

**BULLETIN**  
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**SCHOOLHOUSE MEETING**  
**MANUAL**

Prepared by

**Members of the Department of Extension  
of the University of Texas**

and Edited by

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AUSTIN, TEXAS

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston.

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar.

# The Schoolhouse Meeting Manual

“United here for common things  
Each finds the might of all.”

“The schoolhouses dotted here and there and everywhere over the great expanse of this nation will some day prove to be the roots of that great tree of liberty which will spread for the sustenance and protection of all mankind.”

WOODROW WILSON.

*Purpose of this Manual.*—In this “Manual” we shall:

- (1) Explain the purpose of the Schoolhouse Meeting and the plan proposed for the conduct of such meetings;
- (2) Point out what help in carrying out the Schoolhouse Meetings can be secured from the University and other sources;
- (3) Give suggestive programs for meetings involving debates, declamations, spelling-bees, field days, farm-work contests, school and community fairs, and for musical and recreational evenings.

## PLAN AND PURPOSE OF THE SCHOOLHOUSE MEETING

The following letter of instructions which was sent out to each teacher, together with the “Directions to the Chairman of the Meeting” will give a clear idea of the plan proposed by the Department of Extension of the University for the conduct of Schoolhouse Meetings:

### THE UNIVERSITY OF TEXAS

#### DEPARTMENT OF EXTENSION

AUSTIN TEXAS, October 27, 1915.

Fellow Teacher:

The present time offers the public school an exceptional opportunity to show the people, at a time when they are looking for light, that the school can be of value to the community not only in educating the children, but also in giving to the grown people definite and helpful information bearing upon the problems of their daily lives.

Last year a plan for Schoolhouse Meetings was devised and tried out with great success in over two hundred rural schools in Texas. So successful were these meetings and so eager are our rural teachers thus to enlarge their usefulness and influence in their communities that over three thousand have already asked that the plan and programs be sent to them so that they may hold these meetings regularly this year.

The plan is to hold a community meeting in the schoolhouse every two weeks, generally on Friday afternoon or night. For each meeting, a definite, practical topic for discussion is selected. A series of questions about this topic and answers to these questions are sent out from the University Department of Extension. In preparing these questions and answers the University has the cooperation of the Agricultural and Mechanical College and the State Department of Education, so that the expert knowledge at the disposal of the State along nearly all lines will thus be brought directly to bear on our farm and home problems, and this knowledge brought directly to the farmer through the rural school. In addition, the programs are so arranged that at each meeting opportunity is provided for those in the community who have knowledge or experience of value on the topic discussed to give this for the benefit of the others. In this way whatever the most successful in the community may know and whatever the experts in colleges and universities may know will be given to everyone free, and in their own home school, where they can discuss it freely.

Two copies of the suggested program for the first meeting are being mailed you today under separate cover. For further suggestions as to the conduct of the meeting read the suggestions offered "To the Chairman of the Schoolhouse Meeting" in the front of the programs sent.

In order to bring the meeting to the attention of the patrons and induce them to come, write the following invitation on the board on Wednesday and have all of your children copy this on a fresh sheet of paper as a writing lesson:

You are cordially invited to come to the schoolhouse on Friday afternoon at three o'clock to hear and discuss certain definite plans by which it is believed this community can be made more prosperous and a more pleasant place in



which to live. The plan has been prepared and will be explained by the Department of Extension of the University, and will offer for discussion some very interesting and valuable information and new ideas. The A. & M. College and the State Department of Education will cooperate with the University in the preparation of the plans and programs of these meetings.

Ask the children to hand to their parents this invitation and a copy of the list of questions in the program sent. Write this list of questions on the blackboard after the invitation has been copied by the children, and have them copy this also and take home.

You should study carefully this program, discuss the matter with your school board, and ask them to come to the meeting. Personally invite leading progressive citizens in the neighborhood to come. When the hour arrives, explain briefly why the meeting was called. If you feel it unwise to do this yourself, then ask some patron whom you know to be a good speaker and a real leader in the community to do so. Be sure to see to it that he has the paper several days in advance so as to prepare himself.

Do not form any elaborate organization. Merely elect a chairman to preside, and offer to serve as secretary yourself. The program gives all other necessary directions. If anything further is needed, write at once to the Director of Extension, The University of Texas, Austin, Texas.

Immediately after your first meeting send on the blank printed on the last page of the program a report of the meeting to the Director of Extension, The University of Texas, Austin, Texas, and the program and other material for the second meeting will be sent you.

Please let us hear at once that you have joined in this great movement, and have thus shown your willingness to serve your community to the best of your ability. You can increase your influence and the influence of your school by rendering the community this service. You do not have to assume responsibility for this organization. All that is asked is that you call this first meeting and lend such help as you can. The members themselves, with such aid as we and the other State institutions can give, will carry the work on. To interest the parents, it may

be well to have one or two children give a declamation at the opening of the meeting. Each one can decide best for himself or herself whether it is advisable to allow the children to remain at the meeting.

We would suggest that during the following week you use the questions and material given in the bulletin in your agriculture class or other appropriate class, so as to interest both parents and children in these important subjects.

Please let us have your cooperation at once.

Sincerely yours,

A. CASWELL ELLIS,

Acting Director, Department of Extension,  
The University of Texas.

To the Chairman of the Schoolhouse Meeting:

The discussions of the questions given below have been prepared for the meeting to be held at the schoolhouse on Friday afternoon and are for the use of the person who conducts the meeting. Usually it will be best to have the questions written upon the blackboard before the meeting takes place, and when the time for discussion arrives, first have the question read aloud and call for discussion from the members present. Occasionally the chairman should call out someone whom he knows to be well qualified to answer the question. At times it is well to let such person know several days in advance that he or she will be called upon so that special preparation may be made by study of some of the bulletins referred to in the bibliography or of other literature. As soon as discussion has brought out whatever of interest the members present may know, then have read the discussion of the question that is given below and, if desirable, allow discussion of that. Good judgment must be used by the chairman in calling out discussion and in stopping it before it becomes unprofitable. At times it would be well to omit or pass lightly over certain questions and concentrate on others. Be sure to stop before the members are tired and always try to have the ideas that are brought out applied to the local conditions and needs. When a meeting results in a desire to carry out some practical plan, arrange for those interested in this plan to remain after the meeting and take the necessary steps at once. Strike while the iron is hot.

At the next meeting we shall discuss the farm garden, giving particular attention to what can be done in the fall garden. After this, meetings will be devoted to these topics: Poultry on the Farm; How to Prevent Disease on the Farm; Insect-borne Diseases; Feeding the Family for Health and Efficiency; Labor-saving Devices on the Farm; Labor-saving Devices in the Farm Home; Practical Methods of Increasing Crops by Plant Breeding; Tick Eradication; The Rural School-and-Community Library; What the School Can Do for the Community; What the Community Can Do for the School; Crop Diversification; The Preservation and Marketing of Diversified Crops; Farm Co-operative Enterprises. In addition, there will be printed in a general manual several programs devoted to pleasure and social enjoyment and several to the celebration of special days, such as Thanksgiving, Christmas, Washington's Birthday, Arbor Day, Independence Day, and San Jacinto Day. Two debates, two musical programs and a play and athletic program are also provided. This manual will be mailed out next month.

Suggestions from any source are always welcome. We hope that anyone who has a criticism to offer or can suggest a way in which the plan or programs of these meetings may be improved will write freely to the undersigned. No one is obliged to follow the programs sent by us. They are merely offered in a spirit of friendly cooperation, to be used when you think best to do so.

These schoolhouse meetings proved so successful last year in over two hundred schools in which they were tried that this year more than three thousand teachers have already personally sent in requests that the programs be sent them in order that they may carry on the meetings in their schools. We hope that many more will yet take up this valuable means of serving their communities and at the same time building up their schools. The programs, manual, and other helps will be sent free from time to time to any teacher desiring them. Let us all join hands in promoting this powerful means of building up our great State and making Texas a better place in which to live.

A. CASWELL ELLIS,

Acting Director, Department of Extension,  
The University of Texas, Austin, Texas.

## NEED NOT FOLLOW PROGRAM

It is, of course, understood that no school is obliged to follow this plan. The plan and programs provided are offered merely as suggestions, which the club may take or not as seems best to it. At times it will be best to meet at some other time than the one suggested. Sometimes a different program or topic will suit better. The club can have its own program committee and send for only such programs as it desires, or put in entirely different ones if it seems best. In any case, let us come together at the schoolhouse, have a good, social time, and discuss in an intelligent way the great questions now before us to settle. The programs that we offer have been prepared by the best experts in the several lines that can be found in the state, and have been found interesting and helpful by many.

## ADVERTISE MEETINGS

We would suggest that the county superintendent have the notice of the meeting and the list of questions to be discussed published in the county papers each time.

## HOW TO START

If unable to get the patrons to make a start with a program of serious discussion, then have a social program, a debate, or a program of performances by the children, and invite the patrons. After they are there and the other short exercises have been finished, try out a discussion program with them. We have hardly ever known the meeting to fail when once it was tried. Where practicable, have a little singing each time, and once in a while have simple refreshments. Sometimes a school fair or debate will serve to start off the schoolhouse meetings. Don't give up if the neighbors discourage you, and don't stop if only a few attend at first. Ask each one to come back next time and bring one more. The reward which comes from a good meeting well repays serious effort. Oftentimes it is well to discuss the same topic with the children at one of the school periods and occasionally it is well to have at least the older pupils remain to the regular meeting.

A little persistence, with patience and tact, can revolutionize a community in a little while. It is a great opportunity for service in a great cause.

### SINGLE PROGRAMS AVAILABLE

Special programs with lists of questions and answers have been prepared and printed on many important subjects, and other new ones are constantly being added. Below is a list of those that are either ready for distribution now or will be in the near future. When not yet ready the date of its proposed future publication is given. All are sent free upon request to the Department of Extension of the University.

Cover Crops.

The Farm Garden.

Poultry on the Farm.

The Family Cow.

Pork Production in Texas.

How to Diversify Farming.

Preservation and Marketing of Diversified Crops.

Co-operation on the Farm.

The Farm Orchard in Texas (Ready September 1, 1916).

Cotton Handling and Marketing (Ready September 1, 1916).

Tick Eradication (Ready March 1, 1916).

How to Increase Farm and Garden Crops by Plant Breeding (Ready March 1, 1916).

The School and Community Library (Ready April 1, 1916).

The Value of Farm Subjects in the Rural School (Ready June 1, 1916).

What the School Can Do for the Community (Ready May 1, 1916).

The Financial Value of Education (Ready September 1, 1916).

Beautifying the Home and the School Yards (Ready September 1, 1916.)

How Recent and Proposed School Laws Affect the Farmer (Ready March 1, 1916).

Feeding the Family for Health and Efficiency.

Conveniences and Labor-saving Devices in the Farm Home.

The Convenient and Well Planned Farm Home at Small Cost (Ready March 1, 1916).

The Use of the Peanut for Man and Animal on the Farm (Ready March 1, 1916).

Inexpensive Waterworks in the Farm Home (Ready September 1, 1915).

How to Grow Better Children on the Farm (Ready February 1, 1916).

How to Banish Malaria, Typhoid and Dysentery from the Farm (Ready February 1, 1916).

Health on the Farm (Ready September 1, 1916).

Insect Borne Diseases and How to Prevent Them (Ready September 1, 1916).

How to Have Pure Water on the Farm (Ready September 1, 1916).

How to Get Good Country Roads (Ready August 1, 1916).

The Industrial Resources of Texas (Ready September 1, 1916).

Preparedness: The Cost of War and Peace (Ready September 1, 1916).

The Federal Reserve Bank and the Land Bank Bill and Their Value for the Farmer (Ready September 1, 1916).

Where Can the Farmer and the Farmer's Wife Get Information and Help? (Ready September 1, 1916).

The Christmas Entertainment.

Programs for the Celebration of Special Days (Ready April 1, 1916).

The San Jacinto Day Celebration (Ready March 1, 1916).

The University of Texas Community Song Book (Ready September 1, 1916). This contains songs suitable for all kinds of meetings.

## THE UNIVERSITY LOAN LIBRARY

The Department of Extension of the University has established a Loan Library to aid in the work of the schoolhouse meetings and of the University Interscholastic League, and to assist schools, clubs, and individuals who do not have access to public libraries. No fees are required, nor is a formal registration necessary. The rules are very simple:

1. The borrower pays the postage both ways.
2. Libraries may be kept for two weeks, only.



3. More than three libraries on the same subject may not be sent to the same school or club, at the same time.

#### WHAT IS THE LOAN LIBRARY?

This library consists of packages made up of clippings from magazines, pamphlets, and books all on the same subject. This material is fastened together into a package and filed in readiness to be mailed out upon receipt of a request for information. Whenever the latest and best information on some important topic is wanted, write for a loan library package on this subject.

#### TOPICS NOW READY.

Loan libraries are now ready on the following subjects: Agriculture; Alcohol; Alfalfa; Arbitration; Athletics; Banks and Banking; Birds; Boy Problem; Boy Scouts; Canning Clubs; Capital Punishment; Child Labor; Child Welfare; Cigarette Habit; Civil Service; Co-education; Commission Government; Compulsory Education; Conservation of Resources; Contagion and Contagious Diseases; Convict Labor; Co-operative Marketing; Corn; Cost of Living; Cotton; Crime and Criminals; Diplomatic Service; Disarmament; Domestic Science; European War; Flies; Gary Schools; Government Ownership of Public Utilities; Hogs; Hours of Labor; Immigration; Income Tax; Increased Armaments; Indians; Industrial Education; Initiative and Referendum; Irrigation; Journalism; Juvenile Courts; Kindergartens; Labor Unions; Land Tenantry; Manual Training; Merchant Marines; Mexico; Military Education; Milk; Mill Tax; Minimum Wage; Monopolies; Monroe Doctrine; Montessori Method; Mother's Clubs; Moving Pictures; Municipal Improvement; Municipal Ownership; Munitions of War; Nature Study; Negro; Nutrition; Old Age Pensions; Open and Closed Shop; Panama Canal; Panama-Pacific Exposition; Parcel Post; Peace; Pecan Culture; Phillipines; Play and Playgrounds; Poultry; Presidential Term; Programmes, Special Days; Prison Reform; Prohibition; Public Health; Railroads; Recall; Recitations and Readings; Red Cross; Religious Education; Roads; Rural Credit; Rural Life; Rural Schools; Rural and County Libraries; Sanitation; School Gardens; Schoolhouses;

School Lunches; Schools, Centralization of; Sewage; Short Story; Single Tax; Social Centers; Socialism; South America; Story Telling; Submarine Warfare; Suffrage; Tariff; U. S. Army; U. S. Navy; Warehouses; Woman Labor; Woman Suffrage; Women's Clubs.

Clippings and miscellaneous material have been collected on various other subjects.

Address requests for loan libraries to The Department of Extension, The University of Texas, Austin, Texas.

### LIST OF FREE BULLETINS

In addition to the package loan libraries, the University Extension Department has prepared and published a large number of valuable bulletins, which are sent free upon request. Below is found a list of these bulletins.

No.	Name of Bulletin	Date
—	Penitentiary Reform (Bibliography).....	1910
158	The Tariff and Free Raw Material.....	1910
158	Municipal Ownership of Public Utilities.....	1910
152	One-room and Two-room School Buildings.....	1910
198	Remodeled Rural School Buildings.....	1911
198	Three-room and Four-room School Buildings.....	1911
256	The Improvement of Home and School Grounds....	1914
284	Intercollegiate Debates on Old Age Insurance, Bank- ing and Currency Reform.....	1913
286	Texas' Need of the Services of Higher Education. Prize Orations in the State Oratorical Contest, 1913 .....	1913
303	Simple Cooking of Wholesome Food for the Farm Home .....	1913
325	The University Home and School League.....	1914
326	Domestic Economy in Schools. Syllabus.....	1914
332	Announcement of Correspondence and Group Study Courses .....	1914
333	Principles of Menu Making.....	1914
338	The Problem of the School Luncheon, Part I.....	1914
339	The Problem of the School Luncheon, Part II.....	1914
334	Cleanliness and Health.....	1914

No.	Name of Bulletin	Date
342	Food for Growing Children.....	1914
344	Cooking Tough Meats.....	1914
345	The Uses of Food and the Proper Balancing of the Diet .....	1914
347	Meat, Its Value as Food and Its Proper Preparation.	1914
348	Seasonable Fruits and Their Uses.....	1914
350	The Irish Potato.....	1914
351	Intercollegiate Debates on Immigration and a Six- Year Term for President.....	1914
353	An Educational Test for Immigrants.....	1914
355	Co-operation in Agriculture, Marketing and Rural Credit .....	1914
361	Nature Study and Agriculture for the Rural Schools of Texas.....	1914
364	A Study of Rural Schools in Texas.....	1914
366	Nuts and Their Uses as Food.....	1914
372	Libraries for Public Schools.....	1914
373	Suggestions for Infant Feeding.....	1914
13	Uses of the Peanut on the Home Table.....	1915
16	A Selected, Classified List of Free Publications on Agriculture and Allied Subjects for Use in the Home and School.....	1915
29	Constitution and Rules of the University Interscholastic League.....	1915
30	A Constitutional Tax for the Support of Higher Educational Institutions in Texas.....	1915
31	Woman Suffrage. (Bibliography and Selected Ar- guments) .....	1915
32	Play and Athletics.....	1915
33	Athletic Rules of the Interscholastic League.....	1915
35	School Literary Societies.....	1915
52	Study Outlines of Elizabeth Harrison's "Child Na- ture" .....	1915
53	Study Outlines of Tyler's "Growth and Education".	1915
54	Study Outlines of Carney's "Country Life and the Country School".....	1915
55	Study Outlines in Home Economics.....	1915
59	Schoolhouse Meeting Discussion of Cover Crop.....	1915

No.	Name of Bulletin	Date
60	Schoolhouse Meeting Discussion of the Farm Garden	1915
66	Schoolhouse Meeting Discussion of Poultry on the Farm .....	1915
68	How to Feed the Family for Health and Efficiency..	1915
69	Care and Preservation of Food in the Home.....	1915
70	Schoolhouse Meeting: Program for the Christmas Entertainment .....	1915
	Schoolhouse Meeting Manual.....	1916
	Schoolhouse Meeting: Labor-saving Devices in the Farm Home. (Ready Feb. 1, 1916).....	1916
	Schoolhouse Meeting: Insect Borne Diseases. (Ready March 1, 1916).....	1916
	Schoolhouse Meeting: The Well-Planned Farm Home. (Ready March 1, 1916).....	1916
	Schoolhouse Meeting: Practical Methods of Increasing Farm and Garden Crops by Plant Breeding. (Ready April 1, 1916).....	1916
	Schoolhouse Meeting: Programs for Celebrating Special Days.....	1916
	How to Clothe the Family. (Ready March 1, 1916)...	1916
	The University of Texas Community Song Book. (Ready Sept. 1, 1916).....	1916
	The Beautification of the Home Ground. (Ready March 1, 1916).....	1916
	The Planning of Simple Homes. (Ready March 1, 1916) .....	1916
	The Furnishing and Decoration of the Home. (Ready April 1, 1916).....	1916
	The Family Budget. (Ready May 1, 1916).....	1916

## CIRCULARS.

8	Questions on How to Diversify Farming.....	1915
9	Discussion: How to Diversify Farming.....	1915
10	Questions: The Family Cow.....	1915
11	Discussion: The Family Cow.....	1915
12	Questions: The Pork Production in Texas.....	1915
13	Discussion: Pork Production in Texas.....	1915
14	Questions: Marketing of Diversified Crops.....	1915
15	Discussion: Marketing of Diversified Crops.....	1915

PAMPHLETS.

No.	Name of Bulletin	Date
	The Rural Life Situation in Texas.....	1914
	Better Babies on Texas Farms.....	1914

Address requests for bulletins, circulars or pamphlets to The Department of Extension, The University of Texas, Austin, Texas.

LANTERN SLIDE LECTURES

A delightful and instructive evening may be provided through a lecture illustrated by lantern slide pictures. The University Extension Department has a small number of very interesting typewritten lectures and accompanying sets of lantern slides, which are loaned out for a night or more to schools and clubs free of charge on either of the two plans indicated below. The lanterns can be run by any one who can follow simple directions. The light is produced by gas from a little "Prestolite" tank, such as is used on automobiles and can be secured at any garage or from almost any automobile. The lecture can be read by any one, and requires no knowledge of the subject or experience in public speaking. The smallest country school can by this means have lectures and colored lantern slide illustrations of the highest quality.

Lanterns, slides, and lectures may be secured on either of two plans:

1. The individual school may have a lecture, lantern and set of slides sent to it for a special date, or, if the school owns a lantern, may have only the lecture and slides sent. In either case, there is no charge for the service, but the school must pay the express charges on the equipment both ways and return it promptly. The demand for lectures and lanterns is so great that we can not always grant individual requests, and urge all to form clubs as indicated below.

2. A group of neighboring schools may co-operate and purchase a lantern equipment. A good equipment costs about \$40.00, or eight dollars each if bought by a group of five. When

such a group is formed, The Extension Department will loan the group as many as eight sets of slides with lectures during the year. Each lecture with slides is passed from one school to the other in the group and finally sent back to the department, thus dividing the express charges among five and greatly reducing expenses. The schools can use the lantern in other ways also. We strongly advise the formation of these lantern clubs among neighboring schools and the use of this method of securing the lantern lectures. The department will give advice by mail, when desired, with regard to the best equipment to buy.

### SUBJECTS OF LANTERN LECTURES

At the present time the Extension Department has lectures and slides to loan on the following topics. As new topics are being added from time to time we suggest that you write for a full list to date when writing about this matter. As the demand for these lectures far outruns the available supply it is well to write and engage what you want several weeks in advance.

- Great Paintings (Colored).
- The Child in Art (Colored).
- Masterpieces of Architecture (Colored).
- Bird Life (Colored).
- The School as a Social Center.
- The Needs of the Rural Schools of Texas.
- The Improvement of School Grounds (Colored).
- The Fly and Mosquito.
- The Construction of School Buildings.
- The Rural Home.
- The Preparation of Foods in Foreign Countries.
- Burbank's Plant Creations (Colored).
- Co-operation in the United States.

### TRAVELING EXHIBITS

The University Department of Extension has a few small traveling exhibits that are available for special programs. One exhibit of fourteen screens, 22"x28", deals with "The Financial



Value of Education." This exhibit shows the value of education to the individual and to the state. It is pointed out by one screen, for example, and actual figures shown to prove it, that every day spent in school is worth nine dollars to the child. This would be an excellent exhibit to have at an educational rally. Another exhibit that will be of value where baby contests are being held is one on "Baby Welfare." This exhibit consists of twelve screens, 22"x28", and shows how to care for and feed the baby.

These exhibits may be secured for the payment of express charges both ways. Each exhibit weighs about 125 pounds. Application should usually be made at least six weeks before the time the exhibit is to be used.

#### OTHER HELP AVAILABLE

In addition to the help offered by the University, valuable bulletins and visits by lecturers and demonstrators can be secured from the Agricultural and Mechanical College, College Station, Texas; The Agricultural Experiment Station, College Station, Texas; The College of Industrial Arts for Girls, Denton, Texas; The State Department of Agriculture, Austin, Texas; and The State Department of Education, Austin, Texas. A letter sent to each of these will bring full information as to what may be secured from each.

From the United States Department of Agriculture, Washington, D. C., a great number of valuable pamphlets can be secured for nominal sums, and over 500 Farmer's Bulletins of the greatest value on all phases of agriculture and home economics may be had free. Write to the department for a list of the literature that they have for distribution.

From the United States Public Health Service, the United States Bureau of Education, and the United States Children's Bureau, all in Washington, D. C., many valuable pamphlets and other helps may also be secured for the asking.

## CONTESTS IN DEBATE, DECLAMATION, AND SPELLING

In the schoolhouse meeting teachers have a fine opportunity to entertain and instruct the patrons and at the same time to give the pupils practice in debate, declamation, and spelling. A program for an entire evening may sometimes be made up of such contests. It is well to have a debate now and then among the grown people on the same subject discussed by the pupils, or on some other subject.

## DEBATE

Choose for your subject one of those outlined below, or some other subject upon which you have sufficient material or can get it. Make your proposition as definite as possible, and give preference to a subject of local interest. Have a clear understanding in advance as to time allowed each speaker, number of affirmative and negative speeches, judges, etc.<sup>1</sup> In working up the debate each contestant should first determine the main issues involved; i. e., the main questions which, if answered in one way, would decide the proposition in favor of the affirmative and, if answered in another way, would decide it in favor of the negative. Then collect the evidence bearing on each issue, and finally strive to present the evidence in the most effective way. Do not fail to consider opposing arguments; at all times be ready to refute them. Beware of mere assertion. Adopt the attitude of fairness and that of one seeking the truth. A subject with only one side is not debatable. Study your question so that you are familiar with the essential points on both sides and the facts that may be used in their support. Depend as little as possible upon your manuscript

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<sup>1</sup>(See University Bulletin on Literary Societies, Debating Clubs, etc., or the Constitution and Rules of the University Interscholastic League, for detailed rules. If one is interested in debate, it would be well to send \$1.00 to Professor E. D. Shurter, Austin, Texas, and enroll the school as a member of the Interscholastic League, as this will entitle the school to all of the helpful bulletins on debate, declamation, and spelling sent out to members of the League, and will give the school a place in the local, county, and district contests held each year in the state.)

when you speak. Best of all have your subject so thoroughly mastered that you do not even want to memorize your speech.

#### SUBJECTS AND MATERIAL

The subject for this year's debates in the Interscholastic League is "Resolved, that a constitutional tax is the best plan for supporting the state institutions of higher education in Texas." This subject is briefly outlined below. A number of other subjects for debate are also given, and a few of them outlined. The Extension Department has loan libraries on the first list of subjects, which libraries may be borrowed for two weeks at a time, the only cost being the postage each way. By writing the Extension Department, you may obtain some literature also on a number of subjects in the second list.

**SUBJECT:** Resolved, That a constitutional tax is the best plan of supporting the state institutions of higher education in Texas.

*Affirmative.*—The affirmative maintains: (I) That the present plan of biennial legislative grants is undesirable; (II) That the present plan cannot be adequately improved by revision; (III) That the proposed plan would be an effective remedy for the evils of the present plan, and would be better than any other plan that could be offered. The present plan is objectionable because (a) it is inadequate, (b) it is uncertain, (c) it subjects the schools to undue political influence, which is harmful. The constitutional tax would provide adequate support, since by a very small per cent. in tax levy there could be raised an amount which would be sufficient but which would meet with objection if appropriated in a lump sum. Further, the amount would increase from year to year as tax values increased, so as to meet the growing needs of the schools. The authorities, having thus a fixed income to look forward to each year, would be able to plan consistently for the future of the respective schools. The fixed tax would remove the schools from politics, since they would not have to go begging to the legislature or to the governor each time an appropriation is needed. The common schools and high schools are supported by a fixed tax, why not the colleges and universities? The slight increase in taxes would be easily borne, and would not be complained of

as much as the present legislative grants. Finally, the only other suggested plans, the endowment plan and the issuance of bonds, have no merits over the fixed tax plan, and are less in keeping with the ideas of the people.

*Negative.*—The proposed plan is unnecessary and undesirable, for: (I) The plan of legislative grant is not in itself a bad plan, as is shown by the examples of many states, notably that of Illinois; (II) The existing inadequate support is due, not to the system, but to lack of appreciation of the need of better support on the part of the people; (III) The people will not be willing to give more money under a fixed tax plan than they are willing to give under legislative grant,—possibly not as much; (IV) The proposed plan is less democratic than the present plan; (V) A certain amount of political control of the higher institutions is wholesome rather than harmful. The proper remedy for the present meager support lies (a) in a campaign of education and pressure brought to bear upon the members of the legislature, and (b) in a combination of the fixed tax plan and the plan of legislative grant. The grants of recent legislatures indicate a growing attitude of liberality, which, with a very small fixed tax, would be adequate to meet all necessary demands in the future, while should the fixed tax be substituted for legislative grants, as is proposed, the people would not stand for as high a tax as would be necessary. Therefore the proposed plan is unnecessary and undesirable. Furthermore, an increased endowment of state land, with the privilege of issuing bonds thereon, would be another admirable way of supplementing the present legislative appropriations, if not a substitute for them. This plan is fully as practicable, as stable, and as desirable, as fixed tax. It is more desirable from one standpoint, since it places some of the burden of education upon future generations that will reap the benefit of it in a more enlightened and a more efficient citizenship.

SUBJECT: Resolved, That the compulsory school attendance law passed by the last legislature is justifiable.

*Affirmative.*—It is agreed that (I) the vital interests of the state require an educated citizenship, (II) that it is the duty as well as the right of the state to give opportunities of edu-

cation to all the children of the state, and (III) that one-third of the children of scholastic age did not attend school when this law was not in force. The affirmative holds, therefore, (a) that the law is just, (b) that it is practicable and enforceable, and (c) that it will improve educational conditions materially, and therefore that it is justifiable.

*Negative.*—The negative agrees that all just and practicable means should be used by the state to improve educational conditions in Texas. But we maintain that the good or harm of a law such as was passed must be measured from the standpoint of permanent effect and not that of temporary and superficial results. The law must either remain a dead letter or else our schools already over-crowded and illtaught, must be made doubly inefficient by the forcing of so many thousands of additional children, who do not want to go to school, into the schoolrooms. Those who do not attend are probably already receiving as good an education as they would receive in school under present conditions. Further, it would be an injustice to those already in school, who are willing and anxious to learn. The present economic condition of our state renders the enforcement of the law either out of the question, or unjust to the parents who need the children to help them make a living.

SUBJECT: Resolved, That Texas should enact a constitutional amendment providing for state-wide prohibition of the manufacture and sale of intoxicating liquors in this state.

*Affirmative.*—The proposed law is right in principle, demanded on moral, social, economic, and political grounds, and is practicable. It does not violate the principle of democratic government, since the people of the whole state have a right to determine a question that affects the welfare of the whole state. Its adoption would remove the greatest corruptor of elections, and also remove from politics a question whose continual agitation has retarded the settlement of many other matters of vital interest to the people. It is productive of good results, as is shown by the examples of many states. The present state of public opinion will insure its enforcement.

*Negative.*—The proposed amendment is contrary to sound democratic principle and will be a detriment to our political institutions. It would be a step in the direction of socialism.

It is inherently unsound because depending upon a temporary state of the public mind for its enforcement. It is impracticable, as is shown by the history of every state that has tried it for any length of time. The thousands who oppose it would not permit the question to rest, and the state would be kept in a continual political turmoil over the subject until the law should be repealed. The proper remedy for the evils of the liquor traffic lies in education. Until people are educated against it they will be either actively opposed to such a law or indifferent to its violation.

SUBJECT: Resolved, That Texas should adopt the initiative and the referendum.

*Affirmative.*—The present form of government is not truly representative of the people. It is outworn, cumbersome, and is responsible for the existence of graft and other present-day evils of machine politics. The initiative and the referendum is right in theory because it is not contrary to democratic government, but on the other hand is in accord with it. It will remedy the evils of machine politics and eradicate graft and corruption from our state government. It will enable the will of the people to prevail, which is not the case at present. It will be less expensive than the present unbusiness-like system. It is practicable as is shown by the example of many states that have adopted it. It is demanded by the conditions of modern society, which cannot be any longer adequately served by the worn-out system adopted when democratic government was born. It will not lead to socialism, since it will render the people better satisfied with their government, while discontent has been the chief cause of the growth of socialism.

*Negative.*—The proposed law is contrary to the best interests of democratic government, since it places in the hands of the mass the matter of making laws, and this will inevitably lead to the same excesses in legislation as were enacted in Athens and in France, both leading to reactions that destroyed liberty. Truly representative government requires a set of chosen men to make laws after due deliberation. This is required now more than ever, when so many laws are demanded dealing with technicalities about which the mass of the electorate know nothing. If the people are not at present served properly by their Legislatures, it is the fault of the people in not electing the



right men, and not the fault of the system. If they cannot elect competent men to make laws, certainly they are incapable of determining what laws are best. The remedy for existing evils is through a revision of our legislature, making it smaller, its proceedings more businesslike, and giving an adequate salary to each member. Such a revision would render the legislature really effective, without destroying its rightful functions.

**SUBJECT:** Resolved, That Texas should enact a constitutional amendment giving women the ballot on equal terms with men.

*Affirmative.*—Women possess inherently a right to the ballot. They are as vitally concerned as to what laws are made as men are. They should therefore be given the ballot. Opposition to this measure must take one of the following positions: (1) That women are not capable of exercising the ballot properly; or (2) that their interests and the interests of the state generally will not be any better served than at present; or (3) that exercise of the ballot will render women less womanly, thus lessening their influence in the home. We answer (1) with the claim that woman is as capable of exercising the ballot intelligently as men, certainly more capable than negroes and illiterate white men. Women take more interest and have more knowledge of many social and industrial problems affecting individual communities than do men. They would therefore be better able to vote intelligently on them than men. (2) This is a far-fetched assertion, without foundation in fact. But even granting that there would not be much advantage to state or national politics, certainly a great deal of good would result in local politics where questions affecting the school, civic improvements, and home life are settled at elections. (3) The idea that women would become less womanly has basis in the imagination only. This idea is advanced only by those who still have a mediaeval conception of the true sphere of woman's activity.

*Negative.*—The negative maintains, (1) that the vast majority of women not only do not want the ballot but prefer that it should not be given to them. Until women themselves make it clear that they desire the ballot it would be inopportune to grant it. This is particularly true of Texas, since even the militant type of suffragists have been unable to arouse any enthusiasm for the cause. (2) Woman can and does exert a

stronger and more wholesome effect in politics than she could possibly exert through the ballot. Should she be given the ballot, a large part of her present helpful influence would be lost. (3) The ballot does tend to make women more mannish and causes men to have less respect for her. The loss of this respect from men would have an incalculably harmful effect not only upon the home life, but upon society in general. (4) The results in states that have tried women suffrage do not justify the experiment in Texas.

#### ADDITIONAL SUBJECTS FOR DEBATE ON WHICH PACKAGE LIBRARIES MAY BE OBTAINED

Resolved, That Texas should have a minimum wage law for unskilled laborers.

Resolved, That the Philippine Islands should be granted self-government.

Resolved, That all immigrants to the United States who are 16 years old should be able to read in some language, dependents upon duly qualified immigrants being excepted.

Resolved, That the issuance of county bonds for the purpose of good roads is good economy.

Resolved, That the single tax system should be adopted in Texas.

Resolved, That crop diversification is better for the Texas farmer than the one-crop system.

Resolved, That the county superintendents in Texas should be appointed by the county school board.

Resolved, That this school district should be consolidated with ——— district (or districts).

Resolved, That this town should have a monthly clean-up day.

Resolved, That capital punishment should be abolished in Texas.

Resolved, That agriculture should be regularly taught in all public schools in Texas.

Resolved, That Mr. Bryan's plan of dealing with the nations at war is better than the plan of President Wilson.

Resolved, That the United States should establish a protectorate over Mexico.

## ADDITIONAL SUBJECTS SUGGESTED FOR DEBATE

Resolved, That Texas should provide means for worthy tenants to secure loans at six per cent. with which to purchase homes and farms.

Resolved, That Texas should provide means for personal loans at eight per cent. to worthy farmers for the purpose of stocking and equipping their farms.

Resolved, That the Texas legislature should be reduced to one house of thirty members, with a salary of \$2000 each.

Resolved, That when ten voters of the community petition the school board the schoolhouse and grounds shall be opened for use of non-partisan gatherings for the presentation and discussion of public questions or for other civic, social, or recreational activities.

Resolved, That it is cheaper to exterminate rats in Texas than to feed them.

Resolved, That it is cheaper to exterminate cattle ticks in Texas than to feed them.

Resolved, That this county should have a stock law.

Resolved, That all school children should have medical supervision.

Resolved, That manual training domestic economy, and agriculture should be taught in the rural schools.

Resolved, That the constitutional tax limit for school purposes in common school districts should be raised from 50 cents to \$1.00.

Resolved, That each family in this community should have its own milch cow.

Resolved, That it is as important to feed a balanced ration to the family as it is to feed one to the cows and the hogs.

Resolved, That cotton farming as at present carried on in Texas is the greatest enemy of rural progress.

Resolved, That lack of recreational opportunities drives more boys and girls to the cities than does hard work.

Resolved, That the government should own and control the railroads.

Resolved, That Texas should have a state forester and adequate laws to protect the forests of the state.

Resolved, That Texas should have a pure seed law.

## DECLAMATION CONTESTS

Under the rules of the University Interscholastic League girls under 14 and boys under 15 belong in the junior division. Declamation contests among pupils of the school, and later between neighboring schools, make a very interesting and profitable evening's program. Or, if there are no more than four or five speakers, such contest can be included with other features of the program. In the senior division contestants are required to deliver a declamation on the general subject of Peace. A collection of selections can be secured of the Texas Publishing Company, Busch Building, Dallas, price 50 cents. In the boys' junior contest the selection must be prose. In the girls' junior contest the selections must be from the standard poets. Booklets containing selections for junior declamations for girls and for boys are for sale by the Texas Publishing Company, Dallas, price, 50 cents each. For detailed rules of declamation contests, see Constitution and Rules of the Interscholastic League. It is, of course, not at all necessary that the declamations be on the above subject. Any good selection from any book may be used.

## SPELLING MATCHES

The rules of the Interscholastic League allow the two best spellers from each school—boys or girls, or one boy and one girl as the case may be—to represent such school in the county meeting of all the schools. The old-fashioned way of "spelling down" is employed. The words are taken first from the state adopted speller, then from Payne's "Learn to Spell", commencing on page 45 (University Co-Operative Store, Austin, 25c), and finally from Webster's old blue-back "Speller" (American Book Co., Dallas, 10c). A spelling match can advantageously be included in a program at any time, and it is a good plan to arrange occasionally tryout contests with neighboring schools, as well as contests between chosen teams within the school.

## MUSIC AND RECREATION

*Recreation.*—It is as necessary for people to play as it is for them to work. The play instincts are an inherent part of human nature and must find expression. It is hopeless to attempt to prevent children or young people participating in the harmful forms of amusement unless we provide them with suitable innocent forms of recreation. When boys are not given the right kind of play, they seek the dark corners and plan secret vice; when girls are denied joyous activities, they develop sentimental and morbid tendencies; when men and women cease to play, they become old before their years. Good, wholesome, recreative play is beneficial to young and old. The lack of suitable recreations and amusements in the country is one of the main causes of so many country boys and girls leaving the farm and crowding into the towns, often to their great injury mentally and morally.

The following forms of social activities may well be used to promote the spirit of play and recreation in the schoolhouse meetings; box suppers, ice cream socials, out-door picnics, barbecues, Victrola concerts, lantern slide lectures, special day parties, amateur theatricals, charades, tableaux, entertainment furnished by school children, as special songs and drills, recitations, games, contests, folk songs, and story telling.

With the desire to help furnish a joyful and elevating expression for the play instinct of normal people, both young and old, the following suggestions and programs are offered for use at the schoolhouse meetings.

## MUSICAL ENTERTAINMENTS

A song book called "The University of Texas Song Book" has been arranged especially for these schoolhouse meetings, and will be printed and sent free later on to all those schools holding these meetings. It contains a collection of the best loved songs of our people, written in suitable keys, and can be used at each meeting for choral singing of these well known songs. The talent of the neighborhood should be enlisted to furnish music for the various programs. Soloists, quartets, local bands, Victrolas, and those who can play musical instruments should be utilized to add to the enjoyment of the schoolhouse meetings.

## A VICTROLA CONCERT

## FOLK SONGS AND NATIONAL AIRS

This meeting may be held at the home of some person owning a Victrola or other talking machine. It is better if the person owning the machine will carry it to the schoolhouse, and the meeting is held there. If there are no talking machines in the community a local dealer may be willing to furnish one for such an occasion. Get the following records:\*

- "Holy Night," Schumann-Heink.
- "Marseillaise," Victor Military Band.
- "Sally in Our Alley," George Hamlin.
- "Scot's Wha Hae," John McCormack.
- "It's a Long, Long Way to Tipperary," John McCormack.
- "May Pole Dance," Victor Military Band.
- "Old Black Joe."
- "Dixie," Victor Military Band.
- "La Paloma," Franchesca.
- "La Golondrina."
- "Stars and Stripes Forever," Sousa's Band.
- "Auld Lang Syne," Farrar.
- "The Campbells Are Coming."
- "The Lorelei," Elsie Baker.
- "Highland Fling," Victor Military Band.

Appoint a leader to read the following brief sketches of the several selections. The reading of these will not only give information, but will increase the enjoyment and appreciation of the music itself.

SKETCH FOR THE NATIONAL AND FOLK MUSIC  
PROGRAM

The music selected for this evening's program is national and folk music.

Every country has developed certain well known songs and

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\*This collection is taken from the Victor records, but a similar collection can be made from the records sold by other companies.



hymns which are constantly sung and especially loved by the people of that nation. Folk or national songs have sprung up from the people, and have been handed down from generation to generation. They express the powerful emotions of the nation to which they belong, and appeal most strongly to the feelings of that particular people. To study the national and folk songs of each country gives a glimpse of the character and temperament of the different races, for they are a faithful expression of their feelings. The reason is easily explained. The shepherd tending his flocks, the soldier on his march, the fisherman mending his net, the laborer in the cornfield, have no enthusiasm to sing unless their emotions incite them to do so. The musical effort comes from within and the music that is loved is the music that helps to express the feelings.

Music has been sacred to many nations and has been believed to possess a mystic power. People have considered it of divine origin, and in their mythology have had a Goddess of Music, who possessed a wonderful control over men. This power attributed to music is illustrated in the following Hindu tradition:

“Mia Tonsine, a wonderful musician in the time of King Akber, sang one of the night-songs at mid-day. The power of the music was such that it instantly became night, and the darkness extended in a circle around the palace as far as the sound of the voice could be heard.” There is also a Chinese tradition, according to which, the great Confucius having heard, upon a great occasion, some powerful music was so affected by it that he did not taste food for three months.

This evening we have a few of the best known selections of national and folk music. We will give those which have played the largest part in the life of the people, and represent, most completely, the national temperament of the country from which they have sprung. The first is one of the most beautiful national songs in existence, “Holy Night”. This song tells of the birth of the Savior. The English translation is not as beautiful and harmonious in effect as the original German, but the following stanzas give us a idea of its meaning and strength:

Silent night! Holy night! All is calm, all is bright!  
Round yon virgin mother and child! Holy infant, so tender and  
mild,  
Sleep in heavenly peace, Sleep in heavenly peace.  
Silent night! Holy night! Shepherds quake at the sight!  
Glories stream from heaven afar, Heav'nly hosts sing  
Alleluia,  
Christ the Savior is born, Christ the Savior is born!

"Holy Night" belongs to the Prussians and had such a powerful influence over the army during the war of 1812, that the singing of it by the soldiers was prohibited. It is stated that men who sang it were thrown into profound melancholy because of the penetrating music. Have you not, at some time, felt this powerful effect of music when the band has played "Dixie", or some other American patriotic song?

(Play on the Victrola, "Holy Night," as sung by Schumann-Heink.)

Germany probably has a larger collection of national songs than any other nation. From the earliest time we find an interest in music in this country. The Germans are a very emotional people and have expressed their emotions through the medium of music. The German music is earnest, melodious and lasting. Among the best known examples are, "The Watch on the Rhine", "Old Tannenbaum", and "The Lorelei". The latter melody is thoroughly German and contains the true elements of the folk songs. (Give "Old Tannenbaum", and "The Lorelei" on the Victrola. Allow the people to sing "The Watch on the Rhine", given in the "University of Texas Community Song Book").

Everybody is acquainted with the French national hymn, the "Marseillaise". The music of this was written by a French soldier, and suggests the courage, enthusiasm and martial dignity of that people. It is said that a German officer on meeting the author of this song, exclaimed, "Barbarian! Monster! How many thousand of my brethren have you slain! That one song has mowed down fifty thousand Germans." (Play the "Marseillaise" on the Victrola and ask the audience to note its commanding air).

As national music, that of Scotland has always been recognized

as individual, and possessed of unusual charm of melody and rhythm. Like all folk songs, those of Scotland were more or less influenced by the musical instruments used by the people. Their national instrument is the bagpipe, and the effect of the Scottish music has always been closely connected with it as is indicated by the following story:

At the battle of Quebec, in 1760, while the British troops were retreating in great disorder, the General complained to a field officer of the bad behavior of his corps.

"Sir," said the officer with some warmth, "you did very wrong in forbidding the pipers to play this morning. Nothing encourages the highlanders so much in the day of battle; even now the pipes would be of some use."

"Let them blow like the wind, then", replied the general, "if it will bring back the men".

The pipers were ordered to play a favorite national air, and the highlanders, the moment they heard the music, returned and won the battle.

Among the Scottish music most universally known is "Highland Fling", "My Heart's in the Highland", "Auld Lang Syne", "Bonnie Dundee", "Campbells are Coming", and "Scots Wha' Hae". (Play some one of these selections on the Victrola. It is suggested that the selection be, "Highland Fling", Victor Military Band; or "Scot's Wha' Hae" as sung by John McCormack. The medley by the Sutcliffe Troupe in which the bagpipes are used would be especially desirable here.

The music of Ireland is similar in many ways to that of Scotland. However, the Irish use the harp in place of the bagpipe. Their music more than that of any other people illustrates every occupation found in the country, and each has its own individual tune. Among the best known Irish songs are the "Minstrel Boy", one of the oldest airs of Ireland, "The Harp that Rang Through Tara's Halls", and "Wearing of the Green". Also, the song which is at present being used with such stirring enthusiasm by Irish and English soldiers, "It's a Long, Long Way to Tipperary" illustrates the Irish spirit, though it was not written in Ireland. (Play on the Victrola, "It's a Long, Long Way to Tipperary", as sung by John McCormack, and also the "Minstrel Boy").

We find when we study the history of music that the old Eng-

lish tunes have sprung spontaneously from the common people and were produced in days of trial and warfare, as well as in days of peace and contentment. Some of the typical English music is the May Pole Dance, "Drink to me only with thine eyes", and "Sally in Our Alley".

The national air of England, "God Save the King", has been at some time the national song of Switzerland, America, England, and Saxony. As a national song, it expresses earnest, patriotic feeling, and its use in the present war is said to be inspiring and strength-giving. (Play on the Victrola "Sally in Our Alley", George Hamlin, and "God Save the King.")

Much has been written of the folk music of America in the past few years. Some musicians believe that the future of our American music rests on the Indian melodies, while others hold that it rests on the songs of the American negroes. In the study of our folk music we find in America, as in other countries, that the influence of struggle and triumph, of joy and sorrow have all left their lasting impressions. We find in it all the elements that constitute the power of folk music in the old world—strong emotion, melody, and simple harmony. Some of the most beautiful American songs are those written by Stephen C. Foster, "My Old Kentucky Home", "Old Folks at Home", "Massa's in the Cold, Cold Ground", and "Nellie Bly". (Sing one or more of these.)

America also has a number of patriotic songs, such as "Star Spangled Banner", "Dixie", and "Columbia, the Gem of the Ocean". "Dixie" is the only bit of war music that has outlived the Southern Confederacy and bids fair to become national. This song was written for a negro minstrel show and was first sung at a Broadway theater, New York. It was written to represent a rollicking picture of a Southern Plantation and became the song of the South because the soldiers and the people liked it.

The music of John Philip Sousa is also typically American. In no place but America could this music have originated.

(Play "Stars and Stripes Forever"—Sousa's Band, on the Victrola and sing "Dixie".)

Close this meeting with, "Auld Lang Syne". Though this song is a national song of Scotland, it has been described as the social song of all the English speaking races. For more than a

hundred years it has been regarded as a song of farewell and a pledge of old and new friendship.

#### STORY TELLING

This is an excellent form of entertainment to be used as a number on a serious or a recreational program. The story could well be an interesting Texas experience of the story-teller, or some Texas cow-boy story, or the story of "The Last Buffalo Round-up in Texas", or a story of some of the historical events in Texas, or some selection from well known literature such as:

"The Other Wise Man", by Henry Van Dyke.

"Cabbages and Kings", by O. Henry.

"Day's Work", by Rudyard Kipling.

"My Study Fire", by F. Hopkinson Smith.

"Gold Bug", by Edgar Allen Poe.

"Uncle Remus and His Friends", by J. C. Harris.

"A Dog of Flanders", by Ouida.

"The Birds' Christmas Carol", by Kate Douglas Wiggin.

A collection of stories published by F. A. Owen, Dansville, New York, can be obtained at a small cost.

#### THE BOX SUPPER

The old fashioned box supper not only provides entertainment for an evening, but also furnishes an excellent means of raising funds for the improvement of the school equipment. Old and young can participate. The women and girls bring supper in boxes, and these boxes are auctioned to the boys and men. The highest bidder has the privilege of eating supper with the woman or girl whose box he purchases.

This form of entertainment can consume an entire evening or be made only a part of the regular program.

#### AMATEUR THEATRICALS

This form of entertainment is most delightful. It can be carried out by the school children or by the adults themselves. Where the children give the play they can use some piece of work that they have performed in the school room.

The following plays are recommended by a country teacher who has tried them and who chose them because they touched the life of her community. These simple plays require little staging, or change of scenery, and have given much pleasure to many people. Some of these dramas were given a number of times in the same community and each time they were greeted with a full house of men, women, and children who said they never had a better time.

It is frequently necessary to re-arrange the parts in the entertainment to suit the players and to introduce local color. The best entertainments often result from the teachers' own ideas in presenting a valuable public review of interesting and familiar stories from history and literature. A very helpful book is "Neighborhood Entertainments", by Renee B. Stern, price \$1.00, published by Sturgis and Walton Co., New York.

#### FOR PRIMARY GRADES:

<i>Mother Goose &amp; Co.</i> ,.....	Price \$ .30
<i>Red Riding Hood's Rescue</i> ,.....	Price .30
<i>Mother Goose's Party</i> ,.....	Price .25

The above are published by Eldridge Entertainment House, Franklin, Ohio.

#### FOR INTERMEDIATE GRADES:

<i>The Family Album</i> .....	Price \$ .15
<i>The Peak Sisters</i> .....	Price .15

The above are published by Edgar S. Werner & Co., 19th Street, New York.

<i>Mrs. Jarley's Wax Works</i> .....	Price \$ .25
<i>Greenville Debating Society</i> .....	Price .15

The above are published by the Eldridge Entertainment House, Franklin, Ohio.

The following may be dramatized by the children:

*Pied Piper of Hamlin.*

*Alice in Wonderland.*

*Hiawatha.*

FOR GRAMMAR AND HIGH SCHOOL GRADES:

*Treasure Island*, Robert Louis Stevenson.

*Man Without a Country*, Edward Everet Hale.

*Gold Bug*, Edgar Allen Poe (dramatized in Dramatic Reader, Book No. 4. Houghton Mifflin Co., Chicago).

*A Christmas Carol*, Charles Dickens. (Dramatized in Dramatic Reader, Book 3. Houghton Mifflin Co., Chicago).

*The Necklace*, Guy Maupaussant. (Dramatic Reader, Book 3. Houghton Mifflin Co., Chicago).

The following are plays which may be obtained at a nominal price, and are excellent for the adults to work up and present:

*Back to the Farm*. This play is issued in a free bulletin sent out by the University of Minnesota. It is a bright, interesting play. It shows the reason why children leave the farm and go to the city, and suggests ways in which the farm may be made attractive and worth while.

*Home*, by T. W. Robertson, published by the Dramatic Publishing Company of Chicago, Illinois, price 15c. It is an interesting play and brings out the value of home life.

*The Country School*, published by the Theatrical Book Sellers and Publishers, 5 Hamilton Place, Boston, Mass., price 15c. It is an enjoyable play with much fun and laughter.

*Mrs. Bardwell vs. Pickwick*, price 15c, Theatrical Book Sellers and Publishers, 5 Hamilton Place, Boston, Mass. This is a farce in one act adapted from Dickens' "Pickwick Papers". It consumes about one hour and would be a splendid opportunity for an hour of fun.

*The School Ma'am*, price 15c, published by Dick & Fitzgerald, 18 and Ann Street, New York. This takes about one hour and forty-five minutes and furnishes good amusement.

A Rural Operetta, *Alvin Gray or the Sailors Return*. Published by the White Music Company, Cincinnati, Ohio. Price 75c. It is excellent.

*The Great Umbrella Case, A Mock Trial*, price 15c, published by Edgar S. Werner & Co., 45 E. 19th Street, New York. This furnishes a great deal of pleasure.

If a further selection is desired write to the Eldridge Entertainment House, Franklin, Ohio, for their free descriptive catalogue.

## A RECREATIONAL PROGRAM

1. Music: Choral singing from "University of Texas Community Song Book".
2. Charades: It is hoped everybody will join in this game.

1. Rules for the players:

Leaders are appointed for two sides.

The leaders choose sides.

In turn each side acts out a chosen word.

The opponents guess this word, or if they fail, they lose one member of their group.

The following gives an example and explanation of just how this game is played. Such words as *Kansas*, *misunderstand*, *separator*, *whip-poor-will* may be used. One group in conference decides upon, let us say, "misunderstand". They also decide upon the way in which the word shall be acted out. The leader then enters the room and explains to the other side that they will act, in one act, a word of four syllables. The actors then follow. In this case a small stand or table is brought into the room and a girl sits down under it—miss-under-stand. The opponents are given a reasonable time in which to guess the word. If they fail or give up, they forfeit one of their number.

Again, *Kansas* may be the word chosen. The group decides upon a method of acting this word. The leader enters, states it is a word of two syllables, acted in one act. The players then bring in a can (Kan) of sauce ("sass") and place it on the table. Again, a reasonable time is allowed for guessing; and so on.



## THE ANNUAL FIELD DAY

## ATHLETIC GAMES

Live teachers now are beginning to act on the knowledge that the play life of children is one of the points of strongest appeal. They are organizing their athletic games just as carefully as they look after the study periods. The schoolhouse meeting should help to place athletics in the school on a high plane. Through attending the annual Field Day the parents will better understand the purposes of athletics. They will be more in sympathy with your attempt to use such activities in developing the right kind of leadership and other social qualities in your pupils, as well as in developing their bodies. Furthermore a Field Day will help your schoolhouse meeting. It will add interest for young and old. Especially will this be true if, in addition to the match game of basket ball and other contests of the usual kind, you will arrange some of the Farm-work Contests suggested later and provide for a simple game in which the grown people as well as all the pupils can take part.

In arranging this part of your program, have an eye to these points: First, a fairly strenuous contest for the picked athletes; second, something for the girls; third, something for the grown people and all the pupils alike.

(I) A basket ball game with a neighboring school will be enough of the strenuous sort of contest for one afternoon. If you do not arrange such a game, then invite one or more nearby schools to bring over a few boys and have a 50-yard, 100-yard, or 220-yard dash and a jumping contest? Avoid crowding too many events of the kind into your program. Better try only two or three unless you know you can get through in the time allotted. Such track and field events will be good practice for the county track meet of the Interscholastic League (See Constitution and Rules of the League).

(II) For those girls who do not play basket ball, volley ball is an excellent substitute. It is easily learned, requires little or no equipment, and almost any number can play on a side. Divide your players into two teams. Make a court 50 by 25 feet for not over 8 players on a side, but increase the size for

larger numbers. Stretch a net or rope 7 feet 6 inches high across the middle of the court, dividing the court into two equal parts. A volley ball costs from \$2.00 to \$4.00, but a basket ball can be used. The players on each side distribute themselves about their court. The server stands on the rear line of his court and bats the ball with his hand over the net into the other court. An opposing player must bat it back over the net, using one hand, open, before the ball touches the ground. Each side thus keeps returning the ball until one side either fails to return it or returns it so that it hits outside the opponent's court. If the side which served misses, the ball changes sides; but if the side which did not serve misses, it is one point for the server's side. Twenty-one points is a game.

Other events suitable for girls are the potato race, basket ball throw for distance, baseball throw for accuracy, single or shuttle relay race, and balancing. In throwing contests, require each thrower to stand and throw with one hand, and not to step over the line either before or after the throw. The single and shuttle relays are described under (III) below. In balancing, place a 4x4in. scantling 16 ft. long on the ground or, better, on a support a few feet high. A girl starts in the middle and walks forward to one end, then backward to the middle, then turns and walks forward to the other end, then backwards to the middle. After skill is developed, require each competitor to walk with a bag or other object on her head. The one who walks the pole in quickest time wins. In potato racing, place 3 potatoes in a basket at one end of a line 12 yds. long. Mark off three 2-ft. circles along the line every three yards. Each runner has her own basket and line of circles, unless the race is run as a relay. At the signal each runner starts from the opposite end of the line from the basket, runs to the basket and gets one potato and places it in the circle farthest from the basket. She then places a potato in the middle circle, then in the one nearest the basket. She then runs and touches the starting line, and then returns and replaces the potatoes in the basket, one at a time, going around the basket each time a potato is put in it. She finishes in a race across the starting line.

(III) For a competitive event in which large numbers of all ages can participate, the single relay can not be beaten. It requires a minimum of time, no equipment, and no previous training. Pick out two leaders and let them choose up, or, if this can be arranged in advance, so much the better, since it saves time. Line up each team in single file back of a line, facing a post about twenty yards in front of each team's first runner. At the signal, the first runner on each team runs around his post and back, touching the next person in his line, who has moved up to the line but must not cross it until touched. He then runs around the post and so on until the last one finishes in a race across the line after going around the post. If you have a large number it might be more interesting still to have three or four teams instead of two.

This can be run as a shuttle relay by dividing each team into two equal parts facing each other across a 30-yard space. The one on the end of one division of a team runs across and touches the one on the end of the other division, who then runs across and touches the next one on the first division, and so on until all have run.

The game of Three Deep may be played as follows: Arrange the players in pairs in a circle, with one member of each pair behind the other. Have two extra players, one the chaser and the other the chased. If, before being caught, the person being chased stops in front of one of the pairs, he cannot be caught, but this makes "three deep," and the one behind must then run or be caught.

For further suggestions see The University of Texas bulletins on "Play and Athletics" and "Athletic Rules."

## FARM WORK CONTESTS

In every community there are men and women who do their work with such skill that it is a joy to see them work. There is no reason why the boys and girls should not see what intelligence and dexterity may be put into the various occupations of the daily life on the farm and learn to take a pride in doing this work skilfully, just as they now take pride in throwing or batting a ball skilfully. Each community has its own activi-

ties and can best arrange its own contests. As a help in starting these contests, the following suggestions are offered.

The Farm-work Contests may be made a part of the regular athletic day program or they may be made a part of the Harvest Festival and School Fair, or may be held as a separate event.

In all these contests there should be three judges chosen beforehand either by a committee or by the contestants. These judges should have the power to make or change any of the rules of the contests and should award all prizes

In these contests suitable prizes of money value or a bow of ribbon may be given, or some honor or appropriate title may be conferred upon the winner, as "Champion Chopper of Stony Creek District." If these contests are held annually it is possible to work up great interest in them, and to bring it about that one will be as proud to be the best axeman or most skillful horseman or plowman as the boy now is to be the best ball player or the man to be the best rifle shot.

#### BAKING POWDER BISCUIT CONTEST

This contest may be held at a private home or at the schoolhouse. The contest is open to all who will supply the needed material. The following supplies are necessary for each contestant:

2½ cups of flour.  
1 teaspoon salt.  
4 teaspoons baking powder.  
1 bread board.  
1 biscuit cutter.  
1 mixing spoon.  
1 tablespoon.  
1 teaspoon.  
1 knife.  
1 dish cloth  
baking pans.  
4 tablespoons fat  
¾ cup liquid.

*Rules for the Contest.*—The contestants shall enter in the following divisions:

- Division 1. Girls between the ages of 8 and 12.
- Division 2. Girls between the ages of 12 and 18.
- Division 3. Girls 18 and upwards.

The materials should be arranged in a stated place. Contestants should be warned ten minutes before the opening of the contest in order that they may wash their hands and arrange their aprons. At a given signal the contestants leave their seats, get their supplies, make the biscuits and place them in the pans for baking, clean up their place of work, wash their hands, fold their aprons, and return to their seats. The rewards shall be made on the basis of rapidity and neatness of work, and the appearance of the product.

If there are only a few contestants and an oven or ovens are available, the biscuit may be cooked and both the cooking and the quality of the product considered in making the award.

When it is not possible to bake the biscuit at the contest they should be taken home and baked for use there, as baking powder biscuits do not need to be baked immediately after being made.

SUGGESTED SCORE CARD.

	Points
Rapidity .....	10
Neatness of work.....	25
Person (15)	
Equipment (10)	
Product .....	65
Appearance (15)	
Flavor (25) (when cooked)	
Texture (25)	
	<hr/>
Total .....	100

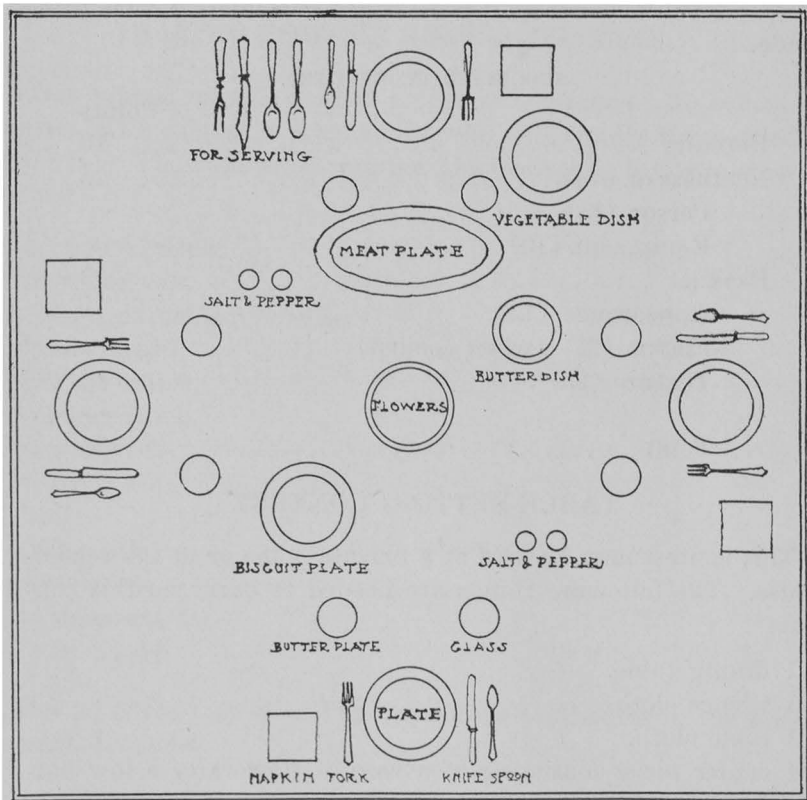
TABLE SETTING CONTEST

This contest may be held at a private home or at the schoolhouse. The following things are needed to carry on this contest:

- 1 dining table.
- 1 silence cloth.
- 1 table cloth.
- 1 center piece consisting of a vase of flowers or a low pot-plant.

- 4 dinner plates.
- 4 napkins.
- 4 knives.
- 4 spoons.
- 4 forks.
- 4 drinking glasses.
- 4 butter plates.
- 2 salts and peppers.
- 1 platter.
- 2 vegetable dishes.
- 1 plate for biscuit.
- 1 butter dish, or plate.
- 1 butter knife.
- 2 serving spoons.
- 1 carving knife and fork.

The following is a diagram of a properly set table:



DIRECTIONS FOR CORRECT TABLE SETTING

1. Place the silence cloth on the table and carefully cover with the table cloth. Be sure the cloth is straight, that the center fold is in the middle of the table, and that the cloth hangs evenly on all sides.

2. The "cover," or implements used by each individual, including knife, fork, plate, glass, etc., should be placed one-half to one inch from the edge of the table.

3. Place knives at right of plate, sharp edge toward plate.

4. Place forks at left of plate, tines up.

5. Place spoons at right of knife in order of their use.

6. Place napkin at left of forks, folded square.

7. Place tumbler at the tip of the knife.

8. Place butter plate or bread and butter plate, at tip of fork, slightly to the left.

9. Place salt and pepper for each two people. Arrange symmetrically.

10. Arrange service dishes and utensils for serving symmetrically around *cover* of person serving. (See design.)

11. Place other dishes as bread plate, butter dish, etc., symmetrically on table to keep a good balance. (See design.)

*Rules for the Contest.*—1. The contest is open to all. The contestants are divided into three divisions:

Division 1. Girls between the ages of 12 and 18.

Division 2. Boys between the ages of 12 and 18.

Division 3. Girls 18 and upwards.

Have all material needed for the table setting placed in a suitable place.

At a given signal, each contestant begins to arrange and set the table.

Each contestant is scored on the rapidity and neatness of her work and the correctness of the positions of the several articles.

SCORE CARD.

	Points
Rapidity .....	25
Completeness and correctness of arrangement.....	50
Accuracy and attractiveness.....	25
Total .....	100

### MILKING CONTEST

The milking contest is suitable for either boys or girls, men or women, and is one of the most interesting and most easily arranged. Have two or more equally easy milch cows brought to the school and at the appointed time have each milker wash her hands and properly wash the cow's udder. Then, at a given signal, have all contestants begin and see which can draw the most milk in two minutes.

Similar contests may be worked up among the girls or among the girls and boys on the following subjects:

Bed making.

Window washing.

Hem turning.

Napkin hemming.

Dish washing.

Frequently a great deal of fun is produced by holding a contest among the men in table setting, or biscuit making, and having the ladies as judges.

### WOOD CHOPPING CONTEST

This contest is open to men and boys sixteen years of age and above.

**Preparation:** Bring two green logs of about equal size to the school and set them in the ground like posts. Where trees are plentiful and two of equal size that need to be cut down near the schoolhouse can be found, it will be unnecessary to set the logs. Care, however, should be taken not to destroy valuable trees. Select a timekeeper for the contest. Provide two sharp axes.

*Rules for the Contest.*—Select leaders and let them choose teams of not more than five members. Each leader should arrange his team in a definite order. If practicable, teams should be selected beforehand and allowed to practice together and train.

At a given signal from the timekeeper, the first man on each



team takes the axe and chops on his tree for one minute. Then time is called and the next man on the team chops for one minute, and so on until the tree or log is felled.

The team that finishes first wins the contest.

This contest is especially exciting and furnishes a great deal of amusement, as well as giving an opportunity to show real skill in handling an axe.

The contest may be arranged also between two individuals, instead of two teams. At times this is the better plan.

### CORN SHUCKING CONTEST

This contest is open to all. The contestants are to enter in three divisions.

Division 1. Eight to twelve years.

Division 2. Thirteen to eighteen years.

Division 3. Nineteen years and upward.

The winners in each division may compete for the grand championship if they desire to do so.

*Rules for the Contest.*—Arrange as many piles of corn as there are contestants, placing in each pile ten ears.

Have each contestant stand by his pile, and at the given signal have all begin. The one finishing first wins.

### PLOWING CONTEST

First locate a good level tract of ground that will be large enough for all who wish to enter the contest to have uniform conditions. Secure permission from the owner to have the contest on the land selected and notify the contestants of the conditions of the contest before the day of the meeting. The kind of plow and number of horses to be used should be clearly stated. Whether or not stakes may be used in driving the first furrows, the time to be allowed each contestant, and the points on which the work will be judged should also be stated. It is generally advisable to have a committee of three farmers to act as judges.

## A SUGGESTED SCORE CARD

	Points.
1. Straightness of furrow.....	15
2. Uniformity of furrow slice.....	15
3. Depth and uniformity of depth.....	15
4. Finishing of ends and corners.....	10
5. Skill with which both plow and team are handled .....	15
6. Connecting two lands or back furrowing.....	10
7. General quality of work.....	10
8. Amount accomplished per unit of time.....	10
<hr/>	
Total .....	100

## BRIDLING, SADDLING, AND RIDING CONTEST

This contest is open to all. The contestants are divided into two divisions.

Division 1. Girls and women.

Division 2. Boys and men.

The winners in each division may compete for the final prize if it is desired.

*Rules for the Contest.*—The contestants choose horses and tie them to a near-by post or tree and arrange saddle and bridle near at hand. The contestants then stand, each an equal distance from his or her horse, and at a given signal, each saddles, bridles, mounts his or her horse, rides a stated distance, (50 yards), returns, and ties the horse again.

The awards are made on the basis of the time required, skill and grace in riding, and the security of the saddle and bridle on the return.

## SUGGESTED SCORE CARD

Quickness in bridling and saddling.....	35
Ease in mounting and dismounting.....	15
Grace and horsemanship in riding.....	35
Security of saddle, bridle, and tie at end.....	15
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Total .....	100

## HITCHING CONTEST

Following the same plan suggested for the saddling and riding contest, have the contestants harness and hitch up teams of mules or horses to wagons. This contest should be judged on the basis of rapidity and completeness.

## ROPE TYING CONTEST

An interesting as well as a valuable contest may be held in connection with rope tying. To be able to handle a rope with dexterity is a valuable asset to every one, especially to those living on a farm. Rope tying contests can be judged on the basis of the number of knots and splices each contestant is able to manipulate. Boys and girls and men and women should be divided into groups and these groups divided on the basis of age. There may be any number of groups and as much competition between groups as is thought advisable. The knots and splices demanded in the contest should be as practical as possible. The following are suggested:

1. The bowline knot.
2. Teamsters' knot.
3. Farmers' loop.
4. Slip knot.
5. Manger knot.
6. Halter tie.
7. Fisherman's eye knot.
8. Hitches:
  - (a) Half hitch.
  - (b) Timber hitch.
  - (c) Manger hitch.
9. Splices.
10. Rope halters.
11. Tackles.
12. Casting.

If instructions in tying these knots are needed, the following free bulletins may be obtained:

U. S. Department of Agriculture Bulletin No. 638, Washington, D. C.

Extension Bulletin, No. 24, Rope and Its Uses, Agricultural Extension Department, Iowa State College of Agriculture, Ames, Iowa.

Bulletin No. 33 and Bulletin No. 136, "Rope and Its Use on the Farm," Agricultural Experiment Station, University Farm, St. Paul, Minn.

Other features, such as roping a post, a knowledge of the terms used in connection with rope tying, etc., may be added to the contest.

## SCHOOL FAIRS AND SCHOOL EXHIBITS

A good way to bring a community together and build up both community and school spirit is to have a school fair or exhibition, in which interesting products of the community and school are shown. It is not best to try to exhibit too many different products at one time. A few crops and other articles in which the entire community is interested are usually enough. For example, the boys may have a corn show or a horse show or "baby beef" show and the girls may have a serving contest or a cooking contest, or both boys and girls may have a poultry show at the school building on Friday afternoon or some other day which has been set apart for that purpose. Specimens of the work done by the pupils in the various classes should be shown each year. One or more of the farm-work contests described in this bulletin will often go well with the school fair.

The school fair and these contests are helpful in many ways. In the first place they stimulate an interest in country life and tend to arouse a pride in the work of the farm which is so often mere drudgery. In the second place they give the teacher or the county demonstration agent or other agricultural experts who may be present an opportunity to give valuable instruction not only to the children but also to the parents. In the third place they furnish an opportunity to develop cooperation in such lines as the introduction of new crops, or the breeding of a special kind of crop or breeding of livestock. In the fourth place they afford a pleasant social diversion and give new ideas and inspiration to many.

### HOW TO CONDUCT THE CONTESTS

In the agricultural contests it is not necessary to exhibit large quantities of the product. An effort should be made to have each child who is old enough to do so to bring something to put on exhibit, as it will greatly increase the interest of the child and its parents in the occasion. For corn each student should bring the best ten ears he can find; for kaffir, milo, and feterita ten heads should be selected for each exhibit; for cotton ten bolls, or the best individual stalk may be used for each exhibit. The

samples of the threshed grains, such as wheat, oats, barley, rye, and rice, should contain one quart.

When the day of the fair has arrived and the children bring in their exhibits the samples should first be carefully numbered and a record kept of which child brought each number. Then the samples should be carefully placed in a good position so that they may be seen and studied by every one. Care should be taken that samples are not handled and mixed before the judges have placed them.

Great care must be taken in selecting a judge who is fully capable of judging an agricultural exhibit. This is often a difficult task and where it is impossible to secure a good judge who is not connected with the school, the teacher should judge the samples himself. Wherever there is a county demonstration agent, the matter of securing a good official should offer no difficulty.

The students should be given an opportunity to judge the samples and place them in what they think is the proper order, and should be required to write down on paper their reasons for placing the samples as they do. The official judge should then place the samples and decide which student placed them nearest like his placing and gave the best reasons for such placing. Then some recognition of some kind should be given not only to the boy or girl who exhibits the best sample but also to the one who is the best judge of the samples that are exhibited. There should be some little prize, a banner, a ribbon or button, to give as a recognition of the ability of the student. It need not be anything expensive but there should be something, in order that the student may feel that he has won a prize.

Each school can best determine what exhibits would be practicable and helpful for its community. The following are offered merely as suggestive of possibilities.

#### PRIMARY EXHIBIT

*Paper and Card Board:* Free hand cuttings; cuttings after tablets used as patterns; pictures, that have been cut out, classified, and pasted into scrap books, or hand-made booklets. In these books may be pasted free cuttings or pictures representing the furnishings of different rooms of the home, or different occupations in the home or on the farm; bird pictures; animal pic-

tures; means of transportation; flowers, etc. Pictures for the above purpose may be cut out of the back numbers of papers and magazines, flower catalogs, mail order catalogs, and other pamphlets. Freehand drawings with brush and pencil; booklets with original cover designs made by pupils for keeping record of new words or of work in nature study; garden books; leaf books; flower books; and posters on which groups of children have worked; mats; paper furniture; wagons; engines, etc., likewise make interesting exhibit material.

*Clay.*—The products of the clay modeling work also furnish good exhibit material.

*Sewing.*—Sewing cards, mats, baskets, articles of clothing made for the family of dolls will show the sewing work of the beginners.

#### INTERMEDIATE AND HIGH SCHOOL EXHIBIT

*Agriculture.*—Several times during the year fairs can be held at the schoolhouse to exhibit agricultural products and school work in agriculture. The schoolhouse can easily be arranged for holding such fairs. Boards can be laid across the desks and the products laid upon these. Sheafs of grain, corn, and such vegetables as can be tied in bundles can be exhibited by hanging on nails on the walls. If the seats can be removed, it is a good deal easier to arrange tables and booths where products can be displayed to good advantage. Grains can be exhibited in peck bags or in small sheafs not more than three inches in diameter. Vegetables can be put in boxes or crates, the larger ones such as beets, pumpkins, etc., do not need containers.

Single specimens of cotton, corn, potatoes, peanuts, etc., should not be displayed, but the product of a whole plant or hill, in order to show what a single plant can do. Again, it is a good plan to give a prize for the largest number of both garden and farm products grown on a single farm.

Other agricultural products that lend themselves to school exhibits are honey, in comb or extracted, butter and eggs. In connection with vegetable and poultry products the method of packing them for parcels post and express shipments, or for larger shipments, can be exhibited and explained. In all these exhibits the form and manner of display should be kept in mind in order to have a decorative and pleasing display.

Where there is a school garden there ought to be a separate exhibit of the products grown in this garden. If the work has been well done these products may be an object lesson to the community.

If the exhibits are entered for prizes, it is wise to select competent judges, and to make out an entry list before the fair opens. It may be wise to hold the school fairs before the county and big state fairs are held. Obtain a copy of the entry list of these fairs and model the school fair upon these. Of course, it will be necessary to modify them a great deal. Possibly the best product from the school fair can then be sent to the county and state fairs. An entry list is desirable because it will avoid all difficulty of classifying entries and there will be no trouble when the prizes are awarded.

It is suggested that a whole afternoon and evening be given to a school fair. In the afternoon the exhibits can be inspected and some athletic contests held. The farm demonstrator or agricultural teacher ought to be with the exhibits and talk to the people on the selection of seeds, better crops, etc., using the exhibit itself as a text.

Wherever baby beef clubs, pig clubs, or other livestock associations exist, these organizations ought to exhibit at these fairs, and the farm demonstrator or teacher can make these exhibits the subject for a demonstration or lecture.

*Manual Training.*—Boys ought to be encouraged in the use of tools by allowing them to exhibit their products at the school fair. The articles ought to be practical and, if the object is too large, a model could be made for fair purposes. These articles will vary with the different parts of the state but the following is a suggestive list: Pig trough, chicken coop, bird house, kitchen shelf, umbrella stand, ironing board, book rack, picture frame, miter box, fly trap, out building (model), gate latch, seed testing box, self-feeders for poultry and hogs.

*Domestic Economy.*—For the girls, exhibits could be made of cooking, dressmaking, button holes, darning, and other things of like nature. If there is a canning club they can exhibit their canned stuff and the lady agent can make this an occasion for a demonstration or a lecture on canning. Canning utensils and labor-saving devices, especially if made at home, should also be



exhibited. Occasionally refreshments might be prepared and served by the cooking class.

*School Work.*—Note books, maps, specimens of penmanship, drawing and painting by pupils lend themselves to display. The teacher should not have the pupils make special maps, drawings, etc., for exhibition purposes. Too often a lot of time is spent on making pretty things for fairs which have no relation to school work. It is best to say nothing to the pupils about exhibiting their work and then when the fair comes put these different objects on exhibit. This will be a true exhibition of the work done. School work, sewing, drawings, etc., can easily be displayed by tacking on the wall.

*Collections.*—Collections of woods, leaves, seeds, flowers, insects, or weeds, properly labeled; agricultural seeds; cotton properly graded, are all excellent for fair purposes. If there are old coins, arrow heads, fossils, or stones that someone has collected, they might be exhibited. Objects of historical interest with appropriate talks are also good.

*Evening Program.*—In the evening a short program may be carried out with appropriate talks on agriculture, domestic science and the like. Music and recitations should enliven the program. Many schools have made the fair into a Harvest Home Festival, and have combined the idea of Thanksgiving for abundant harvests with the school fair.

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The little one-room country school may not be in a position to have all of the exhibits mentioned above, but surely some of these can be carried out. It may be possible to have several fairs during the year and a part of these suggestions carried out at each fair. There ought by all means to be demonstrations and lectures upon the products exhibited, for this is the best place to drive home lessons in agriculture and home economics.





