dropped out, for many reasons, mostly to help out the family income. The year following, the seventh grade will receive 710 of the original 1,000, and the eighth grade but 434.

High school time rolls around. Stand at the high school doorway, four years from this fall, and you will see but 342 of the first 1,000 pupils enter. Four years later only 139 will receive diplomas. The last group will divide evenly. Seventy-two will go to college. And if you will follow the fortunes of this dwindling company for four years, you will find but twenty-three stepping out on commencement day, trained young men, trained for careers in business and professional life.

The School Teacher's Creed

I believe in boys and girls; the men and women of a great tomorrow; that whatever the boy soweth the man shall reap; that in the course of ignorance, in the efficacy of schools; in the dignity of teaching, and in the joy of serving others.

I believe in wisdom as revealed in human lives as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely; in beauty in the school room, in the home, in the daily life and in out of doors. I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a great reward, for all we are and all we do. I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living.

—Edwin Osgood Grover

Choice Selections

Stand by Your School

If you think your school's the best,
Till 'em so!
If you'd have it lead the rest,
Help it grow.
When there's anything to do,
Let the others count on you.
You'll feel bully when it's through:
Don't you know.

If you're used to giving knocks,
Change your style;
Throw bouquets instead of rocks.
For awhile;
Let the other person roast,
Shun him as you would a ghost,
Meet his hammer with a boast,
And smile.

When a stranger from afar
Comes along,
Tell who and what we are—
Make it strong.
Needn't fatter, never bluff,
Tell the truth, for that's enough;
Join the boozers—they're the stum
We belong.

How Do You Tackle Your Work?

How do you tackle your work each day?
Are you scared of the job you find?

Do you grapple the task that comes your way
With a confident, easy mind?

Do you stand right up to the work ahead
Or fearfully pause to view it?

Do you start to toil with a sense of dread
Or feel that you're going to do it?

If you can do as much as you think you can,
But you'll never accomplish more;

If you're afraid of yourself, young man,
There's little for you in store.

For failure comes from the inside first,
It's there if we only knew it.

If you can win, though you face the worst,
If you feel that you're going to do it.

Success! It's found in the soul of you,
And not in the realm of luck!

The world will furnish the work to do,
But you must provide the pluck.

You can do whatever you think you can,
It's all in the way you view it;

It's all in the start you make, young man,
You must feel that you're going to do it.

How do you tackle your work each day?

With confidence clear of dread?

What to yourself do you stop and say
When a new task lies ahead?

What is the thought that is in your mind?
Is fear ever running through it?

If so, tackle the next you find
By thinking you're going to do it.

—Edgar A. Guest

I had rather be a "Could-Be"
If I couldn't be an "Are."

For a "Could-Be" is a "May-Be"
With a chance of reaching par.

I had rather be a "Has-Been"
Than a "Might-Have-Been," by far—

For a "Might-Have-Been" has never been,
And the "Has-Been" was once an "Are."

It Couldn't Be Done

Somebody said that it couldn't be done,
But he with a chuckle replied,

That "maybe it couldn't," but he would
Be one

Who wouldn't say an until he tried,
So he buckled right in, with the trace of
a grin

On his face, if he worried he hid it;
He started to sing as he tackled the thing
That couldn't be done—and he did it!

Somebody scoffed, "O, you'll never do
that—"

At least, so one ever has done it;"
But he took off his coat and he took off
his hat,

And the first thing we knew he'd
begun it.

With a lift of his chin and a bit of a grin,
Without any doubting or quailing,

He started to sing as he tackled the thing
That couldn't be done—and he did it!

There are thousands to tell you it cannot
be done,

There are thousands to prophesy
failure;

There are thousands to point out to you
one, by one,

The dangers that wait to assail you,
But just buckle in with a bit of a grin,

Then take off your coat and go to it,
Just start in to sing as you tackle the
thing

That "cannot be done"—and you'll do it.

—Edgar A. Guest

The Good Little Boy

Once there was a boy who never
Tore his clothes, or hardly ever,
Never made his sister mad,
Never whipped her hair 'n' had,
Never scolded by his Ma,
Never frowned at any Pa,
Always in for ticks to see,
Always good as good could be.

This good little boy from Heaven,
So I'm told, was only seven,
Yet he never shed real tears
When his mother scolded his ears,
An' at times when he was dressed
For a party, in his best,
He was careful of his shirt
Not to get it smeared with dirt.

Used to study late at night,
Leavin' his to read an' write;
When he played a baseball game,
Right away he always came
When his mother called him in,
An' he never made a din
But was quiet as a mouse
When they took 'im to the house.

Liked to wash his hands an' face,
Liked to work around the place;
Never, when he'd tired of play,
Left his wagon in the way,
Or his hat an' ball around—
Put 'em where they could be found;
An' that good boy married Ma,
An' today he is my Pa.

—Edgar A. Guest

A Feller's Hat

It's funny 'bout a feller's hat—
He can't remember where it's at,
Or where he took it off, or when.
The time he's waddlin' it again,
He knows just where he leaves his shoes:
His sweater he won't often lose,
An' he can find his rubbers, but
He can't tell where his hat is put.

A feller's hat gets anywhere,
Sometimes he'll find it in a chair,
Or on the sidewalk, or maybe
It's in the kitchen, just where he
Gave it a toss beside the sink
When he came in to get a drink,
An' then forgets it, but anyhow
He never knows where it is now.

A feller's hat is never where
He thinks it is when he goes there;
It's never any use to look
For it upon a closed door,
'Cause it is always in some place
It shouldn't be, to his disgrace.

An' he will find it, like as not,
Behind some radiator hot.

A feller's hat can get away
From him most any time of day,
So he can't swear 'n' find it,
He wants it to go out again;
It hides in corners dark an' grim
An' seems to wait to bother him;
It disappears from sight somehow—
I wish I knew where mine is now.

—Edgar A. Guest

Out Where the West Begins

Out where the hand clasp's a little
stronger,
Out where the smile dwells a little longer,
That's where the West begins,
Out where the sun is a little brighter,
Where the snows that fall are a trife
whiter,
Where the lands of home are a wee bit
tighter,
That's where the West begins.

Out where the skies are a trife bluer,
Out where the friendship's a little truer,
That's where the West begins,
Out where a fresher breeze is blowing,
Where there's laughter in every stream-
let flowing,
Where there's more of reaping and less
of sowing,
That's where the West begins.

Out where the world is in the making,
Where fewer hearts in despair are aching,
That's where the West begins,
Where there's more of singing and less
of sighing,
Where there is more of giving and less
of buying,
And a man makes friends without half
trying,
That's where the West begins.

—Arthur Chapman

My Wish

If I could make a wish for you,
And then could make that wish come true,
I'd wish that you might always be
A blessing to humanity—
That you may have less loss than gain,
More days of happiness than pain;
That in the years that are to come
You'll always have a happy home;
When trials come, as come they must,
You'll face them with a steadfast trust,
That they who battle for the right,
Are sure to conquer in the fight,
And may your friend and leader be
The Glorious Man of Galilee.

—C. W. Wood

Speaking of Joys

You needn't be rich to be happy,
You needn't be famous to smile;
There are joys for the poorest of wretches,
If only they think them worth while.
There are blue skies and sunshine a
plenty,
And blossoms for all to behold;
And always the bright days o'ustomber
The dark, the cheerless and cold.

Sweet sleep, not a gift for the wealthy,
Nor love, not alone for the great;
It's nice to grow old and successful,
But not so for's custom to wait.
The poorest of toilers have blessings,
That their richest companions crave;
And many folks who have riches
Go sorrowing to the grave.

You'll never be happy tomorrow,
If you are not happy today;
If you are missing the joys that are
present,
And sighing for ones far away,
The roses won't bloom any fairer,
In glorious years that may be,
Great riches won't sweeten its fragrance,
Nor help you to its beauties to see.

Today is the time to make merry,
It's folly for fortune to wait;
The skies won't be any bluer,
Should you ever live to be great,
Joys won't be any brighter,
No matter what fortune you win;
Make the most of today's sunshine,
Tomorrow's too late to begin.

"Hallo!"

When you see a man in woe,
Walk right up and say "Hallo!"
Say "Hallo," an' "How d'ye do?"
"How's the world, a waddie you?"
Stand the fellow on his back,
Bring your hat down with a wack!
Walks right up, and don't go slow,
Gris an' shake and say "Hallo!"
Is he clothed in rags; O sho,
"Walk right up and say "Hallo!"
Rags is but a cotton rag,
Just for wrappin' up a soul;
An' a soul is worth a trife
Hale and hearty "How d'ye do!"
Don't wait for the crowd to go,
Walk right up and say "Hallo!"

Wen big vessels meet, they say,
They about an' sail away.

Just the same are you an' me,
Lonesome ship upon a sea,
Each one sailing his own jag
For a port beyond the fog,
Let your speakin' trumpet blow,
Lift your horns and cry "Hallo!"

Hay "Hallo," an' "How d'ye do!"
"Other folks are as good as you,
When you leave your home house of clay,
Wanderin' in the far away,
W'en you travel through the strange
Country 't'her side the range,
Then the souls you've cheered will know
Who you be, and say "Hallo!"

—Samuel Walter Foss

Pa's Instructions

(Copyright, 1931)

If it's a dinner or a dance, a wedding,
Or a small affair,
Ma tells Pa what to say an' do an' how
to act when they get there;
She wouldn't think of starting out to
mingle with the social swain
Unless she'd taken Pa aside an' properly
instructed him.

"Remember, please," she says to him,
"The hostess has some claims on you,
Do not stay in her smoking room the way
you very often do.
An' oh, I hope for goodness' sake tonight
you will not start to tell
Those very old and old jokes you some-
how seem to like so well.
"If Mrs. Pansyby is there, I hope to hev
you will be nice,
Pay her some slight attention please,
although it is a sacrifice.
An' don't forget you're getting old an'
almost ready for the shaft!
Don't moon around the pretty girls an'
make a fool out of yourself."

"There will be many strangers there, be
careful of your speech and take
Good care tonight you don't commit your
customary foolish brag;
Just use woad more—if there should be
some woman there you think too fat,
To dance with her you're duty bound,
I want you to remember that!"
Pa says he hopes that Ma an' he will die
together, so that when
They start in Heaven she'll be along to
properly instruct him then;
He says if he must go alone to mingle
with the angel throng,
In spite of all he's learned on earth, what-
ever he does it will be wrong.

—Edgar A. Guest

A Recipe for a Perfect Day

Every day a 100% mood,
Every day a touch of wit,
Learn a few lines of some poem,
Or a prose gem from the heart,
Every day a deed for others,
A deal of work, a bit of play,
A smile, a laugh, an hour of study,
A reverent prayer to close the day.

But be sure to take such persons,
Day by day with conscious care,
Never lacking one ingredient,
Or the charm will not be there,
Take reverse with good humor,
Bask in Mother Nature's smile;
Hovel in fresh air and sunshine,
Kiss or walk or ride a while.

And with best watch for each item,
Check it off as each is done,
Make a game of the whole program,
Pack it full of joy and fun!
Sing a little song, or whistle,
There's your motto for the day,
Keep your mind on all your business,
Till you've brought your perfect day.

There you have it, music, picture,
Memory gem, and loving thought,
Oh, the mind is such a wizard,
Once the magic spell is caught!
Quiet study, sunshine, playtime,
Kindly service by the way,
Love and laughter, work and worship,
Lol! That's just the perfect day!
—Addie E. Wolberg

Only a Boy

He is only a boy, whom you see every day,
With a smile do you greet him, my friend?
Or do you pass by as you meet on the way,
Never thinking it pays in the end,
To give to the boy what is right by his own,
Remember by you, when you can't,
Though only a boy, his heart is not stone,
You can help him to be a good man.

He is only a boy, but deep in his soul
Lie slumbering thoughts full of joy,
That will startle the old world while the
years onward roll,
Thoughts born in the heart of a boy,
Then friend, that give to the boy what you should,
And help him whenever you can;
For when you are helping a boy to be good,
You are helping to build a good man.
—C. W. Wood

"Forget It"

If you see a tall fellow ahead of a crowd
A leader of men, marching fearless and proud,
And you know of a tale whose mere telling
Would cause his proud head in grief to be bowed,
It's a pretty good plan to forget it.

If you know of a skeleton hidden away
In a closet guarded and kept from the day
In the dark; and whose showing, were
sudden display
Would show grief and sorrow and life-long dismay,
It's a pretty good plan to forget it.

If you know of a thing that will darken the joy
Of a MAN or a WOMAN or a GIRL or a BOY,
That will wipe out a smile or least way annoy
A fellow or cause any gladness to dry,
It's a pretty good plan to forget it.
—Wald Whitman

Life Grants No Favors

I've told it to him day by day,
That he must always pay his way,
Must even buy his right to play.
We've talked it over many a time,
There is no easy way to climb,
And now I'm putting it into rhyme.

Would he be skillful and attain
High place in sports or work's domain,
Then he must practice skill to gain.

Life gives us nothing ready-turned,
This is a lesson to be learned,
Its simplest pleasures must be earned.

Who would have friends from start to end,
Kind hearts on which he can depend,
Must do the duties of a friend.

I've told it often to the boy,
When trifling care and tasks annoy,
There is no slier's road to joy.

Nothing, however small it be,
Can come to us without its fee,
From full no hand is wholly free.

Life grants no favors, As we know,
This we shall surely come to know—
Skill or good, we make it so.
—Edgar A. Guest

Johnny's History Lesson

I think of all things at school
A boy has got to do
That student history as a rule
Is worst of all, don't you?
Of dates there are an awful sight,
And though I study day and night,
There's only one I've got just right—
That's fourteen ninety-two.

Columbo crossed the Delaware
In fourteen ninety-two;
We whipped the British, fair and square
In fourteen ninety-two.
At Concord an' at Lexington
We kept the red-coats on the run,
While the band played "Johnny Get Your Gun"
In fourteen ninety-two.

Pat Henry, with his dylan' breath—
In fourteen ninety-two—
Said, "Gimme liberty or gimme death,"
In fourteen ninety-two.
An' Barbara Fritchbie, so 'tis said,
Cried, "Shoot if you must this old gray head,"
But I'd rather 'woud be your own in-stand',
In fourteen ninety-two.

The Pilgrims came to Plymouth Rock
In fourteen ninety-two;
An' the Indians standin' on the dock
Asked, "What are you gins to do?"
An' they said, "We seek your harbor dear
That our children's children's children
May boast that their forefathers landed here
In fourteen ninety-two.

Miss Pocahontas saved the life—
In fourteen ninety-two,
Or John Smith, as became his wife,
In fourteen ninety-two.
An' the Smith tribe started then an' there,
And now there's John Smiths every-where,
But they didn't have any Smiths to spare
In fourteen ninety-two.

Kentucky was settled by Daniel Boone—
In fourteen ninety-two;
An' I think the owl jumped over the moon
In fourteen ninety-two.
Ben Franklin flew his kite on high
He drew the lightning' from the sky,
An' Washington couldn't tell a lie,
In fourteen ninety-two.
—Nelson Waterman

Every time you help the other fellow up
the hill you get a little higher yourself.

Habits

Habits are things which you do and you shouldn't.
Things which a good little sissy boy wouldn't.
For instance, to sprawl on a bed in your clothes,
An' yank off a shoe and don't look where it goes,
An' take off a stocking an' give it a fling,
So that when it comes morning you can't find it,
And a thing which you know off. It should be on the chair,
But habit has kept you from putting it there.

Habits are funny. You do 'em, that's all,
And do 'em without ever thinking at all.
You see that you won't lose your hat on the floor,
Or bite down your nails till your fingers are sore,
Or sniffe your nose or sit humped in your chair
An' twist up an' play with a bunch of your hair,
As you mean that you won't when you promised it then,
But the first you know you have done it again.

Habits are things that you mothers detest,
Like twisting the buttons that's sewed on your vest,
Or scuffing your feet as you walk through the hall,
An' you don't even know that you do them at all.
You don't even know what's the matter when they
Bring you up with a jerk with that: "Sleep it, I say!"
Then they preach an' they talk an' they scold you a lot,
And it's all on account of that habit you've got.

—Edgar A. Guest

You've Got to Dig

The man who wants a garden fair,
Or small or very big,
With flowers growing here and there,
Must bend his back and dig.
The things are mighty few on earth
That wishes can attain,
Whatever we want of any worth
We've got to work to gain.

It matters not what goal you seek,
Its secret here reposes:
You've got to dig before you break to work,
To get Results or Success.
—Edgar A. Guest

If I Knew You and You Knew Me

If I knew you and you knew me,
 'Tis seldom we would disagree,
 But, never having yet chafed hands,
 Both often fail to understand.
 That each intends to do what's right
 And trust each other "honor bright."
 How little to complain there'd be
 If I knew you and you knew me.

Where'er we ship you by mistake,
 Or in your bill some error make,
 From irritation you're free,
 If I knew you and you knew me.
 Or when the checks don't come on time,
 And customers send may a line,
 We'd wait without anxiety
 If I knew you and you knew me.

Or when some goods you "are back,"
 Or make a "kick" on this or that,
 We'd take it in good part, you see,
 If I knew you and you knew me.
 With customers a million wrong
 Occasionally things go wrong—
 Sometimes our fault, sometimes it's theirs
 Forterance would decrease all cares;
 Kind friends, how pleasant things would be
 If I knew you and you knew me.

Then let no foolish thoughts aside
 Of firm good faith on either side,
 Conformity to each other give,
 Loving ourselves, let other live;
 But say this you come this way,
 That you will call we hope and pray;
 Their face to face we each shall see
 And I'll know you and you'll know me.
 —W. E. Cooper

How He Got Rich

He came in a little sooner
 Than the fellows in his shop;
 And stayed a little longer
 When the whistle blew to "stop."
 He worked a little harder
 And he talked a little less;
 He sweated but some harder
 And he showed but little stress,
 For every little movement
 His efficiency expressed.
 Thus his envelope grew just
 A little thicker than the rest.
 He saved a little money
 In a hundred little ways;
 He banked a little
 When he got a little raise.
 Now it's very little wonder
 That he stammers with a smile,
 As he signs his little envelope:
 "Are the little things worth while?"
 —C. A. O. Employee Magazine

A Simple Recipe

To be a wholly worthy man,
 As you, my boy, would like to be,—
 This is to show you how you can—
 This simple recipe.

Be honest—both in word and act
 Be strictly truthful through and through.
 Fact cannot fail. You stick to fact,
 And fact will stick to you.

Be clean, outside and in, and sweep
 Both heart and heart, and keep them
 bright.

Wear snowy linen—ays, and hold
 Your conscience snowy white.

Do right, your utmost; good must come
 To you who do your level best—
 Your very hopes will help you some,
 And good will do the rest.
 —James Whitcomb Riley

The Teacher's Vision

I see a child, a wonderful thing,
 A creature of God's Design,
 With his being unfurled
 Like a flag to the world,
 Half human and half divine.

I see a mind, all new and unfurled,
 And a heart and conscience unstained,
 And a body that's whole,
 And an untouched soul!
 And they're given to me to be trained!

O God, give me strength to measure that
 mind
 And read what that intellect holds,
 And judge its spirit,
 And develope its might,
 As its power completely unfolds.

And then let my heart go to meet that
 heart;
 Let my sympathy help it along;
 Let me lighten it and
 And baffle with it glad
 That its spirit may ever be strong.

And that body—just how shall I keep it
 thus,
 Preserve it so sound and so clean,
 Uplifted by its use
 And protect from abuse—
 O God, let a vision be seen!
 And that soul untouched—I will tell the
 child,
 That soul is ever Thine;
 And oh, may the child
 Keep it ever undefiled,
 To return to Thee, clean, in the class
 —J. C. O. in "Education"

The Runaway

When I was but a little boy I thought I'd
 run away,
 I didn't like the dreadful things they'd
 said to me that day,
 I didn't like the scolding mother gave her
 precious lad
 Or what she said she'd do to me the next
 time I was bad;
 I thought I didn't like the house, the
 neighbors or the street,
 My little world seemed full of folks I
 didn't want to meet,
 And so that very afternoon I slipped away
 and hid—
 But I went back home at supper time, and
 I am glad I did.

I hid out in a neighbor's barn and watched
 where I could see,
 I thought I'd see my mother come and
 search around for me,
 I thought for sure there'd be a fuss, I
 thought there'd be a crowd,
 But no one poked around the yards or
 called my name out loud;
 Nobody seemed to know I'd gone, nobody
 seemed to care,
 And that old barn seemed filled with
 things I didn't know were there,
 And by and by I couldn't stand the lone-
 someness, and so
 I slipped back home for supper, and the
 folks just said "hello."

They didn't ask me where I'd been, my
 mother's eyes weren't red—
 I'd been away all afternoon and not a tear
 shed,
 They talked the way they always talked,
 and now, as I recall,
 They never even knew that I had run
 away at all,
 But I have lived a lot since then, and
 learned from day to day,
 When trouble comes the little men still
 try to run away;
 They think that they can hide from care,
 but this old world goes on,
 And people busy at their tasks will never
 know they're gone.
 —Edgar A. Guest

Two Thoughts for Every Day

The men who try to do something and
 fail, are infinitely better than those who
 try to do nothing and succeed.—Lloyd
 Jones

Most of the things that are put off until
 tomorrow should have been done yester-
 day.—Exchange

Thrift Wisdom

"Economy makes happy homes and
 wined nations. Instill it deep."—George
 Washington

"Teach economy. That is one of the
 first and highest virtues. It begins with
 saving money."—Abraham Lincoln

"No boy ever became great as a man
 who did not in his youth learn to save
 money."—John Wauwamater

"Above all, teach the children to save,
 economy is the sure foundation for all
 virtues."—Victor Hugo

"Save and teach all you are interested
 in to save; thus pave the way for moral
 and material success."—Thomas Jefferson

"Go to the ant, thou sluggard; consider
 her ways, and be wise; which having no
 guide, overseer, or ruler, provideth her
 food in the summer, and gathereth her
 food in the harvest."—The Bible

Father's Headache

Lots of times our daddy hurries to the
 couch and wears a frown
 Just as soon as day is over and his work
 is done is town;
 Mother tells us boys we'll have to stay
 clear out of daddy's sight,
 And he still because his head is aching
 fearfully tonight.

We can't play unless we're quiet, and we
 dare not say a word,
 And we have to whisper careful so our
 whisperer won't be heard,
 And as soon as supper's finished we are
 sent away to bed,
 For our mother says we're apt to be jar-
 ring daddy's head.

Mother has a way to tell us that our father
 doesn't know—
 When he gets an awful headache she re-
 marks: "It looks like snow."
 And we have to stop our shouting, and
 we have to cease our play—
 For, of course, our daddy's brought a
 headache home again today.

We are going to ask the doctor if he can't
 relieve our dad,
 For it's hard to live in silence when we
 want to shout so bad,
 And this thing of going to bed at seven
 thirty is a fright
 When our father gets a headache almost
 every other night.
 —Robert Worthington Davis

Father's Moustache Cup

When I was just a little lad, not more
 Than nine or ten,
 A wondrous cup my father had I envied
 even then.
 'Twas not for little boys to use, or guests
 who'd come to dine,
 Nor was it one the girls would choose, of
 Dainties china fine.
 It held about a quart, I think, when mother
 used it up,
 And there was father's name in pink upon
 that moustache cup.

It had a handle wide and strong, a very
 sturdy rim,
 Designed to keep his whiskers long from
 clinging 'neath the brim.
 As I recall those happy times, it now ap-
 pears to me
 This was the worst of dinner crimes—a
 moustache in the tea!
 And so this special cup was made by some
 ingenious man,
 It had a bridge on which was laid pa's
 whiskers like a fan.

I wished I had a moustache then. I used
 to sit and think
 How proud I'd be when, like the men, I,
 too, might sit and drink.
 It seemed so long before I'd be to age and
 whiskered grown,
 And how a cup designed for me and kept
 for me alone,
 To me it seemed the peak of pride must
 be a moustache cup
 And that small china shelf inside to hold
 my whiskers up.

But time has altered many things, old
 fashions long have fled,
 The self same seat the robin sings,
 the same sun shines abroad,
 The self same coffee and the tea still weary
 takers cheer,
 But life's not as it used to be, my father
 is not here,
 And yet I fancy I behold him near us
 when we sit,
 And see him smiling as of old across his
 moustache cup.

—Edgar A. Guest

Love

"As, how shouldst grow the hand
 That cheereth LOVE'S command;
 It is the HEARTY and not the brain
 That is the highest work attach;
 And be who follows LOVE'S behest,
 Far stretcheth all the rest."

Just You

It isn't the things you do or say,
 It isn't your look or smile,
 Nor what you wear,
 Nor your winning way;
 The all these help a pile;
 No it isn't your gold that appeals to me—
 It is something finer far,
 It is just your own dear personal self,
 It's you, just as you are.

An "IF" For Girls

(With apologies to Mr. Rudyard Kipling)
 If you can dress and make yourself at-
 tractive,
 Yet not make puffs and curls your chief
 delight;
 If you can swim and row, be strong and
 active,
 But of the gentler graces lose not sight;
 If you can dance without a crumple for
 dancing,
 Play without giving play too strong a
 hold,
 Enjoy the love of friends without roman-
 tice,
 Care for the weak, the friendless, and the
 old;
 If you can master French and Greek and
 Latin,
 And not acquire, as well, a priggyh mien,
 If you can feel the touch of silk and satin
 Without despising calico and jean;
 If you can play a saw and use a hammer,
 Can do a man's work when the need
 occurs,
 Can sing, when asked, without shame or
 stammer,
 Can rise above unfriendly snubs and slurs,
 If you can make good bread as well as
 fudge,

Can sew with skill, and have an eye for
 dust;
 If you can be a friend and hold no grudges;
 A girl when all will love because they
 must;
 If sometimes you should meet and leave
 another
 And made a home with faith and mother,
 enshrined,
 And you the soul—a loyal wife and mother,
 You'll work out pretty nearly to my mind,
 The plan that's been developed through
 the ages,
 And with the best that life can have in
 store,
 You'll be, my girl, a model for the next—
 A woman whom the world will love before
 —Elizabeth Lincoln cites

"George's Dad, and Mine"

Although I try to speak the truth,
 My dad would punish me,
 If I should take my hatchet
 And chop down his cherry tree.
 He'd never let like George's dad
 And let me off—because
 There's sure a lot of difference
 In "modern" pa's and ma's.
 When Washington was just a lad
 About like you and me,
 Folks valued truth a whole lot more
 Than some old cherry-tree.

If you or I should tell the truth,
 In preference to a lie—
 Folks wouldn't keep our birthdays,
 If ever we should die.
 They'd never hold the nation's flag
 And sing of us at school,
 And tell the folks how nobly
 We kept the "golden-rule."

When George got big, he was the
 First to be our president;
 And when he was a general
 He was an victory best.

His memory we honor,
 Because he was so grand;
 We love the name of Washington—
 "The Father of Our Land."

Though you and I can never fill
 A place in history,
 We can, at least, both do our best
 To speak up truthfully.
 —Mrs. Hazel Mason Bessing

The Potter

I am a potter
 And fine is the clay of my working,
 True and smooth-running must be my
 wheel,
 Pure and glowing my fire,
 Plastic, the clay in my hands
 Responsive to twist every impress;
 Strange, the clay in my hands
 Makes impress ineffaceable ever,
 Finely, carefully, lovingly
 My hands must fashion this vessel;
 Gently, gently, delicately
 Must the turning wheel smooth it,
 Deeply, warmly, not searing,
 My fire must burn it to glazing,
 I am a potter,
 My clay is the mind of a child.

—M. Louise Nixon

Franklin Thriftograms

"Every little makes a mickle."
 "A penny saved is a penny earned."
 "Be industrious and frugal; be frugal and
 free."
 "All things are cheap to the saving,
 dear to the wasteful."
 "Waste neither time nor money, but
 make the best use of both."
 "Remember that money is of the pro-
 vide, generating nature."
 "Buy what thou hast no need of, and
 ere long thou shalt sell thy necessaries."
 "For age and want save while you may;
 No morning sun lasts a whole day."
 "He who by the plow would thrive
 Himself must either hold or drive."
 "The borrower is a slave to the lender
 and the debtor to the creditor."
 "Remember that time is money. He
 that saves ten shillings a day by his
 labor, and sits idle one-half that day,
 though he spends but six pence during his
 idleness, has really spent or thrown away
 five shillings besides.

LITTLE DICK AND HIS CLOCK

When Dicky was sick
 In the night, and the clock,
 As he listened, said "Tick—
 Atty-tick-atty-tick!"
 He said that it said,
 Every time it said "Tick"
 It said "Tick", instead,
 And he HEARD it say "Tick"
 As when it said "Tick—
 Atty-tick-atty-tick."
 He said it said "Tick—
 Atty-tick-atty-tick!"
 As he tried to see them,
 But the light was too dim,
 Yet he HEARD it speak—
 As 'twas TALKING to him!

As when it said "Tick—
 Atty-tick-atty-tick!"
 You poor little Dick—
 An' "Dicky-atty-tick"
 Have you got the tick—
 ACTION? He! send for Doc
 To hurry up quick—
 Atty-tick-atty-tick,
 And hast a hot brick—
 Atty-tick-atty-tick,
 An' rickety wrap it
 An' "dickety clap it
 Against his cold feet—
 Atty-weep-atty-weep—
 THERED he goes, slight—
 "Tly-splap-aleapsity!"

—JAMES WHITCOMB RILEY

Success

To live and be happy,
Have friends who are true,
To know you trust them,
That they can trust you;
To know that they miss 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 be the road,
If then you can smile,
If children and old folks
Are blessing your name,
Success then is yours,
Far better than fame.

—C. W. Wood

Chums

I like to go with Billy Smith,
With Charlie Brown and Pete.
We're just one age, and all of us
Live on the same old street.
We stand together mighty close,
We're in one room 'n' school.
In work or play it's all the same—
We stick—for that's our rule.
But still there is another friend,
And when I see him come,
I have the feeling after all
That he's my finest chum.

We talk together every night;
I tell him of our play,
And all about my school work and
Our baseball team—and say—
He seems more anxious, far, to hear
That my boy could be
And my—be sort of seems to know
The thoughts inside of me.
It's fine to think that he's my chum
And know that I am his,
That I can tell him everything,
No matter what it is.

He says it makes him young again
To be a pal of mine,
And that he thinks it's fine
To hear about the fellows, and
The lots of things we do.
But he don't know how good it feels
To have him wanting to
Be like to have a Billy, Pete
And Charlie go and come,
But say—it's finer still to have
Your D's the greatest chum.
—Emerson G. Frank

Tis This to Teach

To take a child in gentle hands
And lead him into mystic lands,
Where veils no longer shroud the past
And each new hope o'erglows the past—
'Tis this to teach.

To light new fires where old have burned,
With brave, good hearts as roads are
turned,
To find new stars where darkness ways,
Whose light one day shall mark the
ways—
'Tis this to teach.

To fill the child world brim with joy,
To charm and hold some errant boy
With stern ambition, or some song
Of right triumphant over wrong—
'Tis this to teach.

To move dread mountains dark with fear,
By faith of young hearts drawing near
That paths the fathers long have trod,
The narrow paths that lead to God—
'Tis this to teach.

—A. F. Herman

Just Being Happy

Just being happy
Is a fine thing to do;
Looking on the bright side
Rather than the blue;
Sad or woe-y moaning
Is largely in the choosing.
And just being happy
Is a brave work and true.

Just being happy
Helps other souls along;
Their burdens may be heavy
And they not strong;
And your own sky will lighten
If other skies you brighten
By just being happy
With a heart full of song.

—Anonymous

To My Sweetheart

I thought that you would like to know
That some one's thoughts go where you go,
That some one never can forget
The hours we spent since first we met;
That life is richer, sweeter, far
For such a sweetheart as you are,
And now my constant prayer will be
That God may keep you safe for me.

The Little Old Town

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

Where the children smile at you and me,
And the glorious sun, with a genial kiss,
Makes 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 move 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 anguish in one's breast
Is felt and shared by friends the best.
They share the pain and share the kiss
In a little old town like this.

I love to live in a town like this—
Just a little old town like this;
Where neighbors with the loved one's
bed,
And weep with you o'er the bier of the
dead,
And forgive every deed that was done
amiss—
Is a little old town like this.

Then let me live in a town like this—
Just a little old town like this;
Where your foe at today is your friend
tomorrow,
Who is eager to bear the cross of your
sorrow,
And make it as light as the morning mist,
Is a little old town like this.

—A. M. EN

Month of May

May—what are you trying to do?
Trying to bring winter back, are you?
Queen of May was here and gone,
You act as if winter just begun.

Old King Coal is still on deck,
We thought you took his good-by check.
Every day we order some more;
Feeding the furnace makes us sore.

How did you get the weather mixed up,
Of old winter we drank our cup.
Come on—give us a few warm days,
Or for you we'll have no praise.

—Editor Omaha Daily News

If

If you can keep your head when all about
you
Are losing theirs and blaming it on you,
Are you to trust yourself when all men
doubt you,
But make allowance for their doubting,
too;
If you can wait and not be tired by wait-
ing,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too
wise.

If you can dream—and not make dreams
your master;
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 bear to hear the truth you've
spoken
Twisted by knaves to make a trap for
foes,
Or watch the things you gave your life
to, broken,
And stoop and build 'em with worn-out
tools;

If you can make one heap of all your
winnings
And risk it on one turn of pitch and toss,
And lose, and start again at your begin-
nings
And never breathe a word about your loss;
If you can force your heart and nerve and
sinew
To serve your turn long after they are
gone,
And so hold on when there is nothing in
you
Except the will which says to them: "Hold
on."

If you can talk with crowds and keep your
virtue,
Or walk with kings—or lose the com-
mon touch,
If neither foes nor loving friends can hurt
you,
If all men count with you, but none too
much;
If you can fill the unfeeling minute,
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's
in it,
And—which is more—you'll be a Man,
my son!

—Kipling

This above all: To thine own self be true;
And it must follow, as the night the day,
Thou canst not then be false to any man.

—Shakespeare

Bud's Wish

(Copyright 1921)

I wish I was a man out there
I needn't go to bed till ten.
An' I could stay an' listen to
The talk the way the old folks do,
Then I'd know what it is they say
The times they make me go away
An' Pa says "Bud just disappens."
This isn't for a boy to hear."

I wish I was a man, an' I
Could have a second piece of pie
Or anything I wanted in my cup
For little stumblers in too rich.
Then I could pass my plate an' they
Would have to serve me right away
Or if I didn't eat my bread,
There never would be nothin' said.

I wish I was a man grown up,
So's they'd put coffee in my cup
Instead of milk, an' I could do
The very things I wanted to.
An' go down town with all the men
An' telephone 'em how an' then
At night they wouldn't wait for me
Or I would not be home to tea.

I wish I was a man an' I
Would never have to cry,
Cos men, as far as I can see
Aren't always gettin' hurt like me.
An' nothin' seems to pain them so
They're simply got to let it show.
My Pa says men must suffer too,
But I don't think they really do.

—Edgar A. Guest

—James

The Average Man

The papers overlook him, for he never
beats his wife.
He never tries to rub a bank or take an-
other's life,
And he wasn't very brilliant and he didn't
try for fame,
So there was no real occasion for the press
to print his name.

The papers overlooked him—he was never
deep in debt,
He never slipped away from town with
all that he could get,
He never made a million, never wrote a
modern play,
So there wasn't much about him for the
editors to say.

He paid his yearly taxes just the same as
you and I,
He went to work o'mornings with a twinkle
in his eye.

He kept a little garden, and his children
seemed to grow
Into just the sort of children that the
world is glad to know.

His friends were never many, but the few
he had were true
For they had all discovered what the
papers never knew:
He was brave and clean and kindly—one
of millions, I suppose,
Whose lives are ordinary from beginning
to the close.

And the more I think about him, it's the
ordinary man
Who's the glory of the nation and the
strength of every clan,
So I pay this tribute to him—not the
genius or the crook,
But the honest, normal, average man the
papers overlook.

—Edgar A. Guest

Fractions

I hadn't asked about it for a week or two,
and so
The stage of his arithmetic I really didn't
know.

I had watched him through addition and
division and the rest,
But I wasn't really certain just how far he
had progressed.

Then I saw him sitting troubled, and I
knew it from his actions—
From the way he chewed his pencil,
That he'd journeyed into fractions.

He sprawled upon the table, and he
twisted in his chair,
He sat and fumbled sadly with a tangled
lock of hair.

He muttered and he sputtered, and he
gazed about the room,
A puzzled little fellow in a cloud of dar-
kest gloom.

Then I softly asked him: "Sonny, what's
cause of these distractions?"
And he shook his head and answered: "Aw,
ge whial! We're into fractions!"

Oh, the time was I was like him: once I
wore that troubled look,
Once I chewed my bit of pencil and I fum-
bled with the book.

Once I sprawled upon the table and was
sundering about
In a labyrinth of darkness and a dreadful
mire of doubt.

And I chuckled as I saw him reproduce
my troubled actions
When my youthful head was bothered by
the mystery of fractions.

—Edgar A. Guest

The "I Can't" Man Can't

What a weighty ball and chain a man's
state of mind is sometimes.
He knows so much better what he can't
do than what he can.

Turn another man loose on the job who
doesn't know what "can't be done," and
he'll do it.

A wonderful story is told in verse of a
benighted boob 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.

Napoleon didn't know that France wasn't
ripe for a revolution, so he started one and
conquered a continent.

Edison refused to accept the "can't be
done" precedents of his time, but plucked
right in and revolutionized electrical
science.

Nobody ever amounted to a whomp by
acknowledging impossibility.

"If you think you're beaten, you are;
If you think you dare not, you don't
know;
If you'd like to win, but you think you
can't,
It's most a creak you won't.

If you think you'll lose, you're lost,
For out in the world, we find,
Success begins with a fellow's will;
It's all in the state of mind.

Life's battles don't always go
To the stronger or faster man,
But sooner or later the man who wins
is the fellow 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

Ourselves

In ourselves the sunshine dwells;
From ourselves the music swells;
By ourselves our life is led
With sweet or bitter daily bread.

—Nixon Waterman

A Nation's Builders

Not gold, but only men can make
A people great and strong—
Men who, for truth and honor's sake,
Stand fast and suffer long.

Brave men, who work while others sleep
Who dare while others fly—
They build a nation's pillars deep
And lift them to the sky.

—Ralph Waldo Emerson

That's Pep

Vigor, vitality, vim and punch—
That's pep!

The message he act on a sudden bunch,
That's pep!
The nerve to tackle the hardest thing,
With feet that climb, and hands that cling,
And a head that never forgets to sing—
That's pep!

Sand and grit in a concrete base—
That's pep!
Friendly smile on an honest face—
That's pep!

The spirit that helps when another's down,
That knows how to scatter the blackest
frown,
That loves its neighbor and loves its town,
That's pep!

To say "I will"—for you know you can—
That's pep!
To look for the best in every man—
That's pep!
To meet each thundering knockout blow,
To come back with a laugh, because you
know,
You'll get the best of the whole darned
show—
That's pep!

Life

Life is a leaf of paper white
Whereon each one of us may write
His word or two; and then come night.

Though throbs have time
But for a time, but that sublime,
Not failure, but low aim, is crime.
—James Russell Lowell

Then and Now

When Washington was president,
As cold as any Icicle,
He never on a railroad went.

And never rode a bicycle,
He read by not electric lamp,
Nor heard about the Yelbowaters;
He never licked a postage stamp,
And never saw a telephone.

His trousers ended at the knees;
By wire he could not send a dispatch,
He filled his lamp with whale-oil grease
And never had a match to scratch.
But in these days it's come to pass,
All work is with such dashing done—
We've all these things; but then, alas!
We seem to have no Washington.

—Meyer E. Weir

An ounce of push is worth a pound of
pull.

The Sleepy Age

When I was young I'd go to work
And never see a bed,
And then my downy couch I'd seek
And sleep like I was dead;
Around the clock with Morphine
I'd soothe and dream and snore—
Arise with youthful impetus
And go a few days more.

In youth I used to stay awake—
My slumbers I'd postpone,
Sleep was a thing that I could take
Or I could leave alone;
But now old Somnus seems a jinx
Who makes my errands lame,
No longer will some forty winks
Refresh my jaded frame.

Sometimes I fall asleep by day
As in my chair I rest,
And every night I hit the hay
While subconscious gain the west;
In youth, 'tis true, I used to woo
Till half past three or four,
But now I have a rendezvous
With John J. Ostermoo.

The Tool Box

I saw a tool box on a bench,
Equipped with saw, plane and wrench,
A hammer and a set of drills,
A level for the doors and sills.
Then came the man and said to me:
"I keep them under lock and key.

"Though now those things I never use,
Not one of them I want to lose,
Perhaps some day I'll need again
The hammer or the wrench or plane,
And they are handy things to own
If ever should the need be known."

Above those tools I seemed to view
The marvelous things which they could do,
The happy hours which they could build,
The rooms with childish laughter filled,
If only he would set them free
Who kept them under lock and key.

Am I not like this man, afraid
That I shall miss some shining blade
Or need the substance I might lend
When I am asked to play the friend?
Is not the better side of me
Too often under lock and key?

I have the tools with which to build
A round of years with misery filled
A man of cheer I might become,
But oh, too oft my life are dumb!
Which means to serve my life is stocked,
But, like the tools, I keep them locked.
—Edgar A. Guest

The Crayon Portrait

(Copyright, 1924)

The old crayon portrait of father, at last
We have put it away.

We have stored it high up in the attic, and
stored it, I fancy, to stay.
'Tis not that we think less of father, or
have ceased to remember his name,
'Tis because we have tired of that picture
and tired of that horrible frame.

I remember the day that we bought it,
I remember that man who appeared
And earnestly pleaded with mother—I re-
member the end of his beard.
I remember the pictures he showed her;
today I can still hear him tell
He could make one of father just like
them—seven dollars and a half, and
she fell!

She loaned him the group we'd had taken,
with dad in the center, and he
Even there lacked the smile of good nature
which I'd grown accustomed to see.
But the man said he'd give him a twinkle;
his forehead he'd slightly enlarge,
And trim up his whiskers a little, and
make no additional charge.

Well, he burnished and polished up father,
he laid he threw up in the air,
He gave him a large Adam's apple, and
a nervous necktie to wear.
But none of the children would have known
him if the man hadn't told us his
name.
But when mother had paid for the picture
she went into debt for the frame.

That old crayon portrait of father, at last
we have stored it away.
It recalled not the father who loved us, but
rather the lad of his day.
I think it's an father would wish it—
he'd choose to be stowed away flat.
Than that strangers should gaze on the
picture and that think that he once
looked like that!
—Edgar A. Guest

Recipe for a Day

Take a dash of cold water and a spoon-
ful of heaven of prayer,
A little bit of sunshine gold dissolved in
the morning air;
Add to your meal some merriment and a
thought for kith and kin;
And then as a prime ingredient a penny
of good work thrown in;
But spice it all with the essence of love
and a little whiff of play,
And a wise old book and a glance upon
complete a well spent day.

Home

Home ain't a place that gold can buy or get
up in a minute;
Afore it's home there's got t' be a heap o'
livin' in it;
Within the walls there's got t' be some
babies born, and then
Right there y've got t' bring 'em up t'
worse good, an' men;
And gradjerly, as time goes on, yo find yo
woidn't part
With anything they ever used—they've
grown into yer heart;
The old high chairs, the playthings, too,
the little shoes they wore
Ye heard; an' if ye could y'd keep the
thumb-marks on the door.

Ye've got t' weep t' make it home, ye've
got t' sit and sigh,
And watch beside a loved one's bed, an'
know that Death is nigh;
An' in the stillness of the night t' see
Death's angel come,
An' close the eyes of that smiled, an'
leave her sweet voice dumb.
For these are scenes that grip the heart,
an' when yer tears are dried,
Ye find the home is dearer than it was, an'
satisfied;
An' taddin' in yo always are the pleasant
memories
O' her that was an' is no more—ye can't
escape from these.

Ye've got t' ring an' dance for years, ye've
got t' rump an' play,
An' learn t' love the things ye have by
wear 'em each day;
Even the roses 'round the porch must
blossom year by year
Afore they 'come a part o' ye suggestin'
summe dear
Who used t' love 'em long ago, an' trained
'em jes' t' run
The way they do, so's they would get the
early mornin' sun;
Ye've got t' love each brick an' stone from
cellar up t' dome;
It takes a heap o' livin' in a house t' make
it home.
—Edgar A. Guest

Failure

What is failure? It's only a spur
To a man who receives it right,
And it makes the spirit within him stir
to get up once more and fight!
If you have never failed, it's an even guess
If you have never won a high success.
—Edmund Vance Cooke

Team Work

It's all very well to have courage and skill,
And it's fine to be counted a star;
But the single deed, with its touch of thrill
Doesn't tell us the man you are.
For there's no one hand in the game we
play,
We must work to a bigger scheme;
And the thing that counts in the world
today
Is how do you pull with the team?

It is all very well to fight for fame,
But the cause is a bigger need;
And what you do for the good of the game
Counts more than the flash of speed;
It's the long, long haul and the dreary
grind
Where the stars but faintly gleam,
And it's leaving all thought of self behind
That fashions a winning team.

You may think it fine to be praised for
skill,
But a greater thing to do
Is to set your mind and to set your will
On the goal that's just in view;
It's helping your fellow man to succeed
When his chances hopeless seem;
It's forgetting self till the game is over
And fighting for the team.

—Edgar A. Guest

Keep a-Trying

Say, "I will!" and then stick to it—
That's the only way to do it.
Don't build up awhile and then
Tear the whole thing down again.
Set the tool you wish to gain,
Then go at it heart and brain,
And, though clouds shut out the sun,
Do not dim your purpose true
With your stalling.
Stand erect, and like a man
Know "They can who think they can."
Keep a-trying.

Had Columbus, half seas over,
Turned back to his native shore,
Men would not, today, proclaim
'Round the world his deathless name,
so must we sail on with him
Past horizons far and dim,
Till at least we own the prize
That belongs to him who tries
With faith and daring,
Own the prize that all may win
Who, with hope, through thick and thin
Keep a-trying.

—Reynolds

The Land of Beginning Again

I wish that there were some wonderful place
Called the Land of Beginning Again,
Where all our mistakes and all our heart-
aches
And all of our poor, selfish grief
Could be dropped like a shabby old coat at
the door
And never put on again.

I wish we could come on it all unaware,
Like a hunter who finds a lost trail;
And I wish that the one whom our blind-
ness had done
The greatest injustice of all
Could be at the gates, like an old friend
that waits
For the comrade he's gladdest to hail.

We would find all the things we intended
to do
But forgot, and remembered too late,
Little graces unspoken, little promises
broken
And all of the thousand and one
little duties neglected that might have
perfected
The day for one less fortunate.

It wouldn't be possible not to be kind
In the Land of Beginning Again,
And the ones we misjudged and the ones
whom we grudged,
Their moments of victory here,
Would find in the grasp of our loving hand
easy
More than persistent lips could explain.

For what had been hardest we'd know had
been best,
And what had seemed too good would
be gain;
For there isn't a sting that will not take
wing
When we've faced it and laughed it
away.

And I think that the laughter is most what
we're after
In the Land of Beginning Again!
—Lewisa Fletcher Turkington

Spinach

(Copyright, 1924)

Oh, the good old days of boyhood, they are
gone forever more,
With their laughter and their shouting and
the exit about the door,
Now the games we played are over, and
the old school house is down,
And the rooms have built a city where
there used to be a town.

But last night I caught a vision of a dining
table neat
And a heaping dish of spinach which
mother made us eat.

Now I hold no love for spinach. In the
days of long ago
And their endless round of pleasures, there
was that one touch of woe.
Just the blenheim to the laughter which I
could not live again,
I would I turn away from manhood and
escape its name and pain;
Though I'd like to be a youngster, I'd not
willingly repeat
That springtime dish of spinach which the
mother made us eat.

Well, I know that it's a tonic. I've been
told of it oft enough,
And a very wholesome diet, but I never
liked the stuff,
And I used to squint and squint and the
smile would leave my face
Every time I saw my mother putting
spinach at my place.
All in vain were my skomies, I could never
leave my seat.
'Till I'd finished up that spinach which the
mother made me eat.

Now I hear his mother saying just what
mother said to me:
"You must eat your dish of spinach if it
a strong boy you would be."
And I hear him argue with her, and a
chuckle soft and low
As he remembers and he grumbles just as I
did long ago;
And I say unto his mother, as her pleading
eyes I meet,
"You can lead a boy to spinach, but it's
hard to make him eat."
—Edgar A. Guest

Content

'Tis not enough to do good ill
Though every bit helps aught,
But just to do your bit and quit
When's cause success to come;
To swim against the backward tide—
To measure every inch—
A man must not be satisfied
Until he's done his best.

I'd rather fall of worthy deed
And know my aim was high,
Than in the lower aim succeed,
Or with pretense get by;
I do not crave the hall of fame
When I am laid to rest,
If friends will carve to-morrow's my name:
"He always did his best."

Extras

When you're building your house take a
warning from me—
Won't alter or change anything that you
see!
When once you've agreed on the cost of
the place,
Go out of the city and don't show your
face
To the mason, the plumber, the carpenter's
crew,
For the things they call "extras" will
paralyze you.

Should you say: "Put a hook here to hang
up my hat."
You'll find an "extra" they've charged
you for that.
Should by chance you remark to the boss:
"Do you think
The gas range should stand where you're
putting the sink."
He will say with a smile: "That's a very
good change"
But that's twelve dollars "extra" for mov-
ing the range.

Should you fancy white paint where you've
ordered it blue,
Right gladly they'll smear on the white
stuff for you;
But they're somewhere in hiding a man
who knows books,
Who counts up the nails and the bolts and
and the books,
And seeing white paint where the plan
called for blue,
He puts down an "extra" and bills it to
you.

That man is a marvel. He eats not, nor
sleeps,
So strict an account of your orders he
keeps.
Should you change but the type of the
hinge on the door,
That goes down as an "extra" and costs so
much more,
So when building a house alter nothing
you see,
And beware of these "extras" which bank-
rupted me.
—Edgar A. Guest

May

Here's May in the world,
With her petals of pink
And her smiles just as bright
As a baby's first wink.
And the trees newly awoken
In the loveliest green,
Of young life where the scars
And old winter have been!

Here's May once again!
With her orchards in bloom,
Like a bride at the altar
Arrayed for the groom;
There's a wreath in her hair,
And her bridal bouquet
Beaters beauty afar
As she flings it away.

Here's May with her youth,
Just as lovely to see
As when first the world looked
On the bloom of the tree.
Man runs his brief race,
Then his story is told
And the grave takes him in,
But May never grows old.

Here's May! The same May
Which thrilled me of the past.
As she was long ago,
She shall be to the last,
And though over the world
Countless ages have rolled,
May has smiled at them all
And never grown old.

—Edgar A. Guest

The Living

You will praise him when he's gone,
When his earthly struggle closes
You may send the Sorist's roses
His dark tier to be open;
When he cannot hear or see
You will wear your friendly
But 'twere better far, he'd vow,
If he had your friendship now.

You will speak about his worth;
When he has no need of fame,
You will glorify his name
When at last he quits the earth;
And if he should die today,
Many kindly things you'd say,
But I wonder why do men
Always seem to wait till then?

When the front is on his cheek
And his hands he still and cold,
All his good deeds will be told,
Those who're silent now will speak;
When at last his journey ends
He will pass through lines of friends,
But today he must know
That his neighbors love him so.

Draw up, friends, on either side
For the man who lives today!
Smile at him and smooth his way,
Let the line be long and wide,
Let your praise of him be said
As you would if he were dead,
Make his living march as fine
As shall be his funeral line.
—Edgar A. Guest

A Plea

Lord, let me bring a little grace
To every dark and gloomy place.
Let me rejoice that I can give
Some splendor to the life I live,
A little faith when I am tried,
A little joy where I am tried,
A touch of friendship now and then
To mark my comradeship with men.

Lord let me bring a little faith
To all who share my days on earth;
Let something I have said or done
Reveal, when I have traveled on,
To prove the man I've tried to be,
And make men glad they walked with me.
A flower, a smile, a word or cheer,
Make these my gifts from year to year.

Lord, not for high renown I ask,
Let me bring merit to my task.
A fair companion I would be
For all who share life's toll with me;
When heavy burdens weigh me down
Grant me the courage not to frown,
And however my hopes shall end,
Let me not cease to play the friend.

Lord, let me *glory* where I go
Sense little joy to all I know,
Let these into my life be wrought—
A little faith, a little thought,
A little faith, a little grace
To glorify the common place.
Lord, let some little splendor shine
To mark this earthly course of mine.

—Edgar A. Guest

A Job for You

"The Lord had a job for me, but I had so much to do, I said,
You get somebody else, or wait till I get through."
I don't know how the Lord came out, but
He seemed to get along—
But I felt kind of sneaking like, knowing
I'd done God wrong—
One day I needed the Lord, needed Him
Myself-needed Him right away—
And He never answered me at all; but I
could hear Him say—
Down in my accus' heart, I've got too
much to do;
You get somebody else, or wait until I get
through."
Now, when the Lord He has a job for me,
I never tries to shirk;
I'd say when I have on hand and do the
Good Lord's work—
And my affairs can run along, or wait till
I get through;
Nobody else can do the job that God's
worked out for you."

—Dasher

Waiting

I could say nice things about him;
I could praise him if I would;
I could tell all about his kindness,
For he's always doing good.
I could boast him as he journeyed
Over the road of life to-day;
But I let him pass in silence
And I've not a word to say;
For I'm one of those now waiting—
Ere a word of Praise is said,
Or a word of comfort uttered—
Till the friend we love has died.

I could speak of tender brother
As a man it's good to know;
And perhaps he'd like to hear it,
As he journeys here below,
I could tell the world about him
And his virtues all recall,
But at present he is living,
And it wouldn't do at all;
So I'm waiting, yes, I'm waiting
Till the spark of life is dead;
Ere I raise my voice to praise him
I must know that he is dead.

I appreciate the kindness
That he's often shown me,
And it will not be forgotten
When I speak his eulogy.
I should like to stand in public
And proclaim him "friend of mine";
But that isn't customary,
So I give the world no sign
Of my love for kinder brother,
Who has often helped me here.
I am waiting ere I praise him,
Till I stand before his hier.

—Edgar A. Guest

Friendship

The happiest business in all the world
Is that of making friends,
And no investment on the street
Pays bigger dividends.
Life is more than stocks and bonds,
Love is more than rate per cent.
And he who gives in friendship's name
Shall reap as he has sown.
Life is the great investment,
And no man lives in vain
Who guards an hundred friendships
—As a miser guards his gain.
So, give the world a welcome
Each day, whoso'er it sends,
And they no mortgage'd offer forego
That partnership of friends.

—I. E. Hunt

The House By the Side of the Road

There are hermit souls that live withdrawn
In the peace of their seclusion;
There are souls, like stars that dwell apart,
In a fellowless firmament;
There are pioneer souls that blaze their
paths
Where highways never ran—
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,
Where the race of men go by—
The men who are good and the men who
are bad,
As good and as bad as I,
I would not sit in the corner's seat,
Or hurl the cynic's ban;
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 men who come with the order of his
will,
The men who are faint with the strife,
But I turn not away from their smiles nor
their tears—
Both parts of an infinite plan;
Let me live in my house by the side of the
road,
And be a friend to man.

I know there are brook-gladdened meadows
ahead,
And mountains of wearisome height;
That the road passes on through the long
afternoon,
And stretches away in the night;
But still I rejoice when the travelers re-
joice
And weep with the strangers that moan,
Nor live 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,
Where the race of men go by—
They are good, they are bad, they are weak,
They are strong,
Wise, foolish, so am I,
Then why should I sit in the corner's seat,
Or hurl the cynic's ban?
Let me live in my house by the side of the
road,
And be a friend to man.

—Sam Walter Foss

The Important Job

I may fail to be as clever as my neighbor
down the street,
I may fail to be as wealthy as some other
men I meet,
I may never win the glory which a lot of
men have had,
But I've got to be successful as a little
fellow's dad!

There are certain dreams I cherish which
I'd like to see come true,
There are things I would accomplish ere
my time of life is through,
But the task my heart is set on is to guide
a little fellow's dad!

And to make myself successful as that
little fellow's dad,
I may never come to glory, I may never
gather gold,
Men may list me with the failures when
my business life is told
But if he who follows after shall be manly,
I'll be glad
For I'll know I've been successful as that
little fellow's dad.

It's the one job that I dream of, it's the
task I think of most,
If I failed that growing youngster, I'd
have nothing else to boast;
For though wealth and fame I'd gathered,
all my future would be sad
if I'd failed to be successful as that little
fellow's dad.

—Edgar A. Guest

The Thinker

"Bark of the beating hammer,
By which the steel is wrought,
Bark of the workman's clamor,
The seeker will find the thought,
The thought that is ever master
Of iron and steam and steel,
That rises above disaster
And triumphs it under heel."

"The dredge may fret andinker
Or labor with lusty blower,
But back of him stands the thinker,
The clear-eyed man who knows,

Dark of all stands the schemer,
The thinker who drives things through;
Bark of the job—the dreamer
Who is making the dream come true."

—Norton Bradley

We do not need more Material development, we need more Spiritual development.

We do not need more Knowledge, we need more Character.

We do not need more Government, we need more Culture.

We do not need more Law, we need more Religion.

We do not need more of the things that are Seen, we need more of things that are Unseen.

—Cecil Corbridge

Two Thoughts for Every Day

The man who try to do something and fail, are infinitely better than those who try to do nothing and succeed.

—Lord James

Good Enough

My son, beware of "good enough," it isn't made of sterling stuff; It's something any man can do, It marks the many from the few, It has no merit in the eye, It's something any weak can buy, Its name is not a sham and bluff, For it is never "good enough."

With "good enough" the althinks stop In every factory and shop.

With "good enough" the failures rest And lose to men who give their best. With "good enough" the car breaks down And men fall short of high renown; My son, remember and be wise, In "good enough" disaster lies.

With "good enough" have ships been wrecked.

The forward march of armies checked, Great buildings burned and fortunes lost, Nor can the world compute the cost In life and money it has paid Because all "good enough" men stayed, Who stop at "good enough" shall find Honors has left him far behind.

There is no "good enough" that's short Of what you can do and you ought; The law which may escape the eye And temporarily get by, Shall weaken underneath the strain And wreck the ship or car or train. For this is true of men and stuff— Only the best is "good enough."

—Edgar A. Guest

Commonplaces

This is every commonplace,
Very commonplace, but true;
If you keep a smiling face
All the world will smile at you:
This is whispered everywhere;
Liar no one wants to meet,
Therefore, keep your record fair,
Never lie and never cheat.

No one ever speaks the praise
Of a swart man and mess,
No one ever sees the ways
Of the vulgar and unclean;
Knowing this, why cultivate
Habits all your friends detest?
Why be one the world will hate
Why not seek for what is best?

Misers draw their fellows' scorn,
So, of selfishness beware,
With the right to choose we're born
Why not follow what is fair?
Men admire the youth who tries,
All upon the idler flows;
Therefore, why not seek to rise?
Why deliberately go down?

Be you cheerful, brave and kind,
Keep the simplest pledge you give,
And wherever you go you'll find
Friends about you while you live;
Do your best at every turn
Help another when you can,
This is all you need to learn,
All the world admires a man!

—Edgar A. Guest

Thrift Wisdom

"Economy makes happy homes and sound nations. Instill it deep."

—George Washington

"No boy ever became great as a man who did not in his youth learn to save money."

—John W. Wambsler

"Above all, teach the children to save; economy is the sure foundation for all virtues."

—Victor Hugo

"Teach economy. That is one of the first and highest virtues. It begins with saving money."

—Cleveland Lincoln

"Save and teach all who are interested to save; thus pave the way for moral and material success."

—Thomas Jefferson

"Go to the ant, thou sluggard; consider her ways, and be wise; which having no guide, overseer, or ruler, provideth her food in the summer, and gathereth her meat in the harvest."

—The Bible

The Helpless Man

"Last night I dreamed I'd died," said she,
"Passed from this world and trouble-free;
And getting up to heaven's gate,
I was received in royal state.
'Come in and rest,' St. Peter said,
'Poor, weary wife be comforted,
Come in and put your cares away.'
'No, no,' said I, 'I must not stay.'"

"What troubles you?" he asked and smiled,
"At last you've come to heaven, child!
'I know,' I said, 'and I am proud
To think in here I'd be allowed,
But back to earth please let me go
My helpless husband needs me so;
Since first I took his wedding ring
He hasn't found a single thing."

"I have to find his shoes and coats
His overcoats and tie and hats;
At morn' I've passed him out his hose,
Where they are kept he never knows,
And were they right beneath his nose
He'd never see them. When he goes
Upon a little business trip
I must be there to pack his grip."

"Poor man, he'll quickly come to grief
He cannot find his handkerchief,
In vain about the house he'll look
For his pajamas on the hook;
For thirty years I now assert
I've put the buttons in his shirt.
Without me now, I'm asking you
Whatever will my husband do?"

—Edgar A. Guest

"Forget It"

If you see a tall fellow ahead of a crowd
A leader of men, marching fearless and proud,
And you know of a tale whose mere telling
Would cause his proud head in grief to be bowed,

It's a pretty good plan to forget it.

If you know of a skeleton hidden away
In a closet guarded and kept from the day
In the dark; and whose showing,
Whose sudden display

Would show grief and sorrow and life-long dismay,
It's a pretty good plan to forget it.

If you know of a thing that will darken
The joy
Of a MAN or a WOMAN or a GIRL or a BOY,
That will wipe out a smile or beat away

A fellow or cause any gladness in day,
It's a pretty good plan to forget it.

—John White

Two Brothers

Bill bought a car with his money and
Joe bought a piece of ground,
Bill was a swell for a year or two as he
traveled the country round;
But the car grew old and the paint came
off and often times went flat,
But Joe's land didn't depreciate in any
such way as that.

Joe had little to show at first for the
money he had spent
For a piece of ground couldn't follow him
round on pleasure or business bent;
And Bill was a swell for a year or two, but
the worth of a car goes down
While a bit of the earth increases its worth
if it's close to a thriving town.

Today Joe rides in a modern car, for a
bit of his land he sold,
And he has no fear of the coming year,
no terror of growing old;
For he bought land with his little coin,
while Bill bought a shiny car,
And it pays to wait to be up-to-date.
The moral? Well, here you are!

—Edgar A. Guest

A Nation's Builders

Not gold, but only men can make
A people great and strong—
Men who, for truth and honor's sake,
Stand fast and suffer long.
Brave men, who work while others sleep,
Who dare while others fly—
They build a nation's pillars deep
And lift them to the sky.

—Ralph Waldo Emerson

Epigrams

Worry's worst enemy is work.
Nobody throws rocks at a dead bird.
An ounce of push is worth a pound of pull.

A rolling stone is always headed for the bottom.
Moss never grows on a back that keeps moving.

What you will be depends upon what you are.

If you are in a rut, look out, but look in, too, for the trouble's probably there.

Every time you help the other fellow up the hill you get a little higher yourself.

Most of the things that are put off until tomorrow should have been done yesterday.

National, State and County Officers

NATIONAL OFFICERS

President: _____

Vice President: _____

Secretary: _____

Treasurer: _____

Executive Committee: _____

Advisory Board: _____

STATE OFFICERS

Chairman: _____

Vice Chairman: _____

Secretary: _____

Treasurer: _____

Executive Committee: _____

COUNTY OFFICERS

Chairman: _____

Vice Chairman: _____

Secretary: _____

Treasurer: _____

Executive Committee: _____

Legislative Department

LEGISLATIVE DEPARTMENT

Members of the National Board: _____

Members of the State Board: _____

Members of the County Board: _____

Members of the Executive Committee: _____

Members of the Advisory Board: _____

Members of the Legislative Committee: _____

Members of the Finance Committee: _____

Members of the Publicity Committee: _____

Members of the Education Committee: _____

Members of the Social Service Committee: _____

Members of the Women's Committee: _____

Members of the Young People's Committee: _____

Members of the Foreign Relations Committee: _____

Members of the National Committee: _____

Members of the State Committee: _____

Members of the County Committee: _____

STATE OFFICERS

Chairman: _____

Vice Chairman: _____

Secretary: _____

Treasurer: _____

Executive Committee: _____

COUNTY OFFICERS

Chairman: _____

Vice Chairman: _____

Secretary: _____

Treasurer: _____

Executive Committee: _____

LEGISLATIVE DEPARTMENT

Members of the National Board: _____

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Members of the Women's Committee: _____

Members of the Young People's Committee: _____

Members of the Foreign Relations Committee: _____

Members of the National Committee: _____

Members of the State Committee: _____

Members of the County Committee: _____

Leban College (Young Junior College)	Mapleton
W. J. Buchanan, President	
Luther College	DeWaver
George L. Ulrich, Acting President	
Marian College	Sioux City
Frank E. Rowman, President	
Parsons College	Fairfield
Howard McDonald, President and Acting Dean	
Penn College	Dakota
Henry Edwin McGraw, President	
St. Andrew College	Des Moines
Rev. Rev. W. L. Leitch, President	
Sioux College	Indianola
John Linquist, President	
Tabor College	Tabor
S. E. Linn, President	
Upper Iowa University	Dubuque
Rev. Cornelius W. Stiffens, President	
Western College	Clinton
Wm. C. S. Powell, President	
Western Union College	Le Mars
Charles A. Mack, President	
Iowa State Board of Education	
David D. Murphy, President	Elkhart
George V. Baker	Des Moines
Charles S. Drexler	Dallas Center
F. K. Bullock	Des Moines
Edward F. Schaeffer	Des Moines
William C. Strohbecker	Leban
Charles H. Thomas	Des Moines
Pauline Lewelling Davis	Osceola
JUDGES OF THE DISTRICT COURT	
First District	
John K. Cole	Keokuk
W. S. Hamilton	Fort Madison
Second District	
COUNTIES—Appanoose, Clark, Jefferson,	
Linn, Monroe, Van Buren and Warren	
D. M. Anderson	Albia
W. M. Walker	Kennett
W. F. Hester	Keosauqua
E. S. Wells	Osage
Third District	
COUNTIES—Adair, Clarke, Decatur, King-	
man, Taylor, Union and Wayne	
H. H. Carter	Corning
Harmon A. Fuller	Maquoketa
A. Ray Kassel	Maquoketa
Fourth District	
COUNTIES—Monroe and Woodbury	
Harold B. Morgan	Sioux City
C. C. Hamilton	Sioux City
Miss W. Newby	Osawa
Albert O. Wadsworth	Sioux City
Fifth District	
COUNTIES—Adair, Dallas, Calhoun, Madison, Marion and Warren	
J. W. Ashbaugh	Calhoun
W. S. Cooper	Waterloo
A. C. Vander Poo	Keosauqua
Sixth District	
COUNTIES—Jasper, Keokuk, Mahaska, Pottawattamie and Washington	
Chas. A. Steere	Washington
W. H. Hewitt	Grassland
W. J. Taylor	Grassland
James D. Smith	Bellevue
Seventh District	
COUNTIES—Clayton, Jackson, Muscatine and Scott	
A. F. Barker	Clinton
A. J. Bond	Maquoketa
W. S. Jackson	Maquoketa
F. D. Latta	Des Moines
Wm. W. Smith	Des Moines

IOWA STATE SENATORS, 1923-1927	
Dist. Name	Address
1—L. N. Beach	St. Madison
2—Chas. J. Feltus	Madison
3—Lloyd Hill	Des Moines
4—H. H. Satter	Des Moines
5—H. C. Gier Roberts	Des Moines
6—H. E. Fackler	Des Moines
7—H. C. Bowers	Des Moines
8—H. A. Darling	Des Moines
9—J. E. Baird	Des Moines
10—H. J. Snowball	Des Moines
11—C. E. Barr	Des Moines
12—Frank Shaw	Des Moines
13—W. A. Clark	Des Moines
14—John N. Lavelle	Des Moines
15—J. E. Baird	Des Moines
16—John A. Nelson	Des Moines
17—J. D. Buser	Des Moines
18—D. W. Kimberly	Des Moines
19—C. E. Barr	Des Moines
20—Chas. S. Brown	Des Moines
21—L. N. Beach	Des Moines
22—G. C. Cawood	Des Moines
23—W. G. Haskell	Des Moines
24—H. E. Fackler	Des Moines
25—W. E. McLeod	Des Moines
26—A. H. Bergeson	Des Moines
27—W. J. Goodwin	Des Moines
28—J. H. Strum	Des Moines
29—H. M. Stockard	Des Moines
30—A. J. Egan	Des Moines
31—H. S. Stover	Des Moines
32—M. L. Burman	Des Moines
33—H. M. Ramsey	Des Moines
34—O. E. Hartman	Des Moines
35—O. E. Gundersen	Des Moines
36—C. F. Johnston	Des Moines
37—A. E. Stockard	Des Moines
38—H. C. Wynn	Des Moines
39—H. E. Campbell	Des Moines
40—F. C. Beckwith	Des Moines
41—G. E. Perkins	Des Moines
42—H. E. Davis	Des Moines
43—P. C. Lockwood	Des Moines
IOWA STATE REPRESENTATIVES, 1923-1927	
Dist. County	Name
1st Adair	J. W. Roberts
2nd Adams	M. E. Ender
3rd Allamakee	J. H. Hager
4th Appanoose	F. J. Feltus
5th Audubon	H. H. Satter
6th Benton	Wm. S. Buser
7th Blackhawk	C. A. Hall
8th Boone	Matthew J. Francis
9th Boone	Chas. G. Barrett
10th Buchanan	F. B. Trout
11th Butte	M. L. Thomas
12th Butler	E. B. Eddie
13th Calhoun	Waynes E. McCracken
14th Cass	Chas. W. Hill
15th Cass	Chas. W. Hill
16th Cedar	G. A. Kaufman
17th Cherokee	W. C. Dewar
18th Cherokee	W. C. Dewar
19th Clarke	F. M. Hartman
20th Clarke	F. M. Hartman
21st Clay	J. A. King
22nd Clay	J. C. Hand
23rd Clinton	John Egan
24th Crawford	James D. Fleming
25th Dallas	Chas. Strohbecker
26th Dallas	Chas. Strohbecker
27th Davis	Chas. Anderson
28th Davis	Chas. Anderson
29th DeWaver	Howard A. Matthews
30th Dickinson	Francis Johnson
31st Dubuque	John Rader
32nd Dubuque	John Rader
33rd Emmet	Wm. W. Blake
34th Fayette	Wm. W. Blake
35th Floyd	Lyle Hill
36th Franklin	A. D. Lattin
37th Franklin	A. D. Lattin
38th Grundy	John Latta
39th Guthrie	Frank W. Vincent
40th Hamilton	Earl W. Hanson
41st Hancock	H. B. Deane
42nd Hancock	H. B. Deane
43rd Harrison	Wm. E. Smith
44th Henry	Chas. Ruffin
45th Howard	Chas. Ruffin
46th Humboldt	Chas. Ruffin
47th Ida	Chas. Ruffin
48th Iowa	Chas. Ruffin
49th Jackson	Thomas Martin
50th Jasper	Chas. Ruffin
51st Jefferson	William L. Lind
52nd Johnson	Chas. Ruffin
53rd Jones	Chas. Ruffin
54th Keokuk	Chas. Ruffin
55th Keosauqua	Chas. Ruffin
56th Lincoln	Chas. Ruffin
57th Linn	Chas. Ruffin
58th Louisa	Chas. Ruffin
59th Lucas	Chas. Ruffin
60th Mahaska	Chas. Ruffin
61st Marshall	Chas. Ruffin
62nd Marshall	Chas. Ruffin
63rd Mitchell	Chas. Ruffin
64th Monona	Chas. Ruffin
65th Montgomery	Chas. Ruffin
66th O'Brien	Chas. Ruffin
67th Osceola	Chas. Ruffin
68th Palo Alto	Chas. Ruffin
69th Pocahontas	Chas. Ruffin
70th Polk	Chas. Ruffin
71st Pottawattamie	Chas. Ruffin
72nd Pottawattamie	Chas. Ruffin
73rd Pottawattamie	Chas. Ruffin
74th Ringgold	Chas. Ruffin
75th Sac	Chas. Ruffin
76th Scott	Chas. Ruffin
77th Shelby	Chas. Ruffin
78th Sioux	Chas. Ruffin
79th Taylor	Chas. Ruffin
80th Taylor	Chas. Ruffin
81st Union	Chas. Ruffin
82nd Van Buren	Chas. Ruffin
83rd Wapello	Chas. Ruffin
84th Warren	Chas. Ruffin
85th Wayne	Chas. Ruffin
86th Wayne	Chas. Ruffin
87th Wayne	Chas. Ruffin
88th Wayne	Chas. Ruffin
89th Wayne	Chas. Ruffin
90th Wayne	Chas. Ruffin
91st Wayne	Chas. Ruffin
92nd Wayne	Chas. Ruffin
93rd Wayne	Chas. Ruffin
94th Wayne	Chas. Ruffin
95th Wayne	Chas. Ruffin
96th Wayne	Chas. Ruffin
97th Wayne	Chas. Ruffin
98th Wayne	Chas. Ruffin
99th Wayne	Chas. Ruffin
100th Wayne	Chas. Ruffin

Arithmetic

ARITHMETIC

February, 1928

- Mustin usually sold at 16c per yard was marked down to 13c per yard. What was the per cent of discount?
- Solve the following problems:
 $3.84 + 3.66 + 1.94 + 3.13$
 $164.45 - 34$

- A pile of wood is 60 ft. long, 4 ft. wide and 12 ft. high. How many cords of wood is the pile?
- State the method of adding fractions. State the method of dividing fractions.

- A man rented a house for \$45 per month. This was 12½% more than he had been paying. How much had he been paying?
- A man spent 20% of his time in Minnesota, 20% of his time in Iowa, one-half the remainder in Wisconsin, and what time he had left at his home in Chicago. How many days during the year did he spend at home?

ARITHMETIC

Mar, 1928

- A man spends \$5. of his salary for clothes. If he spends \$36 for clothes, what is the amount of his salary?
- A farmer had to throw off 20% of his load of hay. The remainder of his load weighed 2,316 lb. What was the weight of his original load?
- A milkmaid sold during the morning 12 gallons, 3 quarts, 1 pint of milk at 5 cents per pint. How much did he receive for his milk?
- How many board feet in a piece of lumber 15 feet long by 4 inches wide by 2½ inches thick?

- (a) Reduce to lowest terms:
 $\frac{3}{10}$, $\frac{5}{12}$, $\frac{7}{15}$, $\frac{9}{16}$
- (b) How are mixed fractions changed to improper fractions?
- (a) Multiply:
 43×14 , 63×14
- (b) Divide:
 $\frac{3}{4} \div \frac{5}{8}$, $\frac{11}{12} \div \frac{3}{4}$

- Find the amount of this three-halft. tin. 42 bushels of oats at 25c per bushel, 566 bushels of wheat at 4c per bushel, 120 bushels of rye at 40c per bushel.
- How many yards of carpet ¾ yard wide must be bought for a floor 18 feet long and 16 feet wide, if the strips are laid lengthwise, 2 yards being allowed for waste in matching?
- A ladder 20 feet long is placed against a house so that the foot is 12 feet from the house and on the same level with it; what

is the distance from the top of the ladder to the ground?

- I sold coal at \$6.25 per ton, thereby making a profit of 25%, and a total profit of \$250. How many tons did I sell?
- How many sacks, holding 25 lb. each, can be filled from a ton of sugar?

ARITHMETIC

February, 1928

- Multiply the sum of five-sixths and three-fourths by their difference.
- Multiply 4.57 by $.63$
- Divide 4.87 by 4
- Find the amount of \$231 at 6% for 2 years, 7 months and 12 days.
- Find the cost of a farm 480 rods by 220 rods at \$50 per acre. How much will it cost to put a fence around this farm at 60 cents per rod?

5. If the amount of the yearly food for many airplanes is estimated at \$100,000,000 were invested in \$100 Liberty Loan Bonds at 3½ per cent interest, what would be the yearly income? How many airplanes could be bought with the amount wanted on food annually by the American people?

6. In a recent cable from France, the American Red Cross was asked to supply 200,000 large gauze wipes. These are made from gauze that is one yard wide. They are cut 22 inches by 18 inches. How many are cut from one yard of gauze? How many are ½ cent per yard, how much will it cost to fill this order? How many junior memberships at 25 cents each will it take to pay for these?

7. A man begins work at a salary of \$3,000. If he receives each year 10% more than he received the previous year, what is his salary for the fourth year?

8. A baseball club played 94 games of which it won 68. What per cent of the games were victories? What per cent were defeats?

9. A cow gives 750 lb. of milk in May. How much butter fat does the milk contain when 4½% of its weight is butter fat?

10. A man buys a house for \$1,000, paying his agent 5% commission for buying. He sells it for \$1,550 through another agent and charges 3% for selling. What is his net profit?

11. When 3 men can cut 7 acres of grass in one day, how many acres should 9 men cut at the same rate in the same time?

12. What is the annual income from \$27,750 invested in 5% bonds bought at 105% brokerage?

ARITHMETIC

Mar, 1928

- (a) Find the prime factors of 225.
(b) Find the greatest common divisor of 64, 128, 256.
- (a) Solve by cancellation 96%.
(b) Multiply $83 \times \frac{3}{4}$. (Do not use cancellation.)
(c) Divide 25 by $\frac{3}{4}$.
- (a) Multiply 1083 by 30406, and explain your operation.
(b) Reduce the following fractions to per cents: $\frac{3}{4}$, $\frac{5}{8}$, $\frac{7}{10}$, $\frac{9}{16}$.
- (a) After increasing the length of a kite string 10% it is 220 ft. long. How long was it at first?
(b) A man owned a cow that gave 600 lb. of milk testing 3.2% butter fat during one month. How many pounds of butter fat did the cow produce that month?
(c) A house and barn worth \$37,000 are insured for ¾ of their value. The premium is \$414. What is the rate of insurance?
(d) A man sold 15 gal. of milk at 5¢ per gallon and 5 cents per pint. How much did he receive for his milk?
(e) Two trains start 1250 miles apart and travel toward each other, one at the rate of 30 miles an hour, the other at 40 miles. How far apart will they be at the end of 15 hours?
(f) If ten chickens weigh 75 lb., 12 lb. each, in their average weight? What is their average value at 25c per lb.?

5. Find the cost of plastering a room 20 ft. long, 12 ft. 8 in. wide and 9 ft. 6 in. high at 25c a square yard.

10. A librarian purchased books amounting to \$123.50 and was allowed 20% discount and 4% discount for cash. Find the net cost of the books.

11. During the summer, a boy by picking berries made \$22.50, which he deposited in a bank September 1, 1912. How much did he have on deposit January 1, 1914. Interest being 4% on savings?

12. An ear of corn that in a recent show received the prize as a perfect ear, sold for \$150. If this ear contained 1242 grains, for how many cents did each grain sell?

ARITHMETIC

February, 1928

- Find sum, difference, product, and quotient of 4½ and 5½ using the last number for the divisor.
- Find sum, difference, product and quotient of 377,828 and 9287 using last number for the divisor.
- (a) Find cost of painting the floor of one car, having 120 ft. long, 80 ft. wide at 25c per sq. ft.
(b) Find cost of digging a cellar 83x210 ft. 6 in. at \$1.50 per cu. yd.

6. (a) In a school of 400 pupils, 45% are girls. How many boys? Girls?

(b) If I spend correctly 225 out of 250 words, what per cent should I make?

5. (a) A man spends \$27 per week, which is 37½% of his salary. How much is his salary?

(b) If a piano costing \$175 is sold for \$210, what is the gain %?

6. Find the interest on \$500 for 3 years, 7 mo. 15 da. at 5%.

7. If 20 bu. of potatoes cost \$42, how much will 30 bu. cost?

8. A horse tethered to a stake by a rope 21 ft. long can graze over how many sq. ft. of ground?

9. Find the length of the longest straight line that can be drawn on a floor 120 ft. long.

10. (a) What average price per lb. does a plantation owner receive for his tobacco crop consisting of 3900 lb. valued at 10½c per lb. and 500 lb. valued at 15c per lb.

(b) Find the cost of a farm 480 rods long and 220 rods wide at \$1.50 per acre.

ARITHMETIC

Mar, 1928

1. Subscriptions to the second Liberty Loan in four of the cities of the United States were as follows:

New York	\$1,559,413,450
Philadelphia	389,210,250
Cleveland	486,126,800
Chicago	483,325,100

(a) Write in words New York's subscription.
(b) How much more was subscribed in New York than in the three other cities? (c) How much more in the revolution around the sun, passed through space at the rate of about 19 miles a second. How far does it travel during a 30 minute revolution in Arithmetic?

3. Simplify $14/37 \times 74/98 + (6/11 + 4/7)$.

4. What is the cost of goods sold for \$55.00 at a loss of 2½ per cent?

5. A watchman at \$100.00 was bought by a dealer at 25 and 10% off and sold by him at 5 and 10% off from the same list price. How much did he gain?

6. Make out and receipt a bill for 22½ yards of muslin at 14c per yard, 5½ yds. of cambric at 13c a yard, and 20 handkerchiefs at \$1.60 per dozen.

7. How much must I invest in 4½ Liberty Bonds at par to obtain an annual interest of \$471.50?

8. Find the interest and amount of \$31.46 for 2 years three months at 5%.

9. A wall 12 ft. long 12 ft. high and 12 inches thick is built of bricks costing \$3.00

per M. What was the entire cost of the bricks? 22 bricks were sufficient to make a cubic foot of wall?

10. Mr. Wallace has a sile 15 ft. in diameter and 28 ft. high. He fills it with wheat in June, and estimates that 52 cubic feet of the chaffage will weigh a ton. How long will it last his herd of 20 cows, feeding each cow 45 lbs. per day?

11. A retailer bought leather faced cotton gloves at \$1.50 a dozen pair, obtaining 25 discount for cash payment, and sold them at 20c a pair. How much was his profit on 3 dozen pairs?

ARITHMETIC

February, 1921

1. (20) The following advertisement appeared in the newspaper: "217 acres, 78 under the flow, balance timber, pasture and meadow; good clay soil and clay subsoil. Price \$15,000, \$1,000 cash, balance at 6% per cent."

(19) a. What did the land cost per acre?
(18) b. What was the annual interest on the unpaid balance? How much would it average on each cultivated acre?

2. (15) A family income was budgeted as follows: Rent \$345, clothing \$100, food \$245, medical \$60, charity \$14, recreation \$48, laundry \$40, travel \$50, fuel \$45, miscellaneous \$45, saving \$105. What per cent of the income was saved?

3. (16) If a plow turns a furrow 16 1/2 inches wide, how many acres could be plowed in a day, the team drawing the plow 18 miles?

4. (15) If a cubic foot of stone weighs 16 pounds, what is the capacity in tons of a sile 15 feet in diameter inside measurement and 35 feet high?

5. (16) A school district which has an assessed valuation of \$254,500 wishes to raise \$4,047.70 for school purposes.
(15) a. What is the school tax rate expressed in mills?
(14) b. How much money will this tax raise on each \$100 of assessed valuation?

6. (18) The following is the record of a cow for three months' period:
Pounds of milk.....789 879 650
Per cent butterfat.....3.8 3.7 3.4
Prams per pound......656 79c 65c
What was the income from the butterfat for the three months?

7. (16) 181 sq How many yards of carpet 27 inches wide will be required to carpet the floor of a room 34 feet long and 18 feet wide, if the strips run the long way of the room, and 6 inches are allowed on each strip for loss in stretching?

(8) b. What sum would a pupil have to invest at 6 per cent to earn \$9.90 a year?

8. (14) A merchant a horse for \$260 and sold it for a note at 60 days for \$418. I discounted the note at 6 per cent the day it was made. What was my gain?

ARITHMETIC

Mar. 1921

1. A man with a tract of land containing 20 acres had 15 1/2 acres in meadow, 9 1/2 acres in fruit, 3 7/16 acres in garden, and the balance in lawn and grounds about the buildings. How much was in lawn and yards?

2. A real estate agent collected \$264.45 and received 4 1/2 cents for every dollar collected. How much did he get?

3. What interest may Bernice expect on her Liberty Bond of \$59.50 each six months if it pays her 3 1/2 %? What will the interest amount to in 20 years?

4. If poultry in dressing lose 10% of their weight, what should a dressed turkey weigh whose live weight was 15 pounds?

5. What will material cost at 34 cents a yard, for curtains for three windows each 26 inches in length? The curtains are to be two for each window, and 4 inches are to be allowed on each curtain for hems.

6. How many acres in a field 25 rods by 22 rods?

7. Find one side of a square field which contains 5,241 square rods.

8. Find the volume of a cylindrical silo 20 feet high and 12 feet across.

9. A man bought a horse valued at \$4,500.00, giving 12 cows at the rate of \$75 each, a horse at \$225 and the remainder in cash. How much money did he pay?

10. Miss Hinch wishes to purchase the articles named below. The morning paper announced a sale reducing prices as follows:
Coat marked \$15 reduced to \$4.50;
Silk dress marked \$20 reduced to \$11.50;
House marked \$1.75 reduced to 93c.
How much could she save by buying these at sale prices?

11. Find the cost of 25 yards of cloth at 25c per yard.

ARITHMETIC

February, 1922

1. Write in words: \$425, 502, 6 1/2 lbs., 2.215, and 787.2

2. Twelve cubic feet of air weigh 4 pounds. How many pounds of air in a room 14 ft. wide, 16 ft. long and 9 ft. high?

3. There are 231 cu. inches in a gallon. How many gallons of water in a cistern whose diameter is 8 feet and the depth of the water is 12 feet, 9 inches?

4. A farmer in feeding 35 cows on a 140 ton silo filled with corn silage, and each cow can consume 40 lbs. of silage a day. How many days can he feed them?

5. What will it cost to have 75 broilers dressed for market if one broiler can be dressed in 4 minutes, and the picker charges 75 cents an hour for his labor?

6. In a flock of 1000 hens, 48 were lost by disease. What was the percentage of deaths?

ARITHMETIC

Mar. 1922

1. How much will it cost to build a fence around a lot, 16 rods long and 18 rods wide, if woven wire fence costs 78 cents per rod, and posts 25 cents each? The posts are to be placed one-half rod apart.

2. Write in words: 425, CLIX, 29.612, 2/15, 12 1/2.

3. A load of wheat, including wagon, weighs 4150 pounds. The wagon alone weighs 1214 pounds. What is the grain worth at \$2.15 per bushel?

4. To what will \$480.00 amount when placed on interest from January 1st, 1918, to April 1st, 1920, at 5% per annum?

5. A house was sold for \$1800, which was 20% less than it cost. What was the cost of the house?

6. What is the cost of running an automobile for a year when the original cost of the machine is \$900, license \$20.00, insurance \$20.00, depreciation 30%, garage rent \$7.50 per month, oil, repairs \$50.00, and gasoline \$144.00?

7. In a certain rural school there is an average of 29 pupils belonging. If the average daily attendance is 24, what is the per cent of attendance?

8. A farmer sold 1/4 of his farm for \$1521. At that rate what is the value of 3/4 of the farm?

9. If a pile of wood is 125 ft. long, 5 1/2 ft. high and 4 ft. wide, how many cords of wood is the pile?

10. A ladder is placed at a window. The ladder is 25 ft. long. If the foot of the ladder is 15 ft. from the building, how high is the window?

11. Find the number of gallons of water in a full tank 12 ft. long, 18 in. deep and 3 ft. wide, there being 2 1/2 cu. in. in a gallon.

ARITHMETIC

February, 1923

1. State the four fundamentals in Arithmetic. Why should a pupil be able to use them skillfully?

2. Give an example of prime number, fraction, improper fraction.

3. (a) If I buy a horse for \$60.00 and sell him for \$75.00, what per cent do I gain?

(b) If I buy a horse for \$75.00 and sell him for \$60.00, what per cent do I lose?

4. What interest is due on \$671.90 in two years, four months and fifteen days at 7 1/2 %?

5. Find the cost of plastering walls and ceilings of a room 24 feet long, 16 feet wide and 9 feet 6 inches high at 37 1/2c a square yard, no allowance made for openings.

6. A rectangular bin 6 feet wide, 10 feet high and 29 feet long is 3/4 filled with grain. How many bushels of grain are there, considering 1 bushel as equal to 1 1/4 cubic feet?

7. A daily pay of a workman is \$6.90. If he worked 210 days in a year and spent on an average of \$15.00 a month, how much had he left at the end of the year?

8. A man pays \$5,000.00 for a house. For repairs he spends 40% of this sum. He sells for \$7,848.00. What per cent does he make?

9. (1) What is a promissory note? (2) What is a check? (3) A Bank? (4) Draft? (5) A Postal Money Order?

10. (1) What is a bill of lading? (2) A Traveler's Check? (3) What is a letter of credit?

ARITHMETIC

Mar. 1923

1. Find simple interest on \$1,500 for 3 years, 3 months, 15 days at 5%.

2. Find the sum, difference, product and quotient of 25% and 4/5 using last number for dividend.

3. Write the following fractions as decimals; as per cents: 1/2, 3/5, 3/4, 5/6.

4. If 85 bushels of potatoes cost \$40, how much will 25 bushels cost?

5. Find the cost of 32 hours averaging 300 pounds each, @ 12 1/2c a hundred.

6. (a) Find cost of a farm 430 acres long and 320 rods wide at \$150 per acre.
(b) If a piano costing \$275 is sold for \$210 what is the gain per cent?

ARITHMETIC

February, 1924

(Answer ten)

1. Write 1923 in Roman Notation. Write in words, 95.919, 8.75, 2 1/2. What are the ten characters used in Arabic Notation?

2. What part of a dollar is 23 1/2 %, 16 2/3 %? What is 1/4 of 3/5? 3/4 is what part of 1/2? 1 1/2 is what part of 1/20?

3. A certain school has an average of 60 pupils belonging, and an average at-

- attendance of 45. What is the per cent of attendance?
4. What is the interest on \$500 for 4 years, 7 months and 15 days at 7% per year?
5. A farm sold for \$2400, which was 20% less than cost. What was the cost of the farm?
6. What is negotiable paper? What is a check, a bank draft, a promissory note, a certificate of deposit?
7. A retired merchant has an income of \$25 per day. If his property is invested at 6%, how much is he worth?
8. A wood shed is 15 feet long, 12 feet wide and 13 feet high. How many cords of wood can be piled in it?
9. Find the number of gallons in a cistern $3\frac{1}{2}$ feet long, 12 feet deep and 15 feet wide. 231 cubic inches is a gallon.
10. A room is 15 feet long, 14 feet wide and 8 $\frac{1}{2}$ feet high. It has three windows each 2 feet by 6 feet, and one door 2 feet by 7 feet. Find the total cost of plastering the walls and ceiling at 70 cents per square yard allowing for the openings.

ARITHMETIC

Mar. 1925
(Answer ten)

1. Define quotient, product, prime number, improper fraction, decimal.

ARITHMETIC

February, 1925

- Name and define the four fundamentals.
- What are the answers called in addition, subtraction, multiplication and division?
- Define common and decimal fractions. Can one kind be changed to the other? Give example.
- If you bought a horse for \$120 and sold it for \$90, what per cent did you lose?
- If you have \$6000, which would pay you better, to loan it at 6% interest, or to buy a house, pay \$50 taxes, \$30 insurance, and \$40 for upkeep and rent it at \$40 a month? How much better?
- A kitchen is 16 ft. long and 10 ft. wide and 8 ft. high, what will it cost to calcimine walls and ceiling at 20c per sq. yd., making no deductions for openings?

ARITHMETIC

May, 1925
(Answer ten)

- What are the four fundamentals in arithmetic?
- What do you mean by the factors of a number? Name two factors of 35. What is a common divisor? What is the greatest common divisor? What is the greatest common divisor of 75 and 100?
- What is a unit? A fraction? Give two terms of a fraction. What is a proper fraction? An improper fraction? Give an example of each.
- What is a decimal fraction? Express as decimal fractions the following: $\frac{1}{4}$, $\frac{3}{8}$, $\frac{5}{16}$, $\frac{7}{32}$.
- What is percentage? What is the per cent sign? What is 50 per cent of 622? 425 is what per cent of 1275? If a farmer owned 1408 sheep, 6% per cent were sold, how many were sold and how many remained?

- Define simple interest. What is the interest on \$500 for 5 years, 4 mo. and 10 days at 6%?
- What is a promissory note? A postal money order? A draft? A traveler's check? A letter of credit?
- How many cubic inches in 1 bushel? How many inches in 1 yard? How many cubic feet in 1 yard? How many square inches in 1 square foot?
- Express in Roman numerals 1925.
- At 15 cents a square yard find the cost of plastering a room 28 ft. long, 18 ft. 6 in. wide and 9 ft. high.
- A daily pay of a workman is \$6.00. If he worked 310 days in a year and spent on an average of \$85.00 per month, how much had he left at the end of the year?

- (a) Find the difference between 45% and 31%.
- (b) Find the sum of \$231, 41,372 and 72.87.
- (c) Find the quotient of 235.64 divided by 3.96.
- (d) Find the product of 22% and 2%.
- (e) Find the product of 14.23 and 3.2.
- Find the interest on \$212 for 5 yrs. 2 mos. 15 days at 4%.
- What will it cost to buy a farm 160 rods wide and 480 rods long at \$125 per acre?
- At \$1.75 per cubic yard, what will it cost to dig a basement 12x32x50 ft.?
- If 40 bushels of oats cost \$25, what will 32 bushels cost?
- What is the area of a circle whose radius is 4 inches?
- Find cost of 15 hogs, averaging 215 lbs. each, at \$11.15% a hundred.
- (a) Find square root of 44,944.
- (b) Find cube root of 9,528,128.
- If A and B together have \$50, and $\frac{1}{4}$ of B's equals $\frac{1}{8}$ of A's, how much has each?
- I bought goods for \$590.00 and sold them for \$480.00. What per cent did I lose?

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Geography

GEOGRAPHY

February, 1923

1. Name the countries of North America and give the capital of each. Bound the United States.
2. Tell what the following are and locate: Kailboyge, Thames, Calcutta, Venezuela, Knipshaus, Keokuk, Belgium, Sahara, Yosemite, Porto Rico.
3. Through what waters would you pass in going from New Orleans to Liverpool?
4. Draw a map of Iowa and locate three cities, three state institutions, two rivers and two mineral products.
5. Define: delta, river, strait, peninsula, isthmus.
6. Write below each word the name of two states in which that article is produced in large quantities: cotton, oranges, coal, iron.

GEOGRAPHY

May, 1923

1. Name and locate five great rivers of the United States and one large city located on each.
2. Name and locate a city in each of the following countries: Brazil, China, France, Egypt, Mexico, Australia, Argentina, Italy, Portugal, Holland.
3. Name and locate five state institutions.
4. What waters would a ship pass through in going from Duluth to Buffalo? With what would the boat be apt to be loaded? What probably would it be loaded with on a return trip?
5. What are the principal productions of your county? What are the means of transportation in your county?
6. Name the European countries with their capitals that were not engaged in the great war.

GEOGRAPHY

February, 1923

1. Write a short sketch of Iowa, giving something of its location, climate, products, cities and state institutions.
2. What and where is the capital of the United States? Name and locate three army camps in the United States.
3. What and where are the following: Panama, Philippines, Honolulu, Maine, Paris, Nile, Madagascar, Liverpool, Cod, Hampton Roads?
4. Name the British Isles. What strait channels are between England and

5. Describe the position of Africa with regard to the other continents and the oceans. Name some of the large animals of Africa. Describe the Sahara.

6. Name and locate a city in each of the following countries: Brazil, China, France, Egypt, Mexico, Australia, Argentina, Italy, Portugal, Holland.

GEOGRAPHY

May, 1919

1. (a) What causes the winding course of a stream?
- (b) Define delta, climate, latitude, equator, and coast line.
2. (a) Name four things that affect climate.
- (b) Describe the influence of one of them fully.
3. (a) Name three cereals that are grown in the United States and two tell where they are most freely produced.
- (b) Why is the West the great cattle country?
4. (a) What cogitations are favorable to the development of manufacturing?
- (b) Where is the industrial center of the United States?
5. What has made the United States the most powerful nation in the world?
- (a) What is the chief industry of the south central states?
- (b) Define clearly the following: Republic, limited monarchy, absolute monarchy, King, Princes, Seal.

GEOGRAPHY

February, 1923

1. What is latitude? Longitude?
2. Locate three large rivers in United States.
3. Name and locate at least three important minerals of U. S.
4. Name five countries of Europe and name two important industries of each.
5. Why have New York and Chicago become our two largest cities?
6. Name the large rivers in Iowa and where they empty.
7. What minerals are mined in Iowa?
8. Name the two transcontinental railroads of U. S.
9. Name at least two transcontinental railroads of U. S.
10. Locate three cities: (a) Boston.

- (b) Washington, (c) St. Louis, (d) New Orleans, (e) San Francisco, (f) Paris, (g) Venice, (h) Constantinople, (i) Panama, (j) Rio de Janeiro.

GEOGRAPHY

May, 1928

1. From what is coal made? How was the coal beds been formed?
2. State the location and area of the United States. What is the present population?
3. What is the largest city in Rhode Island? How is it important?
4. Where are the Adirondack-Moon Mountains? Catskill Mountains? Where is Pittsburgh? Richmond? Galveston? Little Rock? Hudson River? Cape Charles?
5. What is latitude? Longitude?
6. Name the two largest cities in the United States and tell why they are. What other city promises to be best in size? Why?
7. Name the leading agriculture states and tell why they are.
8. Name and locate four cities and two rivers in Europe.
9. Name the largest river in the world. Largest in the United States.
10. What about the rainfall in California? What two rivers drain most of this state? What industries are found in California?

GEOGRAPHY

February, 1921

1. Draw a map of your county showing the townships.
2. Explain how railroads have helped the people of Iowa.
3. Explain why Chicago has become the middle city of the middle west.
4. Locate and tell what each of the following is: steppes, tundra, prairies.
5. What influence does the Gulf Stream have on the climate of Ireland?
6. Explain why the United States is largely a self-supporting nation.
7. Where are the following cities: London, Paris, New York, Caire, Rome?
8. What is a mountain?
9. What causes rain? Dew? Frost? Fog?
11. Draw from memory an outline map of North America and locate the following: (a) Great Lakes, (b) Great Salt Lake, (c) Mississippi River, (d) Yukon River, (e) Mackenzie River, (f) Rio Grande River, (g) San Francisco, (h) New York City, (i) Des Moines.
12. Name four important seaports in the

United States, two in South America, and one in Europe.

4. Name at least one article of commerce that is exported from each place.
5. Name three meat packing centers, two iron-manufacturing centers, one automobile-manufacturing center, one crystal-export market, two lumber-producing centers, and two coal centers of the United States.
6. Name two countries or localities from which we get rice, silk, rubber, tea, coffee, bananas, hide, wool, cocoa, hemp.
7. Make and locate four important rivers of the world.
8. Name and locate six of the largest cities of the United States and state what natural advantages have made each a large and important city.
9. Name the most progressive country in all America, give its capital, four products, and tell why it is the most progressive.
10. What is the effect of climate upon the major characters of the people and general importance of countries?
11. Illustrate your answer by giving examples of countries and people in both the eastern and western hemispheres where these effects are shown.

GEOGRAPHY

February, 1922

1. Draw an outline map of Iowa, locating three rivers, the capital, and your home town.
2. What four countries have been formed as the result of the World War?
3. Locate the following: Rocky Mountains, Amazon River, Pike's Peak, Mammoth Cave, Niagara Falls and Adirondack Mountains.
4. Trace a water route from Duluth, Minn., to London.
5. What New York the largest city in the world? Why is Chicago such a large city?
6. What agricultural and mineral products does Iowa have? What means of transportation does Iowa have?

GEOGRAPHY

May, 1921

1. Name the states that border on the Gulf of Mexico and name five main products of this region.
2. Name the main corn-growing states and tell why these states are favorable to the growth of this product.
3. In what part of the United States are each of the following products successfully cultivated: English walnuts, grape fruit, oranges, cotton, corn, lemons, sugar beets, potatoes, apples, rice?

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
JANUARY 26, 27, 28, 1927

Wednesday, 1:15 to 2:50 P. M.

GEOGRAPHY

(Answer five questions)

1. Some of the following countries came into existence during the World War. List them under the heading—new countries. Some had their boundaries changed. List them under the heading—changed boundaries.

Russia, Italy, Denmark, Paraguay, Finland!
England, Siam, Poland, Germany, Czechoslovakia, France, Yugoslavia, Abyssinia.

2. The natural environment of Iowa is admirably suited to corn production in that the growing season is 4.5 to 5.5 months long and the summer temperature is...; the annual precipitation is... inches, fully two-thirds of which falls between... and...; the soil is... and most of the state has... surface. The exceptionally... soil which lies over all but the... corner of the state is the result of...

3. (a) Name three manufactures for which Switzerland is world famous.

(b) Without coal, how is it possible for Switzerland to manufacture?

(c) With little raw material, how has Switzerland made manufacturing profitable?

4. (a) Name a commercial city which has developed at the head of ocean navigation on the St. Lawrence, on the Thames, on the Delaware River.

(b) Name a commercial city at the head of river-steamer navigation on the Mississippi, on the Ohio, on the Hudson River.

(c) Name a commercial city which is located at the junction of two navigable rivers in the state of Missouri, in the state of Pennsylvania.

(d) Name a city which is located at the mouth of the Yangtze, at the mouth of the Nile.

5. Name five commodities of which the United States is the world's leading exporter.

6. (a) In which of the following places would a householder (eight-room house, family of five) use most electricity for lights in December.

Havana, Atlanta, Minneapolis, Cincinnati, Juneau.

(b) In which of the above cities would the householder use the most electricity for lights in June? in March?

(c) In which of the above cities could people be seen at a baseball game at 10 P. M., July Fourth?

4. Of what great value to the United States is each: Panama Canal and Alaska?
5. What are the main uses of mountains, forests, winds, snow, and clouds?
6. What and where are these: Omaha, Green, Congo, Nile, Sahara, Pekin, Pajirograf, Chihli, Siberia, Hopplois?

- (b) What minerals are mined in Iowa?
6. Why have New York and Chicago become our two largest cities?

GEOGRAPHY

February, 1924
(Answer five)

GEOGRAPHY
February, 1923

1. Why should the New England farmers give so much attention to market gardening and poultry raising? What is their greatest market?
2. Name and locate five of the largest cities of the United States. What is the leading industry of each city? What are the leading exports of each city? The leading imports?
3. Where in the United States are the richest oil fields? Where are the leading coal fields? Where is iron ore most extensively mined? Where are the richest copper mines?
4. Name the Great Lakes. Trace the waterway from Duluth to Lake Superior to Montreal, Ontario. What lakes and what canals would one pass through if making this trip by steamship?
5. Name five agricultural products and five manufactured products for which Iowa is noted.
6. Name three countries of South America and locate their capitals. Name three countries of Europe and locate capitals.

1. Name the Great Lakes and tell where they are situated.
2. Name three countries of Europe and tell of their chief industries.
3. Name five of the largest cities in the United States and tell what is responsible for their size.
4. Tell briefly what you know of Iowa, its industries, people, schools, rivers, cities, etc., when admitted to the Union.
5. Name five national parks of the United States and locate them.
6. Could the United States exist independently from the rest of the world? Give reasons for your answer.

GEOGRAPHY

Mar. 1924
(Answer ten)

GEOGRAPHY

Mar. 1923

1. Name and locate four large rivers in the United States.
2. Draw a map of your county naming all townships. Locate the county seat.
3. Locate the following:
- Paris.
 - Venice.
 - Rocky Mountains.
 - Niagara Falls.
 - Yellowstone National Park.
 - Amazon River.
 - Pikes Peak.
 - Constantinople.
 - Panama.
 - Hoston.
4. Name five countries of Europe and one important industry of each.
5. (a) Why is Iowa one of the leading agricultural states?

1. Define latitude, longitude, island, gulf, sea.
2. Locate the following: Yosemite Valley, Andes Mountains, Lake Erie, Pyrenees Mountains, Mt. Shasta.
3. (a) Bound Iowa.
(b) Name three rivers in Iowa.
(c) Name five cities of Iowa.
4. Name four European countries and their capitals.
5. Locate the following cities: Chicago, London, Tokio, Stockholm, Honolulu, Hongkong, Rio de Janeiro, Rome, Bordeaux, Toronto.
6. Locate in what region of the United States the following are found: coal, iron, salt, cotton, tobacco.
7. From what countries do we get the following: tea, rubber, bananas, coffee, spices?
8. Name and locate two bays; two seas; two peninsulas.
9. Why does Iowa rank among the first in agriculture?
10. Define climate and name four things that influence it.
11. From what regions in the United States is the most lumber produced?

GEOGRAPHY

February, 1925

1. To be progressive show that all men need each other.
2. Show the advantages of the United States in position, resources, and people.
3. Locate oil fields, gold mines, coal mines, iron mines and cotton fields of the United States.
4. How do winds effect the products of a country?
5. Locate and compare the Mississippi and Amazon rivers.
6. Name and locate three seas, two gulfs, three mountain ranges and two peninsulas.

GEOGRAPHY

May, 1925
(Answer ten)

1. Give a good definition of Geography.
2. Name five agricultural products and five manufactured products for which Iowa is noted.
3. How many counties in Iowa? Name ten.
4. Bound Iowa. Name and locate five towns in Iowa.
5. Name and locate five large cities in United States.
6. In what part of the United States are the following products successfully grown: Oranges, grape fruit, lemons, English walnuts, sugar beets, corn, cotton, rice, apples, alfalfa.

11
6
23
5
28

65
124
179

(See page 115 for order blank.)

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Grammar

GRAMMAR

February, 1919

1. What do you understand by the principal parts of a verb? Give the principal parts of the verbs—go, drink, thank, lay.
2. Define an adverb. Give four classes of adverbs and illustrate each in a sentence.
3. Select the correct form in the following sentences and give reasons:
 - (a) To whom wags did you call. They gave the prizes to Mary and I.
 - (b) It is she, her, who sings in the choir. I have drank, drank, grape juice before.
4. Show by illustrations two ways of connecting the following sentence: I cannot go as I haven't my invitation.
5. Compare the following: sweet, sweetly, good, bad, indifferently.
6. Write one simple, two complex and two compound sentences and underline the subordinate conjunctions if any.

GRAMMAR

Mar, 1919

1. Name and illustrate two methods of comparison. Compare the following adjectives: good, bad, friendly, round, tall. Give the use of the italic word in each sentence:
 - (a) The catte for the book.
 - (b) The merchant's house was burned.
 - (c) He teaches *well* grammar.
 - (d) We saw *Wheat*, the President.
 - (e) Chicago is a large city.
2. Name and illustrate five uses of capital letters.
3. Select the proper word in the following sentences:
 - (a) Yes, you *can*, *may* go if you *can*, *may* find a conveyance.
 - (b) She looked *beautiful*, *beautifully* at her companionment gown.
 - (c) *That*, *that* doesn't know what he is *about*.
 - (d) *That* basket on a rock *was* went to the spring.
4. Give the parts of speech in the following sentence and parse the nouns and adjectives:

Henry who is speaking is *the* head of department.

He is *the* congratulation of the verb *sing* *and* *the* *birds*.

GRAMMAR

February, 1919

1. (a) Write a paragraph of at least 60 words on the American Flag.
2. From the following sentence select the nouns, pronouns, and verbs: "Cultivate reverence, one of the highest of virtues, by giving the salute to the flag and by reciting the pledge of loyalty to our Flag and our Nation."
3. (a) Name and illustrate two methods of comparison. (b) Compare the following: beautiful, rich, round, noble, bad. Name and define the parts of speech.
4. (a) Explain how the possessive case is usually formed in singular and plural nouns.
- (b) Write opposite each its possessive form: king, woman, children, ox, mice.
5. Define five of the following terms: antecedent, tense, object, conjugation, auxiliary verb, relative, reflexive pronoun.

GRAMMAR

Mar, 1919

1. Write a brief original story, using your best judgment in selecting a theme and the details to be given.
 2. Using the following forms make as many suggestive mental pictures as you can of each:
 - (a) The boy _____ down the street.
 - (b) The dog had a _____ bark.
 3. Which word (love or like) would be proper to use with the following: Candy, mother, the flag, pictures, to study, peace, truth, Sabine, Field?
 4. Define noun, pronoun, conjunction, adverb, adjective. Give an example of each.
 5. Combine the following sentences into a complex sentence and parse the italic words:

Henry has a new sled. His father gave it to him.
 6. Give an equivalent of the following sentence:

A wealthy man owns the store. An experienced mechanic built the tower. The distant house is a cottage. They came speedily.
- GRAMMAR
February, 1919
1. Write a simple, a complex and a compound sentence. Mark subject and predicate in each sentence.
 2. Illustrate any 5 parts of speech in sentences. Mark plainly.

GRAMMAR

February, 1921

3. Mark each word in the following, telling what part of speech each word is: Many little children gladly brought gifts for old people and helpless babies.
4. Using these pronouns, fill blanks correctly: He or him. Helped ____ with his work. To ____ and you belongs the credit. There is a fine friendship between ____ and the boys. If ____ will go it will help ____.
5. Put the principal parts of these verbs in sentences: See—Go.
- 6-10. Write not less than 11 lines on one of the following subjects:
 - (a) What I should do with Five Dollars. Our Yard after a Snowstorm. A Joke on Me. How I Was Helped Out of a Difficulty.
 This will be graded for margin, paragraphing, capitalization, punctuation, thought and expression.

GRAMMAR

Mar, 1921

1. What is a sentence? How many kinds are there as to form? As to Meaning.
2. Write the names of the months and their abbreviations.
- 3 and 4. Name and define the parts of a letter. Write a letter to your teacher telling about your examinations.
5. Name the parts of speech and give an example of each.
- 6 and 7. Fill in the blanks with the correct pronoun and give your reason:

_____ it was.
She has candy for Mary and _____ May John and _____ help you? Come to _____, Clark.
8. Give the opposites of the following words: heavy, noisy, easy, outside, clamor, cruel, polite, sunny, weary, wild.
9. Underline the nouns in the following: "Great is the sea and wide he goes Through empty heaven without repose; And in the blue and glowing days More thick than rain he showers his rays."
10. Punctuate the following sentences:
 - (a) In a log cabin, built under green trees and near a singing brook was born on February 12, 1862 the baby boy who grew to be our great Abraham Lincoln.
 - (b) Most I starve to death as a child.
 - (c) Over four hundred years ago in a castle in a beautiful sunny land was born one of the world's greatest artists, Michael Angelo.

1. Name three relative pronouns. Use each in a sentence.
2. Explain what is meant by transitive and intransitive verbs. Illustrate the use of each in a sentence.
3. Fill each blank with a suitable word
 - (a) Every one of the people _____ finished the exercise.
 - (b) One of the children _____ broken his arm.
 - (c) The apple trees _____ in bloom yet.
 - (d) Three-fourths of twelve is twelve.
 - (e) Here _____ George and Harry.
4. Write five sentences each of which contain a participle.
 - (a) Draw a line under each participle.
5. Use the following words in correct sentences: ought, should, lay, set, may, would, must, shall, he, and can.
6. Give the principal parts of the following verbs: begin, wait, sing, know, and sit.
7. Diagram the following sentence: "So on the hearts of the people descended the words of the speaker."
8. (a) Give eight uses of a capital letter. (b) Illustrate each.
9. Write a paragraph about some history lesson you have enjoyed.
10. Fill the following blanks with some suitable pronouns:
 - (a) The girl _____ I met was your sister.
 - (b) Who owned the horse _____ ran away?
 - (c) The girl _____ sang in the seventh grade.
 - (d) He was looking for _____ or _____
 - (e) Who spilled the ink? It was _____.

GRAMMAR

Mar, 1921

1. State three rules for the use of capital letters, two rules for the use of the comma, two for the use of the period, one for the use of the hyphen, one for the use of the exclamation mark, and one for the interrogation mark.
2. Write the possessive singular and the possessive plural of the following words: turkey, box, tiger, lady, plain, calf, deer, mother-in-law, woman, student.
3. Write a sentence containing an adverb, the clause, an adjective clause, and a noun clause. Underscore each and tell what it modifies.
4. Write one or more paragraphs describing some place you have recently visited. Give particular attention to capitalizing and punctuation.
5. Write a business letter in which you either order goods or apply for a position.

6. Name the five parts of a letter.
7. Rewrite the following sentences, punctuating them correctly.

- (a) Is your wish as big that we go to town.
(b) It will be midnight said John before we reach home.
(c) A george said Tom I just saw two snakes a robin and a gray squirrel.
(d) The Messengers asked, will this committee dare destroy old Ironsides?
(e) As while who is an enthusiastic hunter returned Astor from the African continent.

8. Write one stanza of some poem that you have learned.

9. Analyze the following sentence: "When he thought of the dangers of the war, his heart beat faster and he gripped his rifle more tightly."

10. Choose the right word for the following sentences and tell why you choose the one you did:

- (a) John and James settled the trouble (among, between) themselves.
(b) Keep (off, of) the porch until the paint is dry.
(c) I was studying. (Was, were) you?
(d) (Don't, Doesn't) she know enough to keep away from the dog?
(e) See that dog (lying, lying) before the fire.

11. What is Grammar? Why is it an important subject for every one?

GRAMMAR

February, 1922

1. Give the principal parts of the following verbs: see, come, go, rise and walk.
2. Compare the following: cheerful, kind, bravely, tall and old.

3. Name the eight parts of speech. Give an example of each in a sentence.

4. Write the plural for the following: mouse, baby, sheep, child, ox, soldier, pencil, box, chair.

5. Fill in the blanks with one of the indicated words:

- (a) It was (I/me) (who-whom) threw the ball.
(b) The armistice (was-were) going across the ocean.
(c) The book belonged to John and (I/me).

6. Write a letter to Perry Mason Company of Malden, Mass., subscribing for the "Youth's Companion" for one year. The paper costs \$2.00 a year.

GRAMMAR

Mar, 1922

1. Classify sentences according to form and use. Illustrate each class by a sentence.

2. Use correctly these words in sentences: come, came, saw, seen, has, have, had, go, went, gone.

3. Give part of speech of each word in the following sentence: Lincoln's ability to meet an emergency was often tested.

4. Name the tenses of the indicative mode.

5. Give part of speech of each of the words appearing in Italic type, and tell how it is used in the sentence.

- The man whom you saw is my father. Can you tell where she lives?

6. Write a sentence having an object complement and a sentence having an attributive complement. Explain how these differ.

7. Write a sentence containing a direct quotation, and punctuate correctly.

8. Write a sentence containing a noun clause. Write a sentence containing an adverbial clause.

9. Diagram or analyze the following sentence: "Whenever he went about the village he was followed by a group of children."

10. Write a sentence each to illustrate the following:

- (a) Noun—plural number, possessive case.
(b) Pronoun—personal, singular, first person, objective case.
(c) Verb—indicative mood, transitive, passive voice.

GRAMMAR

February, 1923

1. What is English grammar? Name the parts of speech.

2. What is a sentence? Define a simple sentence, a complex sentence. Give an example of each.

3. Write a letter to Curtis Publishing Company, subscribing for the Saturday Evening Post.

4. What is gender? Give an example of each.

5. What is meant by the principal parts of a verb? Name three verbs and give their principal parts.

GRAMMAR

Mar, 1923

1. Use the following words in sentences: see, come, went, saw, did, shall, should, will, can, may.

2. Compare the following: (a) tall; (b) good; (c) small; (d) cheerful; (e) kind; (f) bravely; (g) old; (h) short; (i) bad; (j) sharp.
3. Fill blanks using these pronouns: he or him.

- (a) He helped ~~me~~ with the work.
(b) To you and ~~me~~ belongs the credit.
(c) If ~~he~~ will go it will help ~~me~~.
(d) Tell ~~me~~ it was ~~he~~ who was at the play.

4. Name five parts of speech. Give an example of each.

5. Define simple, complex and compound sentences. Give example of each. Mark subject and predicate in each sentence.

6. (a) Name three relative pronouns. Use each in a sentence.

- (b) Properly punctuate and capitalize the following:
bring me a book James

GRAMMAR

February, 1923

(Answer five)

1. How many parts of speech are represented in the following quotation: "Plag of the firm heart's hope and home Thy Stars have lit the welkin dome And all thy bones were born in heaven."

- Select one example of each.

2. Use correctly in sentences the following words: sing, taken, write, laid, set, fore, written, took, gone, courses.

3. Write a paragraph in good English on "Why I Study Grammar."

4. Give an example of a simple sentence, a compound sentence and a complex sentence.

5. Define voice, gender, declension.

6. Write two sentences with verbs in the active voice. Write two sentences with verbs in the passive voice.
7. Compare well, little, large, many, pretty.

GRAMMAR

Mar, 1924

(Answer all)

1. Give the principle parts of speech. Give an example of each in a sentence.

2. Give the principal parts of the following verbs: do, see, sit, go, come, invent, begin, cut, give, get.

3. Fill in the blanks with one of the indicated words:

- (a) He and (I/me) have (went-gone) before.

- (b) The money belongs to both you and (I/me).

- (c) To (he-him) and you belongs all the credit.

- (d) He is much smaller than (I/me).

- (e) This is between you and (I/me).

4. Tell what part of speech each word in the following sentence is: A large map was spread on the wall which was ten feet square.

5. Write a letter to one of your friends, inviting him or her to spend a week with you next summer.

6. Give the plural for the following: woman, sheep, child, man, potato, duty, injury, ox, victrola, gailion.

7. Define relative pronoun. Give examples.

8. Give an example of a simple, a complex, and a compound sentence.

9. Define comparison. Compare good, tall, strong.

10. Define voice, gender, declension.

GRAMMAR

February, 1925

1. Give short definitions for seven parts of speech.

2. Give principal parts of three regular and two irregular verbs.

3. Give an example of a simple, a compound and a complex sentence.

4. How do you tell the gender of a noun?

5. Why is the tense of a verb important? Name the tenses of the indicative mode and give an example of each.

6. Give an example of three cases and name them. Define case.

GRAMMAR

May, 1925

(Answer five)

1. What is English Grammar?

2. Define simple, compound and complex sentences. Give an example of each.

3. In the following sentences which verb is in parenthesis is correct: John, you (was-were) late. I wish he (was-were) here. I (shall-will) go home tomorrow. Two (was-were) late. I wish he (was-were) here. Havana is the (largest-larger) of the two cities.

4. Write the principal parts of go, fly, die, strike, raise.

5. Write five sentences with transitive verbs in active voice. Change the verbs to passive voice.

6. Write a letter to the Curtis Publishing Company, Philadelphia, Pa., subscribing for a magazine.

Physiology

PHYSIOLOGY

February, 1922

- (a) Why do we eat? (b) Why should we eat several kinds of food?
- Name the three parts of the brain. What effect has alcohol on the brain?
- What is respiration? Name the organs of respiration.
- Give the structure of a tooth. What care should be given the teeth?
- Name the organs of digestion and the fluid secreted by each.
- Of what are the bones composed? Why do the bones of an elderly person break more easily than those of a child?

PHYSIOLOGY

Mar. 1918

- Name the principal organs of digestion and the digestive fluids.
- What has cleanliness to do with preventing the spread of diseases? How does sunshine help to make a room healthful?
- What harm is done by flies and mosquitoes? How can we get rid of them? 4. What is the object of respiration? Name the organs of respiration.
- Locate and describe the heart.
- What should be done in case of fainting? Of a severe cut? When the clothing is on fire? In case of poisoning?

PHYSIOLOGY

February, 1919

- Explain fully the reason why the human body needs exercise, sleep, food, air and sunshine.
- Name the five bones of the human skeleton and explain the uses of each.
- Explain the work of the heart, the arteries, the lungs, the skin and the teeth.
- Name three contagious diseases and tell how to prevent them from spreading.
- Define the following terms: Sprain, fracture, colds, ligaments and narcotics.
- Name and locate the five special senses.

PHYSIOLOGY

Mar. 1919

- Name three or more benefits to be derived from the study of physiology.
- Define hunger, thirst, fatigue, disease, health.
- Begin with the right auricle of the heart and trace the circulation of the blood through the lungs and back to the heart.

4. Give the divisions of the brain and state the principal function of each part.
5. Beginning with the food in mouth trace the course of digestion, naming the juices with which the food is mixed and the results.
6. Give rules of hygiene for keeping the body in a condition of health.

PHYSIOLOGY

February, 1920

1. Define health, physiology, hygiene, and sanitation.
2. In what respects is the body like a furnace? In what ways is it superior?
3. Describe some of the movements of the body brought about by the muscles.
4. Of what two substances are the bones composed? What quality does each substance give? 5. Some of the larger bones are not solid; what advantage is gained? 6. Why is it said that soldiers are only as strong as their feet? 7. How is the body held in an erect position? 8. What is the effect of alcohol on the heart and the blood vessels? 9. What are some of the evils of the tobacco habit? 10. No amount of knowledge is of any value unless it is put to use. How does this apply to the study of physiology?

PHYSIOLOGY

Mar. 1909

1. What is physiology? Why should every child study it? What good has it done you to study physiology?
2. Name and describe the different parts of a tooth. Make a drawing of a tooth.
3. What diseases are caused by the use of alcohol? Tobacco?
4. Name at least five things you can do each day to keep in good health.
5. Name some exercises that are good for correcting a poor standing position.
6. Name the bones of the skull.

PHYSIOLOGY

February, 1921

1. Name the different kinds of food and state their uses in the body.
2. What is the function of the blood?
3. Name the organs of respiration.
4. What are adenoids and how may they be detected?

Physiology

PHYSIOLOGY

Mar. 1922

5. Describe the structure of the skin. Explain the nature of corns.
6. What are the principal organs of the nervous system? What is "self control"? Why is it important to acquire it?
7. How may the water in a well become impure? How can you detect the presence of organic impurities in the water? If in doubt about the quality of water how can you be assured that it is safe for drinking purposes?
8. Name three insects that spread diseases and explain how they do it.
9. Name three animals that are often carriers of disease. Suggest a remedy.
10. State and explain the chief objections to the chewing and smoking of tobacco.
1. State the functions of the skin and give the importance of keeping it clean.
2. Explain the romance of flies and suggest some of the ways by which danger from them may be lessened.
3. Name a food which belongs to each of the following classes: (a) starchy, (b) carbonaceous, (c) mineral.
4. What is the reason that spitting on the street is dangerous to the health of a community? 5. Give three digestive juices and state the use of each. 6. What is the pulse and what does it indicate? 7. What is excretion and what are the chief organs of excretion? 8. What is the physiological value of rest, of play, of recreation? 9. What organs are most injured by the use of tobacco, and how so injured? 10. What is the difference between a food and a stimulant? 11. Describe the eye and name its parts.

PHYSIOLOGY

Mar. 1921

1. Explain the value of: (a) Hygienic cleanliness, (b) Exercise, (c) Proper ventilation.
2. State fully the effects of alcohol upon the human body.
3. Name the organs of respiration (What is accomplished during the process of respiration?)
4. Why is it important that attention be given to proper muscular development? What factors enter into securing this development?
5. What are the uses of the skin? What are the uses of the bones of the body? 6. Describe the process of the circulation of the blood.
7. Write a paragraph on the care of the teeth.
8. Write a paragraph on the care of the eyes.
9. Write a paragraph on the importance of bathing.
10. Describe each step in the process of digestion.
11. Discuss the different things that could be done around a farm to preserve the health of the family and of the public.

PHYSIOLOGY

February, 1922

1. Give five good health rules.
2. Trace the circulation of the blood.
3. Name the organs of digestion.
4. Name and locate the five senses.
5. What are tendons, ligaments, cartilage, saliva and bile?
6. How should a burn be treated? What should be done for a person who has fainted?

PHYSIOLOGY

February, 1922

1. What are two important aims in teaching physiology?
2. Give five rules of health which upper grade children should know and practice.
3. Define two classes of muscles. Give an example of each class.
4. Give two uses of the bones in the body.
5. What are the functions of the skin and what is the importance of keeping it clean?
6. Name three digestive fluids, where found and the benefit of each.

PHYSIOLOGY

Mar. 1922

- (a) Name the organs of digestion. (b) Give three digestive juices and state the use of each.
2. Of what two substances are bones composed? What quality does each substance give? 3. Define two classes of muscles. Give an example of each class. 4. Tell the difference between a food and a stimulant. 5. Name some of the evils of the tobacco habit. 6. Give two rules of hygiene for keeping the body in health.

PHYSIOLOGY

February, 1924

(Answer five)

1. Define physiology, hygiene.
2. What is the value of medical inspection in schools?
3. Write a short paragraph on two of the following topics:
 1. The circulation of the blood.
 2. First aid in case of a broken bone.
 3. Prevention of tuberculosis.
 4. Necessity for play grounds.
4. Give one function of the stomach, liver, heart, brain and lungs.
5. Give five rules of health which you think upper grade children should know and practice.
6. What is a contagious disease? How can its spread be prevented?

PHYSIOLOGY

February, 1925

1. Name and define two classes of muscles. Give examples.
2. Give composition of the blood. Of what use are the white corpuscles?
3. Where and how does food enter the blood?
4. What is meant by the five senses? Locate them.
5. What are the things that promote growth in a child?
6. Why should the fly be exterminated? Give several means of keeping free from flies.

PHYSIOLOGY

May, 1925

(Answer five)

1. What is the difference between a food and a stimulant?
2. What organs are most injured by the use of tobacco?
3. Why is it important to teach physiology and hygiene?
4. Define two classes of muscles. Give an example of each.
5. Give two functions of the bones of the body.
6. Why is it important to have sound teeth? Give rules in regard to their care.

(See page 115 for order blank.)

PHYSIOLOGY

May, 1924

(Answer ten)

1. Define physiology, tendons, digestion, muscles, sanitation.
2. Name the digestive organs.
3. Name the special senses and give one use of each.
4. What are some of the evils of narcotics? Of alcohol? Name and locate any five bones of the body.
5. What are the differences between an artery and a vein?
6. Give functions of stomach, lungs, kidneys, heart, intestines.
8. How should the following be treated: a burn, a cut, frost bite?
9. Give directions for the care of teeth.
10. Give four rules of hygiene for keeping the body in health.
11. Trace the circulation of the blood.

PHYSIOLOGY

February, 1925

1. Name and define two classes of muscles. Give examples.
2. Give composition of the blood. Of what use are the white corpuscles?
3. Where and how does food enter the blood?
4. What is meant by the five senses? Locate them.
5. What are the things that promote growth in a child?
6. Why should the fly be exterminated? Give several means of keeping free from flies.

PHYSIOLOGY

May, 1925

(Answer five)

1. What is the difference between a food and a stimulant?
2. What organs are most injured by the use of tobacco?
3. Why is it important to teach physiology and hygiene?
4. Define two classes of muscles. Give an example of each.
5. Give two functions of the bones of the body.
6. Why is it important to have sound teeth? Give rules in regard to their care.

Spelling and Orthography

SPELLING AND ORTHOGRAPHY

February, 1924

- | | |
|----------------|-----------------|
| 1. solicitor | 26. bachelor |
| 2. void | 27. pendulum |
| 3. abhor | 28. cancel |
| 4. needful | 29. duod |
| 5. shrillest | 30. divorce |
| 6. naval | 31. paths |
| 7. shrewdly | 32. dithis |
| 8. disclaim | 33. beneath |
| 9. envious | 34. loyal |
| 10. barrack | 35. Norwegian |
| 11. revered | 36. willful |
| 12. providence | 37. until |
| 13. objection | 38. too |
| 14. disaster | 39. altitude |
| 15. peculiar | 40. Jerusalem |
| 16. immediate | 41. dimissible |
| 17. vield | 42. aeroplane |
| 18. enral | 43. trustee |
| 19. paralyse | 44. caterpillar |
| 20. cameo | 45. cinnamon |
| 21. sergent | 46. telescope |
| 22. falsehood | 47. guess |
| 23. assistant | 48. Egyptian |
| 24. quiver | 49. career |
| 25. violence | 50. debt |

15. parasol
16. depot
17. dialogue
18. despoise
19. escape
20. parson
21. believe
22. breathe
23. telephone
24. bargain
25. fulfill

(Dictate the following for the pupils to write, then have them punctuate):

America has furnished to the world the character of Washington our American institutions had done nothing else that alone would have entitled them to the respect of mankind. Webster.

SPELLING

February, 1925

1. Use the following words in sentences: wait, weight, pair, pear, pare, to, too, two, grade, great.
2. What are synonyms? antonyms? Write the abbreviations of the following: pound, freight, colonel, account, Iowa.
3. Form the plural of the following words: office, brother, tax, Saturday, child.
4. Form the plural of the following words: office, brother, tax, Saturday, child.
5. What are monosyllables? polysyllables? Give examples of each.
6. Define: suffix, prefix. Mark the vowels in the following words: ache, gnaw, British, cool, cell, fever, hush, notify, foot, hymn.

SPELLING

Mar, 1928

1. Use the following words in sentences: grate, crest, pair, pear, pare.
2. Change these words to the form ending in log: run, sing, singe, ere, cheat.
3. What are synonyms? Give the synonyms of the following: sufficient, abundance, shade, vain, conduct.
4. Write the abbreviations of the following: latitude, honorable, freight, merchandise, poet'script, quart, agent, before Christ, colonel, company.
5. Select the proper prefix and place before each word in the following list (up, under, out, fore, over): Spread, balance, load, slight, ground, shine, current, brush, roar, burst.
6. Mark the vowels in the following words: event, police, ever, unite, care, chin, hash, what, see.

WORDS

- | | |
|--------------------|-------------------|
| 1. cogress | 8. invalid |
| 2. cabinel | 9. headache |
| 3. counsil | 10. opposit |
| 4. federal | 11. acid |
| 5. citisen | 12. starch |
| 6. voter | 13. agent |
| 7. elaborate | 14. elevator |
| 15. grammar | 16. separate |
| 17. molecule | 18. Europe |
| 19. subtraction | 20. interjection |
| 21. administration | 22. Sabbath |
| 23. almanac | 24. occurrence |
| 25. clergyman | 26. gauge |
| 27. sincere | 28. champagne |
| 29. helmet | 30. dictionary |
| 31. Petrograd | 32. envelope |
| 33. opposite | 34. umbrella |
| 35. molasses | 36. visage |
| 37. ignorant | 38. circumferance |
| 39. receive | 40. vertical |
| 41. hophead | 42. burst |
| 43. leopard | 44. kernel |
| 45. science | 46. micro |
| 47. medicine | 48. precious |
| 49. February | 50. Wednesday |
| 51. chicken | 52. become |
| 53. Christmas | 54. machine |
| 55. measles | 56. yesterday |
| 57. account house | 58. casary |
| 59. pumpkin | 60. dandelion |
| 61. captain | 62. chimney |
| 63. oriole | 64. receive |

60. bel | ev ed

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CIVIC

February, 1926

1. Name five state institutions and locate each one.
2. How many members in each house of the Iowa General Assembly? For how long are the members of each house elected?
3. How does a bill become a law?
4. What are the qualifications of a voter?
5. Why do we have taxes? How are they levied?
6. Name and describe different departments of our national government.
7. Name three state and three of your county officers and give one duty of each.
8. How may the Constitution of Iowa be amended?
9. Give four qualities of a good citizen.
10. How may an alien become a citizen?
11. What is an *ex post facto* law?

CIVIC

May, 1926

1. Name three documents that planned for government of our country previous to the formation of the United States Constitution. In what respects is the Constitution better than any previous one?
2. Which is supreme, federal or state constitution? Why is a state not allowed to put provisions in its constitution which violate the federal constitution? What is the purpose of the bill of rights in the Iowa Constitution?
3. Name three county officers. Discuss supervisors as to number, term, duties, salary.
4. Name three township officers. Discuss constable as to duties.
5. In what ways is our government more democratic than an absolute monarchy?
6. What do you understand by a president's cabinet? How many members? How are they chosen? What are their duties?

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GEOGRAPHY

February, 1928

1. Draw a map of your county naming all townships. Locate the county seat.
2. Locate the following: (a) Paris. (b) Venice. (c) Rocky Mountains. (d) Niagara Falls. (e) Yellowstone National Park. (f) Amazon River. (g) Pike's Peak. (h) Constantinople. (i) Panama. (j) Boston.
3. (a) Why is Iowa one of the leading agricultural states? (b) What minerals are mined in Iowa?
4. Why have New York and Chicago become our two largest cities?
5. Define: latitude, longitude, equator, peninsula, cape.
6. What are zones? Make a diagram or map showing location and width of the different zones.
7. Select five of the following and tell what and where each is: Cape Town, Yosemite, Yonkers, Hawaii, The Aleutian, Cairo.
8. Show the advantages of the United States in position, resources, and people.
9. Locate and compare the Mississippi and Amazon rivers.
10. Trace a water route from Duluth, Minn., to London, England.
11. Define climate and name four things that influence it.

GEOGRAPHY

May, 1928

1. Name a state where each of the following industries is carried on: lumbering, fishing, mining, manufacturing, agriculture.
2. Explain these terms: equator, longitude, westerly winds, glacial deposit, plateau, Gulf Stream, commerce, Gibraltar, trade route, forest conservation.
3. Name a country in which each of the following is produced: silk, rubber, wool, cotton, flax, coal, iron, petroleum, sugar, coffee.
4. Why is Iowa considered a good agricultural state?
5. Name five places anywhere in the world that are often visited because of remarkable physical features.
6. Name five reasons why the United States has grown to be one of the leading nations of the world.

MUSIC
February, 1926

1. What is music?
2. What is a whole note? A half note? A quarter note? An eighth note? A sixteenth note? Give an example of each.
3. What is an accent in music? A rest? A measure? A sharp? A flat?
4. What is a rote song? A folk song?
5. What has Thomas A. Edison done to extend the influence of music?
6. Explain the meaning of the following terms: (a) tie, (b) slur, (c) dim., (d) forte, (e) fine.
7. Write the scale in the key of G using quarter notes.
8. What is the signature in the key of C, A, C and B flat?
9. Who wrote America? The Star Spangled Banner? Battle Hymn of the Republic?
10. Write on the staff: do, mi, sol, in whole notes in the keys of C and F.
11. What effect does a sharp have on a tone?

MUSIC
May, 1926

1. Name five songs you think everyone should know. State your reasons for this choice.
2. Draw a staff. Show on this staff the following: treble clef, three-four time, four kinds of notes, repeat sign, two kinds of rests, key of G.
3. What is meant by sharp, flat, major, minor, soprano, bass?
4. In what way does the virtuoso aid in music instruction? Is the radio of any real educational value in the study of music? If so, what value?
5. Name two characteristics of the music that you would consider suitable for use at a church service, on a national holiday program, at a time of rearmaking.

READING
February, 1926

Oral Reading 50%, Written Work 14%

1. Write a stanza of some poem you have learned.
2. What is silent reading? Why should each person be better in that than any other subject?
3. Name three punctuation marks and show how they help in reading.
4. Who wrote The Great Stone Face, Gettysburg Address, Evangeline, Rip Van Winkle, The Man Without a Country, and Enoch Arden?
5. Write a description of some scene or character in a book which you have read recently. (Not more than fifty words.)
6. Give five uses of the dictionary. Do you use the dictionary while studying?

READING
May, 1926

1. Name three things that an oral reader must do in order to hold the interested attention of the listeners. On what does good expression in oral reading depend?
2. Define reading. Name two kinds of reading and state the advantages of each.
3. State two points that will aid one in recognizing poetry. State two points that will aid one in recognizing prose.
4. Name a selection written by each of the following authors: Cooper, Irving, Holmes, Longfellow, Shakespeare.
5. Name five selections from literature that you enjoyed reading and tell why you liked each.
6. In what ways does reading help you increase the following: your vocabulary, your general knowledge, your interest in current events.

HISTORY
February, 1926

1. In what war was each battle: Gettysburg, Trenton, Bunker Hill?
2. For what is each of the following noted: Daniel Boone, Alexander Bell, Abraham Lincoln, Theodore Roosevelt, Eli Whitney?
3. Give one cause of each: Revolutionary War, War of 1812, Civil War, Spanish-American War, World War.
4. Name three of the original thirteen colonies, and tell where each was first settled.
5. In whose administration was, The Mexican War? The Civil War? The Spanish-American War?
6. Name five inventors. Give an invention of each.
7. What ex-presidents are now living? Who is our present president? How long is a presidential term?
8. Name the additions of territory to the United States between 1815 and 1870 and tell from whom each was obtained.
9. In what year did Iowa become a state?
10. When was the first flag of the Union adopted? Describe it.
11. What was the Emancipation Proclamation? The Monroe Doctrine?

HISTORY
May, 1926

1. Name five countries from which explorers and settlers came to America. Which nation settled along the Atlantic? Which explored the Mississippi Valley?
2. Explain briefly the struggle between England and France for North America. Name two important dates in our history and the event connected with each date.
3. Explain the nature of the labor in the early New England home.
4. Name five acts of Great Britain which led to the loss of her American colonies.
5. Name five presidents and list with each the thing he did that helped the country greatly.
6. (a) In what year did Iowa become a state? (b) In what wars were the following battles: Bunker Hill, Marne, Gettysburg?

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SPELLING

Mar. 1919

1. absence	26. necessary	51. magnet	76. concrete
2. automobile	27. neighbor	52. attract	77. resolved
3. believe	28. official	53. opposite	78. minutes
4. brought	29. often	54. circulation	79. sincerely
5. century	30. police	55. shilling	80. carefully
6. committee	31. purpose	56. observation	81. Lincoln
7. decide	32. reactive	57. implements	82. nation
8. dozen	33. separate	58. recitation	83. liberty
9. engine	34. remember	59. obliged	84. language
10. either	35. success	60. fairy	85. America
11. foreign	36. teacher	61. premium	86. declaration
12. friend	37. testimony	62. practiced	87. republic
13. government	38. uncle	63. chiefly	88. fortunate
14. ground	39. uncle	64. criticized	89. aisle
15. happy	40. volume	65. especially	90. prepare
16. height	41. victim	66. regularly	91. treacherous
17. important	42. witness	67. happiness	92. government
18. income	43. wreck	68. weaving	93. controlled
19. judgment	44. yesterday	69. essential	94. miles
20. know	45. young	70. encouraged	95. children
21. justice	46. mountain	71. assign	96. analysis
22. liberty	47. famous		
23. home	48. region		
24. manner	49. picture		
25. mention	50. accident		

SPELLING

February, 1920

1. appointment	26. grammar	51. balance	76. adjacent
2. happiness	27. entrance	52. business	77. bulletin
3. truly	28. indefinite	53. preliminary	78. visitor
4. sincerely	29. gradual	54. inevitable	79. success
5. often	30. comparison	55. procedure	80. physician
6. toward	31. conjunction	56. receive	81. cultivator
7. separate	32. popular	57. application	82. geography
8. community	33. peculiar	58. corresponding	83. grammar
9. region	34. analysis	59. assessment	84. aristocrat
10. reliable	35. pupil	60. legislative	85. citizen
11. government	36. United States	61. resolution	86. official
12. civil	37. America	62. sufficient	87. service
13. bordering	38. England	63. reliance	
14. capital	39. Germany		
15. capital	40. piano		
16. impossible	41. victoria		
17. common	42. quotient		
18. opening	43. ceiling		
19. autumn	44. always		
20. variety	45. classified		
21. occupation	46. children		
22. legislature	47. emancipate		
23. judgment	48. dictionary		
24. department	49. opposite		
25. opportunity	50. articulation		

SPELLING

Mar. 1920

1. beginning	8. judgment	23. imperial	38. recent
2. separate	9. something	24. reversed	39. publication
3. their	10. journeys	25. pacify	40. pressure
4. there	11. instrument	26. movement	41. cavity
		27. league	

SPELLING

February, 1922

1. liberty	26. standard	51. definitely	76. tariff
2. admission	27. appointed	52. determine	77. annual
3. separate	28. famous	53. probability	78. fierce
4. business	29. occupant	54. experience	79. biscuit
5. which	30. district	55. transaction	80. peculiar
6. kindly	31. coast	56. practice	81. courteous
7. grammar	32. power	57. retain	82. center
8. possible	33. torch	58. salary	83. indicate
9. armistice	34. consists	59. faculty	84. product
10. aisle	35. command	60. muscular	85. locate
11. circle	36. recover	61. deficient	86. credit
12. area	37. thrilled	62. exercise	87. advantage
13. parallel	38. hundred	63. selection	88. prominent
14. horizontal	39. valuable	64. justice	89. justified
15. angel	40. decisive	65. custom	90. color
16. triangle	41. message	66. salary	91. political
17. cutting	42. delight	67. library	92. acquired
18. duty	43. column	68. satisfy	93. cemetery
19. frontier	44. fiercely		
20. governed	45. injury		
21. president	46. revenue		
22. local	47. proposed		
23. constitution	48. deposit		
24. territory	49. leased		
25. voters	50. soldier		

SPELLING

Mar. 1920

1. island	26. gracious	51. definite	76. pineapples
2. oxygen	27. accused	52. separate	77. hygiene
3. vaccine	28. lovable	53. sincerely	78. determine
4. serious	29. telegram	54. often	79. regular
5. illness	30. avenue	55. there	80. geography
6. carton	31. coarse	56. their	81. legislature
7. office	32. merchant	57. too	82. sphere
8. catcher	33. seiche	58. two	83. articulation
9. capacity	34. dental	59. capital	84. sentence
10. heroine	35. ecipes	60. foreign	85. average
11. stomach	36. article	61. knowledge	86. incorrect
12. cement	37. acres	62. Wednesday	87. moneys
13. fertile	38. character	63. judgment	88. fencing
14. Serco	39. gingham	64. opportunity	89. applicants
15. balsam	40. latitudes	65. peculiarities	90. previous
16. horizon	41. Wednesday	66. America	91. sessions
17. assistance	42. assistance	67. piano	92. battle
18. ninety	43. jevous	68. ceiling	93. hymn
19. secretary	44. freighting	69. believe	94. him
20. fashion	45. foreigns	70. became	95. example
21. diploma	46. diary	71. legislative	96. relative
22. which	47. pistol	72. common	97. principal
23. alley	48. acans	73. variety	98. autumn
24. squirrel	49. sugar	74. autumn	99. squares
25. orphan	50. census	75. island	100. equals
		76. squirrel	77. carpet
		77. arban	78. acres
		78. resolve	79. certain
		79. special	80. carefully
		80. emphasis	81. question
		81. immediately	82. signature
		82. census	83. key
		83. selfish	84. boy
		84. decimal	85. cent
		85. capacity	86. farmer
		86. manual	87. impossible
		87. following	88. bordering
		88. receive	89. property
		89. difference	90. content
		90. alternate	91. analysis
			92. popular

SPELLING

February, 1923

85. peculiar	93. wagon
86. gradual	94. February
87. opposite	95. forty
88. classified	96. coffee
89. reliable	97. license
90. community	98. feally
91. department	99. governor
92. opening	100. courteous

SPELLING

February, 1924

1. until	22. defense
2. almost	23. alleges
3. already	24. disintegrate
4. receive	25. rescuse
5. immediately	26. appeal
6. business	27. deputy
7. all right	28. apparently
8. slith	29. designers
9. lovable	30. jungle
10. separate	31. delicate
11. character	32. graduate
12. begnishing	33. existence
13. noticeable	34. knowledge
14. too	35. fertile
15. their	36. diploma
16. there	37. nicely
17. sincerely	38. lilies
18. beware	39. cement
19. index	40. seifish
20. testified	41. parallel
21. collected	42. diary

SPELLING

February, 1925

1. oasis	11. comma	21. temperance
2. monarchy	12. astrograph	22. portrait
3. superior	13. scheme	23. opaque
4. grammar	14. faucet	24. oblique
5. aviator	15. variety	25. laths
6. handkerchief	16. change	26. piano
7. diagnose	17. diploma	27. serrecy
8. poison	18. vowel	28. criticise
9. oration	19. industrial	29. medicine
10. adjective	20. salary	30. register

SPELLING

February, 1925

1. discuss	11. pursued	21. business	31. account
2. substance	12. quantities	22. property	32. moving
3. federal	13. interval	23. harbors	33. article
4. reduce	14. sanity	24. mortgage	34. cabinet
5. robbery	15. advance	25. interest	35. repair
6. suspect	16. vacuum	26. improrid	36. sample
7. direct	17. radio	27. tractor	37. colosse
8. weight	18. material	28. mattress	38. apply
9. effort	19. prominent	29. experience	39. suite
10. inquiry	20. province	30. auction	40. lease

43. average	47. challenge
44. larynx	48. elevench
45. eminent	49. abused
46. odor	50. catalog

SPELLING

Mar. 1924

1. grammar	26. institution
2. knowledge	27. reason
3. futile	28. receive
4. dictionary	29. divide
5. truly	30. gallery
6. impossible	31. prose
7. government	32. gesture
8. appointment	33. punctuate
9. apparatus	34. muscle
10. license	35. hygiene
11. believe	36. peninsula
12. occupant	37. constitution
13. business	38. majestic
14. fifty	39. climate
15. elected	40. America
16. superintendent	41. United States
17. collage	42. arithmetic
18. opposite	43. example
19. territory	44. geography
20. description	45. important
21. scene	46. define
22. capitalize	47. cabinet
23. arrange	48. locate
24. conductor	49. settlement
25. subscribe	50. sanitation

SPELLING

February, 1925

31. paralyze	41. hymn
32. ratify	42. patron
33. route	43. salad
34. inherit	44. lawsuit
35. neutral	45. period
36. postum	46. radius
37. ferrie	47. genuine
38. agriculture	48. privation
39. laborer	49. texture
40. refuse	50. evolution

Writing

WRITING

February, 1924

1. Name two requisites of a good penman.
2. Name two things that have helped you to improve your penmanship.
3. Describe the proper manner of holding the pen, the proper position of the body while writing, and the proper position of the paper.
4. Write the letters of the alphabet, grouping them according to the number of spaces above or below the base line.
5. Copy the following stanzas:

"Consider
The birds that have no harm nor harvest weeks;
God gives them food—
Much more our Father seeks
To do us good."

WRITING

May, 1924

1. Write all the small letters in alphabetical order.
2. Write all the capital letters in alphabetical order.
3. Write the figures from one to ten.
4. Name the requisites of a good penman.
5. Write a neat, carefully worded letter to the Secretary of Agriculture at Washington asking him to send you a copy of Farmers Bulletin No. 512, Fifty Common Birds.

WRITING

February, 1925

1. What is good writing? How acquired?
2. Give three reasons for good writing.
3. Why are good materials important? Write one line each of three exercises for muscular penmanship.
4. Describe the correct position in writing of (a) the body, (b) arm, (c) hand, (d) pen, (e) paper.
5. Write these fractions: $\frac{1}{2}$, $\frac{3}{4}$, $\frac{5}{8}$, $\frac{7}{8}$, $\frac{9}{16}$.

WRITING

Mar. 1924

1. Make a list of the one space letters.
2. What are movement exercises and of what use are they?
3. Give directions for holding the pen and for placing the practice paper or the copy book.
4. Name three essentials of a good penman.
5. Write a short letter of friendship as a specimen of your handwriting.

WRITING

February, 1925

4. Write the letters of three spaces, five spaces, two spaces, one space in height.

7. Analyze: a, z, i, b, i, m, t, w, h, p.

WRITING

February, 1925

1. (a) Tell what you have been taught in regard to the proper position of the pen, the paper, and the body while writing. (b) Does a correct knowledge of the above help to make your writing better?
2. Write one line of any good muscular movement exercise. (b) Of what benefit is such an exercise?

3. Write the proper form for the heading and salutation of a business letter.
4. (a) How much time has been devoted each day to penmanship in your school, and at what time has it been taught during the day? (b) Do you think this enough to make you a good penman?

5. Write the small letters and the figures as a specimen of your best writing. Now try to make the rest of your paper compare with this, your best writing.
6. What are three of the good points in the system of penmanship taught in your country?

7. You are a poor writer. How may you improve your writing?
8. Should speed have anything to do with good writing? If so, why?

9. Write the capital letters.
10. I wish you to look over your paper in a careful manner. If you were to grade it, what grade do you think you should have? Be honest and careful in your judgment.

WRITING

Mar. 1925

1. Tell briefly what you have been taught about position, pen holding and movement.
2. Write a line of direct oval, making them compact.
3. Write a line of the push and pull exercise.
4. Write the figures from 1 to 10.

5. Of what value is good penmanship? 6-10. Write: "Whichever way the wind doth blow, Some heart is glad to have it so. Then blow it east or blow it west, The wind that blows, that wind is best."

WRITING

February, 1921

1. What two things have helped you in learning your penmanship?
4. Give three reasons for good penmanship.

1. Write one line of direct ovals; one
2. Write the letters of the alphabet, both small and capitals.
3. Write the figures from 1 to 10.

WRITING

February-May, 1925

The penmanship shown in the manuscript of the examination will be graded on a scale of 100 per cent; with reference to legibility, 50 per cent; regularity of form, 30 per cent; neatness, 20 per cent. The handwriting of each pupil will be considered in itself, rather than with reference to standard models.

(See page 115 for order blank.)

COMPLETE QUESTION AND ANSWER BOOK

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History

HISTORY

February, 1918

1. Name the three greatest accessions of territory since 1802. Mention briefly the importance of each.
2. What was the "Critical Period" of United States History and why so called?
3. What colonies were founded in America because of religious reasons? By whom was each founded?
4. Who was the "Great Pacificator"? Why was he so named?
5. Who was the last president to die in office? By whom was he succeeded?
6. Who is the leader of the American forces in France? Name the Central Powers and four of the leading nations of the Allies.

HISTORY

May, 1920

1. When, by whom and why was the first settlement made at Plymouth? At Jamestown?
2. Give the cause and result of the War of 1812.
3. Name two important questions before the public at the present time. Discuss one briefly.
4. Who said: "We have met the enemy and they are ours?" "Give me liberty or give me death?" For what are the following noted: Eli Whitney, Robert Fulton, Thomas A. Edison, Cyrus W. Field, Elias Howe.
5. Name the five last presidents and the party they represented.
6. What territory did the United States acquire at the close of the Spanish-American War? During whose administration did this war occur?

HISTORY

February, 1919

1. Give the cause, time and result of the last War in which the United States has been engaged.
2. Explain carefully what the term, "The United States of America" means.
3. Tell briefly what each of the following named men did: Columbus, Raleigh, John Smith, Roger Williams, Champlain, William Penn, Calicuter, Bradford, Boone and Patrick Henry.
4. Give the cause, time and result of

- each of the following named wars: Revolutionary, Civil and Mexican.
5. Tell briefly of the discovery of gold in California and its results.
 6. Name two inventors, two military leaders, one living ex-president, and tell why each should be remembered.

HISTORY

Mar, 1919

1. Name the original thirteen colonies.
2. Give dates, causes and results, in brief, of three wars in which the United States has been engaged.
3. Name two leading statesmen, two generals, two inventors, two great orators, and two prominent literary characters connected with our country's history.
4. What was the Stamp Act? the Monroe Doctrine? the Emancipation Proclamation? the Fugitive Slave Law? the Kix Kix Klan?
5. Write a paragraph on two of the following topics:
 - (a) The League of Nations.
 - (b) The Armistice of November 11, 1918.
 - (c) Liberty Loans.
 - (d) The Lusitania.
 - (e) Submarines.
6. Who are these people: Lloyd George, James V. Gerard, John J. Pershing, and William Howard Taft?

HISTORY

February 7, 1925

1. Name three inventions which made exploration less difficult and aided in the discovery and exploration of America.
2. Name a Spanish, French, Dutch, English, and Portuguese explorer and one country explored or discovered.
3. When and where was the first permanent English settlement in America?
4. Give five causes of the Revolutionary War.
5. (a) Who wrote the Declaration of Independence?
 - (b) Name 4 statesmen who helped to frame the Constitution of the United States.
6. (a) Give causes of War of 1812.
 - (b) Mexican War.
7. State Missouri Compromise.
8. What caused the Civil War?
9. What was the Emancipation Proclamation and when did it go into effect?
10. Name five of the most useful inventions since 1776.

HISTORY

Mar. 1922

1. How was the colonial government changed to a State government? In what respect were the governments of all states alike? What two governments were in operation in America when independence was declared?

2. Give an account of the early history of Texas and of its annexation.

3. What was the origin of the Monroe Doctrine? What is meant by it?

4. Give the events leading up to the Civil War.

5. Why did the election of Lincoln as President cause so much excitement in the South? Why did the South fear this? What did Lincoln tell the seceding states they might expect of him?

6. What was Lee's purpose in invading Pennsylvania? Give an account of the battle of Gettysburg.

7. Who wrote the Declaration of Independence? When was it adopted? How was it received?

8. What was the cause of the Mexican War? Give an account of the military operations of Taylor, of Scott. In what way did we gain possession of New Mexico and California?

9. What was the Dred Scott decision? 10. Give an account of the re-election of McKinley and his assassination. Who became president?

HISTORY

February, 1923

1. How many versions in America did Columbus make? Explain his difficulties. What geographical knowledge had the people at that time?

2. How did America get its name? Who were the Norse men?

3. Give the nationality of each of the following explorers and tell what section of the country was explored by each one: Vitellus, DeSoto, Ponce de Leon, John Cabot, Henry Hudson.

4. Tell about the Pilgrims; why they came to this country and their life after they settled here.

5. Why was John Williams banished from Massachusetts and where did he go? What was the nature of the colony founded by William Penn?

6. What was the life of the men and women who constituted the colonists of Virginia?

7. What were the important results of the French and Indian War?

8. What do you think were the chief causes of the Revolutionary War?

9. Name and describe one great battle of the war?

10. What European country assisted the colonists and how?

11. What was the Articles of the Confederation? Why were they replaced by the Constitution of the United States?

HISTORY

Mar. 1921

1. What European nations first gained a foothold in America? What portion did each country claim and why?

2. State the causes and results of the Revolutionary War.

3. Name three important battles of the Revolution, also three generals on the British and three on the American side.

4. What were the Articles of Confederation? Why were they set aside? What document took their place?

5. What are the following:
(a) Missouri Compromise?
(b) Emancipation Proclamation?
(c) Monroe Doctrine?
(d) Fugitive Slave Law?

6. Give the causes and results of the Civil War.

7. Name three important battles and three Northern and three Southern Generals.

8. Give a brief sketch of the life of Abraham Lincoln.

9. Name four important inventions which have influenced the development of the United States.

10. Who are the following and why are they prominent: (a) Calvin Coolidge, (b) John G. Pershing, (c) Lloyd George, (d) Warren G. Harding, (e) Thomas A. Edison.

11. Discuss briefly the causes and effects of the World War.

HISTORY

February, 1922

1. Name several results of the World War.

2. Name several organizations that helped win the war. Give some of the things each organization did.

3. Name the Commander-in-Chief of the armies of each of the following countries during the World War: America, France, Germany, and England.

4. Give a historical fact of any five of the following: Patrick Henry, Daniel Webster, Abraham Lincoln, George Washington, Alexander Hamilton, Henry Clay, Harriet Beecher Stowe and Clara Barton.

5. What ex-presidents are now living? Who is our present president? How long is a presidential term?

6. Name the territories acquired by U. S. since 1805. From whom was each obtained?

HISTORY

Mar. 1922

1. Compare the colonies of Virginia and Massachusetts in regard to religion, government, industries and geography.

2. Name two things that Alexander Hamilton did for Washington's administration.

3. Give the names of two inventors now living and state an invention of each.

4. Name four presidents who have had great national problems to solve, and give one problem with which each had to deal.

5. Give four reasons why you consider Roosevelt a great American.

6. What was the Ku Klux Klan and what was its object? State what led to its organization.

7. What two questions were settled by the Civil War?

8. When was the Constitution of the United States adopted? Why was it superior to the Articles of Confederation?

9. Give the names of five presidents elected for more than one term.

10. Name the leading countries represented at the recent conference in Washington. What was the purpose of the meeting?

11. Name two leading Republican and two leading Democratic statesmen who are now living.

HISTORY

February, 1923

1. Name two prominent commanders in the Revolutionary War, the Civil War, and our late World War.

2. Name some of the causes of our entrance into the World War.

3. Select five from the following explorers and tell of their explorations: Balboa, De Soto, John Cabot, LaSalle, Drake, Magellan, Cartier.

4. Give the names of five inventors; tell of their inventions.

5. When was the Armistice signed?

6. What was the Monroe Doctrine, the Missouri Compromise and the Navigation Act?

HISTORY

Mar. 1923

1. Discuss two of the following:
(a) Missouri Compromise.
(b) The Navigation Acts.(c) Monroe Doctrine.

2. Name a French, Spanish, Dutch and English explorer and the country explored or discovered by each.

3. In whose administration was: The Mexican War, the Civil War, the Spanish-American War?

4. Name three European countries that

made exploration in America and tell what part of the continent each claimed.

5. Name four of the most useful inventions since 1732.

6. Give five causes of the Revolutionary War.

HISTORY

February, 1923

(Answer five)

1. Tell what you know of the Constitution of the United States. Who was called the "Father of the Constitution"?

2. Give briefly something of importance in the life of each of the following: Thos. Jefferson, Theodore Roosevelt, Abraham Lincoln and Thomas Edison.

3. What is an explorer? Name an explorer and tell of his explorations. What is a discoverer? Name a discoverer and tell of his discoveries.

4. How many original colonies were there? How many states are there in the Union at the present time?

5. Name three great Generals of the Civil War, three great Generals of the Revolutionary War, three great Generals of the World War.

6. How many Presidents died while in office? Name them. Give a good definition of History.

HISTORY

Mar. 1924

(Answer ten)

1. For what is each of the following noted: Daniel Boone, Alexander Bell, Abraham Lincoln, Theodore Roosevelt, Eli Whitney?

2. In what war were the following battle: Bunker Hill, Marne, Trenton, Gettysburg, Chancellorsville?

3. Who is the president of the United States? How long is a presidential term?

4. Give one cause of each: Revolutionary War, War of 1812, Civil War, Spanish American War, World War.

5. Name five explorers and one country explored or discovered by each.

6. Name five inventors and one important invention of each.

7. What was the Emancipation Proclamation? The Monroe Doctrine?

8. Explain the following:
(a) The Missouri Compromise.
(b) Louisiana Purchase.
(c) Navigation Acts.

9. Who was president during the (a) Civil War?
(b) World War?

10. Name five territories acquired by the United States since 1805.

11. In what year did Iowa become a state?

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION

OCTOBER 28, 29, 30, 1925.

Thursday, 9.45 to 10:50 A. M.

PHYSIOLOGY

(Answer five questions.)

1. What, as you see it, is the relation between mental and bodily health?
2. Why does a drinking man have less chance of getting well from a severe illness?
3. Give a classification of joints, stating the nature of the movement in each, and illustrating by examples.
4. (a) Define the terms tissue, organ, gland, cell.
(b) Describe concisely the structure of the respiratory organs.
5. State in general terms the purposes served in the body by the circulation of blood.
6. Make a list of ten things we need to do to keep the body in perfect condition.

STATE OF IOWA,
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
JANUARY 27, 28 and 29, 1926.

Thursday, 9:45 to 10:50 A. M.

PHYSIOLOGY
(Answer five questions.)

1. What are bacteria? Discuss them as to size, form and rapidity of multiplication.
2. Using Tuberculosis as an illustration, show how disease germs escape the patient, are carried, and gain entrance to a second individual.
3. What are the dangers of unclean milk? How safeguard our milk supply?
4. Of what is the blood composed? In general, what are its functions?
5. What are two functions of the sweat glands? Two functions of the skeleton?
6. Give the structure of the brain, naming the parts.

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
AUGUST 27, 28 and 29, 1924.

Thursday, 9:40 to 10:50 A. M.

PHYSIOLOGY

(Answer five.)

1. Give five definite aims or results you would hope to accomplish in teaching physiology and hygiene.

2. Give five things that you, as a teacher, may do to reduce colds among school children.

Give five things you, as a teacher, may do to increase interest and pride in health, growth and vigor.

3. Name five diseases prevalent among school children. Give symptoms, prevention and treatment of each.

4. Draw a diagram of the eye ball, naming ten of the most important parts.

5. What is the purpose of the nervous system? Name the different parts of the brain and give the function of each part.

6. Name the four principal organs of excretion. Name the two types of glands in the human body and give an example under each type.

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
JANUARY 28, 29 and 30, 1925.

Thursday, 9:45 to 10:50 A. M.

PHYSIOLOGY

(Answer five questions.)

1. What is the importance of rest, sleep, recreation and cleanliness in the maintenance of the health of the family?
2. Describe the digestive system and tell what takes place in each division of the process.
3. What are two or more effects of exercise on the body?
4. What are some simple treatments for colds? How keep from giving colds?
5. What is the function of the teeth? How should they be cared for?
6. Why does the body need food? Give rules to govern the selection of food.

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION

OCTOBER 28, 29, 30, 1925.

Thursday, 9.45 to 10:50 A. M.

PHYSIOLOGY

(Answer five questions.)

1. What, as you see it, is the relation between mental and bodily health?
2. Why does a drinking man have less chance of getting well from a severe illness?
3. Give a classification of joints, stating the nature of the movement in each, and illustrating by examples.
4. (a) Define the terms tissue, organ, gland, cell.
(b) Describe concisely the structure of the respiratory organs.
5. State in general terms the purposes served in the body by the circulation of blood.
6. Make a list of ten things we need to do to the body in perfect condition.

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
JANUARY 25, 26, 27, 1928

Thursday, 9:45 to 10:45 A. M.

PHYSIOLOGY

(Answer five questions)

1. Give first aid for the following: nose bleed, broken bone, a cut.
2. Where do the following take place:
Digestion? absorption? oxidation? mastication?
3. Give two reasons why food should be eaten slowly and chewed well.
4. How should a pupil be clothed in order that dress will not interfere with his doing his best in school work?
5. What values result from carefully planned and supervised play?
6. Name three ways in which defective vision or hearing may manifest itself.

STATE OF IOWA
HIGH SCHOOL NORMAL TRAINING
EXAMINATION

Thursday A. M., July 30, 1925.

PHYSIOLOGY

(Answer but five questions, and number each answer
to correspond to the question answered.)

1. Define or explain:

(a) cells	(f) medullary sheath
(b) tissues	(g) corpuscles
(c) organs	(h) dendrites
(d) oxidation	(i) ganglion
(e) fatigue	(j) medulla oblongata
2. Name the organs of respiration.
3. (a) In what way does the body protect itself against invading bacteria?
(b) How does it protect itself against bacteria already in the system?
4. Give functions of:

(a) skeleton
(b) liver
(c) heart
(d) each of the nutritive foods.
5. How is the air breathed into the body?
6. (a) Name and give the number of the permanent teeth.
(b) Name the parts of a tooth.

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
OCTOBER 24, 25 and 26, 1923

Thursday, 9:45 to 10:50 A. M.

PHYSIOLOGY

(Answer five.)

1. Trace the course taken by the food we eat until it becomes a part of the cell.
2. Discuss the importance of a vigorous circulation.
3. (a) Distinguish between rib and diaphragm breathing.
(b) How does exhaled air differ from inhaled air?
4. Name, locate and describe three kinds of joints.
5. (a) What protections does the brain have against injury.
(b) How does it communicate with the outside world?
6. Explain two organs of special sense.

(unmarked)

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
OCTOBER 24, 25 and 26, 1923

Thursday, 9:45 to 10:50 A. M.

PHYSIOLOGY

(Answer five.)

1. Trace the course taken by the food we eat until it becomes a part of the cell.
2. Discuss the importance of a vigorous circulation.
3. (a) Distinguish between rib and diaphragm breathing.
(b) How does exhaled air differ from inhaled air?
4. Name, locate and describe three kinds of joints.
5. (a) What protections does the brain have against injury.
(b) How does it communicate with the outside world?
6. Explain two organs of special sense.

(answered)

STATE OF IOWA
EDUCATIONAL BOARD OF EXAMINERS
UNIFORM COUNTY EXAMINATION
AUGUST 29, 30 and 31, 1923.

Thursday, 9:40 to 10:50 A. M.

PHYSIOLOGY

(Answer five)

1. (a) What is meant by absorption of food?
(b) How is food carried to the cells?
2. (a) What are the parts of the skin?
(b) Name four functions of the skin.
3. Explain reflex action.
4. Tell briefly how we see, smell, taste and hear.
5. Define the following terms: nucleus, carbohydrate, fermentation, larynx, periosteum, Eustachian tube, medulla oblongata, oxygen, lymph, aorta.
6. Distinguish between a narcotic and a stimulant—
an antiseptic and a disinfectant.

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
JANUARY 23, 24 and 25, 1924.

Thursday, 9:45 to 10:50 A. M.

PHYSIOLOGY
(Answer five questions.)

1. What is muscle and what is its action?
2. Trace the circulation of the blood.
3. Write a paragraph of about 150 words on the value of fresh air in our rooms at night.
4. Describe briefly the digestive organs. What and where are the vocal cords?
5. Why is a man partially paralyzed when he has broken his neck or back?
6. Name five first aid remedies a teacher should be able to use. Explain.

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
JUNE 25, 26 and 27, 1924.

Thursday, 9:45 to 10:50 A. M.

PHYSIOLOGY
(Answer five.)

1. What do you consider the most important aims in teaching Physiology? Why?
2. Give three purposes of the skeleton. What would you teach children in regard to correct posture and its relation to the skeleton?
3. Define each of the following: Pleura, patella, pericardium, cornea, saliva.
4. Describe the structure of a tooth. What care should be given the teeth? Why?
5. Describe the structure of the skin and explain its action in perspiration.
6. Classify foods and give the principal sources of each class.

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
UNIFORM COUNTY EXAMINATION
JULY 23, 24, 25, 1924

Thursday, 9:45 to 10:50 A. M.

PHYSIOLOGY
(Answer five questions.)

1. State four results to be accomplished in the study of Physiology.
2. Tell a short interesting story to some children of the 4th grade on why we need food.
3. Outline for children of the 6th grade, a lesson on the care of the body.
4. Make a list of ten bad habits to teach the children to guard against.
5. Define tissue, organ, gland, valve, reflexact, nerve, vertebra, oxygen, artery, narcotic.
6. Beginning at the aorta, describe the path of a blood corpuscle which makes a complete circuit.

UNITED STATES HISTORY

February, 1905

1. Give cause and result of the Revolutionary War. Is there a law governing the number of terms a president may hold office?
2. Name four inventions and show how they have modernized the world.
3. What was the cause of the rapid settlement of the west? How has the law changed this condition?
4. What is conservatism, Missouri Compromise, Interstate Commerce Act, Emancipation Proclamation?
5. Who were Lafayette, Jefferson, Davis, Goethals, Thomas Jefferson, Benjamin Franklin?
6. Tell about Alaska, past, present and future.

UNITED STATES HISTORY

May, 1925

(Answer five)

1. Name five inventors. Give an invention of each.
2. When and why was the Armistice signed?
3. Name five nations who sent out explorers in the new world.
4. What does the constitution of the United States mean to you?
5. How many states in the Union? $\frac{48}{49}$
6. What important events in American history do the following dates suggest to you: 1607, 1812, 1820, 1849, 1917?

(See page 115 for order blank.)

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Civil Government

CIVIL GOVERNMENT

February, 1915

1. What is meant by government? Why is it needed?
2. What three general divisions of government are found in city, state and nation? Define each.
3. How many United States senators has Iowa?
4. What is the difference between the Iowa? Name them. Which is the senior senator?
5. Mention four state educational institutions and tell where located.
6. How many members compose the Board of Control? Discuss briefly under the following heads: duties, salary.
7. How does the Freed and Dairy Commissioner receive his position? What are some of his duties? Why was such an office necessary?

CIVIL GOVERNMENT

May, 1918

1. Name four county officers and give one duty of each.
2. How many townships in your county? Why do so many men dislike to hold township offices? Name the duties of the township.
3. Name and locate five state institutions. Name three county officers and two state officers to be elected next year.
4. Define the three branches of government. Name the present United States senators from Iowa.
5. When may the president of the Iowa senate vote?
6. State the law of suspension to the office superior court and the district court? What party to a suit is called a plaintiff? Which the defendant?

CIVIL GOVERNMENT

February, 1915

1. Name three township, three county, and three state officers and state what office each would hold.
2. Define the following terms: voter, citizen, arbitration, pension, armistice.
3. (a) Who is your representative in the present General Assembly; your senator? (b) How is each chosen and what salary does each receive?
4. (a) What is the constitution of Iowa? The Code of Iowa? (b) Name two duties each of the following officers: county supervisor,

township, county auditor, county sheriff, county recorder, and county attorney.

5. (a) Name the divisions of state government. (b) What are the duties of Railroad Commissioners? (c) (a) What is the salary of the Governor of Iowa; the Secretary of State; and State Auditor? (b) How is the Superintendent of Public Instruction chosen?

CIVIL GOVERNMENT

May, 1925

1. (a) When was Iowa admitted as a state? (b) Name the different places that have been the capital city of Iowa.
2. Name the officers of your township and give the duties of each.
3. (a) How is a legislator chosen to office? (b) How do we obtain money for state business? (Give in detail.)
4. How would you proceed to have your school grounds improved and the school house repaired?
5. Give the substance of the compulsory education law.
6. Name five state institutions of Iowa and state the purpose of each.

CIVIL GOVERNMENT

February, 1925

1. Bound your county and tell the county seat.
2. Name the county officers and underline the officer that is not chosen by the voters.
3. Bound Iowa. Name and locate capital. Who is Governor of Iowa?
4. What do you understand by the Constitution of United States? Name the three branches of government.
5. How many cabinet members has President Wilson? How many had Washington?
6. Name five state institutions in Iowa and tell where located.

CIVIL GOVERNMENT

May, 1925

1. Give a brief account of the formation and adoption of the Constitution of the United States.
2. Name the three departments of the

federal government and state in what each is vested.

10. How may the Constitution be amended?
11. What is a tax? Why are taxes levied?
12. What is an alien, a citizen, a legal voter?
13. Describe fully how an alien may become a citizen of the United States?
14. Name the two branches of the Alaska legislature. Why are two branches considered necessary? How many members in each branch?
15. What do you consider some of the duties of a good citizen to be?
16. Name in their order the departments of the Cabinet? What are the functions of the Cabinet?
17. What is meant by public opinion? What responsibility does each individual have in creating public opinion?
18. The remark is often made that certain agitators in this country "mistake liberty for license." What do you consider this remark to mean? What is your idea of a free country?

CIVIL GOVERNMENT

February, 1921

1. Name three kinds of school districts. Who are the officers of your district? How are they chosen?
2. Tell what you can of the origin of the township.
3. What does the county do with its insane persons? With its poor?
4. Of what does the legislature of Iowa consist? How are the members chosen?
5. How does a bill become a law? Trace the usual steps.
6. Name five elective state officers and tell briefly what each does.
7. What is the chief difference between a limited monarchy and a republic?
8. How often and at what times does the United States Congress meet? How many representatives has Iowa in both houses of Congress?
9. Describe the Supreme Court of the United States.
10. Why are taxes necessary? Name two kinds of taxes. Define each.
11. What is the Writ of Habeas Corpus, and for what is it used?

CIVIL GOVERNMENT

May, 1921

1. Define the following: (a) Absolute Monarchy, (b) Limited Monarchy, (c) Republic, (d) Democracy.
2. Which form of government do you like under?
3. What are the three branches or departments of the Government in both State

and Nation? Define the power of each branch.

2. (a) Who is the chief executive of Iowa? What salary does he draw?
- (b) What constitutes the General Assembly of Iowa? Where does it meet? How often? For what purpose? What salary does each member receive.
4. What governing body has jurisdiction over the affairs of the county? How often does this board meet? Name four duties which it performs.
5. Name five other county officials and tell what duty each performs.
6. How are the state and county officials chosen? When are they elected? Name one county official who is not chosen this way. How is this officer chosen?

CIVIL GOVERNMENT

February, 1922

1. How does a bill become a law?
2. What are the qualifications of a voter? What was our last presidential election? When will our next one be?
4. What is a citizen? How may a foreigner become a citizen of the United States?
5. Name three county officers and give one duty of each. Name your township officers.
6. Name and locate four state institutions of Iowa.

CIVIL GOVERNMENT

Mar. 1922

1. Name four qualifications of a good citizen and give reason why you think each of them is necessary.
2. What was the last amendment to the Federal Constitution? Why was this important?
3. Mr. Brown arrived in Iowa from Scotland May 1st, 1822. When and how may he become a citizen of the United States?
4. From what sources does your school receive revenue for its support?
5. How long is the term of a representative in Congress? Of a Senator? Of a Judge of the Supreme Court of the U. S.?
6. Name four county officers and define the duties of each.
7. What body of men is most closely associated with the President in his executive duties? How many are there and how do they get their positions?

CIVIL GOVERNMENT

February, 1923

1. Name the Governor of Iowa. What salary is paid him? What is the length of his term of office? What are some of his official duties?

CIVICS

February, 1924

(Answer five)

1. Name the state elective officers and define the duties of each.
2. Who is your County Superintendent? Name three of her duties?
3. Name and locate five state schools.
4. How may a foreigner become a citizen of the United States?
5. What is "Government"? Why is government necessary?
6. What is the compulsory school age in Iowa? 7-16

CIVICS

Mar. 1924

1. Who is the Governor of Iowa? For how long is he elected? Who fills his office during the governor's absence?
2. Name the three branches of government.
3. Name and locate five Iowa state institutions.
4. State the qualifications of a voter. What is meant by a "citizen"? How may an alien become a citizen of the United States?
5. Name three county officers and one duty of each.
6. How many members are there in the President's cabinet? When and how did President Coolidge become president?

CIVICS

February, 1925

1. Why do we have taxes? How are they levied?
2. Why must we have laws and government? How are state laws made?
3. Name four duties of a good citizen.
4. Name and describe different departments of our national government.
5. What is a congressional district? In which one are you located?
6. How can we get an amendment to the constitution of the United States? What are the last two amendments?

CIVICS

May, 1925

(Answer five)

1. Name and locate five state institutions in Iowa.
2. How may a foreigner become a citizen of the United States?
3. Name four qualifications of a desirable citizen.
4. Name four of your state officers, and four county officers; give some of the duties of each.
5. How often does the Iowa General Assembly meet? Name the two bodies of which it is composed.
6. Name your township officers, and give the duty of each.

Music

MUSIC

February, 1923

1. Define a scale.
2. Into what two classes are scales divided? Define two of these classes.
3. Draw a staff and write the letters on the lines and spaces.
4. Write on the staff the signature for each of the following keys: D, F, C.
5. Name four good school songs and tell why you think they are good.
6. Define and illustrate: hold, sharp, bar, quarter, rest, clef.
7. What is a time signature? Mention four kinds of time and write the signature for each.

MUSIC

Mar. 1913

1. Draw a staff and letter the lines and spaces.
2. Define note, dot, sharp, flat, hold.
3. Write do, re, mi, fa, sol, do in the keys of C, G and F.
4. Who wrote America and The Star Spangled Banner?
5. Name three noted singers.
6. Make up and write the names of five notes and their corresponding rests.
7. Explain and illustrate time.

MUSIC

February, 1923

1. Write one verse of America and one verse of The Star Spangled Banner.
2. Make a whole note, a quarter note, an eighth note, a sharp and a flat.
3. Draw a staff. Place on it the scale in half notes in the key of G, D, and F.
4. Write four measures in $\frac{3}{4}$ time using at least three different kinds of notes and one rest.
5. Define and illustrate a staff, bar, measure, scale, and tie.
6. Name three new patriotic songs that were written during the late war.

MUSIC

Mar. 1913

1. Name five patriotic songs you would recommend.
2. Why have so many patriotic community song services been conducted during the past two years?
3. Which is the most beneficial to you, learning to sing or studying technique of music?
4. Write the words of America.

5. How do you distinguish the bass from the treble clef; the keys of A, B flat, F, G?
6. Define staff, clef, note, rest, half stop, sharp, flat, bar, double bar, and score.

MUSIC

February, 1923

1. (a) What is a folk song?
(b) What is a patriotic song?
2. (a) Make a sharp.
(b) What effect does it have on a tone?
(c) Make a flat.
(d) What effect does it have on a tone?
3. Draw a staff. Name lines and spaces.
4. Write the scale that has a sharp on the fifth line and another sharp on the third space.
5. What is the key name of the Major Scale written in "question 4"?
6. Make and write the name of five kinds of notes and their corresponding rests.
7. What is a time signature?
- 8 and 9. Write first and last stanzas of "America."
10. Write one verse of "Star Spangled Banner."

MUSIC

May, 1923

1. Name three songs to be taught in every rural school. Why?
2. Draw a staff and write the scale.
3. Who wrote America? The Star Spangled Banner?
4. Define the following terms: Clef, rest, note, flat, sharp, bar, double bar.
5. Write the names of four National songs and one stanza of any one of them.

MUSIC

February, 1921

1. Draw the treble clef and place whole notes on the lines.
2. Draw the following: Whole note, half note, quarter note, eighth note.
3. Write a stanza from "The Star Spangled Banner."
4. What is a key in music? Name five.
5. What voices sing in the treble clef? The bass clef?
6. Draw the treble clef, key of C, and write on it the following: do, sol, la, ti.
7. What are liper lines? Draw a staff to illustrate this.
8. What is our State Song? Who wrote it? How do you suppose our soldier boys liked it while they were in France?

MUSIC

Mar. 1921

1. Write from memory two stanzas of "America."
2. Write from memory two stanzas of some other patriotic song.
3. Make a whole note, half note, quarter note, and an eighth note.
4. Make a whole rest, half rest, quarter rest, and an eighth rest.
5. Write the scale on the soprano staff in the key of "C" in quarter notes.
6. What is music? Why do you like it?

MUSIC

February, 1923

1. Write the words for one stanza of "America."
2. Write the scale in the key of C, using whole notes.
3. Who wrote "America," "The Star Spangled Banner," and "Iowa"?
4. Of what use are the figures found on the staff at the beginning of a piece of music?
5. Make a whole note, a half note, a quarter note, a whole rest and a half rest.
6. Name three religious, three patriotic and two popular songs.

MUSIC

Mar. 1922

1. What is rote singing? What is meant by sight singing? Which should come first? Why?
2. What are patriotic songs? Of what benefit? Name three patriotic songs played by the Northern soldiers during the Civil War and one by the Confederate soldiers.
2. Name five school songs you like to sing.
4. What is meant by a whole note, a half note, a quarter note, an eighth note, and a sixteenth note? Draw one of each.
5. What has Thomas A. Edison done to extend the influence of music?
6. Who wrote "America"? Write one stanza of this song.

MUSIC

February, 1923

1. What is meant by signature in music? What is a staff?
2. Name and indicate on the staff three kinds of time.

2. What is accent in music? What is a rest? What is a measure? What is a sharp? What is a flat?
4. What is a major scale? Why should patriotic songs be used in the school room?
5. What is our national hymn and by whom written?

MUSIC

Mar. 1922

1. Make a whole note, a half note, a quarter note, and an eighth note. Below each make the corresponding rest.
2. Write one stanza of America. Who wrote America?
3. Draw a staff. Name lines and spaces.
4. What effect does a sharp have on a tone? A flat? Make a sharp; a flat.
5. Locate "Do" in the key of C, in the key of F.
6. Name three songs you like to sing and tell why. How often do you have music in your school?

MUSIC

February, 1924

(Answer five)

1. What patriotic songs are suitable for the school room? Name three.
2. What is the signature of the treble clef? The bass clef?
3. What is rhythm, a musical scale? What is a whole note, a half note, a quarter note?
4. Write one stanza of America. Who wrote America?
5. What is a flat, a sharp?
6. Is the Victoria a help in the school room, and if so, why?

MUSIC

Mar. 1924

(Answer five)

1. Write the scale in the key of F, using whole notes.
2. Define sharp, flat, scale, staff, star.
3. Who wrote the following: America, The Star Spangled Banner, Battle Hymn of the Republic, Iowa?
4. Make and give name of five kinds of notes and their corresponding rests.
5. Name two hymns, two patriotic songs, two folk songs.
6. What is the signature in the key of C? of G? of F? of A?

MUSIC

February, 1925

1. Name and draw four kinds of notes. What does each mean?
2. How can you tell the time of a piece of music?
3. Name two songs you have learned that have given you a love for your country.
4. Make the sign for the treble clef, bass clef.
5. Why are rests used? Name four.
6. Of what use is the tie, the dot, flats and sharps?

MUSIC

May, 1925

(Answer five)

1. Name three patriotic songs sung by our soldiers in the late World War.
2. What has Thomas A. Edison done to extend the influence of music?
3. What is a whole note? A half note? A quarter note? An eighth note? A sixteenth note? Give an example of each.
4. What is a rote song? A folk song?
5. What is meant by signature of music? What is a staff?
6. What is accent in music? A rest? A measure? A sharp? A flat?

(See page 115 for order blank.)

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Reading

READING

February, 1925

1. Name the author of each of the following: The Haven, Snowbound, Old Ironsides, The Star-Spangled Banner and The Village Blacksmith.
2. Give the definition of the following words: arid, penetrate, crafty, meaischoly, indolent.
 1. What is accent? Illustrate.
 2. What is a synonym? Give the synonym of the following: sufficient, abundance, conduct, capable, alone.
 3. What is reading? Why is reading considered such an important study?
 4. Name five selections that would be suitable for dramatizing.

READING

Mar, 1918

1. What use do you make of the dictionary when studying your reading lesson?
2. Who wrote, Snowbound, The Great Stone Face, The Village Blacksmith, Ish-bod Crane, Wynken, Blyden and Nod?
3. Give sentences illustrating the use of a period, comma, apostrophe, quotation marks, interrogative point.
4. Define accent, emphasis, inflection, vocabulary reading.
5. What do we mean by reproduction of a story? Dramatization?
6. Give the title and author of two poems you have learned this year. Write the first verse of one of the poems.

READING

February, 1919

1. Give two reasons why reading is an important study.
2. What uses do you make of the dictionary while studying your reading lesson?
3. Who wrote Evangeline? Give meaning of primal: thatch-roof, tradition. Who were the Druids? Locate Acadia.
4. What is meant by reading with expression? What word or words do you emphasize in a sentence? How do marks of punctuation help in reading?
5. Who wrote The Village Blacksmith, The Great Stone Face, Snowbound, The Man Without a Country, The Gettysburg Address?
6. Name three books or stories you have read during the past year. Which did you like the best? Give reasons.

READING

Mar, 1919

1. What constitutes good oral reading?
2. What attention should be given to marks of punctuation in reading? Why?
3. What is the purpose of silent reading? Where and by whom practiced mostly?
4. Suggest two methods of making a reading recitation in school interesting and helpful from a standpoint.
5. Define accent, articulation, emphasis, inflection, monotone.
6. Mention five authors of good literature and a selection from each.

READING

February, 1920

1. Give two reasons for the use of the dictionary while studying a new selection.
2. How do marks of punctuation help in reading? Why? What is meant by "Reading with expression"?
3. Name your favorite book or story and tell why you like it best.
4. Write a description of some scene or character in the book or selection chosen in question 3. (Not more than 5 lines or 50 words.)
5. Who wrote "The Great Stone Face," "Snow Bound," "The Courtship of Miles Standish," "Legend of Sleepy Hollow," "The Man Without a Country"? Oral Reading 50% on final grade.

READING

Mar, 1918

1. Why do you like to read a story more than once?
2. What is a thought group? How does picking out the thought groups in a selection help one in reading?
3. Who wrote Rip Van Winkle? Robinson Crusoe? Huxwatha? Gettysburg Speech? Evangeline?
4. Why are you glad you know how to read?
5. Name some advantages in being a good reader.
6. Name one item of interest read from your daily paper yesterday.

READING

February, 1921

1. Name the author of "Treasure Island". What is the story about?
2. Write a paragraph describing the person of Chillon.

2. What is your Reading did you enjoy most? Tell why.
4. Who were: Hamlet? Lochinvar? Names? Socrates? Gathergald?
5. What is literature?
6. What is the story of Ruth? From what taken?
7. Quote the first stanza from "America".

READING

Mar. 1921

1. Why are punctuation marks necessary?
2. If you were reading aloud how would a listener know that you had reached a comma, a semicolon, a question mark, an exclamation mark or a period?
3. How can you enlarge your vocabulary?
4. Who wrote each of the following: The Great Stone Face, Thanksgiving, Snow Bound, Poor Richard's Almanac, Hiawatha?
5. Give a sketch of the life of one of the above authors.
6. Write three stanzas of "The Star Spangled Banner" and describe the circumstances under which the poem was written.

READING

February, 1922

- Oral Reading 50%. Written work 50%.
1. Of what use is the dictionary in studying your Reading lesson?
 2. Write a stanza of some poem you have learned.
 3. Who wrote the following: "Gettysburg Address", "The Arrow and the Song", "Christmas Carol", "The House", "Rip Van Winkle", and "Evangelist"?
 4. Write synonyms for the following words: liberty, up, hard, kind, fierce, bitter, and, sweet, teasing, pretty.
 5. Write synonyms for the following words: awful, pretty, just, labor, and large.
 6. What is Reading? Name two kinds of Reading. Which kind do you consider the more important?

READING

Mar. 1923

1. Why is reading such an important subject? Name two kinds and state which is the more important, and why.
2. Name three ways in which a dictionary aids a pupil in his work.
3. Name five selections you have read and give the author of each.
4. What are the three most important topics now discussed in the newspaper? State two reasons for reading a newspaper.
5. What selection in your reading have you enjoyed most this year? Give reasons for your answer.

6. What is a word picture, a memory gem, a patriotic selection? Either describe or illustrate the answer to this question.

READING

February, 1923

1. Name two kinds of reading. Why are they important?
2. Define articulation, emphasis, inflection, gesture.
3. Define a stanza, a verse, poetry, prose.
4. What is a synonym?
5. What is punctuation? Why used in reading? Write a verse of a poem you have learned.

READING

Mar. 1923

1. Who wrote The Great Stone Face, Gettysburg Address, Evangelist, Rip Van Winkle, The Man Without a Country, and Rhoda Arden?
2. What kind of reading do you use most in the study of your different lessons? Why?
3. Write a description of some scene or character in a book which you have read recently. (Not more than fifty words).
4. Write synonyms for the following words: awful, pretty, large, labor.
5. Give five uses of the dictionary. Do you use the dictionary while studying?
6. Name one selection written by each author? Henry Longfellow, Washington Irving, John Greenleaf Whittier, William C. Bryant.

READING

February, 1924

(Answer five)

1. Define oral reading.
2. Give three points to show the value of silent reading.
3. What help is reading in the study of Arithmetic, History and Geography?
4. Name something written by Henry W. Longfellow, Oliver Wendell Holmes, William Cullen Bryant, Sir Walter Scott and William Shakespeare.
5. What is prose, poetry?
6. Define accent, emphasis and articulation.

READING

Mar. 1924

(Answer five)

1. Name one selection written by each author: Holmes, Dickens, Scott, Longfellow, Harriet Beecher Stowe.
2. Define pronunciation, articulation, punctuation, emphasis, prose.
3. Give five uses of the dictionary.
4. Who wrote the following: Evangelist,

- Rip Van Winkle, The Man Without a Country, Tom Sawyer, The Deerslayer, good, sweet, warm, often, impossible, at-
5. Define Reading. Name two kinds ways, popular, soft, freedom, just.
and the advantages of each. Oral Reading 50% on final grade.

READING

February, 1925

1. What is silent reading? Why should each person be better in that than any other subject?
2. Name three punctuation marks and show how they help in reading.
3. What is a paragraph? How does it help in reading?
4. What place should the dictionary have in the reading of a book? Name five practical uses of the dictionary.
5. Name three American and two English authors and a work of each.

Oral reading 50%.

READING—Oral reading will count for half of the grade. The grade to be given by the conductor.

READING

May, 1925

(Answer five)

1. What is meant by expression in reading? Upon what does expression in reading depend?
 2. Define prose, poetry, a stanza, a verse, a paragraph.
 3. Name one selection written by each of the following authors: Whittier, Longfellow, Charles Dickens, Washington Irving.
 4. What is Oral reading? Silent reading? Why are both important?
 5. Write a stanza of a poem you have learned in school.
 6. Why do you use a dictionary in your general reading?
- READING—Oral reading will count for half of the grade. The grade is to be given by the conductor.

(See page 115 for order blank.)

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BIOGRAPHICAL SKETCHES

OF OUR

NATIONAL PRESIDENTS

GEORGE WASHINGTON

(First President)

Born Bridge Creek, Virginia, February 22, 1732

Married Mrs. Martha Custis 1759. Assumed office 1789. Served 7 years 10 months 4 days

Died December 14, 1799

President 1789-1797

The fame of George Washington is not accounted for merely by the record of his achievements. Like Lincoln, the man was infinitely greater than anything he did.



An able commander, he wrested liberty from tyranny. A statesman, he helped evolve a stable government from political chaos. A patriot, he cheerfully laid down power when he might have won a crown. Wisdom, patience, tolerance, courage, concentration to the righteous cause, animated his every act. Ingratitude, injustice, and treachery never embittered him, but served to strengthen his character. Ambition and opportunity never tempted him from the narrow path of honor.

Washington's father died when George was not quite 11 years old, and his half-brother, Lawrence, who was 14 years his senior, acted as guardian and loving counselor. As head of the family, Lawrence had been educated in England and had inherited the lion's share of the family property. This included a plantation on the Potomac which he christened Mount Vernon, under whom he had served for a time in the British navy. Here his brother George spent some of the happiest years of his youth, and in a few years after Lawrence's death, which occurred in 1752, this rich estate passed by inheritance into his permanent possession.

His Education and Training

The boyhood and education of young George Washington was little different from that of the other Virginia lads of good families, but limited means. He learned to read, write, and "cipher" in a school kept by the sexton of the parish church. But practically, his education, and a little reading, chiefly ruled his days. It was to his mother, a woman of strong and devoted character, that he owed his moral and religious training. Even when her son had risen to the height of human greatness, she would only say that "George had been a good boy, and she was sure he would do his duty." When he was 16 years old he was sent to a common talk of sending him to sea in a tobacco ship, but the plan was abandoned. Instead he received two additional years of schooling, chiefly in mathematics, and so prepared himself for the profession of a surveyor.

Through his brother, Lawrence, he made the acquaintance and won the favor of Lord Thomas Fairfax, an accomplished gentleman, who held enormous grants of land in Virginia beyond the Blue Ridge. At 16 George Washington entered his employ as land surveyor. The trials he had displayed in school and among his playmates and his leadership and steadfastness of character now came out promptly. He excelled in running, wrestling, and horseback riding. His school papers had been models of neatness and accuracy. Now he had to live afoot and on horseback in the wilderness.

He had helpers to direct, inferiors to govern; and he had to make out survey records so complete and accurate that they would be accepted by public officials upon which to base titles to land.

Washington was president 1789-1797. Following his retirement, Washington lived the life he loved, that of a planter "amid the mild courses of ordinary life" at Mount Vernon. He now found leisure to enjoy the society of his family and the simple pleasures of plantation life that had so long been denied him.

This period of well-earned enjoyment was all too short. In less than three years, on November 12, 1799, Washington contracted acute laryngitis as the result of a long ride on horseback in a severe storm. Two days later he was dead. In accordance with his wishes he was buried in the little family vault in the hillside at Mount Vernon, overlooking the Potomac River.

Following is a favorite quotation: "I hope I shall always possess firmness and virtue enough to maintain what I consider the most valuable of all titles, the character of an honest man."

JOHN ADAMS

(Second President)

Born Quincy, Mass., October 30, 1735

Married Abigail Smith 1764

Died July 4, 1826

President 1797-1801

At a time when American patriots had as yet scarcely learned to utter the word "Independence" strong-headed and stout hearted John Adams, as delegate from Massachusetts to the Continental Congress, was urging separation from

the Mother country, and doing it so boldly as to cause him to be shunned by his fellow delegates in the streets of Philadelphia. He was the first member of this notable family to rise to fame. Born in what is now the town of Quincy, Mass., he was graduated from Harvard College in 1753 and three years later began to practice law. After a few years he married Abigail Smith, a neighboring minister's daughter.

**Foremost Champion of Independence**

One of the most courageous things John Adams ever did was to undertake, in a time of great patriotic excitement, the defense of the British soldiers on trial for murder as a result of the so-called "Boston Massacre" (1770). Not merely did he procure the acquittal of all but two of them, but he so impressed his fellow townsmen of Boston with his courage, honesty, and patriotism that they forthwith elected him to the Colonial Legislature.

From the beginning of the struggle with the Mother country, Adams was one of the staunchest upholders of the rights of the Colonies, both in his speeches and in writing for the press. He opposed the Stamp Act and was a member of the Massachusetts Delegation to the Continental Congress from 1774 to 1778. When at the last moment the Delegation to the Continental Congress from 1774 to 1778. When at the last moment the members of the assembly were converted by events to his way of thinking as to separation, it fell to his lot to 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. In this and other proceedings he gained the reputation of having the "clearest head and firmest heart of any man in Congress."

In 1778 Adams sailed for France, which had just signed a treaty of alliance with the revolted colonies, to take his place as one of the commissioners to that country. There he rendered new service to the American cause as notable as those rendered while in Congress. With John Jay and Benjamin Franklin, he concluded the preliminary treaty with Great Britain, in 1783, which recognized the independence of the United States and ended hostilities. 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.

Succeeds Washington as President

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

In spite of Adams' great ability, patriotism and integrity of character, he was never the really popular, even with the Federalists. He was blunt, vain and tactless, and the Jeffersonian Republicans charged him with wishing to confine power to "the rich, the Jeffersonian Republicans charged him with wishing to confine power to "the rich, the well-born, and the able." He did not get along well with Alexander Hamilton, the ablest leader of the Federalists, and as a result the party was hopelessly split during the whole term of the Federalists, and as a result the party was hopelessly split during the whole term of Adams' administration. Party passions grew ever higher, and there was increasing friction also with the rulers of Revolutionary France. As a result the four years of Adams' presidency were one of the stormiest periods of our history.

For a moment only were factions killed. This was in 1798, when the insistent demand of the French Directors for money bribes led our envoy, Charles C. Pinckney to use his famous phrase, "millions for defence, but not one cent for tribute".

President Adams won great applause by his declaration, "I will never send another minister to France without assurance that he will be received, respected, and honored as becomes the representative of a great, free, powerful, and independent nation".

His failure of reelection was a bitter disappointment to Adams. He retired at the end of his single term to pass the last 25 years of his existence in private life. He refused petulantly to stay to see his successor inaugurated, and left for Massachusetts before daylight on the morning of March 4, 1801. In spite of such childlike selfishness his fame has grown with the passing years, until now this second president of the United States appears as an worthy figure in heroic times.

John Adams died on July 4th, 1826, on the 50th anniversary of the independence of the United States. Jefferson, with whom Adams had long been reconciled, died the same day; but Adams, not knowing this surmised as he died: "Thomas Jefferson still lives".

THOMAS JEFFERSON

(Third President)

Born April 13, 1743, at Shadwell, Virginia

Married Mrs. Martha Skelton, 1772

Died July 4, 1826

President 1801-1809

The Father of American Democracy

When Thomas Jefferson asserted in the Declaration of Independence that "All men are created equal" it was to him no mere high-sounding phrase, but an expression of the principle upon which he believed all government should be based.

Yet he was by birth an "aristocrat", for his mother was a member of the fine old Randolph family of Virginia. His father, however, belonged to the class of lesser land-holders in the backwoods country of Albemarle, Va. Something of Jefferson's democracy may be due, perhaps, to the frontier influences of the Blue Ridge region in which he was born and reared. More of it was due to himself, for in later life he wrote that, after his father's death, "at 14 years of age the whole care and directions of myself was thrown on myself entirely, without a relative or friend qualified to advise or guide me".



Though the family was not wealthy—for land in that day did not necessarily mean wealth—their funds were sufficient for Jefferson to attend William and Mary College from which he was graduated in 1762. He always set a high value upon his education, at one time declaring that if he were called upon to choose between the large estate left him by his father, and the education given to him, he would without hesitation choose the latter. He was fond of outdoor sports, was an excellent horseman, and a skilled violinist, as well as a keen and eager student—a man of many accomplishments and of great personal charm.

After leaving college Jefferson studied law and in 1767 was admitted to the bar. But the law proved of only minor interest in the career of this many-sided man. He was also a statesman, diplomat, administrator, planter, and philosopher. Although he was successful in the legal profession, his voice rendered impossible long speeches, and he had no delight in the bitter personal debates of the law courts. It has been said that in Virginia, during the Revolutionary War, "Washington was the sword of the rebellion, Patrick Henry its tongue, and Jefferson its pen".

Jefferson was only 32 when he took his seat in the Continental Congress, but he at once became prominent. Re-appointed by Virginia in 1776, he won imperishable fame as draftsman of the Declaration of Independence. Soon afterwards he resigned his seat in the Continental Congress to enter the legislative of Virginia, which had now driven out its royal governor and adopted a state constitution, though of a rather conservative sort.

The Splendid "Louisiana Purchase"

The crowning achievement of Jefferson's first administration was the purchase of Louisiana from France. Following this, he sent out the Lewis and Clark expedition to explore the new territory and to establish the claim of the United States to the Oregon country. He also dispatched a naval expedition to the Mediterranean to crush the pirates of Tripoli in North Africa who were interfering with American commerce. Jefferson, however, believed that armies and navies were dangerous to the liberties of free people, and reduced both these arms to the lowest point possible.

The remaining 16 years of his life were spent chiefly at his beautiful plantation home, Monticello, in Virginia. Jefferson had always regarded agriculture as the best occupation for men and the foundation of all other wealth. He was a scientific farmer for his day, and was constantly endeavoring to improve methods and introduce new crops, for which he searched Europe. At the same time he kept in touch with public affairs through his numerous correspondents, and his personal influence was very great. As the "Sage of Monticello" he was still one of the most distinguished of Americans. People came from all parts of the country to visit him—"people of wealth, fashion, men in office, professional men, military and civil, lawyers, doctors, tourists, travelers, artists, strangers, and friends." His lavish hospitality, indeed, helped to bring him to financial ruin.

Jefferson died on July 4, 1826—on the same day of John Adams and just 56 years after the adoption of the Declaration of Independence. In accordance with his request this epitaph was inscribed on his monument: "Here was buried Thomas Jefferson, Author of the Declaration of American Independence, the Statute of Virginia for Religious Freedom, and Father of the University of Virginia." He was greater as a thinker than as a man of action. His mind flashed brilliantly from many facets, and he was ahead of his age in countless ideas. Without Hamilton the new government might have lacked the force and vigor necessary to make it a success; without Jefferson it would have lacked that faith in average human nature which has made the United States the haven for the oppressed of the world.

JAMES MADISON

(Fourth President)

Born Port Conway, Virginia, March 16, 1751

Married Mrs. Dolley Todd 1794

Died June 28, 1836

President 1809-1817

Father of the Constitution

Madison, like Washington, Jefferson, and Monroe, was a Virginian by birth. His father owned the large estate of Montpelier, in the then frontier county of Orange. But though possessed of many acres, the Madison family did not belong to the aristocracy or "best families" of Virginia. The family funds, however, were sufficient to provide a good education for James. He was the youngest son. When he was 16 years old he entered Princeton University, from which he was graduated in 1771. He then spent another year there studying Hebrew, the history and government of ancient civilizations, and the principles of law.



At that time he intended to enter the ministry. But politics—a pursuit for which he was eminently adapted—soon claimed his attention, and from 1776 to 1817, with the exception of about four years, he served continuously in public office. In that time he was member of the Virginia Assembly, of the Continental Congress, and of the House of Representatives under the new constitution. He had been a member of the convention which framed the constitution of Virginia in 1776, and was one of the leaders in the Constitutional Convention in Philadelphia, in 1787, which framed the Federal Constitution.

was talk of the alliance of reactionary European powers, which just put down revolutions in Italy and Spain, interfering forcibly in Latin America with a view to re-establishing Spanish rule there.

John Quincy Adams, then secretary of state, thought it better that the United States should make an independent declaration; and after discussion with President Monroe, he formulated most of the important presidential message delivered on December 2.

Pointing to the fact that it was America's policy not to intermeddle in European affairs, President Monroe gave warning that any attempt by the autocratic monarchies of Europe "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 section of the message the view was expressed that the American continent was no longer open to new colonization. This was aimed at Russia, which was then planning to set up 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 unconditional 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 public career covering more than 40 years. During which time he had displayed his wonderful ability as legislator, diplomat, or executive; 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 turned wrong side outward without discovering a blemish to the world." His closing years were harassed by debt, and he removed from Virginia to find a home with his son-in-law in New York City, where he died on July 4, 1823.

JOHN QUINCY ADAMS

(Sixth President)

Born Quincy, Massachusetts, July 11, 1767

Married Louisa Catherine Johnson 1797

Died February 23, 1826

President 1825-1829

In a public address Mr. Adams once quoted some words from the Latin author Tacitus which a lady in his audience translated as meaning "Equal to, not above duty." She added that a better translation would be the three words, "John Quincy Adams."



Duty was the keynote of the younger Adams' whole life. He saw it in the boy when at the age of 10 years he wrote to his father: "I make but a poor figure at composition. My head is much too feeble, my thoughts are running after birds' eggs, peas, and trifles till I get vexed with myself."

We see it again in the young man who turned his back on life at the court of St. James, in England—to which his father had just been appointed the first minister from the United States—and returned to America in order that he might obtain a degree at Harvard College; although he felt, "were I now to go with my father probably my immediate satisfaction might be greater than it will be in returning to America."

A Diplomat at Fifteen

At that time (1785) he had enjoyed life abroad for seven years. He was born at the old Adams home in Quincy, Mass. When 10 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 school in Paris and Holland. At 15 he accompanied Francis Dana to Russia, as private secretary, when that gentleman received the appointment—not recognized by Russia—as envoy to the court at St. Petersburg. We cannot wonder that he found the prospect of giving up this diplomatic life "somewhat discouraging for a youth of my abilities."

In his case sacrifice brought its reward, for, after having graduated from Harvard in 1788 and then admitted to the bar three years later, he was appointed by President Washington as minister at the Hague (Holland), when he was barely 27 years old. When John Adams became president the question of his son's diplomatic future became an embarrassing one, for both father and son possessed an old-fashioned puritanical sense of duty, and President Adams did not wish to be accused of favoritism. But Washington came to the rescue, and in a letter to President Adams urged that John Quincy Adams should be promoted to the place of minister at Berlin, because (as he said) "young Adams was the ablest person in the American diplomatic service".

The "Old Man Eloquent"

In a day when such orators as Webster, Clay and Calhoun were in public life, Adams yet won for himself a title of "Old Man Eloquent". His claim to this was based on the information contained in his speeches but not in any charm of appearance or grace of voice or manner as an orator. He was short, fat, and bald; his voice was high, shrill, and liable to break—pleasing enough to be heard, but not agreeable. In manner he was so restrained and cold that he was extremely unpopular in the House.

But if he was disliked and unlikedly treated by others, he was in turn uncharitable to them. In his voluminous " diary" of 13 printed volumes, he in which records his feelings and doings, hardly a man in public life escapes condemnation. One author wrote that, "as one turns the leaves, he feels as though he were walking through a graveyard of slaughtered reputations, wherein not many headlines show a few words of measured commendations". The habit of harsh criticism cost Mr. Adams much, for it not only made him unpopular in life, but even today we find it hard to like the man. It should be said, however, that he applied the same tests of puritanical severity to his own character and acts that he applied to others. In all this he is a good example of the Adams family—upright, honest, and able far beyond the average of their associates, but with a fatal gift for tactless speech and unpopularity.

ANDREW JACKSON

(Seventh President)

Born Union County, North Carolina, March 15, 1767

Married Mrs. Rachel Roberts 1791

Died June 8, 1845

President 1829-1837

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 specimen of the new type of American manhood who was now to dominate the country, no better person could be found than Andrew Jackson. The son of Scotch-Irish parents who had settled in the frontier wilderness of the Carolina shawby before his birth, he displayed the characteristics of the Western region in which he was born and reared. He was uneducated, but straight-forward, fighting but energetic, self-confident, honest, and straightforward. He was ardently loved by his friends, he was just as cordially hated by his enemies—a hatred which he abundantly returned.

Jackson's lack of education was due not only to the poor schools on the frontier. He was also to his own indifference to books and to his unwillingness to be taught. He never learned to speak or write correct English, and one of his enemies once said that never learned to speak or write correct English, and grammar, would make the better educated angels weep.

At the close of the Revolutionary War, Jackson found himself alone in the world, for his two brothers had been killed and his mother had died as a result of the hardships he endured moving American prisoners. Jackson was admitted to the bar in ships she endured moving American prisoners. Jackson was admitted to the bar in 1787. For the position of prosecuting attorney in Nashville, which he accepted in 1788,



had precisely the characteristics needed. Jackson possessed plenty of both moral and physical courage, and though impatient of restraint himself, he was quite as determined to make other men obey the law, a resolution which won for him the esteem of the law-abiding and the respect of evil-doers.

These qualities soon gained him recognition as spokesman of the West. He was member of Congress at 29, United States senator at 30, judge of the Supreme Court of Tennessee at 31, and major-general of militia on a dangerous frontier at 33.

Enter the Hero On Horseback

Jackson always went straight for what he wanted. This characteristic sometimes involved him in difficulties, as it did in 1817. He had been ordered to the Florida frontier where the Indians were massacring the American settlers. Jackson, with many others, felt that the red men were incited to these raids by the British and the Spaniards. As a frontiersman he hated the Indians; because of the ill-treatment he had received while a prisoner during the Revolutionary War, he hated the British; and as a Westerner he disliked the Spaniards because they frequently closed the Mississippi River to American commerce. His hostility to these three peoples made the expedition to Florida an especially agreeable one to Jackson.

In 1824, he became one of the five candidates for the presidency. Though he received more of the electoral votes than any of the other candidates, he did not have a majority and the choice therefore went to the House of Representatives. The Clay followers, 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 treated fairly, together with the dislike many felt for the cold sprightliness of Adams, and their admiration for Jackson, gave him the election in 1828.

The Spokesman of the Common People

The common people felt that at last they had an executive who was one of them, as was shown by the appearance of the crowds at Washington on inauguration day. Half the men wore their trousers tucked into their boots and not a few carried pistols openly in their belts. The contrast between "Jeffersonian democracy" and "Jacksonian democracy" is indicated in the contrast between Jefferson's mansion at Monticello, and the backwoods log cabins in which Jackson spent his youth.

Jackson regarded himself as a spokesman for the common people in whom he had absolute confidence. This belief he expressed in the phrase "Let the people rule," and in order to let them "rule" he removed from office in the first year of his administration about 2,000 office holders to make room for his friends. This was an application of the harmful "spoils system," with its cry, "To the victor belongs the spoils," which flourished and corrupted American politics for more than half a century and which civil service laws have not yet altogether removed.

When Jackson retired from office he had the satisfaction of seeing his chief points carried: the tariff question was regulated on his principles, the Bank of the United States was closed up its affairs, nullification was laid low, and the Indians in Georgia had been pacified. His satisfaction was increased by the fact that Van Buren, who had been rejected by the Senate as minister to England, was his successor; and that Roger B. Taney, whom the Senate had twice rejected for lesser offices was the Chief Justice who administered the oath of office.

During the eight years which followed Jackson's retirement, the hard times which came upon the country in 1837 hurt him financially and also disturbed his peace of mind. But they did not destroy his popularity. Admirers named their children for him and asked for his autograph; and so many wrote to request a lock of his hair that he kept the stylists whenever he had it cut. Neither Washington nor Jefferson enjoyed the popularity that "Old Hickory" did, nor have many presidents since his day possessed to such a degree the love and confidence of the majority 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

(Eighth President)

Born Kinderhook, New York, December, 1782

Married Hannah Hoes 1807

Died July 24, 1862

President, 1837-1841

The "Little Magician" of Kinderhook, as Martin Van Buren was called, was one of the unfortunate presidents of the United States. Coming to the White House in 1837, as the eighth to hold that office, he reaped in the panic of that year the "whirlwind" which had been sown by his predecessor and sponsor, Andrew Jackson. The odium which attached to his name at that time for years rendered any just estimate of Van Buren as impossible, but today he is regarded as a real statesman, as well as a possessor of the politician type. Woodrow Wilson in his "History of the American People" gives this estimate of Van Buren: "His was a little strength of character underlying Mr. Van Buren's blank exterior, his conciliating manner, his able, sweet accommodation. He was also, in his way, a consummate master of men. He mastered them by insight, by intimate and friendly counsel, and by knowing the end he sought. He did not rule or dominate by force, but by the gentleness was always courteous, always placid, always ready to listen and wait to get his way." Calhoun, however, asserted that with him "justice, right, patriotism, were more vague phrases".

Martin Van Buren was a native of the state of New York, and as his name indicates, was of Dutch descent. His father was a farmer, and according to some was a tavern-keeper at Kinderhook, near Albany. The boy's schooling was obtained in the village school and in Kinderhook Academy, but at 14 years of age he left school and entered a school and in Kinderhook Academy, but at 14 years of age he left school and entered a law office as an errand boy. For seven years he served an apprenticeship in law offices at Kinderhook and Albany, and at the end of that time he was admitted to the bar.

Though he proved a successful lawyer, his chief interest centered in politics, for which field he first appeared in 1803 as a supporter of the Jeffersonian candidate for governor of New York. Political parties in that state were already beginning to change and in the factional struggle which followed, Martin Van Buren took an active part in the "Albany Regency," a group of politicians who ran New York, Van Buren was a leader. From this came his nickname "Martin the First". During this period he served in the state legislature and Congress.

Van Buren enters his term of office pledged to follow in the footsteps of his predecessor, by so doing he not only continued the "spoils system" of politics but he assumed the burden of all of Jackson's mistakes. In a few short months the panic of 1837 began. Banks closed their doors; depositing government funds in private banks was a dangerous proceeding because the surplus money tempted the bankers to engage in speculation, and if these speculations failed the government lost its money. To prove a safer means of keeping the government funds, Van Buren favored the establishment of an "independent treasury", and after a three years' fight with Congress a bill providing for this was passed in 1840.

Another unwelcome inheritance from the Jackson administration was the most fierce and costly of any of the Indian wars, the Seminoles War in Florida which cost the government thousands of lives and \$15,000,000. No small amount of credit is also due this unpopular president for his executive effort establishing a ten-hour day in all government plants.

The people, still suffering from the panic of 1837, saw in Van Buren's administration their only chance to relieve the distress. In the election of 1840, the Whigs, putting all their emphasis on the hard times, won a decided victory after a campaign famous for its enthusiasm; and Van Buren's public career was spoiled at the end of his single term as president. But he still maintained his interest in politics. He was a Democrat, but he opposed the annexation of Texas, and approved of the "Wilmot Proviso" which forbade slavery in the territory acquired from Mexico. This last stand led to his nomination for the presidency in 1848 by the "Free-Soil" party, but the Democratic party was decisively defeated. He maintained his conservative views until 1860 he supported him in the dark for the rest of his life; but after Lincoln's election in 1860 he supported him in the dark days of the Civil War. He died in 1862 believing that the Union cause would triumph.



WILLIAM H. HARRISON

(Ninth President)

Born in Berkley, Virginia, February 9, 1773

Married Anna Symmes 1805. Assumed office 1841. Served 1 month

Died April 4, 1841

The Indian Fighter Who Became President

President 1841

If the frontier creates the characteristics which are peculiarly American, as has often been asserted, then William Henry Harrison was a typical American, for most of his public career was spent in the frontier wilderness of the Northwest Territory, or representing that region in Washington. But by birth and education General Harrison belonged to the aristocracy of Virginia. His father was a plantation owner in the tidewater region, who had taken a prominent part in Virginia politics during the Revolutionary War, and also signed the Declaration of Independence. After placing his signature to that immortal document, it is said that he remarked to Benjamin Franklin, "Now we must all hang together." "Certainly," said Franklin, "for you may be sure that if we don't, we shall all hang separately."



As William Henry was the third son of the Harrison family, and the father's property would under the Virginia law of that time go chiefly to the oldest son, a profession was necessary for him. His father sent him to Hampden-Sydney College, Va., 1787 to 1790, and then to Philadelphia to study medicine. But the young man disliked this calling, and at the death of his father, in 1791, he dropped it. President Washington then appointed him an ensign in the army.

Harrison's first active duty was under General 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 was commander of Fort Washington, in Pennsylvania, until 1798.

How He Won the Title of "Old Tippecanoe"

As superintendent of Indian affairs he made in all 35 treaties with the Indians, securing the cession of large sections of land in the Northwest. Tecumseh, a chieftain of the Shawnee Indians, called the "Prophet" objection to this giving up of the Indian lands, and claimed that the consent of all the tribes was necessary before the cession could be valid. The chiefs, they said, had "no right to barter away the land for a pewter ring or a bag of beads". The result was a formidable Indian War, in which Governor Harrison defeated the Indians at Tippecanoe, near Lafayette, Indiana. This victory made Harrison a national hero, and he was admirably called "Old Tippecanoe".

His Nominations for the Presidency

In 1838 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, who was seeking re-election. The campaign of that year marked a new era in American politics. With it began the "tanner meetings, the carolers' pump, and the doggerel verse which for years after marked presidential elections. One part of Harrison's residence at North Bend was a log cabin covered with clapboards, and at the opening of the campaign one of his admirers said that his table, instead of being served with expensive wines, was supplied with cider. So "logcabin and hard cider" immediately appeared at all the Harrison meetings. The cry "Tippecanoe and Tyler too" carried the Whigs to overwhelming victory, making Harrison president and Tyler, vice-president.

But the strain of the campaign, and of dealing with the multitude of office-seekers in the months that followed proved too much for General Harrison. Although in apparent good health at the time of his inauguration, he soon fell ill of pneumonia and died on April 4, 1841—just one month after he took office. He was the ninth to hold the presidential office, and the first to die during his official term.

It is useless to speculate as to what sort of a present he would have made. On the one side are those who hold that "he was not a great man, though he lived in a great time, and he had been a leader in great things". On 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 reason for thinking he would not have shown on the national stage the same qualities of broad-mindedness, integrity, tact, courage, and resourcefulness that he had displayed in the lesser drama of the frontier.

JOHN TYLER

(Tenth President)

Born in Greenway, Virginia, March 29, 1790

Married Letitia Christian 1815 and Julia Gardiner 1844

Died January 17, 1862

President 1841-1845

"Honest John's" Stormy Administration

"Honest John Tyler" regarded himself as one of the "Virginia 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 bred in the "Old Dominion", but he hardly belongs in the same classification with Washington, Jefferson, Madison, and Monroe.

In the first place, Tyler was not elected president at all, but came to that office from the vice-presidency at the death of William Henry Harrison, in 1841. He was the first vice-president to so obtain the place of chief executive. In the second place, he did not belong to the age of Washington, which produced the fathers of the Revolution and the Constitution, but belonged rather to the Jacksonian period of partisan politics.

Though Tyler was not one of the Revolutionary statesmen who founded the government and whose succession to the presidency had "ended in a sort of a chill with John Quincy Adams", Tyler had education and experience which might have rendered him a suitable candidate for the presidency. He was the son of Judge John Tyler, who had served as governor of Virginia, from 1808 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 1807. Two years later he was admitted to the bar, at the age of 19; and when he was 21 his public career began with his election to the Virginia House of Delegates, in 1810. 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 governor 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 familiar to the people of America. Yet the uncertainty of his stand on some of the most serious and important questions of the times made his administration one of the most exciting in the history of the United States. He believed in the strict construction of the Constitution. For this reason he had, while in Congress, opposed internal improvements, a national bank, and the tariff of Abolitionists of 1816, and had allied himself with the Democratic party, which was the strict construction party.

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 misgivings that the Whigs, recalling his strict construction views, saw him elevated to the place of chief executive; and their misgivings were fully justified.

Tyler vetoed the bill to re-establish the Bank of the United States shortly after he took office. The Whigs tried to draw up a new bill which would meet his approval, but it was so amended to accord it, at first, when it was sent to him he promptly vetoed it although he seemed to agree; it was then passed a statement that they were also. This so angered the Whig leaders that they then issued a statement that they were in no way responsible for the President's acts.

So Ended John Tyler's Career

His quarrel with the Whigs and his policy while in office not only destroyed all chance for Tyler's re-election to the presidency but likewise ended his political career.



When his term of office ended, in 1848, there was nothing for him to do but to retire to his estate, Sherwood Forest, in Virginia on the James River. There he lived until the slavery crisis of 1860 again called him into action. In January 1861, he recommended that a convention of border states be held to find some means of averting the threatened conflict between the North and South. In accordance with this suggestion a peace convention met in Washington, on February 4, 1861, and the ex-President was chosen to preside over the meeting. When his suggestions were rejected by Congress, Tyler hurried to Richmond, where in the state convention he advocated immediate secession. When Virginia joined the Confederacy, Tyler was elected a member of the provisional congress and later was chosen to the permanent congress of the Confederacy, but died before he could take his seat in that body.

JAMES KNOX POLK

(Eleventh President)

Born Pineville, North Carolina, November 2, 1795

Married Sarah Childress 1824

Died June 15, 1849

President 1845-1849

The Man Who Won the Pacific Coast

The same Scotch Irish stock which produced Andrew Jackson, the seventh president of the United States, produced also James K. Polk, the eleventh president; the same state (North Carolina) gave them birth; something of the same frontier conditions environed their youth; and the principles of "Jacksonian Democracy" were also those professed and acted upon by Polk, to whom the United States was to owe its greatest territorial expansion 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 boy James was born amid primitive farming conditions in Mecklenburg County, N. C., and entered the University of North Carolina, at Chapel Hill, at the age of 20; and when he was graduated, in 1818, he was acknowledged to be the best student in his class in mathematics and the classics, and for this reason was chosen to deliver the Latin salutatory address. Two years later he was admitted to the bar, and practiced law at Columbia, 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 "Napoleon of the Stump." During his period of study for the bar he had made the acquaintance of Gen. Andrew Jackson, and this friendship undoubtedly influenced his ideas as well as advanced his fortunes.

Polk's political career began in 1823, when he was chosen a member of the Tennessee legislature. Before his election to the presidency, 21 years later, he had successfully held the positions of state legislator, had been a representative in Congress for 14 years, filling for four years the difficult post of Speaker of the House when partisan feeling was exceptionally bitter, and had served two years as governor of Tennessee. He was recognized as an able Jacksonian Democrat, and was discussed for the vice presidency in 1840. But in spite of Jackson's influence in his behalf he was defeated for re-election as governor in 1841 and again in 1843.

It was understood before the Democratic National Convention met, at Baltimore in 1844, that Polk was a candidate for the nomination for vice-president. Shortly before the Convention met, ex-President Van Buren issued a statement opposing the annexation of Texas. This lost him the nomination and gave it to Polk, with whom was nominated George M. Dallas of Pennsylvania for vice president. Polk's platform was summed up as the "Re-annexation of Texas and Re-occupation of Oregon," and his determination to thus extend the boundaries both on the southwest and northwest brought him the election.

The question of the annexation of Texas was practically settled on the last day of Tyler's Administration, when a joint resolution was passed by Congress providing for its admission into the Union. But the work of carrying out this resolution fell to the President Polk and its logical result was war with Mexico. The result was to add to the United States not only the disputed territory between the Nueces and Rio Grande rivers, but also California, Utah, Nevada, and parts of Arizona and New Mexico—more than 322,000 square miles of new territory—in return for a payment to Mexico of \$15,000,000.

In 1844 Polk had declared that he would not be a candidate for re-election, and in 1848 he still adhered to that resolution. He was indeed "steadfast in opinions once formed, and not easily moved by popular opinion." He found his greatest happiness in farming, and not easily moved by public amusements, the pleasures of the home circle, or the retirement from public life. But it was a and looked forward with pleasure to this retirement from public life. But it was a pleasure he enjoyed for only a short time, for he died on June 15, 1849, a little more than three months after he left the White House.

The historian Bancroft, who served in Polk's Cabinet, has left us an estimate of Polk as a "frank and sincere friend, courteous and affable in his demeanor with strangers, generous and benevolent." He adds that "the esteem in which he was held as a man and citizen was quite as high as his official reputation".

ZACHARY TAYLOR

(Twelfth President)

Born Orange Courthouse, Virginia, November 24, 1784

Married Margaret Smith 1810

Died in office July 9, 1850

President 1849-1850

General Zachary Taylor, the 12th 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 third to be chosen because of his military exploits. Like Andrew Jackson, he had been born in Virginia, 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 scarce. He frequently gathered his father's comrades of Revolutionary days, and his brothers the desire to be soldiers, for four out of the five boys entered the army.



Taylor obtained in 1808 a commission as first lieutenant in a recently formed regiment of United States troops. His service in the army covered a period of 40 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 Northwest and in Florida, and in the Mexican War. He was the officer to whom that warrior surrendered in 1823.

In 1846 General Taylor was ordered to occupy the disputed territory between the Rio Grande and Nueces rivers in Texas. Both Mexico and the United States claimed this territory, and as soon as Taylor moved into it he was attacked by the Mexicans. As a result of this attack, Congress declared war on Mexico, and a victory over the Mexicans had been seen on an American side. After he had won a victory over the war, sent General Scott to Mexico as chief commander, and gave most of Taylor's troops to the new general, Santa Anna, the Mexican commander, learning of Taylor's weakened condition, immediately attacked him with his troops, won the day. This victory, won against such odds, fired the public imagination and made Taylor the hero of the hour. He was immediately mentioned as a possible candidate to the presidential election to be held in the next year, 1848.

But Taylor, having been a soldier all his life, had not voted, much less allied himself with either party. As a result, both parties wished to secure him for their candidate. At first Taylor discouraged all political demonstrations in his behalf, but he finally yielded and set forth in a letter his views on the important questions of the day. This letter proved acceptable to the Whig leaders. Remembering their victory in 1840, when General Harrison was their candidate, they were glad to secure another military hero as their standard bearer. His running mate was Millard Fillmore, a New York Whig, who succeeded to the presidency upon Taylor's death. Taylor had, a few years before the Mexican War, purchased a plantation in Louisiana. This plantation, which was worked by slaves, and Taylor's connection with Jefferson Davis, who was his son-in-law, won for him many Southern votes, and he was triumphantly elected over Senator Lewis Cass, the Democratic candidate.

After Taylor was inaugurated, however, he proved to be less Southern in his views than some had hoped. He advised that California form a state government and decide her own institutions; and when the state asked to be admitted as a free state, he her own institutions; and when the state asked to be admitted as a free state, he recommended that Congress grant the request. He also took steps to prevent secession which this move was threatened by the South. In foreign affairs his secretary of state, John M. Clayton, negotiated the Clayton-Bulwer treaty with Great Britain which paved the way for a Panama Canal constructed by the United States.

Unfortunately for the country, President Taylor died after only 16 months in the presidential chair, and while the historic debates on the Clay compromise were still under way. Many people believe that if he had lived, the slavery controversy might have been adjusted. Senator Benton said of him: "No man could have been more devoted to the Union or more vigorous in slavery agitation; and his position as a Southern man and a slaveholder, his military reputation, and his election by a majority of the people and of the states would have given him a power in the settlement of these questions which no president without these qualifications could have possessed." Taylor did not approve some features of the Compromise of 1850.

President Taylor was an honest man who as president had no political friends to regard or enemies to punish. It was because of this separation from politics that he had so great an influence, and also because he chose for his advisers men who could support his own lack of political experience.

MILLARD FILLMORE

(Nineteenth President)

Born Sumnerville, New York, January 7, 1800

Married Abigail Powers 1826, Caroline McIntosh 1858

Assumed office 1850, completing Taylor's unexpired term. Served 2 years, 7 months and 25 days. Died March 8, 1854

President 1850-1853

Millard Fillmore's life is a demonstration of the claim that "any American boy may become president". United by wealth or influential friends, he climbed from the log cabin of a frontier farm of western New York to the White House in Washington—from a position as apprentice to a wool-carder to the highest position in the land.



His father came from New England and settled in Cayuga County, New York, as a frontier farmer, but the struggle to get along was so severe that he resolved that his sons should not be taught a trade so that they would not have to face such hardships. When his second son, Millard, was 14 years old, he apprenticed him for the term of seven years to a wool-carder and maker of cloth.

When young Fillmore was 19 he decided to study law. As he owed two years' service to his master, he "bought his time" for \$30 and set out for Buffalo. There he persuaded a lawyer to let him work in his office for his room and board. Money for his other expenses he earned by teaching school. This fact gave an idea of the inadequacy of the schools of that time. All of Fillmore's schooling had been obtained before he was 14 by attending school three months out of the year, and

his first book, an English dictionary, had been purchased only a few months before he went to Buffalo.

After eight years in a law office he was admitted to the bar in 1827, and began the practice of law at Aurora, New York. He returned to Buffalo in a few years, and by 1843 his law firm was one of the best known in the state. Though Fillmore was never a brilliant lawyer, he was a conscientious worker and had a sound legal knowledge.

His political career began with the birth of the Whig party, to oppose the Democratic party of Andrew Jackson, and it ended with the death of that party on the eve of the Civil War. The first time he was elected to office was in 1833, when he was chosen a member of the New York legislature; the last was in 1848, when he was elected vice-president of the United States.

As vice-president he was called upon to preside over the Senate during one of the stormiest debates in the history of the country, that on the slavery compromise measures of 1850. Since 1836, no vice-president had made an attempt to call the senators to order when they became too heated in debate, but during this debate Fillmore resumed the right. His position was made difficult by the fact that his attitude of concession to the slaveholding South differed from that of President Taylor.

On July 9, 1850, Millard Fillmore became the 17th president of the United States and the second "accidental President" who had succeeded to that office from the vice-presidency. He formed a new cabinet with Daniel Webster as secretary of state, backed very much by the president's influence, the compromise measures were soon passed and were signed by Fillmore, because he felt that only by them could the Union be preserved. His signature to the new Fugitive Slave Law, which was part of the compromise, lost him the support of the Northern members of the Whig party, and cost him reelection in 1852. During the continuance of the slavery dispute it was impossible for any president to suit both North and South, and no president from Jackson to Lincoln served more than one term.

At the next election, in 1856, the expiring Whig party, in alliance with a party called the "Know Nothings", thought better of their neglect and made Fillmore their presidential candidate; but he was badly defeated at the polls by the Democratic candidate, James Buchanan. He obtained the electoral vote of only a single state, Maryland. This was Fillmore's last appearance in public life, though he maintained his interest in political affairs until his death, 18 years later. His last years were spent in his luxurious home in Buffalo, in striking contrast to his boyhood days.

In spite of his lack of early advantages, President Fillmore possessed, we are told, "a grace and polish of manner which filled him in the most refined circles of the metropolis". His sound learning is shown by the fact that when he visited England in 1855 he was offered the degree of D. C. L. (Doctor of Civil Law) by the University of Oxford, an honor which he declined.

(See page 115 for order blank.)

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FRANKLIN PIERCE

(Fifteenth President)

Born Hillsboro, New Hampshire, November 23, 1804

Married Jane Appleton 1824

Died October 8, 1869

President 1853-1857

The fourteenth president of the United States was far from being a great man. From the biography written by his friend and college mate Nathaniel Hawthorne, we see that he was a gentleman of truth and honor, with a fine physical appearance and charming manners. Most people were genuinely surprised 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 rich in great leaders, it was felt safer to choose one who had played no conspicuous part and made no enemies.



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 Country. He was graduated from Bowdoin College in 1824, 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 to the man's political advancement. In 1839 he was elected to the state legislature and became speaker of that body. Four years later he was elected as a representative in Congress, supported Jackson's policies, and in 1847 was sent to the Senate. When he entered that body he was the youngest member in it, and as such great men as Webster, Clay and Calhoun were numbered among his members. Pierce was completely overhauled and his voice was never heard in debate.

Before his term in the Senate had expired he resigned—with the determination, as he said, never again to appear in public life. This resolution was faithfully adhered to for years, in spite of the fact that he was asked to become a candidate for governor of his state, and was offered the place of attorney-general 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 the repose which it had given the country should not be disturbed; but before his administration was over he had given his support to 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 popular man in the country at the time of his inauguration, by December 1855, he had come to be regarded by many of his countrymen as one of the most incompetent men ever in the presidency. His cabinet, however, contained such men of ability as William L. Marcy, Jefferson Davis, and Caleb Cushing.

In foreign affairs President Pierce's administration is notable for a treaty concluded in 1854 by Commodore Perry with Japan, opening Japanese ports to American vessels. By the purchase from Mexico, in 1853, of a strip of territory in southern Arizona (the Gadsden Purchase), the southern boundary of the country was rounded out.

The South was very anxious to obtain more territory which could be made into slave states. This was the purpose of a notorious "filibustering" expedition against Nicaragua by William Morgan, which sought to set up a government there under American rule, and with this movement President Pierce sympathized. It was also the motive of the Ostend Manifesto, signed by the United States ministers to France, Spain, and Great Britain, meeting at Ostend, Belgium, which declared that if Spain would not sell Cuba, the United States would take it by force. This declaration was condemned by most of the people of the United States. After completing his term, Pierce remained in retirement until his death in 1869.

JAMES BUCHANAN

(Fifteenth President)

Born Cove Gap, Pennsylvania, April 23, 1791

Died June 1, 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 deserved rebuke, such as has seldom fallen upon a president of our country. He once referred to himself as an "old public functionary"—which was an apt name, for he was in public office almost continuously from the time he was 31 years old until his retirement from the presidency at the age of 70.

Buchanan did not have to fight his way in life by his own efforts, as did Lincoln; nor did he, on the other hand, have such 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 took enough wealth to maintain his family in comfort. His son James, from this account of his own education: "After having received a tolerably good English education; I studied the Latin and Greek languages at a school in Mercersburg. I was sent to Dickinson College in the fall of 1807, where I entered the junior class. The college was in a wretched condition, and I have often regretted that I had not been sent to some other institution." After graduation Buchanan studied law and was admitted to the bar in 1812. Two years later he began his public career as a member of the Pennsylvania state legislature.

Buchanan was 64 years old at the time of his inauguration—the oldest president, except William Henry Harrison, that the country had had. And at 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 at his age he attempted, in a feeble way, to avert—instead of meeting—the conflict which threatened the country.

Civil war was already raging in Kansas, where slave-state and free-state men strove to secure possession of the state government. Buchanan was impressed by the threats of secession uttered by fire-eating Southerners, and urged Congress to admit Kansas under the Leecompton constitution, which allowed slavery. He declared that Kansas was as much a slave state as was South Carolina or Georgia; but Congress did not agree with him, and consequently Kansas for the time was kept out of the Union.

His next attempt to pacify the South was his efforts to win acceptance for the Dred Scott Decision 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 1860, between the election and the inauguration of Abraham Lincoln, as a Republican President on 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 said to Lincoln on March 4, 1861, "if you are as heavy to come into the White House as I am to leave it, this is certainly the happiest day of your life."

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 unmarried. His last years were spent in trying to justify his actions while president, the books embodying his defense bearing the title, "Mr. Buchanan's Administration on the Eve of the Rebellion".

Though he upheld secession and claimed that the war had been forced on the North by South Carolina and the secessionists, he still maintained that as President he could not have acted otherwise than he did. No one today approves of the charge that Buchanan was a traitor to his country which was made to force his retired from office; nevertheless he is still regarded as probably the least successful president that the country has ever had.



ABRAHAM LINCOLN

(Eleventh President)

Born Hodgenville, Hardin County, Kentucky, February 12, 1809
 Married Mary Todd 1842. Served 4 years, 1 month and 11 days
 Was assassinated April 14, and died April 15, 1865

President 1861-1865. Assumed Office 1861

The Birth of Our New Soil, the First American

Nothing in the history of democracy has gone farther to justify belief in the capacity of the common people for self government than the fact that Lincoln's great heart and mind sprang from poor unlettered ancestry and were nourished in the sterile soil of backwoods life. Lincoln was born in Hardin County, Kentucky, February 12, 1809, when the pioneer era with its comparative comforts was just emerging from the Indian fight and its hunting period of Daniel Boone. His log cabin home with its dirt floor was but a grade better than an Indian lodge; his food and clothing were more of the trophies of the chase than products of the soil. The school was nearly five miles distant, and the teacher was competent to teach only reading, writing, and elementary arithmetic.



The conditions of life in southern Indiana, whither the family removed in 1816, were as primitive as in Kentucky. Here, on the farm near Genesville—now Lincoln City—near the Ohio River, Lincoln's brave young mother died for lack of medical attendance, in 1818. The boy of nine helped his father, a cabinet maker by trade, to make the rude coffin in which his mother was buried. Then he wrote his first letter, one to a Methodist preacher, asking him to stop on his next round and say a prayer over her grave. To his mother, who urged him to "learn all he could and be of some account in the world" and to his capable stepmother, with her sympathy and insight, he owed much in the shaping of his character. Honest, loyal, affection, with insight, and striving after every kind of good marked the 21 years he spent under his father's various roofs. For good measure he added six months to help the family establish themselves in the new home on Sangamon River, Illinois, in 1830. He helped build the cabin, cleared land for corn, and split wagon rails to fence the cleared. Thirty years later some of those rails, carried into the convention at Chicago by John Hanke, his relative, helped win him the nomination for the presidency. Little he thought of such a thing when, in the autumn of 1830, he tied his extra shirts and home-knit socks, in a big cotton handkerchief, and turned his face to the nearest settlement of New Salem—to begin life as a man.

He made two voyages on flatboats to New Orleans; served as captain of the Clay's Greys boys, a company of volunteers in the Black Hawk War; clerked in a store; acted as village postmaster; and learned surveying. As a trader he was a failure, but his moral, social, and mental gifts made him a leader. Self educated he passed the examination for admission to practice law in 1837.

His inauguration took place on March 4, 1861, and during his administration the Civil War was fought. On January 3, 1863, he issued the Emancipation Proclamation, and from that on the prosecution of the war had the added purpose of freeing the slaves. Never has the world seen a greater example of wisdom, patience, patriotism and moral courage than animated his every act. Lincoln's Gettysburg speech will ever remain one of the greatest speeches ever uttered, both for its lofty sentiment and for its matchless literary style. It is said that this immortal speech was so quickly uttered, so unexpectedly brief, that those who heard it did not realize their privilege until they saw it in print. Then it was understood that the country had in its president one of the greatest leaders of all time, and an unsurpassed master of vigorous, simple, and convincing expression.

Love, reverence, and gratitude made the votes by which Lincoln was re-elected in 1864. On April 14, five days after Lee's surrender, President Lincoln was shot by John W. Booth, an actor at Ford's Theater in Washington, as part of a general plot against the government. He died the next morning without recovering consciousness. The nation hopes never again to see such a pageant of mourning as marked the progress of his funeral train to Springfield, Ill., where he was laid away in the sweet spring weather. On the one hundredth anniversary of his birth, Feb. 12, 1909, the Lincoln Farm Association dedicated a memorial museum, erected at a cost of \$250,000 on the site where

he was born. The weather-van log cabin which was his first home is reverently preserved within this marble temple.

In statue, bust, and portrait we have all been made familiar with Lincoln's tall spare figure, strong features, heavy black hair, and deep-set gray eyes. We are equally familiar with his simple, friendly manner, his humor, his illuminating anecdotes, his tolerance, and the wistful expression he often wore as if he had missed his share of happiness. In speech he was plain and forcible, often dramatic; sagacious, a tenacious memory, intuitive knowledge of character, and broadminded philosophy. The judgment of the years has but confirmed the tribute of Stanton in his dead chief: "There lies the most perfect ruler of man the world has ever seen." And, as Walter Malone has said: "A blend of mirth and sadness, smiles and tears; a homely hero born of war and soil; a peasant prince; a masterpiece of God." He had the brain of a sage, the foresight of a prophet, the indefeasible purpose of the historic reformers, and the tender heart of a mother. He is his country's most poignant and administering memory. It rests with us to loved such wise, great, and unselfish souls that the nation, which he lived and died to save, may deserve not to "perish from the earth."

ANDREW JOHNSON

Born Raleigh, North Carolina, December 29, 1808

Married Eliza McGuffee 1827. Assumed office 1865. Served 3 years, 10 months and 19 days, completing Lincoln's unexpired term

Died July 31, 1875

President 1865-1869

The Stormy Career of Andrew Johnson

"I have filled every office in the country from the position of the lowest alderman in your city to President of the United States." This was the proud boast of Andrew Johnson, the 17th president of the United States. A words shaver, Johnson rose from obscurity to power and the unbounded optimism which led him rashly to boast of his success.

Unlike Lincoln, Johnson constantly referred to his humble origin. Lincoln never mentioned his early life unless it was absolutely necessary for him to do so. Johnson never missed an opportunity to refer to the fact that his family belonged to the "poor whites" of the South. His father died when he was four years old, and at the age of 10, Andrew was apprenticed to a tailor in Raleigh, N. C., so that he might learn to make his own living. He had never gone to school a day in his life, but while working as an apprentice he decided to learn to read. A gentleman frequently visited the tailoring shop where he worked and read to the employees speeches of British statesmen. Young Johnson was interested in these that the man gave him the book, and with the aid of his fellow workers he learned to read the speeches for himself. After he was married and had started in business for himself at Greeneville, Tenn., his wife taught him to write and to do simple problems in arithmetic.

At the age of 26, Johnson began his political career in the humble position of alderman of Greeneville. He was elected to the office as the working man's candidate, in opposition to the aristocratic aristocracy of the town. From this time on, until 1845, he served almost obligatorily as alderman, mayor, or member of the state legislature.

When Johnson was called to the presidency by the assassination of Lincoln, in 1865, the war he was confronted by the most difficult situation a president ever had to face. The war was over, but the ravages of the conflict were still to be seen. The Union was broken, the bitterness of the people of the North was increased by the death of Lincoln, and for which he held the South responsible; and a triumphant majority of both houses of Congress were demanding harsh measures against the defeated states.

It was a situation which would have taxed the great powers of Lincoln and it exceeded those of the former vice-president. With all his ability and honesty, Johnson



had never made good the defects of his early training. He was tactless, lacking in good taste, boastful, given to abusive speech, and fond of quarreling; while the leaders of Congress were men with whom Lincoln would have been forced to differ.

There was great discord between the President and Congress during Johnson's administration. Congress passed bills over the President's veto, and then proposed amendments to the constitution giving negroes the civil rights and right to vote, at the same time taking this last right 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 on recommendation of Secretary of State Seward. As gold had not yet been discovered in that region, and as most people looked upon Alaska as merely a cold barren waste, they thought this was a bad bargain and contemptuously referred to it as the "Seward Folly".

The first indication of a change of feeling toward the ex-President came in 1875, when, after several unsuccessful attempts, Johnson was again chosen a member of the United States Senate. But he died a few months after his election, and so did not have a chance to fulfill the prophecy of the New York Herald, that he would be of more use to the country in the Senate than he was in the presidency.

ULYSSES S. GRANT

(Eighteenth President)

Born Point Pleasant, Ohio, April 27, 1822

Married Julia Dent 1845

Died July 23, 1885

President 1869-1877

The Hero of Antietam in War and in Peace

When the news that Fort Sumter had been fired on was flashed over the wires, in April 1861, meetings were held in every city and village in the North, and volunteers by thousands offered their services in defense of the Union. As before President Lincoln issued his first call for troops. At a meeting in Galena, Ill., a middle aged clerk in the hardware and leather store of Jesse Grant came forward and offered to help recruit a regiment.

This man was Ulysses S. Grant, a graduate of West Point, who had served with distinction in the Mexican War and had resigned from the regular army with the rank of captain.

Born on April 27, 1822, on a farm near Point Pleasant, Ohio, the boy was named Hiram Ulysses. An error in his papers when he entered West Point Military Academy in 1839, dropped the Hiram and inserted Simpson, his mother's maiden name. He repeated the error, but it was never corrected, and eventually he adopted the name as changed.

Upon his graduation in 1843, Lieutenant Grant was sent to Jefferson Barracks, Mo., and thence to the Mexican War, where he won two brevets for bravery. In 1848, he married Julia B. Dent, the sister of a classmate in St. Louis, and saw several years' service in the Far West in peace days. In 1854 he resigned and retired to a farm near St. Louis, later opening a real estate office in the city. But in business Grant was a failure. He got into debt, and was glad to take a place as clerk in his father's store in Galena.

In May 1861 Grant was appointed colonel of the 21st Illinois Infantry, and in August he was made brigadier-general of volunteers and given command of southwestern Missouri, with headquarters at Cairo. In February 1862, he captured Fort Henry on the Tennessee and Fort Donelson on the Cumberland. While he was besieging the latter the commander of the fleet, General Buckner, asked for terms of capitulation to which General Grant replied: "No terms other than an unconditional surrender can be accepted." Buckner surrendered the fort and Grant became famous as "Unconditional Surrender" Grant.

After the war was over, in which General Grant played an important part in many of the battles, he went immediately to Washington to hasten the disbanding of the army. He was created general, a higher rank than had hitherto existed in the army, and



was hailed as "the man of destiny" and "the nation's deliverer". As such he was elected president in 1868 on the Republican ticket, with Schuyler Colfax of Indiana as vice-president.

The most important domestic problem of Grant's administration was the completion of the reconstruction of the South and the adoption of the 15th amendment.

In 1873 Grant was overwhelmingly re-elected with Henry Wilson of Massachusetts as his running mate.

In 1875, after his retirement from the presidency, General Grant made his famous tour of the world, in which Occident and Orient competed to do him honor. 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 "stalwart" Republicans.

At the age of 54, a man of established fame, Grant invested his capital in the banking firm of Grant and Ward, New York City. With his usual trust in his associates and his ignorance of business, General Grant left the conduct of the enterprise to his partners, who proved dishonest. Through their dishonesty the firm failed, and Grant was left penniless. A fall had crippled him, so that, at this time and until his death, he had to use a crutch.

Nothing in all the career of this great American is so heroic as the closing year of his life. Bankrupt, crippled, ailing of cancer of the tongue, he dictated two volumes of "Memoirs" to provide for his family. When it was absolute agony to speak, with a fortitude and unselfishness that have few parallels in history, he continued his task complete the work only four days before his death, at Mt. McGregor, near Saratoga, N. Y., on July 23, 1885. Even as literature the "Memoirs" have a singular merit, on account of their clear, straightforward style. The magnificent tomb erected to Grant's memory in Riverside Park, New York City, is the tribute of a grateful nation to the man to whom was chiefly due the military successes which preserved the Union.

RUTHERFORD B. HAYES

(Nineteenth President)

Born Delaware, Ohio, October 4, 1822

Married Lucy Webb 1852

Died January 31, 1893

President 1877-1881

Valiant Fighter in War and in Peace

"The name of Hayes began by valor," wrote a member of the Hayes family in the 17th century, and the family tradition was worthily carried on by Rutherford B. Hayes, the 19th President of the United States. On the battle-fields of the Civil War, and equally in the White House at Washington, he displayed conspicuous bravery in overcoming difficulties 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 fill well all the positions in which he was placed. In 1842, he was graduated from Kenyon College (Gambier, Ohio) as valedictorian of his class; from Kenyon College (Gambier, Ohio) in the law school of Harvard and after three years more of study, in the law school of Harvard University, he was admitted to the bar of the State of Ohio. Toward the end of his life Hayes maintained his interest in education. When end of his life Hayes maintained his interest in education; and after he retired from the presidency he served on the board of trustees of Ohio Wesleyan University, and of the Ohio State University. He was also a member of the board of trustees of the John F. Slater Fund for the promotion of education in the South, 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 Republican triumph in the election of Lincoln in 1860, Hayes immediately volunteered for military service, and was elected captain of a regiment which was raised by the Liberty club to which he belonged. He



declared as this time a commission as colonel which President Lincoln sent him, but later accepted the Major's commission. His courage on the battlefield was proved by several wounds received in notable engagements and his conduct in the battle of Whitehouse where he led his brigade through a deep slough in the face 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 braved the angry protests of leading politicians of his party by removing the United States troops from the South, thus ending the period of Reconstruction. This ended the fact of the "corrupt bargain" republican governments which had made his election possible, and which could not exist without the protection of Federal soldiers.

President Hayes further angered 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 nevertheless administered a heavy blow to the "spoils system" by granting many clerkships in executive offices on the basis of a competitive examination, and without regard to the politics of the applicant.

Though the politicians did not like these measures, the people did. The President's popularity was increased in many quarters by the unflinching determination with which he caused the resumption of specie payments. Many people in the agricultural Middle West were opposed to this measure 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 business depression in 1876-77. Unemployment and reduced wages led first to violent strikes, later to political activity. In 1878 these two groups united in the Greenback-Labor party and elected it congressman. Despite this protest and the strenuous objection of some of his party leaders, Hayes continued to accumulate a gold reserve, and on January 1, 1879, for the first time since the Civil War, the government announced that it would pay out gold in return for its paper money.

Hayes' constant antagonism to the politicians in Congress naturally made it hopeless for him to look for a re-nomination. He retired to private life with the end of his term and devoted his time hereafter to educational and social betterment. As president of the National Prison Reform Association he worked for a more scientific treatment of criminals, a labor which was probably as great a benefit to his country as was his presidential administration. He died at his home in Fremont, Ohio, on January 17, 1893.

JAMES A. GARFIELD

(Twentieth President)

Born Orange Township, Ohio, November 8, 1831.

Married Lucretia Rudolph 1858. Assumed office 1881. Served six one-half months.

Died September 19, 1881.

America's Second Martyred President

When Garfield was assassinated on July 2, 1881, many comparisons were made between his life and that of Abraham Lincoln, the first "martyred president". Both were "self-made men". Both were born in log cabins, and endured in youth the privations which accompany farm life on the frontier. Lincoln in Illinois and Garfield in Ohio. As a young man, Lincoln took a flat boat down the Mississippi River; Garfield at about the same age served on a canal-boat on the Ohio and Pennsylvania Canal. Both were eager for an education; but while Lincoln attained his knowledge by studying at night alone, Garfield was able by hard work to obtain a college education.

Though Garfield was a thrifty reader from his earliest days, reading over and over again every book he could borrow, his youthful ambitions were not along the lines in which he made his name. One of the books he read and reread, beside the striking fables of the wood fire in the log cabin, was a book of sea stories. These so caught his youthful fancy that he resolved to become a sailor. At the age of 17, with his mother's consent, he tramped across the country to Cleveland, and tried to ship on a lake-boat. The captain drove him from the dock, and the disappointed lad had to content himself as stated with a job on a



canal-boat, driving miles along the towpath and sitting as deck hand. A lucky attack of sickness sent him home, and his ambitions were turned to higher fields. By the time he recovered, his mind had been set on becoming a teacher, and he started off to school with a slender capital borrowed from his widowed mother. After his first term he needed no more help from her, for he worked his way through the Eclectic Institute at Hiram, Ohio, (Now Hiram College) by farm labor and carpentering. When he was ready to enter college his choice fell on Williams College, because its president was the celebrated Mark Hopkins, for whom Garfield had the greatest admiration. Garfield used to say, "A log with a student at one end and Mark Hopkins at the other is my ideal college." He was graduated from Williams in 1856.

When Garfield became, at the age of 24, president of the Ohio College where he had taken his preliminary work, he proved himself a teacher of the same type as Mark Hopkins—a man of unbounded zest for truth, limitless curiosity, and intense interest in his pupils. Had he remained in the work, he would doubtless have become one of the country's great educators.

Garfield's rise was rapid. Within six years after his graduation he had been president of Hiram College, Ohio state senator, major-general in the United States army, and representative-elect to the United States Congress. A more rapid rise than this has been made by no American statesman, and the variety of the positions shows that he himself practiced his advice to young men, to "be fit for more than the one thing you are now doing".

While teaching at Hiram College, Garfield studied law; and from the time of his admission to the bar, in 1859, until his death, he was continually 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. He was victoriously overwhelming vote of 214 electoral votes to 155 given to General Hancock, the Democratic candidate.

Garfield never had a chance to show his ability as chief executive of the country. Four months after his inauguration he was shot by Charles Guiteau, a disappointed office-seeker. The tragedy was the result of the bitter quarrel between the "stalwarts" and "half-breeds" 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 red-letter day in the president's life. He was on his way back to his beloved college, Williams, from which he had been graduated 25 years before, to join in the reunion of his classmates. The assassin's bullet struck him down as he was walking through the railway station in Washington to 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 assassinated, and the fourth to die while in office.

(See page 115 for order blank.)

Let there be a good supply of books and a yearly store of provisions.—Homer.

Memorial services were held for McKinley in all cities and towns in this country, and in many places in the British Empire and even in far-off China. As president he had won the respect of children of foreign countries, as a man he had won the love of the people of his own land. All were impressed by his gentleness and devotion to his invalid wife.

McKinley did not possess the personal magnetism that men like Clay had, but on the other hand he had such a genuine kindness that few could help liking him. "If men would not die for him as they would for some great leaders," says one writer, "they would at any rate vote for him, which after all was much more to the point."

As a statesman it is hard to judge McKinley. One member of Congress said that McKinley never had a chance to show what kind of a president he would make, for the Spanish-American War interfered with his first term, and he was shot soon after the beginning of his second. The chief criticism that was made of him was that he "kept his ear close to the ground" so that he might catch the earliest signs of popular opinion. He believed that as a chosen representative of the people he was to carry out their wishes. This led him to change his position frequently. For instance, on the day before he was shot he spoke in favor of removing the restriction from trade, although always before he had stood for high protective tariffs.

Whether he was a great statesman or not, McKinley's administration will always be regarded as an important epoch in the history of the country because of the great events which marked it.

THEODORE ROOSEVELT

(Twenty-sixth President)

Born New York City, New York, October 27, 1858

Married Alice Lee 1883, Edith Kermit Carow 1886. Assumed office 1901 completing McKinley's unexpired term and elected to succeed him in 1904

Died January 6, 1919

President 1901-1909

America's Most Strenuous President

In the 1850's and 70's a boy was growing up in New York City who was to become later a Dakota ranchman, hunter of western grizzlies and African lions, a South American explorer, governor of New York state, vice-president and finally the 26th President of the United States—the youngest man who ever attained that great office. In his boyhood Theodore Roosevelt was probably the lad youngest in the country for whom such a career would have been predicted, for he was pale, thin, near-sighted, and asthmatic; he was the son of a wealthy New York merchant of unbroken Dutch descent from the days of Peter Stuyvesant, though his mother was a Georgian whose brother served in the Confederate army.

Roosevelt was elected to the New York state legislature in 1881, being at 23 the youngest member of that body. Although he attacked corruption fearlessly, and as some thought questionably, he was twice re-elected. In 1887 Roosevelt accepted the position of assistant secretary of navy under President McKinley and rendered excellent service. But when war came with Spain next year he promptly resigned in order to become lieutenant-colonel (later colonel) of the famous regiment of Rough Riders, whose charge up San Juan Hill in the face of Spanish shrapnel brought "Teddy" warm commendation, promotion, and national renown.

One of the best things which the Roosevelt administration did for the country was to define the policy of conservation of national resources. In early days the supply of public land seemed inexhaustible; hence it passed rapidly and with reckless disregard of the future—and without adequate compensation to the public—into private hands. By 1893 four-fifths of the forests were privately owned. The unregulated and wasteful cutting of timber meant destruction of the lumber supplies at an early date, as well as injurious floods and denudation of the soil. The appointment of a National Conservation Commission, the development of the usefulness and activity of the United States Forest Service, the calling of a conservation conference of state governors in 1908, the



reservation for public use of millions of acres of public land, and above all the formulation of a definite policy of administration of the public lands in the interests of the public constitute the notable program of accomplishments of this administration in promoting the policy of conservation.

President Roosevelt's mediation and strong personal influences brought the Russo-Japanese War to an end in 1905; and for this service to the cause of international peace he received the Nobel Peace Prize. One of the achievements of his administration which gave him greatest satisfaction was the demonstration of the naval power of the United States in 1904 by sending the fleet to Japan and around the world.

He declined to consider a third term. In 1908, but his great popularity enabled him practically to nominate his successor, William H. Taft of Ohio, the secretary of war, as representative of the "Roosevelt policies". A few weeks after Taft's inauguration the ex-president sailed for Africa, where he spent nearly a year in hunting big game.

In 1913 the ex-president found an outlet for his energies in an expedition to a practically unknown portion of Brazil, in South America. Shortly after he returned to the United States, the great World War broke out. In 1917 he offered to raise and head a division of volunteers, and was greatly disappointed by President Wilson's refusal to accept his services.

He suffered great hardships during his Brazilian expedition from which his constitution never recovered. On January 5, 1919, he died quietly in his sleep at his residence at Oyster Bay, Long Island, N. Y.

Though some smiled at his "gladitorial" "discovery of the Ten Commandments"—Roosevelt's version of the story of the giving of the laws to Moses—by the thousands of the men and women of his time. He was hated and loved, honored for his independence and advocacy of the rights of the people, and dreaded not only by those whose illegitimate privileges he lopped off, but by many who honestly believed his violence and disregard of precedent constituted a menace to the country's institutions. Author, soldier, naturalist, explorer, and social moralist, he is unique among American presidents and statesmen for the variety of his activities and interests. There have been other presidents who proved that poverty need be no bar to the highest honors in the gift of the republic; Roosevelt proved that inherited wealth need deprive no man from being a great democrat.

WILLIAM HOWARD TAFT

(Twenty-seventh President)

Born Cincinnati, Ohio, September 15, 1857

Married Helen Herron 1886

Still living

President 1909-1913

Few presidents have brought to their office qualifications of higher order than those of William Howard Taft, the 27th president of the United States. He was a man of recognized ability and sound education, and had had extensive training alike as a lawyer, a judge, and an administrator. He had a deep knowledge of the American people and of the mechanism of the government. He combined with these attainments the qualities of industry, endurance, and bravery required for what Theodore Roosevelt once called "the hardest job on earth."

Taft inherited his studious habits from his father, who had learned the German language when he was more than 70 years of age. He attained distinction in his college life, being graduated in 1878 from Yale College with second honors. In 1880 he divided with another the first prize for scholarship in the Cincinnati College of Law.

Already he had taken part in the political affairs of Cincinnati while he was studying law and doing court reporting for newspapers. In 1881 he entered his first public law and doing court reporting for newspapers. In 1881 he entered his first public office when he was appointed assistant prosecuting attorney for Hamilton County, Indiana, which Cincinnati is located. The next year he began to become interested in collecting for the United States, and so began a long career of steady advancement in public office for more than 31 years. Nearly every office he held he resigned, to move on to another of greater responsibility. Most of these positions were judicial posts



West and Pacific Coast. He was met by immense crowds but failed to convince them. He had staked his whole life on becoming a pacifist of the world, but he found enemies at every step. The League of Nations was peculiarly a child of his own begetting, and he loved it as such. He won a recommendation, however, for his success in keeping France from the Rhine. He lived to see the League of Nations firmly established although without the support and membership of the United States.

After his retirement from office, Mr. Wilson continued to make Washington his home. He discontinued all political activity, save for a few letters and public utterances in favor of the League or against its opponents. Through the left side of his body was paralyzed, his invincible will brought about a partial recovery and held death at bay for more than four years. When the end finally came on February 3, 1924, it brought a widespread sense of personal loss such as the country has rarely seen. The whole western world mourned him as one of the greatest figures of contemporary history. Whatever may be his ultimate place in the hall of fame, he indubitably exercised a deeper influence over world affairs than any other American president. He was buried simply and without pomp as he had lived, in the National Cathedral at St. Peter and St. Paul at Washington.

WARREN G. HARDING

(Twenty-sixth President)

Born Corsica, Ohio, Nov. 2, 1865

Married Florence Kling, 1891. Assumed office 1921. Served 2 years, 4 months and 25 days
Died August 2, 1923

President 1921-1923

At the White House After the World War

Four Presidents have come into office with a more difficult task confronting them than that which faced the 29th president of the United States on his inauguration, March 4, 1921.



In the first place, owing to party differences the Versailles Peace Treaty, in the negotiations of which President Wilson had taken part on behalf of the United States, had failed of ratification in the Senate. This left the United States technically in a condition of suspended warfare with Germany and Austria and with no share of the new League of Nations—which, indeed, had been the chief stumbling block to the ratification of the peace treaty.

Domestic problems were equally pressing. Heavy taxation and the "high cost of living" were legacies of the war; and business demanded relief from the one while the buying public clamored for a lightening of the burdens of the other. A financial straggle and much unemployment accompanied the economic readjustment. Labor and capital were equally tenacious of advantages gained and resentful of losses incurred.

Warren G. Harding of Ohio, who was nominated for the presidency on June 13, 1920, by the republican convention at Chicago, was a "regular of regulars," and his personality has been compared to that of his Ohio predecessor, President McKim. He was born in Corsica, Ohio, where his father was a local physician. He was educated at Ohio Central College, Iberia, Ohio; became the publisher of the Marion (Ohio) Star; married in 1881 Florence Kling of Marion; was elected to the Ohio senate in 1900, and to the lieutenant governorship in 1904. He was the successful candidate for the governorship of Ohio in 1910; and in 1920 was elected to the United States Senate.

Among the first measures put through by the new administration were the adoption of a national budget system, abolition of the excess profits tax, revision of the tariff, restriction of immigration, and the conclusion of peace with Germany and Austria. Immigration was restricted by limiting the number of persons of any nationality admitted in any one year to three per cent of the number of that nationality in the United States at the census of 1914.

In foreign affairs President Harding's policy was to keep the United States from becoming involved in European politics. The administration therefore declined to take part in the Genoa and the Hague conferences, and withdrew the American

official representatives on the Reparations Commission. The American troops stationed on the Rhine were gradually reduced in number, and the last of them were ordered home in January, 1923.

Mr. Harding did not, however, share the views of those who favored complete American isolation. He repeatedly expressed his desire to strengthen the bonds of friendship between the nations and to promote peace. To this end he urged American participation in the Permanent Court of International Justice at The Hague, and called an international conference at Washington in November, 1921.

This conference was the most conspicuous achievement of Mr. Harding's foreign policy. It resulted in treaties between the United States, the British Empire, France, Japan, and Italy limiting naval armaments, restricting the use of submarines and abolishing the use of poisonous gases in warfare. Another treaty between the first four powers bound them to respect the "status quo" in the Pacific and in cases of disagreement to refer the dispute to a conference. Two more treaties, between the five powers with the addition of Belgium, China, the Netherlands, and Portugal, provided for the maintenance of China's integrity and sovereignty, and the principle of the "open door." Out of the conference also grew an agreement on the part of Japan to withdraw immediately from Shanghai.

When the President had completed a little more than half of the term for which he had been elected, death suddenly brought his career to an end. In the summer of 1923 he set out on a tour of the western states and Alaska, in the course of which he made a series of momentous public speeches. On July 28 signs of pneumonia appeared, followed by a slight attack of pneumonia. Five days later, August 2, when the crisis had apparently been passed, Mr. Harding died without warning from a stroke of cerebral apoplexy, in San Francisco.

Whatever estimate future generations may place on President Harding as a statesman, there can be no two opinions regarding his qualities as a man. He was respected by friend and foe alike for his devotion to duty, his high-mindedness, his personal charms and his unflinching tact and ability.

CALVIN COOLIDGE

(Thirtieth President)

Born Plymouth, Vermont, July 4th, 1872

Married Grace Anna Goodhue, Burlington, Vermont, October 4, 1905

President, August 2, 1923—

Calvin the Silent

"I have never been hurt by what I have not said."—C. C.

On the fourth day of July, 1872, more than fifty-one years ago, in the columns of a news sheet, The *Blinberry*, which succeeded occasionally in making its appearance in the town of Plymouth, Vermont, appeared the laconic entry: "Born to Victoria Josephine Moor and John Calvin Coolidge, a man-child, John Calvin Coolidge, Junior." These tidings of "great joy" did not cause the banks to close or business to be tied up, for that was a country of farmers only, and those who read it wereillers of the soil and not seers. However, the little stranger, with a foresight sound and characteristic, had chosen as the star of his advent one which the neighbors were bound to celebrate.

"Vermont is my birthright. Here one gets close to nature, in the mountains, in the brooks, the waters of which hurry to the sea; in the larks singing like silver in their green setting; the fields tilled, not by machinery but by the brain and hand of man. My folks are happy and contented. They belong to themselves, live within their income, and fear no man."—C. C.

Calvin Coolidge is proud of Vermont and her nature, his folks and their simplicity. Their praises he often sings. Otherwise, he seldom praises things; or men, whether under obligation to them or not. Independent of praise himself, he cannot understand its sweet stimulus to others. He knows the plain people. He thus conserves their rights,



He is one of them. It has been said that God loves the plain people most, because he made so many of them. This story of the President among the hills of Vermont is a story of a faithful and industrious man. This is all. This is much. He has always led a solitary life, of preparation for tomorrow, lest the grasshopper become a burden. There is an old adage:

"The bee gains little from the flower.
A stone a day will fill a tower.
Yet the hive is filled, the tower is done
If steadily the work goes on."

The young are impatient of counsel from those who have already walked the way. They often insist upon burning their wings under their own lamps.

Calvin Coolidge upon graduation from Amherst College returned to Plymouth, where counsel to his fancy he took his place upon the farm for the summer months for work and recuperation.

"Frankly if Coolidge's classmates could be consulted, they would surely agree on one thing about the man:

"The basis of his philosophy of life and of the way in which he has met difficult situations in his public career was ethical. They would agree that faith was the keynote of all that he has done. He had faith in his college, in Massachusetts, in the Nation, in great fundamental principles. He had faith that the questions which divide men must be settled on the basis of righteousness. In college, as since graduation, he was true, straightforward, frank, absolutely sure of any one thing, that truth is mighty and will prevail."

Of such then was Calvin Coolidge. He was about to plunge of the diving board of youth into the strong currents of life which were to carry him far.

At midnight after the day of August 2, 1922, a motor and messengers hurried over the rough road from LaPlue to Plymouth. They carried a message of great sorrow and of high responsibility. The President was dead. In a white cottage close by the highway, Calvin Coolidge slept. From peace and simplicity and the homely duties and pleasures about the farm, he was aroused to face the high office of President. No man has passed through a greater transition than that of the loyal aide-de-camp and friend of Warren Gamble Harding.

Never has greater distinction and greater power come to any one among those simple surroundings. It is a symbol of the democracy of American institutions which will always live in American history, that opportunity and honor are open to all.

His Political Ladder

Councilman, 1899; City Solicitor, 1905-11; Clerk of Courts, 1902; Chairman, City Committee, 1904; State Representative, 1907-8; Mayor, 1910-11; State Senator, 1912-13; President of State Senate, 1914-15; Lieutenant-Governor, 1916-18; Governor, 1919-20; Vice-President, 1921-23; President, August 2, 1923.

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