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HOW TO ORGANIZE AND CONDUCT A SCHOOL AND COMMUNITY FAIR

By

AMANDA STOLTZFUS

Lecturer on Rural Education
in the

Division of Rural Schools, Bureau of Extension



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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

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"I Pledge allegiance to my flag and to the republic for which it stands; one nation indivisible, with liberty and justice for all."

BIBLIOGRAPHY OF HELPFUL BULLETINS

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For other helpful bulletins see list of Farmers' Bulletins from U. S. Department of Agriculture, Washington, D. C.

2. Bureau of Standards, U. S. Department of Commerce, Washington, D. C., Bulletin No. 120, *Construction and Operation of a Simple Homemade Radio Receiving Outfit*.

3. U. S. Bureau of Education, Washington, D. C. Get these at U. S. Government Printing House; Bulletin No. 43, *Agriculture and Rural Life Day*, 10 cents; No. 3, *Pine-needle Basketry*, 5 cents; No. 23, *Three Short Courses in Home-making*, 15 cents; No. 45, *School and Playgrounds*, 5 cents; *Rural School Leaflet*, No. 20, *The Gifts of Nations*—a pageant for rural schools, 5 cents, Health Education Series; No. 13, *Dramatics for Health Teaching*; Posters, 5 cents; *Athletic Badge Tests for Boys and Girls*, 5 cents.

4. Bureau of Extension, University of Texas, Austin, Texas. Bulletin, *How to Organize and Conduct a School and Community Fair*. Division of Visual Instruction, Lists of educational slides and films; Package Library furnishes packages of material on school and community fair. *A Key to the Families and Genera of Wild Plants of Austin, Texas*, Bulletin No. 1754.

5. A. & M. College, College Station, Texas. Bulletins, score-cards, slides, lectures. Write for list of Extension Bulletins.

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(3) College of Agriculture, University of Missouri, Columbia, Missouri, *School Exhibits and Contests*.

(4) Kansas State Agricultural College, Division of College Extension, Manhattan, Kansas. *Classification at Agricultural Fairs; Boys' and Girls' Agricultural Clubs for Kansas*.

(5) Agricultural College Extension, University of Illinois, Urbana, Ill. Community work of the rural high school. Ask for material on *Arbor and Farm Product Day*.

(6) The Massachusetts Agricultural College Extension Service, Amherst, Mass. *The Community Fair*, Bulletin 27.

(7) Agricultural Experiment Station, University of Wisconsin, Madison, Wis. *The Rural Community Fair*.

(8) New York State College of Agriculture, Ithaca, N. Y., *Plays for the Country Fair*.

(9) Iowa State College of Agriculture, Ames, Iowa. *Suggestions for Managing Grain Exhibits and Contests*. *Suggestions for Household Exhibits*. *Rope and Its Uses*. *Sewing and Cooking Contests*.

(10) Hampton Normal and Agricultural Institute, Hampton, Va. Hampton leaflets—*How to Teach Manual Training*, *How to Teach Sewing*, *How to Teach Cooking*. Get list of leaflets.

(11) Texas State Department of Education, Austin, *Clothing Contest*.

9. Department of Public Instruction, Cook County, Chicago, Ill. *Achievement Course*. *School-home Project Outline*, 1918-1924.

10. Playground and Recreation Association of America. 315 Fourth Ave., N. Y. City. *Recreative Athletics*, 50 cts., *Rural and Small Community Recreation*, 50 cts. *Punch and Judy Show*, 25 cts.
11. College of Agriculture, University of Tennessee, Knoxville, Tenn. *Score Cards*.
12. Ohio State University, Columbus, Ohio; *Extension Bulletin, School Exhibits*.
13. University of Illinois, Urbana, Ill., Circular No. 247, *Home Economics Exhibits for County and Community Fairs*.

HOW TO ORGANIZE AND CONDUCT A SCHOOL AND COMMUNITY FAIR

I

PURPOSE OF THIS BULLETIN

More and more it is being realized that the prosperity of the rural community is the foundation of national prosperity, and that the condition and management of the rural school is an indication of the degree of civilization in the community. Consequently, a most important part of the work of our public schools is to arouse and foster the spirit of community pride in valuable coöperative achievements and to inspire higher ideals for progress and improvement.

"It is coming to be well recognized," says Director Redman of Amherst Extension Service, "that the greatest progress in the development of agriculture as an industry and of the country as a place in which to live is taking place in those communities where the people have gotten together and in a definite and business-like manner studied local problems and worked out a program of development that is based on actual facts concerning the community"

II

WHAT IS A SCHOOL AND COMMUNITY FAIR?

A school and community fair may be defined as a diminutive county fair organized and conducted by the people of a community for the purpose of encouraging the growth and prosperity of that community. Questionable amusements and other commercial features are omitted from its program, while its competitive activities and exhibits are usually limited to a community consisting of one school district, or to a group of small school districts where people live and work under very similar conditions. For thus coöperation is best facilitated.

The school and community fair is a concrete expression of the results of the various undertakings of the school and

its community. It is, moreover, a veritable concentrated survey, for in a few hours the success of the ideals, and of the plans attempted by the teacher, the support of her patrons, and the general progress of the community, are readily seen.

III

People of a community must first get awake before they can get together and get to work.

School and community fairs have for a number of years been held in progressive communities throughout the country, where they have been much appreciated for their educational value. They have proved to be ready and effectual means of awakening communities to life. Some general ways in which they help to do this are: (1) They arouse the interest of the teacher, pupils, and patron in problems that vitalize school work, and give concrete evidence that the work of the efficient school is not limited by the four walls of the school room but that it reaches out to the life and activities of the whole community; (2) they evoke coöperative effort and the spirit of tolerance necessary to eliminate petty jealousies and suspicions so detrimental to growth and prosperity; (3) their exhibits call forth that friendly rivalry which is so productive of higher ideals and of the constructive thought necessary to attain them; (4) they provide opportunity for engaging in valuable social and recreational activities, and patriotic demonstrations; (5) they offer a common working basis for closer and more effectual coöperation of county, state and national agencies organized for the promotion of rural welfare.

Among the possible specific benefits to be derived from school and community fairs are the following:

1. Better crops and livestock.
2. Better methods of farming and housekeeping.
3. Improved homes and farms.
4. Introduction of the teaching of vocational agriculture and home economics in the public schools.

5. Consolidated schools.
6. Good roads
7. A more satisfying social life.
8. Community and county libraries.
9. Closer touch with State and Federal extension service.
10. An active business organization of farmers ready and willing to cooperate for common good.
11. Organization of constructive county, state, and national activities.
12. Building good citizenship.

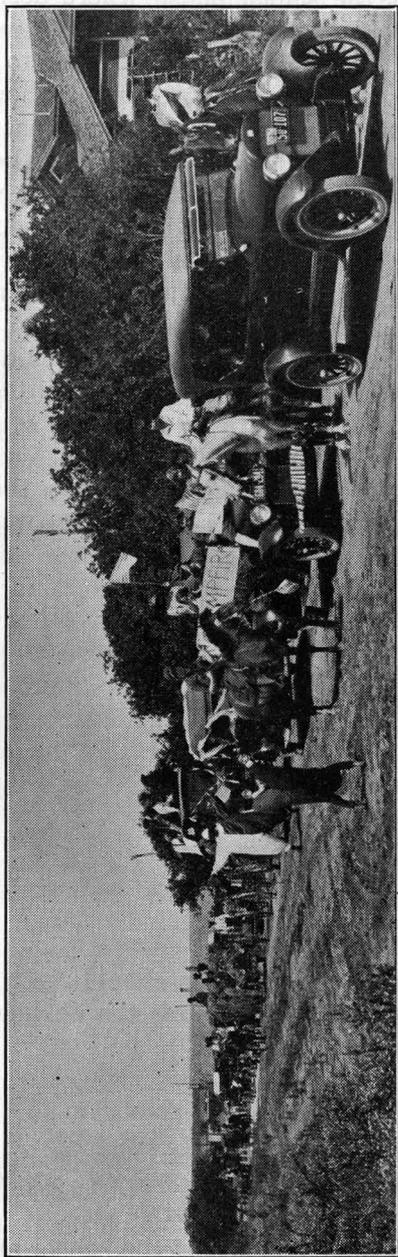
Frequently at the close of the fair a mass meeting of the community in which the fair was held is called for the purpose of taking an inventory of work done during the past year and for agreeing upon some projects that need to be cooperatively worked out for promoting further community development—thus making the community a better place to live in. Specific and definite plans to this end are made at this meeting. The goal to be kept in mind here is the very best results for the coming years, so that “when our use of this world is over, and we make room for others, we may not leave anything ravished by our greed or spoiled by our ignorance, but that we may hand in our common heritage fairer and sweeter, through our use of it, in undiminished fertility and joy.” Therefore, every school should have an annual community fair.

IV

ORGANIZATION OF THE FAIR

“The thing to be done is more important than the method of doing it.”

Fundamental work in organizing the school and community fair begins, logically, in the schoolroom, where the teacher interests her pupils in the proposition. The children in turn will discuss the proposed plans in their homes. Patrons and friends of the school then take up the subject, and the whole community will in due time be ready for a



An important part of school section in the procession.

mass meeting at the school house where accurate details, values, and possibilities can be presented and discussed. This meeting will possibly be the best time to effect a simple, permanent organization whose officers should consist of president, vice-president, and secretary-treasurer. These officers should represent all the interests of the community, and be chosen from that group of people who will work for the good of the whole community. The teacher or some other wide-awake citizen should be elected secretary-treasurer. The success of the fair will depend largely on the efforts of this officer. There should also be appointed a number of committees consisting of individuals who are vitally interested in the fair. Each committee should consist of three or five members, one or more of which should be pupils in the school directly interested.

By appointing the following committees, the responsibility of the work will be rightly placed upon the entire community:

1. General arrangements—grounds and exhibition space, decorations, tags, entries, publicity, and securing of judges.
2. Farm and garden crops.
3. Livestock and poultry.
4. Dairy products.
5. Home economics.
6. Sanitation.
7. Premiums and prizes.
8. Parade and floats.
9. Programs, entertainments, games, contests, and refreshments.

These officers and committees should meet several times before the opening of the fair for the purpose of effecting a better organization.

V

EXHIBITS

“To get anywhere it is necessary to start from where you are.”

Since one of the chief aims of the school and community

fair is to build up a community spirit, the exhibits must primarily express the willingness to help rather than the spirit to excel; and, although friendly rivalry is an incentive in getting up the fair, the mere idea of excelling should be subordinated to the general aim of "helping things along." The right spirit was shown by a mother who came with her children to enter their farm products, saying to the committee: "You may not need all these things; there will be many better articles of the same class here, but we thought they might help." With this thought uppermost in mind, the exhibitor will contribute what he has, and the completed exhibition will represent the normal production of the community. Here, as in all successful projects, it is not the efforts of the individual, nor the individual efforts of the community group that bring success, but it is the "everlasting team play of every blooming soul."

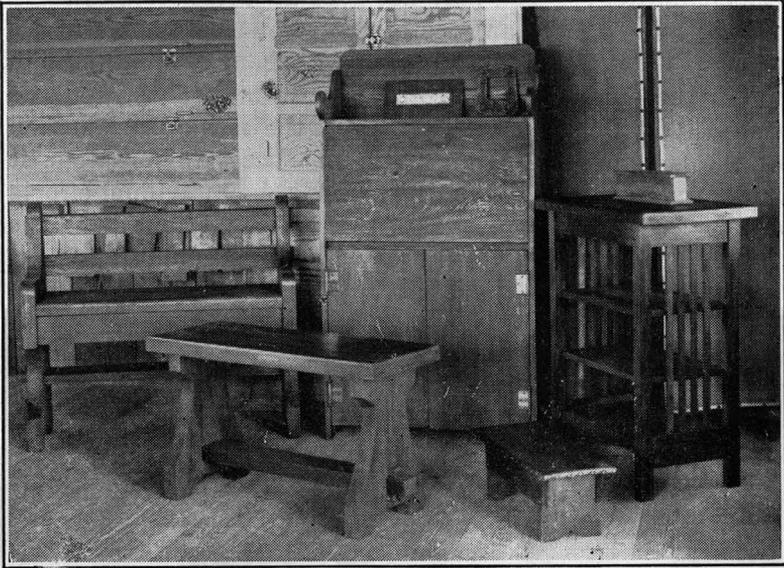


The sewing class exhibit.

VI PARTICIPANTS IN THE FAIR

A most important feature of the school and community fair is the opportunity it offers to everybody in the community to take part. There should participate in this event

not only pupils, teachers, farmers, and housewives—those who are vitally concerned, but also there should participate the local physician, the minister, the carpenter, the ranchman, the garage man, the merchant, the blacksmith, the postman, the dairyman, the school nurse, the Parent-Teacher Association, the Farm Bureau, Boy Scouts and Girl Scouts, boys' and girls' farm and home clubs, the church,



A group in a fine educational exhibit of woodwork in a rural school. Here the rough models take care of themselves.

the Sunday school and other local organizations—in short, every individual and every group of people in the neighborhood. It is their fair, to be held in their community, at their school plant.

VII THE TIME TO HOLD THE FAIR

The best time to hold a school and community fair is obviously during May or June, if the school work is to receive the main consideration; October or November, if the farm

crops are to be emphasized. The most suitable date will vary in different sections of the State according to climatic conditions.

To insure adequate school exhibits it is wise to begin work for the next fair as early in the school session as possible.



A session of the Mothers' Club of the P. T. A. that made a school and community fair possible.

VIII

THE FAIR AS A SCHOOL PROJECT

No rural school project more valuable and more interesting can be suggested around which to group the work of each grade than the school and community fair. It deals with real interests and experiences in the life of the pupil, and these can easily be made to function with his education in the most valuable way. The opportunities here offered will seldom quite overtake the possibilities. There should be a series of problems in language, mathematics, composition, drawing, modeling, manual training, home economics,

publicity, reading, etc. This project will be an incentive to help "make our community the best to live in."

Get Bulletin No. 36, 1921, "Major Projects in Elementary Schools" by Fox. Department of the Interior, Bureau of Education, Washington, D. C.; also study "Modern Elementary School Practice." Freeland. Macmillan Publishing Company, Dallas, Texas.



A group of young exhibitors ready to enter the parade.

IX PLACE TO HOLD THE FAIR

By all means hold the school and community fair on the school grounds. If the space is not sufficient, rent or buy

additional land adjoining the school ground. When the fair is over, cultivate this land and add the income to the school treasury.

If the fair is the coöperative effort of a group of schools, hold it at the large central school. Facilities will be more suitable and convenient there.

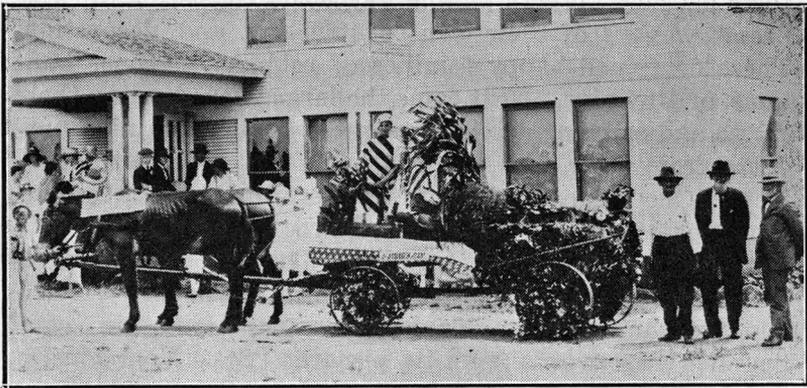
X

THE PROGRAM FOR FAIR DAY

A well organized program, well carried out, insures success on fair day; and before the day is over, folks will begin to plan what to do on the next fair day.

A Model Program

- 9:30 A. M.-10:00 A. M.—Assembling for parade.
- 10:00 A. M.-10:30 A. M.—Procession.
- 10:30 A. M.-12:00 M.—Viewing and judging exhibits.
- 1:00 P. M.- 3:00 P. M.—Pupils' program.
- 3:00 P. M.- 3:30 P. M.—Addresses.
- 3:30 P. M.- 3:50 P. M.—Auction.
- 3:50 P. M.- 4:00 P. M.—Awarding prizes.
- 8:00 P. M.—An illustrated lecture; or an entertainment—a drama by local talent, a moving picture, or a concert by the music club.



A blue ribbon float at a school and community fair.

1. *The Parade.* Perhaps the best idea of the parade can be obtained by describing one that opened a school and community fair in Southwest Texas.

Promptly at half past nine o'clock in the morning, the people of a small rural school district began to assemble for the purpose of forming the parade of their school and community fair. There seemed to be a spontaneous outburst of the life of the entire community as the number of farm teams, floats, and farm animals grew beyond all expectation. Soon the marshal and his assistants arranged the order of march according to a previously arranged plan, after which the procession proceeded to the school house a half mile away.

In the van were seen the little children led by a girl carrying the placard, "Texas' Greatest Asset Is Her Texas Babies." There were babies in perambulators, some in their mothers' arms, others toddling beside their mothers. A wheel-barrow labeled "Baby Health Is Texas' Wealth" displayed these placards, "Patent Medicine Kills," "Pure Milk Saves Babies." Behind these placards there stood a healthy specimen of prospective manhood about three years old. This wheel-barrow was pushed by a young woman who also led a long line of school girls who were carrying flags and holding a rope of red, white and blue streamers. Next came the little boys with manly stride, some leading their pet dogs; others pulling gay floats consisting of "Express" wagons of their own construction and decoration. These contained happy families of rabbits, pigeons, bantams, or tiny pigs. Next came the larger boys leading their calves and colts, or driving decorated floats containing products from their war gardens and from their farm projects. One wagon bed profusely decorated with "yellow top," contained a brood of fine Duroc pigs, and bore this inscription, "Watch Us Grow." A float of garden vegetables announced, "We Live at Home." The new school-and-community-canner flanked by numerous tin cans flaunted these words from its placard: "Save Your Health and Your Money by Canning." "More Songs of Cheer

Throughout the Year" was the message from the car that carried representatives of the "Singing Class."

The farmer who later was awarded the prize for doing the best farming in the community drove up in his farm wagon, which was laden and decorated with samples of every kind of crop his farm was producing. His placard read: "Intensive Cultivation Pays." The school float was labeled "Better Farming and Housekeeping Help Build Good Homes." Then came a dairy cow labeled "The Mortgage Lifter"; another carried her record card with the words, "I Test 5½%." A group of calves driven by modern "cowmen" who knew how to "sit" their hardy ponies, formed an interesting spectacle. The mercantile company hitched to its patriotically decorated roadster a trailer which was loaded with all kinds of groceries and home-made corn meal. The driver of this float scattered printed recipes for making "The Best Cornbread in the World." The warehouse float hoisted a card which read: "Feed! The Stuff That Saved Our Farms During the Drouth." The postmaster found an abandoned covered wagon, decorated it with school pennants, sale bills, and attractive posters, and surmounted the whole with flags. This equipage was pulled by a pair of burros whose driver sang the community song through a huge megaphone accompanied by the "Harmonica Club." "No Tire Trouble" was the label carried by a little donkey covered with shoe boxes advertising the shoe department in the local store. Then came a bevy of young ladies dressed as school nurses, seated in a car surmounted by the slogan, "Prevention." This car was driven by a boy scout and suggested the county health work whose valuable services is rapidly being introduced into all of our counties.

But by far the most popular float of this interesting parade was the beautiful car covered with white and lavender chrysanthemums and labeled "P. T. A." A silver butterfly hovered over the front of this car which carried a group of "Better Babies." Nothing less than mother love prompted this beautiful emblem of the "common tie which should unite."

There were various other attractive features with suggestive placards, herds of cattle, pigs, horses, mules, and coops of poultry including "The Little Red Hen," which was the pet of a young business man of the community and which added to the merriment of the occasion by singing whenever her owner came near her cage. The rear of this parade that did so much to arouse interest in the fair and in this community consisted of a group of young actors who



P. T. A. float.

were advertising the "Jolly Farmers' Minstrel Show" to be given that night in the school auditorium.

For other suggestions on "Parade" see *Agricultural Exhibits and Contests*, S. R. S. Doc. 42, A1-2, U. S. Department of Agriculture and "The Community Fair." Morgan. The Massachusetts Agricultural College, Amherst, Mass.

2. *Viewing and Judging Exhibits.* Upon reaching the school grounds, the procession should disband—the animals should be hitched in stalls provided for them, and the vegetables and other suitable articles added to the general exhibit. At this time the judges should finish their work,

student assistants aid in showing and explaining exhibits, and a committee on games and outdoor contests give their part of the program.



Well arranged for a one-room school.

3. *The Noon Lunch.* The best way to solve the problem of refreshments in a small community is to serve on a common table a basket dinner. Each family should bring enough food for itself and for two or three guests. What could be more appetizing and satisfying to a group of hungry people than a pot of well-cooked beans flavored with peanut oil, a plate of corn bread sticks, sandwiches of milo maize bread filled with home-made peanut butter and cottage cheese, a dish of potato salad daintily garnished with lettuce, some red beet pickles, a rice pudding stuffed with raisins and fresh ginger cake? Then, if desired, cold milk could be added for the children, and coffee for the old folks. Certain families could bring certain foods in this list. Such a plan would prevent needless duplication, and save work.

If there should be many people to serve, a community barbecue would be a happy solution of the lunch problem. The mass meeting should decide this matter.

4. *A List of Suggestive Contests and Demonstrations for Pupils:*

1. Testing field and garden seed.
2. How to terrace land. Why?
3. How to keep moisture in the soil.
4. Demonstration in concrete mixing.

5. Home-mixed fertilizers, with charts showing percentage, composition, and costs.
6. Display and description of local soils.
7. An experiment in good cultivation.
8. Milk testing.
9. Judging livestock and farm products.
10. Fireless cooker.
11. Iceless refrigerator.
12. Laundry equipment.
13. Lighting farm buildings.
14. Water supply for the kitchen.
15. Butter making.
16. Making cottage cheese.



The barbecue at the school and community fair.

5. *Games and Contests.* There may be time and opportunity for games, folk dances, and other recreations.

Among suitable contests are the following:

1. Riding, driving, and hitching of horses.
2. A plowing match.
3. Killing and dressing of poultry.
4. Naming farm and garden seeds.
5. Throwing ropes.
6. Removing flat automobile tire.
7. Saddling and riding.
8. Bar chinning.

9. Sack race.
10. Women's egg and spoon race.
11. Fat men's race.
12. Lean men's race.
13. Tying knots.
14. Naming trees and shrubs from leaves.
15. Naming flowers.
16. Naming weeds or useful plants.
17. Naming common birds from pictures.
18. Setting the table.
19. Making muffins or cornbread.
20. Sewing on buttons.
21. Making a button hole.
22. Knitting.
23. Singing: Duets, quartettes, choruses. (This feature will help to furnish music for the occasion).
24. Giving class yells, singing school songs, or reciting school poems.
25. Arithmetic matches—fundamental processes.

In contest features, always arrange for team work, if possible. Put this feature in charge of your best men. Make it snappy and interesting. For rules for the above contests see List of Score Cards and also consult your farm and home demonstration agents.

6. *The Auction.* The last feature of the afternoon preceding the awarding of prizes is the auction of articles donated to the school. The auctioneer must be quick of speech, witty, and waste no time. He should make this exercise a short, but valuable, part of the day's exercises.

7. *The Night Session.* Community entertainment should form a fitting close to the day. If the community affords among its leaders a person who can take the local talent and present a good drama, pageant, or concert, by all means give such an entertainment. If this is not feasible, send to the University of Texas, Department of Extension, for a list of lectures illustrated by stereoptican; select a suitable set of slides, and appoint some one to give the lecture. The night program could be used to supplement the treasury of the school by charging a small admission fee.

XI

"Where does the money come from to finance the fair?" is a very pertinent question, and one that received this answer from an officer of a recent school and community fair. "We don't need money to put this fair through. That is the reason there are no charges for entries and no gate fees."

However, it may be desirable to have some printing done; but the small amount needed for this can be raised by subscription, by the proceeds of an entertainment, or by selling the advertising space in the catalogs and premium lists, if these be needed.

In making preparations for the fair, some extra labor may be required. Instead of hiring this done, organize a community "working bee" to do it. The school should take a prominent part in this work. No better lesson in social service could be afforded these young people than their assuming much of the responsibility in preparing for their school and community fair.

XII

1. *Publicity.* Advertise the fair throughout the entire community. The pupils can make attractive posters to be hung in the postoffice, the store, and in other public places. If desired, and if there are available funds, print small hand bills for general distribution. The school paper is an excellent advertising medium. Local newspapers will always publish communications of interest to their patrons.

2. *Judges.* If possible, obtain judges outside the community. County farm demonstrators, teachers of agriculture, or representatives from the State Agricultural College and from the State University are usually available for such work.

3. *Exhibition Space.* The exhibits require a clean, well-lighted place set apart for the purpose. The school room walls, tables, shelves, or tops of desks may furnish suitable space. Sometimes it is convenient to use a certain section

of the room for booths to be occupied by particular industries, individual farmers, gardeners, clubs, or grades in school. The manual training shop, the woodhouse, or even the hitching barn, if properly cleaned and screened, can be utilized by using gum labels for attaching drawings and other paper work. Screens make good exhibit space for textiles or drawings.

4. *Care and Installation of Exhibit.* The committee on various kinds of exhibits will see that exhibits are properly prepared, and will be responsible for their care and installation. Every part of the exhibit should be as neat and attractive as possible. For instance, the vegetables should be washed and kept fresh, the dairy products kept on ice, the cookery kept behind glass doors, the flowers kept in fresh water, and the sewing and art work so placed as to prevent handling. If possible, the general management of the exhibit should be given to the person who has the best idea of an artistic whole.

5. *Decorations.* Vines, wild flowers, corn, cane, cotton stalks, bunches of grass, and branches are just the material for making tasteful decorations, which should be put up the day before the fair. Strips of red, white, and blue crepe paper add an air of festivity, while everywhere the school pennants, the State and National flags should be in evidence.

6. *Floats.* Wheelbarrows, sleds, children's play wagons, go-carts, perambulators, buggies, bicycles, farm wagons, and automobiles can be decorated with the above material and converted into attractive floats for the parade.

7. *Labels and Placards.* Get several sheets of white cardboard. (10 cents a sheet), a small flat brush for lettering, and a bottle of poster ink. With these make suitable placards to label the floats and exhibits. This feature adds much interest.

8. *Tags.* Model entry tags may be made by the school children as a lesson in manual training. Use manila tag paper or pieces of cardboard from discarded boxes. Divide each about $4\frac{1}{4}$ inches by $2\frac{1}{2}$ inches, by lines into four equal parts. Space for the tag number, exhibitor's number, class

number, and name of article should appear on the upper section; the exhibitor's name and address on the second section, and a duplicate of the first section written on the fourth section to be torn off as a claim check. The third section should remain blank and should be folded and glued back over the name and address until the judging is finished; then this flap is pulled down and the owner's name displayed. If the article is for sale, the words "For Sale" are stamped over the face of the tag, and anyone interested in the purchase of the article can find the owner.

If the exhibit is small, tag with the number only may be used; but the tag number should also be written opposite the name of the owner in a record book kept for the purpose.

New hair pins furnish a convenient means of fastening tags securely on baked goods, such as bread and cake.

9. *Premiums and Prizes.* Use blue ribbon for first prize, red for second, white for third, yellow for fourth, and pink for fifth. Merchants and farmers often supplement these premiums by donations from their stock.

Present the prizes at the end of the afternoon exercises, which should close by 4 o'clock, and thus give farmers time to go home to do chores and return for the entertainment at night.

For further suggestions get: "Agricultural Exhibits and Contests," U. S. Department of Agriculture, S. R. S. Doc. 42A 1-2, Washington, D. C.; "Practical Agriculture in Texas Schools," A. & M. College, College Station, Texas. See "Bibliography."

10. *Sanitation.* The business of the committee on sanitation is to see that the fair grounds are supplied with a sufficient quantity of safe drinking water for man and beast; that the outbuildings are in proper condition, that receptacles for receiving waste material are conveniently placed; and that, after the exercises of the day are over, the grounds are again put in order for regular school work.

11. *Relation of the School and Community Fair to the County Fair.* The school and community fair should

awaken an interest in county fairs and help eliminate the side shows that are usually found at county fairs, and that exploit the people. A group of school and community exhibits should attract to the county seat large numbers of people interested in the growth and progress of their county.

We quote the following paragraphs from Bulletin 870, United States Department of Agriculture, a pamphlet which the teacher who anticipates conducting a school and community fair should add to his library:

"One state has recently passed a law providing for the holding of community fairs and appropriating money for the purpose of packing community exhibits and transporting them to the large fairs.

"An interesting county fair, made up of 72 community exhibits, was recently held in a county in the Middle West. There were no races or sideshows. The 10,000 people in attendance spent their time for two days in visiting and inspecting the exhibits and in wholesome recreation under the supervision of an expert recreational director from a neighboring city. The exhibits, occupying in all about 15,000 square feet of floor space, were housed in vacant buildings on the business street and in tents. Each community had its booth, and the several communities vied with each other in making attractive exhibits of the products of the farm, home, and school."

12. *Photographs of Exhibits.* Take a number of photographs of the different features of the fair. They can be used to advantage in the school history, in the county superintendent's report, and in the county newspapers. Individuals will treasure these pictures as valuable souvenirs which may prove the means of inspiring other communities to take up this work.

These pictures and some of the school exhibits will furnish material for the beginning of a school museum.

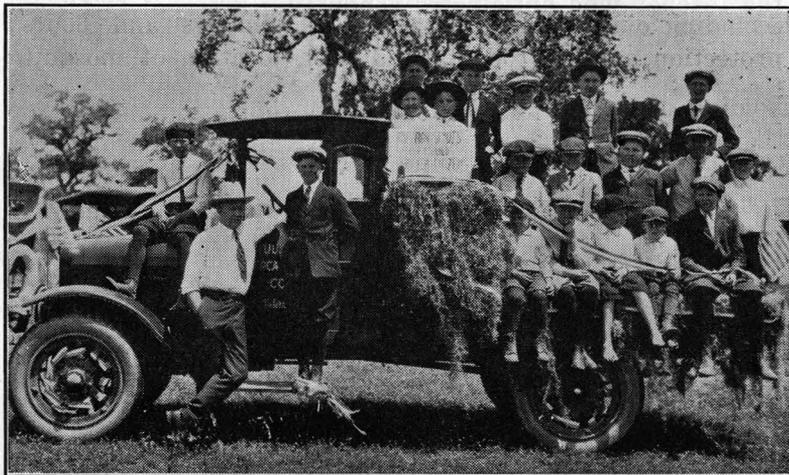
14. The Committee on Entertainments is responsible for the speakers, games, pageants, parades, music, entertainment at night, and other attractions.

XIII

CO-OPERATION OF INTERSCHOLASTIC LEAGUE

A number of schools throughout the State have combined Interscholastic League activities with their school fairs, and have found the results very satisfactory.

Sometimes a group of schools meet at the school fair and



Boy Scouts.

work off their sub-contests. The best school exhibits are also selected at that time and later taken to the county meet where displays of school work are an interesting and instructive feature.

The services of an expert play leader and athletic director should be secured for these events. (Write to "The Leaguer," University of Texas for this help.) After the regular contests are concluded, some good group games, plays and stunts will prove a happy ending to this part of the program.

XIV

SCHOOL AND COMMUNITY HEALTH EXHIBIT

One of the most important subjects that can be brought to the attention of the visitors at the school and community

fair is an exhibit showing health conditions of the school and community and such health projects and activities as will illustrate an interesting method of teaching health to boys and girls.

Some things that may enter this exhibit:

1. Schoolroom and individual score cards.
2. Health charts, posters, and booklets made by pupils.
3. Reports on sanitary surveys—cleanliness of premises, including outbuildings, screening of windows and doors; protection against rodents and dust, location of mosquito breeding places; observance of health rules; diet for children; receptacles for school lunches and menus for hot school lunches.
4. Plans for a sanitary camp for scouts.

The teacher who is interested in health teaching will suggest and work out other valuable exhibits.

Reports should be briefly and attractively told on illustrated charts that are found in papers and magazines.

5. In the health exhibit corner there could be a space curtained off for presenting a health play of which the pupils will have charge. The admittance fee should be used to help pay for the school scales or for lunch counter expenses. (*Get Health Plays for School Children*. Address, American Child Health Association, 370 Seventh Avenue, New Yor.)

A very good project is a *Punch and Judy* theater which children can make in their manual training room. Figures of painted cardboard representing children, the clown, the fairy, the baby, and other characters in the health play which the children themselves have written, can also be made with hand-work. These figures moved by wires, or by a hand concealed in a sleeve, represent the actors on the stage. The boy who manipulates the wires talks to the figures. Write to the Playground and Recreation Association of America, 315 Fifth Avenue, New York City, for a copy of "Playground," July 19, 1921. It contains the story of "Punch and Judy" and tells how to make the theater for this puppet play. If you want to be more exact in the manufacture of the theater and have some money to spend,

write to the studio of Stella Boothe, 131 E. 19th Street, New York City, for working drawings of her suit-case theater, \$2.50; designs for cut-out figures and scenes, \$15.00; the story and action plan, \$2.50.

6. "Watch-Your-Weight Booth." For directions to build and furnish this booth, write to the Health and Happiness League, Division of Nutrition and Health Education, Bureau of Extension, University of Texas, Austin, Texas.

7. A written or oral debate: "Resolved that our community should furnish one-half pint of milk a day at morning recess to every child."

8. Compositions:

The Diary of a Stomach.

High-heeled vs. Low-heeled Shoes.

Health Rhymes.

Health Play.

A Story of Our Clean-up Campaign.

How Our Scouts Helped.

Why a School Dentist?

Why a County Health Nurse?

Why Home Economics Should Be Taught in Our Schools.

A SUGGESTED CLASSIFICATION OF EXHIBITS

The purpose of the following list is to help the community leader make his plans for a worthwhile exhibit.

DIVISION I—SCHOOL EXHIBITS*

Class A—Art Work

1. Freehand cutting (First and Second Grade).
2. Freehand drawing, any kind.
 - a. Primary.
 - b. Intermediate.
 - c. High School.
3. Clay modeling—Group Work—Primary Grade.
4. Clay bas-relief (Intermediate).
5. Clay vase (High School).
6. Collection of paper and cardboard models (Primary, Intermediate).
7. Crayon drawing.
 - a. Primary.
 - b. Intermediate.
 - c. High School.
8. Best water-color sketch.
 - a. Primary.
 - b. Intermediate.
 - c. High School.
9. Map of school, or farm to scale.
10. Map of school district. (Locate roads, school houses, and churches).
11. Map of county. (Outline school districts.
12. Map of Texas.
13. Story illustrated by original drawings, or printed pictures.
 - a. Primary.
 - b. Intermediate.
 - c. High School.
14. Plan of a model kitchen in a farm home.
15. Plan for a convenient farm home in your locality.
16. Plan for grouping farm buildings.
17. Tanned calf skin.

*Make the school exhibit as complete as possible. See that each child is represented. Premiums and prizes for school work should cover those projects offering the greatest scope of effort.

Class B—Collections

1. Insects.
2. Field and garden seeds, labeled.
3. Local weed seeds, labeled, accompanied by composition telling how to eradicate.
4. Herbarium of local plants. Stem, leaves, flowers, roots, fruit of each plant must be shown.



A school exhibit with valuable content.

5. Leaves (in book).
6. Rocks.
7. Native woods—cut to show bark, sap wood, and heart wood.
8. Historical relics and curios.
9. Soils.
10. Fresh wild flowers.
11. Potted plants.
12. Bouquet of wild or cultivated flowers.

Class C—Composition

1. Story of my garden (illustrated).
 - a. Primary.
 - b. Intermediate.
 - c. High School.
2. Best plan for entertaining a party of thirty or forty people.
3. Plans (illustrated) for saving the housekeeper's steps.
4. Best plan for giving the housekeeper a care-free and work-free Sunday. (Take into consideration the amount of work done on Saturday).
5. How to make farm laundry work easy.
6. Local history.
7. Poem.
8. School yell.
9. Class song.
10. General farm records and accounts.
11. Record and account of farm project.
12. Best week's menu for family on farm. (Must have been prepared and served by speaker).
13. What does feeding the family mean?

Class D—Weaving

1. Woven rug (hand loom).
2. Braided rug.
3. Crocheted rug.
4. Corn shuck basket.
5. Pine-needle basket.
6. Corn shuck rug.
7. Corn shuck hat, or bonnet.
8. Any article made of other local fibers.

DIVISION II—HOME ECONOMICS CLASS

Class E—Sewing

1. Tea towel made of flour sack.
2. Kitchen apron (sleeveless).
3. Kitchen apron (with sleeves).
4. Child's dress.
5. Piece underclothing made of bran sack, or of flour sacks.
6. House dress.
7. Table cloth made of flour sacks.
8. ½ dozen table napkins.
9. Quilt made of scraps.

10. Sash curtains—stenciled.
11. Knitted woolen socks.
12. Knitted muffler.
13. Knitted woolen squares for hospital comfort.
14. Knitted wash rag.
15. Comfort bag.

Class F—Cookery

1. Loaf of Milo maize bread.
2. Corn bread.
3. Oatmeal layer cake (no icing).
4. Load Boston brown bread.
5. Collection dried vegetables and fruit.
6. Collection canned fruit.
7. Collection brined vegetables.

DIVISION III—FARM EXHIBITS

Class G—Dairy Products

1. Pound of butter.
2. Cottage cheese.
3. Record of dairy cow for one month.
4. Plan for making butter on the farm.
5. Chart showing balanced ration (local feed) for dairy cow.

Class H—Corn (single ears)

1. White dent.
2. Yellow dent.
3. Prolific.
4. Colored varieties.

Class I—Corn (ten ears)

1. White dent.
2. Yellow dent.
3. Prolific.
4. Colored varieties.

Class J—Grain and Hay

1. Egyptian wheat (ten heads).
2. Sugar cane, or sorghum (six stalks with heads).
3. Kaffir (ten heads).
4. Milo maize (ten heads).
5. Feterita (ten heads).

6. Three stalks cow peas.
7. Three stalks velvet beans.
8. Bundle alfalfa.
9. Cane hay.
10. Buffalo hay.
11. Peanut hay.
12. Broom corn (ten heads).
13. Soudan hay.

Class K—Vegetables

1. Irish potatoes (one peck).
2. Sweet potatoes (one peck).
3. Turnips (one peck).
4. Squashes (three).
5. Pumpkins (best, largest).
6. Snap beans (one gallon).
7. Radishes (twelve).
8. Tomatoes (twelve).
9. Peanuts (six bunches).
10. Cabbage (best head).
11. Lettuce (three heads).
12. Beats (twelve).
13. Onions (1 peck).
14. Collection.

Class L—Fruits

1. Plate figs.
2. Plate pears.
3. Plate plums.
4. Collection wild fruits.
5. Grapes (four clusters).
6. Pecans (one gallon).

DIVISION IV—FARM ANIMALS

Class M—Poultry (any breed)

1. Poultry (any breed).
2. Hen, over 1 year old.
3. Pullet, under 1 year old.
4. Breeding pen—1 male, 4 females (any size).
5. Guineas, pair.
6. Ducks, pair.
7. Geese, pair.
8. Pigeons, pair.

9. Turkeys, pair.
10. White eggs, 1 dozen.
11. Brown eggs, 1 dozen.

Class N—Swine

1. Pig, 2 to 4 months.
2. Young herd, 1 male, 3 females, under 1 year.
3. Fat stock (under 9 months).

Class O—Sheep and Goats

1. Doe, any age.
2. Doe, and kid, under 1 year.

Class P—Cattle

1. Calf, heifer under 6 months.
2. Baby beef.
3. Young breeding stock under 2 years.
4. Dairy cow.

Class Q—Horses and Mules

1. Colt, under 2 years.
2. Riding pony.
3. Span of work horses, or mules.

Class R—Miscellaneous

1. Comb honey.
2. Extracted honey, pint jar.
3. Cane syrup, 1 quart.
4. Dry Peas, any variety, 1 gallon.
5. Dry beans, any variety, 1 gallon.
6. Cotton (50 bolls).
7. Cotton seed (10 pounds).
8. Cotton stalk (3).
9. Thirty-ear corn test. Best exhibit from a farm in the community.
10. Watermelons, largest, best flavored.
11. Collection farm products.
12. Collection various kinds of wild and cultivated legumes showing nodules.
13. Berries, 1 quart.
14. Commercial feed stuff.
15. Plan for lighting farm buildings.

16. Newspaper article: "What Our School Is Doing to Improve Methods of Farming."

17. How to furnish a restful sitting room—expense considered.



Making a selection for the school and community fair.

Class S—Manual Training

1. Book rack.
2. Broom rack.
3. Box for testing corn.
4. Picture frame.
5. Porch swing.
6. Yard gate.
7. Model farm gate.
8. Model for putting running water in the house—
(least expense).
9. Library table.
10. Collection of wooden toys (intermediate grade).
11. Furnished doll house (intermediate grade).
12. Model watering trough (cement).
13. Seat for lawn (cement).
14. Chicken coop.
15. Chicken feeder.
16. Collection of wooden toys.

17. Swine feeder.
18. Tool box.
19. Folding screen.

COLLECTION OF SCORE CARDS

Send to Texas A. & M. College, or to U. S. Department of Agriculture for standard score cards for judging farm products. Send to the Extension Bureau of the University of Texas, Austin; A. & M. College Extension Service, College Station; or College of Industrial Arts, Denton, for standard score cards on household exhibits. Pupils can make copies of these for class use.

The following list of selected score cards is intended chiefly to help the committee and the exhibitor in suggesting and selecting the type of product for entry:

1. APPLES

	Points
Form	10
Size	15
Color	15
Quality	20
Uniformity	20
Freedom from blemishes	20

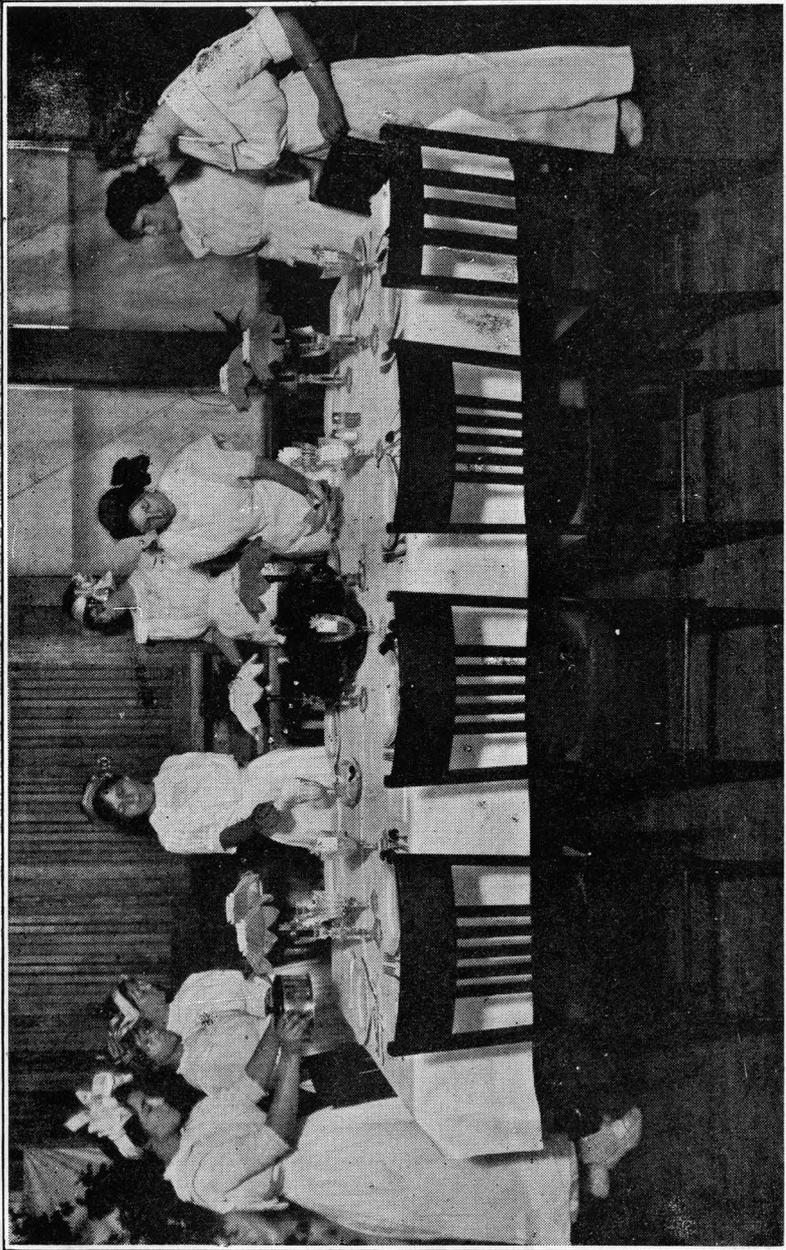
2. BREAD

Flavor, taste, odor	40
Texture of crumb, lightness, color, not doughy ...	45
Shape of loaf	5
Written record	10

3. BUTTONHOLES

(Sample of no less than five buttonholes)

Shape, position, depth of stitches in proportion to size, opening—must not spread	35
Durability	20
Regularity and correctness of stitches	20
Uniformity of the group of buttonholes	15
Written report	10



A demonstration on how to set the table.

4. COMPOSITION

	Points
Spelling, penmanship, neatness	30
Correct form	20
Originality and style	50

5. CANNED FRUIT COLLECTION

Variety	15
Appearance in jars—arrangement	10
Clearness	10
Condition in jars—firmness of texture	25
Flavor	25
Size and shape of pieces	5
Labeling—uniform	5
Name and date well placed	5

6. CORN (EAR)

Prolificacy	30
Trueness of ear to type	20
Market condition	20
Character and uniformity of ears	15
Character and uniformity of kernels	15

7. CAKE

General Appearance

Size and shape	10
Character of Crumb	
Texture	20
Moisture	10
Lightness	15
Crust	

Flavor	15
Tough or tender	10
Thickness	10
Color	10

8. EGGS

Uniformity—size, shape, color	5
Clean	15

	Points
Quality, yolk, white, strength of shell	10
Fertile or infertile	
How often gathered	
Cooled immediately upon gathering	20
Gathered from clean nests	20
Hens fed adequate and clean food—No access to privies or other unclean places	20

9. EGGS

a. For Food

Uniformity, size, shape, color.....	15
Fresh and clean	15
Gathered twice a day from clean nests	20
Hens fed adequate and clean food—No access to privies or other unclean places	20
Quality—yolk, white, shell unwashed.....	10
Cooled immediately upon gathering	5
Infertile	15

b. For Hatching

Uniformity of size, shape, color and breed of hens	20
Strength of shell	10
Fertile	30
Clean	10
Fresh	10
Quality of yolk	10
Quality of white	10

10. FARM EFFICIENCY

Size of farm	6
Organization	10
Type of farming	10
Soil management	10
Crop management	10
Crop and stock improvement	10
Quality of business	12
Equipment (Adequacy, Economy, Utilization of)	12
Subsistence enterprises	6
Farm accounts	6
General (Conditions, Appearances, Practices)...	8

11. FRUIT, IN GENERAL

Size	15
Color	15

	Points
Uniformity	20
Freedom from blemishes	25
Quality	25

12. GRAPES

Flavor	15
Form of bunch	20
Size of bunch	15
Size of berry	10
Color	10
Firmness	5
Bloom	5
Freedom from blemishes	20

13. HAY

Maturity (cut at proper time)	25
Condition	25
Color	20
Aroma	20
Textures	10

14. HAM AND BACON

Weight	5
Trim	10
Symmetry	5
Flavor	50
Color	10
Texture	10
Proportion lean to fat	5
Marbling	5

15. IRISH POTATOES

Uniformity	40
Smoothness	20
Freedom from blemishes	20
Shallowness of eyes	10
Marketable size	10

16. JELLY

Quality		Points
Flavor		30
Appearance		
Color		5
Clearness		10
No crystals nor other solid particles		10
Consistency		
True jelly		15
Not syrup nor taffy, but holds its shape		
Firmness		15
Should tremble, yet form an angle when cut with spoon		
Container		
Protection, proper sealing		5
Condition		5
Label		5

17. MARMALADE

Quality		Points
Taste		20
Flavor		20
Consistency		20
Color		20
Package		
Protection		10
Condition		10

18. PICKLES

Quality		Points
Flavor		30
Appearance		
Uniformity		
Shape		10
Size		10
Color		10
Arrangement		10
Container		
Protection—proper sealing		10
Condition		10
Label		10

19. PRESERVES

Quality		Points
Taste		20
Flavor		20
Consistency		20
Appearance		
Shape		6
Size of fruit		4
Color		5
Arrangement		5
Container		
Protection—proper sealing		10
Condition		5
Label		5

20. PASTRIES

Appearance		
Color.		
Shade		4
Evenness		3
Surface		6
Condition		7
Quality		
Thoroughness of baking		20
Crust		
Flakiness		5
Lightness		5
Tenderness		5
Crispness		5
Color		5
Sweetness		5
Filling		
Consistency		10
Taste		10
Amount		10

21. PEACHES AND PLUMS

Form	10
Size	15
Color	15
Uniformity	20
Quality	20
Freedom from blemishes	20

22. PLOWING

	Points
Straightness of furrow	15
Uniformity of furrow slice	15
Uniformity of furrow	15
Finishing of ends and corners	10
Skill in handling plow and team	15
Connecting two lands	10
General quality of work	10
Amount accomplished in given time	10

23. PATCHING

Matching stripes	40
Neatness of corners	40
Neatness of seams and stitches	20

24. PEANUTS

Uniformity of exhibit	30
Color of hulls	20
Maturity	30
Trueness to type	20

25. SEWING

Selection of material for purpose	10
Buttons and button holes	15
Finishing seams, neatness	20
Laundering	35
Written report	20

26. SWEET POTATOES

Uniformity	40
Smoothness	20
Trueness to type	20
Freedom from blemishes	10
Marketable size	10

27. TOMATO CATSUP, OR OTHER CONDIMENTS

	Quality	
Flavor		30
	Appearance	
Color		20
Consistency		20

Package		Points
Protection		10
Condition		10
Label		10

28. WOODWORK

Workmanship	25
Design	25
Selection of material	25
Time used in making	25

