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A HANDBOOK

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Suggestions and Programs

FOR

COMMUNITY SOCIAL GATHERINGS

AT RURAL SCHOOL HOUSES



THIRD REVISION—SIXTH EDITION

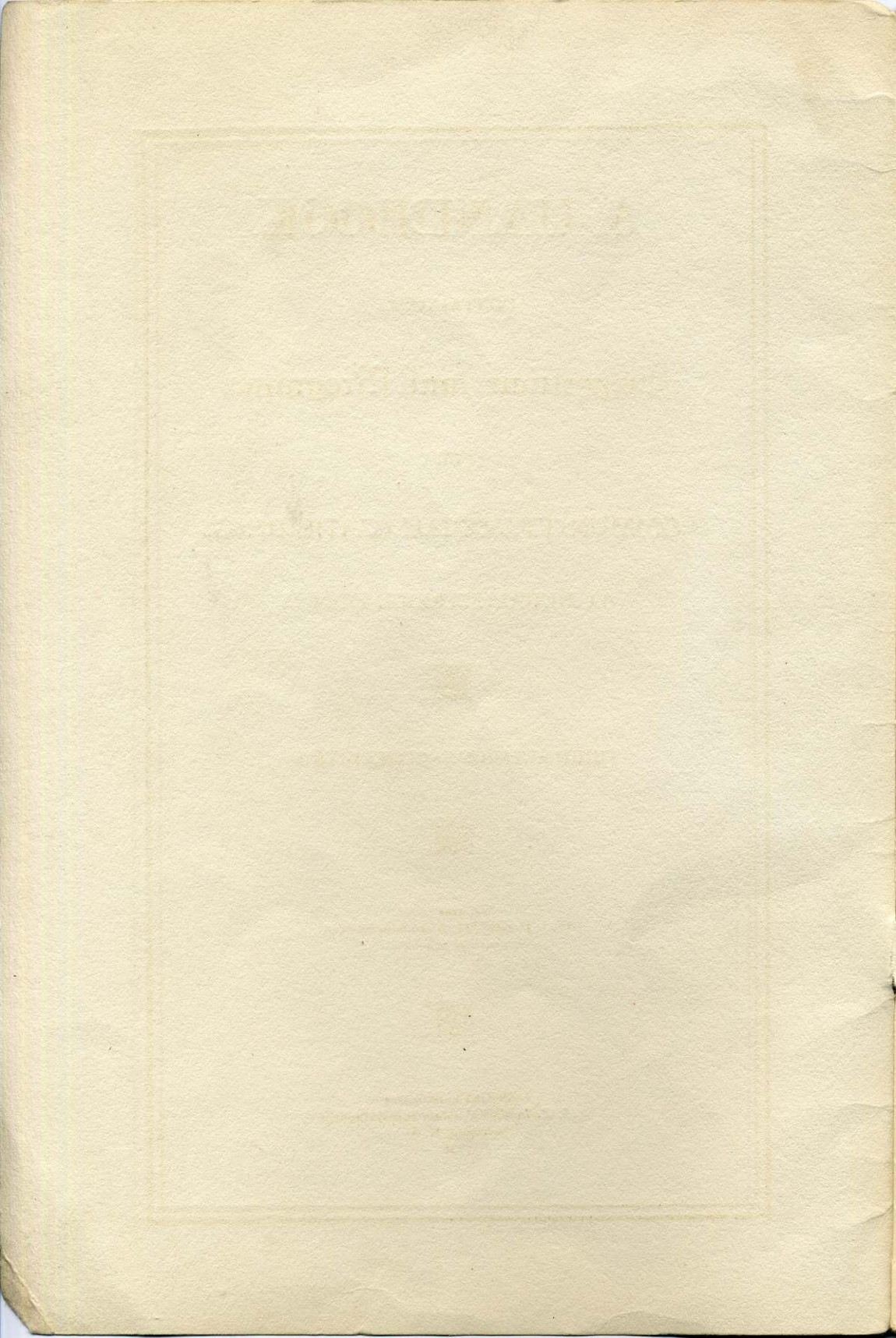


Prepared by
L. J. HANIFAN, State Supervisor
of Rural Schools



Under the Direction of
M. P. SHAWKEY, State Superintendent
Charleston, W. Va.
1916

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TRIBUNE Ptg. Co., CHARLESTON, W. VA.



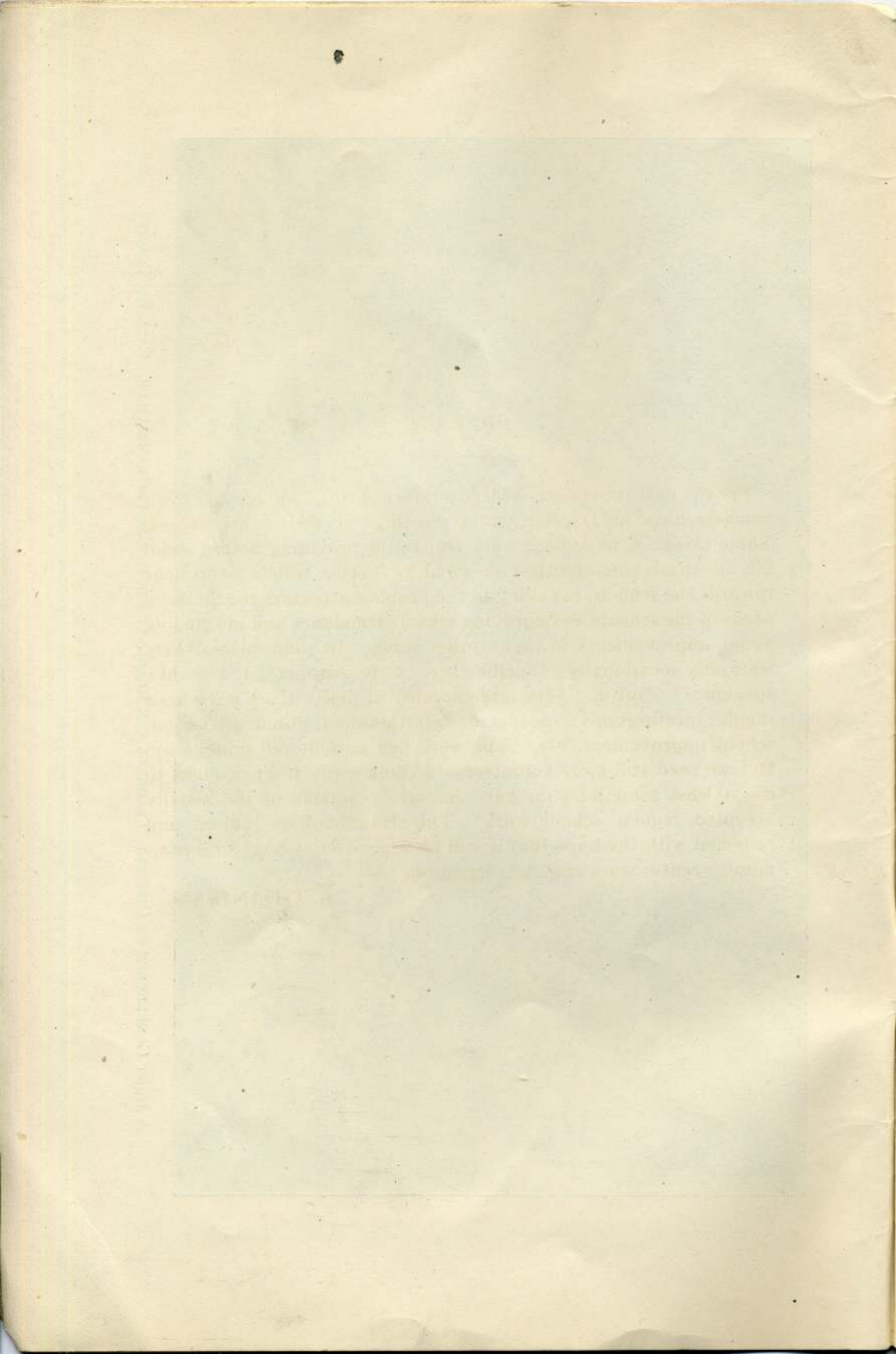
THIRD EDITION, SIXTH EDITION

Published by the
Tribune Printing Co., Charleston, W. Va.

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A JOINT CONFERENCE OF CITIZENS, TEACHERS AND BOARDS OF EDUCATION AT GRANTSVILLE, CALHOUN COUNTY.



PREFACE

For the past three years a large number of rural, village and town teachers have held social center meetings at their schoolhouses. These meetings have been very fruitful in providing better social life in rural communities, in creating better public sentiment towards the schools, in calling to the people's attention the material needs of the schools, in improving school attendance and in bringing about improvements in many other ways. In some places there were only occasionally a "spelling bee," a "box supper", or a "public speaking." But in a very large number of places there have been regular meetings of the people for entertainment, public discussion, school improvement, etc. The work has gotten well under way. But we need still more volunteers. I think every teacher ought to do at least something for her community outside of the usually accepted regular school work. This Handbook is revised and re-issued with the hope that it will be suggestive of how rural community center work may be carried on.

L. J. HANIFAN.

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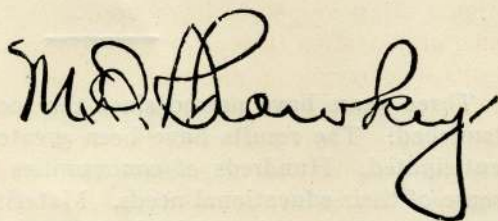
INTRODUCTION

Three years have passed since the social center campaign was launched. The results have been greater than anyone had ever anticipated. Hundreds of communities have been aroused to a sense of their educational needs. Material improvements of every sort have been made. School grounds and school buildings have been made better and more attractive. Apparatus has been purchased where before none was furnished. Libraries have been installed, old furniture has been replaced with new. A number of schools have been consolidated, bringing the people close together for mutual benefits. Quickened life both in the school and in the community has resulted. A more cordial relationship among the people has developed. The widening influences of the community social meetings have extended into the fields of agriculture, road building, and church work. The work has just fairly gotten under way. This year will no doubt witness an extension of the work into a great many new communities with correspondingly larger results. Here is an opportunity really to serve the people with whom your lot has been cast for a time. You can help them to work out some of the social and economic problems confronting them and to enjoy themselves while doing so. This handbook, revised last year, is again revised in the light of the experience of last year. In any movement of this nature the accumulated personal experiences of those engaged in the work serve as a great stimulus to its future progress. For this reason, and on account of their suggestive power, a few stories selected from the many received at this office are reproduced here. Perhaps no teacher will undertake to do precisely what another teacher has done, but the experience of one teacher will usually suggest to another teacher something that may be done in her own community.

It is earnestly hoped that teachers will not regard this handbook as a manual and try to follow it literally. One of the best things about the whole scheme is that it tends to develop originality and individual leadership.

There are many things that may be done and many ways of doing them that are not mentioned here. Let teachers discover the other and the better things and work out the best ways of doing them. I am confidently expecting still greater things and still better ways of doing them during the present school year. This department stands ready to help in any possible way.

Very truly yours,

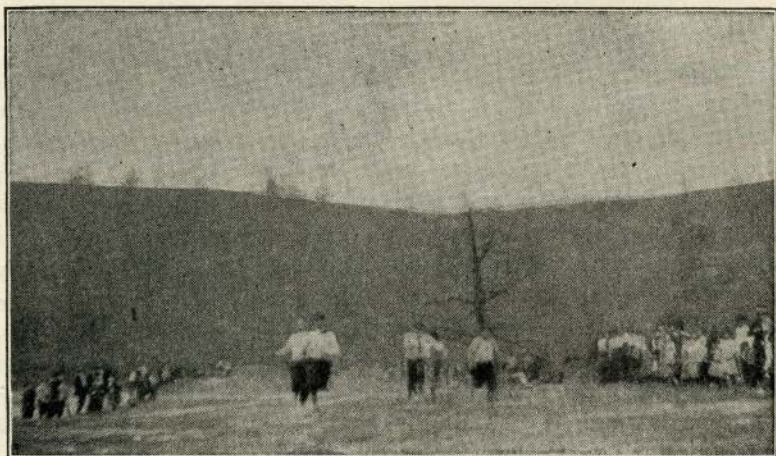
A handwritten signature in cursive script, reading "M. D. Hawkey". The signature is written in dark ink on a light-colored, slightly textured paper. The letters are connected and fluid, with a prominent loop at the end of the last name.

HOW TO BEGIN

Perhaps your first impulse will be to effect an organization by electing officers and adopting a constitution and by-laws. Whether or not that should be done will depend upon local conditions. If your people have been accustomed to work together under organization then an organization would probably be the best means of carrying on the work of the Community Center. But where no organization has previously been effected, and particularly where you are just beginning the work, it is usually best either to have no organization or to have the minimum of organized machinery. My experience and observation lead me to believe that in most unorganized communities it is best for the teacher simply to announce through the children, and by such other means as she may have for advertising, that on a given evening there will be a meeting of the whole community at the school-house. It will usually be best also to indicate the nature of the proposed meeting. The details of the meeting should be carefully worked out by the teacher before the meeting so that there will be no hitch in the proceedings. In such cases the teacher should call the meeting to order and either preside herself or call upon someone else to preside for that evening. But unless there is someone whom the teacher can depend upon to put the program through, the teacher had better preside herself.

LEADERSHIP

Rural Communities are notoriously lacking in leadership. It is seldom that we find a rural community which has a strong progressive leader among the people themselves. The ultimate aim of the community center is to develop strong leaders among the people—With such a leader in each community the people will work out their own problems. Meanwhile, the teacher is the recognized leader in her community. She must take the initiative in getting the work going. As the work progresses the natural leader will emerge from among the people. For while some of the strongest and most progressive men and women of every community have gone to the city, yet other strong leaders are left. Their power of leadership is undeveloped. Give them a chance and they will show their metal. The Community Center may be made the means of discovering these now inactive leaders of the country people.



RURAL ATHLETIC MEET.



A MOTHER'S CLUB IN A RURAL COMMUNITY.

FINDING COMMON INTERESTS

People will not work or act together unless there be interests common to all or to certain people. The public school is of common interest to the whole community, whether every member of the community have children to send to it or not. The church is built and maintained because of the common interests among its membership. We could enumerate a long list of enterprises which owe their existence to the common interests of those who are responsible for them. Now it happens that country people have not as yet developed many interests in common. When the school, the church, and the public roads are enumerated we feel that we have exhausted almost the entire list of the activities in common with all the members of the rural community. Our problem, therefore, is to find more common interests among the people, or rather to help them to discover more common interests for themselves.

This is the field of work for the rural community center. But first the people must develop a better social life. They must get the habit of coming together and acting together. Once they gain this point and develop leaders among themselves they will find many things that are of common interest either to the community as a whole or to certain groups of persons. Social life, intellectual growth, cooperative marketing, public improvements, individual and community prosperity are some of the common interests that will evolve from community cooperation.

This community cooperation which will result in community common interests must develop in a natural, logical way. First the coming together under the leadership of the teacher, next the development of leaders among the people themselves, and then constructive programs designed to meet the new desires and common interests of the people as a whole or of the several groups.

The first move must be made by the teacher. Unless she acts nothing will be done. Of course, if it be a community where the minister, the agricultural club agent, or someone else has already assumed leadership, then the teacher will subordinate herself to the leadership already set up and help in every way she can through the agency of the school.

MARGINAL EFFORT AND PERSONAL SUCCESS

Things don't turn up in this world until somebody turns them up.
—Garfield.

Personal success in any calling, work, business, or profession is determined not by doing the least that one can "get by" with doing, but by doing more than is generally expected or required of anyone in that particular kind of work. Perhaps no one understands this fact better than the business man who has succeeded in his business, while others in the same kind of business have failed. Two boys may go into the employ of a business corporation. One watches the clock closely and leaves his work upon the minute. The other watches his work so closely that he fails to hear the clock strike. Some day a man is wanted higher up and the boy who watches the clock instead of his work wonders why he was not promoted. It was the margin of effort that determined the fate of these two boys. It is so in every walk of life. The college professor who merely instructs his class during class hours may succeed very well as a college professor but when a dean is to be chosen the professor who takes a personal interest in the individual student and who finds opportunities for additional services, both to the college and to the student body is the one who is the more likely to be called to fill this executive position. The county superintendent of schools or the teacher, who merely satisfies all legal requirements is not the one who would be mentioned as among the very best. It is the doing of things over and above the passing requirements—the margin of effort—that has most to do with personal success.

Most of our teachers are young folks. Many are earning their first dollars. Life, with all its opportunities, stretches out before them as a vast sea when viewed from the shore. Not many of them expect to continue long in school work. But they are ambitious to make for themselves a name and a place among men. Yet my observation leads me to believe that too many of them think that to make good in their present work matters little. Right at this point a great many fail, not only in their school work, but also in their life work. For habits either of industry or of slothfulness formed during their first years of active life will follow them to the end. Those who are determined to succeed in their jobs of the hour are the ones who are called to higher positions and to larger fields of opportunity and usefulness. A good teacher will the more likely be the leading lawyer, the successful business man or the good wife and mother. Many of our greatest men and women did not start

out deliberately to do the great things that they have done or that they are now doing. They are the men and women who have done the work at hand so well that when the opportunity came they were ready to assume the larger responsibilities.

NOTEWORTHY EXAMPLES OF MARGINAL EFFORT

As examples of what may be done with the social center and as an indication of the wide range of activities for the social center, I repeat here a few of the interesting stories that have come to this office. Among the best reports that have come to us is one from the Mabscott graded school, Raleigh county. Mabscott has a modern, eight-room school building. The school decided that among other things they must have a piano. This is how they got it:

"We purchased a second-hand piano at once for \$200.00. On October the 22d the pupils and teachers organized a literary society. The regular programs consisted of select readings, essays, original stories, orations, vocal and instrumental music, current events and debates. We got as many people as possible to take part in the society work, whether they were members or not. Many of the old folks who did not care to do anything else, helped in the debates. Most of the questions debated were live questions; questions affecting the home, the school, the state and the nation. There were always from one-hundred-fifty to three-hundred persons present.

"After the society was well organized we set to work to pay for the piano. November 14th we had a box-supper, which made us \$57.00. December 17th, the literary society, assisted by the Lilly Music Store, of Beckley, gave a musical entertainment, the receipts of which amounted to \$28.50. February 13th, we had a pie supper, a pretty-girl contest, a bean-bag contest, a fish pond, etc., the receipts of which amounted to \$126.53. March 4th the literary society assisted by the Lilly Music Store, gave another literary and musical entertainment, which brought us \$38.63. Two citizens became so interested that each gave us \$5.00, although we never tried to raise money by private subscriptions. Altogether we raised \$260.66. After the debt for the piano and all expenses had been paid we had a balance of \$30.00 to the credit of the school, which we expect to use in the purchase of some domestic science equipment, some pictures for the auditorium, and a few tools for manual training.

"Regular work in domestic science and in manual training was given. This work helped greatly in connecting the work of the schools with the work of the home. Piano lessons were given to



A MAYPOLE, RICHWOOD, W. VA.

those who cared to take them, thus turning towards the school another interest which previously had been centered elsewhere."

The principal of the Mabscott school sums up the results of these social center meetings as follows:

1. They were a financial success.
2. They secured a close co-operation between the school and the home.
3. They were an important factor in discipline.
4. They helped connect the work of the school with that of the church.
5. They gave the pupils valuable literary training.
6. They resulted in securing a longer term of school.

A form of social center work not heretofore emphasized in the rural districts was tried out last year by Mr. E. B. Whaley, joint-supervisor of Lincoln and Fairmont districts, Marion county.

As in almost all other respects the rural districts have lagged behind the college and secondary schools in the practice of athletics. Country boys and girls know so few games of any sort that they have had almost no opportunity to satisfy that instinct for play that every youth with plenty of good red blood in his veins has. And there can be no doubt that the tendency among country pupils to drop out of school at the first opportunity is due very largely to the fact that these children do not play more. "All work and no play makes Jack a dull boy" is an old saying but it is true today. Children must play if they would be contented, healthy, and happy.

Mr. Whaley recognized this fact and acted. I quote from him:

"I tried an experiment that convinced me that athletics can be made a vitalizing factor in rural school activities. It was the easiest thing I ever tried to do. I did not ask the parents about it, for I knew they would give no encouragement; but as soon as I had elaborated my plans, I called our teachers together and laid my plans before them. I first told them what I hoped to accomplish. As soon as I thought they understood the plans outlined I submitted to their vote the question of trying the experiment. It carried unanimously and that made it their enterprise as well as mine. This was in the fall and we were not planning any athletic contests until spring, but I wanted the teachers to work up some interest among the pupils. Meanwhile during the interval I talked athletics myself in every school in the district. About the middle of the year I appointed committees among the teachers to determine what the contests would be, when and where they should be held, how the contestants from each school should be chosen, how the pupils would be

grouped for the event, what prizes should be offered, how the expenses should be defrayed, etc.

"We finally decided to have a running broad jump, a standing broad jump, a hundred yard dash, a fifty yard dash, and a potato race. In some cases we introduced a sack race or a three-legged race to add a little fun to the contests. We divided the pupils into seven groups; girls and boys up to eight years of age composing the first group; boys from eight to eleven years of age, the second group; girls from eight to eleven, the third group; boys from eleven to fourteen, the fourth group; girls from eleven to fourteen, the fifth group; boys fourteen and over, the sixth group; and girls fourteen and over, the seventh group. The contestants were chosen in tryouts held in each school, each school being allowed two representatives for each event. I had two districts under my supervision and we divided these two districts into five parts and held five central contests. We gave prizes to the pupils taking first and second places in the final contests. These prizes were inexpensive, none of them costing over one dollar. Some of these prizes were given by the citizens, the rest of them being bought with money raised by the several schools for this purpose, each school bearing its share of the total expenses.

"Large crowds attended these athletic contests, the average attendance at the five final contests being about 400. Enthusiasm was so rampant that ropes had to be used to hold the crowds back from the contest grounds. At some of the tryouts the whole community turned out.

"A pennant was awarded the school winning the most points in the final meet. This school is to hold the pennant until some other school wins it by securing the most points."

As a means of bringing the school and the home together by means of the social center the experience of Miss Cora V. Price of Marion county is very suggestive to other teachers. Miss Price was teaching a one-room country school. She arranged a social center program consisting of recitations, debates, and songs. Very soon the whole community was interested and nearly all took some part on the programs. Read Miss Price's own story of what followed this community interest:

"I realized that there was an opportunity to work out some constructive plans there while interest was being manifested. I knew most of the girls had to help with the work at home. So I reasoned, why shouldn't these people favor a course in cooking at the school? I talked to some of them about it, and, to my surprise, they said, 'That is what we want our girls to learn, something practical.' We

then purchased a small oil stove and followed Miss Barnett's course in cooking. The children had to work out all recipes at home and make a report of their work. This they did. We then decided to have a dinner for the people who had been kind enough to help us to buy the stove. The girls prepared cocoa, baked cakes, and made candy. They sent written invitations to the president of the board, the district supervisor, and to each one in our community. Later we purchased a sewing machine and the mothers were pleased to come in and give the girls cooking and sewing lessons, while I went on with my regular work."

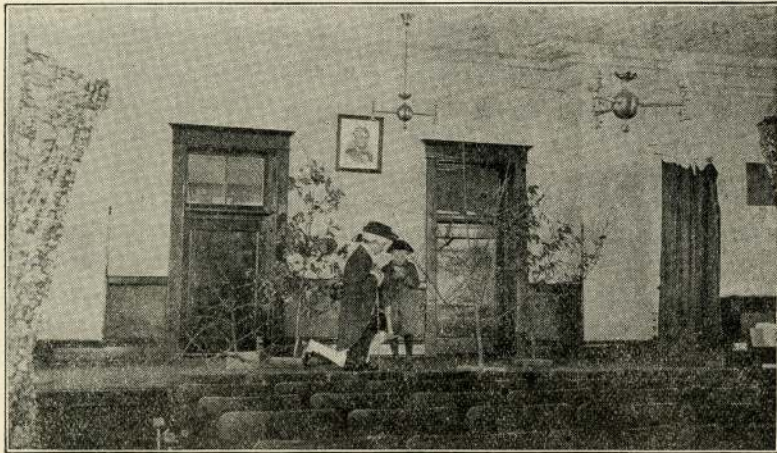
Now Miss Price's experience is an expression of a fundamental principle of the social center idea, namely, that if we would accomplish anything by way of community improvement, we must first have some means of bringing the people together. The social center meetings are our most available means of doing this.

I could cite a number of experiences very similar to this one where the social center meetings prepare the way for constructive plans of improving the general welfare of the community—improved methods of farming, better roads, a church revived, better social life, the planting of trees and shrubs about the houses. But first of all the people must get together. There must be some interest in common among them all. The social center furnishes such a common interest. Now the social center meetings are not necessarily different from the literary societies of twenty or thirty years ago. In many communities they are not at all different and they may after all be the best. But they can be made a little better in so far as the material of the programs is concerned. We used to debate whether the world is round or flat, whether there is more pleasure in pursuit than in possession, whether fire is more destructive than water, and whether the Indian has had harder usage at the hands of the white man than the negro has had. Now we debate questions a little more akin to our daily lives and interests. This is an improvement. Most of the recitations were nonsensical, many of them bad. We have learned to direct children in selecting better literature for memorization.

Dramatization has become an important part of the school work, and it has found a place in these literaries, or social center meetings. The most interesting and certainly one of the best, dramatizations that has been staged by any school was the Historical Pageant presented last year by the pupils of the Sherrard Consolidated and High School, in celebration of the birthdays of Washington and Lincoln.



HIAWATHA DRAMATIZED.



WASHINGTON AND HIS FATHER IN THE INCIDENT OF THE CHERRY TREE.

Historic Pageant by Pupils of the Sherrard Consolidated and High School,
Sherrard, W. Va.

The program was so well received that the school was persuaded to render it a second time one week later.

It took considerable time and effort on the part of the teachers in preparing for this pageant. Costumes had to be made. Scenery had to be arranged. The pupils had to be drilled. But all this work was closely correlated with the class work in United States History.

First on the program was the Tom Thumb Wedding Burlesque.

Next came scenes from Hiawatha, the wooing, the visit to the home of the Arrow-maker, the wedding feast, the famine, and the death of Minnehaha.

Then came the scene where Washington's father discovers that his favorite cherry tree has been cut down. George enters with his hatchet, confesses, and receives his father's commendations for being truthful. The next scene shows Washington as surveyor with his Indian guides. Then came the wedding of Washington and Martha Custis.

Next was the historic tableau, the First Flag, representing Betty Ross as showing Washington, George Ross and Robert Morris the flag she had made. Then followed scenes of Washington at Valley Forge, the surrender of Cornwallis, and Washington taking the oath of office as president.

Scenes from the life of Lincoln were presented in the same way. A large number of patriotic songs were distributed through the program.

This Historical Pageant was presented in the auditorium of the school to an assemblage of farmers and their wives by a group of country boys and girls. It was a treat to the whole community and the finest kind of experience for the pupils taking part in it.

Now, the teacher of a one-room country school could not carry out a program of this kind on so large a scale as this. Then let her carry out one in keeping with conditions in her own community. Last year in revising this handbook I quoted from a special report by Miss Mabel Sutherland of what she was able to do in dramatizing Hiawatha at a country one-room school. I wish to repeat this story here. "The program was called 'Indian Night.'"

1. Song—'My Old Kentucky Home.'
2. Devotional Exercises.
3. The Story of an Indian Girl. (By a pupil.)
4. Who are the Indians? (By a citizen.)
5. 'Indians.' (By the district supervisor.)
6. Hiawatha Dramatized. (By 15 pupils.)
7. Song—'America.'

"In the play, Hiawatha, I told the boys that this was their program. I do not think I ever saw children enjoy anything so much as in preparing for this play. The boys brought in two white oak 'trees' that would just stand upright in the house. These they placed on either side of the stage. They built a wigwam of poles covered with coffee sacks. On the floor they spread branches of pine.

"The girls dressed a large doll as an Indian baby, strapped it to a board and tied it to one of the trees. They used this in the first scene to represent Hiawatha's babyhood.

"The chiefs wore plaid blankets and caps made from paper sacks, trimmed with turkey feathers. The other boys wore suits made of coffee sacks trimmed with bright fringe. All wore caps trimmed with feathers.

"Some of the girls trimmed brown dresses with bright fringe. One wore a black skirt with red sweater trimmed with red fringe. One wore a loose white dress trimmed with bright cloth. All wore their hair braided and trimmed with feathers. And each wore several strands of beads, some of these made of red crepe paper. They painted their faces with damp crepe paper and powdered this with browned flour. This made them have a complexion like an Indian.

"The boys had three Indian songs and two Indian dances, in which they sang and danced well.

"There were about eighty-five persons present, almost all of the parents. Some of the parents said, 'We are surprised that the children could do so well.'"

If space permitted I should like to quote at length from a large number of interesting reports, but I can give only a few short statements in the nature of testimonials by other teachers who have had sufficient faith in the social center idea to do something.

"I think the social center meetings caused the parents and residents of the community to realize that the school is not merely a place for the children to go five days out of the week, simply to do formal reciting of a certain number of lessons. These meetings have brought much local talent before the public which incites great interest."

"The children by attending these meetings did better work in school and the parents took greater interest in the improvement of the schools."

"These meetings have aroused a sentiment for better school buildings which are much needed."

"I visited all the parents as soon as possible, organized two

literary societies, and gave out that we wished to have a box supper. Instead of the usual box supper it was more like a church festival. We realized \$40.95, with which we purchased seventy-nine books, two dozen drinking cups, a globe and five pictures. The boys made a cabinet for the drinking cups and framed the pictures. I attribute my success to the visiting and to these meetings."

"Our average attendance was 44. Heretofore, they tell me it was only 15 or 20. Four young men and women who had been out of school three or four years attended regularly and did excellent work. The people are petitioning the board to build them a two-room building for next year and employ two teachers. Twenty-four children got Perfect and Faithful Attendance Certificates."

"My success this winter is due largely to these meetings. I never taught a school before where I was able to hold interest till the last day. Interest did not prevail among teacher and pupils alone but reached the entire sub-district. One patron remarked on the last day of school that it was the only school he had ever become interested in."

"We had in the early fall a meeting that we called 'a dinner at home.' This occupied one afternoon. The pupils sent special invitations to parents and friends. Each girl and boy brought a basket of food that they had cooked. Some of the boys just popped corn. The first object was to create a desire to excel. The second object, to teach table etiquette. Third, to teach cooking. This meeting was considered a success and almost every person in the community was present. Since that time there has hardly been a day but some pupil has brought something new that she had cooked for me to test."

And another:

"Among other meetings the school gave an entertainment, a pie social, for the benefit of a sick person in the community. Aside from church gatherings these meetings have been the only social gatherings of any kind in the community. They have been eagerly looked forward to by the children. I was afraid at first to try to have anything going on at night. Now everything goes on nicely."

"This neighborhood was divided regarding religion. There are two churches and there was so much dissension among the members of the two churches that it was very hard to harmonize all the forces. I think these social center meetings help considerably. I taught this school in 1893-4, in 1903-4, and again in 1913-14. The last was by far the best term of the three and one of the best schools I have ever taught."

"I feel that these meetings have exerted a most wholesome influence on the school. I am sure *they inspired me to greater efforts* in behalf of the school and the community."

This last statement emphasizes a very important point that has not received the consideration that it merits, namely, the effect that work of this kind has on the teacher herself. These social center meetings point the teachers' way to real community service. They bring the school and home together. The interest of the parents inspires the teacher to do more for the people among whom she works. She will be a better teacher.

GENERAL SUGGESTIONS

1. *Personal Work.*—The success of these community meetings will depend very largely upon the personal work of the teacher, and nothing else will count for so much as the teacher's personal acquaintance with the patrons of the school. If the people know the teacher personally, and especially if they like her, and have confidence in her, they will gladly respond to her leadership.

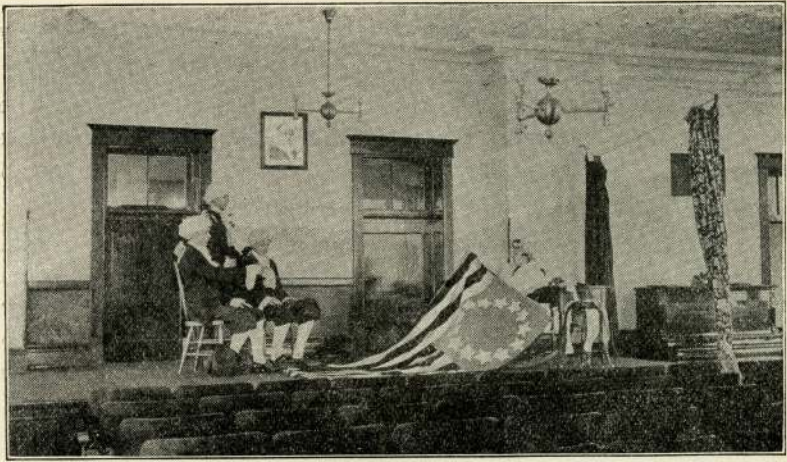
2. *Advertise.*—The pupils themselves are the best advertisers if they are properly directed and encouraged. The county papers can usually be utilized to advertise the programs. It is a mighty good thing to have a report of each meeting printed in the papers, giving the names of those who have parts in the programs. A few notices posted in conspicuous places will help to draw the people to the meetings.

It is possible now to communicate with most of the families by telephone. Let everybody know that "there's something doing" at the schoolhouse.

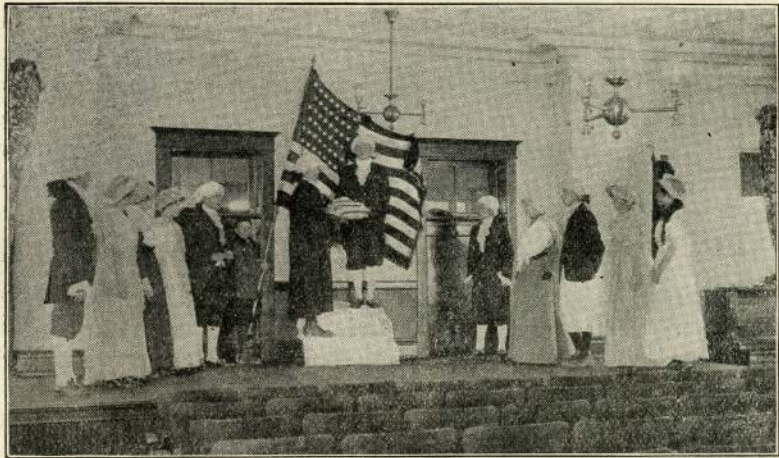
3. *Begin planning at the opening of the session.*—The first week of the school term is the best time to begin the work. The first meeting should be held not later than at the end of the first two weeks.

4. *Make the first meeting a good one.*—If the first meeting is a failure it will be difficult to get the people out next time. The people will get a lasting impression, whether favorable or unfavorable, of the first meeting.

5. *Make each meeting worth while.*—If there is to be an entertainment, the program must entertain. If it is an instructive program, there must be something that the people can take away with



MRS. ROSS DISPLAYING THE FIRST FLAG BEFORE GENERAL WASHINGTON



GENERAL WASHINGTON TAKING THE OATH OF OFFICE AS FIRST PRESIDENT OF THE UNITED STATES.

Historic Pageant by Pupils of Sherrard Consolidated and High School
Sherrard, W. Va.

them. Make the program such that the people will feel that they have been repaid for their coming.

6. *See that the meeting begins on time.*—Do not bore those who come on time by delaying the beginning of the program until late comers arrive. After the first meeting the people will be on time if it is understood that the program will begin at the hour set.

7. *Organization.*—Do not kill the “social center” with a stiff, formal organization. Constitution and by-laws are unnecessary. The citizens must have prominent parts both in the organization and on the programs. It is suggested that a citizen be made chairman. Rarely should the teacher fill this office. But the teacher should be behind all that is done. She should be the guiding spirit. She can so direct the organization that a capable presiding officer will be chosen, or that the most suitable persons will appear on the programs. She must be the leader through others. A skillful teacher can do this.

8. *Have one or more citizens placed on most of the programs.*—Such recognition of the patrons will not only add strength to the program but will also avoid the appearance of its being merely a school affair.

9. *Have regard for other community activities.*—From fifteen to twenty of these community meetings should be held within the term. It is suggested that as many of them as possible should be held during the fall months so that when there is a religious revival or other meeting in the community these meetings at the school houses may go over until another time. These meetings may be held weekly for two or three of the first months of the year. The teacher must be governed by the local conditions.

10. *The “Spelling Bee.”*—There is general criticism of our present method of teaching spelling and at the same time there is a general demand for the old-fashioned spelling bee. At least four or five of the proposed meetings should be these old time spelling bees.

11. *Do not scold the people for not coming.*—People can be led to do anything. They can be driven to do nothing. If they do not come to any given program see them meanwhile, say you missed them and invite them to come to the next program.

12. *Music.*—Organize the school into a chorus and select a choir, or a glee club, or organize a band or orchestra—there are some musicians in almost every neighborhood. Seek out these and use

them for all they are worth. Perhaps some one plays a violin or other musical instrument. Or it may be that either the teacher or some one else can organize an old fashioned singing school. This in itself would be a "social center."

13. *Bulletins and other helps.*—Teachers are urged to make these programs as educative and helpful as possible by securing free bulletins from the U. S. Department of Agriculture and the U. S. Bureau of Education, Washington, D. C., and also from the State College of Agriculture, Morgantown, W. Va., and the Department of Schools, Charleston, W. Va. A wealth of information can be had for the asking. Certain references are made to these documents under the suggestive programs. If you have further questions as to this source material, write to the Department of Schools or the College of Agriculture, Morgantown, W. Va., making your wants known.

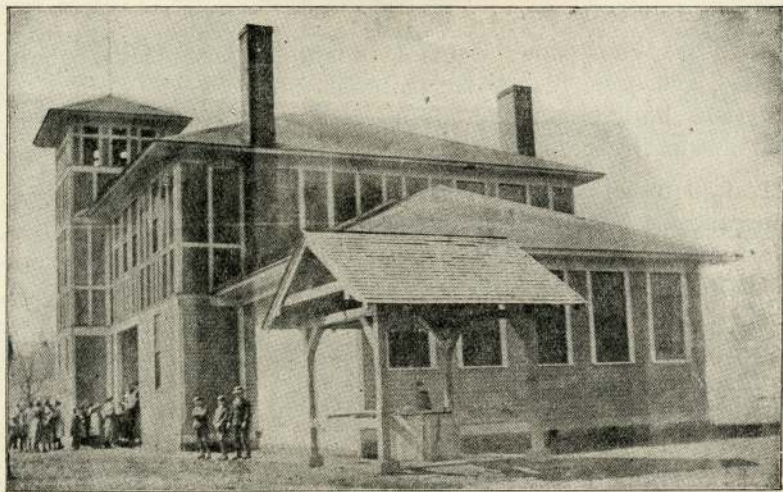
14. *Report your work.*—When you have succeeded in making one of these programs especially worthwhile, do not be too modest to write the State Superintendent or the State Supervisor of Rural Schools, Charleston, W. Va., telling what you did and how you did it. This information can be handed around to be an inspiration and help to others.

15. *Use Illustrative Material.*—Pictures, post cards, photographs, and other illustrative materials can be used to make the programs both instructive and interesting. The magazines are rich illustrative material of this kind. Also write for the following:

List of bulletins of the West Virginia College of Agriculture, Morgantown, W. Va.; list of bulletins of U. S. Bureau of Education, Washington, D. C.; Bulletin No. 558, Teaching Material in Government Publications, U. S. Bureau of Education, Washington, D. C. Some of the State Departments of Education of other states have issued some very valuable bulletins and documents which can be obtained free upon request.



THE COUNTY FAIR—A POPULAR COMMUNITY CENTER.



BUFFALO (WAYNE CO.) CONSOLIDATED SCHOOL—A LARGER COMMUNITY CENTER.

TYPE PROGRAMS

Heretofore we have presented a number of type programs in outline, together with suggestions and references in connection with each. In this edition a larger number of programs are suggested but only a few are outlined. The teacher, or the program committee, or both working together, will be charged with the responsibility of selecting topics for programs and of making all necessary preparations for the meetings. Do not forget to provide for a lot of singing. Singing together is almost as socializing as eating together.

RURAL SCHOOL DAY.

OCTOBER 20TH.

Suggestions:

1. Let this be the banner program of the year. Use every possible means to get the citizens out to this meeting.
2. Make this program a genuine Rural School Rally. Get out the band if there is one in the country.
3. If possible arrange for a joint program of two or more nearby schools. Let it be an all-day picnic, every family bringing a basket. Have a "spread" for the whole crowd.
4. Have a good speaker for the occasion if possible.
5. See that the needs of the rural school are discussed and try to secure popular approval of some progressive school policies.
6. This program will take the place of Clean-up and Beautify Day this year. But the Clean-up and Beautify feature should be made a prominent part of the day.
7. If possible get some pictures of the crowd and send one of these with a brief account of the day's rally to the State Supervisor of Rural Schools, Charleston, W. Va.

The Program:

1. Song.—America.
2. Devotional exercises. By a local minister.
3. Give the country child an equal chance with the city child.
4. Needs of the country school.
5. Why do the country children drop out of school at their first opportunity?
6. How much of the teacher's time does the child of six get each day?
7. Song.—West Virginia Hills.
8. "Parents don't visit the school." Why?
9. Why do the children want to leave the farm to go to the city?
10. Why teach agriculture in the country schools?
11. What should we do to improve our school?
12. Song.

GOOD ROADS EVENING

"Lift West Virginia Out of the Mud."

Suggestions:

1. Try to make the program as practical as possible.
2. Emphasize the losses to the community that poor roads make necessary.
3. Make special effort to get a large attendance at this meeting.
4. Get some expression, as by vote, of what ought to be done now, and how to proceed.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. A map showing the public roads of the neighborhood (this may be drawn on the blackboard by one of the pupils before the meeting begins.)
4. Inconvenience of the roads as they are (by a citizen).
5. Are our roads properly located? (by a citizen)
6. How much does this community lose yearly by not having better roads? (by a pupil)
7. Song.
8. What would it cost to make our roads what they should be? Would it pay? (by a citizen)
9. The best means of improving our roads (by a citizen).
10. When should we begin? (by a citizen)
11. Song.

References:

The following farmers' bulletins may be obtained by writing to the United States Department of Agriculture, Washington, D. C.:

- No. 95. Good Roads for Farmers.
- No. 505. Benefits of Supervised Roads.
- No. 311. Sand, Clay and Burnt Clay Roads.
- No. 136. Earth Roads.
- No. 321. The Split Log Drag.
- No. 31. Mileage and cost of public roads in the United States.
- No. 39. Highway Bridges and Culverts.
- No. 95. Special Road Problems of the United States.
- No. 338. Macadam Roads.

Also write A. D. Williams, State Road Commissioner, Morgantown, W. Va., for information about West Virginia Roads.

YE OLD TIME SCHOOL DAYS

Suggestions:

1. Put on this program as many of the older patrons as can be interested in taking parts. This program is primarily an old folks' program. If the children take parts their parts should be of the nature of papers dealing with early life in this state, written upon such information as they can get from the text book in state history and from local histories or records.

2. The teacher should take great pains to see personally as many of the older patrons of the community as possible and find out before-hand what parts they would prefer to take.

3. Advertise the program well. If possible, phone those who are to take parts on the program a day or two before the meeting, thus following up personal or written invitations.

4. Extend to the patrons present every possible courtesy.

5. Be sure to arrange for some well known songs. Organize the school into a chorus and have them practice the songs a week or so before the meeting.

6. This program has in the past three years proven to be one of the most popular of all the programs submitted.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. The old school house, its windows, seats, etc.
4. Before the time of coal and gas.
5. "Birch Tea."
6. Our Teachers Thirty Years Ago.
7. Song: The School House on the Hill.
8. The days of jeans, linsey and boots.
9. Plays and games.
10. Our books.
11. Whittier's "In School Days," recited by a pupil.
12. Song.

References:

- Lewis' History of West Virginia.
- History of the County.
- Old records, reports and letters.
- State Superintendent's Biennial Reports.

Hart: How Our Grandfathers Lived—The Macmillan Co., New York.

Calhoun: When Great Folks Were Little Folks—The Macmillan Co., New York.

Stories of Colonial Children—Educational Publishing Co., Columbus, Ohio.

Eggleston: Hoosier School Boy—Chas. Scribner's Sons, New York.

Griffin: School Days of the Fifties—A. Flanagan & Co., Chicago.

Bass: Stories of Pioneer Life—D. C. Heath & Co., New York.

Illustrative pictures, photographs, post cards, etc.

The two following programs were presented at the Earnshaw school, Church district, Wetzel County.

DECEMBER 2D

Reading of Minutes of Last Meeting.

Reading of Program for the Night.

Song.—America.

Song.—Red, White and Blue.

Reading.—Gladys Snyder.

Reading.—Mae Teagarden.

Composition.—Life of William McKinley—Ada Glover.

Reading.—Irene Higginbotham.

Story.—Virginia Scritchfield.

Song.—Old Glory.

Story.—Jessie Hughes.

Reading.—Evelyn Scritchfield.

Recitation.—Geneva Thoenen.

Essay.—Beauty of the West Virginia Hills—Miss Will.

Song.—Star Spangled Banner.

Debate.—Resolved: That Washington did more for his Country than Lincoln.

Affirmative.

Lloyd Hupp

Alton Higginbotham.

Song.—Hail West Virginia.

Criticism.—Miss Will.

Decision of the Judges.—In Favor of Affirmative.

Negative.

Edwin Hupp.

Frank Moore.

JANUARY 27, 1916*

- Song.—Hail West Virginia.
 Selected Reading.—Golda Hughes.
 Selected Reading.—Samuel Moore.
 Selected Reading.—Edna Hunt.
 Story.—Jessie Hughes.
 Recitation.—Inez Hunt.
 Recitation.—Edna Long.
 Recitation.—Shriver Teagarden.
 Recitation.—Everitt Rush.
 Solo.—Virginia Scritchfield.
 Duet.—Beatrice and Geneva Thoenen.
 Song.—Playing Hookey.
 Pantomine.—Swanee River—Six Girls.
 Violin Solo.—Mr. Long.
 Recitation.—Mr. Anderson.
 Debate.—Resolved: That the Heathen Cannot be Saved without the Gospel.
- | | |
|---------------------|------------------|
| Affirmative. | Negative. |
| J. L. Scritchfield. | Frank Crouser. |
| Daniel M. Anderson | Laura Cartright. |
- Decision of the Judges.—In favor of Negative.
 Closing Song.—Dear Mother Goose.
 Dismissal.

I. SPECIAL DAY PROGRAMS:

1. October 12th.—Columbus Day.
2. October 20th.—Rural School Day.
3. October 31st.—Hallowe'en Social.
4. December 1st.—Library Day.
5. December 24th.—Christmas Program.
6. February 12th.—Lincoln's Birthday.
7. February 22nd.—Washington's Birthday.
8. March 21st.—Arbor and Bird Day.
9. May 18th.—Peace Day.

NOTE—It is not likely that any teacher would be able to observe all of these special days. She must decide for herself which would be best suited to her school and to the people of her community. Programs for the observance of Library Day, Arbor and Field Day, and Peace Day are prepared by the Department of Schools, Charleston, W. Va., and may be had upon request.

II. AGRICULTURAL PROGRAMS:

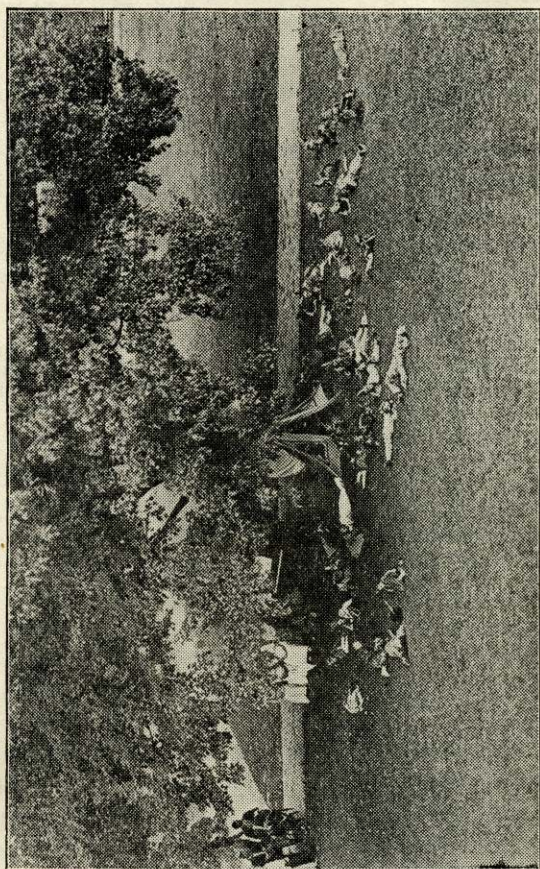
1. Country Life Problems.
2. Health and Sanitation (Public Health Council).
3. Good Roads.
4. Rural School Improvements.
5. Boys' and Girls' Agricultural Clubs.
6. West Virginia Apple and Peach Possibilities.
7. Small Fruits and Vegetables.
8. Corn—West Virginia's Staple Crop.
9. Possibilities of Dairy Farming.
10. Alfalfa and other Rough Feeds.
11. Cooperative Buying and Selling.
12. Fertilizers and Soil Improvement.
13. Rural Credits and Farm Improvements.
14. How to Cooperate with the County Agricultural Agent.
15. How to Utilize the Farmers' Leisure Time.
16. Benefits of Farm Papers and Agricultural Literature.
17. Rural Telephones, Parcel Post, and Rural Free Delivery as time savers.
18. The Rural Church as a Moral and Civilizing Force in a Community.
19. The Rural Sunday School and the Community Center.
20. Economy in Buying for the Rural Home.
21. Dress and Manners of Country People.
22. Advantages of Living in the Country.
23. Pupils' Savings Banks.

NOTE—The teacher should procure information from every possible source, and if possible, distribute bulletins on these various topics to the people. These topics will doubtless suggest others that would be better adapted to the local communities.

III. MISCELLANEOUS PROGRAMS:

1. Ye Old Time School Days.
2. Spelling Bee.
3. Local History.
4. Harvest Home (Thanksgiving) Program.
5. Story-Life of Great Men.
6. Story-Life of Little Men and Little Women.
7. Travel a Means of Pleasure and Education.
8. Music Program.
9. Art and Artists.
10. Indian Program.
11. Dramatic Program.
12. West Virginia's Natural Resources.
13. Bible Story Evening.
14. Current Events (It would probably be best to use a part of each evening for current events.)
15. Debate (A number of programs may be given to debates or a part of several programs may be used. Public discussion of real live issues is best, though occasionally it may be best to debate one of the old time favorites.)

NOTE—As far as possible, the tastes and desires of the people should be considered when making up programs of this kind. This is only a partial list of the many programs that might be rendered. Songs and instrumental music will add much to the success of these programs.



ON THE CAMPUS—WEST VIRGINIA UNIVERSITY SUMMER SCHOOL.

PARENTS' MEETINGS

Parents' Meetings are excellent Community Center Meetings. If teachers think that Parents' Meetings would be a better description of this work than Community Center Meetings, then by all means call them that. Results, not titles, are important. The following letter from Mr. J. Floyd Harrison, principal of the graded school at Buffalo, Wayne County has just been received. I take pleasure in printing it. It describes one very important feature of the Community Center work. When something is going wrong with your school why not let the parents know about it and call upon them to help you make it right. If teachers would do more of this sort of work they would avoid many misunderstandings with parents and have much less trouble in their schools.

August 15, 1916.

Supervisor L. J. Hanifan,
Charleston, W. Va.

Dear Mr. Hanifan:

On Friday night, of the first week of school, August 4, we had our first parents' meeting. This is, as you know, a large district, with about twenty-seven families. Twenty-five of these families were represented. In all, there were present 128 persons. I gave them an outline of the work that I was planning to do this year. They seemed to be pleased. They were not the still sort of people, but asked questions any time they wished.

We discussed the tardy and attendance problem, the truancy law, the behavior of children, and not only that but we made a plan to overcome these. The children, sometimes on their way from school, have a "free-for-all." This in itself is a trifling matter. The real disadvantage is that people make unkind remarks. We decided to make it a solemn duty of each parent to work on that in their homes.

We are making plans for our district fair and school exhibit.

Yours very truly,

J. Floyd Harrison.

FARMERS' CLUBS

Under the direction of the College of Agriculture, farmers' clubs, or farmers' reading circles are being organized. Sixty-eight of these clubs were reported the year, 1915-16. In these sixty-eight clubs were enrolled 1,021 farmers. In communities where these clubs have been organized there ought to be the closest cooperation of the community center with them. In some places the community center alternates with these club meetings. A better way might be to have the meeting of the farmers' club in a separate room on the same evening of the community center meeting. The teacher would be doing fine service by organizing a farmers' club in her community, if one does not exist. Literature dealing with the Farmers' club work can be had upon request from Mr. Nat T. Frame, Morgantown, W. Va.

QUESTIONS FOR DEBATE

1. Resolved, That West Virginia should abolish capital punishment.
2. Resolved, That West Virginia should have a more effective compulsory school attendance law.
3. Resolved, That West Virginia should allow women to vote.
4. Resolved, That there should be an educational qualification for voting.
5. Resolved, That West Virginia should lay a state levy of one mill for the support of the State University.
6. Resolved, That the United States should increase her navy.
7. Resolved, That football should be abolished from West Virginia.
8. Resolved, That the Monroe Doctrine is out of date and should be abandoned.
9. Resolved, That there should be a small tax on oil and gas for the support of schools and roads.
10. Resolved, That high school studies, excepting English, should be made elective.
11. Resolved, That the United States should permanently retain control over the Philippine Islands.
12. Resolved, That the President of the United States should be elected for a term of six years and be ineligible for re-election.
13. Resolved, That county superintendents of schools should be appointed instead of elected by the people.
14. Resolved, That the State Superintendent of Schools should be appointed by the Governor.
15. Resolved, That a system of compulsory old age insurance should be adopted in the United States.
16. Resolved, That West Virginia should adopt the county as the unit of school taxation and administration.
17. Resolved, That West Virginia should maintain a state constabulary.
18. Resolved, That the West Virginia House of Delegates should be reduced in number to one delegate from each county.
19. Resolved, That there should be a larger supplementary school fund to aid poor school districts.
20. Resolved, That the trustee system of administering local schools should be abolished.
21. Resolved, That every district should maintain a superintendent of schools.

22. Resolved, That the state normal school should provide a short course of three years for rural teachers.

23. Resolved, That for the collection of school funds sheriffs should receive only one per cent.

24. Resolved, That West Virginia should provide for the pensioning of all teachers over 65 years of age who have taught 35 years.

25. Resolved, That \$60 per month should be the minimum salary of a first grade teacher.

26. Resolved, That consolidation of schools, where possible to do so, is a duty of the board of education.

27. Resolved, That the minimum age of teachers should be 20 instead of 18, as at present.

28. Resolved, That West Virginia should have a small millage tax for the improvement of public highways.

29. Resolved, That the number of state normal schools should be reduced to four.

30. Resolved, That the United States government should own and control all railroads.

31. Resolved, That it is more profitable to grow hogs than it is to grow cattle in this community.

32. Resolved, That it is better to cultivate a small farm intensively than it is to try to farm 200 acres.

33. Resolved, That poultry is the most profitable business for this community.

34. Resolved, That fruit culture is a profitable business in this community.

35. Resolved, That boys and girls have a better opportunity in the country than in the city.

REFERENCES TO LITERATURE ON THE SOCIAL CENTER AND RURAL LIFE

Butterfield: Chapters in Rural Progress, \$1.00—University of Chicago Press, Chicago, Ill.

Plunkett: Rural Life Problems in the United States, \$1.50—Macmillan Company, New York.

Bailey: The Country Life Movement, \$1.25—Macmillan Company, New York.

Bailey: The Training of Farmers, \$1.00—The Century Company.

Carney: Country Life and the Country School, \$1.25—Row, Peterson & Co., Chicago.

Carver: Principles of Rural Economics, \$1.30—Ginn & Co., Boston.

Foght: The American Rural School, \$1.25—Macmillan Co., New York.

Gillette: Constructive Rural Sociology, \$1.60—Sturgiss & Walton, New York.

Ward: The Social Center, \$1.50—D. Appleton & Co., New York

Buell: One Woman's Work for Farm Women, 50 cents—Whitcomb & Barrows, Boston.

Perry: How to Start Social Centers, 10c—Russell Sage Foundation, New York.

Coulter: Co-operation Among Farmers, 75c—Sturgiss & Walton, New York.

Kern: Among Country Schools, \$1.25—Ginn & Co., Boston.

Wray: Jean Mitchell's School, \$1.00—Public School Publishing Co., Bloomington, Ill.

Field: The Corn Lady, 60c—A. Flanagan & Co., Chicago.

Johnson: What to Do at Recess, 25c—Ginn & Co., Boston.

Dodd: The Healthful Farmhouse, 60c—Whitcomb & Barrows, New York.

Report of the Commission on Country Life—Government Printing Office, Washington, D. C., 10c.

Bulletin No. 325, Home School League, University of Texas, Austin, Texas.

Bulletin No. 18, Social and Civic Work in Country Communities, Department of Education, Madison, Wis.

Bancroft: Games for Playground, Home, School and Gymnasium, The Macmillan Co., New York.

Rural Life and Education, Cubberly, \$1.50—Houghton, Mifflin Co., New York.

Write C. C. Birchard & Co., Boston, for catalog of music.

Write the Eldridge Entertainment Co., Franklin, O., for catalog of entertainments.

Write Prof. Peter W. Dykema, University of Wisconsin, Madison, Wis., for information on Community Singing.

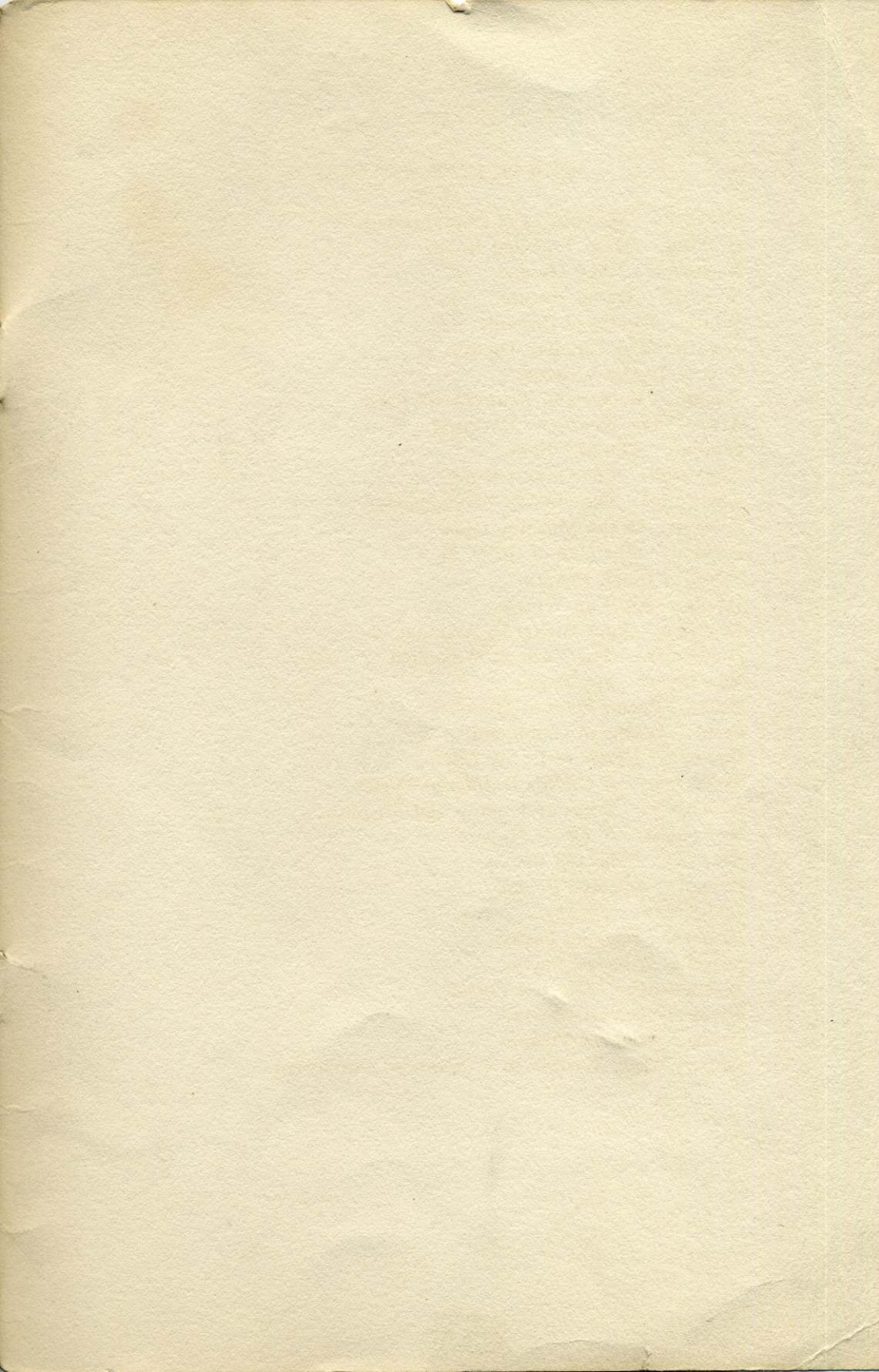
Quick: The Brown Mouse—The Bobbs-Merrill Co., Indianapolis.

Angell: Play—Little, Brown & Co., Boston.

Curtis: Play and Recreation—Ginn & Co., Boston.

RURAL LIFE READING

- Grayson: Adventures in Contentment.
Garland: Main Traveled Roads.
Bacheller: Eben Holden.
Wescott: David Harum.
White: Courts of Boyville.
Jewett: The Country Doctor.
Page: In Ole Virginia.
Wiggin: Rebecca of Sunnybrook Farm.
Allen: The Kentucky Cardinal.
Connor: The Sky Pilot.
Eggleston: The Circuit Rider.
Eggleston: The Hoosier Schoolmaster.
Gibson: In the Morning Glow.
London: The Call of the Wild.
Sewell: Black Beauty.
Irving: Rip Van Winkle.
Franklin: Poor Richard's Almanac.
Goldsmith: The Vicar of Wakefield.
Van Dyke: Spy Rock.
Riley: Poems Here at Home.
Field: Poems of Childhood.
Dunbar: Lyrics of Lowly Life.
Stevenson: A Child's Garden of Verses.
McMurry: Songs of Treetop and Meadow.
Burroughs: Songs of Nature.
Whittier: Selected Poems.
Bryant: Selected Poems.
Longfellow: Selected Poems.
Holmes: Selected Poems.
Lowell: Selected Poems.
Wordsworth: Selected Poems.
Shelley: Selected Poems.
Burns: Selected Poems.
Gray: Elegy Written in a Country Churchyard.



End of School 1922

May 26, 1922

Your pup, your pup you've got it now
keep it your pup. Doggones it don't
lose it your pup!

President Robert Hotchkiss

Vice President Henry M. Donald.

Sec. & Treas. James W. Wright

Class Colors - Purple & Gold,

Class flower - Honey Suckle.

Class motto - "Know Thyself"