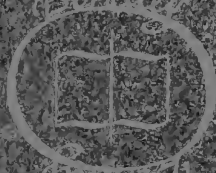


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STATE OF WASHINGTON  
DEPARTMENT OF EDUCATION

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# Suggestions for Community Centers



SCHOOL PLANT USED FOR COMMUNITY FAIR AT DUVAL.



BULLETIN No. 26.

1914



STATE OF WASHINGTON—DEPARTMENT OF EDUCATION

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# Suggestions for Community Centers

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BY CALVIN C. THOMASON

SUPERVISOR BOYS' AND GIRLS' FAIRS AND  
COMMUNITY CENTERS



OLYMPIA, WASH. :

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## CONTENTS

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	<i>Page</i>
PRESENTATION .....	4
INTRODUCTION .....	5
SUGGESTIVE COMMUNITY CENTER OUTLINES.....	9
I. Spelling Bee .....	9
II. Declamatory Contest .....	10
III. County Cooking Contest .....	10
IV. Community Contest, or Fair.....	12
V. Know (name community) Better Program.....	15
VI. Lecture .....	15
VII. National Spirit Day .....	16
VIII. Community Institute, or Conference .....	17
IX. Last Day of School .....	17
X. Rapid Calculation, or "Cifering Match".....	17
XI. Arbor Day Program.....	18
XII. Good Community Factors .....	18
XIII. School Election Day .....	20
XIV. Patrons' Day .....	20
XV. Trip Around the World.....	21
XVI. Washington's Birthday Party .....	22
XVII. Reception to Patrons, or to Teachers.....	23
XVII. Carnival .....	23
XIX. County Field Meet.....	24
XX. Sports for Picnic, or County Fair.....	25
XXI. Community Improvement Day .....	25
XXII. Applies to Every Program.....	26

## PRESENTATION

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The Community Center plan of carrying on the state-wide series of boys' and girls' agricultural and industrial contests is now being applied very generally in the State of Washington to other lines of community work, such as the spelling bee, the declamatory contest, the lecture, the athletic meet, or events of a purely social nature. This movement has given rise to a demand for practical suggestions in planning annual community programs. In response to this demand I have asked Mr. Calvin C. Thomason, supervisor of boys' and girls' fairs and community centers, to prepare this bulletin. While Mr. Thomason's time has been very largely devoted to the work of the community and state exhibits, he has kept constantly in mind the broader possibilities of Community Center organization. It is to his enthusiasm and his well directed activities in co-operation with the county superintendents, that the success of the movement during the past two years has been largely due.

JOSEPHINE CORLISS PRESTON,  
*Superintendent of Public Instruction.*

## INTRODUCTION

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### The Aim.

In the Community Center bulletin issued by this department last year, the general principles underlying the community or social center movement were fully discussed. It is the aim of this publication to set forth a list of usable outlines that may prove suggestive to the leaders of the active Washington Community Centers, of which there are several hundred.

That no one may so mistake our aims as to think that we have a "cut and dried" program to urge upon all communities regardless of local conditions, we insist at the outset that a plan of action originated in a community has, for that community, especial value because of its originality. Therefore, look over these suggestions; adapt them; add to them; select from them; combine different parts of them; use them.

### Definition.

The Community Center must not be looked upon as a new organization designed to take the place of existing organizations, or to be formed in preference to other well established clubs, or societies. But it represents, rather, a movement to coordinate and develop the vital forces working for the betterment of each community. To make this more clear we give the following definition:

A Community Center is a place where the people of a district, or group of districts, meet in the interest of (1) education, (2) sociability, (3) social service, (4) recreation, or, (5) business cooperation.

The prime essential of a Community Center program is that all the people of the community realize that it is their work. Therefore, there must be no financial, sectarian, or other initiatory qualification to bar any good citizen from attendance and full participation. *The membership of the Community Center is composed of all men, women, boys, and girls residing within its bounds.*

### Method of Organization.

That this free, public, and non-exclusive character be maintained by the Community Center, the county superintendent should appoint the principal of the central district as supervising principal for the entire unit. A good leader will not overwork himself, but he will make definite assignments to men, women, boys, and girls who are eager to make the community a better place in which to live.

The district grouping plan must be adapted to the varied conditions of population and topography that we have in Washington. The ideal to be kept in mind is to have an active center within a reasonable ride from every home. The aspiring center is short-sighted, in-

deed, that is not anxious to extend its hospitality as far out as possible, for the hub without spokes is only half a wheel. On the other hand, since roads are becoming better, transportation more rapid, communication more ready, these outlying districts should benefit by meeting each other on a social, educational, and cooperative basis at the common center, of which they are becoming more and more an integral part.

### **The Exceptional Teacher.**

If, for any reason, the principal of the central district cannot serve as supervising principal, the county superintendent should appoint someone to take his place. Ill health has prevented a few principals and teachers from taking the lead in Community Center work. A few central districts have been unfortunate in having a principal who lived outside of the district. And a scattering few have been reported by county superintendents as non-cooperators. These must step aside as all such people must ultimately do who are afraid of earning more than their salaries, or, in other words, are unwilling to prove themselves bigger than their present positions. Such persons seldom attain better things than at present they possess. The real spirit among the big majority of progressive teachers is illustrated by the action of the Skagit county institute in voting unanimously an assessment of fifty cents a teacher and one dollar for principals for community work.

Superintendent L. L. Sellers of Douglas county, expressed this idea well when he said to his teachers at a recent institute:

"Our experience has shown the Community Center plan to be helpful in many ways. In no center have we found a lack of cooperation from patrons. In one or two instances teachers have not cooperated, which is the surprising thing. I know that teachers are oftentimes overworked. But this community work is along a different line. It gives freedom and expanse, and the teacher's efforts come back to him in a refreshment that he would not otherwise enjoy. While it is true that community work makes a busier teacher, it also makes a happier and a more successful teacher."

### **The Exceptional Unit.**

Some districts may be Community Centers by themselves, provided, (1) that they are too remote from any other districts to cooperate with them, and, (2) that they have within themselves a sufficient number of people to carry on special work. This is the case in some of the larger consolidations. But even these should heed the parable of the hub and the spokes.

While the school house is the most logical place for Community Center meetings as a rule, this is not always the case. If it is more convenient for the people of a community to come together in a hall, a church, or a grange bilding, these places should be used so long as the free and public nature of the meetings is not endangered.

### Half-Dozen Don'ts.

Don't permit Community Center work to conflict with neighborhood events of a more private, yet important nature.

Don't keep prompt comers waiting for the tardy ones. One delayed meeting will injure an entire year's program.

Don't be negative. If you think the meeting poorly attended, don't say so. Tell what a good time it was and that alone will double the size of the crowd that will come next time.

Don't forget to consult with the members of your school board before suggesting any improvement work, or other alterations of property.

Don't call a lecture, concert, or other event a Community Center event if any individual, or non-community organization gets a fee amounting to more than actual traveling expenses. This excepts events where funds are raised for community use, such as libraries, athletics, etc.

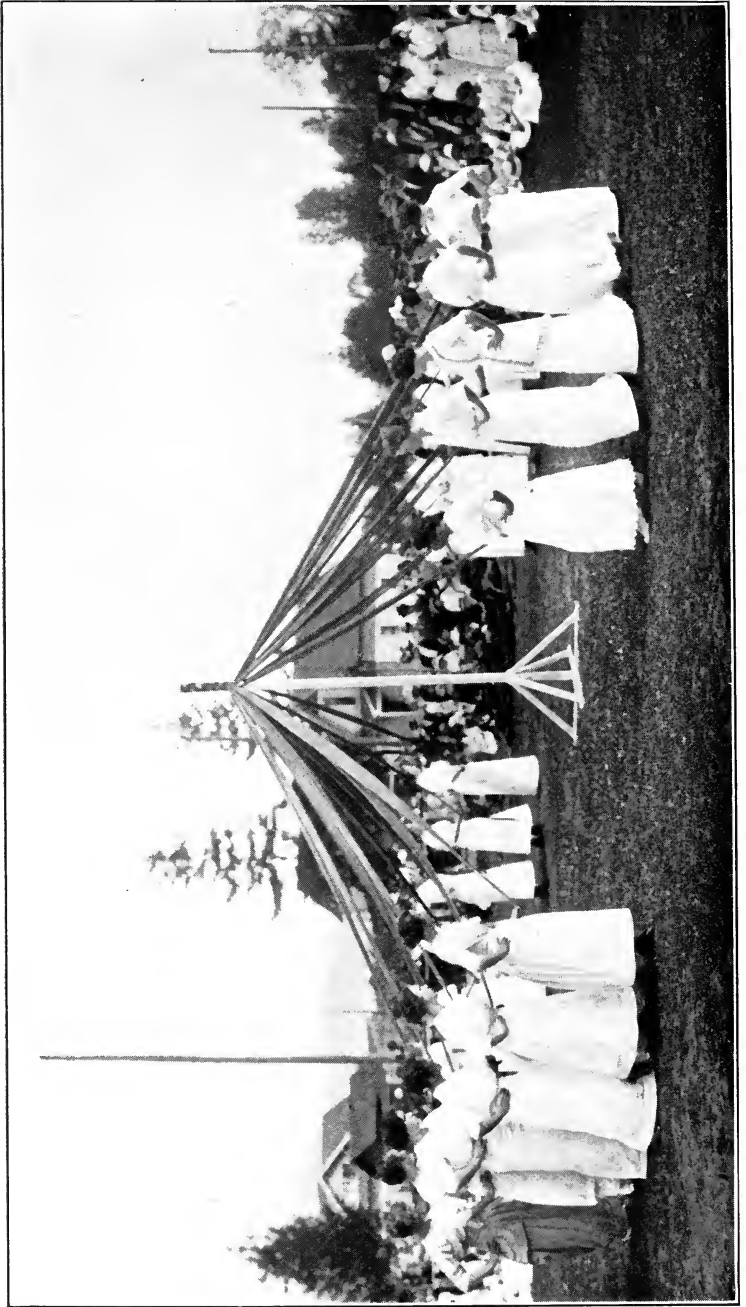
Don't worry about having a Community Center constitution and by-laws. A flexible organization headed by the supervising principal and working thru special committees appointed for special purposes is safer for the average Community Center. The supervising principal will find a secretary, assistant, and executive committee helpful, and he should appoint them, or have them elected.

### Acknowledgments.

A full acknowledgment would be but little short of a complete roll-call of the county superintendents of Washington. Many of the following plans have been worked out successfully in the various counties, representing the most diverse conditions. Some of these contrasting conditions under which similar Community Center plans have been used with equal success are found in Douglas and Clarke, King and Grant, or Skagit and Stevens.

*Calvin C. Thomason*

*Supervisor of Boys' and Girls'  
Fairs and Community Centers.*



PATRON'S DAY AT A SKAGIT COUNTY CENTER.

# SUGGESTIVE COMMUNITY CENTER OUTLINES

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## I. Spelling Bee.

The community that holds a spelling bee for the pupils and neglects the grown folks has missed the fun and benefits of the real spelling bee. The following rules adapted from Clarke county's last year series may be used or adapted in any county or community.

### Rules for Contestants.

1. The contestant shall pronounce the word both before and after spelling.

2. If the contestant does not pronounce the word before spelling and misses the word, or spells the wrong word, he shall be counted out.

3. Pronouncing the word after spelling signifies the completion of the spelling, and the word is then in the hands of the judges. Should the contestant fail to pronounce the word after spelling it, the pronouncer must call his attention to the matter; the contestant shall then pronounce the word or be counted out.

4. The contestant shall have but one trial. When he has spelled the word thru to the end, if he has missed it, he shall be counted out. But he may reconsider the spelling until he has spelled the last syllable.

5. The contestants shall begin proper names with capital letters.

6. Spelling a word shall consist of pronouncing the letters of the word in order. When some character takes the place of a letter, the contestant shall pronounce the character.

7. In the case of homonyms the contestant shall ask for the definition of the word. If he fails to do so, and spells the wrong word, he shall be counted out.

8. The pronouncer need not give any definition unless the contestant calls for it, but must always give the definition when the contestant calls for it.

9. The contestant shall speak clearly and distinctly so that the pronouncer and judges can hear every letter. If he fails to comply with this rule after the judges have called his attention to it, he shall be counted out.

10. Both the pronouncer and the contestant shall have the right to appeal to the judges in all cases.

11. Contestants shall not be required to give the hyphen in spelling compound words.

12. Contestants shall not be required to give any abbreviations.

### General Rules.

1. The contest shall be in oral spelling.
2. Each school district shall be entitled to two representatives, but should choose one or more substitutes.
3. The grade contestants shall be chosen from the eight grades; and the high school contestants from the high school. A pupil holding an eighth grade diploma must spell with the high school contestants.
4. The county school superintendent shall select a disinterested person to pronounce the words.
5. The pronouncer shall begin with exercise No. 256, page 85 of the Century Speller, and shall pronounce each and every word.
6. The county school superintendent shall appoint three persons to act as judges, and decide all disputes.
7. Five prizes shall be given for the best spellers; these prizes may be raised by subscription or voluntarily offered.

NOTE: From the Stevens county spelling contest rules come the following additional suggestions:

1. Community Center Contests.
2. County Center Contest.
3. Three representatives from each school selected from the third to eighth grades inclusive will contest at their community center.
4. From the community center contest there will be chosen six best spellers who will contest in the county center.
5. Have night spelling schools, and invite the parents to take part. Make arrangements to spell with the neighboring school.

### II. County Declamatory Contest (Douglas County Rules).

1. Contestants must be from the 7th or 8th grade.
2. Contestants who won first place in the county last year are not eligible for first honors this year.
3. At the third or final contest in each Community Center the judges shall give first place to one contestant who shall represent that center at the county contest in May.
4. In awarding their decisions the judges shall have the following standards.
  - (a) Ten points for the literary quality or appropriateness of the selection.
  - (b) Thirty points for memory and ease on the platform.
  - (c) Thirty points for pronunciation and clearness of tone.
  - (d) Thirty points for the expression of the humor, pathos or dramatic quality of the selection.

NOTE: Points in (a) may be increased this year.

### III. County Cooking Contest (Douglas County Plan).

1. A representative of the Farmers' Union, Grange or Commercial Club shall conduct the cooking contest, and appoint three qualified and impartial persons to act as judges of the contest.



2. For this contest, foods shall be divided into two classes, A and B, as follows:

**Class A.**

Brown Bread, steamed, one loaf.	Escalloped Potatoes.
Whole Wheat or Graham, one loaf.	Macarroni, baked.
White Bread, one loaf.	Biscuit or Rolls.
Cookies, one dozen.	Meat Loaf
Doughnuts, one dozen.	Roast Meats.
Baked Beans.	Roast Fowl.

**Class B.**

Potato Salad.	Loaf Cake.
Cabbage Salad.	Cup Cake.
Egg Salad.	Pie, fruit.
Fruit Salad.	Pie, one crust.
Baked Apple Dessert.	Pudding, that may be served cold.
Layer Cake.	Candies.



SCENE FROM WILSON CREEK COLONIAL PARTY.

3. The contestant must submit at least one sample from each class.

4. The samples should be marked on the score of 1 to 10, 10 being the highest.

The contestant receiving the highest average from both classes shall be declared the winner and shall be eligible to compete at the County Meet. The winner shall receive a suitable medal.

6. The cooking contest at the County Meet will take the form of a banquet at 6 p. m., following the Track Meet. This banquet shall be for all school officers and teachers of the county and other invited guests.

#### IV. Community Contest or Fair.

(NOTE: These events should be ballasted with a number of demonstrations, in order that the contest idea shall not be more prominent than the idea of instruction and of work for achievement as well as for prizes. In addition to suggestions for the community program, contest, etc., are given the rules for the popular working contest. This contest may be put on to advantage in almost any community by using all home teams or teams from classes, or nearby schools.)

Time—Either in the spring before school closes, or in the fall. If held in the spring it may be made the basis of a May Festival, or if held in the fall, the basis of a Harvest Home Celebration.

Place—Schoolhouse, school grounds, playshed, gymnasium, park, fair grounds, grange hall, or other place suited to community convenience. Cooperate with county fairs for county exhibitions where possible. County contests may also be held to great advantage with the teachers' institute.

Exhibits—Boys and girls may be inspired to go to work to grow the produce or make the articles for exhibition either thru the organization of clubs, or thru signing enrollment cards.

(NOTE: See State College bulletin on club work, and annual plan published by State Department of Education).

#### Optional Program Features.

1. Arranging displays.
2. Judging and awarding prizes.
3. Demonstrations in canning, packing, baking, converting cull potatoes into starch by U. S. Department of Agriculture club recipes, number of dishes from tomato, potato, etc.; seed corn trays, corn drying racks, etc. Potato clubs may give a potato banquet, featuring the "little baked potato," potato decorations, potato animals, flowers made of potatoes, etc. Corn clubs may give corn banquets, etc.

4. Contests in apple paring; box making; stock judging; variety naming contests in poultry, apples, vegetables, or grains; guessing number of kernels in 10 ears of corn; corn or potato races, using standard peck or bushel to row to pick up and carry one at a time to basket; rope tying contest.

NOTE: For information on rope tying see dictionary, encyclopedia, father, hired man, sailors, or write Agricultural College, Aimes, Iowa; Agricultural College, St. Anthony Park, Minnesota; or International Harvester Co., Chicago.

5. Sports, including tug-of-war, harnessing and hitching horse to buggy by women, sack races, egg races, potato races, corn races, etc., in addition to standard track events.

6. Address. Do not ask too many speakers. One is enuf. To ask more than two is unfair to each speaker.



PICNIC SCENE NEAR PRESCOTT.

7. Parade, including pets of all kinds led or carried by the children of all ages.

8. Have band or orchestra music.

9. If weather permits of evening program, great interest may be excited through the use of out-of-door picture shows. Set up stereopticon on lawn and shadow pictures against wall of schoolhouse. By writing upon plain glass slides much amusement as well as instruction may be had for a small sum of money. Regular slides may be used.

10. Pupils seldom care to take vegetable exhibits home with them. A juvenile market would be an interesting feature at many community contests and would enable boys and girls to sell the vegetables, baking, and other exhibits that they do not care to keep or to send to other contests.

#### **Rules for Team Industrial Contests (to be adapted).**

(Used in state contest, 1914.)

1. Any high school in Washington with sewing, cooking and manual training departments may enter teams. Pupils to be eligible must have had at least one year's work in their respective departments and be regularly enrolled in the schools that they represent.

2. The schools, or the individual contestants, must provide car fare and traveling expenses. Entertainment will be provided free of cost.

3. Uniform booths and equipment will be provided. Each contestant will be required to do his or her own work unaided.

4. Working periods shall be as follows: Wednesday, October 28th, 10 a. m. to 12 a. m. and 4 p. m. to 6 p. m. Thursday, October 29th, 1 p. m. to 3 p. m. and 7 p. m. to 9 p. m. Friday, October 30th, 10 a. m. to 12 a. m.

5. Contestants must be at armory at 9:15 a. m. on the first day of the contest to receive general directions regarding the use of equipment, etc.

6. Each contestant must be in his assigned place ten minutes before the contest opens to get directions for the work of the first period. This rule applies to all three departments, and a signal will be given 10 minutes before the hour.

7. Judges will deal with contestants by number only and will not be familiar with the pupil nor the school from which the pupil comes. Contestants will draw for numbers. Judges will use score cards in judging. These score cards will not be given out in advance.

8. Work in the three departments will start and stop at a given signal.

9. Officials of the Trophy Contest shall consist of a judge of each of the three departments, and a director in charge of the entire working contest.

10. To the school ranking highest in the three departments the Governor's cup will be awarded as a permanent possession. To the individuals ranking first, second, and third in their respective departments will be presented diplomas of honor.

11. Entries must be sent to the State Department of Education, Olympia, Washington, by October 15th. The names of the individual contestants need not be sent in advance if this is inconvenient to any school.

12. Working instructions together with the problem for each individual will be found under seal in the booths.

#### **Cooking Contest.**

1. Contestants will be marked on method, neatness, speed, finished product, and general attitude toward their work.

2. Recipes, but no directions, will be given to each contestant at the beginning of the contest.

3. Each girl must wear white wash dress or waist, and a plain white apron, and must provide her own holder and hand towel.

4. Gas stoves with ovens will be furnished.

5. All food and necessary equipment will be furnished.

#### **Sewing Contest.**

1. Contestants will be marked on use of patterns, method of work, finished product, and general attitude toward work.

2. All materials and necessary equipment, excepting thimble and pincushion will be furnished.

#### **Manual Training Contest.**

1. Contestants will be judged on accuracy of joining, dimensions, finish, and degree of completion.

2. Specifications in blue print will be found under seal in booth when contest opens.

#### V. Know (name community) Better Program.

1. First settler (talk by first settler himself if possible).
2. Community historic landmarks.
3. Social life of community, past, present, and future.
4. Home life in pioneer days, kitchen utensils, stoves, water supply, wood supply, etc. Write for bulletins of New Department of Education for the Home, Bureau of Education, Washington, D. C.
5. Lumbering, coal, stone, or other special industries.
6. Kinds and value of fish or game in vicinity.
7. Agricultural Resources.
8. Local government.
9. Names of town, streams, county, etc., with reasons therefor.
10. Exhibit of community relics or curios, such as old saddles, firearms, spinning wheels, plows, etc.

(NOTE: The above topics may be presented by local speakers, or by pupils. Persons who do not care to speak should be urged to present the topics which they are especially fitted to handle by reading papers. Some of the best facts regarding the community may be brought out by persons not on the program where the presiding officer does not overlook calling on the audience for discussions in a "that reminds me" spirit.)

#### VI. Lecture.

1. Develop the sources of free lectures. There are hundreds of first class speakers in every state who are willing to do community lecture work for traveling expenses.
2. Think over the business and professional men in your own county or community who would be glad to give you lectures.
3. Write the colleges, universities, normals, and other schools, whether state, or private.



RACES FOR OLD AS WELL AS FOR YOUNG.

4. Let your county or state superintendent know upon what subject you would like to have a lecture.

5. Speakers going out without charge want to know, first, that they will have a hearing sufficiently large to justify them for taking the time, and, secondly, they want to be sure that they are not going out to take part in a program already too full.

6. Communities have got good lectures from among newspapermen, lawyers, judges, educators, farmers, physicians, and bankers, etc. Just as wide a range of subjects have been enjoyed.

7. Have some music, or other features to precede the speaking.

8. Refreshments after the lecture will give people an opportunity to enjoy meeting the speaker and becoming better acquainted with each other.

## VII. National Spirit Day.

The following program was given last winter at Battleground, Clarke county, where F. M. Lash is supervising principal:

1. Community Center business meeting.
2. Song "America" by entire audience.
3. Recitation, "The Little Patriot."
4. Song, "Star Spangled Banner," by Primary room.
5. "Life of Washington," by Prof. R. S. Durkee.
6. Song, "Washington, My Washington," by Eighth Grade quartet.
7. Musical Play, "George Washington in Nursery Land," by Primary room.
8. Recitation, "The Brave Boys of '61."
9. Salute to the Flag, by Dublin school.
10. Song, "Old Glory."
11. Lincoln's Gettysburg Address.
12. Life of Abraham Lincoln, by F. M. Lash.
13. Song, "Marching Thru Georgia."

### Supplemental Suggestions.

1. Salute to Flag.  
 We pledge our allegiance to our flag,  
 And to the republic for which it stands,  
 One nation, indivisible, with liberty, and justice for all.
2. Patriotic songs.
3. Address by veteran.
4. Theme, America and World Peace, presented by special speaker or by pupils' or citizens' papers.

References: American Association for International Conciliation free tracts; Friendship of Nations, Ginn & Co., price 60 cents; Favorite songs and hymns for school and home, American Book Co., price 80 cents; see references under "Community Sings."

### VIII. Community Institute, or Conference.

Ask county or state superintendent, university, state college, or a normal school, how to get speakers to lead in a day or more of community conference or institute work. In writing tell what subjects or problems your community is most interested in. The following program is being planned by a small town for a day during the coming winter:

1. Forenoon—

Music.

Address, "Poultry" or "Soils."

Address, "Agriculture and the Schools."

Conferences after or during each address.

2. Afternoon—

Plotting home gardens and individual gardens on vacant lots.

Judging hogs and dairy cows.

Both informal, adults and children taking part in discussions

3. Evening—

Music.

Reading.

The Contest and the Community Center—Illustrated lecture.

Appointment of committees and announcement of plans for year.

Other good subjects for institute or conference purposes are: good roads, libraries, marketing, health, high schools, course of study, labor saving devices for the home, livestock breeding, cooperation, etc.

### IX. Last Day of School.

The following outline of the last day exercises at Touchet in Walla Walla county contains many valuable suggestions for beginning the vacation with bright hopes for the future and pleasant dreams of the past:

1. Spelling Contest at 1 p. m.

2. Grammar School Graduation and Declamation Contest combined.

3. Awards of Honor to High School.

4. Same to Grammar School.

5. Exhibits in Agriculture and Industrial Arts.

6. Track Sports.

7. Picnic Supper.

8. High School Play at 8 p. m.

### X. Rapid Calculation, or "Cifering Match."

(NOTE: An hour, or one work down of the audience, of this makes an exceptionally lively and valuable feature of most any program of a general nature when a good filler is needed. It may also be worked out in detail to be well worth a special meeting.)

1. Choose two leaders to choose up sides, taking everyone in the audience who is willing to stand in line and go to the board.
2. Call the two opposing each other last chosen.
3. If one proves exceptionally rapid and accurate and "turns down" as many as three of his opponents place him on the "reserve seat" to be called again after all his colleagues have been given a chance.
4. Give the last contestant called each time the privilege of selecting the rule of arithmetic in which the couple is to contest.
5. Confine work to the four primary processes, addition, subtraction, multiplication and division.
6. In determining the winners of dual contests give the decision to the one calling out the correct answer first.

#### **XI. Arbor Day Program.**

1. Best trees for the farm.
2. What trees grow best in this part of Washington.
3. Old "Timber Cultures" in the West (ask old settlers).
4. What birds nest in our trees?
5. What birds winter in Washington?
6. Essay on the Meadow Lark.
7. Business of hawks and owls.
8. Washington game laws, purpose and effect.
9. Forestry laws of Washington.
10. First apple tree in the Northwest.

References: State Forester and Fire Warden, Olympia; Finley's American Birds, Scribner, \$1.15; Sudworth's Forest Trees of the Pacific Slope, U. S. Bureau of Agriculture, 50 cents; Arbor Day, Moffett, Yard & Co., price \$1; Birds of Oregon and Washington, Lord, J. K. Gill & Co., Portland, Ore., price 60c.

#### **XII. Good Community Factors.**

##### **(a) Union Sunday School.**

An undenominational Sunday School where all are welcome, where singing is a prominent feature and where the Bible is studied for its teachings in brotherhood rather than for the doctrinal interpretation, may be a powerful social, educational and moral force in a community. Bible plays, or illustrated lectures should frequently lend variety of interest. If held in the afternoon it may be made of more universal interest in the community, and special talent in musical or lecture lines may be secured from outside of the community.

##### **(b) Literary Society.**

For a model constitution for a literary society, see Robert's Rules of Order, for sale at all book stores. Programs should consist of two parts:

1. Music, recitations, readings and stories.



2. A debate in which four or more citizens of the community prepare in advance to lead the discussions and others in the audience follow when called upon by the chairman.

### (c) Parent-Teachers' Clubs.

For suggested constitutions or other information address, Cheney Normal, Cheney, or Washington Branch National Congress of Mothers and Parent-Teachers Association, Mrs. C. E. Beach, Olympia, president, or Mrs. Fred Bert, 400 Highland Drive, Seattle. Outline of year's work for these clubs may also be secured from the above references.

### (d) Community Sings.

Music is the one universal language. Community singing may be made a powerful force for uniting the people of a community. Find an old-fashioned "Singing Master," or someone who will do similar work as efficiently and have community sings. The Community sing may to advantage consist of three parts:

1. Singing by audience of melodies and patriotic songs.
2. Instruction in sight reading.
3. Special numbers by local or outside talent.

References: "Eighteen Songs for Community Singing," by C. C. Birchard & Co., Boston, 5 cents a copy or \$4 a hundred; and "Patriotic Songs," 10 cents a copy or \$1 per dozen, by A. Flanagan & Co., 338-344 Wabash Ave., Chicago, are within reach of any community. The standard gospel hymns may also be greatly enjoyed. See reference under National Spirit Day.

### (e) Agricultural and Industrial Clubs.

Boys and girls should be organized into clubs for definite work along agricultural or industrial lines where there is some local person who will direct the club to see that it succeeds. This local director need not be an agricultural expert. The best persons for this work is one who likes to work with young people and who will assist the clubs in their meetings, and in interpreting literature sent from the government, the state college, or the county and state superintendent. Communities desiring to form clubs should write to the State Department of Education, Olympia; the County Superintendent; or the State College, Pullman. A special bulletin on club work has been prepared by T. H. Newbill, Pullman, Washington. For further information along this line, see suggestions for community fairs and club festivals in this bulletin.

### (f) Glee Clubs.

Some of the best results in musical and social work in rural districts have been accomplished through boys' and girls' glee clubs. They may be for boys and for girls separately where there is enough talent. Have them sing on public occasions.

**(g) Little Mothers' Club.**

These clubs have been formed among the smaller girls for the purpose of interesting them in home work. They have taken lessons in picking up and carrying the baby for mother, bed making, cleansing bottles, modifying milk, etc.

**XIII. School Election Day.**

Why not take advantage of the annual election of school directors on the first Saturday in March to make a general display to parents of the regular work of the school? This may serv many good purposes, chief of which may be mentioned, calling attention of the voters to their duties to the district to cast their ballots, and by utilizing their visits to the school house by spending some time there acquainting themselves with what their children are being taught.

1. In advance of election day save samples of daily work in arithmetic, penmanship, composition, sewing, etc., and on Friday afternoon place this work on all desks.

2. Use the blackboards for drawing, writing mottoes, decoration, etc.

3. Put up flags and flowers.

4. In short make election day visits mean more than a few scattering citizens incidentally dropping in to cast a ballot, but make it a day of study and enjoyment for those who come. And more will come.

5. Advertise the day by having children copy and take notices home to parents.

6. Have committees from older classes come to school house to serv as ushers or guides to answer questions.

7. Addresses or meetings for civic discussion would be very appropriate on this day.

**XIV. Patrons' Day.**

1. Skagit county for one prefers a bright day in May.

2. Set the time far in advance and have everybody looking forward to it.

3. Need not necessarily be made a whole holiday. Have desk displays of pupils' work.

4. Have short program of educational addresses. Patrons should furnish part.

5. Specialize upon outdoor drills, winding Maypole, etc.

6. Refreshments, such as punch and wafers or cake and coffee may be served.

7. In making advance plans secure cooperation from adult clubs and local organizations. Assign them definite parts to work up.

8. Suggest that someone look up any possible young people in your community that are not in school, report facts with causes for their non-attendance.



BOY TEACHES HIS PLAYMATES AT FAIR.

9. Have each school in the community center unit contribute a feature of the program as a school.

Hasn't the day's attendance proven that parents will visit the school when given a definite invitation?

#### XV. Trip Around the World.

(This plan for an evening's entertainment is especially adapted to a village or a thickly populated community where there are five or six houses from an eighth to a quarter of a mile apart. A small fare may be charged by wagon drivers to defray expenses or to use for purchase of books or pictures.)

1. Designate starting point as Grand Terminal Station, New York City. Have criers calling the departure of steamers for Europe.

2. First stop may be England where persons dressed in English garb are prepared to give an English program. Kipling could give "Tommy Atkins;" Dickens, a selection from *Oliver Twist*; Shakespeare, the *Seven Stages of Man*, while others shadow the stages through a curtain; Chaucer could give selections from *Canterbury tales* in old English.

3. China. Chinese costumes. Rice served with chop sticks. Songs and mimic "Joss House" talk will add merriment.

4. Japan. Costumes. Umbrellas. Tea served. Wrestling matches.

5. Let the school house be the last stop, and let it represent the Panama exposition. Study plans of exposition for program suggestions for state buildings, etc.

(Carefully plan the length of program at each house so each crowd may put in the evening making the rounds. School books and such library volumes as are accessible to all will supply suggestions for these or such other stops as may be desired).

#### XVI. Washington's Birthday Party.

The following program was held successfully at Wilson Creek last year. It may be adapted according to material available. The scenes may be all or part changed. School histories supplemented by "Patriotic Plays and Pageants for Young People," published by Henry Holt & Company, New York City, price \$1.35, will furnish plenty of material.

List of ye patriots, dames, younge ladyes and servants in colonial costume:

George Washington	Madame Penelope Winthrop
Martha Washington	Miss Margery Warren
Patrick Henry	Miss Nellie Curtis
Madame Patience Alden	Miss Sally Franklin
Lettie Winthrop	Eva Washington
Samuel Adams	Edmund Randolph
Unknown Speaker	Thomas Jefferson
Paul Revere	John Jay
Richard Henry Lee	Roger Sherman
Captain Henry Prentiss	Miss Pricilla Prentiss
Madame Martha Jefferson	Madame Hancock
Mammy Washington	Benjamin Franklin
Topsy Washington	John Hancock
Obadiah Winthrop	John Adams
Robert Morris	

#### Musick

"Celebrating Washington's Birthday"...Wee folk of 1st and 2nd grades

"Hatchet Drill" .....Young folk of 7th and 8th grades

#### Musick

"Colonial Life in three scenes".....Students of ye Academye

First Scene—"Boston Tea Party."

Second Scene—"Continental Congress."

Interlude.....Sally Franklin

Third Scene—"Signing the Declaration of Independence."

#### Musick

Panoramic Dialogue—"Betsey Ross and the Flag".....

.....By Masters and Maidens of 5th and 6th grades

## Cast of Characters

Betsey Ross.....	Gladys Southard	George Washington.....
Mr. Elverson.....	Elmer McLain	.....Raymond McDonald
Mrs. Elverson...	Florence Canfield	Robert Morris.....
Gertrude Elverson....	Velma Hale	George Lee
Henry Elverson....	Clyde Nicholls	Three Vil- } lage Boys. } } Rowan Davis } Wesley Gillman } Dominick Bongiorno
Flag Drill.....	Lads and Lassies of 3rd and 4th grades	

## Musick

Ye end of ye formal programme.

Ye school present their compliments to ye public and invite all, upon the payment of a few pence to have a cup of tea brewed in a colonial kitchen.

If any object to colonial tea, stay and make merry with ye patriots. Toothsome candys will be on sale in ye hall-way.

**XVII. Reception to Patrons or to Teachers.**

1. Half an hour period for receiving visitors.
2. Reading, or musical recital.

(Where this is made a community center event it will be of sufficient importance to induce a reader or musician from one of the larger schools or from a private studio to come without fee.)

3. Informal hour with refreshments.
4. Where the reception is given by the patrons in honor of the teachers the program should include talks by members of the board, officials, or local citizens with responses by the principal and any other teachers called upon.
5. Toledo reports short program, followed by refreshments upstairs and social session downstairs; Olympia high school reception to teachers by students in which stunts by classes were enjoyed; Ana cortes church ladies gave the reception which consisted of a high class musical program by both local and outside talent; Reardon Parent-Teachers' club gave the reception at which music and refreshments were enjoyed; and so the reports come, showing the wide range of ways in which the different communities do things.

**XVIII. Carnival.**

1. Assign side shows and features to young people to prepare.
2. Utilize musical talent of community in a minstrel show for main hall.
3. Plan for such features as fish pond, picture gallery, biggest man in the world, candy and peanut venders, comic posters, Indian songs and drills, scales overweighing, fortune tellers, horse races, etc., all "take-offs" on such features at the fairs and carnivals.
4. This is especially good for a high school social event early in the school year, or for a community with a great many young people, but where it is difficult to get together often for rehearsals.

**XIX. County Field Meet.**

Boys' 50-yard Dash—Classes 2 and 3.

Boys' 100-yard Dash—Classes 1, 2 and 3.

Boys' Shot Put—Class 1.

Boys' and Girls' Chin-up—Boys, Class 3; girls, Classes 1, 2 and 3.

Boys' Quarter Mile Race—Classes 1 and 2.

Boys' and Girls' Baseball Throw—Boys, Class 3; girls, Classes 1, 2 and 3.

Boys' Low Hurdle—Classes 2 and 3.

Boys' High Hurdle—Class 1.

Girls' 50-yard Dash—Classes 1, 2 and 3.

Boys' Standing Broad Jump—Classes 1, 2 and 3.

Boys' Running Broad Jump—Classes 1, 2 and 3.

Boys' Running High Jump—Classes 1 and 2.

Boys' Half Mile Relay Race—Classes 1, 2 and 3. One from each class from each School or Community Center represented.

**Rules Governing the Contests.**

1. The Field Meet shall be held in \_\_\_\_\_, May —, beginning at 1:30 p. m.

2. Pupils between the ages of 13 and 19, inclusive, who by May 1st shall have attended school forty days this school year, may enter this contest; provided, no pupil may enter an event in which he won first place last year.

3. Contestants shall be classified into three classes according to age. First class, 17 to 19 years, inclusive; second class, 15 to 16 years, inclusive; third class, 13 to 14 years, inclusive. Pupils shall be classified according to their ages on May 29, 1914.

4. Schools forming Community Centers shall unite their entries and be counted as a unit in the contest for the Athletic Banner.

5. Teachers or school clerks shall certify to the ages of the contestants and the supervising principal shall classify and make entries for them in the name of the School or Community Center. Such entries shall be sent to the County Superintendent's Office before May 1st. The official program will be given to the printer not later than May 10th, and no entry can be made after the program is printed.

6. Each School or Community Center shall be allowed not more than two entries in each class for each event, but a contestant may be registered in several events in his class.

7. Girls entering this contest shall be dressed in athletic costume.

8. The height of the low hurdles shall be two feet and the height of the high hurdles three feet.

9. Contestants are required to agree to the rules governing the Field Meet and to cheerfully accept the decisions of the proper officials.

10. Each event shall be preceded by a "try-out" and the five leading contestants shall compete in another and final test for first, second and third place.

11. The winner of each event shall receive a medal.
12. The contestant winning the largest number of points shall receive a gold medal.
13. The School or Community Center winning the largest number of points shall receive a banner.
14. First place in each event shall count five points; second place three points, and third place one point.
15. In the relay race the points won shall not be counted to the individuals, but for the Schools or Community Centers represented.

#### **XX. Sports for Picnic, or County Fair.**

1. Divide into three divisions, grammar school, high school, and adult. The latter may be subdivided into "Fats and Leans," "Married men and single men," etc., to suit local ideas.
2. Include sports that untrained as well as the trained athletes can enter.
3. Names of all entrants should be booked before the events begin.
4. Events should be run off in snappy order with no waits to tire spectators and contestants.
5. The program may be run through both in the morning and in the afternoon.
6. For rules governing such contests see "County field meet" in this bulletin.
7. For other interesting events that can be scheduled at a picnic or fair, see "Community Contests or Festivals" in this bulletin.
8. In addition to sports and special contests given pony racing is enjoyable—especially the "slow race" in which boys change ponies and the prize goes to the pony coming out last.
9. In preparing for picnic dinners the women are using more and more paper plates, paper napkins and sandwiches which saves a great deal of time and labor.

#### **XXI. Community Improvement Day.**

1. The men and boys of the community may join in clearing the school grounds, bilding playsheds, improving playgrounds, bilding stables, etc.
2. The women and girls may get dinner, curtain the windows, or join in the lighter portions of the outside work.
3. During the afternoon have an entertaining and instructive program presented. Outdoor games may also be played.
4. A fifth grade teacher once had her pupils piece quilts for several months and finally invited the mothers in to do the quilting. The quilts were sold for money with which to buy books for the school library.
5. During improvement day the garbage problem may be discussed. The sources of the local water supply may also be safeguarded.
6. Have health, or Child Welfare exhibits put up for study. Write Seattle Central Council, 4th and University streets, Seattle; and the

Child Welfare Commission, Portland; or other similar sources for these exhibits.

7. A good project to interest the neighborhood in at these meetings would be road improvement. Actual work may be done for the general benefit of the community.

8. If given permission and plenty of whitewash the boys might brighten up all the old bildings, especially those near the school grounds, the fences, etc. Use the following formula for mixing a durable whitewash:

Take a clean, light barrel and put into it half a bushel of un-slacked lime. Slack it by pouring hot water into the barrel, in sufficient quantity to cover the lime five inches deep. Stir briskly until thoroughly slacked, then add 2 pounds of sulphate of zinc and 2 pounds of salt, dissolved in hot water. The wash may be colored by adding ochre, lamp black, ground keel or bluing to suit. The wash may be put on either hot or cold, but hot is preferable. If for the inside of a poultry house or coop add half an ounce of carbolic acid. Be careful not to get any in the eyes.

9. In Yakima County 17 men met and cleaned up an orchard that had been attacked with fire blight. If in olden days neighborhood house-raising had social value, why not attach the same significance to similar co-operation in dealings with present-day problems, such as the fight against pests and parasites?

## XXII. Applies to Every Program.

Following is a list of free bulletins selected from one of the latest lists prepared by the United States Department of Agriculture. Only those of especial interest to the people of Washington are given. Consult this list in preparing any program:

- |   |   |
|---|---|
| 22. The Feeding of Farm Animals.  | 154. The Home Fruit Garden: Preparation and Care.         |
| 30. Grape Diseases on the Pacific Coast.                                  | 157. The Propagation of Plants.                           |
| 34. Meats: Composition and Cooking.                                       | 158. How to Build Small Irrigation Ditches.               |
| 44. Commercial Fertilizers.   | 164. Rape as a Forage Crop.                               |
| 51. Standard Varieties of Chickens.                                       | 166. Cheese Making on the Farm.                           |
| 54. Some Common Birds.  | 170. Principles of Horse Feeding.                         |
| 55. The Dairy Herd.   | 173. Primer of Forestry. Part 1: The Forest.              |
| 64. Ducks and Geese.  | 175. Home Manufacture and Use of Unfermented Grape Juice. |
| 77. The Liming of Soils.  | 179. Horeshoeing.   |
| 81. Corn Culture in the South.  | 181. Pruning.   |
| 88. Alkali Lands.   | 182. Poultry as Food.                                     |
| 91. Potato Diseases and Their Treatment.                                  | 183. Meat on the Farm: Butchering, Curing, and Keeping.   |
| 99. Insect Enemies of Shade Trees.  | 185. Beautifying the Home Grounds.                        |
| 101. Millets.   | 188. Weeds Used in Medicine.                              |
| 104. Notes on Frost.  | 192. Barnyard Manure.                                     |
| 106. Breeds of Dairy Cattle.  | 195. Annual Flowering Plants.                             |
| 113. The Apple and How to Grow It.  | 196. Usefulness of the American Toad.                     |
| 121. Beans, Peas, and Other Legumes as Food.                              | 197. Importation of Game Birds and Eggs for Propagation.  |
| 127. Important Insecticides.  | 198. Strawberries.  |
| 128. Eggs and Their Uses as Food.   | 200. Turkeys.   |
| 131. Household Tests for Detection of Oleomargarine and Renovated Butter. | 203. Canned Fruits, Preserves, and Jellies.               |
| 134. Tree Planting on Rural School Grounds.                               | 204. The Cultivation of Mushrooms.                        |
| 138. Irrigation in Field and Garden.                                      | 205. Pig Management.                                      |



206. Milk Fever and Its Treatment.  
 213. Raspberries.  
 218. The School Garden.  
 219. Lessons from the Grain Rust Epidemic of 1904.  
 220. Tomatoes.  
 224. Canadian Field Peas.  
 229. The Production of Good Seed Corn.  
 236. Incubation and Incubators.  
 242. An Example of Model Farming.  
 243. Fungicides and Their Use in Preventing Diseases of Fruits.  
 245. Renovation of Worn-out Soils.  
 246. Saccharine Sorghums for Forage.  
 249. Cereal Breakfast Foods.  
 253. The Germination of Seed Corn.  
 255. The Home Vegetable Garden.  
 256. Preparation of Vegetables for the Table.  
 257. Soil Fertility.  
 263. Practical Information for Beginners in Irrigation.  
 264. The Brown-tail Moth and How to Control It.  
 266. Management of Soils to Conserve Moisture.  
 269. Industrial Alcohol: Uses and Statistics.  
 270. Modern Conveniences for the Farm Home.  
 271. Forage Crop Practices in Western Oregon and Western Washington.  
 272. A Successful Hog and Seed-corn Farm.  
 275. The Gipsy Moth and How to Control It.  
 277. The Use of Alcohol and Gasoline in Farm Engines.  
 278. Leguminous Crops for Green Manuring.  
 280. A Profitable Tenant Dairy Farm.  
 287. Poultry Management.  
 289. Beans.  
 291. Evaporation of Apples.  
 292. Cost of Filling Silos.  
 293. Use of Fruit as Food.  
 294. Farm Practice in the Columbia Basin Uplands.  
 295. Potatoes and Other Root Crops as Food.  
 298. Food Value of Corn and Corn Products.  
 303. Corn Harvesting Machinery.  
 313. Harvesting and Storing Corn.  
 318. Cowpeas.  
 321. The Use of the Split-log Drag on Earth Roads.  
 332. Nuts and Their Use as Food.  
 338. Macadam Roads.  
 339. Alfalfa.  
 345. Some Common Disinfectants.  
 346. The Computation of Rations for Farm Animals by the Use of Energy Values.  
 347. The Repair of Farm Equipment.  
 350. The Dehorning of Cattle.  
 351. The Tuberculin Test of Cattle for Tuberculosis.  
 354. Onion Culture.  
 355. A Successful Poultry and Dairy Farm.  
 358. A Primer of Forestry. Part II: Practical Forestry.  
 359. Canning Vegetables in the Home.  
 362. Conditions Affecting the Value of Market Hay.  
 363. The Use of Milk as Food.  
 365. Farm Management in Northern Potato-growing Sections.  
 367. Lightning and Lightning Conductors.  
 369. How to Destroy Rats.  
 370. Replanning a Farm for Profit.  
 371. Drainage of Irrigated Lands.  
 373. Irrigation of Alfalfa.  
 375. Care of Food in the Home.  
 377. Harmfulness of Headache Mixtures.  
 379. Hog Cholera.  
 382. The Adulteration of Forage-plant Seeds.  
 386. Potato Culture on Irrigated Farms of the West.  
 387. The Preservative Treatment of Farm Timbers.  
 389. Bread and Bread Making.  
 391. Economical Use of Meat in the Home.  
 393. Habit-forming Agents.  
 394. The Use of Windmills in Irrigation in the Semi-arid West.  
 395. Sixty-day and Kherson Oats.  
 399. Irrigation of Grain.  
 400. A More Profitable Corn-planting Method.  
 401. The Protection of Orchards in the Pacific Northwest from Spring Frosts by Means of Fires and Smudges.  
 402. Canada Bluegrass: Its Culture and Uses.  
 403. The Construction of Concrete Fence Posts.  
 404. Irrigation of Orchards.  
 406. Soil Conservation.  
 407. The Potato as a Truck Crop.  
 410. Potato Culls as a Source of Industrial Alcohol.  
 413. The Care of Milk and Its Use in the Home.  
 414. Corn Cultivation.  
 415. Seed Corn.  
 420. Oats: Distribution and Uses.  
 421. Control of Blowing Soils.  
 422. Demonstration Work on Southern Farms.  
 423. Forest Nurseries for Schools.  
 424. Oats: Growing the Crop.  
 426. Canning Peaches on the Farm.  
 428. Testing Farm Seeds in the Home and in the Rural School.  
 429. Industrial Alcohol: Sources and Manufacture.  
 432. How a City Family Managed a Farm.  
 433. Cabbage.  
 434. The Home Production of Onion Seed and Sets.  
 437. A System of Tenant Farming and Its Results.  
 438. Hog Houses.  
 441. Lespedeza, or Japan Clover.  
 442. The Treatment of Bee Diseases.  
 443. Barley: Growing the Crop.  
 444. Remedies and Preventatives Against Mosquitoes.  
 445. Marketing Eggs Through the Creamery.  
 446. The Choice of Crops for Alkali Land.  
 448. Better Grain-sorghum Crops.  
 455. Red Clover.  
 456. Our Grosbeaks and Their Value to Agriculture.  
 458. The Best Two Sweet Sorghums for Forage.

459. House Flies.  
 460. Frames as a Factor in Truck Growing.  
 461. The Use of Concrete on the Farm.  
 462. The Utilization of Logged-off Land for Pasture in Western Oregon and Western Washington.  
 463. The Sanitary Privy.  
 468. Forestry in Nature Study.  
 471. Grape Propagation, Pruning, and Training.  
 474. Use of Paint on the Farm.  
 478. How to Prevent Typhoid Fever.  
 480. Practical Methods of Disinfecting Stables.  
 481. Concrete Construction on the Live-stock Farm.  
 482. The Pear and How to Grow It.  
 484. Some Common Mammals of Western Montana in Relation to Agriculture and Spotted Fever.  
 485. Sweet Clover.  
 488. Diseases of Cabbage and Related Crops and Their Control.  
 489. Two Dangerous Imported Plant Diseases.  
 490. Bacteria in Milk.  
 491. The Profitable Management of the Small Apple Orchard on the General Farm.  
 493. The English Sparrow as a Pest.  
 494. Lawns and Lawn Soils.  
 495. Alfalfa Seed Production.  
 496. Raising Belgian Hares and Other Rabbits.  
 497. Some Common Game Birds.  
 502. Timothy Production on Irrigated Lands in the Northwestern States.  
 503. Comb Honey.  
 505. Benefits of Improved Roads.  
 506. Food of Some Well-known Birds of Forest, Farm and Garden.  
 507. The Smuts of Wheat, Oats, Barley, and Corn.  
 508. Market Hay.  
 511. Farm Bookkeeping.  
 515. Vetches.  
 521. Canning Tomatoes at Home and in Club Work.  
 524. Tile Drainage on the Farm.  
 528. Hints to Poultry Raisers.  
 530. Important Poultry Diseases.  
 533. Good Seed Potatoes and How to Produce Them.  
 534. Durum Wheat.  
 535. Sugar and Its Value as Food.  
 536. Stock Poisoning Due to Scarcity of Food.  
 537. How to Grow an Acre of Corn.  
 538. Sites, Soils, and Varieties for Citrus Groves in the Gulf States.  
 540. The Stable Fly.  
 541. Farm Buttermaking.  
 544. Potato-tuber Diseases.  
 545. Controlling Canada Thistles.  
 550. Crimson Clover: Growing the Crop.
551. The Cultivation of American Ginseng.  
 552. Kafir as a Grain Crop.  
 553. Pop Corn for the Home.  
 554. Pop Corn for the Market.  
 557. The Potato Tuber Moth.  
 559. Use of Corn, Kafir, and Cowpeas in the Home.  
 561. Bean Growing in Eastern Washington and Oregon and Northern Idaho.  
 562. The Organization of Boys' and Girls' Poultry Clubs.  
 564. The Gipsy Moth and the Brown-tail Moth, with Suggestions for Their Control.  
 565. Corn Meal as a Food and Ways of Using It.  
 566. Boys' Pig Clubs.  
 572. A System of Farm Cost Accounting.  
 573. The Angora Goat.  
 574. Poultry House Construction.  
 576. Breeds of Sheep for the Farm.  
 578. The Handling and Feeding of Silage.  
 579. Crimson Clover.  
 583. The Common Mole.  
 585. Natural and Artificial Incubation of Hen's Eggs.  
 586. Collection and Preservation of Plant Material for Use in the Study of Agriculture.  
 587. Economic Value of North American Skunks.  
 588. Economical Cattle Feeding in the Corn Belt.  
 589. Homemade Silos.  
 592. Stock Watering Places on Western Grazing Lands.  
 593. How to Use Farm Credit.  
 594. Shipping Eggs by Parcel Post.  
 597. The Road Drag and How It Is Used.  
 599. Pasture and Grain Crops for Hogs in the Pacific Northwest.  
 600. An Outfit for Boring Taprooted Stumps for Blasting.  
 602. Clean Milk: Production and Handling.  
 603. Arsenical Cattle Dips: Methods of Preparation and Directions for Use.  
 604. The Agricultural Outlook.  
 606. Collection and Preservation of Insects and Other Material for Use in the Study of Agriculture.  
 607. The Farm Kitchen as a Workshop.  
 608. Removing Garlic Flavor from Milk and Cream.  
 609. Bird Houses and How to Build Them.  
 610. Wild Onion: Methods of Eradication.  
 611. The Agricultural Outlook.  
 612. Breeds of Beef Cattle.

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Pullman, Wash.

### General Bulletins.

- |  |   |
|--|---|
| 78. The Goat Industry in Western Washington.           | 101. Methods of Clearing Logged-off Lands.          |
| 79. Steer Feeding Under Eastern Washington Conditions. | 105. The Nitrogen and Humus Problem in Dry Farming. |
|  | 110. Commercial Fertilizers.                        |

### Popular Bulletins.

- |   |   |
|---|---|
| 19. The Use of Fertilizer Lime.   | 55. Cleanliness and Cold as Applied to the Dairy. |
| 23. Trees in Washington.  | 56. Fire Blight of Pear and Apple.                |
| 31. Clover in the Palouse Country.  | 57. Prune Growing in Washington.                  |
| 35. Killing Ground Squirrels.   | 58. Sheep for Washington Farms.                   |
| 40. The Char-pit Method of Destroying Stumps.                                   | 59. Spraying Calendar for 1914.                   |
| 41. Buttermaking on the Farm.   | 60. Corn Growing in Washington.                   |
| 42. Alfalfa Seed Production.  | 61. The Peach Twig-Borer.                         |
| 44. Some Soil Fertility Problems.   | 62. Potato Growing.                               |
| 46. Silos and Silage.   | 63. Swine.  |
| 49. Experiments in Fertilizing Alfalfa.   | 64. Winter Sprays.                                |
| 53. Cause of Variation in Per Cent of Fat of Market Cream from Farm Separators. | 65. "Fire Blight."                                |
| 54. Preserving Eggs.  | 66. Onion Culture.                                |
|   | 67. Top Grafting of Fruit Trees.                  |
|   | 69. Dry Farming in Washington.                    |
|   | 70. The Alfalfa Weevil.                           |

### Special Series.

8. The Cost of Clearing Land.

### Extension Series.

- |  |  |
|--|--|
| 1. Alfalfa Without Irrigation in Washington.   | 4. Forest Windbreaks as a Protection to the Light Soils of the Columbia River Basin. |
| 2. How to Measure Water.                       | 5. Sewage Disposal for Country Homes.  |
| 3. Principles and Practice of Poultry Feeding. |  |





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