

save the residues of other crops and make stable manure and return it to the land the humus supplies would soon become ample. On some lands, those now producing unprofitable crops, it might pay to follow this method, but when the farmer must get a living from the soil while building it up it is sometimes not advisable to turn under crops which may be used for forage. Probably a combination of all the methods mentioned is generally most desirable.

First. When a rotation of crops is followed there are crops which leave the soil filled with fibrous roots and covered with a stubble, and if there is one or two years of grazing in the rotation not only is organic matter added, but that already in the soil is destroyed less rapidly. Catch crops or winter-growing crops may also be grown to prevent washing and leaching and to plow under, graze or make dry forage. This rotation, if well planned, will also lessen the destruction of humus, by lessening the cultivation.

Second. The conservation or care-

Paris, Tenn., to the effect that if they would buy the brood sows the Agricultural Department of the School would agree to keep them. The sow pigs raised from these sows are to be given to the boys and girls of Henry County under the following conditions:

1. The boy agrees to accept this sow pig and care for it as directed by the agriculturist of the school.
2. The boy agrees to breed this sow pig to a registered boar of the same breed.
3. The boy agrees to keep all the increase from this sow pig registered and vaccinated for cholera.
4. The boy agrees to turn back to the First National Bank and The Grove High School each one sow pig from the first litter.
5. The parents of the boy agree to let the sow pig given the boy be the sole property of the boy, and all the increase therefrom.
6. The First National Bank of Paris and the Grove High School agree to stand all losses of pigs that die before farrowing the first litter.
7. The First National Bank of Paris and the Grove High School agree to give the two pigs given them by the boy to two other boys under the above-named conditions.

The boar pigs from the original sows are to be sold after being registered and vaccinated and the proceeds are to go to pay for the upkeep

so small that he will not accept a position on the school board because there is no money in it, you are lucky that he doesn't get on. Many men, however, shun the place because of the fear of criticism, when they are competent and are really needed. You should make it your business to size up the available men, and then work for the one who, in your opinion, seems to be best suited for the place.

And if you happen to be one of these good men, do not shun the obligation you owe your community. Go in and work for your school unless you can elect some other man you know can do it better. P. T. H.

### Are Conditions in Your Neighborhood Like This?

THREE years' experience in teaching has impressed upon me certain views as to district schools here.

1. They are conducted by self-sacrificing, public-spirited, hard working officers and teachers. They are worthy of much respect and commendation for their zeal.

2. The lot of most rural teachers is a vexing, trying one, due to no coop-

eration or encouragement from the patrons. The untiring, unreasonable, cowardly criticism that all have to endure hurts and has driven many from the work. Our leaders in every line ought to have our help, not our abuse.

3. We have too many small, struggling, poorly equipped schools. We should do as our Western friends—unite schools so that every child can be trained in a graded institution. The best teacher in the world can do but little in a large one-teacher district makeshift. Let us join forces, use wagons and give our farmer pupils some of the advantages of their town cousins. This plan works well where tried.

4. Encourage and support the teachers so that they can do their best. They will be glad to make the school building a social center by your help. They are entitled to your backing and you should not be slow to make the teacher feel that you are close behind her with your influence.

I. M. HAWKINS.

Lenoir, N. C.

If you would have a better neighborhood and get neighbors to work together along all useful lines, read "How Farmers Cooperate and Double Profits."

### CULTURE IN USEFUL AS WELL AS USELESS SUBJECTS

THE re-directed course of study needed for the efficient country school must be determined by the needs of the social and economic life of the community. It is not to be understood that it is proposed to discard the fundamental studies; it is proposed to relate these studies more closely to agricultural life. For instance, in arithmetic, instead of teaching stocks and bonds, troy weight, cube root, and such subjects, it is proposed that problems relating to the dairy, the feeding of cattle, and other farm activities be given. It is proposed to put new leaven into old essentials, discard some subjects of the old traditional curriculum which fail to express the activities and needs of the community, and add new subjects that are needed for agricultural progress, such as nature study, agriculture, manual training, domestic science and art, farm management, marketing, and rural sanitation.

There are still some who contend that there is great danger of making the schools too materialistic by stressing the practical in education and that real education is secured through the study of the so-called cultural subjects. Our position is that there is culture in the study of practical subjects and more—viz., a living. Any country that does not include the practical subjects in its system of instruction may expect the same fate which befell China. That country stood still for 2,000 years because its system of education had to do only with the philosophical, the literary, the historical, and had nothing of the concrete or practical in it.—Dr. David B. Johnson, President Winthrop College.

ful saving of all residues or remains of crops and the utilization of these to the best economic advantage. This may be by plowing under, by grazing, or by harvesting and utilizing them for feed or bedding and returning them to the land in stable manure. Certainly nothing should be burned. It is true that better immediate results may be obtained by burning the residues of crops or by burning off a pasture, but when such is the case it is an acknowledgement of bad management. Stalks or other organic matter which must be burned in order to make cultivation effective should have been properly cut up or plowed under at an earlier date. Pastures that need to be burned in the spring should have been mowed the season before.

Third. The plowing under of crops grown for humus-making and for fertilizing. When this is done the crops must be catch crops or winter cover crops grown after or between the regular money or feed and food crops. It is a quick and effective but expensive way for maintaining or adding to the supplies of humus in the soil and must be used with discretion, and more or less sparingly on any soil already having a fair supply of organic matter.

### Endless Chain Pig Club

IT MAY be interesting to the readers of The Progressive Farmer to know what the E. W. Grove, Henry County, High School is doing to promote the hog industry in Henry County.

A few weeks ago the Agriculturist of the Grove School made a proposition to The First National Bank of

of the sows and the interest on the money invested. These sows have been bought and the first pigs will be distributed about December 1. There have been fifty-seven applicants so far and more are coming in every day. This is a wonderful opportunity for the boys and girls of Henry County to improve the hogs of the county, and other counties would do well to institute the same plan.

D. M. CLEMENTS.

Paris, Tenn.

### The School Board: Its Relation to Progress

THE progress of your school depends in large measure upon the men who compose the school board. It will soon be, or should be, time for the annual meeting of your school patrons, and usually one or more men are elected to the school board at this time. Every school patron should be at this meeting and should see to it that only live, progressive men get a place. Don't let a man be elected who says that the school taxes are too high, or that too many teachers are employed, or that the terms are too long—for he will only make your school less efficient or keep it at a standstill. Get men who have a vision of greater things for your community, who desire to make the school serve the old as well as the young people, and who will strive to make the school teach things of real worth to your boys and girls.

There are two things which usually keep men from seeking a place on the school committee. One is because the position pays nothing in dollars and cents, and another is the fear of criticism. When a man is

### THE PLAYGROUND: ITS PLACE IN RURAL EDUCATION

The Boys and Girls Are Going to Play—Therefore Let Us Give Them Wholesome Recreation—Play That Is Clean and Upbuilding to Both Mind and Body—Paving the Way for Cooperative Work as Citizens

[This article was written primarily to reach older people, but we are putting it on the Young People's page in the hope that parents will read it anyhow, and that boys and girls will read and urge older people to adopt its definite suggestions.]

SOMEONE has well said that the playground is the heart of a school, and no reader who calls to mind his or her childhood can doubt the truth of the statement. It is rarely that the immature boy or girl attends school for the sake of education itself, and if the motive is analyzed it will be found that where the boy or girl goes to school willingly, or gladly maybe, it is because they seek the comradeship of other boys and girls of like age.

The charge that the playground leads to undesirable associations is absolutely without foundation, for moral conditions are much better among students where the playground is utilized for recreation than where the students are turned loose at recess with no plan for play, and no place to execute any plans that might be made. Inactivity breeds mischief and discontent, and you will find more "bad boys" and "contrary girls" in a school without a playground than you will in two or three schools with properly equipped playgrounds.

As a teacher myself, I found that the organization of a baseball team increased the attendance of the boys almost 10 per cent, and this was in the spring when boys were "needed at home to help with the work." And not only this, but that same team brought with it better lessons, keener minds and finer enthusiasm for school work.

#### Larger School Grounds the First Great Need

ONE of the greatest handicaps to rural school play is lack of proper grounds. One may drive a hundred miles through almost any part of the South and you will see nothing so utterly neglected as the school grounds that are passed. They are rough, uneven, unowned, utterly neglected and organized play is almost an impossibility under such conditions.

Rarely will you find a school in a genuinely rural section that has more than an acre of land. More often the amount is less. For the games the children should play, the school should have at least three acres of level turf, and if there is to be a baseball diamond and a neighborhood picnic ground, no school should have less than five acres.

The playground should also be fenced. The usual plan is to erect a plain board fence, but a hedge is far more beautiful, and will be almost as cheap to begin with and will not rot out or ever require a coat of paint.

The playground should always be arranged with the idea of serving the whole community. It should be used for the play of school children, and in the summer should be utilized for community baseball and neighborhood picnics.

#### Playground Equipment

THE first and most simple part of the playground equipment is the sand bin for small children. This can be made by the boys of the school and should cost almost nothing, as sand is easy to get and there is usually an abundance of scrap lumber about most farm homes. The size of the bin will depend upon the number of children, but as a usual thing a bin of 6 by 8 feet will be large enough. This should be ten or twelve inches deep. No bottom is required, but it should have a molding board or seat around the top.

Swings should also be erected, and it is best to make the frames out of gas pipe, imbedding the ground ends in concrete. Care should be taken not to make the swing frames too high, for the greater the height, the more danger of broken arms, ribs, etc.

Another playground accessory is the slide, and it may be utilized by any number of children in succession. The slide consists of a raised platform from which a chute extends to the ground. Children greatly enjoy sliding down the chute, and the surface of a well made chute is so smooth that it is not nearly so hard on the clothes as some parents imagine.

Then for the boys there should be a horizontal bar for "shinning" and "skinning the cat." The earth should be dug out under the bar and filled with loose sand as a protection in case of a fall.

Then there should be a running track and jumping pit; a baseball diamond; a volley ball court; tether-ball equipment; a croquet set; a tennis court; a basket-ball court, and various other equipment that will suggest itself when the matter of equipping the playground is taken under consideration.

#### The Games to Play

IN SELECTING games for play, it is best to use those that require a large number of students and call for cooperative action or team work. The training of boys and girls to work together for a common cause is invaluable. Games that are played by a large number of students usually require alertness of mind, and the boy or girl adept in these games will usually lead in class work.

Prof. Henry S. Curtis, in his recent book, "Play and Recreation for the Open Country" (Ginn and Co., New York, \$1.16), gives some excellent advice as to playgrounds for the country school, and recommends the following games for introduction by teachers:

Games for little children.—Cat and Mouse; Jacob and Rachel; Slap Jack; Whip Tag; Hide and Seek; Puss in the Corner; The Miller; Farmer in the Dell; Bean Bag; London Bridge; The Needle's Eye; One Old Cat.

Games for older children.—Blind Man's Buff; Drop the Handkerchief; Duck on a Rock; Three Deep; Last Couple Out; Bull in the Ring; Fox and Geese (in winter); Pom Pom Pull Away; Prisoner's Base; Captain Ball; Dodge Ball; Catch Ball; Battle Ball.

Then the more strenuous games should be adopted for the older boys and girls. Special attention should be given to providing games for the growing girl. Exercise is essential to the health of girls as well as to that of boys, and this is a factor too often neglected in the playground. P. T. H.

## OUR YOUNG PEOPLE

Address Letters to "The Young People's Department", The Progressive Farmer