

GOOD MANNERS

for YOUNG AMERICANS

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By CHARLES E. SKINNER



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THE WHOLE WORLD LIKES THE BOY OR GIRL WHO IS
CONSIDERATE AND COURTEOUS

GOOD MANNERS

for YOUNG AMERICANS

By

CHARLES E. SKINNER

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*Manners are the final and perfect flower
of noble character.* — WILLIAM WINTER

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INTRODUCTION



YOUNG Americans differ in health and prosperity. Some are born rich, some are born in humble circumstances. Some have the best of opportunities provided them; others face all sorts of difficulties. But let boys and girls differ as they may, there is no barrier to being courteous and well mannered. It costs nothing; it is within the reach of all. The whole world likes the boy or girl who is considerate, kind, loyal and willing to coöperate with others.

Good manners are more important than most people think. Nothing pleases a parent so greatly as a son or daughter that is possessed of a courteous manner and fine qualities. Teachers and classmates are likewise won by these same character traits, as they are often called. If you would win the respect and consideration of others, just do your "bit" and do it with the utmost of courtesy, sincerity and consideration.

Positions are gained and promotions secured through courteous and efficient service. Nobody

wants an ill-mannered employee or associate; instead of being an asset to the firm, he is a liability.

In this book you will find many rules and suggestions that are well worth following. It is not just knowing the rules for good manners, but their practice that counts. Read the rules to find out what is proper, but practice at all times what you know to be the right and courteous thing to do. There will be times when you should consult other books on the subject. You will find such books in every library and book store.

PREFACE



GOOD MANNERS FOR YOUNG AMERICANS is intended as a guide and handy reference volume on matters that pertain to good form and good taste that arise in the life of the average junior and senior high school boy and girl. Teachers will find it worth while teaching courtesy in connection with life situations. The skillful teacher will set up situations with the definite end in view of developing habits of courtesy and proper attitudes. She will make sure that courteous behavior is attended by satisfaction and that improper conduct is devoid of satisfaction.

The rules contained in this little book are suggestions. Let the pupils develop and generalize other rules and determine on which occasions they would apply. Pupil planning, purposing, executing, and judging is the real essence of an educational situation.

The illustrations given in this volume were planned and executed by the pupils. They decided what situations should be photographed and for what purpose.

They took the photographs, developed the films, and made the prints. Let other Camera Clubs, Art Clubs and English Clubs supplement what is given in these pages.

Acknowledgment of indebtedness is due a number of individuals for their whole-hearted coöperation in making this project a success.

To Miss Emma Tantum, Principal of the Somerset School, North Plainfield, N. J., to Superintendent Homer Samuel Floyd, of Struthers, Ohio, and to Miss Mary McCann, teacher in the New York City Schools, for suggestions made concerning the contents.

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GOOD MANNERS FOR YOUNG AMERICANS

Principal George E. Kapp, Battle Hill Junior High School

Principal Lillian B. Weller, Post Road Junior High School

Principal Nina F. Palmer, Mamaroneck Avenue Junior
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Principal Frank E. Potts, Post Road Junior High School

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THE AUTHOR

GOOD MANNERS
FOR YOUNG AMERICANS



THE KIND OF MANNERS THAT MAKE OTHERS
COMFORTABLE AND HAPPY

THE KIND OF MANNERS WE WANT

Life is not so short but that there is always time enough for courtesy.—*Emerson*

The kind of manners we want is the kind that will make others more comfortable and happy.

If you are puzzled to know what to do, put yourself in the other person's place. "What would I like him to do for me, if I were in that situation?" The answer to that question will usually be the right one.

Remember, above all things, unless real sincerity underlies all that you do and say, there can be no real courtesy.

For manners are not idle, but the fruit
Of loyal nature and of noble mind.

Good manners always demand that you consider the other fellow. This is a principle that you can apply in every case. It will settle practically all questions relating to good manners.



ALWAYS STAND ASIDE FOR AN OLDER PERSON TO PASS
THROUGH A DOORWAY

GOOD MANNERS WITH OLDER PEOPLE

Rise when older people enter the room and see that they are comfortably seated before you sit down.

Be especially courteous when conversing with older people. Never interrupt them.

Notice the needs of older people and be quick in meeting them. If a glove is dropped, or if one misplaces his or her glasses, or feels a draught from an open window, pick up the glove, find the glasses, or close the window without waiting to be asked.

Pupils, either boys or girls, who happen to be at the door when a teacher approaches, open the door for the teacher, and, should the teacher be carrying anything heavy, boys offer to carry it.

If a lady or an elderly man needs assistance in crossing a busy or dangerous road or street, give the help both promptly and courteously.

In small towns and in the country elderly men and women may often be seen carrying heavy baskets or bundles. If going the same way, offer to carry the load, especially if you know the person.

GOOD MANNERS IN THE CLASSROOM

When you enter a classroom, go at once to your seat; get to work immediately.

Never stand close beside a teacher's desk except when talking to the teacher.

The books and papers on her desk belong to her or to the school. You have no more right to examine her papers or read any writing she may have left on her desk than you have to read other people's letters.

Put your waste paper in the basket provided for that purpose. Desks and books filled with waste paper indicate careless and untidy habits.

Remember these things for every recitation:

When you recite, either sit erect or stand erect. Do not slouch.

Speak distinctly so everyone in the room may hear what you say.

Interruptions in the classroom of any kind are as rude as if made elsewhere.

Do not wave hands madly in the air when a pupil is reciting. If you raise your hand while another pupil is reciting you may interrupt him.



THE WELL-MANNERED YOUTH TAKES PRIDE
IN HIS SCHOOL BUILDING

Do not answer a question addressed to some one else.

Do not make fun of another's mistakes.

He who laughs at other's woes
Finds few friends and many foes.

If you enter the classroom while the lesson is in progress, do so quietly, so as to disturb teacher and class as little as possible.

If you are the first one to leave the room, fasten the door back. If it cannot be fastened, hold it open for the person behind you.

Always stand aside for an older person to pass through a doorway.

Always close doors quietly, never slam them.

Always rise when addressing your teacher or principal.

Be quick to show little courtesies, such as offering a chair or a book to a visitor.

Be particular to say, "Yes, Miss Blank," in answering a question.

Be careful to refer to a person by name and not as "he" or "she."

GOOD MANNERS FOR YOUNG AMERICANS



AN ACT WORTHY OF A GENTLEMAN

You should always say "Excuse me," when passing between people who are talking to one another.

On entering the principal's office, be careful not to interrupt anyone who is talking in order to transact your own business.

Freedom to disturb one's neighbors is not a right in a democracy nor in a classroom.

Do not cast a reflection upon your home and school by failing to be courteous in all situations.

Do nothing unworthy of a gentleman or a lady.

Act as politely as you would if you were at the court of a king.



OPEN THE DOOR FOR THE TEACHER



BOYS: PERMIT THE GIRLS TO ENTER THE BUILDING FIRST

GOOD MANNERS ON STAIRS, IN HALLS AND CLOAKROOMS

Keep to the right and pass quickly and quietly.

Do not block the passageway by stopping in the hall to talk.

Go up to the person to whom you wish to speak instead of shouting from a distance.

Be careful not to run the risk of injuring some one by rushing out of the classroom door.

Never "fool" at the drinking fountain, for you might break a person's tooth against the bubbler.

Have sufficient pride in your school to help keep the halls, stairs and lavatories clean.

Do not wait for the janitor to come to pick up the paper on the floor; make that a part of your own duty to your school.

When you get your wraps from the cloakroom, be careful not to drop the clothing of another. If you should do so, be sure to hang the garment up again.

Fire drills are important. Therefore, during a drill, be silent and orderly. Never push or crowd on stairways. This is one way to avoid causing accidents.

If a single entrance is used by girls and boys, without crowding about boys move to one side to permit girls to enter the building first.

Boys: hats off on entering the building; don't put them on again before you are at the outer door ready to leave.

If situations arise on the stairs, in halls or in cloak-rooms where you can help another, use your best judgment and act promptly. Let "others" always be your motto.

INTRODUCTIONS

A good manner often succeeds when the best tongue has failed.—*Magoon*

There are right ways and wrong ways to make introductions. If a boy or girl is being introduced, he or she should acknowledge the introduction by saying, "How do you do, Miss Smith?" or just, "How do you do?"

If a stranger comes to your home or school and is introduced to you, it is proper to add to "How do you do?" some expression of your pleasure at the meeting, such as, "I am pleased (or glad) to meet you."

If making a formal introduction, it is proper to speak both names distinctly, as: "Mrs. Smith, may I present Miss Davis?"

If introducing a speaker at the school assembly, say: "Mr. President (or Chairman, or Madam Chairman, if a woman), I have the honor to present Mr. Mason."

A boy or girl introduces a friend to his or her parents by simply saying, "This is my father (or mother), Mr. Wilson."

When there is little time to spend on introductions, or on informal occasions, an introduction is made simply by mentioning the two names, giving the name of the more distinguished or more important person, or that of the older individual, first, as: "Mrs. Hughes, Miss Carter," or, "Mrs. Hughes, have you met (or do you know) Miss Carter?"

As boys or men are always introduced to girls or women, the name of the girl or woman always comes first.

When introduced to another person, the courteous boy and girl always speaks in a pleasant tone of voice, and smiles. Try to make the other person feel at ease and that you are glad to make their acquaintance. Also be sure to include him or her in the conversation at the moment.

Well-bred boys and men always rise on being introduced or presented to men or women. Ordinarily girls and women do not arise, but they should do so on being presented to a much older lady or to a distinguished or elderly man. If a boy is introduced to a girl, she may keep her seat.

Unmarried women are presented to a married one.

A bow on the part of the girl or woman should always be acknowledged with a return bow.

Shaking hands is a custom found in some countries but not in others. When men or boys are introduced, they usually shake hands. Girls and women may do so, although it is not usually done. If a boy or man is introduced to a girl or woman, it is her privilege to offer her hand if she wishes. Should a man offer his hand, however, then the courteous girl or woman accepts it.

In taking leave of a new acquaintance, the courteous boy or girl says, "Good-by; I am glad to have met you," and may shake hands. It is proper for the other individual to reply with a "Thank you" and a few words expressing a hope that they shall meet again. The girl or woman does not add anything to the "Thank you."

CONVERSATION

The ill-timed word we might have kept,
Who knows how sharp it pierced and stung?
The word we had not sense to say,
Who knows how gladly it had rung?

Conversation is an art. The boy or girl who tries to be natural and who speaks in a pleasantly modulated voice will be liked by others. But the individual who talks rudely, or monopolizes the conversation, or contradicts others does not make friends readily and is apt to be heartily disliked.

Curt answers are not made by thoughtful and well-bred boys and girls. Neither is it proper to answer with an "Uh-huh," a "Yep," or "Oh, yeah!"

If you are with others, talk about matters of common interest. If the group is a small one, talk with all the members of the group, not just one or two of them.

If you are entertaining friends in your home, always be sure that they are included in the conversation.

If the conversation should turn to some topic which you know to be embarrassing or disagreeable to some

one in the group, it is your duty to turn the talk to some other topic.

Avoid talking when some one is playing music, or when some one is listening to the radio. It is also improper to talk in church, at the school assembly, or at the theatre, when it disturbs others.

It is a sign of good breeding if you are quick to apologize for any mistake made or any discourtesy to another person.

The individual who is constantly finding fault with everyone and everything is never a popular conversationalist.

As a rule, conversation should be directed to things of general interest, not to one's ills, family affairs, troubles, religious views objectionable to others, personal expenses or criticisms of others.

Speak naturally. Do not "affect" any expression, use slang, slur words, or lisp "for effect."

When speaking to a person over the telephone, it is proper for the person calling to announce who he is and for whom he is calling. For example, "This is Mary Adams, calling for Frances," or, if it is a busi-

ness call, "This is John Jones, a pupil in the Roosevelt Junior High School, calling for Mr. Smith."

If Mr. Smith is a teacher or principal, the pupil should make known his business at once when Mr. Smith answers. The conversation should be both business-like and courteous. When a pupil talks with a classmate over the telephone, the conversation should not be prolonged, as other individuals may be waiting to use the phone.

When others are talking, be careful not to interrupt them, nor to stand so close as to overhear their conversation.

If you your lips would keep from slips,
Five things observe with care:
To whom you speak, of whom you speak,
And how, and when, and where.

SCHOOL PARTIES

Every action in company ought to be with some sign of respect to those present.—*Washington*

In addition to the rules and regulations in every school governing conduct at school parties and dances, the following general suggestions will be found helpful. School parties are held at frequent intervals by many schools. In some schools, dancing is permitted. In the interest of all boys and girls in the school, certain rules should be observed. All parties and dances must be so conducted that they will be as free as possible from reproach.

It is customary for a boy to dance with a number of girls during the course of the party. Boys should be sure that every girl present has a chance to dance. Where a girl does not have a boy for a partner, she may dance with another girl. A boy should accompany his partner to a seat and talk with her until the next dance is called. It is generally inadvisable for the boy to take the girl out in the corridors or out of the building.

If there is a reception committee, the boys and girls on the committee should greet with a cordial hand-



THE CHAPERON SHOULD BE TREATED WITH RESPECT

shake all persons upon entering and again on leaving.

The chaperon of the party or dance (usually one of the teachers, supervisors or principals when the party is held at the school) should be treated with respect. If the party is not held immediately after school hours, the following rules are in order. Soon after arrival at the party, the boy and girl should speak to the hostess and to the chaperon. It is proper to speak to them again before leaving.

As the chaperon's word must be law, her requests should be obeyed immediately and with the utmost courtesy. All boys and girls should remember that the restrictions imposed are for the good of the school and for themselves.

The chaperon should not be permitted to spend the time alone. As she has probably given up some important work or other pleasures in order to be present, her evening should be made as enjoyable as possible. Neither should she be asked to change rules and regulations except under unusual conditions.

When parties and dances are given, it is imperative that those making the plans should make provision for the chaperon to get to the party and home again.



LEARNING TO BE GOOD SPORTSMEN

GOOD MANNERS IN GAMES

For when the One Great Scorer
Comes to write against your name,
He writes not that you won or lost,
But *how* you played the game.

Boys and girls of our school want to be good sportsmen. To this end, they try to help each other to play better and more skillfully. Forget the “razz” and help to create a fine sportsmanlike spirit.

Being on a winning team is not the only way to prove that you are a good, clean, hard player and good sportsman. The good sportsman helps his team by encouragement, by unselfishly helping others and by maintaining a good spirit at all times.

Teamwork and ability to work together unselfishly are very important things for everybody to learn.

Good teamwork, unselfishness, good sportsmanship and service to others can be shown in group activities like dramatics, cooking, sewing, lunch room service, etc., as well as in games.

To be a good sportsman one must never show anger in defeat, or triumph in victory, or irritation, no matter what annoyance is encountered.



“OTHERS” IS THE MOTTO OF THESE PUPILS



THINK OF OTHERS WHEN AT PLAY

One who cannot help sulking, or explaining, or protesting when the loser, or exulting when the winner, has no right to take part in games and contests.

Never lose your temper.

Play for the sake of playing rather than to win.

Never stop in the middle of a game if you are losing.

If you are a girl, don't ape the ways and clothing of boys. If you are a boy, don't take advantage of your superior strength to set a pace beyond the endurance of girl opponents.

Always give the opponent the benefit of the doubt, though it costs you the point in question.

A true sportsman is always a cheerful loser and a quiet winner.

Occasional yells for the opposing team will help spirit between schools greatly. Good plays by either team should be recognized and applauded.



FAIR PLAY IS THE RULE ON THIS PLAYGROUND

A SPORT CODE

The following from the "Prayer of a Sportsman" should be your behavior ideal:

So grant me to conquer, if conquer I can,
By proving my worth in the fray;
But teach me to lose like a regular man
And not like a craven, I pray;
Let me take off my hat to the warriors who strode
To victory splendid and high!
Yes, teach me to stand by the side of the road
And cheer as the winners go by.



BE WATCHFUL WHEN AT PLAY

GOOD RESOLVES

There is no policy like politeness; and a good manner is the best thing in the world, either to get a good name or to supply the want of it.—*Lytton*

I must not deface school furniture, or the school building with chalk marks, pictures on walls, etc. Such conduct shows a lack of good breeding.

I take pride in my school building and grounds. They are mine and I must keep them as clean, neat and beautiful as possible.

I should take pride in the good name of my school and do everything I can to live up to its best traditions and ideals. I shall also expect my classmates to do their part in this matter. If I fail to do my duty in promoting the best interests of the school at all times, I have failed as a citizen and my failure affects my friends. If any one of my classmates acts in any way against the best interests of the school, he commits an offense against everyone else in the school and the community.

WORK

Work for some good, be it ever so slowly; . . .
Labor, all labor, is noble and holy.

—*Osgood*

Try to find tasks that need to be done; do not feel that you must do only what you are told. The boy and girl who are constantly finding tasks to be performed will never be out of a job. Employer, community, home, and school offer thousands of real opportunities to pupils who have eyes to see and ears to hear.



BE READY TO HELP

SCHOOL LOYALTY

Master, go on, and I will follow thee,
To the last gasp, with truth and loyalty.

—*Shakespeare*

In every school there should be an effort from the start to make a youth imbibe that wonderful tonic called *school spirit*; to make him feel from the moment he enters a school that he has become forever a part of it, one of its makers, and that, throughout his life, wherever he goes, he takes with him, dragging or exalting it, the name of his school.

Discuss the following:

What sort of a school would this be if every pupil

1. Mastered his assignments
2. Showed respect and courtesy to teachers and classmates
3. Used the school building intelligently
4. Used the English language orally and in writing both correctly and courteously
5. Praised the school
6. Coöperated with others

IS THIS LOYALTY?

What kind of reports do you spread about your school?

Why should you praise your school?

How have you helped your school?

Is a boy or girl who behaves only when watched loyal to his school?

Is a boy or girl, who, through jealousy, makes unkind remarks about a classmate who excels in work, loyal to his school?

Is the student who uses vulgar and profane language in the toilet rooms or elsewhere, when he is not being watched, loyal to his school?

Boys and girls are judged by the way they conduct themselves. If a person makes himself conspicuous as a rowdy, he not only gives a bad impression of himself to others, but he injures the good name of his school. Visitors at the school will tell others what they see and hear. If it is something good, the school will profit; if not, the school will have less support. If you violate the rules of the school or the laws of the country—whether or not you believe in them—you show a form of disloyalty.

TABLE ETIQUETTE

And those who first, so neat,
Placed fork and knife quite straight,
The glass at the right hand
And all, as planned,
Each day set round the plate—
Be their praise great!

—*T. Sturge Moore*

We must remember that good breeding is displayed at the table more quickly than in any other place.

Be prompt at meals.

Allow guests to enter the dining room first.

At the table remain standing until all have arrived or until the one at the head of the table gives the signal for sitting.

Do not begin to eat until all have been served.

In eating soup, fill your spoon away from you *always*, not toward you. Soup should always be eaten from the side of the spoon. See that you put the soup into your mouth quietly.

Do not play with your knives, forks or spoons. Never lick them, nor your fingers.

Do not talk with your mouth full of food.

It is not good form to butter a whole slice of bread at once.

Do not use a toothpick in public.

Never come to the table untidily dressed.

See that your face, hands and nails are clean, and that your clothes are not only clean but neat.

Never smack your lips over your food. Your lips should be kept closed while you are chewing.

Remain seated until all have finished. It is the place of the hostess to give the signal for rising.

It is not good form to feed the cat or dog while you are eating.

When dining in a restaurant or hotel, simply inform the waiter (or waitress) what you want served. Let the conversation be businesslike but courteous. It is customary in most communities to leave a tip of at least ten per cent of the price of the meal on the table for the waiter.

When dining in your own home or as a guest in the home of a friend, the napkin should be folded and placed on the table. If invited for only one meal to the home of a friend, do not fold the napkin when the meal is finished.

GOOD MANNERS IN PUBLIC PLACES

Behavior is a mirror in which every one shows his image.—*Goethe*

A courteous person will not make himself conspicuous or troublesome in any place.

You will not enjoy a concert, lecture or other entertainment so much if you are not attentive and quiet. Besides ruining the occasion for yourself, you embarrass the performer. Out of courtesy to the speaker and to other people present, remain quiet whether you are able to hear or not.

It is not in good taste for girls to linger on the street talking to boys.

Neither is loud talking and laughing on the street in good taste.

Care for your finger nails, your face, your hair in your room at home, not in any public place. After making your toilet as well as you can, forget it.

There is no other place in which the spirit of courtesy seems so lacking as in our trolley cars, elevated trains and subways.

In getting on a car, stand aside, and let those who are infirm or older precede you.

Always rise to give your seat to a much older person, to a cripple or to a mother with a child.

Never chew gum in cars or in other public places.

If you must chew gum, let it be within the privacy of your own room.

If you do not wish to be thought ill-bred, do not eat in street cars.

Boys, be careful to raise your hats, not merely to older people, but also to girls of your acquaintance whom you meet.

Greet parents of your friends or older people of your acquaintance with a pleasant, "Good morning, Mrs. Smith."

"Hello!" is not a courteous greeting to an older person.

If you are a good citizen, you will, of course, not throw trash or paper into the street, but will carry it to cans provided for the purpose.

After picnicking in the country, waste material should be burned and the fire carefully put out.

When it is necessary for you to wait in a railroad station, there should be no loud talking, laughing or parading about.

Ask questions at bureaus of information or of uniformed attendants. Both are there to serve the public.

When on a train do not occupy more seat room than is yours by right.

It is when people forget themselves that they show what they really are.

In places of amusement we are likely to forget ourselves, so we must be especially careful of our manners.

If there is a ticket line, keep in it. The world dislikes a "line crasher."

Try not to be late at a performance, as late comers disturb other people.

Do not talk aloud about the performance if you have seen it before. Those around you do not wish to know ahead of time what they are going to see.

Do not read aloud the explanations or titles on the screens of motion pictures. Those around you may prefer to read them for themselves.

Do not throw papers, programs and candy boxes on the floor.

American boys and girls should take enough pride in their own property and in the property of others to keep things in order.

HEALTH HABITS

Never put pins, pencils or other dangerous objects into the mouth.

Never accept bits of candy, chewing gum, fruits, or whistles, or anything else that has been in another's mouth unless it has been properly sterilized.

Never wet a lead pencil with the lips.

Do not use another pupil's cup, glass, spoon, towel, comb or brush.

Keep the fingers away from the mouth, nose and eyes.

Be outdoors as much as possible.

Wash your hands before eating or handling food.

Drink water before breakfast and between meals.

Do not drink coffee, tea or cocoa.

Always carry a clean handkerchief. Use it to protect others when you cough or sneeze.

Always remove rubbers, sweaters and other outer garments when indoors.

Bathe frequently so that the body and clothing will not acquire an unpleasant odor.

Always remember that cleanliness renders us more agreeable to others.



BE CAREFUL ABOUT YOUR PERSONAL APPEARANCE

PERSONAL APPEARANCE

Be careful that your appearance reflects credit on your school, or your place of employment.

Be careful about your personal appearance. The nails should be well cared for, the clothes pressed, the shoes polished, and the hair brushed.

Grease spots on the clothes detract from one's appearance.

Shoes that are run down at the heel do not make a good appearance.

A clean collar and a tie often add to the appearance.

Personal appearance is often improved by wearing the right color or pattern of clothes. It is good economy to wear clothes of good material.

The improper use of cosmetics often mars the natural beauty of the features. The appearance of girls and women is often cheapened by too much rouge, too much lipstick, and the plucking of eyebrows.

Courteous treatment of all callers at the school or place of work is a valuable investment. Attend to the wants of each one, both pleasantly and as soon as possible.

SLEEP AND REST

While you are asleep, your body is repairing the waste, growing and getting ready for the next day's work and play. You grow a great deal in your sleep. That is why growing children need so much more sleep than grown-ups.

The Proper Way to Sleep

1. Sleep alone, if possible.
2. Lie at length.
3. Have a clean bed.
4. Wear clean night clothing.
5. It is best to use a low pillow or none at all.
6. Remove all clothing worn during day and place it to air.
7. Have windows open to give plenty of fresh air.
8. There should be no light or very little.
9. A good mattress makes the best bed.
10. For greatest comfort, light blankets should be used.

Value of Sleep

1. It is necessary to good health.

2. Children and grown-ups who do not get enough sleep are
ill-humored and ill-tempered,
pessimistic and quarrelsome,
unpleasant companions.
3. The body needs to be repaired.
4. Sleep makes us feel refreshed, happy and ready for work or play.

Hours of Sleep

1. Boys and girls require from nine to twelve hours of sleep.

Sleeplessness

Play and outdoor exercise are valuable in inducing sound sleep. Sleeplessness is a symptom that should be prescribed for by a physician or a psychologist. Sleeping powders should never be used unless they are prescribed by a physician.

CARE OF THE EYES

Take care of your sight; upon it depends much of your safety and success in life.

Always hold your head up when you read.

Hold reading matter not less than twelve nor more than eighteen inches from your eyes.

Be sure that the light is of the right degree of brightness.

Never read in the twilight, in a moving car, or in a reclining position.

Never read with the sun shining directly on the book.

Never face the light in reading.

Let the light come from behind you or over the left shoulder.

Avoid books or papers printed poorly or in small type.

Rest your eyes frequently by looking away from the reading-matter.

Never rub your eyes with your hands or with an unclean towel or handkerchief.

“The eyes are such a precious possession that they need to be guarded carefully. Think from how much one is shut out who does not have the use of these wonderful organs that reveal all the beautiful and interesting things in the world around him.”

If you have an infection of the eyes, call a physician. Some diseases of the eye are very serious and if not properly treated, loss of sight may result.

If you have difficulty in reading when a book is held fourteen inches from the eyes, you should consult a physician who is an eye specialist. If he prescribes glasses, wear them as directed.

CARE OF THE TEETH

All-enduring cleanliness,
Virtue next to godliness,
Easiest, cheapest, needfull'st duty;
To the body health and beauty;
Who that's human would refuse it,
When a little water does it?

—*Lamb*

Clean teeth improve the appearance of the individual and promote good health.

Boys and girls should make periodic visits to both the dentist and the physician.

Teeth should be brushed carefully and the gums should be massaged from two to four times a day.

SAFETY FIRST CODE

Thousands of people are killed and many more injured every year as a result of accidents. Many of these accidents are preventable. There are many things that school boys and girls can do in the way of preventing accidents. If you can save some person from being injured, you have rendered him a valuable service. A good "scout" is ever ready to render help and assistance to others, be they old, young, or of his own age. The suggestions given below are incomplete. Be prepared to add other suggestions.

I will look both ways before I cross a street, and I will help little children and old people to cross safely.

I will avoid playing in dangerous places such as the streets, or on railroad tracks. I will not be a jay walker.

I will obey all the traffic rules of the school; will keep off bicycles on the playground, and try to make the fire drills as nearly perfect as possible.

I will be careful in the use of matches and see that campfires are always put out.

I will not take unnecessary risks, for in doing so I may lead into danger a younger boy or girl.



THE BEST SAFETY DEVICE IS A CAREFUL PERSON



“I WILL NOT TAKE UNNECESSARY RISKS”

GOOD MANNERS FOR YOUNG AMERICANS



A GOOD "SCOUT" IS EVER READY TO RENDER HELP
AND ASSISTANCE TO OTHERS

I will encourage others to practice Safety as well as observe for myself the Safety rules and laws of the school, city, state, nation.

I will obey the Student Patrol. They are working for my safety.

I will always walk on the sidewalks, to be safe myself and to save the lawns.

GOOD MANNERS FOR YOUNG AMERICANS



“I WILL OBEY THE STUDENT PATROL. THEY ARE WORKING FOR MY SAFETY”

I will do my part to help reduce the number of accidents this year.

I will make a report to the principal of the school when I notice a condition or practice in the school or on the school grounds that appears in my opinion to be dangerous or unhealthful.

The best Safety device is a careful person. If pedestrians and drivers of automobiles were reasonably careful, the number of street and road accidents would be less than one-half what they are now.



THERE ARE MANY THINGS BOYS AND GIRLS CAN DO IN
THE WAY OF PREVENTING ACCIDENTS



“I WILL HELP LITTLE CHILDREN TO CROSS
THE STREET SAFELY”

ANSWER THE FOLLOWING QUESTIONS

The test of knowing is doing; the test of resourcefulness is being able to "carry on" beyond what one has just learned. The questions and "things to do" suggested below serve both as a test of knowledge and of resourcefulness. Answer each question. If the answer is not given in this book, then consult similar books just as you would do in any other case. Discuss the questions with members of your group. Be sure to do the things that are suggested.

1. Make a list of ways that boys and girls can be courteous to their parents.
2. What courtesies are due brothers and sisters?
3. Tell of ways in which boys and girls can be courteous to maids or other employees in the home.
4. What are some of the causes of disagreements between neighbors? What rule should serve as a guide in the treatment of one's neighbors?
5. How do charming people live and act?
6. Confucius said, "Eat at your table as you would eat at the table of a king." Is this a good rule to observe today?
7. How should the silver be arranged on the table?

GOOD MANNERS FOR YOUNG AMERICANS

8. What should be the attitude of boys or girls at the table if some one should have an accident?
9. How should a guest be treated in the home?
10. What courtesies can be shown to your teacher?
11. How would you use one hundred dollars given you to spend on your room?
12. What courtesies can be shown to your grocer and to your telephone operator?
13. Make a list of the opportunities you have to be courteous to others in a single day.
14. What should a girl or a woman say to a boy or man who offers her a seat in the street car or bus?
15. Plan a party for your birthday. What courtesies should be shown at a party?
16. Who is your "hero or heroine" ideal? Make a list of courteous acts performed by your hero or heroine.

THINGS TO DO

The illustrations in this volume were made by pupils in the Upper Elementary and Junior High School grades. Make photographs, drawings, silhouettes, or cartoons to show the following situations and be prepared to discuss the situation with your classmates:

1. Three high school girls passing some one on a narrow sidewalk.
2. Waiting in line to get a locker, or to get tickets for the theatre.
3. Boy taking off his cap when speaking with a lady.
4. Boy giving up his seat in street car or bus to lady or elderly man.
5. Cartoon poking fun at a girl who chews gum, or a boy who expectorates on sidewalk.
6. Taking one's turn when boarding a street car.
7. Hats off when entering a building.
8. Proper conduct in the lunch room or school cafeteria.
9. Assembly room conduct.
10. Dining room scene.
11. Proper use of trash can on school grounds.
12. Boy and girl walking together.
13. On the telephone.
14. Refreshments served at a party.

GOOD MANNERS FOR YOUNG AMERICANS



CARTOON MADE BY A STUDENT TO ILLUSTRATE:
WHO WANTS TO BE THROWN BY BANANA PEELS?

15. Good manners at home.
16. Good sportsmanship when the football game was lost.
17. The art of listening.
18. Picking up a handkerchief dropped by a school girl.

GOOD MANNERS FOR YOUNG AMERICANS

19. Helping mother.
20. Proper use of handkerchief.
21. A school dance scene.
22. Cartoon showing effects of a loud radio.
23. Cartoon showing a boy teasing a younger boy.
24. Primping in public.
25. Flowers for the sick classmate.
26. Reading a newspaper on the subway, or crowded bus.
27. Pride in personal appearance.
28. Shaking hands with a new acquaintance.
29. Introducing a friend to your classmates.
30. Being courteous to the new classmate, or to the foreign child in your school.



BOYS: BE QUICK TO SHOW LITTLE COURTESIES

THRIFT CODE

A man without thought for the future must soon have present sorrow.—*Confucius*

From the lives and experiences of successful men and women, we have learned much that will enable us to live better. Benjamin Franklin, and many before as well as after him, found that thrift was an important quality of the good citizen. Franklin's rules for thrift did not differ very much from the best rules that have been offered us in this age by our bankers. Be prepared to tell why you think good citizens should be thrifty, and how being thrifty differs from being a miser. Also, prepare a list of rules for thrift that apply to your own case. Consider the advantage of putting the following rules into practice. What additions would you like to make?

When in school, I must not waste time, but must begin work promptly after assembly.

I must always be on time. A tardy pupil wastes not only his own time but that of his entire class.

I must not waste paper or any other material.

It is my duty to learn to keep my personal property neat and in order.

It is wasteful to tear pages from, to mark or to destroy books.

It is my duty to keep my clothes clean and in good repair. By being careful with my clothes and my personal property, I can help my parents save more money.

It is my duty to treat public property in the same way as I would treat my own. By being careful, I can save money for the community and for myself.

A savings account in the bank and an insurance policy are good investments that I want to consider making.

MORALITY CODES

Whene'er a noble deed is wrought,
Whene'er is spoken a noble thought,
Our hearts in glad surprise
To higher levels rise.

—*Longfellow*

Good conduct is something that boys and girls, as well as men and women, prize very much. The best of employers want employees who have the qualities described in these Codes. They do not want employees who are lacking in trustworthiness, loyalty, industry, willingness to coöperate, and courtesy. Read these codes to find out what qualities young Americans should have according to the authors. After reading through each code, be prepared to make a code of your own. Consult your friends and teachers, if you like, but make a code that you think would fit the young folks in your school. Compare the code you wrote with the codes of your classmates. Revise your code in the light of what you learn from their codes.

THE ELEMENTARY SCHOOL CODE
OF MORALS*

Boys and girls who are good Americans try to become strong and useful, that our country may become ever greater and better. Therefore they obey the laws of right living which the best Americans have always obeyed.

I

THE LAW OF HEALTH

*The Good American Tries to Gain and to Keep
Perfect Health.*

The welfare of our country depends upon those who try to be physically fit for their daily work. Therefore:

1. I will keep my clothes, my body and my mind clean.
2. I will avoid those habits which would harm me, and will make and never break those habits which will help me.
3. I will try to take such food, sleep and exercise as will keep me in perfect health.

* By WILLIAM J. HUTCHINS, Character Education Institution, Chevy Chase, Washington, D. C. Reprinted by special permission.

II

THE LAW OF SELF-CONTROL

The Good American Controls Himself.

Those who best control themselves can best serve their country.

1. I will control my tongue, and will not allow it to speak mean, vulgar or profane words.
2. I will control my temper, and will not get angry when people or things displease me.
3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.

III

THE LAW OF SELF-RELIANCE

The Good American Is Self-Reliant.

Self-conceit is silly, but self-reliance is necessary to boys and girls who would be strong and useful.

1. I will gladly listen to the advice of older and wiser people; I will reverence the wishes of those who love and care for me, and who know life and me

better than I do; but I will learn to think for myself, choose for myself, act for myself.

2. I will not be afraid of being laughed at. I will not be afraid of doing right when the crowd does wrong. Fear never made a good American.

IV

THE LAWS OF RELIABILITY

The Good American Is Reliable.

Our country grows great and good as her citizens are able more fully to trust each other. Therefore:

1. I will be honest, in word and in act. I will not lie, sneak or pretend, nor will I keep the truth from those who have a right to it.
2. I will not do wrong in the hope of not being found out. I cannot hide the truth from myself and cannot often hide it from others.
3. I will not take without permission what does not belong to me.
4. I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistake, and I will try to make good

any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

V

THE LAW OF CLEAN PLAY

The Good American Plays Fair.

Clean play increases and trains one's strength, and helps one to be more useful to one's country. Therefore:

1. I will not cheat, nor will I play for keeps. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.
2. I will treat my opponent with courtesy.
3. If I play in a group game, I will play, not for my own glory, but for the success of my team and the fun of the game.
4. I will be a good loser or a generous winner.

VI

THE LAW OF DUTY

The Good American Does His Duty.

The shirker or the willing idler lives upon the labor of others, burdens others with the work which he ought to do himself. He harms his fellow citizens, and so harms his country.

I will try to find out what my duty is, and I will do it, whether it is easy or whether it is hard. What I ought to do, I can do.

VII

THE LAW OF GOOD WORKMANSHIP

*The Good American Tries to Do the Right Thing
in the Right Way.*

The welfare of our country depends upon those who have learned to do in the right way the things that ought to be done. Therefore:

1. I will get the best possible education, and learn all that I can from those who have learned to do the right thing in the right way.

2. I will take an interest in my work, and will not be satisfied with slipshod and merely passable work. A wheel or a rail carelessly made may cause the death of hundreds.
3. I will try to do the right thing in the right way, even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward. Envy spoils the work and the worker.

VIII

THE LAW OF TEAMWORK

The Good American Works in Friendly Coöperation with His Fellow Workers.

One man alone could not build a city or a great railroad. One man alone would find it hard to build a house or a bridge. That I may have bread, men have sown and reaped, men have made plows and threshers, men have built mills and mined coal, men have made stoves and kept stores. As we learn better how to work together, the welfare of our country is advanced.

1. In whatever work I do with others, I will do my part and will help others do their parts.
2. I will keep in order the things which I use in my work. When things are out of place, they are often in the way, and sometimes they are hard to find. Disorder means confusion, waste of time and loss of patience.
3. In all my work with others, I will be cheerful. Cheerlessness depresses all the workers and injures all the work.
4. When I have received money for my work, I will neither be a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

IX

THE LAW OF KINDNESS

The Good American Is Kind.

In America those who are of different races, colors and conditions must live together. We are of many different sorts, but we are one great people. Every unkindness hurts the common life, every kindness helps the common life. Therefore:



“I WILL GIVE MY BEST HELP TO THOSE WHO NEED IT MOST”

1. I will be kind in all my thoughts. I will bear no spite or grudges. I will not think myself above any other girl or boy just because I am of a different race or color or condition. I will never despise anybody.
2. I will be kind in all my speech. I will not gossip, nor will I speak unkindly of anyone. Words may wound or heal.
3. I will be kind in all my acts. I will not selfishly insist on having my own way. I will always be polite. Rude people are not good Americans. I will not trouble unnecessarily those who work for me. I will do my best to prevent cruelty, and will give my best help to those who need it most.

X

THE LAW OF LOYALTY

The Good American Is Loyal.

If our America is to become ever greater and better, her citizens must be loyal, devotedly faithful, in every relation of life.

1. I will be loyal to my family. In loyalty I will gladly obey my parents or those who are in their place.

I will do my best to help each member of my family to strength and usefulness.

2. I will be loyal to my school. In loyalty I will obey and help other pupils to obey those rules which further the good of all.
3. I will be loyal to my town, my state, my country. In loyalty I will respect and help others to respect their laws and their courts of justice.
4. I will be loyal to humanity. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give to everyone in every land the best possible chance.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, state and country. If I try simply to be loyal to my own town, state and country, I may be disloyal to humanity. I will try, above all things else, to be loyal to humanity; then I shall surely be loyal to my country, my state and my town, to my school and to my family.

And he who obeys the law of loyalty obeys all of the other nine laws of The Good American.

THE HIGH SCHOOL MORALITY CODE*

Entering a larger life, undertaking new duties, and preparing for a still larger life and still other duties, learn clearly the law of right and follow it.

1. Keeping ever in your heart love and honor for your parents, respect their wishes, be grateful for their care, give them your confidence, and try to enter more and more into their feelings and interests, and to be more and more their help and comfort.

Keeping in your heart love for your brothers and sisters, always behave so that they will feel sure of you and your love.

Be true to home. Do your part in it and for it, and help with heart and hand to make it the best that it can be. Through love of your own family, learn consideration and just regard for those not of your family. Doing your duty in your own home, learn to do your duty outside your home.

2. That you may make the best of life, study diligently, seek knowledge and wisdom. Be respectful to those whose duty it is to instruct or direct you. Be

* By CAROLINE M. BREVARD, Character Education Institution, Chevy Chase, Washington, D. C. Reprinted by special permission.

courteous to all and considerate of all your associates.

Work with a purpose. Work for thorough, accurate knowledge, not for the show of it. Scorn shame and pretense; love truth and seek it. Train yourself to habits of order, accuracy, and regularity; industry, promptness, and perseverance. Learn to appreciate the beauty and wonder of Nature's work and the beauty and wonder of man's work. Keep your mind open and wide-awake for new ideas, and never think that you have learned all that you ought to know.

Acknowledge and correct your errors and faults; but do not let thought of them weaken and discourage you. Do not grieve over lost opportunities, but make new ones. Do not grieve over bad habits, but break them. Do not pity yourself. Waste no time in idle dreaming, but with all the strength that is in you labor to bring about the best that you can dream.

Keep before you thought of the work that you believe you can best do in life, and prepare for it as best you can. But never think the work you have to do now is beneath you. Plough the field or build the bridge; bake the bread, or sing the song—do your work so that you make it great.



BE KIND TO THE YOUNG CHILDREN, WITH SO LITTLE STRENGTH

And first and through all make your will good, strengthen it, and use it.

3. Be kind, just, and true, in your thoughts, your words and your deeds. Do not judge harshly or thoughtlessly. Keep prejudice out of your mind; reverence the life and respect the nature of all. Especially speak the kind word and reach out the kind hand to the sick, the poor, and the sad; and to the young children with so little strength and so little knowledge. Be respectful to and considerate of the old, who have given so largely of their strength. Appreciate what is done for you. Enter into the feelings of others and adapt yourself to circumstances. Never suspect evil, but look for good. Be not a gossip, a meddler, a mischief-maker. Be not curious about the business of others. Look for no slights; bear no grudges. Live above spite, malice, jealousy. Give envy, hatred, anger, cruelty, no place in your life. Be loyal and steadfast in all your relations.

Do not look with contempt upon the poor, or think there is shame and disgrace in poverty. Do not look with bitterness upon the rich, or think there must be pride and selfishness in wealth. But appreciate the



“BIG SISTERS”

character and honor, the real worth of all, rich or poor, humble or great.

And bear in mind that your law of kindness is for all creatures that live; so seek not to hurt, but to help; not to kill, but to save.

4. Be temperate. So control desires, will and conduct that you can deny yourself anything, and will

deny yourself anything wrong or harmful to yourself or to others.

Learn the laws of nature and obey them. Do those things that will strengthen mind and body and keep them in health, and do nothing that will injure mind or body.

5. Keep your heart, mind and life pure. For you there can be no pleasure in coarse songs, jokes, pictures or anything suggesting impure thoughts; no part in immodest conversation; no touching that will blacken you. Be neat in appearance and habits; be modest in dress and conduct.

6. Be honest and just. Neither take nor covet what belongs to another. Take no unfair advantage in work or in play. Make no unfair bargain, nor seek to win anything by trick or by chance. To get something yet give nothing, to profit by the work of others, doing nothing in return—these things are not for you. You will pay the fair price and make just return, and do your part.

No more rob or cheat a company or the government than rob or cheat your classmate or your next-

door neighbor. Respect public rights and property as you respect private rights and property.

Be faithful to those who trust you or who employ you. No more waste their time nor hurt their interests than waste their money or spoil their possessions. To be perfectly trustworthy, entirely reliable is your standard.

Be honest with yourself in every thought, and true to yourself and your knowledge of right.

7. Do not waste or be careless; but whether you have much or little, use wisely what you have. Learn to do honest, useful work that will maintain yourself and help others. Avoid extravagance, borrowing, debt. But if you have borrowed, or made a debt, rest not until you have paid it in full.

8. Live the truth and speak it. Be sincere. Do not lightly promise, for your word must be sure. There can be no evasion, no deception, no double dealing in you.

9. Never give way to fear, nor look forward to trouble, but have courage. Should you meet pain or danger, bear the pain, face the danger, walk the straight road, clear-eyed and unafraid.

Let not your courage wait for the great day with its call for great deeds; use it as well in the plain life of everyday, for the commonplace duties close at hand. Have courage to live within your means, to be true to your shabby or unpopular friend. Stand by your convictions, though you stand alone. Speak out for the right, though yours is the only voice that speaks.

10. Let cheerfulness make yet finer your strong, true life. Do not indulge in depressing thoughts; but try to live in gladness and joy, and impart your gladness to others by cheerful looks and words. Find joy in simple things and give joy in simple ways. Be not a grumbling worker, not a grudging giver; but go about your work in cheer and gladness, and let joy and smiles be part of your gift.

11. Rely upon yourself. Look for no favor or patronage, but trust your own efforts. Do not shrink from what is new and untried; but make the decision, begin the work, take the responsibility. Answer to your own name and stand erect, yourself, not the imitation of another.

12. Love and honor your country, holding no work for her too hard, no service for her too great. Do your

part in your community, obeying law, keeping order and peace, helping as well as you can in work for good. Study the laws and government of your country, that with intelligence and judgment you may serve her well. In true loyalty and devotion uphold in your own life the high standard of national character—the standard of good faith, justice, courage and regard for the general good.

13. Appreciate your influence, and recognize your responsibility. Do not in any way lead others to do wrong, nor be amused, pleased, or satisfied when they do wrong. All the weight of your character, the influence of what you are, must be on the side of right.

14. Seek to gain wisdom. Learn to distinguish clearly between what is right and what is wrong, what is true and what is false, what is great and what is little.

Govern yourself with wisdom. Learn moderation. Be generous, without being wasteful; courageous, without being reckless; though quick to feel, yet keep a cool head. Be strong, yet gentle; frank, yet courteous; self-respecting, yet not conceited. Delight in play and fun. Love freedom, yet reverence law. Be

kind in judgment, yet make no compromise between right and wrong. Wear with true dignity your silken gown or your scholar's robe, as you wear with true dignity your working-clothes. Value the tradition of days that are past, yet with all the strength that is in you go forward into the future and make it good.

Keep before you your standard of character, and follow your law of right. Be just. Be kind. Have courage. Keep your word true, and your honor unstained. Control your thoughts, your will, and your conduct. Seek to grow in wisdom as the days pass.

THE ETHICS OF WORK*

This "Code of Successful Workers" has been formulated from personal experience by many men and women who have achieved great success as workers. It presents their personal attitude toward their work, and reveals the sort of people they have striven to make of themselves. It is true and reliable. It is offered as a means by which young people can learn the requirements which success in work imposes on them. Those who work by this code will find satisfaction, honor and a good living in the world of work.

THE CODE OF SUCCESSFUL WORKERS

Resolutions They Make for Themselves

1. I will respect all useful work and be courteous to the workers. Work of all kinds is essential to the success of the world, and benefits come to many from the service rendered by each honest worker. I will respect myself, therefore, when doing any useful work, and show respect for good work done by others. I will be courteous to all workers, regard their rights, and make life more agreeable for them when I can.

* Character Education Institution, Chevy Chase, Washington, D. C. Reprinted by special permission.

2. I will know my work and have ambition to do it well. I will keep determined to succeed in work, to master some one line, to develop aptitude and gain skill. I will keep my mind concentrated on my work, and make work my chief interest. I will accumulate knowledge and experience.

3. I will take the initiative and develop executive ability. I will use business sense, have courage to make decisions and go ahead, be quick-witted, well balanced, and of good insight. I will be adaptable, and make all I can of my powers of invention.

4. I will be industrious and willing. I will bring enthusiasm to my work, be energetic and quick about it, and have endurance. I will be punctual, and always an attentive worker. I will be patient and persevering, and have system. I will keep myself in good health.

5. I will be honest and truthful. I will regard property rights, be economical of materials, and put in full time. I will be frank and honorable in my treatment of others, and preserve my personal integrity.

6. I will educate myself into strong personality. I will develop force of character and have some worthy

purpose in life. I will use my leisure wisely. I will be well informed, self-possessed, self-controlled, self-respecting, stable, open-minded and teachable, alert, observing. I will be quick to understand, and of good memory. I will use my imagination, and be ready to take responsibilities. I will gain knowledge of human nature, show sympathy, and take an interest in people. I will be friendly, cheerful, harmonious and always tactful.

7. I will be faithful to my work. I will hold ideals. I will be reliable, accurate and careful. I will do my work right for the people who need done the things I help to do. I will be thorough. I will keep my word.

8. I will be loyal. I will take pride in my firm or company, factory, store or farm. I will protect its interests, and help to make its work successful. I will be unselfish and obedient in my service to my superiors, and do good team work. In professional work, I will hold to the ethics of my profession. In an institution, I will be true to its purposes. I will be devoted to my home. I will be loyal to the people with whom I work.

9. I will be a gentleman—a lady. I will keep clean and neat, be pure and of good repute, courteous and polite to all. I will form wise personal habits.

The world does not owe me a living, but I am proud to make a good living for myself.

PARLIAMENTARY PRACTICES*

Many, many years ago people learned that discussions and debates of all kinds could best be conducted if certain "rules of order" were followed. In the course of time, rules governing parliamentary practices were adopted. These rules have been so universally accepted that it is highly desirable for high school pupils to know them. Some of the most important rules governing the conduct of meetings, assemblies, discussions, etc., are presented below. They are not intended to be committed to memory. They are to be applied to all forms of school meetings. When in doubt about the proper procedure, consult these rules. If they do not cover the point in question, consult a book on Rules of Order, or Parliamentary Practices.

Study official reports of discussions and debates in congress for the purpose of acquainting yourself with parliamentary practices.

Be prepared to tell why laws of parliamentary practice came into use.

* Printed through courtesy of R. S. OLDHAM, Principal, High School, West Chester, Pa.

SUGGESTIONS FOR PARLIAMENTARY LAW DRILL

As soon as possible all pupils should copy in their note books and become familiar with the following principles of parliamentary law. Teachers should arrange for practice and drill throughout the year. If new problems arise demanding new solutions, teachers should add to the list such points as are necessary.

Every pupil should know:

1. How to open and take charge of a meeting.
2. How to call for the minutes and have them approved.
3. How to act as secretary of a meeting (secretary's reports should be written and discussed).
4. How to address the chair and be recognized.
5. That to make a motion he must rise and address the chair.
6. That a second to a motion is usually necessary.
 - (a) A motion may be seconded from one's seat without rising or addressing the chair.
 - (b) A nomination does not need to be seconded.

7. That between the second to a motion and the "Question" the chairman allows discussion.
8. That to "close debate" and obtain a vote it is usual for some one to call out "Question."
9. That the chairman must then put the Question to a vote.
10. That nominations for office may be closed by making and carrying a motion to that effect.
11. That a motion may be made to amend a motion:
 - (a) If the amendment is lost, the original motion still stands, and can be voted on.
 - (b) If the amendment is carried, the original motion (with the amendment that has been carried) must be voted on.
12. That a motion must be withdrawn by the one who made it and may be withdrawn unless some one objects. In the latter case a vote is taken.
13. That a motion may be reconsidered in the same meeting or on the day following.
14. That a motion may be rescinded at any time when it is too late to reconsider.
15. That if the pupil notices a breach of order he may call for the enforcement of the rules by the chair-

man. He must rise and say, "Mr. Chairman, I rise to a point of order."

- (a) The chairman must ask for a statement of the point at issue.
- (b) The chairman decides the point and the business proceeds.
- (c) If the pupil is not satisfied he may "Appeal from the decision of the Chair." His appeal must be seconded.
- (d) The Chair must state his decision and that it has been appealed from and he must then state the question thus: "Shall the decision of the Chair stand as the judgment of the Assembly?"
- (e) After the vote has been taken, the Chair states that the decision of the Chair is sustained or reversed as the case may be.

16. That a motion may be made to "commit" or "refer" a matter to a Committee.

17. That a motion may be made that any subject be "laid on the table" and the motion is:

- (a) Undebatable.
- (b) Takes precedence of all Subsidiary Motions.

18. That, ordinarily, a "Quorum" signifies a majority of the membership of any organized body.
19. That a motion to adjourn takes precedence over all others except "To fix the time to which to adjourn."
20. That it requires a two-thirds vote to amend the Constitution and By-Laws of any organized body.
21. That the Constitution and By-Laws of any organized body cannot be suspended.

The high spots in a typical meeting conducted according to parliamentary practice may be summarized:

Calling the society to order

Calling roll of officers and members

Reading of minutes and approving after making corrections

Admission of new members

Communications, notices and bills

Payment of dues

Reports of standing committees

Reports of special committees

Unfinished business

New business

Discussion, address, or whatever is on the program

Announcement of receipts by financial agent

Adjournment

COURTESY*

C is for Courtesy; you've heard it before,
In every school we need it still more.

O is for order in all of our halls,
Don't rush through the mass whene'er a friend
calls.

U is for us; we all should use tact.
Courtesy is a great something we lack.

R is for rules; we need quite a few;
We ought to obey them; 'tis the right thing to do.

T is for teachers, whom we should respect;
Mannerly conduct is what they expect.

E is for excellence we never can get,
Until rules of courtesy we do not forget.

S is for silence; we must not be loud,
Our halls should be quiet in spite of the crowd.

Y is for Yuletide; it is drawing so near.
It's a time for our records to be spotless and clear.

* Printed through courtesy of NETTIE MAY YOUNG, White Plains, N. Y.

GOOD MANNERS IN STUDYING

Young Americans should have information, habits and ideals that will enable them to live efficiently and wisely. They must acquire these abilities through observation, reading and thinking. In brief, the process is called study. While every individual must learn his own lessons, must do his own thinking, it is important to remember that good manners apply here as in other walks of life. If you study aloud, you interfere with the work of others. If you deceive the teacher or your fellow pupils in what you know about a subject, if you do not do your share when participating in a group project, if you cheat on examinations (or at any other time), you are not acting in accordance with good manners. If you do not take your own notes, if you forget to return the notes or books of a classmate, or if you fail to observe the rules of the library, both as to conduct in the library room and in coöperation with the authorities in carrying out rules and regulations, your manners stand in need of improvement. The courteous youth is one who observes the rights of others and who coöperates in all matters that are for the good of all. In order that pupils may

better improve their time while studying, the following suggestions are offered:

LEARN TO STUDY

Learning by study must be won;
'Twas ne'er entailed from son to son.
—Gay

Nothing gives greater joy to a pupil than doing a task well. Boys and girls learn how to do their work in much the same way that they learn to read, write, skate and swim. They learn to do *by doing*. School tasks often require a considerable amount of reading and study. Boys and girls who learn to read well and how to study can either get their lessons better in the same amount of time, or they can get their lessons in less time. Below are some suggestions that will help you to learn more easily. These rules will help you if you follow them carefully day after day. They will not enable you to get your lessons without work, but they will enable you to get your lessons better and in less time and, if followed day after day, studying will become more and more enjoyable.

1. Take good care of your health. If you are not healthy and happy, you can probably become so. Consult your physician or school nurse at least twice each year. Eat plenty of good food, including salads, fresh vegetables and fruits. Eat very little or no candy or "hot dogs." Avoid coffee, tea, cocoa and tobacco. Drink six or more glasses of pure water daily. Get plenty of exercise, preferably out of doors. Sleep from nine to ten hours every night.

2. See that external conditions are favorable to study. Have the light come over and back of the left shoulder, if possible. Sit in a chair or seat that is comfortable. Study in a well-lighted and well-ventilated room, if possible.

3. Have a regular time for getting each lesson and follow the schedule.

4. When you are ready to study, have all materials at hand and begin promptly. Don't dawdle. Keep your attention on your work.

5. Start each study period with a determination to get the lesson well and quickly. Aim to accomplish more in the time spent. Aim to get your lessons bet-

ter and better each day. Many pupils are doing it; *you* can do it.

6. It is generally advisable to review the work of the previous day (week or term) before beginning the day's assignment.

7. Study the assignments as soon after they are made as practicable.

8. In studying lessons in literature, history, geography, civics and the like, it is often advisable to read over the entire assignment to find out what it is about. Pick out the important points in the lesson and be prepared to discuss each of them. Sometimes learning is made easier if an outline of the lesson is worked out in such a way as to indicate the most important points and the less important items.

9. After reading or studying a topic or lesson, close your book and try to recall the important items. Anticipate questions that could be asked on the selection, and try to answer them. Discuss your answers with other members of the class if possible.

10. Test yourself in as many ways as possible to find out whether you know the main points of the

lesson. If not, consult your books, and again test yourself.

11. Prepare each lesson daily, but review it briefly, if possible, just before going to class.

12. Form the habit of reviewing weekly and monthly.

13. Form habits of consulting external aids to study: a dictionary, an encyclopedia, notes, etc.

14. Remember that reading and studying is living, that it is helping you to climb to loftier heights that can be attained only by persevering and by hard work.

15. Above all things, keep the aim clearly in mind and resolve to achieve the end and reach the goal. One success leads to other successes.

HOW TO MEMORIZE

If you wish to memorize a poem or speech, read it through from beginning to end. Get the meaning of the selection. Write down some of the important points, and try to picture in your own mind the entire selection. If a poem, read it aloud. After studying the selection as a whole for a number of times, some parts

may be found which are particularly difficult to learn. Study these parts and then finish by reading again the entire selection. It will help greatly if you will try to recall as much of the selection as possible after each reading. Learn the selection thoroughly. Review it to-morrow, and again next week, next month and next year.

EXAMINATIONS

In many schools, examinations are given after the course has been finished, or after parts of it have been covered. To boys and girls who know their lessons, examinations are pleasant tasks. They enable the pupil to make a check on what he has been learning. Every pupil should welcome the opportunity to find out how well he has been doing. If he knows where he is weak, he knows what studying he must do. When getting ready for an examination, study over the lessons and notes that are to be covered by the examination and try to find the connection between all the parts. Try to anticipate the questions or exercises that will be prepared by the teacher and work out detailed and accurate answers for each of the ques-

tions. Be definite and accurate. Make full and complete statements so clearly expressed that your fellow pupils will understand what you write or say.

HOW TO TAKE AND USE NOTES

In school work, there are many times when notes must be taken. If you will spend a little time in learning how to take notes from books and from what other pupils and the teachers say, the notes will be of value to you in helping you to learn easily.

When taking notes from a book, write down the main points you are looking for, and only a few of the minor points. Be sure to record the notes so you can tell the entire story from the notes. When taking notes from what the teacher says, from class discussions, or from lectures over the radio, take down the main points, and then develop the story as soon as possible after the recitation from the notes. It is often advisable to follow some plan in note taking. If the pupil forms the habit of taking notes according to one set outline it will be easier to rewrite them or understand them at a later time. A plan for outlining written work follows:

GOOD MANNERS FOR YOUNG AMERICANS

I.

A.

1.

2.

a.

b.

(1)

(2)

(a)

(b)

II.

A.

B.

1.

2.

a.

b.

(1)

(2)

(a)

(b)

C.

etc.

It is usually best to take notes on the left-hand page and to rewrite them on the right-hand page. Much

depends, however, on the length of the notes, what they are about, etc.

The number of the page, the topic and the date should be given at the top of the page.

Notes should be so well rewritten that they will contain the best of what was read or heard. When properly written, they can be reviewed quickly. When properly used, they are a great aid to the pupil in learning thoroughly and in learning to use clear and concise statements.

Notes should be written in a hand that can be read easily by the pupil taking the notes. They should be rewritten in a better form so other pupils can read them without difficulty.

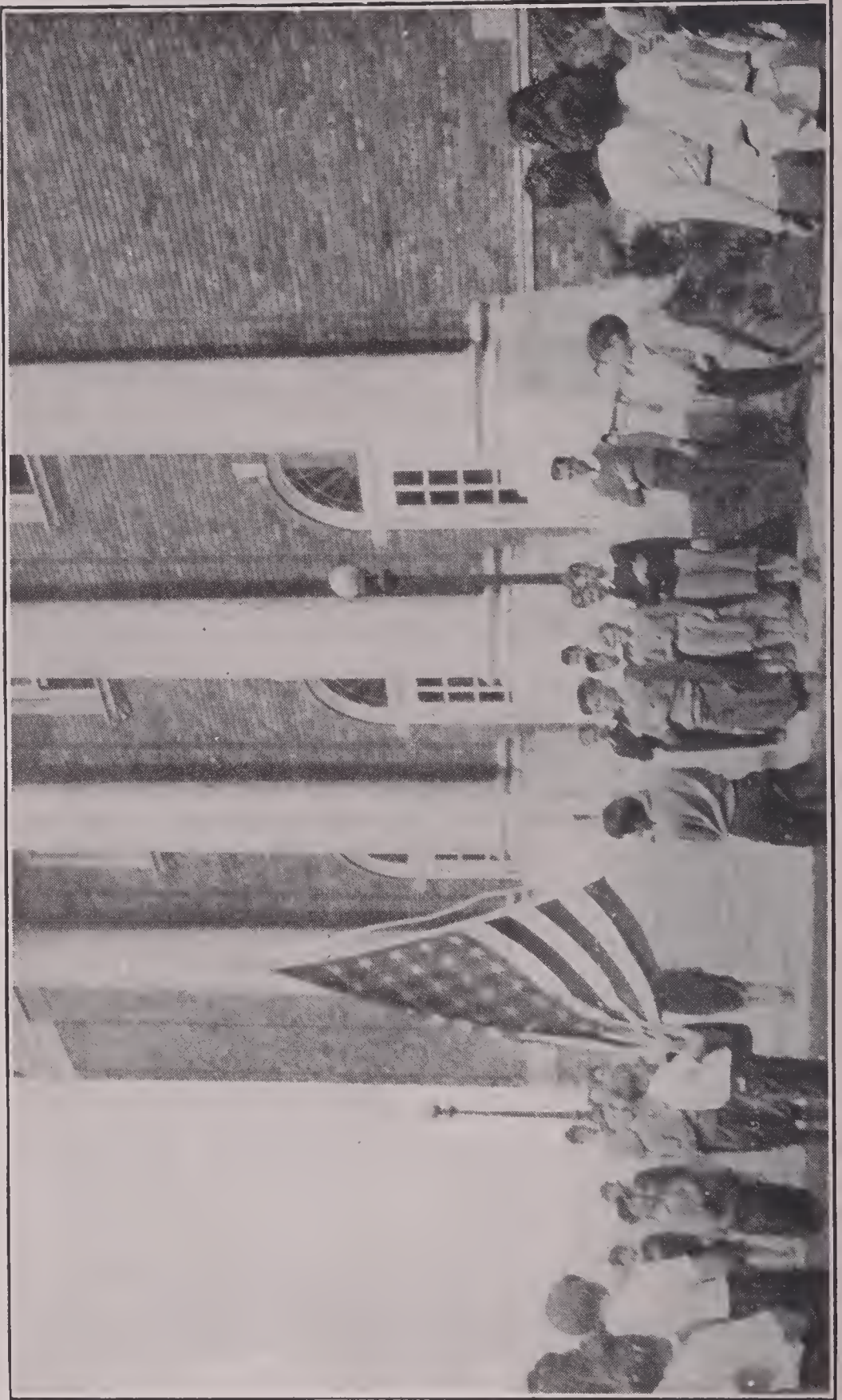
Notes should be reviewed frequently. Be careful to put just the meaning into them that the author or speaker intended. Occasionally, it is necessary to secure additional information from other sources, either for the purpose of finding out if the notes are correct or for additional information on the topic.

CORRECT USE AND PROPER DISPLAY OF THE FLAG

There is no federal law in force pertaining to the manner of displaying, hanging, or saluting the United States flag, but there are numerous regulations and usages of national recognition. Because of the irregular and careless methods employed in displaying the flag, a National Flag Conference was called by the American Legion on Flag Day, June 14, 1923. Representatives of the principal National patriotic, fraternal, educational and civic organizations met in Washington to draft an authentic code of flag etiquette. This conference adopted the following rules for displaying the flag:

1. The Flag should be displayed only from sunrise to sunset, or between such hours as may be designated by proper authority. It should be displayed on National and State holidays and on historic and special occasions. The Flag should always be hoisted briskly and lowered slowly and ceremoniously.

2. When carried in a procession with another flag or flags, the Flag of the United States should be either on the marching right, i.e., the Flag's own right, or when



LEARN TO RESPECT THE FLAG

there is a line of other flags, the Flag of the United States may be in front of the center of that line.

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

4. When a number of flags of States or cities or pennants of societies are grouped and displayed from staffs with the Flag of the United States of America, the latter should be in the center or at the highest point of the group.

5. When flags of States or cities or pennants of societies are flown on the same halyard with the Flag of the United States, the National Flag should always be at the peak. When flown from adjacent staffs, the Flag of the United States should be hoisted first and lowered last. No flag or pennant should be placed above or to the right of the Flag of the United States, i.e., to the observer's left.*

6. When flags of two or more nations are displayed, they should be flown from separate staffs of the same height and the flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.

* NOTE: In the Navy there is an exception to this rule. The church pennant, which is flown during divine service on shipboard, may be flown above the National Flag. This is the practice in all the navies of the world.

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

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

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

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

11. When used in connection with the unveiling of a statue or monument, the Flag should form a distinctive feature during the ceremony, but the Flag itself should never be used as the covering for the statue.

12. When flown at half-staff, the Flag is first hoisted to the peak and then lowered to the half-staff position; but before lowering the Flag for the day it is raised again to the peak. On Memorial Day, May 30, the Flag is displayed at half-staff from sunrise until noon and at full-staff from noon until sunset, for the Nation lives and the Flag is the symbol of the living Nation.

13. Flags flown from fixed staffs are placed at half-staff to indicate mourning. When the flag is displayed on a small staff, as when carried in a parade, mourning is indicated by attaching two streamers of black crepe to the spearhead, allowing the streamers to fall naturally. Crepe is used on the flagstaff only by order of the President.

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

15. When the Flag is displayed in the body of church, it should be from a staff placed on the congregation's right as they face the clergyman. The service flag, the State flag

or other flag should be at the left of the congregation. If in the chancel, or on the platform, the Flag of the United States should be placed on the clergyman's right as he faces the congregation, and other flags on his left.

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

CAUTIONS

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

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

3. Do not display the flag with the union down except as a signal of distress.

4. Do not place any other flag or pennant above or, if on the same level, to the right of the flag of the United States of America.

5. Do not let the flag touch the ground or the floor or trail in the water.

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

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7. Do not use the flag as drapery in any form whatsoever. Use bunting of blue, white, and red.

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

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

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

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

12. Do not carry the flag flat or horizontally, but always aloft and free.

13. Do not use the flag as a portion of a costume or of an athletic uniform. Do not embroider it upon cushions or handkerchiefs nor print it on paper napkins or boxes.

14. Do not put lettering of any kind upon the flag.

15. Do not use the flag in any form of advertising nor fasten an advertising sign to a pole from which the flag is flown.

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

PROPER USE OF BUNTING

Bunting of blue, white, and red should be used for covering a speaker's desk, draping over the front of a platform,

GOOD MANNERS FOR YOUNG AMERICANS

and for decoration in general. Bunting should be arranged with the blue above, the white in the middle, and the red below.

SALUTE TO THE FLAG

During the ceremony of hoisting or lowering the flag or when the flag is passing in a parade or in a review, all persons present should face the flag, stand at attention, and salute. Those present in uniform should render the right-hand salute. When not in uniform, men should remove the headdress with the right hand and hold it at the left shoulder, the hand being over the heart. Women should salute by placing the right hand over the heart. The salute to the flag in the moving column is rendered at the moment the flag passes.

SALUTE TO NATIONAL ANTHEM

When the National Anthem is played and the flag is not displayed, all present should stand and face toward the music. Those in uniform should salute at the first note of the Anthem, retaining the position until the last note. All others should stand at attention, men removing the headdress. When the flag is displayed, the regular "Salute to the Flag" should be given.

The "Star-Spangled Banner" is recommended for universal recognition as the National Anthem.

GOOD MANNERS FOR YOUNG AMERICANS

PLEDGE TO THE FLAG

In pledging allegiance to the flag of the United States of America, the approved practice in schools, which is suitable also for civilian adults, is as follows:

Standing with the right hand over the heart, all repeat together the following pledge:

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

At the words “to the flag,” the right hand is extended, palm upward, toward the flag and this position is held until the end, when the hand, after the words “Justice for all,” drops to the side.

However, civilian adults will always show full respect to the flag, when the pledge is being given, by merely standing at attention, men removing the headdress. Persons in uniform should render the right-hand salute.

These rules are accepted by the United States Flag Association, organized April 9, 1924, for the purpose of bringing “into greater consideration and higher appreciative regard by the citizenry of the Republic the Flag of the United States and the ideals, traditions, principles, and institutions for which it stands.”

The Stars and Stripes fly officially night and day continuously over the east and west fronts of the National Capitol. These two flags over the Capitol are replaced every six months, due to the excessive wear and tear of wind and rain.

The flag flies over the White House from sunrise until sunset only when the President is in Washington.

The flag should be displayed on all patriotic occasions, especially on the following days:

LINCOLN'S BIRTHDAY	February 12
WASHINGTON'S BIRTHDAY	February 22
MOTHER'S DAY	Second Sunday in May
MEMORIAL DAY	May 30
(Displayed at half-staff until noon and then at full-staff until sunset)	
FLAG DAY	June 14
INDEPENDENCE DAY	July 4
ARMISTICE DAY	November 11

Of course there are other special days in certain localities on which the flag is displayed.

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