CITIZENS' REFERENCE BOOK

A TEXT AND REFERENCE BOOK

FOR

PUPILS AND TEACHERS

IN

COMMUNITY SCHOOLS FOR ADULT BEGINNERS

RALEIGH
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1922
FOREWORD

This Citizens' Reference Book was prepared and compiled by Mrs. Elizabeth C. Morriss to meet the needs of pupils and teachers in teaching adult beginners. With very few exceptions all texts for adult beginners have been written for pupils speaking other than English. Our adult illiterates are almost wholly native born, therefore one of our greatest needs has been suitable texts for use in teaching native adult beginners. The material in this Citizens' Reference Book has been tested and tried out in class work and individual work in teaching adult beginners. The State Department of Education is publishing the Citizens' Reference Book in bulletin form in order that North Carolina may have a text to offer her citizens, who “have never had a chance.” That this bulletin may be of real value in raising the standard of citizenship in North Carolina and that it may contribute to the growth and happiness of individual lives is our sincere desire, and our wish is that each life touched and made better because of Mrs. Morriss' contribution may not forget to be grateful to her for the time and effort which she so generously gave in preparing and testing material for the Citizens' Reference Book.

In completing this bulletin, generous assistance was received from men and women expert in the different subjects undertaken. Heartiest thanks are due:

In Health Rules—Dr. C. L. Minor, Dr. J. B. Greene, Dr. C. H. Cocke, Dr. C. V. Reynolds, Dr. R. G. Wilson, Dr. Eugene Cocke, Dr. G. S. Tennent, Dr. L. B. McCormick, and the Asheville Association of District Nurses.

In Civics—Extension Department, University of North Carolina, Dr. F. A. Sondley, Dr. Howard W. Odum, Mr. C. E. Blackstock, Judge J. H. Cathey, Mr. C. C. Proffitt, Mrs. Clarence Johnson, Miss R. M. Ehrenfeld, Mrs. A. W. Brent.

In Good Receipts for Essential Foods—Mrs. G. L. Clement.

In Thrift—American Bankers' Association, Mrs. L. E. Gill, Mr. J. B. Brandt, Miss P. E. Morrow.

In Postal Information—Officials of the Asheville postoffice.

In Use of Library—Miss Mary G. Davis, Miss Mary B. Palmer, Miss Anne Erwin, Miss Wil Lou Gray, Mr. Donald Gillis, Extension Department University of North Carolina.

In Reading—The authors of the Aldyne and New Education Readers for helpful suggestions from their manuals.

In Spelling—The Russell Sage Foundation for the use of Ayers' list of 1,000 words, Dr. Sherwin Cody for use of selections from the “100% Speller,” Pearson and Suzzallo for helpful suggestions from “Essentials of Spelling,” Miss Edith Child, Mr. James Stone.
In Arithmetic—Dr. John E. Calfee for selection from “Rural Arithmetic.”

In English—Dr. W. E. Chancellor for helpful suggestions from “Standard Short Course for Evening Schools,” Hammond & Herzberg for “Address of Officials” from their “Style Book of Business English,” Miss Wil Lou Gray, Miss Frances Kirkland, Mr. George Sheehan, Mrs. John London.

In Typing—Emanuel Business College, Miss Mary D. Gibbs.

In Contest and Program Material—Miss Wil Lou Gray, Miss Sara E. Luther, Miss Hattie Ross, Miss Eva Littlejohn.

In Suggestions to Teachers—The Supervisors of Buncombe County, N. C., Misses Maud Worley, Eva Edgerton, and Ethel Ray.

Elizabeth Kelly,
Supervisor of Schools for Adult Illiterates.

Raleigh, N. C., February 27, 1922.
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PART I. TEXT-BOOK FOR PUPILS

SPELLING: The Ayres List, 100 Spelling Demons, lists of fruits, vegetables, farming implements, household utensils, government words, professions and occupations, contractions, months, days, proper names, family relationships, words of religion, of education, of the weather; rules of spelling; irregular plurals, homonyms, abbreviations.

ARITHMETIC: Examples for drill in addition, subtraction, multiplication and division; multiplication tables, tables of denominate numbers, and standard measurements in general use.

ENGLISH: Kinds of sentences, capitals and punctuation, parts of speech, corrections of some of the common errors of speech, letter-writing, sentences for dictation and reference, salutation and complimentary close for various kinds of letters, forms for family, friendly and business letters, addresses of officials, advertisement for position, and for lost articles, form for telegram, quotations.

HEALTH RULES.

GOOD RECEIPTS FOR ESSENTIAL FOODS.

PART II. REFERENCE BOOK FOR PUPILS

GEOGRAPHY: Population of North Carolina, the United States, and the world; the 20 largest cities of the United States, with population; alphabetical list of all counties in North Carolina; alphabetical list of the states of the Union, with their abbreviations; names of 25 countries of the world.

HISTORY: Names of all Presidents of the United States; Preamble of the Declaration of Independence; Preamble of the Constitution of the United States; extracts from Washington's Farewell Address; Lincoln's Speech at Gettysburg; conclusion of Woodrow Wilson's message to Congress on entrance of the United States into the Great War.

USE OF THE LIBRARY: How to join a library; groups of books suggested for pupils' reading; stories to be read aloud, fairy stories, hero stories, out-of-door stories, stories of our country, stories of adventure, stories for girls, poetry, helpful books.

POSTAL INFORMATION: Addressing mail matter, classes of mail matter, game, C. O. D., unmailable matter, wrapping, liquids, fragile articles, perishable articles, general delivery, special delivery, money orders.


CIVICS: Public School System, What North Carolina is Doing for Her Children, County Government, State Legislature and Governor, State Constitution, Health and Social Hygiene, Taxation, Political Parties, Congress, the President and Cabinet, the Judiciary System, National, State, and Local.
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INFORMATION THE UNITED STATES GOVERNMENT OFFERS.
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CONTESTS AND COMMENCEMENT EXERCISES in adult schools in North Carolina and South Carolina, and Alabama.
COMMUNITY SCHOOLS FOR ADULT BEGINNERS

I. The Three underlying purposes of Community Schools are:

1. To help adult beginners to master the simple tools of learning and to inspire them with the will to do so that the tasks of life may not be impossible for them, and finally no problems in their daily lives too difficult for them to solve intelligently.

2. To improve the home environment of the children and to secure for them direction and coöperation in worth-while things.

   The average age of the pupils being twenty-eight years, most of them have young children. We believe that these parents exert a stronger influence over them than all the other influences combined. If we can make the worth-while thing the familiar thing to the parent, a better environment and a more normal growth will be assured the child. The thing that we are ignorant of, we instinctively distrust.

3. To secure better food-preparation, health conditions and habits of thrift, through coöperation with city, county, state and federal agencies.

   In connection with specially prepared text-books, which are themselves simplified civics, bulletins with receipts for preparing essential foods, for making necessary garments, for securing excellent health conditions, and thrift bulletins are used for reading material. With the strong support of the postoffice officials, clerks and carriers, a Postal Contest was held in which one hundred and twenty-five pupils did efficient work in preparing a package, a letter and an envelope for mailing. One contest is planned for each quarter on health, with the county and state agencies; on food, with various Home Economic agencies; and on thrift, with the cooperation of the banks. One of the readers is based entirely on the Bible.

II. Reasons for Community Schools:

The answers to the question, "How did you happen to miss your chance?" are almost without exception the same, "I had to pull fodder, or pick cotton, or work in the tobacco fields. They did not have school but three months and the school was so far away, and there was not any law to make us go. So we worked. The least ones, who couldn't do anything else, toted water to the men in the field."

A typical letter:

"When I was growing up they had just four months school. I went the first month and then had to stop to pull fodder and couldn't go back till the crop was all in. So I got just about a month and a half in all every year for three years that I went."

A speech made by a pupil at a contest:

"I am an uneducated man and you don't expect much out of me, but I will give you the best I have. A lot of people ask me how come I started to a school
of this kind. The teacher and my wife framed up on me to get me started. But when you start a man of forty-eight like me, it’s mighty hard to get him stopped. I have school six nights a week now, three with the teacher and three with my wife. This contest is one of the greatest occasions of my life. In the contest today, in arithmetic, I got hooked up with a young fellow of fifteen and I beat him.

“Our people have woke up to the fact that they can learn something and they are going to do it. We don’t expect a college education, but we are learning the things that we mainly need. Already we are having pleasures that we could have entered into thirty years ago.

“Lots of people growl about the taxes, but us people don’t kick. If it takes more money than the taxes will pay to run these schools, put the taxes up higher.

“And you can believe we’re right behind the Compulsory Education Law with all our might. We know now what it means.”

The effort has been made to get together in this bulletin, under one cover, material for:

(a) Pupil’s text-book;
(b) Pupil’s reference book;
(c) Suggestions for teachers.

Surely reading, writing and arithmetic, the elements of the mother tongue, a fair knowledge of our country’s history, and government and the fundamentals of the laws of health are the birthright of every American.
PART I

TEXT-BOOK FOR PUPILS

1. Spelling.
2. Arithmetic.
3. English.
5. Good Receipts for Essential Foods.
THE ALPHABET

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z
# SPELLING

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100 Spelling Demons

(Dr. Franklin Jones)

ache
again
always
among
answer
any
been
beginning
believe
blue (color)
brake
built
business
buy (candy)
can't
choose
coming
cough
could
country
dear
doctor
does
done
don't

early
easy
enough
every
February
forty
friend
grammar
guess
half
has
having
hear (sounds)
hoarse (voice)
hour
instead
just
knew
know
laid
loose
lose
making

many
meant
minute
much
none (of them)
often
once
piece
raise
read (a book)
(has) read (it)
ready
red (color)
said
says
seems
separate
shed
shoes
since
someone
straight (ahead)
sure
sweat
tear (the cloth)

their
there (is)
yey
though
through (the door)
tired
tonight
too (many)
trouble
truly
Tuesday
two (boys)
used
very
wear (clothes)
Wednesday
week (7 days)
where (place)
whether (or not)
which
women
won't
would
write
wrote

Fruits

apple
apricot
banana
cherry

crabapple
grape
grapefruit
lemon

lime
melon
orange
peach

persimmon
pineapple
plum
quince

Vegetables

asparagus
bean
beet
cabbage

chard
corn
eggplant
lettuce
mustard

okra
onion
peas
potato
salsify

spinach
squash
tomato
turnip

Farming Implements

axe
binder
drill

grain cradle
harrow
hoe
mower

plough
rake
scythe
shovel

sickle
sower
tractor

Household Utensils

bowl
bread-mixer
broom
brush
cake turner
can-opener
carpet-sweeper

coffee-mill
colander
cup
duster
dustpan
egg-beater
flour-sifter
fork

frying-pan
iron
ironing-board
kettle
knife
lemon-squeezer
mop
pan

saucenpan
sieve
spoon
tray
tub
washboard
wringcer
**Government**

ballot  
capitol  
city  
city commissioners  
Congress  
Constitution  
county  

county commissioners  
Democrat  
election  
Federal  
Governor  
law  
mayor  

President  
Republican  
Senate  
State  
Supreme Court  
vote  

**Professions and Occupations**

accountant  
architect  
baker  
banker  
barber  
bricklayer  
broker  
butcher  
carpenter  
clergyman  
clerk  
conductor  
contractor  
dairyman  
dentist  
detective  
druggist  
editor  
electrician  
enGINEER  

farmer  
florist  
gardener  
grocer  
insurance agent  
janitor  
judge  
laborer  
lather  
lawyer  
librarian  
lumberman  
manufacturer  
mason  
mecchanic  
mixer  
minister  
oculist  
optician  
painter  

paperhanger  
plasterer  
plumber  
policeman  
printer  
professor  
publisher  
sailor  
sheetmetal-worker  
shoemaker  
soldier  
steamfitter  
stenographer  
tailor  
teacher  
textile-worker  
truck driver  
typesetter  
tollman  

**Contractions**

aren't—are not  
can't—can not  
didn't—did not  
doesn't—does not  
don't—do not  
e'er—ever  
haven't—have not  
he's—he is  
I'll—I will  
I'm—I am  
isn't—is not  
I've—I have  
ne'er—never  
she's—she is  
shouldn't—should not  
that's—that is  
'tis—it is  
there's—there is  
they'll—thay will  
they're—thay are  
they've—they have  
wasn't—was not  
we'll—we will  
weren't—were not  
we're—we are  
we've—we have  
what's—what is  
where's—where is  
won't—will not  
wouldn't—would not  
you're—you are  
you'll—you will  
you've—you have  

**Months of the Year**

January—Jan.  
February—Feb.  
March  
April—Apr.  
May  
June  
July  
August—Aug.  
September—Sept.  
October—Oct.  
November—Nov.  
December—Dec.  

**Days of the Week**

Sunday—Sun.  
Monday—Mon.  
Tuesday—Tues.  
Wednesday—Wed.  
Thursday—Thurs.  
Friday—Fri.  
Saturday—Sat.
Proper Names

Edith
Elizabeth
Ellen
Eveline
Eva
Frances

Katherine
Lucy
Margaret
Martha
Mary
Maude

Arthur
Charles
Edward
Frank
Francis
George

John
Joseph
Robert
Thomas
Walter
William

Words Pertaining to the Family

aunt
brother
child
cousin
daughter
daughter-in-law

father
father-in-law
grandfather
granddaughter
grandmother
grandson

husband
mother
mother-in-law
nephew
niece
parent

relation
sister
son
stepfather
stepmother
uncle
wife

Words Pertaining to Religion

Baptist
baptism
belief
Bible
Catholic
Christian
church

congregation
Congregational
Episcopal
faith
God
Holy Spirit
Jesus Christ

Lutheran
meeting-house
Methodist
minister
missionary
offering
prayer

Presbyterian
Protestant
pulpit
sermon
service
Sunday school
preacher

Education

addition
arithmetic
business letters
capital
civics
division

fractions
geometry
grammar
health
history
hygiene

language
multiplication
paragraph
personal letters
punctuation

sentence
spelling
subtraction
syllable
word
writing

Weather

blizzard
cloudy
cold
cool
dew
drought
dry

flood
fog
freeze
hail
haze
hot
ice

melt
mild
moderate
rain
showers
snow

sunshine
thaw
thunder
unseasonable
warm
wet

windy

Some Rules of Spelling

Drop silent “e” when a syllable beginning with a vowel is added:

come—coming
have—having
hope—hoping

write—writing
give—giving
move—moving

In words of one syllable, a single consonant, following a single vowel, is doubled when a syllable beginning with a vowel is added:

rub—rubbing
stop—stopping
fun—funning

stir—stirred
dip—dipped
can—canning
The same rule applies to words of more than one syllable, if the final syllable is accented:

- begin—beginning  
- permit—permitted  
- occur—occurred  
- forgot—forgotten  
- compel—compelled  
- forbid—forbidden

Most plurals are formed by adding "s" or "es" to the singular:

- hammer—hammers  
- friend—friends  
- mountain—mountains  
- hatchet—hatchets  
- church—churches  
- wish—wishes

If the singular ends in "y" change it to "i" when adding "es":

- baby—babies  
- factory—factories  
- story—stories  
- duty—duties  
- berry—berries  
- county—counties

### Irregular Plurals

- tooth—teeth  
- mouse—mice  
- man—men  
- woman—women  
- child—children  
- sheep—sheep

To make a noun in the singular number show possession, add the apostrophe (') and the letter "s":

- a girl's hat  
- a boy's suit  
- a child's game  
- a man's wish  
- a woman's dream  
- a soldier's medal

To make a noun in the plural number show possession, add only the apostrophe:

- Six girls' hats  
- two boys' suits  
- four soldiers' medals  
- the Shriners' ball  
- the employees' picnic  
- the ministers' association

If the plural form of the noun does not end in "s", add the apostrophe and "s":

- the women's clubs  
- the children's lessons  
- the men's camp  
- six oxen's yokes  
- seven deer's tracks  
- three sheep's wool

### Homonyms—Words having the same sound but a different meaning:

- ate—eight  
- bare—bear  
- be—bee  
- beat—beet  
- berry—bury  
- blew—blue  
- by—buy  

- cell—sell  
- cent—sent—scent  
- choir—quire  
- dear—deer  
- dew—due  
- die—dye  
- flower—flour  

- hear—here  
- hole—whole  
- heel—heal  
- know—no  
- oh—owe  
- peace—piece  
- red—read  
- ring—wring

### Abbreviations

- acct.—account  
- A.D.—In the year of our Lord  
- A.M.—morning  
- amt.—amount  
- A. R. C.—American Red Cross  
- Ave.—Avenue  
- bbl.—barrel  
- B.C.—Before Christ  
- bro.—brother  
- bu.—bushel  
- Capt.—Captain  
- Co.—county, company  
- C. O. D.—collect on delivery  

- Col.—Colonel  
- ct.—cent  
- cwt.—hundredweight  
- dept.—department  
- D.D.—Doctor of Divinity  
- do.—ditto (the same)  
- doz.—dozen  
- Dr.—doctor, debtor  
- D. V.—God willing  
- E.—east  
- e. g.—for example  
- et al.—and others  
- etc.—and so forth
ARITHMETIC FOR HOME AND CLASS WORK

Addition (+)

Make figures to 100.
Number the pages in note books.
Make a calendar for the current month (copied at first, if necessary).

1 + 1 = 2
2 + 2 = 4
3 + 3 = 6
4 + 4 = 8
5 + 5 = 10
6 + 6 = 12
7 + 7 = 14
8 + 8 = 16
9 + 9 = 18
8 + 8 = 16
10 + 1 = 11
9 + 1 = 10
2 + 2 = 4
2 + 3 = 5
6 + 5 = 11
4 + 3 = 7
2 + 2 = 4
10 + 1 = 11
9 + 1 = 10

A drill on combinations of 9:

6 6 6 8 8 8 7 7 7
4 4 2 2 3 4 1 3 2
3 2 3 4 3 1 2 5 2
2 3 4 3 4 6 1 5

A drill on combinations of 10:

7 7 7 5 5 5 9 9 9
5 4 3 2 2 1 3 4 4
2 1 3 2 4 2 5 3 2
3 5 4 6 4 7 2 3 4

Mr. Brown planted 17 cabbage plants, and later 9 more. How many did he plant?

Mrs. Brown had 15 rose bushes and her sister gave her 9 more. How many did she have then?

Climbing over the 10's:

16 + 4 = 20
26 + 4 = 30
36 + 4 = 40
46 + 4 = 50
56 + 4 = 60
66 + 4 = 70
76 + 4 = 80
86 + 4 = 90
96 + 4 = 100

At the picnic there were 16 men and 8 women. How many people were there?

From the banks of the Swannanoa, the men caught 34 fish and the women caught 9. How many fish were caught?
Add columns from bottom to top:

\[
\begin{array}{cccccccccc}
23 & 32 & 44 & 25 & 52 & 32 & 2 & 4 & 5 & 4 & 2 \\
42 & 24 & 22 & 42 & 24 & 14 & 4 & 5 & 3 & 4 & 3 \\
64 & 46 & 33 & 30 & 33 & 23 & 5 & 3 & 4 & 3 & 2 \\
15 & 51 & 55 & 23 & 46 & 15 & 4 & 4 & 3 & 3 & 4 \\
\end{array}
\]

Test by adding columns from top to bottom.

Combinations in addition. Drill 10 minutes each night on these combinations until pupil knows them from memory:

\[
\begin{array}{cccccccccc}
22 & 32 & 42 & 52 & 62 & 72 & 82 & 92 & 92 & 92 & 92 \\
42 & 24 & 22 & 42 & 24 & 14 & 4 & 5 & 3 & 4 & 3 \\
22 & 42 & 24 & 22 & 42 & 24 & 14 & 4 & 5 & 3 & 4 \\
\end{array}
\]

When pupils know these, they will know all necessary addition combinations. One train has 15 cars and another has 26. How many cars on both trains? My ticket cost $24.00 and Henry's cost $36.00. How much did they both cost? Add:

\[
\begin{array}{cccccccccc}
.55 & .65 & .24 & .47 & .36 & .63 \\
.25 & .52 & .36 & .26 & .16 & .66 \\
.34 & .25 & .45 & .05 & .50 & .65 \\
.46 & .46 & .37 & .10 & .08 & .80 \\
\end{array}
\]

Mrs. Lawrence bought Christmas presents for her children. She paid 25c. for a little doll and 35c. for its cradle, 75c. for a knife, $1.15 for a railway train, $1.25 for a story book, and $2.50 for a pair of skates. How much did she spend? Mrs. Hudgins bought a story book for $1.15, a paint box for 45c., a game for 50c., an express wagon for $3.25, and a set of tools for $4.20. How much did she spend for Christmas presents?
Find the amount due on the following bill:

April 22, 1922

THE BROWN GROCERY CO.
ASHEVILLE, N. C.

SOLD TO Miss Mary Young,
28 Haywood Road

<table>
<thead>
<tr>
<th>Mar.</th>
<th>12</th>
<th>16</th>
<th>19</th>
<th>27</th>
<th>29</th>
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<td>3 doz. eggs @ 35c.</td>
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(Total here)

**Subtraction (—)**

Subtraction Drill:

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Drill 10 minutes each night on subtracting the numbers in each column from the numbers above the line. When pupils know the relations of these numbers to each other in subtraction, they will know all of the basic subtraction facts.

Make figures from 10 to 1; from 20 to 1; from 30 to 1; from 40 to 1; from 50 to 1.

| 2 — 1 = | 19 — 10 = | 19 — 9 = | 17 — 10 = |
| 4 — 2 = | 18 — 10 = | 18 — 9 = | 17 — 9 = |
| 6 — 3 = | 17 — 10 = | 17 — 9 = | 15 — 10 = |
| 8 — 4 = | 16 — 10 = | 16 — 9 = | 15 — 9 = |
| 10 — 5 = | 15 — 10 = | 15 — 9 = | 13 — 10 = |
| 12 — 6 = | 14 — 10 = | 14 — 9 = | 13 — 9 = |
| 14 — 7 = | 13 — 10 = | 13 — 9 = | 16 — 10 = |
| 16 — 8 = | 12 — 10 = | 12 — 9 = | 16 — 9 = |
| 18 — 9 = | 11 — 10 = | 11 — 9 = | 14 — 9 = |

Subtract:

<table>
<thead>
<tr>
<th>8</th>
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</table>
Mrs. Harris planted 17 tomato plants and 9 of them died. How many were left? Mrs. Farlow had 15 rose bushes and gave her sister 9 of them. How many did she keep?

Climbing backward over the 10's:

11 - 3 = 14 - 6 = 15 - 7 = 41 - 3 =
21 - 3 = 24 - 6 = 25 - 7 = 61 - 3 =
31 - 3 = 34 - 6 = 35 - 7 = 34 - 6 =
41 - 3 = 44 - 6 = 45 - 7 = 77 - 6 =
51 - 3 = 54 - 6 = 55 - 7 = 25 - 7 =
61 - 3 = 64 - 6 = 65 - 7 = 85 - 7 =
71 - 3 = 77 - 6 = 75 - 7 = 51 - 3 =
81 - 3 = 84 - 6 = 85 - 7 = 35 - 7 =
91 - 3 = 94 - 6 = 95 - 7 = 81 - 3 =

At the picnic there were 16 men and 8 women. How many more men than women were there? The men caught 34 fish and the women caught 9. How many more fish did the men catch?

Subtract:

\[
\begin{array}{ccccccccccc}
41 & 61 & 34 & 74 & 25 & 85 & 51 & 35 & 81 \\
3 & 3 & 6 & 6 & 7 & 7 & 3 & 7 & 3 \\
\end{array}
\]

One train has 26 cars and another has 15. How many more has one than the other? My ticket cost $24.00 and Henry's cost $36.00. How much more did his cost than mine?

Subtract:

\[
\begin{array}{ccccccccccc}
63 & 48 & 69 & 74 & 389 & 646 \\
12 & 22 & 32 & 35 & 127 & 103 \\
\end{array}
\]

\[
\begin{array}{ccccccccccc}
62 & 42 & 60 & 73 & 384 & 645 \\
13 & 28 & 35 & 56 & 107 & 277 \\
\end{array}
\]

Test each example by adding together the subtrahend and the remainder. Their sum should equal the minuend.

If Mrs. Sams has $25.50 and spends $5.00 for her daughter's birthday present and $3.50 for an umbrella for her sister, how much will she have left? Mrs. Watkins had $25.50 and gave a picnic for her son. She bought sandwiches for $2.45, ice cream for $1.50, a cake for $1.00, and candy for $2.00. How much money did she have left?
Multiplication Tables:

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</tbody>
</table>

Pupil will build up these tables for himself. Drill first on 2's, 5's, and 10's.

Drill for review (5 minutes).

\[
\begin{align*}
4 \times 9 &= 36 \\
6 \times 6 &= 36 \\
3 \times 12 &= 36 \\
9 \times 4 &= 36 \\
12 \times 3 &= 36
\end{align*}
\]

\[
\begin{align*}
2 \times 12 &= 24 \\
4 \times 10 &= 40 \\
5 \times 8 &= 40 \\
8 \times 5 &= 40 \\
10 \times 4 &= 40
\end{align*}
\]

\[
\begin{align*}
2 \times 9 &= 18 \\
3 \times 6 &= 18 \\
6 \times 3 &= 18 \\
9 \times 2 &= 18 \\
10 \times 3 &= 30
\end{align*}
\]

Drill for review (10 minutes).

Add: Multiply: Add: Multiply: Add: Multiply:

<p>| | | | | |</p>
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</table>
What will you pay for:
9 quarts of milk at 22c. a quart?
7 cans of peaches at 24c. a can?
4 bushels of potatoes at $1.25 a bushel?
2 cows at $54.00 apiece?
5 horses at $133.00 apiece?
6 bushels of wheat at 98c. a bushel?
8 bushels of oats at 66c. a bushel?
3 bushels of corn at 65c. a bushel?
2 barrels of apples at $2.75 a barrel?

How much will you save if your farm supplies you with these things?

Mr. Howell earns $95.50 a month. How much will he earn in 9 months?
His expenses are $53.85 a month. How much will they be in 9 months?
If he earns $859.50 and his expenses are $484.65, how much can he save in 9 months?
What will he probably do with his extra money?
Mr. Reed raises 34 bushels of corn to an acre. How much corn can he raise on 46 acres?

Division (→)

Quick drill in division (10 minutes).

Begin with 2's and 5's in center.
To prove: Multiply the divisor by the quotient, adding the remainder. This answer should equal the dividend.

Mrs. Gentry spent $125.50 for 18 hogs. How much did each hog cost?

Mr. Fore raised 440 bushels of wheat on 20 acres of land. How many bushels per acre?

Mr. Quinn raised 1,260 bushels of corn on 30 acres of land. How much per acre?

Mr. Hollingsworth spends $507.00 a year for groceries. How much does that average per month? How much per week?

Mr. Harper pays $36.00 a year for his telephone rent. How much is that per month?

Mr. Solesbee paid $21.75 for 3 tons of coal. How much did it cost per ton?

Mr. McCarson sold 45 acres of land for $2,290.00. How much did he get per acre?

If 21 members of the Farmers’ Federation sold their potatoes together for $2,583.00, how much was the equal share of each?

If the Farmers’ Federation sold 276 bushels of apples for $248.40, how much did they get per bushel?

How many bushels of potatoes would they have to sell at $1.25 per bushel to get $532.50?
FRACTIONS:

Point out $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{10}$ of this square.

Shade these squares to show:

\[
\frac{1}{2} = \frac{2}{4} = \frac{4}{8} = \frac{8}{16}
\]

Show that:

\[
\frac{1}{4} = \frac{2}{8} = \frac{4}{16}
\]

\[
\frac{3}{4} = \frac{6}{8} = \frac{12}{16}
\]

\[
\frac{1}{2} \text{ of } 12 = \frac{1}{4} \text{ of } 24 = \frac{1}{4} \text{ of } 36
\]

\[
\frac{1}{4} \text{ of } 20 = \frac{1}{2} \text{ of } 24 = \frac{1}{4} \text{ of } 40
\]

\[
\frac{1}{2} \text{ of } 10 = \frac{1}{2} \text{ of } 30 = \frac{1}{4} \text{ of } 36
\]

\[
\frac{1}{2} \text{ of } 14 = \frac{1}{4} \text{ of } 9 = \frac{1}{4} \text{ of } 36
\]

If oranges cost 48c. a dozen, what will $\frac{1}{2}$ of a dozen cost?

At 30c. a dozen, what will $\frac{1}{2}$ of a dozen lemons cost?

How many eggs in $\frac{3}{4}$ of a dozen?

How do you find $\frac{1}{4}$ of a dozen?

How do you find $\frac{3}{4}$ of a dozen?

If $\frac{1}{2}$ yard of cloth costs 64c., what will a yard cost?

**Tables of Measure**

**LIQUID MEASURE**

<table>
<thead>
<tr>
<th>4 gills</th>
<th>1 pint</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 pints</td>
<td>1 quart</td>
</tr>
<tr>
<td>4 quarts</td>
<td>1 gallon</td>
</tr>
</tbody>
</table>

At 12c. a quart, what will a gallon of milk cost?

How many quarts in a gallon?

How many pints in a gallon?

If a quart of milk costs 10c., what will 24 pints cost?

If a pint of cream costs 32c., what will 5 gallons cost?

If a pint of buttermilk costs 4c., how much will 8 quarts cost?

**DRY MEASURE**

<table>
<thead>
<tr>
<th>2 pints</th>
<th>1 quart</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 quarts</td>
<td>1 peck</td>
</tr>
<tr>
<td>4 pecks</td>
<td>1 bushel</td>
</tr>
</tbody>
</table>

What will Mr. Fairchild pay for 1 bushel of apples at 32c. a peck?

What will Mr. Banks pay for 1 peck of potatoes at $1.25 a bushel?

If 1 peck of pears costs 35c., how much would Mr. Reavis pay for 48 quarts?

If 1 bushel of tomatoes costs $1.20, what will Mr. Corn pay for 36 pecks?

At 12c. a quart for blackberries, how much would Mrs. Farlow pay for 6 pecks?

(Use advertisements in local papers as a basis for local problems.)

**Problems Submitted by Teachers in Asheville Summer School, July, 1921, in Course, “Methods for Teaching Adult Beginners”**

**ADDITION**

1. Mrs. Rochester has 10 hens, and her son has 10. How many hens have they both?

2. If Mr. O’Kelly has $25 in the bank and puts in $12 more, how much will he then have?
3. Mr. Harris has 65 sheep in one pasture, 36 in one, and 25 in another. How many sheep has he?

4. Mrs. Burrell raised 250 chickens and her daughter raised 147. How many did both raise?

5. How much money will Mrs. Buckner have if she makes a dress for $12, a waist for $7, and a suit for $23?

6. If Miss Shook pays $4.25 for voile for a dress, and pays the dressmaker $3.75 for making it, how much will the dress cost her?

7. If Miss Fox pays $4.25 for organdie, 10c. for thread, 50c. for buttons, and 40c. for a pattern, and makes it herself, what will her dress cost?

8. Mrs. Arrowood sold $2.45 worth of eggs in June, $1.85 worth in July, and 75c. worth in August. How much did she make?

9. Last week Mr. Jenkins earned $48. His car fare was 60c, a money order was $17, and his grocery bill was $10. How much did he spend?

10. Mr. Spark’s grocery bill was: Sugar, $2.50; flour, $3.98, meat, $2.25, oranges, $1.48, and apples 64c. What was the total amount of his bill?

11. Talmage bought the following for a picnic dinner: Bananas, $1.05; lemons, 40c.; sandwiches, $2.18; fried chicken, $1.80; peaches, 95c. How much did he spend on the picnic?

SUBTRACTION

1. Mr. Hollifield had 8 bushels of potatoes. He sold 4 bushels to Mr. Davis. How many bushels has he left?

2. Mr. Stone has 47 head of sheep and sells Mr. Clayton 14 head. How many has he left?

3. Mr. Hawkins bought a home for $5,342, and sold it for $8,765. How much did he gain?

4. Mr. Ritchie had 385 sheep and sold 130 of them. How many did he have left?

5. If Santa Claus has 488 presents and gives 399 to children, how many has he left for grown people?

6. Mr. Burnett earns $45 a week and his expenses are $28.25 a week. How much can he save for a bank account?

7. If Mrs. Stone sells $38.25 worth of milk and butter in a month, and it costs $15.75 to feed the cow, how much can she clear?

8. If Mrs. Cook had 50c. and spent 18c. for thread, how much did she have left?

9. Mr. Fore had $7,888, and bought a farm for $5,990. How much did he have left for equipment?

MULTIPLICATION

1. Homer has 10c., Woodrow has 4 times as much. How much has Woodrow?

2. If corn costs 75c. a bushel, how much would 5 bushels cost?

3. If one horse costs $285, what will Mr. Stevens have to pay for 4 horses at the same price?

4. Mr. Black raised 1,231 bushels of corn, and Mr. Waycaster raised 3 times that much. How much did Mr. Waycaster raise?

5. How much will Mr. Ray have in the bank at the end of the year if he saves $9 each month?

6. There are 22 pupils in a community school. If they spend 90c. each for their books, what will the books for the whole class cost?

7. If Mr. Penland pays $11.50 house rent each month, how much rent will he pay in 12 months? Would it be better for him to buy a home?

8. If it costs Mrs. Young $12.85 to run her house for one week, how much will it cost for 4 weeks?
9. If Mr. Smart pays 27c. a gallon for gasoline, what will 7 gallons cost him?
10. Mr. Butler bought 8 horses at $150. What did they cost him?
11. Mrs. Hensley paid 32c. for 1 dozen eggs. What will 5 dozen eggs cost her?
12. If the train runs 30 miles an hour, how far can Mrs. Callaway ride in 6 hours?

**DIVISION**

1. Martin has 10 apples to divide equally among 5 friends. How many apples will each get?
2. If Mrs. Sprouse has 86 chickens and sells ½ of them, how many does she sell?
3. How many hats can Mrs. Brackett buy for her store with $49 if each hat costs $7?
4. Mr. Fairchild divided $248 equally between himself and his brother. What was the share of each?
5. What is the average amount each month for church collection, if $360 is the total amount for the year?
6. Mrs. Mooneyham has $1.32 in change. How many children can she carry to the picnic on the street car if the round trip fare is 12c. for each child?
7. How long will it take Dewey to save $27 if he puts $3 in the bank every week?
8. Mr. Hunsinger makes $78 in a month and spends ¼ of it for rent. How much is his rent?
9. Mr. Elkins has $196 to spend for shoes for his store. How many pairs can he get at $7 each? At $4 each?
10. If Mrs. Kuykendall pays $1.60 for 5 dozen eggs, what does she pay for 1 dozen?
11. A blacksmith has 162 horseshoes. How many horses can he shoe with 4 shoes each? How many will be left?
12. If there are 342 pupils in community schools and ¼ of them take part in the health contest, how many take part?

**Suggested Lessons in Arithmetic, for Use in Opportunity Schools in Arkansas**

**Lesson I.**

1. 2 3 4 5 6 7 8 9 0 (Drill on reading and writing in all combinations from 1 to 100 orally, with pencils and on blackboard).

II. **ADDITION (+)**

<table>
<thead>
<tr>
<th>1 cow</th>
<th>2 pigs</th>
<th>5 hats</th>
<th>3 tables</th>
<th>7 hens</th>
<th>6 hens</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 cows</td>
<td>3 pigs</td>
<td>2 hats</td>
<td>2 tables</td>
<td>2 hens</td>
<td>2 pigs</td>
</tr>
<tr>
<td>$12</td>
<td>$0.03</td>
<td>$1.71</td>
<td></td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>.20</td>
<td>.21</td>
<td>1 cent sign</td>
<td>Makes “carrying”</td>
<td>easy.</td>
</tr>
</tbody>
</table>

1. A man pays $59 for a wagon and $19 for harness. How much does he pay?
2. If Mrs. Jones pays me $.08 today for stamps and $.17 for envelopes, how much does she pay me?

III. **SUBTRACTION (—)**

<table>
<thead>
<tr>
<th>3 men</th>
<th>6 trees</th>
<th>7 girls</th>
<th>8 pens</th>
<th>$15</th>
<th>$72</th>
<th>$8.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 man</td>
<td>3 trees</td>
<td>5 girls</td>
<td>2 pens</td>
<td>12</td>
<td>26</td>
<td>4.20</td>
</tr>
</tbody>
</table>

1. John Jones buys 12 pure bred hens and sells his neighbor 8 of them. How many does he keep?
2. Mr. Harris makes 200 bushels of sweet potatoes. He gives his son 15 bushels and sells 76 bushels. How many does he keep?
IV. Multiplication (×) —

<table>
<thead>
<tr>
<th>3</th>
<th>1</th>
<th>7</th>
<th>9</th>
<th>10 cows</th>
<th>15</th>
<th>$42</th>
<th>$1.12</th>
<th>52</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

1. Mr. Brown buys 3 lbs. of sugar at $ .10 a lb. How much money does he owe? He gives the grocer $ .50. How much does he receive?

V. Division (÷) —

What is half of 2? What is a third of 6? What is a fourth of 12?
This is the same as 2 ÷ 1; 6 ÷ 3; 12 ÷ 4, etc.

1. Irene has 66 strawberry plants and wants to divide them evenly into 3 beds. How many does she put in each?
2. There are 6 members of the family and they invite 4 from one family and 8 from another. They want to put the same number in each car and have 2 cars. How many will be in each?

VI. U. S. Money —

What is a nickel?
What is a dime?
What is a quarter?
What is a half-dollar?
What is a dollar?
How many one-cent stamps can you buy for a dime?
How many two-cent stamps can you buy for a dime?
How many five-cent pencils can you buy for a quarter?
How many apples can you buy for 15 cents if apples cost 3 cents each?
If cotton is 8 cents a lb., what will a 500-lb. bale sell for?
If cotton is 8 cents a lb., what will a 550-lb. bale sell for?

VII. Fractions —

Use only such fractional forms as are practical for the community. Teach fractions as a form of division because they already understand division.

Teach to write: \( \frac{1}{2}, \frac{1}{4}, \frac{1}{3}, \frac{1}{5}, \frac{3}{4} \) etc. Teach by objects.

1. A lady ordered a bushel of tomatoes at $1.40 a bushel. They delivered only half of them. What did she have to pay?
2. Mr. Brown owns 75 acres and has \( \frac{1}{2} \) of it under cultivation. What part of his farm is uncultivated?

VIII. Problems (Only a few can be suggested here. Make problems dealing with practical local conditions):

How many cents in a nickel? In a dime? How many nickels in a quarter, two dimes, and one dollar? How many quarters in $1.75?
I have two one-dollar bills, three half-dollars, one quarter, two dimes, and one nickel. How much money do I have?
If molasses is worth 20c. a quart, how much will 1 1/4 gallons cost?
I paid 35c. for a broom, 30c. for a tooth-brush, and 10c. for a bar of soap. If I gave the clerk a $1 bill, how much change should I receive?
If I work 8 hours at 15c. an hour, how much will I earn?
If I sell you 5 dozen eggs at 30c. a dozen, how much will you owe me?
How many yards of cloth can I buy, if you are selling cloth at 25c. a yard?
In this district there are _______ children of school age. Only _______ are in school. How many are out? If each day in school is worth $1, how much does our district waste during a six months school term?
Drill! drill! drill! Repeat each night all principles learned the preceding night.

Insist that the problems be put on paper. Many can work in their heads what they can't write on paper.
These are merely suggestions to be changed and revised by the teacher to suit the needs of each particular community. Lumber problems for lumber towns; farming problems for rural communities, and always problems of trading. Begin with simple problems; never make the numbers so large that the principle is lost in working for the numbers.
ENGLISH

(1) A sentence is a group of words that make complete sense; as, "Our county has 140 miles of good roads."

(2) There are four kinds of sentences:
   A declarative, or telling sentence; as, "Our soldiers are brave."
   An interrogative, or asking sentence; as, "Have you paid your taxes?"
   An imperative, or commanding sentence; as, "Be quiet."
   An exclamatory sentence, one of strong feeling; as, "How kind you are!"

(3) A sentence has two parts, subject and predicate. The thing talked about is the subject; what is said about the subject is the predicate.

(4) In the sentence "Mary canned cherries today," Mary is the subject and "canned cherries today" is the predicate.

(5) If the subject is in the singular number, the predicate must be in the singular number; as, "She sees the rainbow."
    If the subject is in the plural number, the predicate verb must be in the plural number; as, "They see the rainbow."

(6) Sentences that relate to the same subject are grouped in paragraphs. The first line of each paragraph is indented or set back from the margin.

CAPITALS AND PUNCTUATION

(1) A capital letter is used for:
   The first word in every sentence; as, "Bread is the staff of life."
   The first word of every line of poetry; as, "Speak gently; it is better far
      To rule by love than fear."
   The names of people and places; as, Robt. E. Lee, Virginia.
   The words I and O; as, "I came, I saw, I conquered," and "Be glad,
      O ye righteous."
   The days of the week and the months of the year; as, Sunday, October.
   Holidays; as, Christmas, Thanksgiving.
   The names of God; as, Jesus Christ, Jehovah, Lord.
   The first word of a formal quotation; as, "Judge not that ye be not
      judged."

(2) A period is placed:
   After a declarative (telling) sentence; as, "Wise parents are a child's
      best asset."
   After an imperative (commanding) sentence; as, "Pay your taxes."
   After abbreviations; as, Mr.

(3) The question mark is used after an interrogative sentence (one that asks a question); as, "Did you have an exhibit at the fair?"

(4) The exclamation point is used after an exclamatory (a sentence of strong feeling); as, "Run for your life!"

(5) The hyphen is used:
   To divide compound words; as, to-day.
   To divide words at the end of a line; as, baby.

(6) The comma is used in a sentence when a pause is needed; as, "Yes, I saw her."
(7) The colon is used:
   After the salutation in a letter-heading; as, Dear Sir:
   Before a formal quotation; as, Patrick Henry said: "Give me liberty or
give me death."

(8) Quotation marks are used to enclose the exact words of another person;
as, He said, "Be joyful."

(9) The apostrophe is used:
   To show possession; as, Mary's lamb.
   To show that letters are left out of certain words; as, don't.

Parts of Speech

1 Nouns  
2 Pronouns  
3 Verbs  
4 Adjectives  
5 Adverbs  
6 Prepositions  
7 Conjunctions  
8 Interjections

A noun is the name of a person, place or thing; as, Pershing, France, book.
A common noun is the name of a class of things; as, chair, candy, grapes.
A proper noun is the name of individual persons; as, Wilson, Washington;
New York.

Nouns are of three genders:
   Masculine; as, rooster.
   Feminine; as, hen.
   Neuter; as, river.

Nouns have three cases:
   Nominative—the subject.
   Objective—the direct object.
   Possessive—showing possession.

Nouns have two numbers, singular and plural. The singular denotes one,
and the plural more than one.
A pronoun is a word that is used for a noun; as, I, you, they.
Pronouns have the same genders, numbers and persons that nouns have.

DECLENSION OF PERSONAL PRONOUNS

Nominative Case

<table>
<thead>
<tr>
<th>SINGULAR NUMBER</th>
<th>Objective Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>1st person</td>
</tr>
<tr>
<td>2nd person</td>
<td>2nd person</td>
</tr>
<tr>
<td>3rd person</td>
<td>3rd person</td>
</tr>
<tr>
<td>PLURAL NUMBER</td>
<td>PLURAL NUMBER</td>
</tr>
<tr>
<td>1st person</td>
<td>1st person</td>
</tr>
<tr>
<td>2nd person</td>
<td>2nd person</td>
</tr>
<tr>
<td>3rd person</td>
<td>3rd person</td>
</tr>
</tbody>
</table>

Possessive Case

<table>
<thead>
<tr>
<th>SINGULAR NUMBER</th>
<th>Plural Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>1st person</td>
</tr>
<tr>
<td>2nd person</td>
<td>2nd person</td>
</tr>
<tr>
<td>3rd person</td>
<td>3rd person</td>
</tr>
</tbody>
</table>
The first person denotes the speaker, the second the person spoken to, and the third the person spoken of.

A verb is a word that asserts action, or a state of being; as, love, be, write. The principal parts of a verb are the present tense, past tense and past participle.

The other tenses of the verb are formed from these three.

A regular verb forms its past, and past participle tense by adding d or ed to the present; as,

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>love</td>
<td>loved</td>
<td>loved</td>
</tr>
<tr>
<td>look</td>
<td>looked</td>
<td>looked</td>
</tr>
<tr>
<td>learn</td>
<td>learned</td>
<td>learned</td>
</tr>
</tbody>
</table>

An irregular verb forms its past tense and past participle by changing the word itself, not by adding d or ed to the present; as,

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
</tbody>
</table>

Conjugation of the Verb—Indicative Mode

**Present Tense**

**Active Voice**

*Singular number*

1st person— I obey
2nd person— You obey
3rd person— He, she, or it obeys

**Plural number**

1st person— We obey
2nd person— You obey
3rd person— They obey

**Passive Voice**

*Singular number*

1st person— I am obeyed
2nd person— You are obeyed
3rd person— He is obeyed

**Plural number**

1st person— We are obeyed
2nd person— You are obeyed
3rd person— They are obeyed

**Past Tense**

**Active Voice**

*Singular number*

1st person— I obeyed
2nd person— You obeyed
3rd person— He, she, or it obeyed

**Plural number**

1st person— We obeyed
2nd person— You obeyed
3rd person— They obeyed

**Passive Voice**

*Singular number*

1st person— I was obeyed
2nd person— You were obeyed
3rd person— He was obeyed

**Plural number**

1st person— We were obeyed
2nd person— You were obeyed
3rd person— They were obeyed

**Future Tense**

**Active Voice**

*Singular number*

1st person— I shall obey
2nd person— You will obey
3rd person— He, she, or it will obey

**Plural number**

1st person— We shall obey
2nd person— You will obey
3rd person— They will obey

**Passive Voice**

*Singular number*

1st person— I shall be obeyed
2nd person— You will be obeyed
3rd person— He will be obeyed

**Plural number**

1st person— We shall be obeyed
2nd person— You will be obeyed
3rd person— They will be obeyed
A TEXT AND REFERENCE BOOK

Present Perfect Tense

Singular number
1st person— I have obeyed
2nd person— You have obeyed
3rd person— He, she, or it has obeyed

Plural number
1st person— We have obeyed
2nd person— You have obeyed
3rd person— They have obeyed

Past Perfect Tense

Singular number
1st person— I had obeyed
2nd person— You had obeyed
3rd person— He, she, or it had obeyed

Plural number
1st person— We had obeyed
2nd person— You had obeyed
3rd person— They had obeyed

Future Perfect Tense

Singular number
1st person— I shall have obeyed
2nd person— You will have obeyed
3rd person— He, she, or it will have obeyed

Plural number
1st person— We shall have obeyed
2nd person— You will have obeyed
3rd person— They will have obeyed

The Subjunctive mode is the mode of uncertainty, as: "If I go." The Imperative is the mode of command, as: "Go."

An adjective is a word used to describe a noun or to limit its meaning, as: Good, bad, happy, sad.

Comparison of Adjectives

Positive degree | Comparative degree | Superlative degree
---|---|---
large | larger | largest
strong | stronger | strongest
pretty | prettier | prettiest
good | better | best
beautiful | more beautiful | most beautiful

An adverb is a word used to describe a verb, adjective, or other adverb. They tell how, when, and where, as: quickly, tomorrow, there.

A preposition is a word that is used with a noun or pronoun to show its relation to some other word in the sentence, as: with, from, in, by, to, for, on, of.

A conjunction is a word that connects sentences or similar parts of the same sentence, as: an, or, not, so, but, unless.

An interjection is a word used to express strong feeling, as: Oh! alas! ah!

The Correct and the Incorrect Form

Correct:
I saw them.
She did that.
He doesn't like it.

Incorrect:
not I seen them.
not She done that.
not He don't like it.
Correct:

We are not canning today.
Won't you sit down?
John took his medicine.
She and I made it.
I haven't any more.
None of them went.
Any one will do.
The wind blew his hat off.
I should have gone.
I ought not to go.
If I had known it.
The boy was drowned.
It is six o'clock.
He went once.
He helped him twice.
They climbed the tree.
He helped me with it.
She hasn't eaten anything.
He came home last night.
Shut the door.
She taught me to write well.
We girls came.
He hurt himself.
That isn't yours.
Has the bell rung?
This book is torn.
We tried everything.
I've been well ever since.
I haven't a pencil.

Incorrect:

We ain't canning today.
Won't you set down?
John taken his medicine.
Me and her made it.
I ain't got no more.
Nary a one of them went.
Ary a one will do.
The wind blowed his hat off.
I should have went.
I hadn't oughter go.
If Id'a' knowed it.
The boy was drownded.
Hit is six o'clock.
He went oncet.
He helped him twicet.
They clumb the tree.
He holped me with it.
She hasn't ate anything.
He come home last night.
Shet the door.
She learned me to write well.
Us girls came.
He hurt hisself.
That ain't yourn.
Has the bell rang?
This here book is torn.
We tried ever thing.
I've been well every since.
I haven't got no pencil.

Letter-writing Sentences for Dictation

(Almost all of them taken from letters written by adults.)

This list of sentences grew out of a number of lists made at the request of pupils not yet sure of themselves, who were most anxious to write their own letters. They said that with such a list they could find just what they wanted to write, or something so much like it that they could work it out for themselves:

The children are well.
The baby has been sick.
No one has been here.
I saw her on Sunday.
She was looking well then.
I am surprised to hear that you have moved.
I am going next Monday.
I addressed three letters yesterday.
I have no more money.
I had an interest in it.
Please answer this right away.
I have 56 chickens.
Have you canned much fruit?
I have canned 124 pints of peaches.
Has John been in town this week?
Are you coming to see us next Sunday?
We want you to spend Saturday and Sunday with us.
Bring the children with you.
There are many community schools in Buncombe County.
We laughed when we saw it.
It's cheap enough.
She built a fire in the kitchen stove at six o'clock.
It seems to me there's nothing else for you to do.
They came over in their car last Wednesday.
Don't laugh at her mistakes.
Is Mary eight or nine years old?
Please excuse Tom's absence yesterday.
He was sick.
Can we have breakfast at eight o'clock?
I'm sorry that you can't come.
Her niece knew my cousin.
Do you remember how many I ordered?
The doctor says I am getting better now.
I hope you will soon be well and strong.
It may freeze before Monday.
Which part of town do you like best?
Have you read Mary's new book?
How much steak can you get for a dollar there?
Do you raise much corn?
Yes, I raise more corn than anything else.
When did you hear from John?
It has been two weeks since I heard from him.
I saw a good ball game last Thursday.
Baby took her first step today.
She can say five or six words.
Is your sister with you now?
Does she help you much?
Can you let us know tomorrow?
Did he bring the sugar to you yesterday?
I haven't heard from any of the family for a month.
Stop and look before you cross the railroad track.
I ought to have done it long ago.
Did you ever hear such a queer story?
What is the price of your baskets?
Please write to your brother at once.
Do you raise turkeys and chickens?
Yes, we raise turkeys and chickens.
Is your cough better?
They can't finish the house before June.
I'm sending you half a pound of butter by parcel post.
I have four dozen eggs for you.
For fifteen or twenty cents you can have a daily paper sent to you for a week.
Where were you last night?
Thank you very much for these beautiful roses.
How did she hurt her foot?
Where do you get your vegetables?
I raise them in my garden.
I buy my vegetables from the market.
It is forty miles from Asheville.
Mr. Robert Miller and Miss Jane Gray were married last night.
How much do you weigh now?
I have only one chance.
Mr. and Mrs. Brown are coming next Tuesday.
He heard all they said.
She will be buried there.
We are all so glad that you are coming to see us.
I thank you very much.
Do you wish to pass?
I beg your pardon.
May I help you?
Excuse me.
Jim answered Mary's letter yesterday.
His son is a doctor.
I signed the deed.
It seemed best.
He earned enough to buy himself a suit of clothes.
All of the children will spend Christmas at home.
Aren't you glad you joined the library?
You did not answer my last letter.
The children are getting on so well at school.
May is in the sixth grade.
We have planted our garden.
I wish you could see our onions.
We are needing rain badly.
It has rained every day for a week.
We hope you will soon be coming home.
Mary's baby is the prettiest little blue-eyed girl.
We have just been having the finest meetings at our church.
Mr. Smith is a great preacher.
Please write soon. I watch every day for a letter.
I went fishing yesterday.
We go to school two nights a week.
I have learned to write in the community schools.
The baby had croup last night.
The mountain laurel is in full bloom.
The rhododendron is beautiful this year.
The flame azalea is one of our prettiest flowers.
We are sending you some trailing arbutus.
I was glad to get the Testament.
North Carolina is called "The Old North State."
The frost has killed all of the fruit.
I know you will be surprised to get a letter from Mother.
I never expected even to write my name until about two months ago.
Now I am writing my own letters.
I am sending you some pictures of the snow.
My baby is a fine little fellow.
He looks like his father.
I pay my taxes.
If I can read and write I can help myself and my children more.
I like for my taxes to help pay for the school to teach grown people.
I wish you a Merry Christmas and a Happy New Year.
As I am in a hurry, excuse bad writing and take mistakes as love.
Salutation and Complimentary Close for Various Kinds of Letters

If you begin a letter with:  

Dear Sir:
Gentlemen:
Dear Jack:
Dear Uncle Tom:
Dearest Sisters:
My dear Mrs. Brown:
Dear Mother:

Close it with:

Yours very truly,
Yours very truly,
Your friend,
Your loving niece,
Devotedly yours,
Sincerely yours,
Your loving daughter,

Family Letter

ROCK HILL, S. C., October 12, 1921.

DEAR MOTHER:—Can't you possibly come down for a visit next week? The baby is so cunning now that I do want you to see her.

When her father came home from work yesterday she took two steps by herself and tumbled right into his arms. When he says, "Give Dad some sugar," she holds her little mouth up to be kissed every time. You just must come and see her before she loses her cunning little ways.

With dearest love,

BETTY.

Friendly Letter

FAIRHOPE, ALABAMA, December 20, 1921.

DEAR JOHN:—We are certainly glad to hear that you and your family are coming back here to live.

You will hardly know the old town, but all the new things, like the paved streets, the bright lights, the fine school building, the free library, and the new bank, will just suit an up-to-date man like you. And we can use you in half a dozen different places.

Let me know if I can be of any help when you are ready to come.

Your old friend,

WILL.

Business Letter

531 BROAD STREET,
ASHEVILLE, N. C.,
May 31, 1921.

HIGH POINT FURNITURE FACTORY,
High Point, N. C.

GENTLEMEN:—In reply to your advertisement in today's "News" for a cabinet maker, I wish to apply for the position.

I have worked for six years in the cabinet room of the Asheville Furniture Company, and believe you would find my work satisfactory.

I refer you, by permission, to Mr. J. E. Melton, Superintendent of the Asheville Furniture Factory.

Very truly yours,

ARTHUR STONE.

Addresses of Officials

THE PRESIDENT

On the envelope:

The President,
White House,
Washington, D. C.
On the letter-head:
To the President.
Sir:

THE VICE PRESIDENT

On the envelope:
The Vice President of the United States,
Washington, D. C.

On the letter-head:
To the Vice President of the United States.
Sir:

THE CABINET

On the envelope:
The Honorable, The Secretary of State,
Washington, D. C.

On the letter sheet:
The Honorable, The Secretary of State.
Sir:

GOVERNOR

On the envelope:
His Excellency, Cameron Morrison,
Raleigh, N. C.

On the letter-head:
His Excellency, Cameron Morrison,
Sir:

SENATOR

On the envelope:
Honorable Oscar Underwood,
United States Senator,
Washington, D. C.

On the letter sheet:
Honorable Oscar Underwood.
Sir:

CONGRESSMAN

On the envelope:
Honorable James Brown, M. C.
Washington, D. C.

On the letter-head:
Honorable James Brown.
Sir:

(State cabinet officials, senators and assembly men use the same forms as those of the United States.)

MAYOR

On the envelope:
Honorable Wm. J. Gaynor,
Mayor of the City of New York.

On the letter-head:
To his Honor, Wm. J. Gaynor.
Sir:
On the envelope:
Honorable Charles Stout,
Buffalo, New York.

On the letter-head:
Honorable Charles Stout.
Sir:

On the envelope:
Honorable Charles Brown,
Utica, New York.

On the letter-head:
Honorable Charles Brown.
Sir:

(Note.—The complimentary close in official letters is "Yours respectfully.")

Advertisements for Positions and for Lost Articles

Machinist desires position; has had 4 years experience. References if desired.
G. A. D., c/o Citizen.

Lost—Keys, on Biltmore Avenue, Monday morning. Please phone 2200. Reward.

Telegrams

Mr. T. C. Davis,
1304 Fourth St.,
Cincinnati, Ohio.

Brother very ill, come if possible. Wire time of arrival.

L. J. Davis.

Quotations

I. Life, Duty, Service

Do the duty that lies nearest thee.—Goethe.

May we have vision to discern our duties; the strength, both of hand and resolve, to discharge them; and the soundness of heart to realize that the truest are those of service.—Woodrow Wilson.

There is no limit upon the measure of success that may be wrought through the investment of determined purpose and true character.—The New York Times.

He has achieved success who has lived well, laughed often, and loved much; who has gained the respect of intelligent men and the love of little children.—Unknown.

I expect to pass through this world only once; any good thing, therefore, that I can do, or any kindness that I can show to my fellow-creatures, let me do it now; let me not defer or neglect it, for I shall not pass this way again.—Unknown.

So live that when thy summons comes to join
The innumerable caravan, that moves
To the pale realms of shade, where each shall take
His chamber in the silent halls of death,
Thou go not like the quarry-slave at night
Scourged to his dungeon, but sustained and soothed
By an unfaltering trust, approach thy grave,
Like one that wraps the drapery of his couch
About him, and lies down to pleasant dreams.

—Bryant.
Honor and shame from no condition rise;
Act well your part, therein the glory lies.—Pope.

Lost somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered: they are gone forever.—Unknown.

The heights by great men reached and kept,
Were not attained by sudden flight;
But they, while their companions slept,
Were toiling upward in the night.

—Longfellow.

Plough deep while sluggards sleep.—Franklin.

Never leave that till tomorrow which you can do today.—Franklin.

God helps them that help themselves.—Franklin.

Four things come not back:
The spoken word;
The sped arrow;
Time past;
The neglected opportunity.

—Al Halif.

Whoever can make two ears of corn, or two blades of grass, to grow upon a spot of ground where only one grew before deserves better of mankind, and does more essential service to his country than the whole race of politicians put together.—Swift.

Count that day lost whose low descending sun Views from thy hand no worthy action done.

—Unknown.

As we journey through life let us live by the way.—Burns.

Wherever you are, be all there.—Unknown.

In this world nothing is certain but death and taxes.—Franklin.

When you dig down to the bottom of things, you find what any man usually finds in any business, that if he studies human nature and grabs the chances he sees to get ahead with his work as he goes along every day, he's pretty apt to find people taking an interest in what he is doing.—Will Rogers, Comedian.

Rules of Business

(Drawn up by Baron Rothschild, the richest man in the world.)

Carefully examine every detail of your business.
Be prompt in everything.
Take time to consider, but decide positively.
Dare to go forward.
Bear trouble patiently.
Be brave in the struggle of life.
Maintain your integrity as a sacred thing.
Never tell business lies.
Make no useless acquaintances.
Never appear something more than you are.
Pay your debts promptly.
Shun strong liquor.
Employ your time well.
Do not reckon upon chance.
Be polite to everybody.
Never be discouraged.
Then work hard and you will be certain to succeed.
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 so till he tried;
So he buckled right in, with a 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, "Oh, you'll never do that,
At least no 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 quiddit,
He started to sing as he tackled the thing
That couldn't be done—and he did it.

There are thousands who'll tell you it cannot be done,
There are thousands who 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.

WORK

Let me but do my work from day to day,
In field or forest, at the desk or loom,
In roaring market place or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
"This is my work; my blessing, not my doom.
Of all who live, I am the one by whom
This work can best be done in the right way."

Then shall I see it not too great, nor small,
To suit my spirit and to prove my powers;
Then shall I cheerful greet the laboring hours,
And cheerful turn, when the long shadows fall
At eventide, to play and love and rest,
Because I know for me my work is best.

—Henry Van Dyke.

THE GOSPEL OF LABOR

He cancels the curse of Eden, and brings them a blessing instead,
Blessed are they that labor, for Jesus partakes of their bread.
He puts His hand to their burdens; He enters their home at night.
Who does his best shall have a guest: the Master of Life and Light.
This is the gospel of labor. Ring it, ye bells of the kirk!
The Lord of Love came down from above to live with the men who work.
This is the rose He planted, here in the thorn-cursed soil,
Heaven is blessed with perfect rest, but the blessing of earth is toil.

—Henry Van Dyke.
II. **REST, JOY, THE UPWARD LOOK**

Rest is not quitting
The busy career;
Rest is the fitting
Of self to one’s sphere.

'Tis loving and serving
The highest and best;
'Tis onward unswerving,
And this is true rest.

—*Goethe.*

*How wonderful is Death!*

Death and his brother Sleep.

—*Shelley.*

Good humor is a tonic for the mind and body. Laughter is medicine for the soul. Gladness is akin to goodness. The world needs all the help you can give by way of cheerful, optimistic, inspiring thought and personal example. Intelligent optimism is one of the great constructive powers for inspiring men to great and noble purpose.—*Kleiser.*

Patience is a power as well as a virtue.—*Kleiser.*

A sense of humor is more valuable for a busy woman than all the latest inventions for making housekeeping easy. The patent dish-washer, the self-feed and self-shaking range, the washing machine, the bread-mixer, and the egg-beater all put together will not help “mother” through Saturday morning so well as the ability to laugh long and heartily.—*Youth’s Companion.*

God’s in His heaven,
All’s right with the world.

—*Browning.*

What I aspired to be,
And was not, comforts me.

—*Browning.*

To be seventy years young is sometimes far more cheerful and hopeful than to be forty years old.—*Holmes.*

The best doctors in the world are Doctor Diet, Doctor Quiet, and Doctor Merryman.—*Swift.*

Today, whatever may annoy,
The word for me is joy,
Just simple joy.

—*John Kendrick Bangs.*

Truth crushed to earth shall rise again.—*Bryant.*

In the lexicon of youth, which fate reserves
For a bright manhood, there is no such word
As “fail.”

—*Bulwer-Lytton.*
Gladness of heart is the life of man, and the joyfulness of a man prolongeth his day.—Ecclesiastes.

Let him that thinketh he standeth take heed lest he fall.—Corinthians.
A thing of beauty is a joy forever.—Keats.

I am a great friend to public amusements; for they keep the people from vice.—Samuel Johnson.

And what is so rare as a day in June? Then, if ever, come perfect days.
—Lowell.

Never bear more than one kind of trouble at a time. Some people bear three—all they have now, all they ever had, and all they expect to have.—Unknown.

III. Education

Ignorance is a great source of prejudice: What we do not understand we are inclined to disbelieve.—Kleiser.

Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do when it ought to be done, whether you like it or not.—Huxley.

All matters of social progress—better health, better business, better living and home satisfaction and happiness—must come through a good type of education.—New York Times.

IV. Patriotism

Breathes there the man with soul so dead, Who never to himself hath said, “This is my own, my native land!”
—Scott.

God give us men. The time demands
Strong minds, great hearts, true faith, and willing hands;
Men whom the lust of office does not kill;
Men whom the spoils of office cannot buy;
Men who possess opinions and a will;
Men who have honor; men who will not lie;
Tall men, sun-crowned, who live above the fog
In public duty and in private thinking.
—Holland.

V. Friendship

He who has a thousand friends
Has not a one to spare;
But he who has one enemy
Will meet him everywhere.
—Mahomet's Son-in-Law.

As you ascend the hill of prosperity, may you never meet a friend!—Atvast.

Those friends thou hast, and their adoption tried,
Grapple them to thy soul with hoops of steel.
—Shakespeare.
A man that hath friends must show himself friendly; and there is a friend that sticketh closer than a brother.—The Bible.

A friend is one who knows the best of us and the worst of us and cares for us still.—Kingsley.

Come in the evening, or come in the morning,
Come when you're looked for, or come without warning.

VI. LOVE

Oh, my love's like a red, red rose,
That's newly sprung in June;
Oh, my love's like the melody
That's sweetly played in tune.

-David.

Doubt thou the stars are fire;
Doubt that the sun doth move;
Doubt truth to be a liar;
But never doubt I love!

-Shakespeare.

Love is like a rose, the joy of all the earth.—Rossetti.

God be thanked, the meanest of His creatures
Boasts two soul-sides—one to face the world with,
One to show a woman when he loves her.

-Browning.

But love is blind and lovers cannot see
The petty follies that themselves commit.

-Shakespeare.

For love is heaven, and heaven is love.—Scott.

VII. OUR FELLOW-MEN

The surest plan to make a man
Is to think him so.

-Lowell.

Be noble! and the nobleness that lies
In other men, sleeping, but never dead,
Will rise in majesty to meet thine own.

-Lowell.

Men are but children of a larger growth.—Dryden.

"There is so much that is bad in the best of us,
And so much that is good in the worst of us,
That it doesn't behoove any of us
To talk about the rest of us."

-Unknown.

What a strange thing is man! and what a stranger
Is Woman!

-Byron.

All are needed by each one.—Emerson.
My theory is that if I dig hard enough into any individual, sooner or later I'll bump into something I can bank on.—Rufus Steele.

What's done, we partly may compute,  
But know not what's resisted. —Burns.

He who steals my purse steals trash:  
'Tis something, 'tis nothing,  
'Twas mine, 'tis his, and has been slave to thousands.  
But he who filches from me my good name  
Steals that which not enriches him  
And makes me poor indeed.—Shakespeare.

No one can be perfectly free till all are free; no one can be perfectly moral till all are moral; no one can be perfectly happy till all are happy.—Herbert Spencer.

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.

ABOU BEN ADHEM

Abou Ben Adhem (may his tribe increase!)  
Awoke one night from a deep dream of peace,  
And saw within the moonlight of his room,  
Making it rich and like a lily in bloom,  
An angel writing in a book of gold.  
Exceeding peace had made Ben Adhem bold,  
And to the presence in the room he said:  
"What writest thou?" The vision raised its head,  
And with a look made of all sweet accord,  
Answered, "The names of those who love the Lord."  
"And is mine one?" said Abou. "Nay, not so,"  
Replied the angel—Abou spoke more low,  
But cheerily still; and said, "I pray thee, then,  
Write me as one who loves his fellow-men."

The angel wrote, and vanished. The next night  
It came again, with a great wakening light,  
And showed the names whom love of God had blessed—  
And, lo! Ben Adhem's name led all the rest. —Leigh Hunt.
HEALTH RULES

IF YOU COULD BE WELL, WOULD YOU?
YOU CAN . . . WILL YOU?
HOW TO DO IT.

Good Posture

In sitting, push as far back against the back of the chair as possible.
"Sit tall."
Exercise in the fresh air every day.
Breathe through your nose.
Breathe deeply to fill your lungs with air.
Sitting in a stooped position injures the lungs.
Do not cool off too quickly after exercising.
Sleep eight hours with your window wide open and your mouth shut.
Keep the head cool and the feet warm.
Going to bed early in the case of sickness does not mean going to bed to die; but early to bed means a short cut to health.
Germs are little "bugs," too small to see with the eyes. They live and grow best in the body of a sick person.
Sputum (spit) is full of germs that cause sickness.
A person who has a cough and does not hold something before his mouth when coughing is dangerous, because he is coughing germs (bugs) up, and throwing them at you. He may make you sick—avoid him.
If the sewing machine is rolled out on the porch, sewing will be pleasanter and cheeks will be pinker.
Rheumatism in children may be due to diseased tonsils.
Put nothing in the ears except warm boiled water unless ordered by the doctor.
Drink plenty of pure water.
Eat slowly and chew your food well.
Be sure your milk is good and clean.
The bowels should move once daily and at a regular time each day.
Dissipation doesn't pay. It almost always brings disease.
Filth plus flies or fingers equals fever.
Swat the fly before he gets wings.
Typhoid fever, diarrhea, and dysentery have wings—we call them houseflies.
Build your reputation for civic pride in your back yard.
Closed bedroom windows often let the undertaker into the house.

"Why don't they keep the streets a little cleaner?" you ask, with aggravation not undue.
"Why don't they keep the parks a little neater?"
Did you ever stop to think that "they" means you?

To keep the skin healthy as well as clean, a warm, all-over bath should be taken at least once or twice a week.
Milk drunk from a cow that has consumption will give you consumption. Ask your dairymen if his cows have been tested for consumption.

Don't expectorate (spit) on the floor, wall, sidewalk, or any public place, for you don't want to do anything that will injure another, and careless expectorating causes much spreading of disease (sickness).

Every consumptive got the disease from some other consumptive who was careless with his sputum (spit).

Avoid all people who are careless when they cough, for they care nothing for you or they would protect you against their disease.

If you cannot read fine print 12 inches from the eyes, go to a doctor.

Do not use a poultice on the eyes.

Do not put drops into the eyes unless you go to a doctor.

Clean the teeth twice a day with a good dental preparation.

Children do not develop well if their teeth are not properly cared for.

Bad teeth cause many ailments.

A sound tooth is a priceless jewel.

Rheumatism in grown people may be due to bad teeth.

Keep fingers away from mouth, nose, and eyes.

Month breathing in children usually means adenoids.

Adenoids should be removed, as they may cause deafness.

Try today to sit up and stand up straight, to eat slowly, and to attend to each need of the body at its regular time.

Fresh air, good food, and sunshine are three essentials for good health.

The Life Extension Institute says:

The first and great health commandment is: Have your body periodically examined and your individual needs ascertained. Then apply the following rules with precision:

1. Ventilate every room you occupy.
2. Wear light, loose, and porous clothes.
4. Sleep out, if you can.
5. Breathe deeply.
6. Avoid overeating and overweight.
7. Eat sparingly of meats and eggs.
8. Eat some hard, some bulky, some raw food.
9. Eat slowly.
10. Use sufficient water, inside and outside.
11. Evacuate thoroughly, regularly, and frequently.
12. Stand, sit, and walk erect.
13. Do not allow poisons and infections to enter the body.
14. Keep the teeth, gums, and tongue clean.
15. Work, play, rest, and sleep in moderation.

Things to be included in a first-aid kit, and to have conveniently at hand at home: Nail brush, soap, bandages, iodine, absorbent cotton, roll of gauze, toothpick swabs and adhesive tape, a medicine dropper, boric acid solution, new skin, listerine, aromatic spirits of ammonia, scissors, safety pins, and two triangular bandages.
GOOD RECEIPTS FOR ESSENTIAL FOODS

Quick Breads

DIRECTIONS FOR MAKING BISCUITS

Three things are necessary for making good biscuits, providing the materials are good and the proportions correct:

1. The dough must be made too soft to handle easily.
2. It must be quickly and lightly handled.
3. A quick oven is necessary.

All measures are level. Sift flour once before measuring, sift all dry ingredients twice. Add lard, working in with tips of fingers, or cutting in with two knives, add milk, mixing in with spoon just enough to hold together. When all is mixed turn on floured board and shape. Roll lightly about \( \frac{1}{4} \) inch thick and cut with a two-inch cutter. Place in a pan so they will not touch. Bake quickly. In using sour milk, the amount of sour milk will vary slightly, due to the amount of lactic acid in the milk.

In making baking powder biscuits it is better to use milk if possible; it adds more food value and gives a better brown. Biscuits should have two brown crusts and very little crumb. If they are too thick and bake too rapidly the crumb becomes a paste, which cannot be reached by the digestive juices. The crusty ones are partly digested in the baking.

**Buttermilk Biscuits**

- 1 teaspoon salt
- 1 teaspoon baking powder
- 2 cups of flour
- \( \frac{1}{4} \) to \( \frac{1}{2} \) teaspoon soda
- 3 tablespoons lard
- Sour milk to mix

**Baking Powder Biscuits**

- 2 cups flour
- 1 teaspoon salt
- 3 teaspoons baking powder
- 3 tablespoons lard
- Sweet milk or water to mix

**Yeast Breads**

In the so-called “Light Bread,” we do not use a leavening agent, such as soda or sour milk or baking powder, but depend on yeast for the lightness. Yeast is a tiny plant, so small that it cannot be seen with the naked eye. For its growth it requires food, moisture, warmth, and air. The yeast in growing changes sugar into alcohol and gas. This gas, in trying to escape, makes the bubbles or lightness in the dough.

In the process of baking both the alcohol and gas are driven off. The more yeast used the quicker the bread will be ready to bake.

**Rolls**

- 1 quart flour
- 1 tablespoon sugar
- 1 teaspoon of salt
- \( 1 \frac{1}{2} \) cups (or more) of milk
- 1 to 2 cakes of yeast
- 1 tablespoon fat

To the luke warm milk add the dissolved yeast, salt, sugar and melted butter. Mix with the flour. Knead thoroughly. Grease on top and set aside to rise. When full of air bubbles pinch off in small rolls, dip in fat, place in pans and let rise until like feathers. Bake in a quick oven.
SOFT GINGER BREAD

2 eggs
1/2 cup lard
1/2 cup milk
3 cups flour
2 teaspoons soda
1 1/2 cups molasses
1 tablespoon ginger

Mix lard and yolks of eggs, beat soda with molasses, then the ginger, molasses, milk and flour; beat white of eggs and carefully fold into the batter. Bake in a slow oven about 45 minutes. Molasses burns easily, so do not get oven too hot.

CUP CAKE

3 eggs
3 cups flour
2 cups sugar
1 cup milk
1 cup butter or butter substitute
3 tablespoons baking powder
1 teaspoon vanilla

Sift baking powder in flour 3 times. Separate the eggs. Cream the butter and add the sugar gradually. Mix in well beaten yolks of eggs, milk and flour. Beat until smooth and fold in stiffly beaten whites. Bake in moderately quick oven. This recipe is good either for loaf or layer cake.

CORN MEAL MUFFINS

Separate eggs. To beaten yolk add sour milk, salt, meal, flour and melted butter. When oven is ready and pans hot and greased, add the soda (dissolved in a little luke warm water) and the baking powder. Beat vigorously and quickly until smooth. Carefully fold in the beaten whites, pour into hissing hot greased pans and bake in a quick oven.

Nearly one-half of the daily food should consist of fresh fruits and vegetables. They add bulk and mineral salts which keep the body cleansed and in good condition.

CREAMED CABBAGE

Cut cabbage into eighths or shred it just as you please, wash, cook in plenty of boiling water until tender; drain, salt, and dress with rich cream sauce.

CREAM SAUCE

1 cup milk
2 tablespoons flour
pepper to taste

Cream butter and flour. Add milk slowly and bring to a boil, stirring all the time. Add salt and pepper. Cook until thick.

MASHED POTATOES

Pare and cut potatoes in uniform pieces. Place in boiling water. Cook until tender, pour off water and return to stove until steam passes off, leaving them dry and mealy; mash, season with salt, pepper, butter and enough cream to make right consistency. Beat until light and fluffy. Serve heaped roughly on platter.
STRING BEANS
String and break fresh beans, wash and cook with enough bacon to season. Cook slowly 3 to 4 hours or until very tender and practically all water has evaporated; salt to taste.

MEATS
Long, slow cooking of meats retains flavor and makes them tender. Exposing to high temperature seals openings to tubes and keeps juices in. When well seared the temperature should be reduced, then cook more slowly.

STEAMED STEAK
Use one cut of round steak, chop in flour, brown in hot fat; when brown, add onion cooked in 1 tablespoon butter; 1 cup of tomato juice, salt and pepper with enough boiling water to cover. Cook 45 minutes or 1 hour in steam-tight vessel on back of stove where it cannot boil. This is very economical and practically no waste. Onions and tomato juice may be omitted.

ROAST BEEF
Four pounds of roast beef, a little suet, salt, one tablespoon or more. Try out the suet, put roast in hot fat, sear on all sides; then reduce heat and cook slowly in its own juices and fat until roast is nearly done (allowing about 20 minutes per pound); when nearly tender add salt, dredge with flour and brown. Add one cup boiling water. Baste every 10 minutes while cooking.

EGGS
Heat hardens and toughens the albumen, which is the white of the egg; therefore eggs should be cooked at a low temperature.

MILK
Milk is the most perfect food and should be used whenever possible. It is necessary for the proper development, and there is no substitute. It is necessary for invalids and old people. All children should use a quart a day, and all adults at least one pint. Drink it and use all possible in cooking.
PART II
REFERENCE BOOK FOR PUPILS

1. Geography
2. History
3. Use of Library
4. Postal Information
5. Thrift
6. Civics
### GEOGRAPHY

**Population of:**
- North Carolina: 2,556,486
- United States: 105,710,620
- The World: 1,699,000,000

**Teachers Note:** Use maps of North Carolina, the United States, and the World.

### The 20 Largest Cities of the United States

<table>
<thead>
<tr>
<th>Rank</th>
<th>City</th>
<th>Population</th>
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<tbody>
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<td>1</td>
<td>New York</td>
<td>5,621,151</td>
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<tr>
<td>2</td>
<td>Chicago</td>
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<td>3</td>
<td>Philadelphia</td>
<td>1,823,158</td>
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<td>4</td>
<td>Detroit</td>
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### Names of Counties of North Carolina

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Alabama—Ala.
Arkansas—Ark.
Arizona—Ariz.
California—Calif.
Colorado—Colo.
Connecticut—Conn.
Delaware—Del.
District of Columbia—D. C.
Florida—Fla.
Georgia—Ga.
Idaho
Illinois—Ill.
Indiana—Ind.
Iowa
Kansas—Kans.
Kentucky—Ky.
Louisiana—La.
Maine—Me.
Maryland—Md.
Massachusetts—Mass.
Minnesota—Minn.
Mississippi—Miss.
Missouri—Mo.
Montana—Mont.
Nebraska—Nebr.
Nevada—Nev.

For American States:

New Hampshire—N. H.
New Jersey—N. J.
New Mexico—N. Mex.
New York—N. Y.
North Carolina—N. C.
North Dakota—N. Dak.
Ohio
Oklahoma—Okla.
Oregon
Pennsylvania—Pa.
Rhode Island—R. I.
South Carolina—S. C.
South Dakota—S. Dak.
Tennessee—Tenn.
Texas—Tex.
Utah
Vermont—Vt.
Virginia—Va.
Washington—Wash.
West Virginia—W. Va.
Wisconsin—Wis.
Wyoming—Wyo.
Alaska Territory
Hawaii Territory
Porto Rico—P. R.
Philippine Islands—P. I.

For Countries:

Ireland
Italy
Japan
Mexico
Netherlands
Norway
Poland
Russia
Scotland
Spain
Sweden
Switzerland
United States
Wales
**Presidents of the United States**

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<tr>
<td>Harding</td>
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**Preamble of Declaration of Independence**

**JULY 4, 1776**

**THE UNANIMOUS DECLARATION OF THE THIRTEEN UNITED STATES OF AMERICA**

When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights; that among these are Life, Liberty and the Pursuit of Happiness; that to secure these rights governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government, laying its foundation on such principles and organizing its power in such form as to them shall seem most likely to effect their safety and happiness. Prudence indeed will dictate that governments long established should not be changed for light and transient causes, and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty to throw off such government and to provide new guards for their future security. Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these States. To prove this, let facts be submitted to a candid world.
Preamble of the Constitution of the United States of America

1787

We, the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Extracts from Washington's Farewell Address

1796

Interwoven as is the love of liberty with every ligament of your hearts, no recommendation of mine is necessary to fortify or confirm the attachment.

The unity of government which constitutes you one people is also now dear to you. It is justly so, for it is a main pillar in the edifice of your real independence; the support of your tranquility at home, your peace abroad; of your safety; of your prosperity; of that very liberty which you so highly prize. But as it is easy to foresee that from different causes and from different quarters much pains will be taken, many artifices employed, to weaken in your minds the conviction of this truth; as this is the point in your political fortunes against which the batteries of internal and external enemies will be most constantly and actively (though often covertly and insidiously) directed, it is of infinite moment that you should properly estimate the immense value of your national Union to your collective and individual happiness; that you cherish a cordial, habitual and immovable attachment to it; accustoming yourselves to think and speak of it as the palladium of your political safety and prosperity; watching for its preservation with jealous anxiety; discountenancing whatever may suggest even a suspicion that it can in any event be abandoned; and indignantly frowning upon the first dawning of every attempt to alienate any portion of our country from the rest or to enfeeble the sacred ties which now link together the various parts.

For this you have every inducement of sympathy and interest. Citizens, either by birth or choice, of a common country, that country has a right to concentrate your affections. The name of America which belongs to you in your national capacity must always exalt the just pride of patriotism more than an appellation derived from local discriminations. With slight shades of difference you have the same religion, manners, habits and political principles. You have in a common cause fought and triumphed together; the independence and liberty you possess are the work of joint counsels and joint efforts, of common dangers, sufferings, and successes.

Observe good faith and justice towards all nations; cultivate peace and harmony with all. Religion and morality enjoin this conduct, and can it be that good policy does not equally enjoin it? It will be worthy of a free, enlightened, and, at no distant period, a great nation, to give to mankind the magnanimous and novel example of a people always guided by an exalted justice and benevolence. Who can doubt that, in the course of time and things, the fruits of such a plan would richly repay any temporary advantages which might be lost by a steady adherence to it? Can it be that Providence has not connected the permanent felicity of a nation with its virtue? The experiment, at least, is recommended by every sentiment which ennobles human nature. Alas! is it rendered impossible by its vices?
Speech Made at Gettysburg in 1863—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.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and 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 a final resting place for those who here 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 poor power to add or 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 who fought here 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 gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom and that government of the people, by the people, and for the people, shall not perish from the earth.

Conclusion of Woodrow Wilson's Message to Congress, April 2, 1917

WE MUST ACCEPT WAR: RIGHT IS MORE PRECIOUS THAN PEACE

It is a distressing and oppressive duty, gentlemen of the Congress, which I have performed in thus addressing you. There are, it may be, many months of fiery trial and sacrifice ahead of us. It is a fearful thing to lead this great, peaceful people into war, into the most terrible and most distressing of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free. To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured. God helping her, she can do no other.
USE OF THE LIBRARY

In most towns and cities, if you have been a resident for six months, you can have free use of the library by just going there and writing your name and address on a card that will be given you.

You can take out two books at a time and keep them two weeks before returning. When these two are returned, two more may be taken out. If you live near a town or city you can usually have these privileges by paying $2 a year.

You can have a package library sent free to your community if there is no library there, if you will write the State Library Commission, Raleigh, N. C., and will pay the freight from and to Raleigh.

Book Groups Included in Library List

1. Stories to read aloud.
2. Fairy stories.
3. Hero stories.
5. Stories of our country.
7. Stories for girls.
8. Poetry.

Books That Many People Have Enjoyed

Books to Read Aloud

Æsop’s Fables—Illustrated by Walter Crane.
Fifty Famous Stories Retold—Baldwin.
Best Stories to Tell to Children—S. C. Bryant.
Home Fires in France—Canfield.
Miss Muffet’s Christmas Party—Crothers.
Dr. Danny—Durand (especially for girls).
Mary’s Meadow—Ewing.
Rip Van Winkle and the Legend of Sleepy Hollow—Irving.
English Fairy Tales—Jacobs.
Tales from Shakespeare—Lamb.
Dr. Doolittle—Lofting.
Bible Stories to Read and Tell—Olcott.
The French Twins—Perkins.
Pepper and Salt—Pyle.
Fables and Folk Stories—Scudder.
The Blue Flower—Van Dyke.
Tales of Laughter—Wiggin & Smith.
Tales of Wonder—Wiggin & Smith.
What to Do Next—Canfield Fisher.
Some Great Stories and How to Tell Them—Wyche.
Miss Minerva and William Green Hill—Calhoun.
Alice in Wonderland—Carroll.
Just So Stories—Kipling.

Fairy Stories

Fairy Tales—Andersen (edited by Mrs. Edgar Lucas).
David Blaize and the Blue Door—Benson.
The Firelight Fairy Book—Benson.
The Sleeping Beauty and Other Tales—Quiller-Couch.
The Little Lame Prince—Craik (illustrated by Hope Dunlap).
A Wonder Book—Hawthorne (illustrated by Maxfield Parrish).
Tanglewood Tales
Water Babies—Kingsley.
The Princess and the Goblin—McDonald.
The Wonder Clock—Pyle.
The King of the Golden River—Ruskin.
The Pot of Gold—Wilkins.
Fairy Tales—Grimms.

**HERO STORIES**

The Sampo—Baldwin.
The Story of Roland—Baldwin.
The Story of Siegfried—Baldwin.
Children of the Dawn—Buckley.
The Fighting Engineers—Collins.
The Adventures of Odysseus and the Tale of Troy—Padriac Colum.
The Roll Call of Honor—Quiller-Couch.
Hero Myths and Legends of the British Race—Ebbutt.
Pawnee Hero Stories—Grinnell.
The Heroes—Kingsley.
The Red Book of Heroes—Andrew Lang.
The Story of King Arthur and His Knights—Pyle.
The Merry Adventures of Robin Hood—Pyle.

**OUT-OF-DOORS.**

The Burgess Animal Book—Burgess (excellent pictures).
The Burgess Bird Book—Burgess (excellent pictures).
Sharp Eyes—Burroughs.
Pierrot, a Dog of Belgium—Dyer.
Insect Adventures—Fabre.
The Story Book of Science—Fabre.
A Little Boy Lost—Hudson.
The Jungle Book—Kipling.
The Second Jungle Book—Kipling.
The Call of the Wild—London.
The Child’s Life of the Bee—Maeterlinck.
Stickeen—Muir.
Bird Stories—Patch.
Hexapod Stories—Patch.
Kindred of the Wild—Roberts.
Wild Animals I Have Known—Thomson-Seton.
Black Beauty—Sewell.
Stories of Brave Dogs—retold from St. Nicholas (Century Co.).
Beyond the Pasture Bars—Sharp.
Freckles—Porter.

**STORIES OF OUR COUNTRY.**

The Perfect Tribute—Andrews.
With the Men Who Do Things: Pick, Shovel, and Pluck—Bond (invention and achievement).
The True Story of Abraham Lincoln—Brooks.
Redfolk and Wildfolk—Denning (excellent pictures).
Indian History for Young Folks—Drake.
The Man Without a Country—Hale.
Young People’s History of North Carolina—D. H. Hill.
The Men Who Found America—Hutchinson (excellent pictures).
This Country of Ours—Marshall.
A Short History of Discovery—Van Loon (amusing pictures).
Robert E. Lee—P. A. Bruce or Gamaliel Bradford.
Washington’s Farewell Address.
Lincoln’s Gettysburg Address.
Wilson’s Message to Congress, April 2, 1917.
The Land of Fair Play (a civics).
Franklin’s Autobiography (Benjamin Franklin’s own story of his life).

STORIES OF ADVENTURE.

Gulliver’s Travels—Swift (illustrated by Louis Rhead).
Treasure Island—Stevenson (N. C. Wyeth edition).
The Blue Pearl—Scoville.
Stolen Treasure—Pyle.
The Painted Desert—Monroe.
Lost Indian Magic—Moon.
Careers of Danger and Daring—Moffat.
Adrift on an Ice Pan—Grenfell.
The Life and Surprising Adventures of Robinson Crusoe—Defoe (illustrated by Louis Rhead).
The Life and Adventures of Buffalo Bill (W. S. Cody)—W. L. Visscher.
Ivanhoe—Scott.
Nelly’s Silver Mine—H. H. Jackson.
Captains Courageous—Kipling (New England).
Tom Sawyer—Clemens (Mark Twain).
Huckleberry Finn—Clemens (Mark Twain).
The Green Door—Wilkins.
The Boy’s Life of Mark Twain—A. P. Paine.
Two Little Confederates—T. N. Page.
Lives of Poor Boys Who Became Famous—Bolton.
Swift Family Robinson—J. D. Wyss.
Up the Mazaruni for Diamonds—La Varne.
The Mutineers—C. B. Hawes.
High Adventure—J. N. Hall.
The Goldbug, etc.—E. A. Poe.
Luck of Roaring Camp—Bret Hart.

STORIES FOR GIRLS.

The Secret Garden—Burnett.
Lady Jane—Jamison (New Orleans).
Jeanne D’Arc—Buxton.
Mrs. Wiggs of the Cabbage Patch—Rice.
Lovey Mary—Rice.
Heidi—Spyri.
Ten Girls from History—Sweetser.
Rebecca of Sunnybrook Farm—Wiggin.
Polly Oliver’s Problem—Wiggin.
Little Women, Little Men, Jo’s Boys—Alcott.
Little Colonel Books—A. F. Johnston.
The Story of My Life—Helen Keller.
Blithe McBrude—B. M. Dix.
Beatrice of Denewood—A. B. Knipe.
The Lucky Sixpence—A. B. Knipe.
The Three Margarets—L. E. Richards.
Queen Hildegarde—L. E. Richards.
The Barberry Bush—S. C. Woolsey.
A Circuit Rider's Wife—Harris.
What Shall We Do Now?—Dorothy Canfield.

POETRY

Lochinvar—Scott.
If—Kipling.
Bivouac—O'Hara.
Songs of the Soil—Stanton.
Elegy—Gray.
Crossing the Bar—Tennyson.
Poems of Childhood—Field.
Peacock Pie—De La Mare.
The Blue Poetry Book—Lang.
A Nonsense Book—Lear.
A Child's Garden of Verse—Stevenson.
Golden Numbers—Wiggin and Smith.
Merchant of Venice—Shakespeare.
Macbeth—Shakespeare.
As You Like It—Shakespeare.
Midsummer Night's Dream—Shakespeare.
The Taming of the Shrew—Shakespeare.
Romeo and Juliet—Shakespeare.
The House by the Road—S. L. Foss.
Rhymes of a Red Cross Man—Robert W. Service.
Spell of the Yukon—Robert W. Service.
The Home Book of Verse—B. E. Stevenson.
Heart Throbs—Published by Chapple Publishing Co.

HELPFUL BOOKS

The American Boy's Handy Book—Beard.
Saturday Mornings—Burrell.
How the World is Fed—F. G. Carpenter.
How the World is Housed—F. G. Carpenter.
How the World is Clothed—F. G. Carpenter.
First Aid for Boys—Cole & Ernst.
The First Book of Farming—Goodrich.
The Care and Feeding of Children—Holt.
Book of the Ocean—Ingersoll.
Three Hundred Things a Bright Girl Can Do.
The Song of Life—Morley.
Primer of Hygiene and Sanitation—Riche.
How It Is Done—Williams.
The World Almanac.
The Child's Book of Knowledge.
Pilgrim's Progress—Bunyan.
Century Dictionary.
The Child's Day—Woods Hutchinson.
The Success Books—Marden.
POSTAL INFORMATION

Addressing mail matter. Write plainly the name of the person addressed, street and number, or number of rural route, postoffice, and state in full.

When the names of states are abbreviated, they are often confused.
Letters without street address are subject to delay.
The writer’s name and address should be in the upper left-hand corner of every envelope.

Use ink in addressing envelopes.

John Wilson,
R. R. No. 5,
Asheville, N. C.

Mr. Frank Brown,
1036 Main Street,
Columbia, S. C.

Domestic mail matter is divided into four classes: first, second, third, and fourth.
Matter of a higher class inclosed with matter of a lower class makes the whole come under the higher rate. Letters must not be put in packages unless the whole is to be paid for at letter rates. Otherwise the sender is liable to a fine of not more than $100.

First-class matter includes letters, post-cards, and all hand or typewritten matter, whether sealed or unsealed. It also includes all matter sealed or otherwise closed to inspection.
Letters mailed in offices where there are carriers require two cents postage per ounce or fraction of an ounce. The one-cent postage rate applies only to small offices where they do not have city carriers.

Second-class matter. Second-class matter includes newspapers and magazines bearing notice of entry as second-class matter. The rate on newspapers and magazines (second-class matter) is one cent for each four ounces, or fraction of four ounces. Many people are under the impression that “a penny will carry a paper.” But often a large paper will weigh more than four ounces and must have more postage.

Third-class matter. Third-class matter includes circulars, newspapers, and magazines not admitted as second class. The limit of weight for third-class matter is four pounds. The rate of postage for unsealed third-class matter is one cent for each two ounces, or fraction thereof.
Fourth-class matter includes domestic parcel post mail: merchandise, farm products, and all other mailable matter not included in first, second, and third class.

Special treatment and advantages are given to shipments of farm products. The limit of weight of fourth-class matter for delivery in the first, second, and third zones is seventy pounds.

The limit of size is eighty-four inches in length and girth combined. A parcel post package will not be accepted for mailing unless it has on it the name and address; the word “from” should be written just before the name.

Game. The dead bodies of any wild animals or birds, or parts thereof, including furs, skins, plumage, etc., lawfully killed and offered for shipment, may be accepted for mailing only when the parcels are plainly marked to show the actual nature of the contents and the name and address of the sender. The dead bodies, or parts thereof, of any wild animals or birds which have been killed or offered for shipment in violation of the laws of a state, territory, or district are unmailable, persons sending such articles and the addressees knowingly receiving them in violation of law being liable to a fine of not more than $200.

Collect on delivery (C. O. D.) service. The full value of a C. O. D. parcel should be stated when mailed, in order that a proper fee be collected, because indemnity may not be collected unless a fee sufficient to cover the amount is paid at the time the parcel is mailed.

C. O. D. parcels may not be examined before all charges are paid in delivery. It is unwise for a person to accept a C. O. D. parcel not ordered by him as certain unscrupulous concerns often use this method of selling their goods to people who do not understand the matter.

Unmailable matter. That is matter which is not admissible to the United States. Mails for dispatch or delivery in the United States, or in any of its possessions, includes: matter with defective addresses, postage not pre-paid, of overweight or oversize; meat and meat food products, plants and plant products, without the required certificate of inspection or exemption; poison liquors, etc., tinsel glass, that will injure other mail; obscene and indecent matter, nor matter concerning lottery and fraud or liquor advertisement.

Preparations and wrappings of mail matter. Envelopes or wrappers of weak or unsubstantial paper should not be used. Mail is handled often and subjected to pressure and friction on the mail bags, and often is delivered from moving trains; so if it is not inclosed in strong envelopes or wrappers it may be damaged. It is recommended that stamped envelopes, on sale at all postoffices, be used.

Examinations. Second, third, and fourth-class matter must be so wrapped that the contents may be easily examined by postal officials; when not so wrapped, or when bearing or containing writing not authorized by law, the matter will be treated as of first-class mail.

Mail boxes. Parcel post mail may be inclosed in boxes to which the lids are nailed or screwed, provided the lids can be readily removed with a chisel or screw-driver for examination of contents.

Wrapping. All matter should be securely wrapped so as to bear transmission without breaking, or injuring mail bags, their contents, or the person handling them. Many articles are damaged in the mails because they are not properly wrapped to withstand the necessary handling.

Parcels weighing 20 pounds or under are generally carried inside mail bags with other mail; those weighing over 20 pounds are usually carried outside mail bags. They should be wrapped with that understanding.
Umbrellas, canes, etc., must be reinforced by strips of wood, or otherwise sufficiently wrapped to withstand handling and transportation.

Hats must be packed in strong boxes; if in ordinary pasteboard hat boxes, they must be properly crated.

Cut flowers, candies, etc., should be inclosed in strong and suitable boxes.

Stove castings and pieces of machinery should be protected with excelsior or similar material and wrapped in cloth or strong paper, or be properly boxed or crated.

Mailable hides and pelts must be thoroughly wrapped to prevent the escape of grease.

Harmful articles, not absolutely excluded from the mails, but which, from their form and nature, might, unless properly secured, destroy, deface, or otherwise damage the contents of mail bag or harm the person of any one engaged in the postal service, may be transmitted in the mails only when packed in accordance with the postal regulations. Sharp-pointed or sharp-edged instruments or tools must have their points and edges protected so that they cannot cut through their covering, and be thoroughly wrapped.

Powders and all pulverized dry substances must be so wrapped that none of the contents of the package will sift out.

Pastes, salves, etc., not easily made liquid, must be inclosed in water-tight containers and placed in strong boxes and securely wrapped.

Liquids. Admissible liquids in packages not exceeding the limit of weight of fourth-class matter will be accepted for mailing when intended for delivery at the office of mailing or on a rural route starting therefrom when inclosed in a glass or metal container securely inclosed and heavily wrapped, provided it is not necessary to transport them over steam or electric railways. Admissible liquids and oils, pastes, salves, or other articles easily made liquid will be accepted for mailing, regardless of distance, when they conform to the following conditions:

(a) When in strong glass bottles, holding 4 ounces or less, the total quantity sent in one parcel shall not exceed 24 ounces, liquid measure. Each bottle shall be wrapped in paper or other absorbent substance, and then all placed in a box made of cardboard or other suitable material and packed in a container made of double-faced corrugated pasteboard of good quality. The corners of the container must fit tightly and be reinforced with tape so as to prevent the escape of any liquid if the container should be broken, and the whole parcel shall be securely wrapped with strong paper and tied with twine. Single bottles of liquid holding 4 ounces or less may also be packed as prescribed in the following paragraphs (b) and (c).

(b) When in glass bottles holding more than 4 ounces, the total quantity sent in one parcel shall not exceed 16 ounces. The bottle must be very strong, and must be inclosed in a block or tube of metal, wood, or similar material; and there must be provided between the bottle and block or tube a cushion of cotton, felt, or other absorbent. The block or tube, if of wood or papier-mache, must be at least one-eighth of an inch thick for bottles holding 8 ounces or less, and at least three-sixteenths of an inch thick for bottles holding more than 8 ounces. The block or tube must be rendered water-tight by an application on the inside of paraffin or other suitable substances, and must be closed by a screw-top cover with sufficient screw threads to require at least one and one-half complete turns before it will come off. The cover must be provided with a washer, so that no liquid could escape if the bottle should be broken. Such bottles may also be packed in strong and tight receptacles of wood, metal, or water-proof corrugated pasteboard if surrounded with bran, sawdust, or other absorbent material in sufficient quantity to absorb all the liquid if the bottle should be broken.
(c) Mailable liquids, in quantities of more than 16 ounces, when in securely sealed glass bottles, will be accepted for mailing when packed in strong boxes and surrounded with sawdust or other suitable substances to protect the contents from breakage. All such packages must be marked: "Fragile. This side up," or with similar inscription, and will be transported outside of mail bags.

(d) Liquid in securely closed metal containers may be mailed when suitably boxed or crated; but when in extra strong metal containers, such as heavy Milk cans, the boxes or crates may be omitted.

(e) All packages containing liquid must be marked "Fragile."

**Fragile articles.** Articles easily broken must be very securely wrapped for safe transmission. Glass, crockery, fragile toys, etc., must be so packed as to prevent the escape of particles or pieces from the packages if broken in transit. Cigars should be packed in a manner to prevent damage by shock or jar. All such articles should be marked "Fragile."

Eggs will be accepted for mailing when packed in crates, boxes, baskets, or other suitable containers, so constructed as properly to protect the contents. Such packages will be transported outside of mailbags. All parcels containing eggs must be plainly marked "Eggs." When necessary, they should be marked "This side up."

**Perishable articles.** Parcels containing perishable articles shall be marked "Perishable."

**General delivery.** The Department has recently issued new and additional instructions to postmasters not to allow the use of the general delivery to persons whose mail could be otherwise delivered.

**Special delivery.** Use a special delivery stamp only on matter to be promptly delivered on arrival, if you wish to secure special care and protection for a valuable letter or sealed package, it should be registered.

**The money order system.** The money order system is a safe, cheap, and convenient method of sending money by mail. Application for a money order must be made on a form furnished for that purpose, and be presented at the money order window of the postoffice, or one of its stations. Money orders are issued for any desired amount from 1 cent to $100.

Applications may be made through rural carriers, who will furnish the necessary forms and give receipts for the amounts.
THrift

Thrift means care, foresight, tenderness for those dependent on you. Better be safe than sorry.

Saving money is like swimming; you just save, that’s all. There is no patent way. You can only do it by spending less than you earn. Twice two makes four, and every little bit added to what you have makes just a little bit more. And once you get the saving habit, you naturally find a good bank, open an account, and keep it up—that’s all. It’s not how hard you work that gets you ahead, but how hard you save.

The whole philosophy of thrift was given by an Italian laborer, who said: “If I get a dollar a day and spend $1.01, sometime I have nothing; if I get a dollar a day and spend 99 cents, some time I have something.”

Make all you can, save all you can, give all you can.—John Wesley.

Keeping track of the way your money goes is the first step in thrift. Decide before you open your pay envelope how much of its contents you will save.

Keep a budget of family expenses. (See form for budget.)

THink AND Win

If you think you’re beaten, you are;
If you think you dare not, you don’t;
If you’d like to win, but think you can’t
It’s almost a cinch 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.

If you think you’re out-classed, you are;
You’ve got to think high to rise;
You’ve got to be sure yourself
Before you can win a prize.

Life’s battles don’t always go
To the strongest or fastest man,
But soon or late the man who wins
Is the man who thinks he can.

—McClintock Magazine.

From “Maxims of a Self-made Man”

Success springs most often from straight thinking.
Settle on the right thing to do, and then do it right.
Think straight and you’ll travel the straightest road to success.
Look ahead. But act now.

If you, my friend, would take a pad and pencil and put down all the money you have made in the last twelve months against what you have spent, the difference would show you where you are going and what you are going to be.

You mustn’t think that just as soon as you open a bank account with a dollar or more fortune is just around the corner.
The plain fact is that millions of people, with a spasm of virtue, start to save and get cold feet before they arrive at the next corner.

Many a poor finish follows a good start.

Give me, every time, the fellow who adds regularly to a small bank account. You can put greater dependence on him than on the one who isn't reminded of his bank account until his week's wages are all spent. He knows just where he is going all the time.

It isn't the start alone that makes a fortune. Be a bee-liner.

Anybody who is content with what he has, what he is, what he is doing, and the way he is doing it, has stopped growing. He is going down hill instead of up. The fellow who is always working towards things that are a little out of his reach, who is saving money to give his plans a lift, is the kind of chap that will get somewhere.

Keep your money in the bank until you find an investment your banker will pass upon as sound. There are plenty of them. Be an investor, by all means, but a sensible one. You've hoed a long row to accumulate five hundred dollars, and you've acquired character with it. You'll hoe a longer row getting it back if you plunge it into an investment with your eyes shut.

If you want to make money you've got to make up your mind to three things:

1. You've got to have a strong will. If your will power is flabby, give it some exercise so it will grow strong.

2. You've got to focus your effort on the thing you intend to do. Concentrate with a bulldog determination. That's where your will power comes in. And it's where it gets its exercise, too.

3. You've got to fall in with the idea that you can't eat cake today and still have it tomorrow. You've got to decide how you'll take yours, whether you would rather have a little now or a lot more later on. If you choose a lot more it means some sacrifice of present enjoyment for future good.

I have always made it a point wherever I worked to look for more to do rather than to see how little I could do and get by. Long hours had no terror for me.

From "Facts and Figures"

It is bound to be a comfort to any man to think that he has been just to his fellow-man, clean and decent, generous to his people; that he has been disposed to live and let live.

But when the time comes for us to cross the river, there are few of us who will not leave behind some of the weaker ones who are not prepared to weather the storm, whose lack of health and lack of ability and experience render them unable to compete with our every-day trials.

It is just as much our duty to provide for these as to observe the Sabbath, or to say our prayers, or to keep any of the commandments. We may not be able to do this on a large scale, but if we don't begin on a small scale we are not likely ever to get anywhere.

Read the lives of the great men this country has produced and you will find that with few exceptions they have come from the lower walks of life. They have had their ups and downs, but the thing you notice most is the fact that they have saved and cultivated their gifts. They have added to their resources, mental, moral, physical, material.

No matter what your business or occupation may be, or how sincere and honest you are, when you meet an old acquaintance, one of the first things you will say is, "Well, how is the world treating you, old man?" and already in your mind you have sized him up. If he is "seedy," you are not quite as glad to see him. You may not own up to it, but it is the truth just the same.

The world likes people who do things, who make headway. If you "tote fair," are kind, and are making headway, the world is with you.
## BUDGETS FOR THE FAMILY

<table>
<thead>
<tr>
<th>Monthly Income</th>
<th>Food</th>
<th>Clothing</th>
<th>Savings</th>
<th>Rent</th>
<th>Operating</th>
<th>Recreation, Education</th>
<th>Church, Charity</th>
<th>Health</th>
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<td>$30-40</td>
<td>$7-11</td>
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<td>$9-15</td>
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### MONTHLY EXPENSE ACCOUNT (MONTH OF)

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<th>Spent for Clothing</th>
<th>Put in Savings</th>
<th>Spent for Rent</th>
<th>Spent for Operating</th>
<th>Spent for Recreation, Education</th>
<th>Given to Church, Charity</th>
<th>Spent for Health</th>
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<td>Summary</td>
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On this form you can keep your accounts for a month, setting down each day the amounts spent. The Model Budget at the top of the page will act as a suggestive guide, and you can adjust your expenditures accordingly. It is wise to set aside every month the proper amount for each of the items shown on your budget. If all the money is not needed, what remains should be put in the "savings" fund where you can get it the moment you want it. If your exact income is not shown on the Model Budget you can easily approximate what your apportionments should be. *Should you desire additional monthly account sheets please write to the War Loan Organization, Richmond, Va. They will be sent free.*
Your Savings—the Wonders of Compound Interest

Many people never become prosperous simply because they do not realize or know how money grows. They find it hard to understand that a dollar is like an acorn, from which a tall oak can grow. If you plant it right and leave it alone the results are sometimes amazing. Nothing, perhaps, has so important a part in bringing about these results as compound interest. When Benjamin Franklin said, “Money can beget money, and its offspring can beget more,” he was only telling what compound interest does. What might be called the arithmetic of steady savings makes up a chapter of investment that every man and woman should know about.

First of all, let us find out just what interest is. If you have ever had to borrow money at a bank, or from a hard-hearted individual, you will know from costly experience what it is. Technically, interest is the charge made for the use of money. It is like the rent paid for a house. If you borrow money from any one, you pay him interest; if you deposit money in a savings bank, the bank pays you interest. In both of these instances the money has been put out to work and has earned more money. There are two kinds of interest, simple and compound. Compound interest enters largely into the whole range of savings and into the question of how to increase them.

Simple interest is the interest on the principal only. Take the sum of $100 deposited in a bank that computes interest semiannually (twice a year). The rate is six per cent. This means that every six months the deposit would earn three dollars. At the end of a year and a half you would have $109. The working principal has not increased at all.

Now, take the same sum and put it out at compound interest at the same rate. In six months it would earn three dollars, and there would be a total of $103, but from this time on the interest would be added to the principal and become part of it. Instead of having $100 at work, you would have $103. For the next six months the interest would be $3.09, making the principal for the following interest period $106.09.

Thus, with each interest date, the working principal is increased by the addition of the interest earned. Your principal, in other words, is like a rolling snow-ball that gets bigger all the time.

There are two kinds of compound interest. Two illustrations may best explain them. One dollar deposited in a savings bank that pays four per cent will amount to $2.19 in twenty years. This is simple compound interest. One dollar, deposited every year for twenty years in the same bank at the same rate of interest, will become $30.97. This is progressive compound interest. If you put just one dollar in the bank at Christmas for your baby and keep it up till he is twenty years old, he will have a Christmas present of $30.97.

To get the full results of compound interest, not only must you begin to save, but you must keep steadily at it. When we see the effects of progressive saving, we find out just how valuable it is to get the thrift habit.

Nearly everybody can save five cents a day. This amount saved each day ($1.50 a month) and deposited in a savings bank that pays four per cent interest will amount to $182.50 in ten years. It will earn $40.06 interest, making its total value at the end of that time $225.56, rather a surprising result of the setting aside of a single carfare every day.

Take ten cents a day, which means a deposit of three dollars every month, and put it through the same process. In ten years you will have saved $365, which will have earned $80.36, making a total of $445.36. This is the result of saving just one dime a day. As you increase the sum saved each day the value of steady saving is clearly seen.

Fifteen cents a day, or $4.50 saved each month and compounded will amount to $668.18 in ten years. Of this sum, $120.68 is interest earned.
Twenty cents a day, or $6 a month, will amount to $890.99, of which $160.99 is interest.

If you are able to put aside twenty-five cents a day, or $7.50 a month, at the end of ten years you will find $1,113.75 to your credit. If you are able to make the daily saving thirty cents, or $9 a month, you will be worth $1,336.59, of which $322.16 is interest, while fifty cents a day, or $15 a month, will amount to $2,227.73, of which $402.73 is interest. Forty cents a day, or $12 a month, will roll up the tidy sum of $1,782.16.

Looking at the saving of a dollar a week from a different angle, you find that at the end of thirty years every one of the fifty-two dollars that you had at the end of the first year had increased about fifty-eight times.

It has been figured out that a man who has deposited five dollars a week, every week, in a savings bank that pays four per cent can at the end of twenty years draw out six dollars a week and still leave his wife at his death all the money that he had originally deposited.

If a man or woman is able to save a dollar a day the results are big. This amount, put into a savings bank that pays four per cent, will amount to $1,967.98 in principal and interest at the end of five years, and $4,455.74 at the end of ten years.

**How Addition Works With a Weekly Savings Deposit**

(Four per cent interest, compounded semiannually.)

<table>
<thead>
<tr>
<th>$1 Per Week</th>
<th>$2 Per Week</th>
<th>$3 Per Week</th>
<th>$4 Per Week</th>
<th>$5 Per Week</th>
<th>$8 Per Week</th>
<th>$10 Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year ......</td>
<td>$52.52</td>
<td>$105.04</td>
<td>$157.56</td>
<td>$210.08</td>
<td>$262.60</td>
<td>$420.16</td>
</tr>
<tr>
<td>2 years.....</td>
<td>107.16</td>
<td>214.32</td>
<td>321.48</td>
<td>428.64</td>
<td>535.80</td>
<td>857.28</td>
</tr>
<tr>
<td>3 years.....</td>
<td>164.00</td>
<td>328.00</td>
<td>492.00</td>
<td>656.00</td>
<td>820.00</td>
<td>1,312.00</td>
</tr>
<tr>
<td>4 years.....</td>
<td>223.14</td>
<td>446.28</td>
<td>669.42</td>
<td>892.56</td>
<td>1,115.70</td>
<td>1,785.12</td>
</tr>
<tr>
<td>5 years.....</td>
<td>284.67</td>
<td>569.34</td>
<td>854.01</td>
<td>1,138.68</td>
<td>1,423.35</td>
<td>2,277.36</td>
</tr>
</tbody>
</table>
CIVICS

1. Public School System:
   How is the State Board of Education chosen?
   How are the county boards chosen?
   How much control has the state over district schools?
   How is the school system financed?
   What are the requirements and salaries of teachers?
   Who selects the teachers?
   Does North Carolina have free text-books?
   What is the compulsory education law?
   What is North Carolina's percentage of illiteracy? White? Colored?
   How can your vote help school conditions?

2. What is North Carolina Doing for Her Children?
   What is the North Carolina Child Welfare Commission? Of whom composed?
   Explain state law establishing Child Welfare Department.
   Who cares for delinquent and dependent children in your county?
   What is the Child Labor Law?
   What institutions has North Carolina to care for delinquent, defective, and dependent children and adults?

3. County Government:
   What makes up a county?
   What are the three divisions of county government?
   Illustrate with some one county.
   What are the duties of the county commissioners?
   What are the duties of the county board of education?
   Who is the chief executive officer in the county?
   What are the duties of the sheriff?
   How are the judges holding courts chosen? What are their duties?
   What are the two kinds of juries and the duties of each?
   What are the duties of the coroner?
   Is the clerk of the Superior Court a court of record?
   What other county officers are there?

4. State Legislature and Governor:
   How often does the Legislature meet? Of whom composed? How does it function? Name important committee.
   How much control has Governor over Legislature?
   Name two branches of Legislature and presiding officers.
   How can a bill be presented and passed?
   The Governor: What are his duties, powers, and term of office?
   Can he succeed himself? How is he elected? How removed?

5. State Constitution:
   What rights are guaranteed under the Constitution of North Carolina?
   How was the Constitution made, and how may it be changed?
   How may a new Constitution be obtained? What is the date of our present Constitution?
   How many Constitutions has North Carolina had since it became a State?
6. Health and Social Hygiene:
Outline health system of North Carolina.
Who compose State Board of Health? How elected, and for how long?
Who compose county board of health? How elected, and for how long?
Has every county a health officer? Has your county?
State Health Officer: His duties, powers, salary, and term of office?
Who compose his staff?
Has North Carolina birth and death registration?
Has North Carolina prison and jail inspectors?
Has North Carolina school inspection?
Has North Carolina factory inspection?
Are there any State laws to check spread of tuberculosis and venereal diseases?
Has North Carolina any State Hospitals or detention homes for these diseases?
Is there a sanitary rest room in the county-seat of your county for the county women and children?
Has North Carolina food, milk, and water inspection?
What are some of the big aids to health offered by the State and county?
How may we aid in preventing the spread of disease?

7. Taxation:
What is the State Tax Commission? Its powers and duties?
Name various State taxes.
How does North Carolina’s tax rate compare with that of other states?
Who has power to levy county taxes? Who collects them?
What is your city tax? Illustrate with some city. Who collects it?
Can your city increase its rate of taxation? If not, why not, and how may this matter be remedied?
What is poll tax? For what is it used?

8. Political Parties:
What is meant by Government, by political parties?
How are candidates chosen?
What are conventions and what are primaries?

9. Congress, the President, and the Cabinet:
Name two branches of Congress. Of whom composed?
How many Senators and Congressmen from your State, their duties, powers, salaries, and terms of office? How chosen?
Records.
State duties and powers of President; salary; term of office. How chosen?
The cabinet: Name departments. Name cabinet officers, duties, powers, salaries, and terms of office.

10. The Judiciary System, National, State, and Local:
What is Supreme Court of United States? Of whom composed?
How chosen? Salaries, terms of office, duties, and powers.
What, and of whom composed, and how chosen, is the Court of Appeals?
U. S. District Court? The Court of Claims?
Explain the State judiciary system, covering Supreme Court. Who compose these courts? How chosen, duties, powers, salaries, and terms of office?
If a public officer is impeached, before whom is he tried?
What are the justice of the peace courts?
What are the duties of the grand jury and of the petit jury in the U. S. District Courts?
   For the farmer—Department of Agriculture.
   For the working man—the Department of Labor.
   For the woman in her home—Office of Home Economics.
   The mother and baby—Children's Bureau, Department of Labor.
   The immigrant—Department of Labor.
   The negro—Bureau of Education.
   For girls and boys—Bureau of Education.

12. Similar Information From the State, Raleigh, N. C.:
   For the farmer—State Department of Agriculture.
   For the working man—State Department of Labor.
   For the woman in her home—State Board of Health.

Public School System

Q. How is the State Board of Education chosen?
A. The Governor, Lieutenant-Governor, Secretary of State, Treasurer, Auditor, Superintendent of Public Instruction, and Attorney-General constitute the State Board of Education.

Q. How is the county board of education chosen?
A. The county board of education consists of three or more members elected by the General Assembly from those nominated at the party primaries or conventions by the political parties of the State.

Q. How much control has the State over district schools?
A. The State Board of Education has full power to legislate and make all needful rules and regulations in relation to free public schools and the educational fund of the State; but all acts, rules, and regulations of said board may be altered and amended or repealed by the General Assembly.

Q. How is the school system financed?
A. 1. County Teachers' Salary Tax: The county levies a special tax for support and maintenance of the public schools for six months. After levying this maximum rate, any deficiency is supplied by the State Board of Education out of the State Public School Fund.

2. Building and Incidental Tax: A special tax may be levied for building and incidental expenses. Out of this fund are appropriated sums for certain salaries, for teachers' training, for school extension work, for buildings and incidentals.

3. Special Tax Districts: Special taxes may be levied for supplementing teachers' salaries, for prolonging the school term, for additional building and incidental expenses, and bond tax.

4. Poll tax is added to the building and incidental fund.

Q. Who selects teachers?
A. The school committee, appointed by the county board of education, has authority to employ teachers, subject to the approval of the county superintendent.

Q. Does North Carolina have free text-books?
A. No.

Q. What is the Compulsory Education Law?
A. Every parent, guardian, or other person having charge of a child between the ages of seven and fourteen years shall cause such child to attend school continuously for a period equal to the time which the public school shall be in session.
Q. What are the requirements and salaries of teachers?
A. Kind of teachers’ certificates held:  

<table>
<thead>
<tr>
<th>Kind of Teachers' Certificates</th>
<th>Monthly Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>No experience</td>
<td>1 yr.</td>
</tr>
<tr>
<td>Primary, Grammar, or High School:</td>
<td></td>
</tr>
<tr>
<td>a. Graduate of a college</td>
<td>$100</td>
</tr>
<tr>
<td>b. Graduate of normal school or 3 years standard college credit</td>
<td>90</td>
</tr>
<tr>
<td>c. Based on 2 years college credit or by examination</td>
<td>85</td>
</tr>
<tr>
<td>2. Elementary:</td>
<td></td>
</tr>
<tr>
<td>a. Equivalent one college year</td>
<td>75</td>
</tr>
<tr>
<td>b. Without college training</td>
<td>65</td>
</tr>
</tbody>
</table>

Q. How can your vote help school conditions?
A. If you have not a consolidated school in your district, work for that.
Q. What is North Carolina’s percentage of illiteracy?
A. All illiterates, 13.1 per cent; native white illiterates, 8.2 per cent; negro illiterates, 24.5 per cent. (In the Federal Census, illiteracy means “unable to write.”)

Number of illiterates, 10 years old and over, 241,445. Of this number, 104,643 are native whites, of native parentage; 171 are of foreign mixed parentage, and 474 are of foreign birth. The number of illiterate negroes is 133,516.

What North Carolina is Doing for Her Children

Q. What is the State Child Welfare Commission?
The State Child Welfare Commission is composed of the Superintendent of Public Instruction, secretary of the State Board of Health, and Commissioner of Public Welfare, who serve without additional pay. It is the duty of this commission to see to the enforcement of the Compulsory School Attendance Law and Child Labor Act, the act to compel all persons and corporations engaged in manufacturing or other business enterprises where male and female employees are employed to provide separate and distinct toilets, and the act to require employers of female employees to provide seats therefor.

Q. Explain State law establishing a Child Welfare Department.
A. In creating a State Board of Charities and Public Welfare, the law makes it obligatory that this department study and promote the welfare of dependent and delinquent children, supervise either directly or through a bureau the placing of dependent, neglected, and defective children, and inspect and license all State and private child-caring institutions, maternity homes, and other organizations receiving or placing dependent children.

To undertake this work, a special division of the State Board of Charities and Public Welfare has been created, called the Division of Child Welfare.

The laws for the protection and supervision of dependent and neglected childhood are human and essential, and a central bureau or division to see the enforcement of the law is necessary.

The duty of society toward the dependent or defective child is not discharged when the child is given institutional care; there must be some one with expert knowledge responsible for seeing that institutions are conducted along certain
recognized lines of standards and principles. Moreover, there are always to be found individuals and organizations who will exploit childhood unless they are held in check by law and authority.

Q. Who cares for delinquent and dependent children in your county?
A. The law requires that in every county of the State there shall be a superintendent of public welfare, a county board of public welfare, and a juvenile court.

Q. What does the Child Labor Law forbid as to the employment of children under fourteen years, and those under sixteen years of age?
A. Sec. 5. No child under the age of fourteen years shall be employed or permitted to work in or about or in connection with any mill, factory, cannery, workshop, manufacturing establishment, laundry, bakery, mercantile establishment, office, hotel, restaurant, barber shop, bootblack stand, public stable, garage, place of amusement, brick yard, a lumber yard, or any messenger or delivery service, except in cases and under regulations prescribed by the commission hereinafter created: Provided, the employment in these sections enumerated shall not be construed to include bona fide boys' and girls' canning clubs recognized by the Agricultural Department of this State; and such canning clubs are hereby expressly exempted from the provisions of this act.

Sec. 6. No person under sixteen years of age shall be employed, or permitted to work, at night in any of the places or occupations referred to in section five of this act, between the hours of nine p. m. and six a. m., and no person under sixteen years of age shall be employed or permitted to work in or about or in connection with any quarry or mine.

Q. What institutions has North Carolina for delinquent, dependent, and defective children and adults?
A. Jackson Training School, Concord, for the training and care of delinquent white boys under sixteen years of age. Samarcand Manor, Samarcand, Moore County, for training and care of delinquent white girls. Caswell Training School, Kinston, for care of mentally defective white children from six to twenty-one and women to thirty. School for the Deaf, White, Morganton; School for Blind, White, Raleigh; School for Blind and Deaf, Colored, Raleigh; Institution for Crippled Children, Gastonia.

In addition to these, there are twenty-six institutions supported by religious and other agencies for the care and training of dependent and delinquent women and children.


For adults there are county homes in every county for dependents, and three hospitals for the insane, two for white patients, at Morganton and Raleigh, and one for colored, at Goldsboro.

Social agencies promoting child welfare:
State Board of Charities and Public Welfare, Division Child Welfare, Raleigh, N. C.
State Board of Health, Bureau Infant Hygiene, Raleigh, N. C.
School of Public Welfare, University of North Carolina, Chapel Hill.
Children's Bureau, U. S. Department Labor, Washington, D. C.
Russell Sage Foundation, 130 E. 22d St., New York.
Playground and Recreation Association of America, No. 1 Madison Ave., New York.
American Child Hygiene Association, 1211 Cathedral St., Baltimore, Md.
National Association of Travelers' Aid Societies, 25 W. 43d St., New York.
Child's Health Organization of America, 370 Seventh Ave., New York.
National Child Labor Committee, 105 E. 22d St., New York.
National Committee for Mental Hygiene, 50 Union Square, New York.

A WELL BABY'S DAILY PROGRAM

<table>
<thead>
<tr>
<th>Activity</th>
<th>3-hour feeding intervals</th>
<th>4-hour feeding intervals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early morning nursing</td>
<td>8:30</td>
<td>6:00 a.m.</td>
</tr>
<tr>
<td>Plays in crib or pen</td>
<td>6:00 a.m.</td>
<td>6:30-9:30</td>
</tr>
<tr>
<td>Takes fruit juice (after 3 months)</td>
<td>6:30-8:30</td>
<td>9:30</td>
</tr>
<tr>
<td>Bath</td>
<td>8:30</td>
<td>9:30 p.m.</td>
</tr>
<tr>
<td>Mid-morning nursing</td>
<td>9:00</td>
<td>10:00</td>
</tr>
<tr>
<td>Long nap, outdoors, if possible</td>
<td>9:30-12:00</td>
<td>10:30-2:00</td>
</tr>
<tr>
<td>Midday nursing</td>
<td>12:00</td>
<td>2:00</td>
</tr>
<tr>
<td>Short nap, outdoors, if possible</td>
<td>1:00-2:30</td>
<td>2:00-3:30</td>
</tr>
<tr>
<td>Mid-afternoon nursing</td>
<td>3:00 p.m.</td>
<td>3:30</td>
</tr>
<tr>
<td>Awake, outdoors in suitable weather</td>
<td>3:30-5:30</td>
<td></td>
</tr>
<tr>
<td>Undressed and rubbed, clothes changed</td>
<td>5:30</td>
<td></td>
</tr>
<tr>
<td>Bed-time nursing and put to sleep</td>
<td>6:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>Night nursing</td>
<td>10:00 or later</td>
<td></td>
</tr>
</tbody>
</table>

Unbroken sleep until morning.

This program is taken from a helpful little bulletin called “The Care of the Baby,” sent out free by the U. S. Department of Labor, Children’s Bureau, Washington, D. C.

Another excellent bulletin is “Hints to North Carolina Mothers Who Want Better Babies,” Bulletin 201, State Board of Health, Raleigh, N. C.

Also from the State Board of Health, Raleigh, N. C., may be had a table showing what the heights and weights of children should be.

Q. What do growing children need?

County Government

Q. What makes up a county?
A. A county is a subdivision of the State with certain powers of government conferred on a board of commissioners by the Legislature, such as authority to issue bonds and build roads, bridges, and county institutions.

Q. What are the three divisions of county government? Illustrate with some one county.

Q. What are the duties of the county commissioners?
A. Chiefly to manage the finances and business of the county.

Q. What are the duties of the county board of education?
A. The county school board is a separate and distinct elective body of three men, who have charge of our school system, assisted by a superintendent of county schools who is appointed by the school board.

Q. Who is the chief executive officer in the county?
A. The sheriff.

Q. What are the duties of the sheriff?
A. Serve all papers in civil and criminal actions pending in the Superior Court. Serve executions and other processes issuing from the clerk of the Superior Court or the judge of the Superior Court. To see that all laws are enforced in the county.
Q. How are the judges holding courts chosen, and what are their duties?
A. By election by the people. They hold office for eight years at a time. Their duties are to try all cases, both criminal and civil, which come before them on appeal, either from the magistrates, the city police court, or the clerk of the court, and all cases, both civil and criminal, which originally start in the Superior Court. All civil matters involving more than $200 must be started in the Superior Court; amounts less than this can be sued for before a magistrate.

In addition to the judge of our Superior Court, we have a judge of the city juvenile court and a judge of the county juvenile court. The clerk of the Superior Court, by virtue of his office, is the judge of the county juvenile court. In this court all cases where the parties are under sixteen years of age come for a hearing. All children whose custody is in dispute and all neglected children of the county are in charge of this court.

Q. What are the two kinds of juries and the duties of each?
A. The grand jury and the petit jury. The grand jury, composed of eighteen men, whose duty it is to pass on all indictments and either find true bills or not true bills. The petit jury is composed of twelve men, and they try all cases, both criminal and civil, and pass on the facts only in the case. The judge rules on questions of law.

Q. What are the duties of the coroner?
A. The coroner's duty is to examine into the cause of all suspicious or unknown causes of death. And at times, in case suit is brought against the sheriff, to serve papers on the sheriff.

Q. Is the clerk of Superior Court a court of record?
A. The clerk of the Superior Court is a court of record, having a seal. In this office is kept a record of all cases, both criminal and civil, that are tried in the Superior Courts. All wills are probated and recorded in this office. Division of lands, by order of court, between heirs, is kept in this office. Record of appointment of all guardians and administrators are kept in this office.

Q. What other county officers are there?
A. Besides the board of commissioners, sheriff, and clerk of the Superior Court, we have a treasurer, register of deeds, tax collector, and county auditor.

State Legislature and Governor

Q. How often does the Legislature meet?
A. In January of each odd year—every two years.
Q. Of whom composed?
A. Senate and House of Representatives.
Q. How does it function?
A. A bill must pass both houses before it can become a law.
Q. Name important committee.
A. One important committee is the Committee on Education.
Q. How much control has Governor over the Legislature?
A. Not any.
Q. Name two branches of Legislature and presiding officers.
A. Senate, Lieutenant Governor; House of Representatives, Speaker.
Q. How can a bill be presented and passed?
A. The name of a bill is read in the House either by the man introducing it, or by the clerk of the House by direction of some one interested in it, and then it is referred to some committee either by the motion of some one or by the chairman of the House; afterwards the committee reports "favorably" or "unfavorably" on the bill and it is placed on a calendar in the order in which introduced, and it is thus brought before the House for a vote.
Q. Who are your Representatives and Senator?
A. .............................................

Q. The Governor: What are his duties, powers and term of office?
A. His duties are to send messages to the Legislature whenever it meets; act as Chairman of the Council of State; Chairman of the Board of Trustees of the University of North Carolina, and make certain official appointments. He has the power to pardon people who have been convicted of crime, and to call an extra session of the Legislature. His term of office is four years.

Q. Can he succeed himself?
A. No.

Q. How is he elected?
A. By direct vote of the people.

Q. How removed?
A. By expiration of his term of office, or by the General Assembly when convicted of crime in office.

Q. The Legislators: What are their powers, duties, salaries, and terms?
A. The Legislature can pass any law the passage of which is not prohibited by the Constitution of this State or by the Constitution of the United States. The duties of legislators are to attend all roll calls, committee meetings, and vote according to their best judgment on everything that comes up. Their salaries amount to $4 per day and mileage for a term of not more than sixty days, except that the Governor may call an extra session of not more than twenty days, and the term is two years. Senators and Representatives have practically the same powers, duties, salaries, and terms.

Q. How elected?
A. By a popular vote, either of a county or district.

Q. How removed?
A. By expiration of the term, or they may be expelled by their own house on account of misconduct.

State Constitution

Q. What rights are guaranteed under the Constitution of North Carolina?
A. Article I of the Constitution is called the "Declaration of Rights," and has the following rights guaranteed:

a. Life.
b. Liberty.
c. The enjoyment of the fruits of our own labor.
d. The pursuit of happiness.
e. The people are the source of political power and government.
f. The people have the right to regulate the internal government of this State.
g. Laws cannot be suspended except by the Legislature.
h. Freedom of elections.
i. In criminal prosecutions a man has the right to be informed of the accusation against him.
j. In criminal prosecutions every man has a right to be confronted by his accusers.
k. In criminal prosecutions every man has a right to counsel.
l. No man can be compelled to give evidence against himself in criminal actions.
m. No man, in a criminal action, can be made to pay the witness fees in his defense unless he is found guilty.
n. No person can be compelled to answer a criminal charge except upon indictment, presentment, or impeachment.

—6
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A Text and Reference Book

o. No person shall be convicted of a crime except upon the unanimous
verdict of a jury of good and lawful men in open court.
p. No person shall be required to give excessive bail.
q. No person shall be required to pay an excessive fine.
r. No person shall be punished by cruel and unusual punishment.
s. No person shall be imprisoned for debt unless he has committed fraud.
t. No person shall be deprived of his life, liberty or property but by the
law of the land. This was taken from the Magna Charta.
u. Trial by jury is guaranteed to settle disputes over property.
v. The freedom of the press is guaranteed.
w. The privilege of the writ of habeas corpus shall not be suspended.
x. There shall be no property qualification for voters.
y. No tax shall be imposed except by a vote of the people or by consent of
their representatives in the General Assembly.
z. Every person shall be allowed to keep and bear arms. This does not
mean “concealed weapons.”
a. People have a right to assemble and apply to the Legislature for redress
of grievances.
b. Freedom of religion is guaranteed.
c. No ex post facto law shall be passed.
d. The courts shall be open to all people for redress of injuries to lands,
person, or reputation.
e. No soldier shall in times of peace be quartered in a private home without
the consent of the owner, and in times of war only in a manner prescribed
by law.
Q. How was the Constitution made?
A. By a convention in 1868.
Q. How may it be changed?
A. By an amendment being voted by a three-fifths majority of each house
of the General Assembly, and then by having the proposition carried by a
majority of the votes cast at the next general election. That is, it must be
carried by both the General Assembly and the people.
Q. How may a new Constitution be obtained?
A. Two-thirds of each House of the General Assembly must vote in favor of
a Convention; then the matter is submitted to the people at the next general
election, and if the people vote, a majority, in favor of same, then the General
Assembly will call the Convention.
Q. How many constitutions has North Carolina had since it became a State?
A. The first Constitution was adopted in convention in 1776; this Constitu-
tion was amended in 1835. A new Constitution was drafted in convention in
1868. This Constitution was amended in 1875, 1900, 1916, 1918, and again
in 1920.

Health and Social Hygiene

Q. Outline of health system of North Carolina?
A. Board of Health: the board proper and the executive staff.
Q. Bureaus of executive staff?
A. 1. County Health Work—To interest county authorities in providing
efficient county health departments and to advise and assist such departments.
2. Vital Statistics—To secure accurate and official certificates for every birth
and death. Keep exact vital record, comparative conditions of all parts of the
State with reference to sexes, races, ages, and diseases.
3. Medical Inspection of Schools—To interest school authorities and teachers
in health of pupils. To secure physical examination of school children; to
have those with serious defects treated.
4. Infant Hygiene—To educate mothers with respect to better care for babies.

5. State Laboratory of Hygiene—Examination of water supplies, sputa for tuberculosis, blood for typhoid, blood for malaria, swabs for diphtheria, and other disease specimens. Produce and distribute diphtheria antitoxin, smallpox and typhoid vaccine. Give the Pasteur treatment.

6. Bureau for Venereal Diseases—Bring out better understanding of sex hygiene. To decrease the sources of venereal diseases by elimination of clandestine prostitution and curing persons infected.

7. Bureau of Tuberculosis—Manages State Sanatorium. Secures reports of all cases of tuberculosis in the State and supplies patients with appropriate advice. Interests the profession and public in the better care of those cases. Advises counties as to the local care of all cases of tuberculosis.

8. Bureau of Epidemiology—To secure reports of all contagious diseases. To direct control of contagions. To take charge of epidemics.

Q. Who compose State Board of Health? Term?
A. The State Board of Health is composed of four members chosen by the State Medical Society and five others appointed by the Governor. The term of office is six years.

Q. Who compose the County Board of Health? Term?
A. The County Board of Health is composed of the chairman of the Board of County Commissioners, the Superintendent of County Schools, the Mayor of the capital town, and two physicians appointed by the above members of the board. The executive officer is the health officer. The term is two years.

Q. Has every county a health officer?
A. No.

Q. State Health Officer: chief executive of the Board of Health—Duties?
A. Public health law enforcement.
Determination of health policies.
Obtaining legislative adoption of policies.
Selection of an executive staff.
Supervision and coordination of the special bureaus.
Take care of general problems of the Board of Health.
The educational work and accounting—public funds.
Selected by the State Board of Health.
Term six years.
Staff: chiefs of various bureaus.
Salary: not more than $3,000 with traveling and hotel expenses.

Q. Has North Carolina birth and death registration?
A. The Bureau of Vital Statistics secures official certificates for every birth and death.

Q. Has North Carolina school inspection?
A. Yes. The Bureau of Medical Inspection of Schools of the Board of Health has charge of this.

Q. Has North Carolina factory inspection?
A. Yes.

Q. Has North Carolina prison and jail inspection?
A. Yes.

Q. Are there any State laws to check spread of tuberculosis and venereal disease?
A. Yes. All physicians and executive officers of every private or public institution for the treatment of disease shall report to the Bureau of Tuberculosis the names and other particulars of all persons afflicted with tuberculosis. The bureau shall keep a register of all persons in this State known to be afflicted with tuberculosis and shall maintain a correspondence school with
those of the State's tuberculous population and advise them as to the methods
for obtaining cures and as to the methods for preventing the spread of the
disease. Special precautions are taken in prisons to prevent the spread of the
disease.

There is an act for the prevention of venereal diseases. Such diseases must
be reported. Health officers are directed to make examination of persons
reasonably suspected and to require persons infected to report for treatment
and to continue treatment until cured. If it is necessary to protect the public
health such persons may be isolated or quarantined.

Q. Has North Carolina any State Hospitals or dentention homes for these
diseases?
A. There is the North Carolina Sanatorium for the Treatment of Tubercu-
losis. Any city or town or county in North Carolina may provide for the
Treatment of any of its tuberculous residents at this sanatorium.

Any county within the State of North Carolina has the power and authority
to establish a hospital for the care of tuberculous persons if it is the will of
the voters that bonds be issued. A special tax shall be levied to pay interest
on bonds and to provide a sinking fund to pay bonds at maturity. A special
tax may be levied to be used as a maintenance fund.

There is also a provision whereby any county may have a clinic for the treat-
ment of venereal diseases.

Q. Is there a sanitary rest room in the county-seat of your county for the
county women and children?
A. ........................................

Q. Has North Carolina food, milk and water inspection?
A. Yes.

Q. Has North Carolina sanitary inspection?
A. Yes.

Q. What are some of the big aids to health offered by the State and county?
A. The clinics in various counties:
   Tonsil and adenoid.
   Dental.
   Venereal diseases.
   Free vaccination.
   Free typhoid vaccine.
   Diphtheria antitoxin.
   Pamphlets on treatment of tuberculosis issued by the Bureau of Tubercu-
   losis of North Carolina.
   Pamphlets on the true facts of sex and venereal diseases.

Q. How may we help in preventing the spreading of diseases?
A. It is by law the duty of every parent, guardian, or householder to report
any contagious disease in the household. If your neighbors are not doing
this it is your duty to report such cases in the families of neighbors as well
as your own, and so protect yourself and others from sickness.

Contagious or infectious diseases to be reported: Whooping cough, measles,
diphtheria, scarlet fever, smallpox, infantile paralysis, typhoid fever, typhus
fever, Asiatic cholera, Bubonic plague, yellow fever.

**Taxation**

Q. Name various State taxes.
A. 1. Inheritance tax: levied on property conveyed by will.
   2. Income tax: levied upon income, whether for wages or salary or profits
      for business.
4. Franchise tax; levied on privilege granted by the government.
5. The poll tax: levied on every male inhabitant of the State over 21 and under 50 years of age who is not exempt on account of poverty or infirmity.
6. Taxes on trades and professions.
7. License taxes.

Q. How does North Carolina's tax rate compare with that of other States?
A. North Carolina's tax rate is the lowest of any State in the Union.

Q. Who has power to levy county taxes?
A. The county taxes are levied by the county commissioners. All taxes levied by county or city shall be uniform and according to value, that is, at a certain per cent in valuation of the property. Their power of taxation is restricted by the State Legislature by general laws.

Q. What is your city tax?
A. Asheville city tax 1921, 80c. per $100 valuation of the property. City tax is at a certain per cent in valuation of the property.

Q. Who collects the city tax?
A. The city tax collector.

Q. Can your city increase the rate of taxation?
A. Yes.

Q. What is the poll tax? For what is it used?
A. Poll tax is a tax on every male inhabitant of the State over 21 and under 50 years of age. The proceeds of the poll tax are used for the purpose of education and the support of the poor, but in no one year shall more than twenty-five per cent thereof be appropriated for the support of the poor.

**Political Parties**

Q. What is meant by government by political parties?
A. The United States is a representative democracy. The power is exercised by representatives chosen by the people, acting through political parties. Committees within the parties nominate candidates and conduct campaigns. Thus the government is controlled by the political parties.

Q. How are the candidates chosen?
A. Candidates may be chosen in two ways:
   a. Directly—By the direct vote of the members of the party at a primary election similar to a regular election.
   b. By party conventions—Party representatives are chosen at primary meetings. These representatives make up the convention which nominate the candidates.

Q. What are the conventions and primaries?
A. Primaries are elections held some weeks before the regular election. At the primaries the voters nominate candidates for office or delegates to the conventions.

Conventions are meetings held by the delegates chosen by the voters at the primaries. At these conventions the delegates make nominations or choose men to go to higher conventions.

**Congress, the President, and the Cabinet**

Q. Two branches of Congress: of whom composed?
A. Congress is composed of the Senate and the House of Representatives.

The Senate is composed of two senators from each State elected by the people for six years.

The House of Representatives is composed of members chosen every second year by the people of the various states. The number from each state is fixed
by Congress according to the population of the state. There are now 435 mem-
bers apportioned among the states.

Q. How many Senators and Congressmen from North Carolina? Powers, salaries, and terms of office? How chosen?

North Carolina has two Senators and ten Representatives. They are chosen by popular vote. The salary of the Congressmen is $7,500, traveling expenses, stationery and extra compensation for clerks.

Duties and powers: Congress makes the national law.

Senate: Confirms presidential appointments, ratifies treaties, tries impeach-
ment cases, and elects a Vice-President when the electoral college fails to do so.

House of Representatives: Originates all bills for the raising of revenue, elects a President in case the electoral college fails to do so, brings articles of impeachment against any civil officer for treason or for high misdemeanors in office.

All the powers of Congress are found in the Constitution of the United States, Article I, Section 8.

Q. State duties and powers of President. Salary and term of office. How chosen?

A. The President of the United States is chosen indirectly by the votes of the electors of the nation.

Term: four years.

Salary: $75,000.

Duties and powers: He is Commander-in-Chief of the Army and Navy; sees that the national laws are faithfully executed; makes treaties with foreign powers (treaties must be ratified by the Senate); appoints ambassadors, ministers and consuls to foreign countries; appoints judges of United States courts, heads of departments, many revenue and postal officers; can pardon offenses against the United States; recommends to Congress measures for legislation; has power to convene Congress in special session and to adjourn Congress when the two houses cannot agree on matter of adjournment; has veto power.

Q. The Cabinet: Name departments. Name cabinet officers, duties, powers, salaries, and terms of office.

A. The State Department, under the Secretary of State, attends to foreign affairs, transacts business between our government and other governments.

The Treasury Department, under the Secretary of Treasury, has charge of Public Health Service, customs, taxes, coinage, etc.; the financial business of the country.

The War Department, under the Secretary of War, has charge of the army, the land forces.

The Navy Department, under the Secretary of Navy, has charge of the navy.

The Department of Justice, under the Attorney-General, is the government law department.

The Postoffice Department, under the Postmaster-General, has charge of mail, postoffices, etc.

The Department of the Interior, under the Secretary of the Interior, has charge of education, public lands, pensions, patents, etc.

The Department of Agriculture, under the Secretary of Agriculture, deals with agricultural interests, home economics, etc.

The Department of Commerce, under the Secretary of Commerce, deals with commercial affairs, foreign and domestic, transportation facilities, etc.

The Department of Labor, under the Secretary of Labor, deals with industrial relations, immigration affairs, welfare of wage earners, children's bureau, etc.
The Judiciary System: National, State, and Local

Q. What is the Supreme Court of the United States? Of whom composed?
A. The Supreme Court of the United States is the highest court of the federal judicial system. It is now composed of a Chief Justice and eight Associate Justices, and holds its sessions in the Capitol at Washington, D. C. The Chief Justice and Associate Justices are appointed by the President of the United States and confirmed by the Senate, and “hold their offices during good behavior,” and receive salaries to be designated by Congress not to “be diminished during their continuance in office.” Their salaries are now: the Chief Justice, $15,000 a year, and every Associate Justice $14,000 a year.

Q. Of whom is the Court of Appeals composed? How chosen?
A. The United States Circuit Court of Appeals is not created by the Constitution of the United States, but by act of Congress. There is one for every judicial circuit in the United States—now nine—and held at different places in their several circuits. It is composed of three judges, one of whom may be the Chief Justice or the Associate Justice of the Supreme Court of the United States assigned to the circuit, and one or more circuit judges of the circuit (the different circuits having different numbers of circuit judges), or such Supreme Court Justice and a circuit judge and a district judge, or such Supreme Court Justice and two district judges, or three circuit judges or two circuit judges and a district judge, or one circuit judge and two district judges, or, it seems, three district judges. The salary of a circuit judge is $7,000 a year.

Q. Of whom are the United States District Court composed? How chosen?
A. United States District courts are presided over by United States circuit judges. Every State has one or more United States Districts, and for every such district there is a United States district judge or United States district judges. A United States district judge or United States circuit judge is appointed by the President of the United States and confirmed by the Senate and holds his office during good behavior at a salary fixed by Congress, not to be diminished as to him while in office, now $6,000 a year for a district judge.

Q. Of whom is the United States Court of Claims composed? How chosen?
A. United States Court of Claims has a chief justice and four judges, appointed by the President and confirmed by the Senate, holding office during good behavior and receiving annually: the chief justice $6,500, and the others $6,000, to determine many classes of claims under the United States Constitution and laws or connected with them or with matters in which the United States are concerned as a government.

NORTH CAROLINA COURTS

Q. Of whom is Supreme Court of North Carolina composed? How chosen? Duties, powers, salaries, and terms of office?
A. The Supreme Court of North Carolina is the highest court in this State, and is created by its Constitution. It consists of a Chief Justice and four Associate Justices, elected by the people for a term of eight years in every case, with a salary of $5,000 a year to every Justice, $250 traveling expenses, and $900 for stenographer or clerk. The court sits in the Supreme Court Building in Raleigh, North Carolina, and has “jurisdiction to review, upon appeal, any decision of the courts below, upon any matter of law or legal inference,” as well as to render decision (only recommendatory) on claims against the State.

Q. Of whom is the Superior Court composed and how chosen? Salaries, duties, powers, and terms of office?
A. The Superior Court has twenty districts, with a Superior Court judge elected by the people of the State, one judge for every district; and the districts are divided into two divisions of ten districts in the eastern division and ten in the western, in which divisions the judges of each rotate. Every Superior Court judge has a salary of $4,000 a year and necessary traveling expenses, not to exceed $1,500, and $100 a week and traveling expenses for holding extra terms of Superior Court. The jurisdiction of Superior Court is of all cases not given by the law, except that given by the State Constitution to the State Supreme Court.

Q. Other courts—how created?
A. Courts other than the Superior Court and Supreme Court, and justices of the peace, are created by the Legislature with different provisions as to how they are composed, salaries, etc., with different jurisdictions fixed by the Legislature not pertaining to the Supreme Court and justices of peace, and some few matters pertaining to the Supreme Court. They are usually city courts.

Q. What are justice of the peace courts?
A. There are to be in the State three justices of the peace for every township, and when the township contains a city or incorporated town, it shall have one justice of the peace for every thousand inhabitants in the city or town. Justices of the peace are elected by the people in every township and hold office for two years, and are paid by fees according to services. They have jurisdiction of civil matters founded on contract wherein the sum demanded does not exceed two hundred dollars, and the title to land is not in controversy, and not founded on contract, when the value of the property in controversy does not exceed fifty dollars (including controversies between landlord and tenant of lands), and of all criminal matters in their respective counties in which the punishment provided by law “cannot exceed a fine of fifty dollars or imprisonment for thirty days.”

**Impeachment of Public Officers**

Officers of the United States are tried before the Senate of the United States, and of the State of North Carolina are tried before the Senate of North Carolina.

Q. What are the duties of the grand jury and the petit jury in the United States District Courts?
A. Grand juries in the United States District Courts and State Superior Courts investigate alleged crimes in their respective provinces, and territories, and find bills of indictment. Petit juries in United States District Courts try issues of fact in law cases and criminal cases, but not in equity cases. In the State Supreme Courts they try issues of fact in all cases, civil and criminal.
INFORMATION THE U. S. GOVERNMENT, WASHINGTON, D. C. OFFERS

A. For the Farmer. Information by the Department of Agriculture:
4. Destructive Insects and Dairying—Bureau of Entomology.
6. Forest and Grazing Lands—Forest Service.
10. Farm Finance—Federal Farm Loan Bureau.
11. Diseases in Rural Districts—Public Health Service.
12. Home Reading Course for Parents—Bureau of Education.
   a. County Agent: Will demonstrate problems on farmers' own land.
   b. Woman County Agent: Will demonstrate work in the farmer's home.
   c. Farmers' Institutes: Meetings of farmers where addresses are given.
14. Bulletins, Pamphlets, or Circulars—Offices of Publications.

B. For the Working Man. The Department of Labor.
1. To find employment or help—Employment Service.
2. For information about labor—Bureau of Labor Statistics.
   a. Hours and earnings.
   b. Protective laws.
   c. Employment of women and children.
   d. Vocational education.
3. To settle labor disputes—Board of Mediation and Conciliation.

C. For the Woman in Her Home—Office of Home Economics.
Bulletins treating of all practical questions of home life such as:
Bread-making in the Home.
How to Select Foods.
Foods for Young Children.
School Lunches.
The Kitchen as a Work Shop.
Removal of Stains from Clothing.
Home-made Fireless Cookers.
Saving Fuel.
Household Pests.
Inspection of Meats—Bureau of Animal Industry.
Inspection of Drugs—Bureau of Chemistry.
Purifying of Water—Public Health Service.
The Mother and Baby—Children's Bureau, Department of Labor.
Pamphlets on
   Prenatal Care and the Daily Care of Children.
   Schedules Concerning Health, Feeding, etc.
   Prenatal Care and Infant Care.
   Kindergarten Methods; For the Home; Bottle Feeding.
   What Growing Children Need.
These bulletins will be sent free upon application.
D. For the Immigrant—Department of Labor.
1. To Find Employment—Employment Service.
2. To Learn Principles of Citizenship—Bureau of Naturalization.
3. Education—To Learn English—Bureau of Education.

E. For the Girls and Boys—Bureau of Education.
1. Vocational Education.
2. Farming.
3. Home Economics.
5. Reading Circles.
SIMILAR INFORMATION THE STATE OFFERS

A. For the Farmer—State Department of Agriculture, Raleigh, N. C.
   1. The Bulletin (issued monthly)—Each month’s issue is devoted to a particular subject.
   2. Farm Demonstrations—Demonstrations on the farms, instruction about crops, etc.
   3. Farmers’ Institutes (in every county)—Meetings of farmers to hear matters of interest to them.
   4. Institutes for Women—Advice about the home.
   5. Care and Feeding of Animals: Diseases, extermination of tick, serum for vaccination of hogs to prevent spread of cholera. For this information, Animal Industry Division.

Rules for Soil Building in North Carolina

1. Broadcast two tons of ground limestone per acre every four years.
2. Plow deeper each year until a depth of twelve inches is reached.
3. Sow crimson clover on all land which would otherwise lie idle, and clean during the winter months. Clover to be turned under in the spring.
4. Plant soybeans or peas on all small grain stubble land, beans or peas to be turned under.
5. Save all stable manure and apply with acid phosphate direct to the field.
6. Use fertilizer liberally, containing phosphorus and nitrogen, increasing the phosphorus and decreasing the nitrogen as the soil becomes more fertile. Potash should be applied on sandy soils. Soil building is easy for the farmer who plans his work and works his plan.

B. For the Working Man—State Department of Labor.
   1. To find employment or help—Employment Service.
   2. Any information about labor question.

C. For the Woman in Her Home—State Board of Health—Bureau of Public Health Nursing and Infant Hygiene, Raleigh, N. C.
   1. Prenatal Care.
   3. Infant Care (booklet)—Publication No. 8.
   5. “Children of Pre-School Age”—Special Bulletin No. 167.
   7. Weight charts up to 7 years of age.

These Bulletins will be sent free upon receipt of request.
The Health Bulletin will be sent free each month to any citizen of the State.
PART III
SUGGESTIONS FOR TEACHERS

1. Plans, Methods, Outlines, and Text-Books.

2. Contests and Commencement Exercises in Adult Schools in North Carolina, South Carolina, and Alabama.
SUGGESTIONS FOR TEACHERS

(Note.—Keep several days ahead of your work in your planning. Know just what results you will try for in each subject each night when you go to your pupils. We feel that their coming after a hard day’s work demands from us the best, most definite, most practically helpful material that can be found.)

Arithmetic

1. Find out facts known to pupils. (Don’t waste time developing facts already known. Adult pupils grasp the fundamental processes much more quickly than children.)
2. Connect these known facts with new processes.
3. Create a situation where there is real need to solve a given problem.
4. Have pupils make a similar problem and solve.
5. Assign these same problems, with a few additional similar ones, for home work.

Reading

Stress the central idea of the whole lesson each time before beginning. Have certain selections read until familiar enough to be used as a reference chart. Have pupil read sentence to himself before reading aloud. Drill on word families. Drill on sight words. Drill on sounds of letters. A good way to make a given sound clearly recognized is to give words ending with that sound.

(Words ending with three of the most difficult consonant sounds: rob, bib, tub, hub, bed, bad, did, glad, dog, big, bag, egg.) Have pupils write letters ironi sounds given. For instance, the teacher sounds “f,” the pupil decides which letter is indicated, and writes it. This trains the ear before the pupil is asked to reproduce the sounds himself. At the conclusion of each lesson, have final clear, expressive reading of the lesson by pupil or teacher. Have short concert reading frequently. In developing new lesson, read the whole lesson, stress the central idea, and analyze the subject-matter. Have the pupil point out words familiar to him. Give new sight words. Sound new phonetic words. In teaching new words, have pupils divide into syllables, and also find them in sentences.

Teacher reads lesson through again after developing with pupils. Average two or three new consonant or vowel sounds at each lesson. In sight reading, encourage pupils to sound initial consonant of an unknown word and guess at the rest from the context. Then sound, to make sure.

In assigning new lesson, ask pupils to read lesson three times to themselves and once aloud to some one else. Give slow pupils individual assignments of two or three sentences. Hold them responsible for definite results, even if small. Call on them to give the thought side, then the association with their experience. This often fixes the form in their minds. Make lists of words they do not know. If these things are done, the slow pupil will be happy in his work and his progress will be sure, if not rapid.

Spelling

(Helpful suggestions for teaching spelling have come from “Essentials of Spelling,” by Pearson & Suzzallo.)

Pupil should “see, hear, pronounce, and write”:
1. Words found in sentences, meaning developed, if necessary.
2. Words divided into syllables. Syllables spelled separately and sounded, silent letters noted.
3. Have pupils pronounce words distinctly.
4. Have pupils look at word carefully, look away and spell.
5. Try to remove probable point of difficulty in the word.
6. Always ask that spelling be written at home:
   a. First from copy made by teacher.
   b. Next print changed to script with help of alphabet list.
   c. Words put in short sentences by pupil. (Begin with one, increase to six or more, to be written at home.)
7. Have pupils find words in alphabetical word list. (This is looking toward the use of dictionary—an aim to be kept constantly in mind from the beginning.)

SUGGESTIONS

1. By the 25th lesson, if not before, begin use of the dictionary, using only one or two words at a lesson until these can be found readily.
2. Teacher keeps list of misspelled words for review.
3. Encourage pupils to look over all written work to find misspelled words and to go to an alphabetical list or dictionary or some person when they are in doubt.
4. Short sentences from dictation and spelling matches are good material for contests.
5. Teach every pupil how to find with ease in the alphabetical list the words he needs to use.

Writing and English

Two practice blank books are used in connection with the Writing and English Book for Adult Beginners, published by the B. F. Johnson Company of Richmond, Va. Two school sessions are held weekly. At the first session, the teacher puts home work for the intervening days in a blank book for each pupil. This book is returned at the second session and a new book given the pupil with home work for the next intervening days. This system is continued throughout the course, and is also used with individual pupils.

Part of this home work is taken each time from the Writing and English Book, and, in class, the pupil puts the part practiced in the book itself.

Suggestions for individual work for home books:

Pupil’s name and address, names of members of family, names and address of relatives and friends to whom letters will later be written. Draw envelopes, with stamps outlined, to be addressed.
Names of classmates.
Keep supply of envelopes, checks, money orders, paper wrappers, post-cards, bill and receipt forms, and use till the pupil can use independently. Teach wrapping and addressing packages for mailing.
Sentences with words that have been individually misspelled.
Words relating to pupil’s occupation. Letters written to State, county, and city officials and to prospective pupils.
Golden text of Sunday School lesson written and read if pupil is particularly interested in Sunday School.
Names of local churches, lodges, theaters, streets, street cars, stores, creeks, rivers, and mountains.
### Public Signs—in Script and in Print

<table>
<thead>
<tr>
<th>Entrance</th>
<th>Elevator</th>
<th>Stop! Look! Listen!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit</td>
<td>Auditorium</td>
<td>Lookout for the Train</td>
</tr>
<tr>
<td>This Way Out</td>
<td>City Hall</td>
<td>Postoffice</td>
</tr>
<tr>
<td>Fresh Paint</td>
<td>City Market</td>
<td>Stamps</td>
</tr>
<tr>
<td>No Smoking</td>
<td>Lunch Room</td>
<td>Money Orders</td>
</tr>
<tr>
<td>No Admittance</td>
<td>Café</td>
<td>Parcel Post</td>
</tr>
<tr>
<td>Danger</td>
<td>Restaurant</td>
<td>Notary Public</td>
</tr>
<tr>
<td>Keep to the Right</td>
<td>Drug Store</td>
<td>Information</td>
</tr>
<tr>
<td>Ticket Office</td>
<td>Travelers' Aid</td>
<td>Fire Escape</td>
</tr>
</tbody>
</table>

### Text-books Used in Adult Schools in Buncombe County

#### Reading
- Bible Story Reader—Gray (published by State).
- Country Life Reader, Book 1—Stewart.
- Country Life Reader, Book 2—Stewart.
- Stories of Great Americans for Little Americans—Eggleston.
- A First Book in American History—Eggleston.
- North Carolina History Stories—Allen.
- Constitution of the United States—Selections.
- Health and Hygiene and Sanitation (literature from State and Government).
- Health and Hygiene and Sanitation (literature from Metropolitan Life Insurance Company).
- Bulletins from Home Demonstration Agent.
- The Bible, newspapers, and magazines.

#### Writing
- Writing and English Book—Kelly & Morriss.
- An Outline for 36-Lesson Course—Morriss.

#### Spelling
- Ayres List.
- 100 Spelling Demons of Prof. W. Franklin Jones.
- Selected Word Groups.
- Vest Pocket Standard Dictionary—Funk & Wagnalls.
- 100% Speller—Cody.

#### Arithmetic
- No text-book is in hands of the pupil.
- An outline for a 36-lesson course is given teachers.
- Helpful books in the hands of the teacher:
  - Progressive Arithmetic, First Book—Milne.
  - Every Day Arithmetic—Hoigt & Pect.
  - In the country for continuation work.
  - Rural Arithmetic—Calfee.
  - Arithmetic for Evening Schools—Chancellor.

#### Outlines for Specimen Work

Specimens of work done by pupils on first, fourth, eighth, and twelfth nights are kept, so that each pupil may see his progress, and that teachers may have a definite aim to work toward. Selections are chosen from the Specimen Outline, and on the intervening evenings the lessons are planned so that the specimen work will not be too new or too difficult for the pupils.
Specimen Forms for Writing and English, Lessons 1-12

Age........................................ No. of Lesson..................
Legend

First night: Initials and name from copy.
Fourth night: Initials and name from dictation. Also, Asheville, N. C.
Eighth night: Printed words changed to script. Short sentences.
Twelfth night: Address and short sentences from dictation.

Teacher's Name........................................ Date..................

Specimen Form, Lessons 13-24

Age........................................ No. of Lesson..................
Legend

First night: Short sentences from dictation and date line for letter.
Fourth night: Salutation and complimentary close of (1) family, (2) friendly, and (3) business letters.
Eighth night: Short personal letters, copied, dictated, or original. State which. Envelope addressed.
Twelfth night: Short business letter, copied, dictated, or original. State which. Money order blank filled out to go with letter.

Teacher's Name........................................ Date..................

Specimen Form, Lessons 25-36

Age........................................ No. of Lesson..................
Legend

First night: Original sentences containing given words or sentences from dictation.
Fourth night: Post-card written and addressed. Paper wrapper used. (With ink if desired, not necessary.)
Eighth night: Short business letter with check and envelope addressed. Wrap and address package for mailing.
Twelfth night: Letter to pupil whom we wish to interest, giving reasons why he thinks pupil would like Community Schools.

Teacher's Name........................................ Date..................

Specimen Form for Arithmetic, Lessons 1-12

Age........................................ No. of Lesson..................
Legend
Pupil's Initials

Lesson 1—Figures from 1 to 50, copied or from dictation. State which. Miscellaneous figures to 100, copied or from dictation. State which.
Lesson 4—Numbers by 2, 3, 4, and 5 to 24, 36, 48, and 60. If I spend $10 a week for board, $8.44 for carfare, $8.50 for pleasure, and put $8.50 in church, how much do I spend each week?
Lesson 8—Make Nos. by 6, 7, 8, and 9 to 72, 84, 96, and 108. A man sold 3 lots. For one he received $695, for another, $734, and for the third, $392. How much did he receive for all?
Lesson 12—State the amount of change in each of the following problems:

<table>
<thead>
<tr>
<th>Articles Purchased</th>
<th>Amount Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 pair shoes, at $5.75</td>
<td>$10.00</td>
</tr>
<tr>
<td>1 knife, at $1.25</td>
<td>5.00</td>
</tr>
<tr>
<td>1 hat, at $3.50</td>
<td>10.00</td>
</tr>
<tr>
<td>1 bucket, at 69 cents</td>
<td>1.00</td>
</tr>
<tr>
<td>8 yards lace, at 7 cents</td>
<td>5.00</td>
</tr>
<tr>
<td>1 suit, at $15.99</td>
<td>20.00</td>
</tr>
<tr>
<td>9 spools thread, at 6 cents</td>
<td>1.00</td>
</tr>
<tr>
<td>1 pair gloves, at 97 cents</td>
<td>5.00</td>
</tr>
<tr>
<td>7 bars soap, at 6 cents</td>
<td>1.00</td>
</tr>
<tr>
<td>Soap, 15 cents; oranges, 20 cents</td>
<td>.50</td>
</tr>
<tr>
<td>Sugar, 33 cents; prunes, 27 cents</td>
<td>2.00</td>
</tr>
<tr>
<td>Lamp, 98 cents; oil, 73 cents</td>
<td>5.00</td>
</tr>
<tr>
<td>Meal, 65 cents; coffee, 53 cents</td>
<td>2.00</td>
</tr>
<tr>
<td>Nails, 42 cents; wire, $4.81</td>
<td>10.00</td>
</tr>
<tr>
<td>1 overcoat, $18.65</td>
<td>20.00</td>
</tr>
<tr>
<td>8 yards gingham, at 12½ cents</td>
<td>5.00</td>
</tr>
<tr>
<td>1 shovel, at 18 cents</td>
<td>.25</td>
</tr>
<tr>
<td>1 box candy, at $1.63</td>
<td>5.00</td>
</tr>
</tbody>
</table>

Specimen Form, Lessons 13-24

<table>
<thead>
<tr>
<th>Age</th>
<th>Legend</th>
<th>Pupil's Initials</th>
<th>No. of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson 1—Miscellaneous figures to 1,000, copied or from dictation. State which. Make numbers by 10, 11, and 12 to 120, 132, and 144. Columbus discovered America in 1492. How many years have passed since then?

Lesson 4—A man had $6,645. He gave his wife $575, his daughter $468, and his son $249.75. How much did he have left?

Lesson 8—A man found that his expenses were $28.85 a month. How much will they be in 8 months? The Hans Rees Tannery bought 37 lots of hides, each lot containing 384 hides. How many hides did they buy? (To be adapted to pupil's occupation.)

Lesson 12—How many sweaters, at $7 each, can be bought for $32,613?

Specimen Form, Lessons 25-36

<table>
<thead>
<tr>
<th>Age</th>
<th>Legend</th>
<th>Pupil's Initials</th>
<th>No. of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson 1—Miscellaneous numbers to 1,000,000, copied or from dictation. State which. If a man paid $6,272 for 8 lots, how much did he pay for each? Roman numbers to XX. Write 9:30 a.m. and 12:45 p.m.

Lesson 4—Divide numbers by 10 and by 100. Read and write 415 B.C., and 1921 A.D.

Lesson 8—Teacher make problems for 40,505 divided by 54, and 559,108 divided by 406. Roman numbers by X's to C in books.

Lesson 12—Teacher make problems for 5,684 × 609, and 1,547,250 ÷ 2,134; some simple problems in fractions, if any have been given. Tables of weights and measures put in books whenever seems best.
3. Play—Uncle Peter's Visit to the School.

CAST:
Uncle Peter  Professor
Aunt Bet    Seven Pupils

4. Folk Songs.

CAST:
Deacon        Thomas Judkins
Juba          Dick Davis

6. Quartette—Old Black Joe.
7. Living Songs in Living Pictures.
    Mother Machree.
    Coming Through the Rye.
    Old Black Joe.
    Seeing Nellie Home.
    Land of the Sky Blue Water.
    Juanita.

CAST:
Mother         Martha Winthrop
Daughter Prudence    John Fredericks
Mercy Andrews        James Hadley
Elizabeth Winthrop

COMMENCEMENT EXERCISES OF THE GAFFNEY, S. C., ADULT SCHOOL, SATURDAY, JUNE 25, AT 4 P. M.

Song: "God Will Take Care of You."
Devotional Exercises.
Music.
My Country.
Golden Eggs. Stepping Stones to Literature.
The House of Washington.
Perfect Attendance Prizes Presented.
Music.
"Dr. Cure-All," a play by S. J. Smith—Penn Publishing Company, Philadelphia.
Address.
Picture of School.

CHARACTERS IN PLAY

Doctor
Office Girl
Patients:
Mrs. Sarah Buchanan
Mrs. Margaret Pierce
Mrs. Maude Wilson
Mrs. Genia Brown
Mrs. Lula Shehan
HAMILTON ADULT SCHOOL EXERCISES USHER IN NEW ERA

5,000 Witness First Annual Commencement for Illiterates of State

HAMILTON, Ala., August 27.—Special—Remarkable progress in the development of the adult training school, a branch of the State's school system, launched in 1915, for giving an elementary education to the State's illiterates, was illustrated in commencement held here Saturday. Saturday's program marked the first annual commencement of Marion County's adult schools, and many of the oldest residents of the city declared that the event was one of the most inspiring ever held in this section. More than 5,000 people from this and adjoining counties were in attendance. The program, opening with a parade in which practically every business house in Hamilton was represented, along with educational leaders, Red Cross workers, and ex-soldiers, was brought to a close with a public speaking on the courthouse grounds. The addresses were preceded by the serving of more than 1,800 pounds of barbecued meats and refreshments. The barbecue was given by the citizens of Hamilton in honor of the adult training school students and ex-soldiers of Marion County.

The parade was headed by a band composed of Marion County boys. In the parade were gaily decorated floats, and in automobiles, beautifully draped with American flags, rode a corps of women members of the Marion County Red Cross Chapter. To the efforts of the Red Cross women is due much of the credit for the success of the celebration, it was said, inasmuch as they had given considerable of their time for the past week to plans for the program.

OFFICIAL PROGRAM

The State Department of Education, assisted by the Extension Department of South Carolina University and the Illiteracy Commission, is arranging for a State contest for the adult pupils. The schedule being planned for the visitors is delightful, and there will not be a dull moment from the time the pupils leave their homes until they return again. The visitors will arrive in Columbia on the morning of May 13th, when they will be met by a committee and be made at once to feel at home. The program is as follows:

FRIDAY

1:00-2:00 p.m. Luncheon. Guests of the South Carolina University. Welcome addresses will be made by Dr. W. S. Currell, Dr. Patterson Wardlaw, and Dr. Reed Smith.

2:00-2:30 p.m. Visit to the library, where some of the most valuable books in the United States can be seen.

3:00-5:00 p.m. Contests in reading, arithmetic, spelling, and writing. Davis College.

7:00-9:30 p.m. Banquet, guests of the Chamber of Commerce, Y. M. C. A. building. Address by Governor Cooper and Mr. Swearingen, followed by humorous toasts.

SATURDAY

9:00-12:00 m. A tour over the city, when the following places will be visited: Camp Jackson, the State House and monuments, Trinity churchyard, where our greatest poet, Timrod, and one of our greatest statesmen, Wade Hampton, are buried; the Baptist Church, in which the Secession Convention was held, as well as the colleges and the State institutions.
12:30-1:30 p.m. Final luncheon, guests of the State Y. M. C. A. at the Y. M. C. A. building.

No effort is being spared to make this contest the best of the season. The University and the city of Columbia are delighted to have the opportunity of entertaining the pupils of the adult schools, and are doing everything possible to make their stay profitable and enjoyable.

PROGRAM CONTEST OF ADULT PUPILS
Davis College, South Carolina University, Columbia, S. C.

Friday and Saturday, May 13 and 14, 1921, 3 to 5 p. m.

Reading

READING I—Open to pupils who have had from 36 to 100 lessons, and who could not read at all, September, 1919. Bible Story Reader will be used as a text, and no pupil will be expected to read a selection beyond the page reached in the book.

READING II—Open to pupils who have had from 100 to 200 lessons and could not read September, 1918. One of the following selections from “Stories of Great Americans,” by Edward Eggleston, will be given: “William Penn and the Indians,” “The Story of a Wise Woman,” “Franklin His Own Teacher,” “A Great, Good Man,” “Marion’s Tower,” “Stories About Jefferson,” “The Star-Spangled Banner,” “Daniel Webster and His Brother,” “The India Rubber Man,” “Horace Greeley Learning to Print.” (“Stories of Great Americans” may be obtained from R. L. Bryan, Columbia, S. C. Price, fifty cents. Every pupil should be urged to buy a copy.)

READING III—Open to all pupils of third and fourth grade ability. Simple selections from newspapers will be given.

Writing

WRITING I—Open to all pupils who could not write in September, 1920, and who have had less than 36 lessons.

1. Write capital letters.
2. Write small letters.

WRITING II—Open to all pupils who could not write September, 1919, and who have had from 36 to 100 lessons.

Pupils will be asked to write a letter to a friend containing not more than four short paragraphs.

WRITING III—Open to pupils of fourth and fifth grade ability. Write a business letter enclosing money order ordering a bill of goods.

Spelling

(In order that all pupils may have the same words to spell, the contests will be written. Fifty words will be given in each contest. Pupils must bring pencils, but paper will be provided.)

SPELLING I—Open to pupils who have had less than fifty lessons and could not spell at all when entering school. Words will be taken from section 1, Modern Word Book.

SPELLING II—Open to pupils who have had from 50 to 150 lessons, and who could not spell at all when entering school. Words will be taken from first 500 words from Ayers’ Mastery of Words.

SPELLING III—Open to pupils of fourth and fifth grade spelling ability. Words will be taken from the second 500 words from Ayers’ list.
Conditions of Contests

Any pupil who has attended adult school may enter a contest, provided he meets the requirements stated. One pupil may take part in several contests, but will be eligible for only one prize.

The all-time teachers may send a representative for each contest. Other teachers are urged to report their contestants to their county organizers before April 28, for it might be necessary to hold a county preliminary contest.

The following information about each representative must be sent to the State office before May 6:

Name of pupil
Address
Contest or contests entered
Name of School
Age        Grade
Approximate number of days pupil has been to school

It is imperative that this information be filed promptly in order that the schedule may run smoothly.

A book will be given the pupil in each contest who scores the highest. The winning pupils will then compete for a gold medal to be awarded to the pupil who makes the highest score in at least three contests. The twelve winning pupils may select for themselves the other two contests in their group they wish to take. The judges will make the award on the relative values, so it will be possible for a beginning pupil to win over an advanced pupil.

It is hoped that the teachers from each county will arrange to have one teacher from the county come with the pupils. However, the visitors will be met at the trains and will be entertained while in the city. All contestants must report immediately upon arrival to Flimm Hall at the University of South Carolina, located on the University campus. If possible, arrange to pay the railroad fare for your representatives.

If we can be of any assistance to you, do not hesitate to call upon us. We are counting on your cooperation to make this contest a success.

Cordially yours,

WIL LOU GRAY,
Supervisor of Adult Schools.

Arithmetic

(Pupils will be given sheets in each contest containing examples similar to the ones given here. The pupils will be expected to give the following information on each sheet, and then record results:

Name of pupil
Address
Name of school
Age        Grade
Approximate days you have attended school in your life

ARITHMETIC I.—Open to pupils who have had from 36 to 72 lessons and who could not write figures at first.

Add (work any four):

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>25</td>
<td>47</td>
<td>3</td>
<td>23</td>
<td>406</td>
</tr>
<tr>
<td>22</td>
<td>5</td>
<td>1</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

4 7 10 57 363
6 23 — —
Add:

\[
\begin{array}{cccc}
24 & 80 & 78 & 93 \\
38 & 72 & 68 & 20 \\
76 & 54 & 76 & 93 \\
42 & 80 & 78 & 93 \\
93 & 49 & 72 & 27 \\
20 & 20 & 20 & 20 \\
57 & 57 & 57 & 57 \\
\end{array}
\]

Subtract:

\[
\begin{array}{cccc}
975 & 846 & 8370 & 9006 \\
463 & 472 & 4056 & 274 \\
\end{array}
\]

Multiply:

\[
\begin{array}{cccc}
360 & 7862 & 9036 & 3001 \\
7 & 34 & 785 & 96 \\
\end{array}
\]

Divide:

\[
\begin{array}{cccc}
40404 & 726884 \\
\end{array}
\]

ARITHMETIC II. Open to pupils of third and fourth grade ability.

Add:

\[
\begin{array}{cccc}
24 & 2345 \\
38 & 7890 \\
76 & 3467 \\
42 & 2903 \\
93 & 6345 \\
20 & 57 \\
\end{array}
\]

Subtract:

\[
\begin{array}{cccc}
975 & 846 & 463 & 472 \\
\end{array}
\]

Multiply:

\[
\begin{array}{cccc}
360 & 7862 \\
7 & 34 \\
\end{array}
\]

Divide:

\[
\begin{array}{cccc}
40404 & 726884 \\
\end{array}
\]

ARITHMETIC III. Open to pupils of third and fourth grade ability.

1. Add: \( \frac{2}{5} + \frac{3}{5} + \frac{1}{3} + \frac{1}{6} \)
2. Subtract: \( \frac{7}{8} - \frac{3}{4} \)
3. Multiply: \( \frac{3}{8} \times \frac{4}{6} \times \frac{1}{8} \)
4. Divide: \( \frac{3}{4} \times \frac{2}{3} \times \frac{1}{4} \)
5. Work any two:
   a. A clerk has a monthly income of $70.00 and spends $48.25 per month. How much does he save in a year?
   b. At $9\frac{1}{2}$ a cord, how many cords of wood can be bought for $277\frac{1}{2}$?
   c. A garden contains 185\(\frac{1}{2}\) square rods in potatoes, 145\(\frac{1}{4}\) square rods in cabbage plants, and 65\(\frac{3}{8}\) square rods in onions. What is the area of the garden?
   d. When one yard of percale costs $5\frac{1}{2}$, how many yards can be bought for $1\frac{1}{2}$?
NIGHT SCHOOL SONG

(Name of School) will shine tonight,
(Name of School) will shine.
(Name of School) will shine tonight,
All down the line.
(Name of School) will shine tonight,
(Name of School) will shine.
When the sun goes down, and the moon comes up,

Night school will shine.

Night school will shine tonight,
Night school will shine.
Night school will shine tonight,
Won't that be fine?
Night school will shine tonight,
Night school will shine.
When the sun goes down, and the moon comes up,

Night school will shine.

MISS GRAY'S LETTER OUTLINING CLEMSON CONTEST

Isn't it fine that the pupils of all three counties are going to be given an opportunity of meeting each other and having a day of pleasure and profit together? Mr. Littlejohn has written from Clemson that the college wishes to cooperate with us in every way possible, so I am sure we are going to have a wonderful day.

The first problem which looms up is to get every pupil in school a way to go. Usually, there are in each community several trucks, so, if automobiles can't be secured, get the owner of the trucks to take the school, provided the school is too far away to go in wagons, the pupils meeting the expense of gas and oil. Clemson College will give a beautiful State flag to the school in each county which has the largest representation of pupils present. This is a prize worth working for. Urge your trustees to get the community interested in attending. We are hoping to have a marked place reserved for each school and community, and trust that every teacher will be there with her group to respond to the roll call with the information asked for on separate sheets.

The program for the day is as follows:
1. Some words of welcome from Clemson.
2. Community sing.
4. Reading contest—section 1. (One representative from each county. Contest open to pupils who have had from twenty to fifty lessons, and who could not read at all entering adult school. Bible Story Reader text. No pupil will be expected to read beyond page reached in book.)
5. Reading contest—section 2. (One representative from each county. Contest open to pupils of second and third-grade ability. Country Life Reader, Books 1 and 2, or any other simple text.)

Anderson and Pickens counties will select representatives by preliminary contest on Friday. Pupils from Oconee County wishing to enter will have preliminary contest at Clemson at 10:30 Saturday morning. Apply to Information Bureau in Main Building for room number. In awarding the prize, the judges will take into consideration the time a pupil has been to school. A year's subscription to a daily paper will be given.

6. Spelling match—section 1. (Open to any pupil in Anderson and Pickens counties who could not spell at all at the beginning of this term. First forty
words in the list of words given on page 20 of the Appendix in Arnold’s “Mastery of Words” will be used.

7. Spelling match—section 2. (Open to pupils of second and third grade ability. Pages 20, 21, and 22 of Appendix in Arnold’s “Mastery of Words” will be used. In 1919, Mr. J. B. Felton, then county superintendent of Anderson, challenged Pickens County for a spelling match. It has been impossible to meet this challenge until this summer. Let both counties go to work and see if each one can’t win at least one of the $5 gold pieces which Anderson has provided as a prize to the pupil who stands up longest.)

8. One-minute speeches. “What the Lay-by School Has Done For Me.” (Open to any pupil, but only fifteen minutes can be given.)


10. Exercises by a school from Oconee.

11. Awarding of prizes.

12. Address—some prominent speaker.

13. Picnic dinner. Counties are asked to eat together.

14. Educational tour over the buildings and grounds in the afternoon. The college will provide guides to explain everything.

This will be the pupils’ day, and we want to do everything to make them have a good time. The regulations about contests are not iron-bound, but I have written this letter because it seemed well since three counties were working together to have a common standard. The organizers and I want to make everything just as easy as possible. There will be an Information Bureau in the Main Building from which you can get further information if desired.

Bring with you any specimens of work done by pupils which show marked ability and post same on a bulletin board which will be placed by the door opening into the auditorium. Be sure to put name, age, and grade of pupil on specimen, for otherwise it is impossible to judge the merit.

Hoping to see you Saturday, August 27th, I am

Yours sincerely,

Wil Lou Gray.

COMMUNITY SCHOOLS IN POSTAL CONTEST IN ASHEVILLE, N. C.

Will be held in High School Auditorium, October 3d, Details announced by officials.

Students of the community schools are showing great interest in the postal contest to be held on October 3d at the High School Auditorium. Details of the contest have been announced as follows:

Postal Contest in Community Schools
High School Auditorium, October 3, 7:30-9:30 p. m.

Contest 1—Preparing a package and an envelope for mailing:

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Prize</th>
<th>2nd Prize</th>
<th>3rd Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>$3.00</td>
<td>$2.00</td>
<td>Map of North Carolina</td>
</tr>
<tr>
<td>Second</td>
<td>3.00</td>
<td>2.00</td>
<td>Map of North Carolina</td>
</tr>
<tr>
<td>Third</td>
<td>3.00</td>
<td>2.00</td>
<td>Map of North Carolina</td>
</tr>
</tbody>
</table>

The first and second prizes for this contest were offered by the postoffice officials, the third prize by the American National Bank.
The parcels shall contain one of the three following articles:

a. Eggs.
b. Vegetables such as those grown in gardens and sold on the markets.
c. Articles of clothing.

The parcels shall be judged with special regard to:

1. The kind of container used and its adaptability.
2. The kind of wrapping used and its adaptability.
3. The kind of cord used and its adaptability and the manner of tying.
4. The manner in which the parcel is addressed with special regard to legibility and completeness in both the address and the return card.

It is not required that competitors go to the expense of purchasing special containers where such containers would be necessary to the proper preparation of the parcels for the mails, but may borrow for the occasion such containers if in the judgment of the competitors such containers would better their chances of winning the prize.

The following factors will form the basis of judgment in preparing envelope for mailing:

1. Kind of paper used in construction of envelope.
2. The legibility and completeness of the address and the return card.

The judges in this contest will be Mr. Dan Hill and Mr. George M. Foster, of the postoffice, and Mr. Clarence E. Blackstock of the county board of education. Dr. A. S. Wheeler, of the Y. M. C. A., and Miss Opal Brown, of the Y. W. C. A.

**CONTEST**

2—Letter writing:

First Grade—Friendly letter from dictation.
Second Grade—Original friendly letter.
Third Grade—Original friendly and business letters.

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Prize</th>
<th>2nd Prize</th>
<th>3rd Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td>$2.00</td>
<td>$1.00</td>
<td>Map of North Carolina</td>
</tr>
<tr>
<td>Second Grade</td>
<td>2.00</td>
<td>1.00</td>
<td>Map of North Carolina</td>
</tr>
<tr>
<td>Third Grade</td>
<td>2.00</td>
<td>1.00</td>
<td>Map of North Carolina</td>
</tr>
</tbody>
</table>

The first and second prizes in this contest were offered by Judge J. D. Murphy. The third prize by the American National Bank.

The letters will be judged with special regard to the correct placing of date line, salutation, body of letters, and complimentary close, as well as legibility and interest of subject-matter.

The judges will be Mr. Frank L. Wells, county superintendent of education, Mr. R. L. Fitzpatrick, and Mr. R. J. Sherrill, of the city board of education.

Pupils of Continuation Schools (carried on by the Business and Professional Women’s Club for the graduates of the community schools) will enter both contests. Separate prizes for them will be offered by Mr. R. L. Fitzpatrick and the Chamber of Commerce. The judges will be Miss Virginia Williamson, of the Business and Professional Women’s Club, Mrs. R. P. Johnston, of the First Presbyterian Church, and Mrs. J. S. Williams, of the Federated Clubs.

The three supervisors, Misses Eva Edgerton, Maud Worley, and Ethel Ray will offer a $5 prize to the community having the largest per cent of enrollment present. A prize will be given by Mrs. I. M. Wortham to the pupil from her class doing the best work.

The prizes will be delivered by Judge J. D. Murphy.

At the conclusion of the contests, by courtesy of Dr. A. S. Wheeler, of the Biltmore estate, ice-cream will be served. During this time short talks will be made by pupils from the schools. Mayor Gallatin Roberts, Mr. W. L. Brooker, city superintendent of schools, Miss Elizabeth Kelly, State director of community schools, Mrs. John Morris, county director of community schools, and Miss Eva Edgerton, county supervisor.
HEALTH CONTEST

The health of the child is the joy of the home and the power of the nation. By example and precept, we will try to teach the children the rules of the game.

The Rules of the Game

1. A full bath more than once a week.
2. Brushing the teeth at least once every day.
3. Sleeping long hours with windows open.
4. Drinking as much milk as possible, but no coffee or tea for children.
5. Eating some vegetables or fruit every day.
6. Drinking at least four glasses of water every day.
7. Spending part of every day out-of-doors.

Other Important Health Rules

1. Know where your drinking water comes from or you can be pretty sure where you are going.
2. Close air is a poison.
3. Swat the fly.
4. To bar disease—use a bar of soap.
5. Would your finger-nails take first prize at a county fair? A nail brush costs 10 cents.
6. Have horse sense and eat oatmeal.
7. Fresh air, good food and sunshine are three of the main rules of the health game.
8. Keep the head cool and the feet warm and dry.
9. Bad teeth cause many ailments.
10. If you are proud of your town, make your backyard show it.
11. Try today to sit up and stand up straight, to eat slowly, and to attend to each need of the body at its regular time.
12. Work, play, rest, and sleep every day.

Requirements for Continuation School Certificates

1. ARITHMETIC:
   Complete “Arithmetic for Evening Schools”—Chancellor.

2. ENGLISH:
   Oral:
   Demonstrated ability to stand before the class and talk for a minute or two upon a subject within the range of their knowledge or experience, speaking plainly, in a given number of clean-cut sentences and without common grammatical mistakes. (Mastery of “the sentence idea.”)

   Written:
   Demonstrated ability to write with fair facility an original paragraph of six or seven sentences upon a subject within the range of their experience or their interests. Such a paragraph should show:
   1. An absolute mastery of the “sentence idea.”
   2. Freedom from glaring grammatical mistakes.
   3. Correct spelling of all ordinary words.
   4. Unfailing use of the commonest marks of punctuation.
   5. Some evidence of attention to matters of sentence structure and to the choice of words.
Such paragraphs may illustrate any one of the forms of discourse: narration, description, exposition, and argument, as the four chief kinds of writing are technically known. The pupil need not be conscious of these things. But the teacher should think of them all the time.

Ability to write a personal and a business letter, and a letter to a public official.

3. **Reading:**

   Demonstrated ability to read a newspaper or magazine article, a chapter in an elementary history, or selected chapters from the Bible, and give the thought contained.

4. **Spelling:**

   Demonstrated ability to use the dictionary freely and rapidly.
   Demonstrated ability to spell a given per cent of the Ayres list of one thousand words.

5. **Writing:**

   Complete "Writing and Composition Book"—*Kelly-Morris*.

6. **History:**

   Read simple United States and North Carolina histories. Give history of the flag and salute to the flag. Read preamble to the Declaration of Independence, preamble to the Constitution, selections from the addresses of Washington, Lincoln, and Wilson. Ability to give the gist of the following outline with as much elaboration as the teacher has time to give: "Show on map where Christ was born. Every time we write the date we acknowledge His birth. Civilization spread from this part of the world, was checked once by the Huns under Attila; but later carried forward by the Holy Wars of the Crusaders. The world's history shows man's steady struggle for the freedom and self-government from the days of the Chiefs through absolute monarchy, limited monarchy, to a republic. Columbus discovered America and men and women came here for freedom. The Revolutionary War was fought by Americans for freedom from England when a German king ruled England. France helped us. The Civil War was fought to settle the question of States' Rights. It ended in a glorious Union, the freeing of all slaves and the States having individual rights, but not the right of secession. The World War was fought because the Germans wished to enslave the world. Twenty-eight nations fought Germany and forced her to an absolute surrender."

7. **Geography:**

   Acquaintance with names and locations of the ten largest cities of the State, of the counties of the State, of the States of the Union, and the countries of the world, with use of map (not memorized). Acquaintance with Federal census figures for the population of Asheville, of Buncombe County, of North Carolina, of the United States, and of the world; also of the twenty largest cities of the United States (not memorized).

8. **Special work in health, hygiene, sanitation, and thrift in addition to the regularly outlined course.**