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**"RIM-GRIP" SUB-CASING**

**A Complete Inner Reinforcement for Automobile Tires**

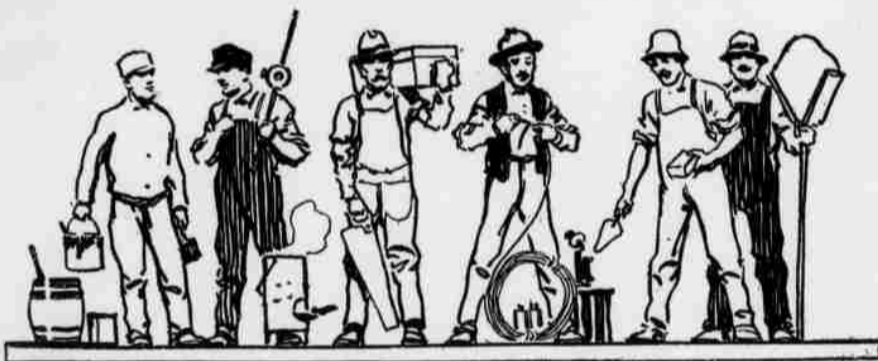
"Rim Grip" Sub-Casings have been on the market for six years and used extensively.

"Rim Grip" Sub-Casings will reduce the cost of keeping your car equipped with tires. They actually take the strain off the tires which is the only method that will prolong their life. "Rim Grip" Sub-Casings prevent half worn tires from blowing out—making it possible to get full mileage by completely wearing out the casings.

"Rim Grip" Sub-Casings are practically tires without treads. They are made in all the various sizes and each size fits inside the corresponding size tire. The edges of the sub-casings have steel bands built into them corresponding to the beads of the tires and the sub-casings hold the air pressure just like tires. When installed inside of tires, a double strength is provided to withstand the strain and prevent the tires from blowing out. The sub-casings can be changed to other tires.

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sion at the school this year is to adapt the class work to the practical training that is being given in the other departments, to teach the kindergartens, the spelling classes, the arithmetic classes, in the terms of the farm and the life the children will probably lead.

Miss Rankin, head of the domestic science department, will take you through the school kitchen and show you how the girls are taught to cook, not by test tubes and books and watching negro servants do the work, but by rolling up their sleeves and cooking three meals a day for themselves and the boys. The implements they use are not the kind you would expect to find in the kitchen of a large institution but such as a farmer's wife would use in a kitchen of limited dimensions. Miss Rankin's girls are divided into shifts, each shift working at its allotted task for a month and then moving to a new task. So you will find cooking shifts for the various meals, a house cleaning shift, a market garden shift, a flower garden and shrubbery shift that takes care of the flowers and shrubs on the school grounds, and a hospital shift.

**THE COMMUNITY HOSPITAL**

This brings you to the Sandhill Hospital and Miss Mary Gonella, the resident nurse. The hospital serves the whole Sandhill territory, one as large as the State of Rhode Island. It has a staff of local doctors who have become specialists, it is prepared to take care of any emergency that may arise. The chief of staff and head surgeon is Dr. Mudgett of Southern Pines.

The hospital was built and organized chiefly because in this great, straggling, undeveloped area, there was no means for efficient and economical care of the sick. Those who had serious illnesses or grave operations to be performed, had to be sent to the cities, at great expense and distress to their families and friends. Last Spring the Sandhill Board of Trade decided to conduct, in co-operation with the State Board of Health, medical inspection in all the schools of the Sandhills. The Board of Trade argued that it had been chartered to develop the natural resources of this territory and that it determined the children to be the greatest natural resource and the first one to develop if progress were to be made here on sound lines. The first step, it maintained, was to, so far as possible, correct any physical defects the children had. But why inspect the children if there were no efficient means of correcting the troubles found?

At this point the idea of a central community hospital with a staff of local physicians came into being—and the Sandhill Hospital is the result.

But why locate it at the Sandhill School? Simply because the school was designed to train for life and to learn how to keep one's own body in health and to care for others who are sick, is one of the most important problems we must all run up against in life. How is this to be accomplished? Very simple. Miss Gonella, the resident nurse, teaches hygiene in the school in the first place. In the second place every girl in the school serves for a month under her making beds, cleaning rooms, sometimes assisting at

operations, learning how to prepare food for the sick. Is any more practical training than this possible?

**THOROUGH MILITARY TRAINING**

Early in the morning Staunton turns his army out and gives them the setting up drill. You will note that in the bearing of the boys. Those particularly straight ones with sergeant's stripes on their sleeves were at Plum Island last Summer. They will give you pretty logical reasons why the Country should adopt a system of universal service, which may suggest their having sat at the feet of General Wood and Col. Roosevelt, but now they are their own reasons and worth listening to. Shortly after these exercises the army goes through the manual of arms and a short snappy close order drill. The object is not to tire them but to keep their interest and enthusiasm at a high pitch. There is plenty of hard work for them to do later in the day. These boys are all members of a rifle club affiliated with the National Rifle Association. They have a range nearby. On range days they march out in a body and not only shoot their string but engage in extended order manoeuvres, patrol work, attack and defend positions, often sleep out all night in their shelter tents and cook their own meals in their field mess kits. In this respect the system is not unlike the Swiss. At a moment's call the company can pack their equipment and with ball cartridges take the field. The military spirit is not allowed to get the better of the boys, there is no glamour, no mawkish sentimentality, about it. They are impressed with the fact that this is a stern duty that every man in a democracy must be prepared to face if his nation is to maintain its existence and its ideals and have power to guarantee to the individual the right to self government.

The school is run on the basis of military discipline. Disobedience, carelessness, slovenliness are punished by the performance of extra tasks. The boys are expected to do the work of the farm and school. Like the girls they are divided into shifts which rotate. One tends the dairy, one chops the wood, one fires the furnaces. There are no servants employed. Extra work is given those who break the rules or who do not measure up to the standards of the school.

Now one word about the cultural value of the training given. If you were brought up to believe that the only way to acquire information was out of a book, for a moment leave your mind open. How much general information, or shall we say "cultural" information, is there to be gained from working in a dairy under the right kind of a master? I suppose that if the various processes that are at work in the production of milk were scientifically studied they would cover an immense range, taking the student into chemistry, physics, bacteriology, pure mechanics.

The growth of plants, the study of the chemical elements required by them for food, of the various forms of bacteria that live and work in the soil, some of which make it possible for certain plants to gather nitrogen from the air while others control the amount of moisture certain plants take from the soil, the marvellous and intricate processes that