

LESSONS IN DEMOCRACY

For Use in Adult Immigrant Classes

BY

RAYMOND MOLEY, PH.D.

ASSOCIATE PROFESSOR OF POLITICAL SCIENCE
UNIVERSITY OF MINNESOTA

SOMETIME DIRECTOR OF AMERICANIZATION
OHIO BRANCH OF THE COUNCIL OF NATIONAL DEFENSE

AND

HULDAH FLORENCE COOK

SUPERVISOR OF INSTRUCTION
EXTENSION SCHOOLS
AKRON, OHIO

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FOREWORD

This book has been prepared to assist newcomers in America to acquire a working knowledge of the duties and privileges of citizenship. It has been written for readers whose knowledge of the language is limited and whose previous education has not been extensive. Nevertheless, every effort has been made to use facts of interest to mature minds.

While primarily designed for use in schools, it is hoped that it may serve a much wider group than those who attend adult immigrant classes. Most immigrants never attend formal classes. Their knowledge of English is picked up in the associations of daily life. This book should find a useful place among those who do not attend American schools. It may thus supplement as well as assist in the institutionalized process of education.

As a text for schools it is intended for two types of students. It may be used as a supplementary reader in beginning English classes and as a text for more advanced students. In this way the learning of the language may go hand in hand with the acquisition of information concerning American

institutions. The second type of student that may find it useful is the candidate for naturalization. It is now almost universal for judges granting citizenship to require of all candidates an elementary knowledge of American institutions. The information most commonly required is presented herein in a simple and convenient form.

The vocabulary has been carefully adjusted to the ability of the beginner. The first lessons are therefore much simpler than the later ones, and the more difficult and abstract facts are reserved for the last pages of the book.

Every lesson presented here has been actually taught in classes and adjusted to the practical conditions which have been thus revealed. Most of those lessons have been used in the immigrant schools of Cleveland.

An attempt has been made to avoid the extreme localism of many courses in civics. We believe that good citizenship consists in much more than an ability to live usefully in a small community. Civics texts in seeking to be practical often overemphasize the concerns of the local community at the expense of broader national affairs, and while they may develop community interest, they fail to produce a citizenship with broad national and international ideals. We have sought to retain the benefits

of the newer civic education while at the same time, we have presented adequately the national concerns of the citizen, which have been made so important by the Great War.

To the teachers and officials associated with us in Americanization work in Cleveland who have greatly assisted in the practical development and application of this course of study, acknowledgment is gratefully made.

R. M.

H. F. C.

JUNE, 1919.

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PRESIDENT WILSON'S GREETING TO NEW CITIZENS AT PHILADELPHIA IN 1915

It is a very interesting circumstance to me, in thinking of those of you who have just sworn allegiance to this great Government, that you were drawn across the ocean by some beckoning finger of hope, by some belief, by some vision of a new kind of justice, by some expectation of a better kind of life. No doubt you have been disappointed in some of us. Some of us are very disappointing. No doubt you have found that justice in the United States goes only with a pure heart and a right purpose as it does everywhere else in the world. No doubt what you found here did not seem touched for you, after all, with the complete beauty of the ideal which you had conceived beforehand. But remember this: If we had grown at all poor in the ideal, you brought some of it with you. A man does not go out to seek the thing that is not in him. A man does not hope for the thing that he does not believe in, and if some of us have forgotten what America believed in, you, at any rate, imported in your own hearts a renewal of the belief. That is the reason that I, for one, make you welcome. If I have in any degree forgotten what America was intended for, I will thank God if you will remind me. I was born in America. You dreamed dreams of what America was to be, and I hope you brought the dreams with you. No man that does not see visions will ever realize any high hope or undertake any high enterprise. Just because you brought dreams with you, America is more likely to realize dreams such as you brought. You are enriching us if you came expecting us to be better than we are.

* * * * *

You have come into this great Nation voluntarily seeking something that we have to give, and all that we have to give is this: We cannot exempt you from work; no man is exempt from work anywhere in the world. We cannot exempt you from the strife and the heartbreaking burden of the struggle of the day; that is common to mankind everywhere. We cannot exempt you from the loads that you must carry; we can only make them light by the spirit in which they are carried. That is the spirit of hope, it is the spirit of liberty, it is the spirit of justice.

LESSONS IN DEMOCRACY

PART ONE

THE MEANING OF DEMOCRACY

LESSON 1

WORKING TOGETHER

We must all work to earn a living.

But we do not work alone. We work together with other people. We work in the factories, stores, shops, and mines.

Hundreds and hundreds of people work there.

Some of us do one kind of work ; others do some other kind of work.

In the shops and factories there are great machines.

They help us to make many things that we need.

The railroad trains and ships carry these things from one place to another.

Machines, railroads, and ships help us to get what we need.

Because of the machines, railroads, and ships, many hundreds of people can work together.

By working together we can supply our needs in a quicker and better way than by working alone.

But what do we really mean by working together? This is sometimes very hard to understand.

Let us see how people work together to make a steel rail.

LESSON 2

WORKING TOGETHER TO MAKE A STEEL RAIL

Street cars run on steel rails.

Trains run on steel rails.

Steel rails are of great importance to everyone.

A steel rail is made from iron ore.

If we go to the Lake Superior shores, we shall find great deposits of iron ore.

Many thousands of men are working here. They take the iron ore from the mines.

They go down into the mines on elevators which pass through shafts.

They bring up the ore on the elevators.

Other men load the ore upon the trains.

The trains carry the ore down to the lake and load it upon the steamships waiting at the docks.

Let us look for a moment at the fine big steamships.



THE ENTRANCE TO THE MINE ON THE SHORES OF LAKE SUPERIOR WHERE MANY THOUSANDS OF MEN ARE WORKING TOGETHER.

They can carry many thousands of tons of ore down the lakes to the ports of Lake Erie.

There are many men working on the steamships. There are captains, mates, engineers, firemen, deck hands, wheelmen, and many others. They see that the steamships carry the precious iron ore safely to port.

Soon the ship reaches some port on Lake Erie. Here are hundreds of men at the docks.

They are waiting to help the big unloading machines unload the ore from the ships and load it upon the trains.

The trains will carry the ore to Pennsylvania where the big furnaces will smelt the ore into steel.

On the trains are engineers, firemen, brakemen, signalmen, and conductors. All help to keep the trains running.

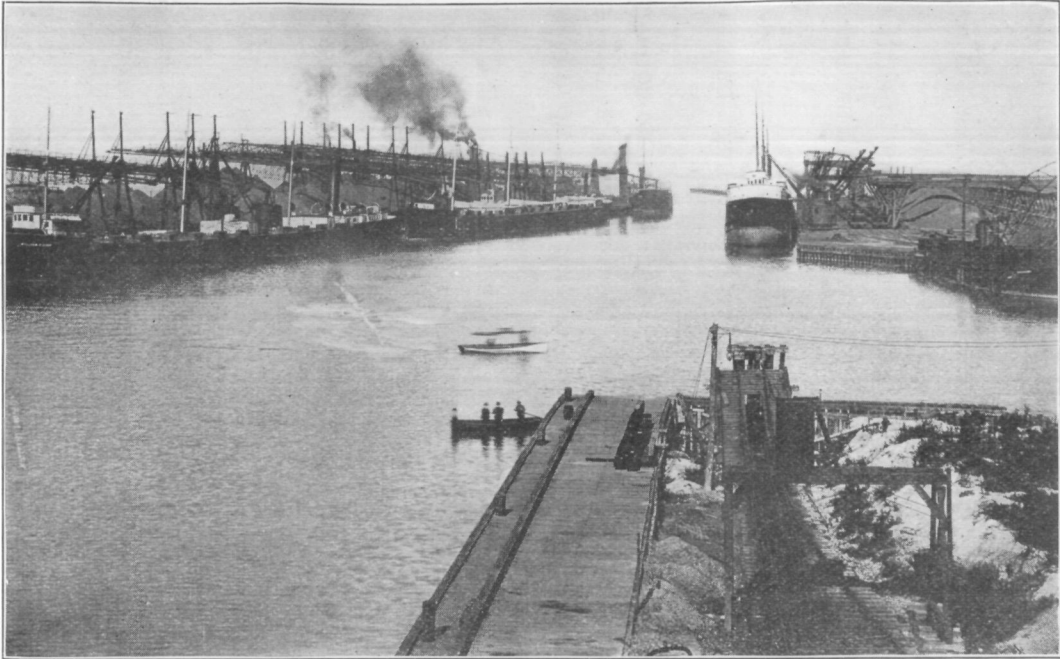
Taking the ore from one place to another like this is called transportation of the ore.

The ore must be transported to the Pennsylvania blast furnaces. There we shall find the coal needed for smelting.

Now let us visit the coal mines of Pennsylvania.

Here we find other men who are doing their share toward making the steel rail.

While the men up on the shores of Lake Superior have been working together to take the ore from the



THE DOCKS AT LAKE ERIE WHERE THOUSANDS OF TONS OF ORE ARE UNLOADED DAILY.

mines, these men in the coal mines have been busy, too.

The miners work with picks and shovels. They break loose the black, shining coal.

Often the use of dynamite helps them to shatter large masses which they cannot loosen with picks and shovels.

Sometimes the miners' work is quite dangerous. Gases cause explosions. The miners must be protected against such dangers.

In the mines are men and women who do nothing but look after the safety of the workers.

As the miners dig the coal, they load it upon little tram cars.

Some of the men operate these cars and send the coal to the surface.

Other men then send it to the great coal "breaker."

The breaker-boys are watching, ready to sort and clean the coal as soon as it comes in.

Now the coal is finally ready to send to the blast furnaces where the steel rail is to be made.

At the bottom of one of these great furnaces a coke fire is started. On top of the fire is dumped a mass of iron ore. Then a layer of lime is put on the iron ore, and on top of this are other layers of coke, iron ore, and lime.

WORKING TOGETHER TO MAKE A STEEL RAIL 7

There is a blast pipe below, through which a strong draft is driven, and a stack above, through which the smoke and gases escape.

The fierce heat gradually melts the ore into iron, which is later changed into steel.



BLAST FURNACES WHERE MEN SMELT THE IRON ORE INTO STEEL.

The steel then flows into a mold and forms a steel ingot.

The steel ingot is then sent to the foundry, where in a few hours it is made into a steel rail.

Many people helped to make the steel rail.

There were the men taking the iron ore from the mines.

There were the railroad men on the trains and the sailors on the ships. They transported the iron ore.

The shipbuilders and carbuilders built the ships and the cars for carrying the coal and iron ore.

The miners in the coal mines and all their helpers supplied the coal.

While these people were working directly to make the steel rail, others worked together to supply food, clothing, and shelter.

We must not forget the farmers who raised the food.

We must not forget the housewives who prepared the food.

We must not forget the factory workers who made the clothing, and the carpenters and builders who built the homes in which the workers live.

Thus we see how all these people worked together to make the steel rail.

Working together like this for a common purpose is called "coöperation."

In everything you will see coöperation for one purpose or another.

LESSON 3

A COÖPERATION OWNED AND MANAGED BY THE WORKERS

We have just seen how people coöperate to make the steel rail.

Let us visit the Fruit Growers' Association in California.

Here the people not only work together to raise fruit, but also have ownership in the coöperation.

Each person has his share of work to do.

Some of the workers keep the fruit orchards clean. Some pick the fruit.

Others help to pack the fruit for shipment.

Some of the workers keep books and look after the business side.

Since the workers own the business, they all have a voice in managing it.

They have regular meetings. They elect officers to run the Association.

The officers represent the workers. They are the servants of the workers.

They make laws and rules which govern all the

workers. They look after the buying and selling and managing, because the workers have no time to do this.

When the laws do not suit the majority of the workers, they change them.

If the officers do not run the Association properly, the workers recall them and elect new officers.

In this coöperation people coöperate in two ways :
First, they coöperate to raise the fruit.

Secondly, they coöperate in managing or governing the Association.

Can you think of any coöperations which are run in this way ?

LESSON 4

OUR FREE GOVERNMENT IS A COÖPERATION OWNED AND MANAGED BY THE CITIZENS

We have seen how the people coöperate to make steel rails.

We have seen how people not only coöperate to supply the fruit, but also coöperate in managing or governing the coöperation.

Now we shall study the biggest kind of coöperation of all.

We shall study the coöperation in government.

The people of the great cities and the nation need many things.

They cannot satisfy all these needs by working alone.

They need to be protected from disease, from lawless people, and from enemies.



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MEN AND WOMEN AT THE POLLS VOTING TO ELECT PUBLIC OFFICERS.

There must be help for poor people, old people, and for all others who cannot care for themselves.

The people must have education so that they can live together and work together.

There must be good roads and bridges for people to travel on.

How are these things done for the people?

They are done through a big coöperation called *Government*.

All the people who take part in this big coöperation are called *Citizens*.

Each citizen has his own kind of work to do.

In addition he also takes part in the government of the big coöperation.

It is like a great society.

The members of the society are citizens.

They elect officers and make rules or laws for governing the society.

The officers represent the people. They are the servants of the people just as the officers of the Fruit Growers' Association are servants of the workers.

While the citizens are busy with their own work, they cannot directly satisfy all their needs. The public officers help them to do this.

If the officers do not satisfy the people, others may be chosen instead.

Such a big coöperation is called a Free Government or a Democracy, because all the citizens *own* it and *take part* in managing it.

PART TWO

THE STORY OF THE AMERICAN DEMOCRACY

LESSON 1

THE BEGINNING OF THE AMERICAN DEMOCRACY

The United States is a great democracy in which the people rule and make their own laws.

How did the United States become a democracy?

We cannot understand this until we have read the story of the democracy.

We must go back to the beginning of this nation.

Columbus Discovers New Land

Hundreds of years ago an Italian sailor named Christopher Columbus was one of the few men in Europe who believed that the earth was round.

He thought that he could sail directly west and finally reach Asia.

The merchants of that time were always looking for a new and shorter way to Asia.

Columbus hoped to discover this new way.

After a great deal of trouble he received help for his journey from the King and Queen of Spain.

In August, 1492, Columbus set sail from Palos, Spain, over the Atlantic Ocean.

When Columbus was far from land his men grew frightened. They wanted to turn back. But Columbus encouraged them, so they kept on their journey.

At last on October 12, 1492, they landed on an island which they named San Salvador. This was really an island of the New World.

Columbus and his men declared it to be the land of the King of Spain.

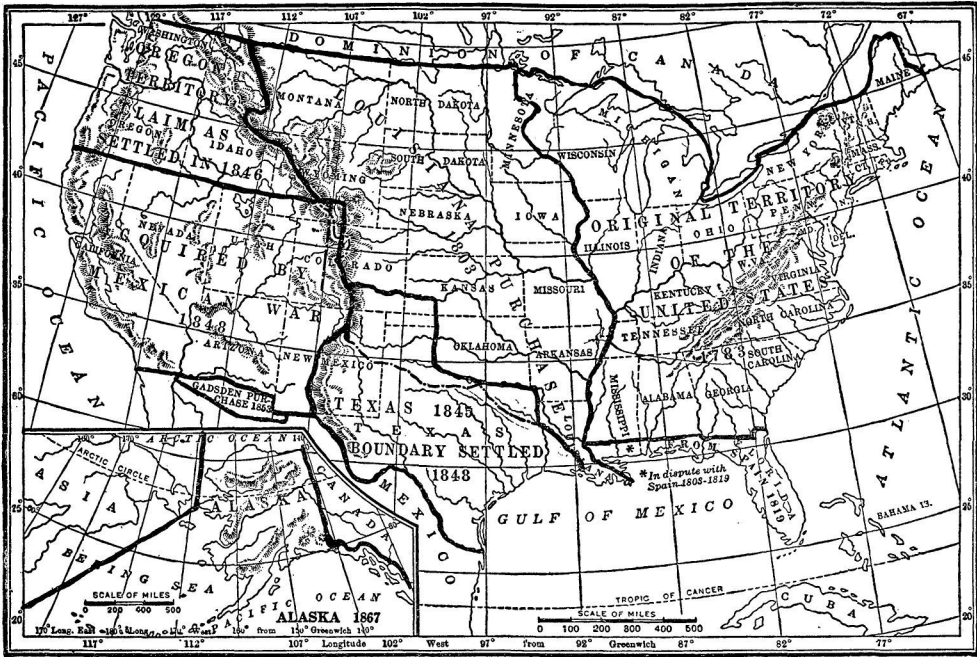
Columbus had looked for gold and riches. He found only a wild country in which lived strange people whom he called Indians. He returned to Spain and told the people about the New Land.

He was very much disappointed with his journey. He had found no gold, and he had not found Asia.

But he had discovered America.

Other explorers later discovered more of the new land. They returned to Europe and told many stories about the wonderful new country.

We have the bravery of Columbus, the Italian sailor, to thank for the discovery of America.



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STEPS IN THE GROWTH OF THE UNITED STATES.

The First Immigrants

When the people of Europe heard about this wonderful New Land they wanted to come here to make their homes.

The first immigrants came from Spain, France, Holland, and England.

They settled in colonies along the Atlantic coast.



THE FAMILY OF ONE OF OUR FIRST IMMIGRANTS.

Most of the first immigrants came from England.

That is why the language of this country is English.

At that time the people of England were treated very cruelly by their rulers.

They had no right to decide what religion they might have.

The landlords took the lands away from the peasants. They had no way of making a living.

When they had debts which they could not pay, they were thrown into prison.

For these reasons the people came to America to make new and better homes where they could live in freedom.

The first immigrants had a very hard time.

Often they did not have enough to eat.

They were in constant danger of being killed by wild animals and wild Indians.

They had to protect themselves as well as they were able.

Many immigrants kept coming, until in 1775 there were three million people living in the thirteen Colonies along the Atlantic coast.

Finally England took possession of the thirteen Colonies.

The King of England sent over officers to govern the Colonies.

The War for Independence

Most of the first immigrants got their living from the soil.

They became independent farmers. They owned their own land.

They had freedom in the new country. They were not like the peasants in Europe who had to obey their landlords.

When the rulers of England saw how prosperous the Colonies were, they became jealous.

England passed unjust laws, placing taxes on the colonists.

But the colonists had no voice in the government which taxed them.

At last they refused to obey the laws of the English King.

A number of the leading men of the Colonies signed a statement that the Colonies should be independent.

This was called the Declaration of Independence. It was signed on July 4, 1776.

For seven years the Colonies fought hard for liberty and freedom.

They fought not a people but a king, for many people in England were in sympathy with the Americans.

The Colonies won the war for independence.

In this war George Washington was a great leader. He did much to win the war for the Colonies.

There were many foreign friends, too, who helped to win independence for this country.

From France came Lafayette.

From Poland came Kosciusko.

From Bavaria came DeKalb.

America will long remember these foreign friends of democracy.

The New Government

At first the new nation had many troubles.

Many people wanted a strong central government.

Others were afraid of a strong central government.

They remembered how England had oppressed them before the war.

But George Washington and many great leaders did much to overcome these troubles. They said that people would not be safe unless a strong government could be established.

In a strong government there are laws.

Laws should protect all people equally.

The great leaders of the time laid the foundations of a government for the people and by the people.

The new government was the first great republic in the world.

In 1789 we began life under our new Constitution.

In another lesson we shall read more about the Constitution and how it was made.

George Washington became the first President of the United States.

He was elected by the people. He served two terms and then retired.

We have such men as Washington, Franklin, and

Jefferson to thank for the beginnings of our government.

LESSON 2

GREAT CHANGES IN AMERICAN LIFE

The Coming of the Machine



THE WHEEL ON WHICH THE HOUSEWIFE SPUN THE YARN TO MAKE THE CLOTH.

At the time the Colonies were settled, most of the people were farmers. They lived and worked on farms.

They could make for themselves most of the things they needed.

Each farmer raised all the food needed by his family.

The housewife and the daughters spun the yarn and made the clothing.

The farmer and his family were independent. They worked alone.

There were only a few large towns and even these were not like our great cities now.

There were no railroads, and wagon roads were bad.

The people of that time traveled very little.

There was not much chance to carry on trade.

Then great changes took place in the country.

Machines of all kinds were invented.

Machines for making cloth more rapidly and better were invented.

The steam engine came into use.

The steamboat was invented.

Railroads and canals were built.

Great factories brought workers to the towns.

Before long, small towns grew to be great cities.

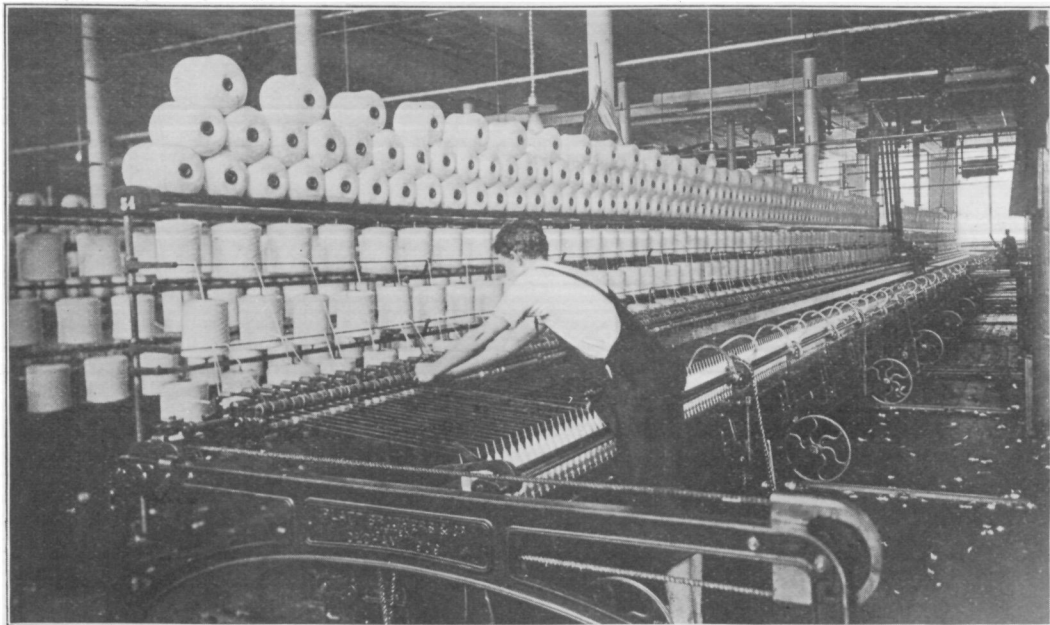
If it had not been for these inventions, the big cities like New York, Chicago, Philadelphia, Buffalo, and Cleveland would never have been built.

The machines changed the lives of the American people very much.

The early American was an independent man because he could make for himself all the things that he needed.

Now the people of America are all dependent upon one another.

They must work together or coöperate in order to make a living.



THE SPINNING MULE, THE MACHINE THAT DRAWS AND TWISTS WOOL INTO YARN.

Each worker now learns to do one thing and to do it well.

The articles he needs are made by other workers in other factories.

Instead of building his own house, the worker now hires a house builder.

The food he eats is produced by others.

Shoes are made in one factory, clothing in another.

Thus we see how the coming of the machine made very great changes in our whole country.

Because of the machine industry, we have many serious questions which the government must take care of.

There are questions about capital and labor.

There are the questions about the employment of men, women, and children in the factories.

There are questions about taxation.

There must be regulation of railroads and industries.

There must be government of cities.

The citizens must take part in the government.

The Growth of the Nation

After the coming of the machines, the United States grew very rapidly in size and population. Immigration increased very much. In 1803 a large territory was bought from France.

This was called the Louisiana Purchase, and it included most of that part of the United States which lies west of the Mississippi River.

Other territory was gained by the purchase of Florida and Alaska.

The territory of California, New Mexico, and Arizona was taken from Mexico after a war with that country (1846-1848).

Many great Americans believed that the war with Mexico was wrong.

They said that it was wrong to take away land from another country.

The people of the United States believe that it is wrong to carry on war only for conquest.

The Civil War

The Civil War was caused by a dispute between the northern and the southern states on account of slavery.

In the South all the labor was done by negro slaves.

In the North most of the labor was done by machinery.

Because of this difference there was much trouble.

For twenty years both the North and the South tried to avoid a civil war. But they did not succeed.

Abraham Lincoln belonged to the party which opposed slavery.

After he was elected President in 1860, the southern states withdrew from the Union.

They set up a government of their own.

After the southern states withdrew from the Union, the Civil War began.

The Civil War lasted four years, from 1861 to 1865.

During the war Abraham Lincoln guided the North with great wisdom and power.

In 1863 he proclaimed the freedom of the slaves.

In 1865, when the war was over, Lincoln was killed by an assassin.

After the Civil War

When the war was over the South had learned a great lesson.

It learned that all the states in the Union must be united.

The North and the South soon forgot their differences.

They joined in building and developing the country.

Since the war thousands of miles of railroads have been built.

Great cities have grown and immigrants have come to the United States from all parts of the world.

They have become valuable and loyal citizens.

In 1898 there was a short war with Spain.

After it was over the United States bought the Philippine Islands, and Cuba was given a free and independent government.

LESSON 3

THE NEW STRUGGLE FOR DEMOCRACY

The Great War for Democracy

From the beginning the people of the United States have always fought for freedom and democracy.

In 1776 they fought for independence from a tyrannical king.

In 1812 they fought for the rights of American citizens on the sea.

The Civil War of 1861 gave freedom to the slaves.

In 1917 the United States began to fight for world democracy.

How did the United States come into the great World War?

Let us see.

In 1914 the Great War began in Europe.

The United States at first was neutral. That means that we did not favor one nation more than another.

But Germany had committed a great wrong against Belgium at the beginning of the war.

In 1839 the governments of Prussia, England, France, Austria, and Russia had agreed that Belgium should always be a neutral state, that is, it should not be disturbed by any other nation.

In 1914 Germany broke this agreement. She sent armies through Belgium in order to attack France.

These armies burned cities and villages and murdered men, women, and children.

Von Bethman-Hollweg, the German Chancellor, admitted in 1914 that Germany had committed a wrong but said that it was necessary for the army to "hack its way through."

Most of the people of the United States thought that Germany had committed a great wrong.

But we believed that it was best to remain neutral in order to help the countries at war to make peace.

During the first winter of the war Germany declared that it would sink without warning all ships which belonged to the Allied nations if they were found within a certain part of the sea.

This was contrary to international law. This law makes it necessary to give warning and to allow passengers and crew to escape.

The United States sent a note of protest but Germany would not change its purpose.

In May, 1915, a German submarine sank without warning the great steamship *Lusitania*. Among those who were lost were more than one hundred American men, women, and children.

President Wilson sent a very strong note to Germany after this terrible crime and Germany promised not to sink any more ships without warning.

But the next year Germany broke this promise by sinking the *Sussex*.

Then the President told Germany that if such an act should occur again we would break all relations with Germany. And again Germany promised to sink no more ships without warning.

But all promises were put aside in January, 1917, by Germany's announcement that within a certain area all ships would be sunk without warning.

The President then broke off all friendly relations with Germany.

Germany sank many American ships without warning. Many innocent Americans were killed.

The American people could suffer no longer.

On April 2, 1917, the President called for war upon Germany.

The President's War Message

The President spoke to Congress. He gave the reasons why we must fight Germany. He gave the objects which we should try to gain.

He declared that we were not fighting against the people of Germany. We were fighting against the despotic emperor who governed without consulting the people.

In Germany the word of the Kaiser was law.

The Kaiser proclaimed that God had chosen him to rule the German people. Himself alone the people must obey.

If he asked it, they must give their fortunes and their lives for his glory.

The United States did not enter the war for gain. The President made it clear that we did not fight for a selfish motive. He said in his address to Congress :

“We have no selfish end to serve. We desire no conquests, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall so freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when these rights are as secure as the faith and the freedom of nations can make them.”



PRESIDENT WILSON DELIVERING HIS WAR MESSAGE TO CONGRESS.

World Peace through Democracy

Since the beginning of the world there have been wars.

“How shall the world prevent all wars forever?”

There is the question that the Allied nations have asked.

They have agreed that there is only one way to prevent war.

That is to form a “league of nations.”

All the nations of the world must unite to keep the peace.

They must all agree to keep the peace.

This league of nations must protect the small as well as the great nations.

An autocracy cannot be trusted to keep its promise with the rest of the world. All countries must have free governments ruled by the people.

Only the free people of a democracy can keep their promises. This thought the President has stated in his message :

“A steadfast concert for peace can never be maintained except by a partnership of democratic nations. No autocratic government could be trusted to keep faith within it or observe its covenants. It must be a league of honor, a partnership of opinion. Only free people can hold their purpose and their

honor steady to a common end, and prefer the interests of mankind to any narrow interest of their own.”

The End of the War

Late in the year of 1918 the Great War ended.

Bulgaria, Turkey, Austria, and Germany saw that they were defeated and asked for peace.

The Allies compelled the rulers of these countries to yield to many things.

They made sure that these nations could never start another such war.

Then the people of Germany and Austria saw that they had been deceived by their rulers.

They turned their kings and emperors out of office.

New nations were formed out of Austria.

Germany became a republic.

The great war for democracy had succeeded.

LESSON 4

GREAT AMERICAN CITIZENS

Benjamin Franklin

Benjamin Franklin has been called the first great American.

Franklin was born in the city of Boston, January 17, 1706.

He was the fifteenth of seventeen children.

He started life as a poor boy.

Franklin became a printer by trade, but he found time to do many other things besides.

He helped the Colonies to become free from England.

He was one of the signers of the Declaration of Independence and of the Constitution of the United States.

Franklin wrote and printed "Poor Richard's Almanac."

In this Almanac Franklin taught the colonists to be saving, hard-working, self-reliant, and honest.

Here are some of the sayings from the Almanac:

"Early to bed and early to rise,

Makes a man healthy, wealthy, and wise."

"God helps them that help themselves."

"Never leave that till to-morrow which you can do to-day."

As the "friend of humanity," Franklin invented the stove, discovered a cure for smoky chimneys, and found a new fertilizer for farmers to use.

It was for his "fellowmen" that he improved the post office and that he paved the streets of Philadelphia.

It was for them that he founded schools, libraries, and hospitals.

Franklin was the first of democrats who lived with his fellowmen and for his fellowmen.

Franklin has written the story of his life. It is called the "Autobiography of Benjamin Franklin." Some day you may want to read this interesting book.

George Washington

George Washington is called the "Father of his Country."

He was born in Virginia on February 22, 1732.

During the War of Independence he was the Commander in Chief of the American Army and Navy.

After the war was over a new government was to be made. Some of the officers wished to make Washington the king. Washington was indignant. He would not listen to them.

He believed that America had suffered too long because of tyrannical kings.

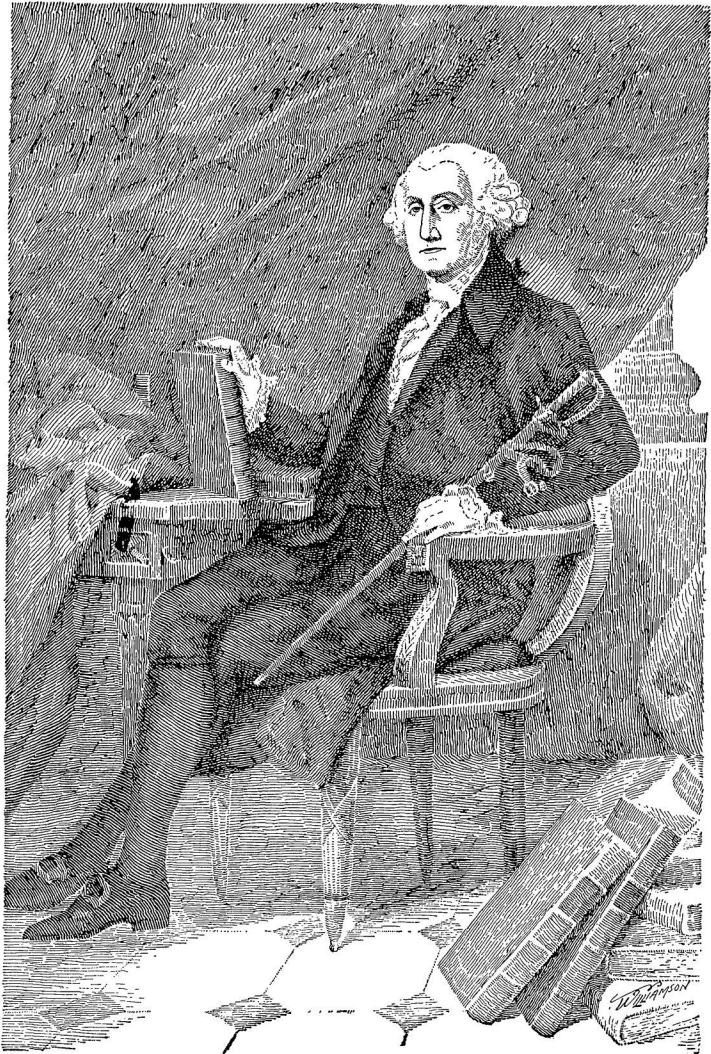
Then the people elected him the first President.

As the President, Washington laid a strong foundation for our American government.

He arranged the money affairs of the country.

He helped to build a strong and orderly central government.

Because of his good work, America was respected in other lands.



GEORGE WASHINGTON, ELECTED BY THE PEOPLE OF THE UNITED STATES TO BE THEIR FIRST PRESIDENT.

Thomas Jefferson

Thomas Jefferson, the "Friend of the People," was born in Virginia, April 2, 1743.

He was a great lover of liberty.

When he saw how England oppressed the American Colonies he became a true patriot.

He helped to make the plans for the war against England.

Jefferson was at the head of a committee of five to write the Declaration of Independence.

During the war Jefferson was busy building a state in Virginia.

He established complete freedom of religion in Virginia.

He helped to make better laws for immigrants.

He did away with laws that imprisoned people for debt.

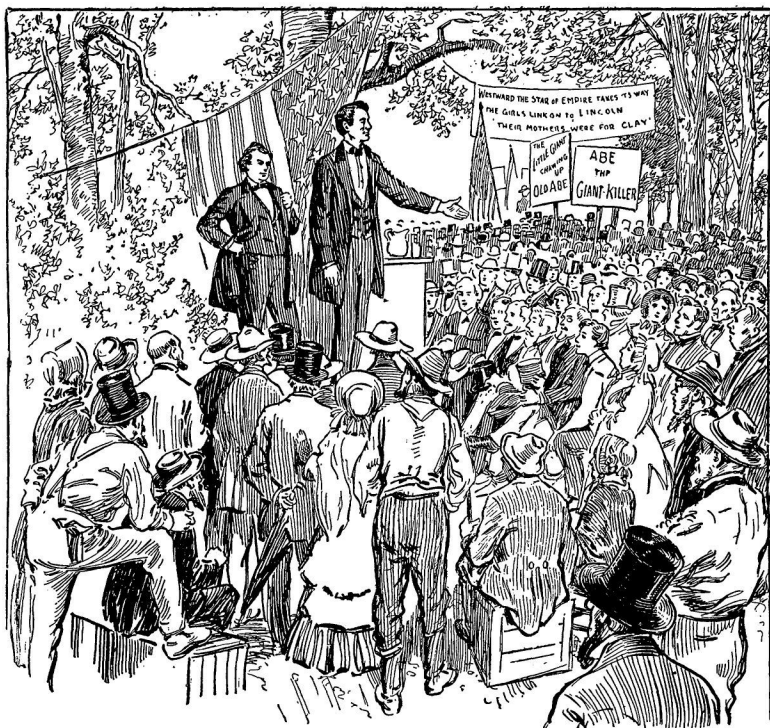
He planned better schools for the people.

When he became President, he helped to pass many laws which made America more democratic.

Abraham Lincoln

Abraham Lincoln was born February 12, 1809, on a Kentucky farm.

From boyhood he always worked hard.



LINCOLN DEBATING POLITICAL QUESTIONS OF THE DAY WHEN HE WAS A CANDIDATE FOR THE UNITED STATE SENATE.

Barefoot, he helped his father to clear the thick forest, plow the ground, and plant the corn and gather it.

In those days there were not many books. But Lincoln would travel miles to borrow books wherever he could.

As he worked during the day, night was the only time he had for study.

Lincoln always took a great interest in law and government.

In 1861 he became the President of the United States.

When he was elected, the southern states tried to form a government of their own.

Then the great Civil War broke out.

Lincoln was the leader of the nation in its fight for union.

For this reason he has been called the "Savior of his Country."

In 1863 he issued a Proclamation freeing the slaves.

In 1865, after he had led the nation to victory, he was killed by an assassin.

But after his death his wishes were carried out in the Thirteenth Amendment of the Constitution.

This Amendment forever prohibits slavery in any part of the United States.

Thomas Edison

Nearly everyone has heard of Thomas Edison and his great inventions.

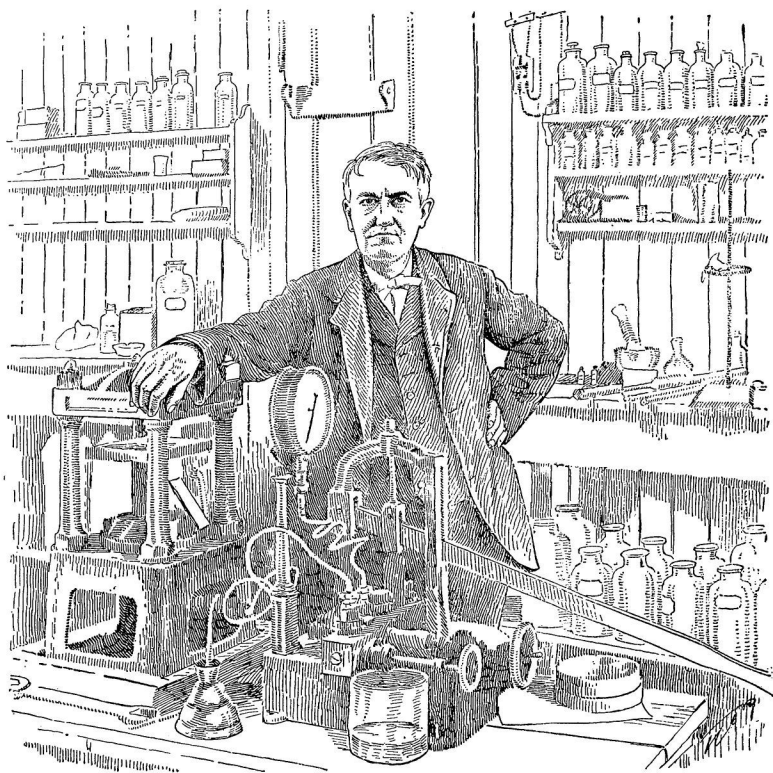
He is often called the "Wizard of the Electrical World."

Edison was born in 1847 at Milan, Ohio.

Like Lincoln, he was poor. As a boy he sold newspapers on the street.

When still a young boy he began experiments in electricity.

Now he has a large laboratory in West Orange, New Jersey.



EDISON IN HIS LABORATORY IN WEST ORANGE, NEW JERSEY.

Edison has made many telegraph and telephone inventions.

He has done much to improve the electric lighting of great cities.

The best known of Edison's inventions is the "talking machine" or the phonograph.

The phonograph gives many people a chance to hear in their own homes the music of the best orchestras, and the singing of the greatest singers.

Through his inventions, Edison has made the world a brighter and happier place in which to live.

LESSON 5

AMERICAN HOLIDAYS

Independence Day

On July 4, 1776, the people of the American Colonies declared themselves a free nation.

The leaders of the Colonies signed a statement and called it the Declaration of Independence.

This declared the Colonies an independent nation, free from the rule of England.

The Declaration of Independence marked the birth of a new nation.

We celebrate July Fourth of every year in honor of our nation's birthday.

The Nation's Birthday

Ring out the joy bells! Once again,
With waving flags and rolling drums,
We greet the Nation's Birthday, when,
In glorious majesty it comes.
Ah, day of days! Alone it stands,
While, like a halo round it cast,
The radiant work of patriot hands,
Shines the bright record of the past.

Among the nations of the earth,
What land hath story like our own?
No thought of conquest marked her birth;
No greed of power was ever shown
By those who crossed the ocean wild,
That they might plant upon her sod
A home for Peace and Virtue mild,
And altars rear to freedom's God.

— MARY E. VANDYNE.

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Thanksgiving Day

The Pilgrims were among the first people to settle in America.

Here they found only a wild country.

There were no houses. There was no food. The Indians were the only people who lived here.

At first the Pilgrims suffered many hardships.

But they worked hard to build houses and to plant crops.

When autumn came they gathered their first harvest.

There was plenty of food for the coming winter.

Then the Pilgrims were thankful and happy.

They set aside a day of thanksgiving to God for all His goodness to them.

They made ready a great feast.

They invited the Indians.

Together they celebrated the first Thanksgiving.

Now the American people celebrate Thanksgiving Day each year.

The President sets the day. It usually comes on the last Thursday in November. .

Labor Day

The American people honor all honest and useful labor.

Honest labor is the best friend of mankind.

Honest labor makes everyone true to himself and true to others.

Honest labor helps all people to live together in freedom and happiness.

For these reasons America sets aside the first

Monday in September as a day of honor and respect to all who help with the world's work.

Decoration Day

Many men have fought and died to make the United States free.

The American people are very grateful to these brave and true soldiers.

We do not wish to forget them.

Each year on May thirtieth we pay honor to those who helped to save our land of freedom.

We deck to-day each soldier's grave,

We come with garlands pure and white,
To bind the brows of those who gave
Their all, to keep our honor bright.

We cannot pay the debt we owe ;

They gave their lives that we might live ;

Our warmest words fall far below

The worship that we fain would give.

— WALLACE BRUCE.

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Flag Day

Flag Day comes once a year on June 14.

On that day we honor the flag of the Union.

We honor the Union for which the flag stands.



A CELEBRATION IN HONOR OF THE UNITED STATES FLAG ON FLAG DAY, JUNE 14.

No Slave Beneath That Starry Flag

No slave beneath that starry flag,
The emblem of the free!
No fettered hand shall wield the brand
That smites for liberty!

No slave beneath that grand old flag!
Forever let it fly,
With lightning rolled in every fold,
And flashing victory!

God's blessing breathe around it!
And, when all strife is done,
May freedom's light, that knows no night,
Make every star a sun!

—GEORGE LANSING TAYLOR.

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LESSON 6

THE MEANING OF THE FLAG

Look for a moment upon the beautiful American flag.

See the stripes of red and white and the stars in the field of blue.

They have a long story to tell. It is a story of a freedom-loving people. It is the story of the nation.

The thirteen stripes stand for the thirteen original states of the Union. There are never more nor less.

The stars stand for the number of states in the nation to-day. Do you know how many states there are now?

As you look upon the flag you will think of the story of the nation, of the Constitution, and of the government of the United States.

But surely the flag has a much deeper meaning than this.

The flag above all stands for the very people who made the nation.

It stands for the people who faithfully go about their daily work.

It stands for the people who always try to be honest.

It stands for the people who try to serve those whom they love.

It stands for the people who always try to be worthy citizens.

Thus the flag truly stands for what the people of the nation are and for what they want to be.

For these reasons every American loves the flag and would give his life for it.

The American's Creed

“I believe in the United States of America as a government of the people, by the people, and for the people, whose just powers are derived from the consent of the governed ;

A democracy in a republic ;

A sovereign Nation of many sovereign states ;

A perfect Union, one and inseparable ; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I, therefore, believe it is my duty to my country

To love it ;

To support its Constitution ;

To obey its laws ;

To respect its flag ;

And to defend it against all enemies.”

The Pledge of Allegiance

“I pledge allegiance to my flag and to the Republic for which it stands, one nation indivisible, with liberty and justice for all.”

LESSON 7

OUR NATION, THE UNITED STATES

Before you came to the United States, you lived in the Old World.

Look at the map of the Old World. Try to find the country from which you came.

Now find the United States. How many miles did you travel before you reached the United States?

Perhaps you came to New York City first. Can you find New York City on the map?

New York City is an entrance to our great country. It is a city of high buildings and sky scrapers.

Perhaps from New York City you went to a city where you have friends. Can you trace on the map how you went to this city?

You found that the United States is a very large country. It is almost as large as all of Europe. Its area is about 3,000,000 square miles.

Now look at the map of the United States.

The United States is in the middle part of North America.

Canada is our neighbor on the north. Mexico is our neighbor on the south.

The Atlantic Ocean is on the east, and the Pacific

Ocean is on the west. The Gulf of Mexico is on the south.

The United States is a country of beautiful mountains and plains.

In the eastern part are the Appalachian Highlands. In the western part are the Rocky Mountains. Have you ever seen any of these mountains?

Between these two highlands is the broad Mississippi Valley.

Here you will find the best farms in the United States.

The Mississippi River flows through the middle of this great valley. It is the longest river in the world.

Between Canada and the United States are the five Great Lakes.

They are Lakes Superior, Michigan, Huron, Erie, and Ontario.

Find these lakes on the map.

They are like great inland seas. Big steamships travel on these waters. They carry iron ore, coal, grain, and many other kinds of produce.

The Climate

Perhaps you have already been in many parts of the United States.

Then you found a great difference in climate between one part and another.

This is because the United States is a large country. Its land extends far to the north, south, east, and west.

In the states farthest south there is no frost or snow. Fruits and plants which need much heat can be raised there.

In the northern states the winters are cold but the summers are very warm. Many hardy crops are raised in this climate.

The States

There are forty-eight states in the United States. The largest is Texas and the smallest is Rhode Island.

Each state has a capital city. What is the capital of your state?

It would be very hard for us to study all these states at once.

We wish to know how people live and work in the different parts of the United States.

For this reason we shall study the states in groups.

In the northeast are the *Northeastern States*.

It is here that the first immigrants came to settle.

About 26,000,000 people live here now. They earn their living by working in the big factories, in the mines, or on the small farms.



THE UNITED STATES.

Wm. Eng. Co., N. Y.

Many of the people carry on lumbering, fishing, dairying, and commerce.

The *Southern States* are grouped around the Gulf of Mexico and near the Atlantic Ocean.

This is the land of cotton, sugar, rice, tobacco, and fruits.

Most of the people live on large farms. The most important crop is cotton.

The *Central States* lie in the most fertile farming district. Many kinds of crops are raised here. The most important are grains and vegetables.

The *Western States* are in the western part. This is one of the most beautiful parts of our country.

Here are the great forests. Here are the great cattle ranches. Here are the fruitful orchards of Oregon and California. Here are the mines of copper and silver in Colorado and Arizona.

Truly the United States is a country with many resources. There is an opportunity for everyone who wishes to make his home in this land.

PART THREE

THE GOVERNMENT OF THE DEMOCRACY

LESSON 1

OUR CONSTITUTION

Before the Revolution this country was made up of thirteen colonies. When the Revolution against England began these colonies sent men to represent them in a body called the Congress.

This Congress was to govern the thirteen states as one nation in order that all might fight together for freedom.

During the war all went well. The states were united because they had the same enemy.

But after the war they were united no longer. Each state elected its own officers and made its own laws. It was not compelled to pay taxes for the support of the nation. The states often disobeyed the laws of Congress.

So the United States were not really united at all. George Washington said, "We are one nation to-day and thirteen to-morrow."

Allowing the states so much power brought about many bad results. Many things were needed which no state could do well alone.

The United States had borrowed money to pay the expenses of the Revolution.

There was no way of raising money to pay the interest on this debt. Each state could pay its share or could refuse. It could not be compelled to pay.

Each state coined its own money. This meant that many kinds of money were in use at one time.

There was no way to care for commerce and trade among the states. There was no way to pay the expenses of an army and navy to defend the new nation.

This state of affairs went on for six years after the Revolution. By that time it became plain to many people that a stronger national government was necessary if the United States was to remain one of the family of nations.

In 1787 a number of men sent from each of the states met at Philadelphia for the purpose of forming a better government.

They prepared a law which provided for a new form of government for the nation. It was to be the highest law of the nation. They called it the Constitution. The states agreed to accept it as the highest law of the land.

Since that time the nation has grown to be several times the size it was then. The states have increased in number to forty-eight.

But the Constitution with a few changes is still binding upon the nation. It is the supreme law of the land.

LESSON 2

THE POWERS OF THE STATES AND THE POWERS OF THE NATION

The United States is a great nation made up of many states.

This is a convenient plan.

The state can control more easily and quickly the schools, or the building of roads and bridges.

Therefore such matters are left to the states.

It is more convenient for the people of the nation to have one kind of money. It is more convenient for the people of the nation to have the mail controlled by the nation.

Therefore the power over such matters is given to the nation.

The Constitution tells of the powers given to both states and nation.

The powers of the nation are stated in Section 8

of the Constitution. The more important ones are :

Regulating (or making rules for) commerce among the states.

Making rules for commerce with other nations.

Borrowing money for the nation.

Coining money.

Defending the nation with an army and navy.

Providing for the carrying of the mail.

The states have all powers which are not :

1. Given to the national government alone.
2. Forbidden by the Constitution.

LESSON 3

THE NATIONAL GOVERNMENT

How the Nation is Governed

The government of our nation is called the "national" or "federal" government.

Our "federal" government is divided by the Constitution into three parts or branches :

1. Congress is the legislative branch, which makes the laws.
2. The President is the chief executive, who carries out the laws.

3. The Supreme Court is the judicial branch, which tells the meaning of or interprets laws.

Congress

The Congress of the United States makes the laws for the people of the nation.

It is made up of two bodies of law-makers.

They are :

The Senate.

The House of Representatives.

The sessions of Congress begin in December of each year.

The House of Representatives

The House of Representatives is made up of more than four hundred members.

These Representatives are elected by the voters in the different states. They represent the citizens of the state.

Their term of office is two years.

Each state in the Union can send a certain number of representatives to Washington, D. C.

This number depends upon the *population* of the state.

States are divided into congressional districts.

One representative is elected by each district.

In what district do you live? Who is your representative in Washington?

How many representatives has your state?

The Senate

Each state in our Union is allowed to elect two senators who go to Washington, D. C.

How many senators are there in the United States Senate?

The senators represent the states. All the states have equal power in the Senate.

Little Rhode Island has as many senators in Washington as has the large state of Texas.

The senators are elected by the people for a term of six years.

One third go out of office every two years.

Who are the two senators of your state?

The President

The President is the chief executive officer of our nation.

He is elected by the voters of the nation for a term of four years.

Who is our President now?

The President is the first citizen of the United States. He has a great many duties to perform.

The Constitution says that he must see that all laws are faithfully executed.



THE WHITE HOUSE, THE HOME OF THE PRESIDENT AND HIS FAMILY.

Here are some of the powers of the President :

1. To represent the United States in all relations with other nations.
2. To command the army and navy.
3. To advise Congress when he thinks new laws are needed.
4. To see that the laws of the nation are obeyed.
5. To appoint a large number of officers of the government.

The Helpers of the President

The President has power to appoint officers to help and advise him in carrying out the work of the government. They are :

The Secretary of State.

The Secretary of the Treasury.

The Secretary of War.

The Attorney-General.

The Postmaster-General.

The Secretary of the Navy.

The Secretary of the Interior.

The Secretary of Agriculture.

The Secretary of Commerce.

The Secretary of Labor.

This group of officers is called the Cabinet of the President.

The Supreme Court

The third branch of the national government is the Supreme Court.

This highest court is made up of nine justices. It tells the meaning of laws passed by Congress.

In another lesson we shall read more about the courts and the judges.

We shall read how the federal courts are brought near to the citizen.

The Capital of the Nation

The city of Washington is the capital of the United States. It is located in the District of Columbia.

In Washington there are a great many beautiful government buildings.



THE CAPITOL, IN WHICH CONGRESS AND THE SUPREME COURT HOLD THEIR SESSIONS.

The Capitol is one of the finest buildings of its kind in the world. It is here that Congress and the Supreme Court meet and hold their sessions.

The White House is the home of the President and his family.

LESSON 4

HOW THE GOVERNMENT OF THE NATION
SERVES THE PUBLIC

Many years ago all nations were ruled by kings.

No one thought that the government should serve the people.

The people were the slaves of the king and his government.

But with the coming of democracy this has been changed.

Governments now serve the citizens.

The government of the United States serves its citizens in many ways.

The Postal Service

One of the most useful services which is performed by the government of the nation is that of the Post Office department.

A postmaster is appointed for every city and village in the United States.

He has charge of the mails coming to and going from his office.

There are more than 60,000 post offices in the United States.

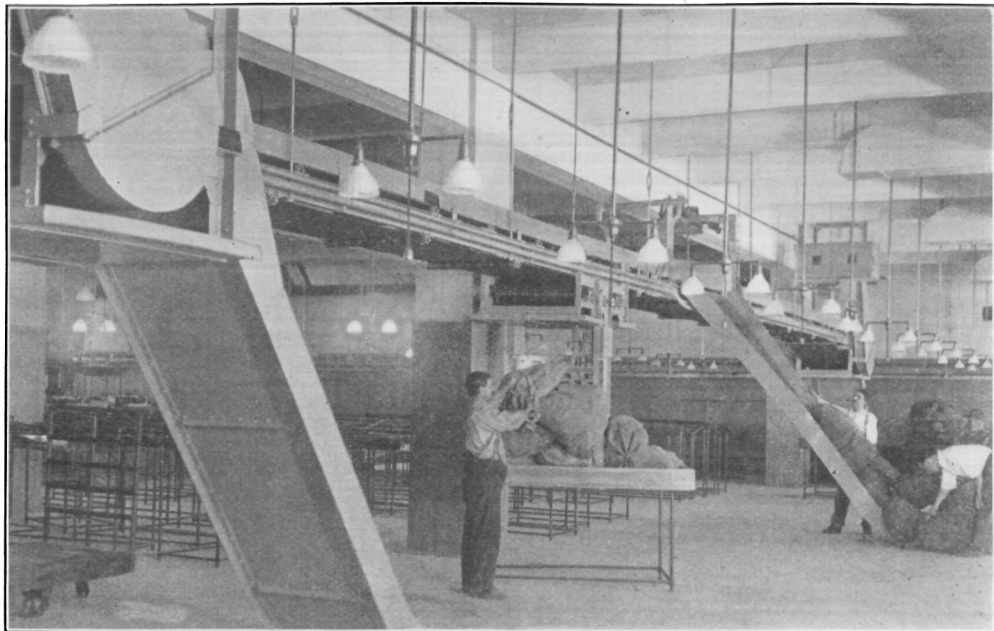


Photo. by International News Bureau.

A SECTION OF THE PARCEL POST ROOM IN A LARGE POST OFFICE BUILDING.

A letter weighing not more than one ounce can be sent anywhere in the United States for two cents.

Valuable articles should be registered. This makes the government responsible for the safety of such articles.

It is not safe to send money through the mail.

The safe way is to buy a money order. A money order can be secured at any post office.

Paper money is printed in Washington by the Bureau of Engraving and Printing.

All paper money has back of it the same value in gold or silver. This is held by the Treasurer of the United States.

If you wish to send money to other countries, you must buy an international money order.

The government will care for money through the postal savings banks. Money may be deposited at any post office.

The government of the United States is the safest bank in the world.

Public Health

When you came to the United States, you first had to pass through Ellis Island.

A government inspector met you as you landed. He examined you very carefully.

Do you know why?

Some of the immigrants did not look very healthy.
They could not enter the United States.
The government inspector turned them back.
Every year many immigrants come to the United States.
Some might bring disease into this country.



IMMIGRANTS WAITING AT ELLIS ISLAND.

Our national government protects the health of its people by keeping out all who might carry disease or are unfit to become good citizens.

Our government protects the health of the people in another way.

It has pure food laws.

It sends hundreds of inspectors to the factories where food is prepared.

The inspectors must see that all food is prepared in clean and sanitary places.

They must see that spoiled or bad food is not shipped from one place to another.

National Defense

To protect the nation against attack from other nations, the United States has its army and navy.

Before the Great War with Germany the United States had an army made up of two parts, the Regular Army and the National Guard.

The Regular Army was made up of about one hundred thousand men. Enlistments were voluntary and the term of service was seven years. Three of these years were with the reserve.

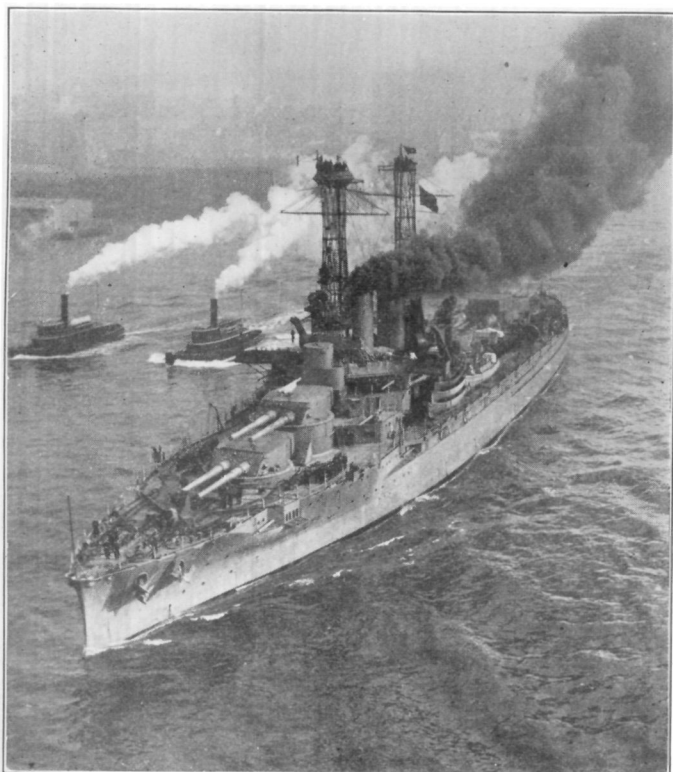
In time of peace the National Guard was in the service of the state. Its members were in camp only a few weeks of the year.

In time of war they were taken into the service of the nation and were subject to the same rules as the Regular Army.

The Great War made necessary the adoption of the selective service law.

Under the selective service all men from the ages of eighteen to forty-five were registered.

They were then divided into five classes according to their need at home and their fitness for military service. The number needed for the army was drawn from these classes.



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THE UNITED STATES BATTLESHIP ARKANSAS LEAVING NEW YORK HARBOR.

The navy of the United States is the second largest in the world.

Foreign Affairs

Our government has many dealings with the governments of other countries.

The Department of State looks after these matters.

The Department of State sends ambassadors and consuls to the most important countries.

They look after the interests of American citizens who are in foreign lands.

When an American citizen wishes to travel in a foreign land, he can get a passport from the Bureau of Citizenship at Washington, D. C.

A passport is a certificate which identifies a citizen.

A passport gives an American citizen protection while he is in a foreign land.

How the Government Helps Farmers

Through the General Land Office, millions of acres of land have been given or sold at very low cost to citizens.

The Department of Agriculture gives valuable information to farmers.

It teaches them the best methods of farming and stock raising.

It studies methods of fighting insects which destroy crops.

It protects the national forests from fires.



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PRINTING PAPER MONEY AT THE BUREAU OF PRINTING AND ENGRAVING AT WASHINGTON, D. C.

The Weather Bureau saves millions of dollars every year for farmers and shippers by sending out information as to the weather conditions.

Thousands of acres of land which were too dry for farming have been made fertile by irrigation. The government builds the great dams and waterways which supply the water.

Coining Money

The United States Treasury Department coins the money for all the states.

There are two kinds of money — paper money and metal money.

Gold, silver, nickel, and bronze coins are stamped at the mints in Philadelphia, Denver, and San Francisco.

LESSON 5

HOW THE STATES ARE GOVERNED

Each of our forty-eight states has a constitution.

This constitution is much like that of the United States. It tells how the state is to be governed. It tells in a general way what kinds of laws may be made by the state, and by the cities of the state.

It may be changed or amended by a vote of the people of the state. Nearly every year some part of the state constitution is amended.

The state, like the United States, has three



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THE STATE CAPITOL AT DENVER, COLORADO.

branches of government. These are called the legislative, executive, and judicial branches.

The legislative branch is commonly called the state legislature. Like the Congress of the United

States it is made up of two houses. It has an "upper house" and a "lower house." The upper house is called the Senate. The lower house is called the House of Representatives. The state legislature makes the laws for the state. The members of the state legislature are elected in districts by the voters of the state.

The executive branch of the state government is made up of the governor and his helpers. The executive officers carry out the laws of the state.

The chief officer of the state is the governor. Who is the governor of this state?

Besides the governor the most important executive officers in most states are :

The secretary of state who keeps all of the state records.

The treasurer who has charge of the funds of the state.

The attorney-general who is the attorney for the state.

The auditor who keeps the accounts of the state.

The superintendent of schools who inspects the state schools.

The County

Each state is divided into parts called counties.

The county helps to carry out the laws of the state.

The county has a government which looks after a large number of things which are needed and which cannot be cared for by the state government.

Some of these are the building of bridges and roads and the care of the poor and unfortunate.

Some of the officers of the county are the commissioners, the surveyor, and the sheriff.

LESSON 6

HOW THE GOVERNMENT OF THE STATE SERVES THE PUBLIC

The Care of the Unfortunate

In former times the care of the poor and the sick was left to private persons and societies.

But now the government is taking a large share in the care of those who cannot help themselves.

The state has great hospitals where the insane are cared for.

It has schools where the blind and the deaf are taught to do useful work.

Most of those who are poor are not to blame for their misfortune. Those who cannot support themselves are cared for at state expense.

Sometimes the most unfortunate of men are those who have done wrong. They must be imprisoned

but at the same time given the chance to become honest citizens. States have prisons for men who have committed crimes.

There are also reformatories where young girls and boys who have broken the law are kept for correction. Often after spending a few months at these places boys and girls grow up to be good men and women.

The Building of Roads and Bridges

In former times roads and bridges were built and kept in repair by each small community.

But as travel became greater, it was necessary to have long roads between villages. These were built by the county.

The use of the automobile now makes it necessary to have many state roads. These are main roads which go through several counties.

It has been found that such roads can best be built by the state. Why?

Education by the State

We shall see later that most of our schools are conducted by the city or village. But every state has schools and colleges for higher education.

Great state universities give instruction to all citizens free of charge.

Doctors, teachers, lawyers, and engineers are trained.

Scientific farming is taught.

Some of the greatest universities in the United States are supported by the state.

How the State Helps Workers

Hundreds of laws have been passed in our states which are intended to protect workers.

One of the most important laws of this kind is called "Workmen's Compensation."

Under this law, a man or a woman who is injured while working receives aid from the state. If a worker is killed, his family gets insurance money from the state. Does your state have a workmen's compensation law?

Some states have laws providing an eight-hour day in some industries.

Other states provide free employment bureaus. These drive out of business private employment bureaus which take money for finding positions.

How the States Control Business

Banks, railroads, and insurance companies come into close touch with the people. If they are not honest and reliable, they may cause loss to those who deal with them.

The states have laws which regulate them.
They are inspected by state officials.

LESSON 7

HOW THE CITIES ARE GOVERNED

Many years ago most people lived in small villages or on farms.

There were few large cities. There were few things which the government needed to do.

Now a very large part of the people of the United States live in cities.

Great factories and stores employ millions of workers.

These workers must live near their work. Their homes are close together.

The city government must do many things in order that the people may live in health and safety. The city must make laws to protect people and property.

For this reason the government of our city is very important. We should study and understand it.

Most cities have charters. A charter is the constitution of the city. Many cities are allowed by the state to form their own charters and to change or amend them by a vote of the people.

The city charter tells what officers the city shall have. It tells what their duties are. It also tells what kind of laws may be passed by the city council.

How are the laws of the city made?



A FACTORY WHERE MANY WORKERS ARE EMPLOYED IN WOOL SORTING.

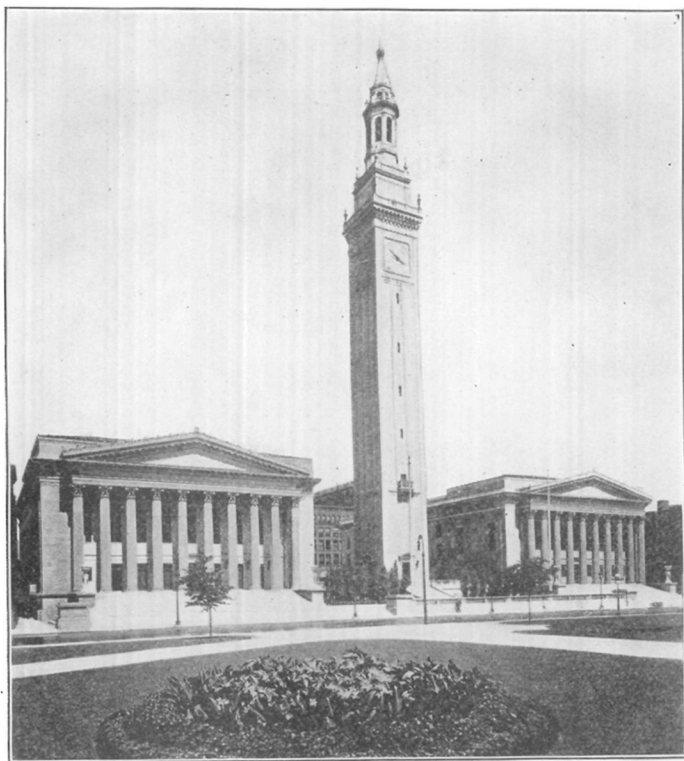
Are they made directly by the people?

No, they are made by the *legislative* branch of the city government.

The legislative branch is made up of men chosen by the people.

These men together are called the City Council or Board of Aldermen.

They are elected by the voters of the city. They make the laws or ordinances which govern the city.



A GROUP OF MUNICIPAL BUILDINGS, SPRINGFIELD, MASS.

They are the servants of the people. They should carry out the wishes of the people.

How are these officers elected in your city?

Many cities are divided into wards. Usually the

people in each ward can elect one or more councilmen.

Is your city divided into wards? In what ward do you live?

Who is the councilman from your ward?

After the laws are made, someone must see that they are obeyed. In most cities this is the work of the mayor.

The mayor is at the head of the *executive* branch of the city government.

Has your city a mayor? What is his name?

The mayor is usually elected by the people. He represents the people of the whole city.

The mayor has much power. He appoints many helpers who carry on the business of the city government.

Some of his helpers are :

Chief of the Health Department.

Chief of the Fire Department.

Chief of the Police Department.

Chief of the Finance Department.

These officers and officers under them are *executive* officers.

The City Manager Form of City Government

Some cities have a new form of government. It is called the city manager form of government.

Under this form a commission or council is elected by the voters.

The commission then selects a manager. He does the work of a mayor and manages the work of the city in the same way that a factory manager manages the work of a factory.

LESSON 8

LAWS AND THE COURTS

In a democracy the people rule.

This does not mean that every man may do what he wishes. It is easy to see that if all men could do whatever they wish, there would be no liberty at all.

The strong would oppress the weak. While the strong might be free, the weak would be slaves.

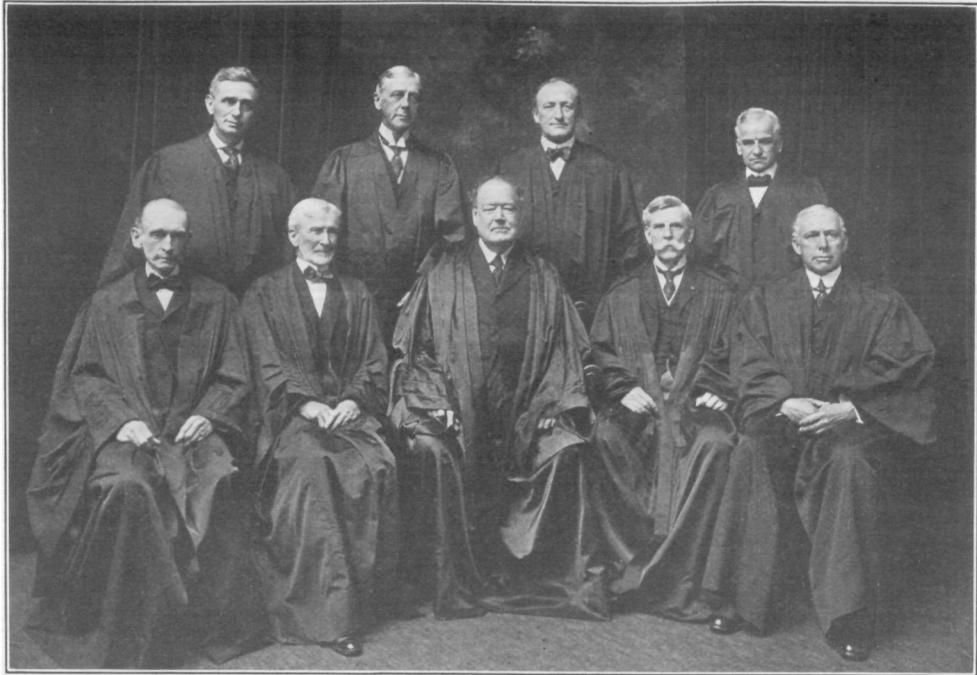
But in our democracy there are laws which protect the strong and the weak alike.

Under the rule of wise laws all men have real liberty.

It is not always easy to understand the meaning of laws.

For this reason we have courts. They explain the meaning of laws.

If we have any question about the laws, we go to the courts.



THE JUSTICES OF THE UNITED STATES SUPREME COURT.

Copyright by Clinedinst Studio.

Courts decide whether a person has violated the law. They decide disputes which arise between citizens.

In America we have two kinds of courts. They are :

1. National or Federal Courts.
2. State Courts.

Federal Courts

The highest federal court is the Supreme Court of the United States.

It decides cases which concern the Constitution and the laws of the United States.

It may decide whether laws made by Congress are in conflict with the Constitution.

The Supreme Court is made up of nine members. They are called justices. One is the chief justice ; the other eight are associate justices. They meet in Washington, D. C.

These nine justices are appointed for life by the President with the consent of the Senate.

But these nine justices cannot decide all the cases in a large country like the United States. For this reason Congress has divided the whole country into about eighty districts.

In each district there is a United States District Court. The federal judge in each district hears

disputes and tries men accused of crime against the federal government.

In what city is your nearest United States District Court?

One of the most important duties of the United States District Courts is to grant citizenship. Do you know where to go to get your citizenship papers?

State Courts

The highest court in the state is the supreme court of the state. It holds its meetings at the state capital.

This court deals with state laws. It has final decision in cases which come up under state laws.

County and City Courts

Below the supreme court are other state courts.

In nearly all of the states there are courts which try cases within counties. These are usually called "county courts." They hold their meetings in the county court house. Where is your county court house?

People in your county who break state laws are tried in this court house.

There are two kinds of cases which come before these courts. They are civil and criminal cases.

In a civil case there is a dispute between individuals.

A Civil Case

Mr. Brown owes Mr. Poleski some money but he refuses to pay it.

Mr. Poleski goes to the court. He asks the judge to help him decide who is right and who is wrong.

The judge hears the case. He finds that Mr. Brown is wrong and orders him to pay the money to Mr. Poleski.

Of course Mr. Brown must pay the costs of the case.

This is a civil case. It is a dispute between two citizens.

Do you know of any cases like this?

A Criminal Case

John S. and Mike B. had a disagreement. John became angry. He struck Mike and hurt him.

The policeman arrested John on a charge of assault and battery.

He took John to the police court. Mike had to go along as a witness. A few others who had seen the fight had to go as witnesses also.

The judge heard both sides of the case.

The witnesses had to tell truthfully all that they had seen.

Then the judge declared John guilty of assault and battery.

He sentenced him to hard labor in the workhouse.

John had broken the law which says that one citizen cannot strike another citizen.

This is a criminal case because John, the accused person, broke the law of the state.

Do you know of any criminal cases?

City Courts

Below the county courts are the city courts. There are different kinds of city courts.

There are the police courts. They hear small criminal suits such as violations of traffic rules, disorderly conduct, and thefts.

There are also justice courts. They try very small civil and criminal suits.

In some cities there are municipal courts. They take the place of justice courts.

Beside these, there are special courts. Young children are tried in the juvenile court.

Probate courts have charge of wills and appoint guardians.

What kind of courts have you in your city?

Newcomers who do not know American laws should always be on guard against dishonest lawyers, notaries, and justices of the peace.

Many times these men take fees which are too large for the work they have done. Many times they lead innocent persons to carry a case into court when it could be settled outside.

Some cities have legal aid societies. They give legal advice to anyone who needs it.

Have you a legal aid society in your city?

The police prosecutors or judges usually give legal advice if there is no legal aid society.

If you employ a lawyer to help you with the law, you should be sure of his honesty and character.

LESSON 9

HOW THE PEOPLE PAY FOR THE GOVERNMENT

To pay for all the useful work which the nation, states, and cities are doing, a great deal of money is needed.

This money is raised by taxation and bonds.

In a democracy the people tax themselves through their representatives.

Taxes are levied by the representatives of the

people in Congress, state legislatures, and in city councils.

In the United States we have direct and indirect taxes.

Direct taxes are levied directly on property.

A tax on a farm is a direct tax.

An *indirect* tax is one which is added to the price of goods which we buy.

The tax on tobacco or liquor is one kind of indirect tax.

The maker of tobacco and liquor must pay a tax on the goods made.

But he does not lose this money himself.

He raises the price of the goods.

Thus the man who buys and uses the tobacco or liquor really pays the taxes.

Another kind of *indirect* tax is the *tariff*.

This is a tax on all goods brought from other countries.

For example, there is a tariff on dishes which are brought from another country.

The merchant who buys the dishes pays the government the tariff.

Then he adds the extra cost to the price of the dishes.

In this way the man who buys the dishes really pays the tax.

Most of the money which the federal government uses comes from indirect taxes.

Our states levy both direct and indirect taxes.

There are many kinds of *direct* taxes.

Income taxes are levied on the citizen's or company's income for the year.

Inheritance taxes are levied on property which is inherited from another.

License taxes are levied on certain kinds of business.

In some states and cities peddlers must pay a license tax.

The most important direct tax levied by state and local government is the general property tax.

This is levied on real estate which consists of lands and buildings.

Nearly everyone pays this tax on property. Even if he does not own property, he probably rents his house and so indirectly he pays the tax.

It is also levied on personal property such as furniture, money, stocks and bonds, and other kinds of movable property.

It is very hard to tax personal property because the officers of the government can never find more than a small part of the property.

Because of this, many states are giving up the taxation of personal property.

It is sometimes said that we should tax only land. Those who favor this change call the plan the "single tax."

In times of great need governments raise money by issuing bonds.

In buying a bond, you lend your money to the government. The government pays interest on the loan.

Cities issue bonds when a large amount of money is needed for new buildings or streets.

Of course everyone knows about the Liberty Bonds, issued by the national government to carry on the Great War.

PART FOUR

THE CITIZEN IN THE COMMUNITY

LESSON 1

THE WORK OF THE COMMUNITY

We have learned how the governments of the nation and of the state serve the needs of the citizen. We shall now learn of the great services that the government of the city performs.

Many things can best be done by the government which is nearest the citizen. These things are called "community" activities. A community is the town or part of a town in which the citizen lives.

We shall read in this chapter of the services of the community.

LESSON 2

PROTECTION OF HEALTH

Andrew and his wife Sophi came to America a few years ago.

Their former home was in Europe. Now they live in a large city in the United States.

There are many big buildings in the city. They are very close together. Many people do not like the city because they think it is unhealthful.

But Andrew and Sophi are healthy people even if they live in a big city.

“How do you keep so healthy?” asked Andrew’s neighbor. “I am always sick and I must always take medicines.”

“Perhaps you are sick because you take too much medicine,” answered Andrew. “You should not take any medicines unless the doctor gives you orders.

“When I do not feel well, I go out to get fresh air into my lungs,” continued Andrew. “At night I sleep with my windows open at the top and bottom.

“My wife is very wise. She knows how to cook food properly.

“She keeps the house clean and neat. She is especially careful to keep the kitchen sink and the bathroom clean. She keeps the garbage can covered so that the flies cannot get into it and breed more flies.”

“Yes, I have seen how clean your house and yard are,” answered the neighbor. “I think you are too clean. I have heard that people who are too clean will be sickly and weak.”

“No, there you are wrong,” answered Andrew quickly.

“All sickness is caused by little germs. These little germs live in dirt.

“If a person is dirty or if his home and yard are dirty, he will be sick because the germs will have a better chance to enter his body.

“Come over to my house,” continued Andrew. “I have a book which shows pictures of all kinds of disease germs.”

When Andrew’s neighbor saw the book he was very much interested. It told about how people get sick because they do not keep themselves clean, and do not eat the right kind of food.

After a few minutes Andrew’s children came in.

They looked bright and happy after playing in the yard.

“Your children look healthy, too. My children are always sick!” exclaimed the neighbor.

“Yes, my children are healthy because my wife and I are healthy.

“If the parents are healthy, the children will be more sure of having good strong bodies. No people should ever become parents until they are sure that their own bodies are in good condition.”

“But your advice cannot help me now,” exclaimed the neighbor. “I already have children. What can I do to make them better?”

“You and your family can follow the RULES OF

HEALTH. You will soon feel much better," answered Andrew.

"But I do not know the RULES OF HEALTH."

"Here is a card having a few of the RULES. Take this home and hang it up where you can always see it," said Andrew.

The neighbor took the card and read these rules :

(a) Sleep with the windows open at the top and bottom, so that fresh air can enter the room.

(b) Eat fresh, wholesome food properly cooked.

(c) Live in clean rooms and a clean house.

(d) Drink plenty of pure water.

(e) Bathe often.

(f) Take good care of hair, teeth, and nails.

(g) Keep the ice chest and sink clean.

(h) Keep individual towels.

(i) Brush your teeth with your own toothbrush after every meal.

(j) Remove all garbage, refuse, and waste.

(k) KILL ALL FLIES, because they carry disease germs.

(l) Have screens for all doors and windows in the summer.

(m) Do not drink beer, whisky, or wine, or any alcoholic drinks.

When the neighbor was ready to go home, he took the card with him. He thanked Andrew for all the

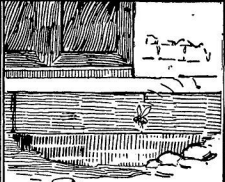
A Day in the Life of a Fly



HAVING HAD A GOOD NIGHTS SLEEP IN AN OLD GARBAGE CAN I BREAKFAST AND AWAY.



TO A BAKERY WHERE I HAVE SOME DESSERT



TAKE A DRINK AT A POOL IN THE GUTTER



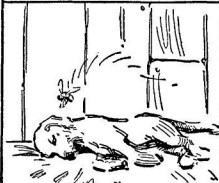
LIGHT ON A HORSE'S FACE FOR A RIDE



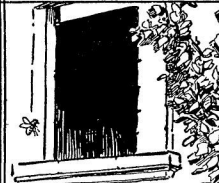
GO FOR A WALK AROUND THE EDGE OF A DRINKING GLASS



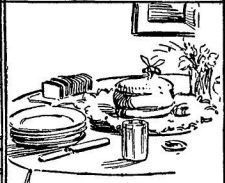
SEE AN OLD STABLE DOOR OPEN



FIND A DOG ASLEEP AND TEASE HIM A WHILE



GO IN A WINDOW IN A NICE LOOKING HOUSE



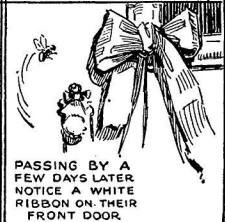
AND FIND THE TABLE ALL READY FOR DINNER.



LIGHT ON THE BABY'S BOTTLE FOR A SIP OF MILK



CRAWL AROUND THE BABY'S FACE FIND IT VERY SWEET



PASSING BY A FEW DAYS LATER NOTICE A WHITE RIBBON ON THEIR FRONT DOOR.

good advice and said he would try to follow the Rules of Health.

Andrew hoped that the neighbor would keep his word. He himself and his wife follow the Rules closely. They also teach their children how to keep well.

When Andrew comes home from work he sometimes cleans the yard or the basement. The children like to help him. As soon as they are through the children go to bed.

“All children should go to bed early,” says Andrew. “Children need more sleep than grown-up people. Sleep gives the children strength so that they can grow.”

The City Health Department

Andrew and his wife Sophi can do for themselves many things to keep well.

But there are many things which they cannot do.

Andrew's neighbors have always been careless people. They allow rubbish and dirt to collect in their yard.

They promise to clean up but they never do. Andrew and Sophi cannot force them to clean up.

Besides they wish to be good friends with their neighbors. Therefore they do not say anything more to them about keeping clean.

Andrew goes to the City Health Department, in the City Hall, and tells the *Sanitary Police* about his neighbor.

The Sanitary Police go to Andrew's neighbor and force him to clean his yard and home.

Thus the city protects Andrew and Sophi from disease when they cannot help themselves.

The City Health Department helps Andrew's family and all the families in the city.

Andrew discovers that his neighbor has a *contagious* disease.

A contagious disease is a sickness that spreads from one person to another.

Anyone can get a contagious disease no matter how healthy he is.

Some contagious diseases are scarlet fever, small-pox, diphtheria, and influenza.

Andrew's family is in great danger of catching his neighbor's disease.

The City Health Department, however, protects them.

The city *quarantines* all contagious diseases.

To quarantine means to shut the family in until the doctor says they are perfectly well.

Then the Sanitary Police come to *fumigate* their house before any of their friends can come to visit them, or before they can leave the house.

By quarantining contagious diseases, the city prevents disease from spreading.

In olden times there were no health laws. Diseases spread from one person to another. Many times whole cities died out in this way.

The city to-day has many health regulations which help the family to keep well. Have you seen the health regulations of your city?

Sophi buys meat from the butcher and groceries of the grocer.

Many people must handle the food before Sophi gets it. It is impossible for her to see that she gets clean food.

The city government helps her to get clean food by inspecting all stores and markets.

Clean, fresh food is necessary to good health.

The city sends out milk inspectors whose duties are to test and report to the proper authorities on the purity of the milk.

All milk dealers must pasteurize the milk before they can sell it.

Milk that has not been pasteurized is dangerous to the health. It carries germs of typhoid fever, cholera, diphtheria, scarlet fever, and sore throat.

The city government helps the people to get pure water. The city has Filtration Plants. Here the water is cleaned before the people get it.

In many other ways, too, the city protects the health of the people.

The city sewerage system carries away the sewage.



THE CITY GOVERNMENT HELPS THE
PEOPLE TO GET PURE WATER.

The city collects all garbage and refuse.

The city inspects houses, tenements, and factories to see that they are kept in a sanitary condition.

Thus you may see in how many ways the city government helps Andrew and Sophi and their children to keep well when they cannot protect themselves.

“The city helps everyone to keep well if they do their share,” says Andrew. “The city belongs to the people. Therefore the people must see to it that their city is kept clean and healthful.”

Andrew has a card hanging in the kitchen. This card has rules which remind Andrew of how every citizen can help to make his city a healthful city.

These are the rules for every citizen :

- (1) Take good care of your own health.
- (2) Keep your own yard and home clean.
- (3) Do not spit on sidewalks or in street cars.
- (4) Report unsanitary conditions in your neighborhood.
- (5) Report careless handling of food or the selling of spoiled food.

Tuberculosis

“You do not look very well,” said Andrew to his friend one day. “I have noticed how thin you have become in the last few weeks. I think you should go to a doctor.”

“Yes, it is true, I do not feel very well, but I do not know of any good doctor,” answered Andrew’s friend.

“I know of a good doctor,” said Andrew. “Come with me.”

Andrew took his friend to a good doctor. He examined him very carefully. When he was through he said, “You have a sickness of the lungs. It is called tuberculosis. It is caused by a tiny germ which gets into the lungs. But you can be cured if you get the right treatment in time.”

“How shall I get the right treatment?” asked Andrew’s friend.

“You must go to the City Sanatorium. There you will get good food, fresh air, and plenty of rest,” said the doctor. “The City Health Department will help you get into the Sanatorium.”

“Do very many people have this sickness of the lungs?” asked Andrew.

“Yes, many people die of this sickness. That is why the city spends a great deal of money in preventing or trying to cure this disease,” said the doctor. “Persons who have tuberculosis should be careful not to give it to anyone else. They should spit into paper cups or cloths which can be burned.”

Taking Care of the Baby

Here is the City Babies' Traveling Dispensary. It has come to the very doors of the mothers.

See the doctor and the nurse. They have been sent by the city to help mothers care for their babies.

Every mother can get advice from them. It will help her to keep her baby healthy.

Strong, healthy babies will some day be good citizens.

The city has Babies' Dispensaries in many parts of the city. They teach mothers what kind of food to give babies.

The city also keeps a register of all the babies born in the city.

LESSON 3

CHARITIES

Last winter one of Andrew's neighbors was very sick. He could not go to work.



A TRAVELING MEDICAL DISPENSARY AT WHICH FREE TREATMENT IS GIVEN.

After a while there was no money with which to buy food and clothing or to pay the doctor's bills and the rent. The children were starving.

The neighbor's wife came to Andrew and asked for

help. "Please, can you help us with a little money until my husband is able to work and earn some money? Then he will pay you back."

Andrew was very sorry for the neighbor's family. But he had a family to support himself.

"I cannot help you myself," answered Andrew. "But I have heard about the City Charities. I shall go to them and see what they can do for you."

Then Andrew went to the City Charities. They asked him many questions about the family. They promised they would send help.

When the City Charities came to investigate they found that the family needed help very much. They sent a doctor to cure the father of his sickness.

They sent food and clothing. The city nurse also came to help.

Under the doctor's care the father soon became well. He was very thankful for the kindly help given him in his time of need.

As soon as he was well he went back to work and was able to support his family again. If Andrew's neighbor had not received help in time, his disease might have become incurable.

Then it would have cost the city much more to support the family.

Andrew was very wise when he reported his neighbor's case to the City Charities. Even if

Andrew had been able to help his neighbor he might not have understood the best way of helping.

The City Charities try to help all people who cannot earn their own living or who have suffered some misfortune. They want to help people to *help themselves*.

In olden times poor people who could not pay their debts were put into prison. They never had a chance to make good.

Later, people who had plenty of money would give to anyone who was poor because they were sorry for them.

Thus many people became beggars. They never wanted to earn their own living if they could make it in an easier way. This, however, was very unjust to those people who tried to earn their living honestly.

The City Charities, to-day, first of all try to find out why the people are poor.

There are many reasons why people are poor. Some people are poor because they have had a misfortune such as sickness, accident, lack of employment, or small wages.

Some people cannot earn their own living because they are blind, deaf, or feebleminded.

Others are poor because they are too lazy to work.

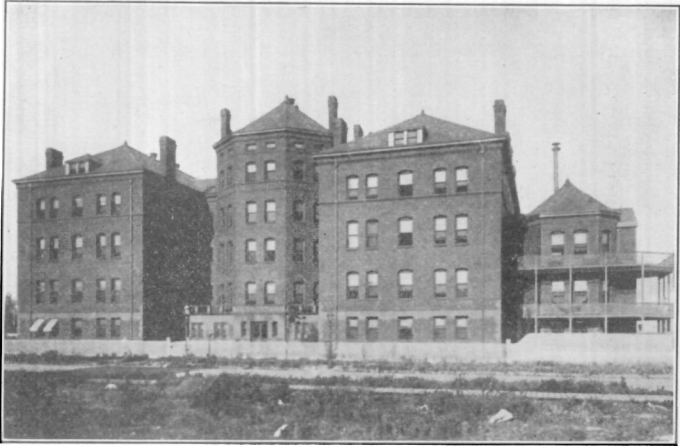


Photo. by International Film Service, Inc.

A HOME FOR INCURABLES SUPPORTED BY CITY CHARITIES.

The City Charities study each case. They decide which is the best way of helping the person or family to become self-supporting.

If the family is poor because of sickness, the Charities send a doctor and food and clothing.

If the family is poor because the father is lazy or a drunkard, they put him in a place for correction. He is given treatment to help him overcome his bad habits. Meanwhile the Charities support the family until the father is able to care for it himself.

“The Charities do not give help blindly to the poor,” said Andrew to his friend. “They always

help the unfortunate, protect the old, and give homeless children good care.”

“But the Charities cannot do everything to make the number of poor people smaller, can they?” asked Andrew’s friend.

“No,” answered Andrew. “When many people are poor because they have too small wages, or no work at all, then the citizens must join together to get better working conditions.

“Bad working conditions make many people poor. Through coöperation the people can get better conditions.”

LESSON 4

EDUCATION

When Andrew and his wife Sophi came to the United States they could not speak English.

It was very hard for Andrew to find good work.

When Sophi went to the stores and markets she did not know how to ask for what she wanted.

Andrew and Sophi were very lonesome in the new country.

Then a friend told them about the free night schools where they could learn English.

They were very glad to hear about this but they

had three little children and always had much to do in the evenings.

“How can we go to night school?” asked Andrew. “We have no time in the evenings.”

“I know what we shall do,” said Sophi, his wife. “You can go two evenings each week. Then I shall stay at home to care for the children. On the two evenings I go to night school you can stay at home.”

“That is a very good idea,” said Andrew. “Let us begin next week.”

In this way Andrew and Sophi both had a chance to learn English.

At first they wondered why the United States has free schools.

After they had learned more English their teacher told them.

The teacher said, “America is a Democracy. That means the people make their own laws and elect their own officers who represent them. In this way the people rule themselves. But they cannot rule themselves if they cannot read and write the same language. They cannot take part in the government.

“In order to give everyone an equal opportunity to take part in the government we must have free schools.

“When we say free schools, we mean that everyone has a right to go to school and to get as much education as possible.”

Both Andrew and Sophi thought that this was a good plan.

The teacher told them other good reasons why they should get as much education as possible.

“You can raise yourself to a better position. You will get more enjoyment out of life because you will be able to read good books.

“You will have more interesting things to talk about with your friends.”

The American school system reaches everyone, young and old.

There are schools for the children. All children up to a certain age must attend schools. Each state has its own school laws.

There are high schools, technical or industrial schools, and schools of commerce. Thus every person can learn to do those things which he likes best.

The night schools help the grown-up people.

Those who cannot speak English can learn.

“If you know of someone who cannot speak English you should tell him about the free night schools,” said Andrew to his friend.

“The night schools also teach many other subjects

besides the English language. You can learn different trades such as carpentry, drafting, engineering, and many others," continued Andrew.

"That is all very fine indeed!" said Andrew's friend. "America is truly a country of opportunity. Everyone can make the best of himself if he wants to do so. But from where does all the money come to pay for these schools? Someone must pay, I am sure."

"The people pay for the schools through taxes," answered Andrew. "You see what fine schools we can have when all the people join together to keep them up. The schools belong to the people."

The Public Library

"How does it happen that you know so much about the good books and magazines?" asked Andrew's friend.

"I go to the Public Library three or four times a week," answered Andrew.

"Can anyone go there?" asked the friend.

"Yes indeed. Anyone can go to the library to get books if he takes good care of them. You can get a membership card so that you may take the books home to read.

"You will be surprised when you see how many books there are," continued Andrew. "There are

books on electricity, carpentry, gardening, or on any trade in which you are interested."

"But I am afraid I shall not be able to find the books I want when there are so many," said the friend.

"The librarian will help you to find any book you want. In every library there is always someone to help you.

"The librarian is very kind, too, especially to strangers. It is her duty to see that the people get the books they want.

"Let us go together to the library!" continued Andrew. "I shall ask my wife to come, too. She may want to get some books on cooking, dressmaking, or crocheting. Perhaps she might wish to get some interesting stories."

"If you will wait a few minutes, I shall ask my wife to go, too," said the friend. "I know she would like to read books if she could get them."

Andrew's friend and his wife were very much pleased with the library.

"The library is the *People's University*," said Andrew. "All people have an opportunity to learn here."

The Art Museum

"Have you ever been to the Art Museum?" asked Andrew of his friend.

"No, but I should like to go there," answered the friend.

"Come, let us go together," said Andrew.

When Andrew's friend saw the beautiful pictures he was very much surprised.

"I did not know that there were so many beautiful pictures in America," said he.



THE CLEVELAND MUSEUM OF ART.

"Yes, we have many kinds of pictures from all over the world. There are statues, too. There are suits of armor which the soldiers in the olden times used to wear in battle."

"I believe everything in the Museum has a true story to tell," said the friend.

"Yes, you can learn a great deal by going to the

Museum. You will also enjoy yourself in a good way.”

“I must let all my friends know about the Art Museum!”

LESSON 5

PROTECTION OF LIFE AND PROPERTY OF THE CITIZEN

The City Fire Department

The house next to Andrew's is on fire. The smoke pours from the doors and windows.

Andrew's neighbor is much frightened. He does not know what to do.

He runs around the burning house. He shouts, “Fire, fire! my house is on fire!” Then everybody is frightened.

But Andrew is not frightened. He knows what to do. He runs to the next corner as quickly as he can. There is the Fire Alarm Box.

Andrew follows the directions on the box.

He smashes the little glass window on the left side of the box. Inside is a knob. He turns the knob and opens the door. He pulls a hook and lets go.

Andrew then waits near the Fire Alarm Box.

In a few moments the City Fire Department has come!

They are always on duty, night and day.

Andrew directs them to the fire.

How quickly the firemen work! They are real fire fighters. They attach the heavy hose to the city hydrant. They are streaming the water on the burning building.

See that brave fireman! He is carrying a woman and a child to safety.

Now the fire is nearly out!

Many fires are caused by carelessness.

Andrew's neighbor is careless. He allows his children to play with matches. He allows waste paper and rubbish to collect.

Every citizen should do his best to prevent needless loss of life and property.

Every citizen can help to prevent fires by following these rules:

(1) Do not throw down lighted matches or cigarettes.

(2) Do not light a fire in the stove with the use of kerosene oil.

(3) Be careful with all fires.

(4) See that gas pipes do not leak.

(5) Do not build bonfires in your yard or in the street.

(6) Keep halls, stairways, and fire escapes free from obstructions.

(7) Keep the house and yard free from rubbish.



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FIREMEN PUTTING OUT A FIRE.

(8) Put ashes and oily or greasy material in a metal box with a metal cover.

The City Police Department

Andrew is on his way to find work. The streets are crowded.

The people all seem to be in a great hurry.

Wagons, automobiles, and street cars pass.

But there is order. All the people must walk on their right-hand side of the walk. All the vehicles move on their right hand of the street.

At the crossing a traffic policeman gives signals to the vehicles when to go and when to stop.

An automobile driver has not heeded the signals of the traffic man.

The traffic man takes his number. The driver will be arrested.

The city is right in punishing this reckless driver because he is thoughtless of others' lives.

There is a policeman standing on the corner.

Andrew cannot find the place for which he is looking. The policeman directs him.

The policeman is always ready to give information about the city to anyone who needs it.

If you do not know how to find a street, a public building, or a lodging house, do not be afraid to ask the policeman.

The duty of the policeman is to be a friendly guide to the people, especially to strangers or people from foreign lands.



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A TRAFFIC POLICEMAN REGULATING TRAFFIC ON FIFTH AVENUE,
NEW YORK CITY.

The duty of the policeman is also to keep order and to protect the citizens from law-breakers.

The city has police regulations concerning pool-rooms. The policeman must see that these regulations are carried out.

The policeman must scatter all crowds that collect in the streets or in alleys.

He must see that all laws are carried out and arrest all law-breakers.

Every citizen should respect and obey the policeman's orders.

LESSON 6

RECREATION

"I do not know why I am so tired," said Andrew.
"I am sure I have had enough sleep."

"I know what is the matter," said his wife Sophi.
"You have been doing the same things for too long. You have been sleeping, eating, and working only. Sleep alone cannot give you rest. Now you need a change. You need recreation."

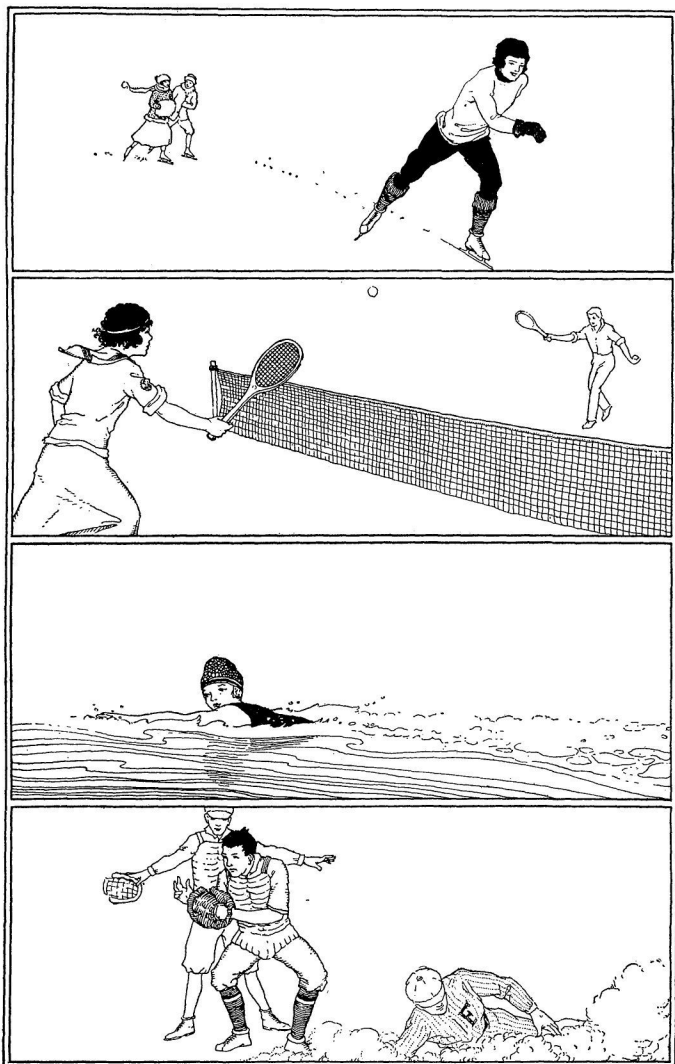
"Yes, I believe that is true," said Andrew. "But, what else is there for me to do?"

"Let us all go to the City Park next Sunday. I need some recreation, too."

"May we take our bathing suits and go in bathing?" asked the children.

"Yes, there is a fine bathing beach in the park."

Andrew and his family enjoyed themselves in the beautiful park. It was so pleasant in the fresh, clean air and under the green, cool trees.



ANY PERSON CAN FIND HEALTHFUL RECREATION.

When the family had eaten the picnic lunch, the children threw the waste paper on the ground.

Sophi and Andrew had to remind their children.

“Do you see that sign over there?” said Andrew to the children.

“Yes, it says, ‘*This park belongs to you. Help to keep it clean.*’”

The children obeyed him quickly because they wanted to help to keep the park neat and clean.

When Andrew and his family were returning home, they passed a poolroom.

Many boys and men were standing near the door. They were smoking cigarettes. They were using bad language.

“I am very sorry for them,” said Andrew. “They have not had such a good time as we have had today! They look very tired and unhappy. Tomorrow morning they will hate to go to work.”

“Yes, that is true,” said Sophi. “If they only knew about some really good recreation, they would not spend their time hanging around poolrooms. People who have had recreation can do much better work. This is because their bodies and minds have had a chance to rest.”

“Everybody should have a chance to get good recreation,” said Andrew.

“Everybody *can* have good recreation,” answered

Sophi. "The city provides bathing beaches, parks, and tennis courts.

"In the schools are *community centers* where people can go in the evenings to dance, play basket ball, or swim.



DANCING IN A COMMUNITY CENTER HELD IN A PUBLIC SCHOOL.

"There are sewing clubs, knitting clubs, and glee clubs. Frequently there are good lectures on politics, government, and many other subjects."

"But why don't people try to find recreation that is good for them?" asked Andrew. "They would be much happier and better citizens."

“I think many people do not know how to find good recreation,” answered Sophi.

“Then every good citizen should tell his friends and neighbors,” said Andrew. “He should show them how to take advantage of the recreation which the city government provides.”

“There are many other ways, too, in which a citizen can find recreation,” said Sophi. “You can have a fine time right in your own home with your family when you do not wish to go out.”

“Yes indeed!” said Andrew. “Don’t you remember our friend John? He never cares to go out very much but he enjoys himself at home by practicing on his violin or reading a story to his wife or children. Sometimes he makes furniture or works in his fine garden.”

“And he is very young looking to be a middle-aged man,” said Sophi. “I believe he has kept young by having the right kind of recreation.”

LESSON 7

OUR BEAUTIFUL CITY

“To-morrow a few of my friends from another city are coming to visit me. I shall be very proud to show them our beautiful city,” said Andrew to his neighbor.



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CENTRAL PARK, IN THE HEART OF NEW YORK CITY.

“I do not see why you should care about anything beautiful,” replied the neighbor. “I can live just as well without taking the trouble to make things look beautiful.”

“But don’t you want other people to respect you?” asked Andrew.

“Yes, certainly, but what has that to do with beauty?” asked the neighbor.

“If you keep yourself and your home ugly, people will not respect you,” answered Andrew. “It is the same way with an ugly city. If my friends find that our city is ugly they will not respect the city and above all they will not respect me. They will say that it is up to the citizens to make their city beautiful. If the citizen is careless about his own home and yard, he is to blame if the city is not beautiful.”

“I thought that it was the city government’s duty to make the city beautiful. Don’t we pay taxes for that, too?”

“Yes,” answered Andrew. “The city does a great deal. The city keeps the streets clean and improves them whenever necessary. The city takes care of the trees in the parks. Whenever there are any bad buildings, the city orders them to be torn down. The city builds all public buildings. Our city has a group plan for the public buildings. The City Hall, the Main Library, the Chamber of Commerce, and

the City Auditorium are all grouped together in a way to make the center of the city very fine looking."

"Then we do not need to trouble ourselves about keeping the city beautiful, do we?" asked the neighbor.

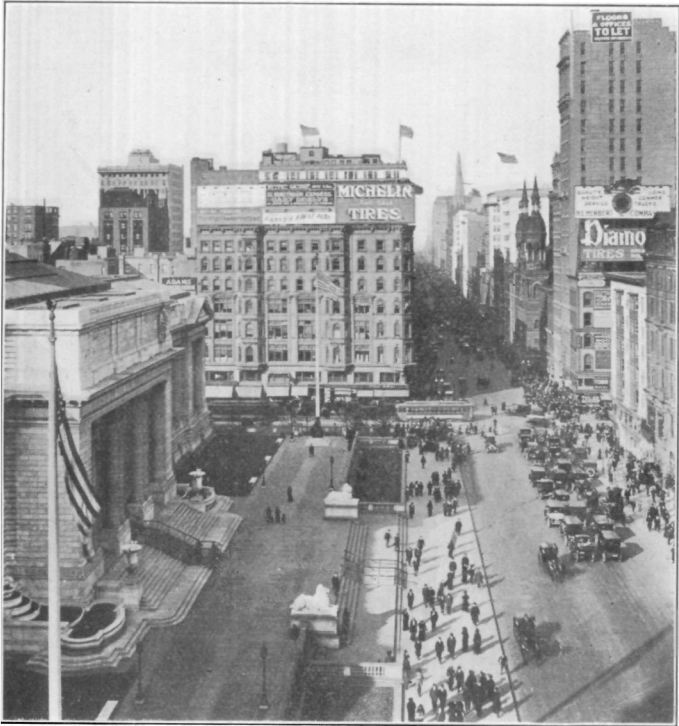


EVERY GOOD CITIZEN ENDEAVORS TO KEEP HIS OWN YARD
CLEAN AND BEAUTIFUL.

"That is where you are wrong," answered Andrew quickly. "The beauty of our city depends mostly upon each citizen. He must keep his own yard and home beautiful. Even the poorest home looks well if the lawn is green and smooth and there are a few flowers."

“That is quite true,” answered the neighbor. “I never thought of it in that way.”

“Waste paper, refuse, and garbage scattered about,



BILLBOARDS MAR THE BEAUTY OF A STREET.

all make the yard ugly. My children think so, too. They help me to keep the yard free from rubbish. And do you see those billboards across the street?

They mar beauty, too. I think we should protest against billboards of all kinds.”

“Yes, I feel like beginning right away!” said the neighbor. “Now I can see how ugly everything is. I believe I agree with you on this question.”

“A beautiful city makes beautiful citizens,” continued Andrew. “By that I mean citizens with beautiful characters. And that is the most important of all.”

PART FIVE

THE CITIZEN AND HIS WORK

LESSON 1

OPPORTUNITIES FOR WORK

In a large country like the United States there are many opportunities for work.

Nearly everyone has a chance to choose the work which he likes best and for which he is best fitted.

In the cities there is factory work, machine work, work in stores, office work, carpentry, shipbuilding, and business of all kinds.

If a citizen cannot find suitable work in one city, he can go to another city. Railroads connect the cities. The railroads are a great help to those who cannot find employment in one place.

In olden times people were forced, more or less, to stay in one place. It was a great hardship to move from one place to another because there were no railroads. People were very poor. There were not so many industries as to-day. People made their living directly from the land. Often this was a very poor living.

To-day there are hundreds of occupations with good pay.

Because of the railroads, people are more free to go wherever they wish to find work.

Many people like to live and work in large cities.

But there are also many who do not like the cities.

For them there are opportunities on the farms or on the big cattle ranches of the west. There is work in the mines of Pennsylvania, Colorado, Montana, or Michigan. There is the fishing industry on the eastern and western coasts of the United States. There is lumbering in the lumber camps of Maine, Minnesota, or in the western states. Locate on the map the largest industrial centers of the United States.

LESSON 2

HOW TO FIND WORK

At one time or other you have probably been out of work. Then you know how hard it sometimes is to know how to find the kind of work which you would like.

Of course you always try to find work you like. You know that then you will do much better work. You will also be a happier and better person.

There are many ways to find work. Sometimes the newspaper advertisements will help you.

In the *Help Wanted* columns you will find advertisements calling for machinists, bench hands, machine operators on engine lathes, milling machines, or drill presses. There are listed many openings for people who can do the work.

Or perhaps you have a friend who knows of an opening. Another way is to go from employer to employer and ask directly for work.

If you know a trade and if there is plenty of work in this trade, you should join a union. This is often the quickest way to get into your kind of work.

How the Government Helps People to Find Work

In many big cities there are Public Employment Bureaus.

These employment bureaus know of factories and companies that need workers.

Men and women who are out of work often find the government employment bureau the best help for many reasons. Some of these reasons are :

(1) The government bureau finds work for people free of charge. No one should ever have to pay for getting work.

(2) The government bureau tries to find people the kind of work for which they are best fitted.

(3) The government bureau knows of openings in different parts of the country and can give good advice as to what are the best trades.



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WAITING FOR WORK AT THE UNITED STATES EMPLOYMENT BUREAU.

(4) The government bureau works for the benefit of the people and not for itself.

Have you a government employment bureau in your city?

If you have, you will find it much better and safer than any private employment bureaus.

The private bureaus help you to get work only for their own gain.

Very often you will have to pay them a high price for a poor job.

The government employment bureau tries to help every citizen to become self-supporting.

It helps to make it easy for the citizen to find the right job.

For these reasons you can see how necessary the government employment bureau is to the citizens.

LESSON 3

HOW TO ADVANCE IN WORK

Tony came to the United States about ten years ago.

He came because some friends had written him about the easy work and good pay in America.

But now Tony is always complaining. He tells his friends how disappointed he is with his work in America. He says there is no chance to get ahead.

Tony, however, is a lazy, idle fellow. Whenever he can, he shifts his work over on to the next man.

In the mornings Tony is always late about fifteen or twenty minutes. He is the kind of fellow who "hangs around on the job." He never finds his work interesting. He never stops looking at the clock. Tony is very careless and wasteful with the company's material. He thinks that because it does not belong to him directly, he does not need to be saving.

It is easy to see why Tony cannot get ahead in his work.

If the company promoted such a man, it would be very unfair indeed to its good workmen.

Steve, who works in the same shop, came to the United States about five years ago.

The company has promoted Steve several times and he is still in line for promotions.

But the company did not promote Steve for nothing.

The truth is that Steve is a good workman who has tried hard to better himself.

When Steve first came to America he had several jobs which he did not like. The pay was poor.

Steve, however, was not discouraged. He realized that as long as he could not speak English and did not know a trade, he could expect nothing better.

Therefore Steve went to night school to learn English. He went to the public library where he found books telling of opportunities in different trades.

At last he discovered a trade in which he thought there would be a chance for advancement.

When Steve had learned enough English he went to an evening trade school.

By hard work and honest, healthful living, Steve has been able to better himself.

When people ask Steve about his success, he tells them that anyone can succeed in America if he is industrious and anxious to get ahead.

LESSON 4

A LETTER APPLYING FOR WORK

When John came to America he had many difficulties because he could not speak English.

But he was not discouraged. He went to night school and learned English.

Then he went to night Technical High School and learned about electricity and machine work, two evenings a week. On other evenings he studied arithmetic and advanced English.

John tried hard to learn. Sometimes he would be very tired. It seemed to take so long to learn anything. But John did not give up. He kept right on and before long he was through with the Technical High School. He received a diploma which showed that he was a graduate of the city night Technical High School.

He was very happy and set about immediately to look for better work.

He looked through the Help Wanted columns of the newspaper. Soon he saw this advertisement :

Wanted: Order clerk in sales office of large electrical manufacturing company; state age and salary expected. The Lawson Electrical Manufacturing Company, Sidney, New York.

This seemed to be a good opening for John.

He went to his desk and took out his best business writing paper. Very carefully he wrote this letter:

431 West Avenue,
Sidney, New York,
November 15, 1918

The Lawson Electrical Manufacturing Co.,
Sidney, New York.

Gentlemen:

I have seen your advertisement in The News for a Technical High School graduate who has some knowledge of electricity and who can act as order clerk in the sales office. Please accept my application for that position.

I am twenty-four years of age. I came to this country from Russia six years ago. I attended night school two years to learn English and citizenship. Then I attended the City Night-Technical High School four years. Here I learned about electricity, also advanced English. I am now a naturalized citizen of the United States.

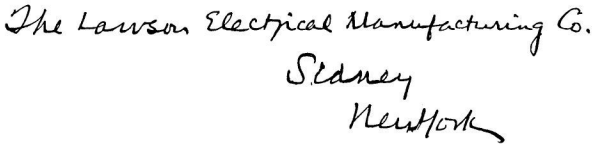
Although I have had no special experience as a sales clerk, I am sure that my other knowledge will help me to make good.

As I do not know the regular salary paid for this work, I shall leave it to your judgment for the present.

I shall be pleased to hear from you
Very respectfully,

John Rakawski

When John had written this letter he folded it properly and put it into an envelope properly addressed.



The Lawson Electrical Manufacturing Co.
Sidney
New York

After a few days John received a reply. The company asked him to call and talk it over. John did call and talk it over. He decided to accept the position. It was not long before John advanced to a higher position in the same company.

He was never sorry that he had spent his evenings in attending school. While the other fellows *spent* their spare time on the street corners or in pool-rooms, John *used* his spare time profitably.

Now both John and his family are in comfortable circumstances.

John can send his children to school to get the best education. They will not have to struggle the way their father did.

Exercise

Look in the Help Wanted columns of your daily paper. Find an advertisement for some position

you could fill. Try to write a letter applying for this position.

LESSON 5

SPENDING MONEY AND SAVING MONEY

Joe earns good wages but still he and his family are very poor. The children must wear ragged clothes and badly worn shoes.

Joe's wife never looks well dressed. Joe never goes out with her on Sundays. He seems to be ashamed of her.

Many people wonder why Joe and his family are so poor.

But those who know a little more about Joe and his family know the real reasons.

When Joe gets his pay, he and his wife do not make any plans for the best ways of spending it.

Joe spends money foolishly. He goes to gambling rooms. Joe's wife is a careless, lazy woman.

She does not care to learn how to buy food. Sometimes she buys too much food.

Then she throws what is left over into the garbage can.

She buys all kinds of useless articles from the bargain counter, not because she needs them but because they are cheap.

When the children ask for pennies, nickels, and dimes, she gives them.

The children spend the money on bad candy, bad movies, and on many other things which are not good for them.

When it is time to pay the rent, the gas bill, and many other necessary things, Joe and his wife find they have no money left.

Of course it is easy to see why they are so poor.

Joe's neighbor Sam does not get such high wages.

But Sam and his wife always seem able to get along very well.

Sam never spends any money in poolrooms or in gambling.

He brings home his entire pay to his wife.

Together they plan how to spend their money for the things they need.

Sam's wife has learned that it is much cheaper to buy in quantities all foods which will keep.

It is best to buy fresh foods in season. Cheaper cuts of meat can be made tender by long, slow cooking and are just as healthful as expensive cuts.

No good food, no matter how little, should ever be thrown into the garbage can. Sam's wife has learned many good ways of preparing left over foods.

She sews all the clothes for her children and herself.

On Sundays Sam is very proud of his wife and

children as they walk along the street on their way to church or the park.

Sam and his wife are both very careful in spending money.

But they never try to save if they need to spend money in keeping themselves healthy and comfortable.

That does not mean that Sam and his wife do not save. They do save, but in a wise way.



WAITING IN LINE TO DEPOSIT MONEY IN THE BANK IS NOT WASTING TIME.

Some day they expect to buy a home of their own.

Every pay day they put aside a little.

At the bank they have started a savings account.

The bank keeps the money safe from thieves. Besides they give a small rate of interest. This is better than keeping the money at home or in the vest pocket.

Besides saving for a home, a savings account is very good for another reason. Sam may not always have steady work or he may fall sick. Then he and his family will have something to help them over the hard times.

LESSON 6

LABOR AND CAPITAL

Labor

Early in the morning the streets and street cars are crowded with people.

There are men and women, young and old.

They are going to work. But why are they going to work?

You will say that they are going to work to earn a living. But they do not labor as people did in olden times. Then each person worked for himself.

He went into the woods and hunted wild animals.

He had his own piece of land. He had his own tools with which to work. He raised his own food for himself and his family.

Then came a great change in the way people earned their living.

To-day most people do not work for themselves. They work for an *employer* in the shops, factories, mines, or on the railroads and steamships.

Those who work for an employer are called *employees*.

The laborer owns the power to labor.

The employer owns the tools, the machinery, and the factory buildings.

The employees do not own any machinery or factory buildings. All they own is their power to labor.

They can sell this labor power to the employer. Some people have one kind of labor power to sell, others have some other kind. For this they will get wages to buy food, clothing, and many other things.

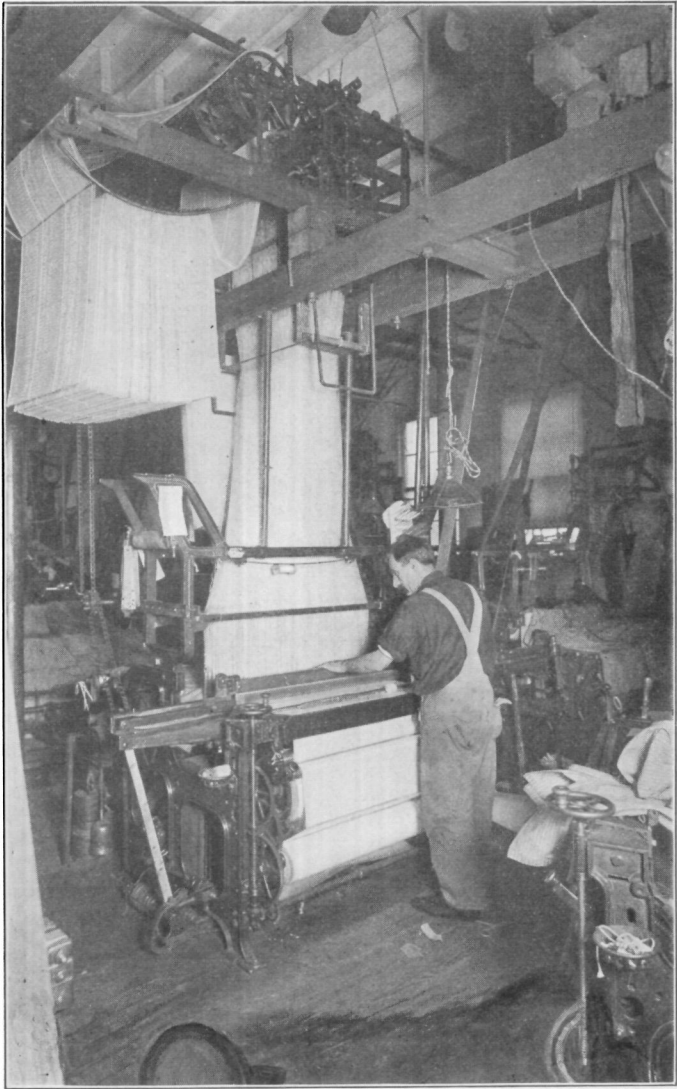
All the *laborers* together make all the things that everybody in the world needs in order to live.

But who are the laborers? They are the people who do the world's work both with minds and hands.

The laborers give labor to supply our needs.

In *return* they get wages.

The employer gives the use of his machinery and factory buildings.



SILK WEAVING. THE LABORER OWNS THE POWER TO LABOR.

In *return* he may get profit. How does he get this profit? He gets it in this way. The laborers produce goods for him. He sells these goods at a higher price than the cost.

After he has paid the wages to the laborers, and other expenses, he has *saved* something for himself. This is *profit*. Profit comes about through labor.

Of course you can easily see why there will be some trouble between the *employer* and the *employees*.

The employer wants as high profits as he can get. Then he can build up a bigger and more profitable business.

The employees want as high wages and short hours as they can get. If the wages are high and the hours are short, the employees can live in a better way.

In another lesson on unions, we shall read about how these troubles between the employers are many times straightened out.

Capital

What is capital? You have probably heard people talking a great deal about capital.

Sometimes you have seen that people get very angry when they talk about capital.

But they would not be so angry if they really understood what it means.

Let us see how capital comes into existence.

Max Jones is an *employer*. He owns a clothing factory. But Max Jones wants to make his business bigger.

Let us say that he makes some profits. He saves his profits. He uses this saved profit to build a

DEPOSITED IN THE		
Bank of the Manhattan Company		
31 UNION SQUARE		
BY	<i>Boris Zabriskie</i>	
	<i>Sept. 1</i>	191 <i>9</i>
PLEASE LIST EACH CHECK SEPARATELY		
	DOLLARS	CENTS
BILLS		
GOLD		
SILVER		
CHECKS		7500
"		
"		
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THIS DEPOSIT SLIP SHOWS THAT BORIS ZABRISKIE HAS DEPOSITED SEVENTY-FIVE DOLLARS IN THE BANK.

larger factory. Then his workers can produce more clothes to sell. Usually the more he can sell the greater will be his profits.

Now this *saved profit* which has been used to make more goods is called *capital*.

Or let us say that Max Jones has not made enough profit to build.

But still he thinks that a bigger business would give him better profits.

Balance forward	7 17.50	No. 101	NEW YORK, Sept. 10, 1919
Deposit Sept. 10, 1919	\$ 25.00	BANK OF THE MANHATTAN COMPANY 1:2 31 UNION SQUARE	
Total	\$ 92.50		
Check No. 101	\$ 2.75	PAY TO THE ORDER OF	Charles Redell \$ 2.75
Balance	\$ 89.75	Dated	Sept. 10, 1919
Order of	Charles Redell	Two and 75/100	DOLLARS
For	Procures	Boris Zabriskie	

BORIS ZABRISKIE DRAWS CHECKS ON HIS BANK TO PAY HIS BILLS.

He goes to the bank. The bank has received money from people who have saved and do not need to use it at the time. Some people have put into the bank only small savings; others have put in larger savings.

At a certain rate of interest, Max can borrow money from these savings. Then he uses the savings of *many* people to make his business bigger.

With a big business he can probably make higher profits and it will be easy to pay back the money he borrowed.

These savings which helped Max to make a bigger business are capital.

Savings that can be used to make more things that people need are called capital.

Everyone who does not use up for himself all he earns, but puts that money into the bank, helps to make capital.

Capital, as you have seen, helps to make more things that people need. For this reason capital is very necessary.

You have probably noticed that someone controls industry and capital. The one who controls the industry and capital is called a capitalist.

Max Jones is a capitalist. But capital is not always controlled by one person alone.

More often persons who already have some capital join themselves together into companies. The companies join themselves together to form bigger companies.

In this way, capitalists can produce more things for the market without so much waste and competition. Of course the profits will be much greater than before.

In some ways the capitalists have been of great service to the world. They have built up large industries all over the country.

To-day the average person is better off than in

olden times. He can have better clothes, better food, and a better home.

The capitalists have found ways to put to work the small savings of millions of people.

In some other ways capitalists have done some harm to the people.

Many times capitalists give the laborers unfair wages in order to make high profits.

Many times the capitalists overwork the laborers and neglect the sanitary conditions of the factory or shop.

Many times the capitalist has been able to borrow money at a low rate of interest while the small business man or the farmer had to pay a high rate.

For such reasons the government has been compelled to regulate capital and corporations.

Many laws have been passed to protect the people from injustice on the part of capitalists.

Some people think that the government should take entire control and ownership of capital and the means of production.

Then the people would have a real voice in regulating capital.

Others say that this would bring more troubles than we have now with the capitalists.

They say that industries cannot grow so well under

government control as under private control. Then there would be greater poverty than before.

During the Great War, the government controlled a few of the biggest industries such as the railroads and telegraph and telephone systems. This was necessary and helped to bring the end of the war.

Some people think this proves that government control and ownership of big industries is better than private control.

This is a question on which many honest men do not always agree. All good citizens should be thinking about this question.

LESSON 7

THE UNIONS

Everyone knows that there is often trouble between the employer and employees.

The employer is usually in business to make profits. Of course we cannot blame him for wanting to do this.

But in trying to make profits, the employer sometimes forgets the workers.

The employer sometimes expects the employees to work long hours at low wages in dark, unhealthy factories.

Then the employees sometimes find that they have not enough money to buy food and clothing for their families, or to pay the rent.

In such cases the employees often band together to get higher wages or better working conditions.

They join themselves together to form a union of their particular trade. They elect officers or business agents.

Whenever the workers feel that their wages are too low or that the employer is unfair to them, they send the business agents to the employer.

The business agents demand higher wages and better conditions for the workers.

If the demands seem reasonable to the employer, he gives the workers what they ask.

If the demands seem unreasonable to the employer, he refuses them.

But the union members do not give up.

They are very strong because they are united. Together they "walk out" or "strike."

Then the employer is sometimes forced to give them what they ask.

The strike has sometimes helped the workers get better conditions.

The strike has also been a bad thing for the workers. Many strikes have lasted a long time. Of course then the workers suffer so much that



A LABOR DELEGATE ADDRESSING PEOPLE IN A PUBLIC SQUARE.

they sometimes must give up and go back to work without getting better wages or shorter hours.

During long strikes the employers suffer, too, because they cannot carry on their business without workers.

For this reason both employers and employees have tried to find better ways of settling their differences.

One of these ways is to get a few people on the outside to settle the differences for them. This is called arbitration.

Another and newer way is to appoint in each shop work committees of work people, set up by the joint

consent of the employer and employees. The committee reports to or receives from the management any complaints between the employers and workmen.

As a whole the unions have helped in many ways to better conditions for the workers.

The unions have raised the standards of wages and hours.

In former times the standard working hours were from sunrise to sundown. Now the standard working day is often considered to be eight hours.

The unions have forced many good laws to be passed by our government. Some of these are laws on workmen's compensation, health and sanitation, safety devices, eight-hour day, hours for women, child labor laws, private employment bureaus, mining, and minimum wage laws.

All these laws have done much to improve the living conditions of the workers.

Many workers to-day live in better homes than formerly.

Shorter hours give the worker more time for recreation and for improving himself through education.

Better standards of wages help the worker to give his children the best schooling.

Thus the union is simply a coöperation of workers organized to get better conditions for the workers.

PART SIX
CITIZENSHIP

LESSON 1

CITIZENSHIP — ITS RIGHTS AND DUTIES

The Meaning of Citizenship

To be a citizen is to be a member of a state.

The citizen of the United States has rights which are not given to a person who is merely living in the United States.

A person becomes a citizen of the United States in either of two ways, by birth or by naturalization.

Our Constitution says that all persons born in the United States are citizens.

A child born in the United States is a citizen even if his parents are not citizens.

The laws of the United States provide a way for a citizen of another country to become a citizen of the United States.

This way of becoming a citizen is called naturalization.

In another lesson we learn how a person may become a citizen through naturalization.

When a man is naturalized, his wife and children under the age of twenty-one become citizens, too.

A person living in the United States who is not a citizen is called an alien.

The Civil Rights of a Citizen

The constitutions of the United States and of the states give to citizens certain rights which cannot be taken from them even by action of the highest officers of the government.

These are called civil rights and under them we have civil liberty.

The following civil rights are protected by provisions of the federal and state constitutions :

1. The Right to Be Free.

Slavery was forever abolished by the Thirteenth Amendment to the Constitution, adopted after the Civil War.

2. The Right to Liberty in Religion.

A man may worship as he wishes, providing his manner of exercising this right is not unlawful.

3. The Right of Freedom of Speech and of the Press.

This permits citizens to speak and write their opinions. But this does not extend to the telling

of untruths about others which will cause injury, and it does not extend to telling others to disobey the law.

4. The Right to Assemble and Petition.

People may meet and discuss their affairs if such meetings are not disturbances of the peace. They may also petition the government and secure a hearing from their public officers.

5. The Right to Fair Treatment if Accused of Crime.

This includes a speedy and public trial, a judgment by a jury, and the right to a Writ of Habeas Corpus. This latter is to prevent the holding of a person without a trial.

In addition to these rights, the citizen may demand of the government the right of personal security.

We have the right to ask the government to protect our health and lives.

Firemen protect us from the dangers of fire.

The police protect us from unlawful attack.

The health authorities protect us from disease. Milk is inspected by the government inspectors in order that the innocent person who buys it may be sure that it is clean and free from disease.

Political Rights

Political rights are the privileges of voting and holding office.

These are not like civil rights.



LISTENING TO A PUBLIC SPEAKER DISCUSSING NATIONAL QUESTIONS.

Some citizens do not have them.

Women are citizens.

They have civil rights.

But in some states they have no political rights.

The right of voting is called suffrage.

In all states voters must be twenty-one years old

In most states voters must be citizens of the United States.

In about one third of the states, women have no political rights.

In a number of other states women have the vote at school elections.

In about one third of the states they have full political rights.

All states require the voter to have resided a certain length of time in the state, city, and ward.

LESSON 2

HOW LAWS ARE MADE

Representative Government

In some towns in New England all of the citizens meet once each year in what is called a "town meeting."

At this meeting, officers for the coming year are elected and laws and regulations are passed.

This is a government which is carried on directly by the people. It is a direct democracy.

But this is not possible in the nation, a state, or a large city.

Such great numbers of citizens cannot meet in a body.

They must send representatives to speak for them.

A senator represents the citizens of a state.

A member of the state legislature represents a part of the state.

Such a government is called a representative democracy.

Laws are usually made by representative assemblies.

How Laws are Made

We have learned that Congress and state legislatures are made up of two houses.

Before a law is passed it is called a bill.

A member of either house may bring in a bill for his fellow members to consider.

If a majority of the house votes in favor of a bill, it goes to the second house for discussion and a vote.

If a majority there vote in its favor, it goes to the executive for approval or disapproval.

If he approves it, it becomes a law.

If he disapproves, or vetoes, the bill, it goes back to the house where it started for further consideration.

In Congress a majority of two thirds of each house can pass a bill which has been vetoed by the President.

Changing the Constitution of the United States

The most common way of amending or changing the Constitution of the United States is through two steps :

1. The proposed amendment is passed by two thirds of the members of both houses of Congress.

2. It is then approved by the legislatures of three fourths of the states.

It is very hard to amend the Constitution of the United States.

Only eighteen amendments have been passed in over a hundred years.

It is much easier to amend state constitutions.

In most states a number of citizens may, by petition, call for a vote of the citizens on a constitutional amendment.

The constitution of some states is changed nearly every year.

The Initiative, Referendum, and Recall

In many states there are ways by which the voters may express their wishes directly in the making of laws.

The *initiative* is a system by which a number of voters can propose a law to the legislature by means of a petition.

If the legislature then refuses to pass the proposed law, it is put upon the ballot for a vote of all the citizens at the next election.

Under the *referendum* a number of citizens may petition to have a law (which was made by the legislature) voted upon at an election.

In either the *initiative* or the *referendum* the vote of the people is final and the law is either passed or defeated according to the will of the majority of the voters.

Under the *recall*, a number of citizens who are not satisfied with a public officer may petition for an election to decide whether this officer shall be kept in office.

If a majority vote in favor of putting him out of office, his term is at an end and another citizen is elected in his place.

LESSON 3

POLITICAL PARTIES

Why We Have Political Parties

In all nations where the people have a part in the government there are political parties.

In a republic they take a very active part in the government.

A political party is a society of voters who work together to control government.

Where there are thousands of voters, one man can do very little.

So he joins with others who have the same views as himself.

Working with others, he can help to elect candidates for office and have his views carried out by the government.

The Parties in the United States

There are two great parties in the United States, the Republican and the Democratic.

Most of the voters belong to one of these.

Most public officers have been elected by these parties.

There are small parties also.

The Socialist party is one of these. It favors the ownership by the government of all the instruments of manufacture and transportation.

In some cities parties are organized to carry out policies which deal only with city affairs.

How Parties Carry on Their Work

All parties carry on their work through committees.

There are national, state, and local committees of the parties.



Photo. by Van Oeyen, Cleveland.

A POLITICAL MEETING IN A TENT.

The committees arrange for conventions, advertise candidates and issues, and look after the interests of the parties at all elections.

The candidates for President, and in some states all other candidates, are chosen at conventions.

Conventions are meetings of delegates belonging to a party.

They not only select candidates but make up a list of policies which is called a "platform."

The Citizen and Political Parties

Every citizen should read all newspapers on political questions.

He should attend political meetings and hear what the candidates from each side have to say.

He should have opinions on public questions.

He should not fear to express these opinions.

It is the right of men living in a democracy to express their opinions and to take sides in political campaigns.

Only when men are brave and honest in thinking and acting in politics can government really be democratic.

But this does not mean that the citizen should be a slave to a party.

To belong to a party is the right and duty of every American.

But if the citizen does not agree with the policies of his party or if he does not approve of the candidates of his party, he should not support them.

He should not vote as told by a political boss.

He should think for himself and act as his duty directs him.

LESSON 4

ELECTING PUBLIC OFFICERS

A Public Officer is a Public Servant

In a letter addressed to his fellow countrymen in 1918 President Woodrow Wilson said, "I am your servant and will accept your judgment." This

illustrates the great power which the people of a democracy have over their elected officers.

Under a monarchy the people have no power to change their rulers.

In a democracy public officers are not the masters but the servants of the people.

The people select them. The people may cast them out.

Nominating Public Officers

Before there can be an election there must be a selection of candidates. This naming of candidates is called nomination.

In the United States we have two ways of nominating candidates, the convention and the direct primary.

Candidates for President are nominated at conventions of the great political parties.

Many states nominate all of their officers at conventions.

A convention is made up of members of a political party.

The members of a convention are called delegates.

Many citizens believe that conventions are not satisfactory for nominating candidates for office.

So in many states the people have taken a more direct part in nominating candidates.

The new way is called the "direct primary."

Under the direct primary system a primary election is held a few weeks before the regular election.

At this primary election all the citizens of each party select candidates for their party.

For example, the Democrats select Democratic candidates and Republican citizens choose Republican candidates.

Many citizens who vote at regular elections neglect to vote at primaries.

Such citizens do not perform their full duty as citizens.

All citizens should vote at the primaries as well as at regular elections.

The Campaign

For several weeks before the election the candidates and their friends carry on what is known as the campaign.

During this time they tell citizens about their views on public questions and what they will do if they are elected.

In a democracy this campaign has very great value.

It educates the citizen, gives him interest in public affairs, and enables him to find out whether his public officers have been honest and efficient public servants.

The Election

Presidential elections are held on the Tuesday after the first Monday in November. All members of Congress and all state officers are chosen on the same day in the year.

To make elections easier, cities are divided into wards and precincts. In each precinct is a voting place in charge of an election board.

The kind of ballot used is not the same in every state.

In some states all the candidates in one party are printed in the same column.

On this kind of ballot a voter may vote a "straight ticket," that is, he places an X at the top

A State Law

Act of the Eighty-second General Assembly Ordered, by Referendum Petition, to be Submitted to the Electors of the State.	
Yes	HOUSE BILL No 16 (WOMAN SUFFRAGE FOR PRESIDENTIAL ELECTORS) The Act, known as the Reynolds Act approved by the Governor on February 21, 1917, and filed with the Secretary of State February 21, 1917, amends Sections 4862 and 4940 of the General Code of Ohio. Said Act provides that women may vote and be voted for, for presidential electors.
No	

A Proposed Amendment to the Constitution

Proposed Amendment to the Constitution	
Yes	ARTICLE XV, SECTION 9 Prohibition of the Sale and Manufacture for Sale of Intoxicating Liquors as a Beverage.
No	

Amendment to the Charter of the City

Amendment to the Charter of the City of Cleveland

To vote FOR the amendment place a crossmark in the blank space to the left of the words "FOR THE AMENDMENT"

To vote AGAINST the amendment place a crossmark in the blank space to the left of the words "AGAINST THE AMENDMENT"

To amend Section 196 of the charter of the city of Cleveland, by fixing an eight hour day and a forty-eight hour week for any city employe in the classified service, including members of the divisions of police and fire	
	FOR THE AMENDMENT
	AGAINST THE AMENDMENT

of the column and thus votes for all the candidates of his party.

Such voting shows very little intelligence on the part of the voter.

He shows himself to be unable to pick out good candidates wherever their names happen to be printed.

In some states "straight" voting is prevented by printing together the names of all candidates for an office.

This compels the voter to select a candidate for each office.

On the preceding page you will see some of the ballots that the voter is commonly called upon to use.

LESSON 5

STEPS IN TAKING OUT CITIZENSHIP PAPERS

When an alien wishes to become a citizen of the United States, he must take out citizenship papers.

Citizenship papers may be taken out at the court which has jurisdiction to naturalize aliens in the county in which the alien lives.

An alien must take four steps before he can become a citizen of the United States :

1. He must file his Declaration of Intention, or "first paper."
2. He must file a Certificate of Arrival.
3. He must file a Petition for Naturalization, or "second paper."
4. He must appear before the judge for final hearing.

Step 1. *The Declaration of Intention*

The first paper is called the Declaration of Intention.

It means that the petitioner wishes to become a citizen and is declaring his intention of becoming one.

The Declaration of Intention can be secured at any time after the alien has arrived in this country if he is eighteen years or over.

An alien does not need to speak English to get his first paper.

The first paper costs one dollar.

According to law, a first paper is not good after seven years.

The first paper may be taken out at the office of the clerk of the court which naturalizes aliens.

Step 2. *The Certificate of Arrival*

All aliens who came to the United States after June 29, 1906, must secure a Certificate of Arrival before applying for the second paper.

This certificate may be secured free of charge from the Bureau of Naturalization, Washington, D. C.

A request blank for this purpose may be secured from the clerk of the court.

The applicant must be very careful not to make any mistakes in filling out this blank.

Step 3. *Petition for Naturalization*

The next step toward naturalization is the filing of a Petition for Naturalization.

This is called a petition because it means that the applicant is asking the court to make him a citizen.

Before an alien can file his petition, he must have lived in the United States at least five years continuously, and one year in the state.

He must file his petition at least two years after filing his Declaration of Intention.

He must appear before a Naturalization clerk with two witnesses who are citizens of the United States.

If the witnesses are naturalized citizens, they should bring their certificates of naturalization.

The witnesses must state that they have known the applicant for at least five years continuously.

They must state that the applicant is a good man and is worthy to become a citizen of the United States.

If the applicant has not lived in the state long enough to secure witnesses who have known him for

the full term of five years, he may bring witnesses who have known him for the whole time he has lived in the state. This must be at least one year.

He must also secure written statements in the form of "depositions" from witnesses, showing residence in other state or states for the remaining portion of the five years.

These deposition forms can be secured from the Naturalization clerk. He will assist the applicant in filling them out properly. Then he will send them to the Naturalization Examiner of the district in which the witnesses live.

Women who are citizens of the United States may act as witnesses.

After the witnesses are examined, the clerk will make out the Petition.

Both the petitioner and the witnesses must sign the Petition.

The alien may change his name if he can give a good reason for doing so.

The fee for the petition is four dollars.

The First Examination

Within ninety days after the filing of the Petition for Naturalization, the applicant, with his two witnesses, must appear before the naturalization examiner of the federal government.

The examiner will ask questions on the government of the United States, the state, and the city.

To pass this examination, the applicant must be able not only to understand English but to speak English.

He must be able to write his own name.

He must be able to show that he can exercise the duties of a citizen.

Step 4. *Final Hearing*

At a later date the petitioner will be notified to appear in court with his two witnesses.

He will be examined by the judge. If he is accepted as a citizen he will be required to take the Oath of Allegiance.

This oath is :

“I hereby declare on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, and particularly to (name of sovereign of country), of whom I have heretofore been a subject ; that I will support and defend the Constitution and laws of the United States of America, against all enemies, foreign and domestic, and that I will bear true faith and allegiance to the same.”

He will then be given his final Certificate of Naturalization.

This will make him, his wife, and his children under twenty-one years of age, citizens of the United States.

If any of the citizenship papers are lost, new ones can be secured by applying to the Bureau of Naturalization, Washington, D. C., through the office of the clerk of the court where the applicant was naturalized.

CONSTITUTION OF THE UNITED STATES

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, 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.

ARTICLE I

SECTION 1. All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

SECTION 2. 1. The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislature.

2. No person shall be a representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

3. Representatives and direct taxes¹ shall be apportioned among the several States which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three fifths of all other persons.¹ The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of representatives shall not exceed one for every thirty thousand, but each State shall have at least one representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massa-

¹ Partly superseded by the 14th Amendment. (See below, p. 185.)

chusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

4. When vacancies happen in the representation from any State, the executive authority thereof shall issue writs of election to fill such vacancies.

5. The House of Representatives shall choose their speaker and other officers; and shall have the sole power of impeachment.

SECTION 3. 1. The Senate of the United States shall be composed of two senators from each State, chosen by the legislature thereof, for six years; and each senator shall have one vote.¹

2. Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the legislature of any State, the executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies.¹

3. No person shall be a senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

4. The Vice President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

5. The Senate shall choose their other officers, and also a president *pro tempore*, in the absence of the Vice President, or when he shall exercise the office of President of the United States.

6. The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the chief justice shall preside: and no person shall be convicted without the concurrence of two thirds of the members present.

7. Judgment in cases of impeachment shall not extend

¹ See the 17th Amendment, below, p. 186.

further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States: but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

SECTION 4. 1. The times, places, and manner of holding elections for senators and representatives, shall be prescribed in each State by the legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of choosing senators.

2. The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

SECTION 5. 1. Each House shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each House may provide.

2. Each House may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two thirds, expel a member.

3. Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either House on any question shall, at the desire of one fifth of those present, be entered on the journal.

4. Neither House, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two Houses shall be sitting.

SECTION 6. 1. The senators and representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective Houses, and in going to and returning from the same; and for any speech or debate in either House, they shall not be questioned in any other place.

2. No senator or representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time; and no person holding any office under the United States shall be a member of either House during his continuance in office.

SECTION 7. 1. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

2. Every bill which shall have passed the House of Representatives and the Senate shall, before it become a law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his objections, to that House in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two thirds of that House shall agree to pass the bill, it shall be sent, together with the objections, to the other House, by which it shall likewise be considered, and if approved by two thirds of that House, it shall become a law. But in all such cases the votes of both Houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each House respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

3. Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

SECTION 8. 1. The Congress shall have power to lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States;

2. To borrow money on the credit of the United States;
3. To regulate commerce with foreign nations, and among the several States, and with the Indian tribes;
4. To establish an uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;
5. To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;
6. To provide for the punishment of counterfeiting the securities and current coin of the United States;
7. To establish post offices and post roads;
8. To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;
9. To constitute tribunals inferior to the Supreme Court;
10. To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations;
11. To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;
12. To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;
13. To provide and maintain a navy;
14. To make rules for the government and regulation of the land and naval forces;
15. To provide for calling forth the militia to execute the laws of the Union, suppress insurrections and repel invasions;
16. To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the States respectively the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;
17. To exercise exclusive legislation in all cases whatsoever, over such district (not exceeding ten miles square) as may, by cession of particular States, and the acceptance of Congress, become the seat of the government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the State in which the same shall be, for the erection of forts, magazines, arsenals, dockyards, and other needful buildings; and
18. To make all laws which shall be necessary and proper for

carrying into execution the foregoing powers, and all the other powers vested by this Constitution in the government of the United States, or in any department or officer thereof.

SECTION 9. 1. The migration or importation of such persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

2. The privilege of the writ of *habeas corpus* shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

3. No bill of attainder or *ex post facto* law shall be passed.

4. No capitation, or other direct, tax shall be laid, unless in proportion to the census or enumeration hereinbefore directed to be taken.¹

5. No tax or duty shall be laid on articles exported from any State.

6. No preference shall be given by any regulation of commerce or revenue to the ports of one State over those of another: nor shall vessels bound to, or from, one State be obliged to enter, clear, or pay duties in another.

7. No money shall be drawn from the treasury, but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

8. No title of nobility shall be granted by the United States: and no person holding any office of profit or trust under them, shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign State.

SECTION 10. 1. No State shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, *ex post facto* law, or law impairing the obligation of contracts, or grant any title of nobility.

2. No State shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be

¹ See the 16th Amendment, below, p. 186.

absolutely necessary for executing its inspection laws ; and the net produce of all duties and imposts laid by any State on imports or exports, shall be for the use of the treasury of the United States ; and all such laws shall be subject to the revision and control of the Congress.

3. No State shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships of war in time of peace, enter into any agreement or compact with another State, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

ARTICLE II

SECTION 1. 1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice President, chosen for the same term, be elected, as follows :

2. Each State shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of senators and representatives to which the State may be entitled in the Congress : but no senator or representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

¹ The electors shall meet in their respective States, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same State with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each ; which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the president of the Senate. The president of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed ; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President ; and if no person have a majority, then from the five highest on the list the said House shall in like manner choose the

¹ The following paragraph was in force only from 1788 to 1803.

President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two thirds of the States, and a majority of all the States shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice-President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice President.¹

3. The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

4. No person except a natural born citizen, or a citizen of the United States at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

5. In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice President, and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.

6. The President shall, at stated times, receive for his services a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

7. Before he enter on the execution of his office, he shall take the following oath or affirmation: — “I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States.”

SECTION 2. 1. The President shall be commander in chief of the army and navy of the United States, and of the militia of the several States, when called into the actual service of the

¹ Superseded by the 12th Amendment. (See p. 184.)

United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

2. He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law: but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

3. The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

SECTION 3. 1. He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

SECTION 4. The President, Vice President, and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

ARTICLE III

SECTION 1. The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive

for their services, a compensation, which shall not be diminished during their continuance in office.

SECTION 2. 1. The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority;— to all cases affecting ambassadors, other public ministers and consuls;— to all cases of admiralty and maritime jurisdiction;— to controversies to which the United States shall be a party;— to controversies between two or more States;— between a State and citizens of another State;¹— between citizens of different States, — between citizens of the same State claiming lands under grants of different States, and between a State, or the citizens thereof, and foreign states, citizens or subjects.

2. In all cases affecting ambassadors, other public ministers and consuls, and those in which a State shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and to fact, with such exceptions, and under such regulations as the Congress shall make.

3. The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the State where the said crimes shall have been committed; but when not committed within any State, the trial shall be at such place or places as the Congress may by law have directed.

SECTION 3. 1. Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

2. The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture except during the life of the person attained.

ARTICLE IV

SECTION 1. Full faith and credit shall be given in each State to the public acts, records, and judicial proceedings of every other State. And the Congress may by general laws prescribe the man-

¹ See the 11th Amendment, p. 183.

ner in which such acts, records, and proceedings shall be proved, and the effect thereof.

SECTION 2. 1. The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States.

2. A person charged in any State with treason, felony, or other crime, who shall flee from justice, and be found in another State, shall on demand of the executive authority of the State from which he fled, be delivered up to be removed to the State having jurisdiction of the crime.

3. No person held to service or labor in one State, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.

SECTION 3. 1. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the jurisdiction of any other State; nor any State be formed by the junction of two or more States, or parts of States without the consent of the legislatures of the States concerned as well as of the Congress.

2. The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular State.

SECTION 4. The United States shall guarantee to every State in this Union a republican form of government, and shall protect each of them against invasion; and on application of the legislature, or of the executive (when the legislature cannot be convened) against domestic violence.

ARTICLE V

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two thirds of the several States, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution when ratified by the legislatures of three fourths of the several States, or by conventions in three fourths thereof,

as the one or the other mode of ratification may be proposed by the Congress; Provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no State, without its consent, shall be deprived of its equal suffrage in the Senate.

ARTICLE VI

1. All debts contracted and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

2. This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every State shall be bound thereby, anything in the Constitution or laws of any State to the contrary notwithstanding.

3. The senators and representatives before mentioned, and the members of the several State legislatures, and all executive and judicial officers, both of the United States and of the several States, shall be bound by oath or affirmation to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

ARTICLE VII

The ratification of the conventions of nine States shall be sufficient for the establishment of this Constitution between the States so ratifying the same.

Done in Convention by the unanimous consent of the States present the seventeenth day of September in the year of our Lord one thousand seven hundred and eighty-seven and of the independence of the United States of America the twelfth. In witness whereof we have hereunto subscribed our names,

Go: WASHINGTON —

Presid. and Deputy from Virginia

Articles in addition to, and amendment of, the Constitution of the United States of America, proposed by Congress, and

ratified by the legislatures of the several States pursuant to the fifth article of the original Constitution.

ARTICLE I¹

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

ARTICLE II

A well regulated militia being necessary to the security of a free State, the right of the people to keep and bear arms shall not be infringed.

ARTICLE III

No soldier shall, in time of peace, be quartered in any house, without the consent of the owner, nor in time of war but in a manner to be prescribed by law.

ARTICLE IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

ARTICLE V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

¹ The first ten Amendments adopted in 1791.

ARTICLE VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

ARTICLE VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

ARTICLE VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

ARTICLE IX

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

ARTICLE X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

ARTICLE XI¹

The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another State, or by citizens or subjects of any foreign State.

¹ Adopted in 1798.

ARTICLE XII¹

The electors shall meet in their respective States, and vote by ballot for President and Vice President, one of whom, at least, shall not be an inhabitant of the same State with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots, the person voted for as Vice President, and they shall make distinct lists of all persons voted for as President and of all persons voted for as Vice President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate; — the President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted; — the person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two thirds of the States, and a majority of all the States shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice President shall act as President, as in case of the death or other constitutional disability of the President. The person having the greatest number of votes as Vice President shall be the Vice President, if such number be a majority of the whole number of electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice President; a quorum for the purpose shall consist of two thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice President of the United States.

¹ Adopted in 1804.

ARTICLE XIII¹

SECTION 1. Neither slavery nor involuntary servitude, except as punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

2. Congress shall have power to enforce this article by appropriate legislation.

ARTICLE XIV²

1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, representatives in Congress, the executive and judicial officers of a State, or the members of the legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

3. No person shall be a senator or representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or

¹ Adopted in 1865.

² Adopted in 1868.

comfort to the enemies thereof. But Congress may by a vote of two thirds of each House, remove such disability.

4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

ARTICLE XV¹

SECTION 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

SECTION 2. The Congress shall have power to enforce this article by appropriate legislation.

ARTICLE XVI²

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

ARTICLE XVII³

The Senate of the United States shall be composed of two senators from each State, elected by the people thereof, for six years; and each senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislature.

¹ Adopted in 1870.

² Passed July, 1909; proclaimed February 25, 1913.

³ Passed May, 1912, in lieu of paragraph one, Section 3, Article I, of the Constitution and so much of paragraph two of the same Section as relates to the filling of vacancies; proclaimed May 31, 1913.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies : *Provided*, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to affect the election or term of any senator chosen before it becomes valid as part of the Constitution.

ARTICLE XVIII¹

SECTION 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof, for beverage purposes, is hereby prohibited.

SECTION 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

SECTION 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided by the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

¹ Adopted in 1919.

EXTRACTS FROM DECLARATION OF INDEPENDENCE

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 a new government; laying its foundations on such principles, and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness.

We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They, too, have been deaf to the voice of justice and consanguinity. We must, therefore, acquiesce in the necessity which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace friends.

We, therefore, the representatives of the United States of America, in general Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by the authority of the good people of these colonies, solemnly publish and declare, that these United Colonies are, and of right ought to be, free and independent States; that they are absolved from the allegiance to the British crown, and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved; and that as free and independent States, they have full power to levy war, conclude peace, contract alliances, establish commerce, and do all other acts and things which independent States may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

ADDRESS DELIVERED BY PRESIDENT LINCOLN IN
1863 IN HONOR OF THE SOLDIERS WHO FOUGHT
AT GETTYSBURG

Fourscore and seven years ago our fathers brought forth on 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 so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as 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 have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they 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, for the people, shall not perish from the earth.

America, the Beautiful

KATHARINE LEE BATES

SAMUEL A. WARD

1. O beau - ti - ful for spa - cious skies, For am - ber waves of grain,
2. O beau - ti - ful for pil - grim feet Whose stern impassioned stress
3. O beau - ti - ful for glo - rious tale Of lib - er - a - ting strife,
4. O beau - ti - ful for pa - triot's dream That sees beyond the years

For pur - ple moun - tain maj - es - ties A - bove the fruit - ed plain.
A thor - ough - fare for free - dom beat A - cross the wil - der - ness.
When val - iant - ly for man's a - vail Men lav - ish pre - cious life.
Thine al - a - bas - ter cit - ies gleam Un - dimmed by hu - man tears.

f
A - mer - i - ca! A - mer - i - ca! God shed His grace on thee,
A - mer - i - ca! A - mer - i - ca! God mend thine ev - 'ry flaw,
A - mer - i - ca! A - mer - i - ca! May God thy gold re - fine
A - mer - i - ca! A - mer - i - ca! God shed His grace on thee,

And crown thy good with brother - hood From sea to shin - ing sea.
Con - firm thy soul in self - con - trol, Thy lib - er - ty in law.
Till all suc - cess be no - ble - ness And ev - 'ry man di - vine.
And crown thy good with brother - hood From sea to shin - ing sea.

STAR SPANGLED BANNER

Oh, say, can you see, by the dawn's early light
What so proudly we hailed at the twilight's last
gleaming,
Whose broad stripes and bright stars, through the
perilous fight,
O'er the ramparts we watched, were so gallantly
streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still
there.

Oh, say, does that star spangled banner yet wave
O'er the land of the free — and the home of the
brave?

Oh, thus be it ever when freemen shall stand
Between their loved home and wild war's desolation,
Blest with vict'ry and peace, may the heav'n-rescued
land
Praise the Pow'r that hath made and preserved us a
nation.

Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust!"

And the star spangled banner in triumph shall wave
O'er the land of the free — and the home of the
brave.

AMERICA

My country, 'tis of thee,
Sweet land of liberty,
 Of thee I sing ;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain-side
 Let freedom ring.

Let music swell the breeze,
And ring from all the trees
 Sweet freedom's song ;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break, —
 The sound prolong.

Our fathers' God, to Thee,
Author of liberty,
 To Thee I sing ;
Long may our land be bright
With freedom's holy light ;
Protect us by Thy might,
 Great God our King.

SAMPLES OF CITIZENSHIP PAPERS

Form 2213

FACTS FOR DECLARATION OF INTENTION

U. S. DEPARTMENT OF LABOR

Naturalization Service

NOTE. — A copy of this form will be furnished by the clerk of the court to each applicant for a declaration of intention. After being filled out the form is to be returned to the clerk, to be used by him in properly filling out the declaration. If the applicant landed on or after June 29, 1906, his declaration should not be filed until the name of the vessel is definitely given (or the name of the railroad and border port in the United States through which the alien entered), as well as the date of arrival.

TO THE APPLICANT. — The fee of one dollar must be paid to the clerk of the court before he commences to fill out the declaration of intention. No fee is chargeable for this blank.

Name:..... Age:.....years.

(Do not abbreviate any part of name by initial or otherwise.)

(Give age at last birthday.)

Occupation:.....

Color:..... Complexion:.....

Height:..... feet inches. Weight:.....pounds.

Color of hair:..... Color of eyes:.....

Other visible distinctive marks

(If no visible distinctive marks so state.)

Where born:.....

(City or town.)

(Country.)

Date of birth:.....

(Month.)

(Day.)

(Year.)

Present residence:.....
 (Number and Street.) (City or town.) (State, Ter., or Dist.)

Emigrated from:.....
 (Port of embarkation.) (Country.)

Name of vessel:
 (If the applicant arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given.)

Last place of foreign residence:
 (City or town.) (Country.)

I am now a subject of and intend to renounce allegiance to* (See note.)

 (Name.) (Title.)

Date of arrival in United States , ,
 (Month.) (Day.) (Year.)

Port of arrival:..... , ,
 (City or town.) (State or Territory.)

* Note.— If applicant is a citizen of a foreign Republic he should fill in the following line in lieu of the above, writing the name of the Republic only.

I am now a citizen of and intend to renounce allegiance to the Republic of.....

REQUEST FOR CERTIFICATE OF ARRIVAL

For Use of Aliens Arriving after June 29, 1906

U. S. DEPARTMENT OF LABOR

Naturalization Service

Notice to the Clerk of the Court:

This form is to be used only where an alien arrived in this country after June 29, 1906.

When an alien desires to petition for naturalization, this form should be given to him before he is permitted to file his petition, and the execution of the petition for naturalization should not be commenced until the certificate of arrival is received by the clerk of the court. The alien should be directed to complete the letter below and carefully fill in all the blanks in this form, as the information is necessary to obtain the

certificate of arrival, and will aid the clerk of the court in filing the petition for naturalization. The alien should then mail this form to the Commissioner of Naturalization, Department of Labor, Washington, D. C.

That official will at once take steps to obtain and forward to the clerk of court the certificate of arrival required by Section 4 of the act of June 29, 1906, to be attached to and made a part of the petition at the time of its filing. The statement of facts will also be forwarded to the clerk of the court. Notice will also be given to the alien that the certificate has been sent to the clerk of the court named by him.

Commissioner of Naturalization,
U. S. Department of Labor,
Washington, D. C.

Sir: I came to this country after June 29, 1906. Please obtain a certificate showing my arrival in the United States and forward it to the Clerk of the

(Give on these two lines title of court and city or town, and county and State where court is located in which the petition will be filed.)

for filing as the law requires, with the petition for naturalization which I intend to file in that court.

In the accompanying statement I have given the date I landed and the place of my arrival and shown the facts which will go in my petition for naturalization when it is filed.

Respectfully,

.....
(Sign name in full.)

.....
(Give address here.)

(Petitioner, if a widower, should give the name of his wife when living and state place of her birth; if not married, he should enter "not" in first sentence. In both cases surplus words should be struck through.)

He She
was born in....., and
(City or town.) (Country.)

is now deceased.

now resides at

.....,
(City or town.) (Country.)

I have..... child .. whose name date.... and
place.. of birth, and place. ... of residence are as follows:

....., born..... day of, 1....., at... ; reside at.....
....., born..... day of, 1....., at... ; reside at. . . .

I am not a disbeliever in or opposed to organized government or a member of or affiliated with any organization or body of persons teaching disbelief in organized government. I am not a polygamist nor a believer in the practice of polygamy. I am attached to the principles of the Constitution of the United States, and it is my intention to become a citizen of the United States and to renounce absolutely and forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to.....

..... ; ..
(Name.) (Title and country.)

citizen,

of whom at this time I am a subject, and it is my intention to reside permanently in the United States.

I am.....able to speak the English language.

I have resided continuously in the United States since the.....
State

day of....., 1....., and in the Territory
District

.....since the... ..day of..... , 1.....

I have. heretofore made petition for United States citizenship. If petitioner has heretofore made application for citizenship, the facts required should be fully stated in the following blanks.

I petitioned for citizenship to theCourt at
....., on the.....

(City or town.) (State, Territory, or District.)

day of....., 1. . . , which was denied for the following reasons:

.....
.....

The cause of such denial has since been cured or removed.

Give names, occupations, and residence addresses of two witnesses, citizens of the United States, who have known you for at least five years, last past, as a resident of the State in which petition is made, who will make affidavit that you are a person of good moral character, that you are qualified in every way to be admitted a citizen of the United States, and who will be present at hearing. If you have been a resident of the State wherein you apply for citizenship for over one year, and elsewhere in the United States sufficiently long to complete a continuous residence therein of five years, you may establish your entire residence within the State by two witnesses, citizens of the United States, and your residence elsewhere in the United States by depositions of two witnesses, as provided in Section 10 of the Naturalization Act of June 29, 1906. The witnesses named by you to establish your residence within the State

must appear with you on the day you petition to the clerk of court and be sworn as witnesses at that time.

..... ,
(Name.) (Occupation.) (Residence Address.)
..... ,
(Name.) (Occupation.) (Residence Address.)

I herewith present my Declaration of Intention to become a Citizen of the United States.

NOTE TO THE APPLICANT FOR NATURALIZATION
Please send your declaration of intention to the Bureau of Naturalization, with this application. It will be filed with the clerk of the court for you at the time the certificate of your arrival is sent to him.

