Classified Advertising

Advertisements under this heading 3 lines, three insertions, 50 cents; each additional line 10 cents. (five words to a line.)

HEMSTITCHING

Miss Emma Clark, 607 Market St., is prepared to do first class hemstitching and picoting. Denton, Md. 24-3t

Miscellaneous

Two dozen empty piano boxes $2 apiece. M. K. Newnam, Denton. 31-3t

BOY LEFT HIS HOME—On July 20, Robert Granby, aged 14 1-2 "colored" a ward of the Children's Aid Society, New York, left his home with Mr. Carroll Laramore, Downes, Md. After the printing of this notice any person harboring said boy without notifying our agent, Mr. William J. Bryan, Harrington, Del., Phone 57, will be prosecuted according to the law. 31-3t

MONEY TO LOAN on mortgages. Fred R. Owens, Attorney-at-Law. Denton, Md.,

NOTICE TO FARMERS—See us before selling your new wheat, we are paying highest market prices. W. T. EDDINGTON & SON, Federalsburg, Md. 24-3t

Wants

WANTED—S. C. White Leghorn Pullets, 3 months old Wy-Har Poultry Farm, Denton, Md. Phone 170F22. 7-24-tf

For Rent

Having Rented another house, I would like to rent the house I now occupy for the remainder of the year and possibly longer if desired. Will give immediate possession. Charles Stone. 31-3t

STORE FOR RENT—17x60, large show room, good location. Geo. H. Koenig, Denton, Md. 31-3t

Lost

LOST—A gold pin, oval shape with pointed ends, amethyst in center. Rward if returned to this office. 31-4t

For Sale

FOR SALE—21 acre farm with cozy bungalow; many fine fruit trees; household goods and piano included if bought before October 1. Sit. 3 miles from Henderson. Write or call, Yvonne Losh, Henderson, Md. 8-7-tf

DR. W. A. SMITH
DENTIST
House and Office
409 MARKET STREET
Office Hours—9:15 a. m. to 5 p. m.
Appointments by mail or telephone
Telephone No. 82

C. H. BULLOCK
Watchmaker and Jeweler
A Choice Line of Watches, Clocks, Jewelery and Silverware
GROCERIES
CONFECTIONERY
and ICE CREAM
Dry Goods, Notions, Clothing, Shoes, Tin and Agateware
Five and Ten Cent Specialties
310 Market St.

At Home and Abroad

By YVONNE LOSH

THE FREE WILL SCHOOLS OF GERMANY

It is well known that previous to the war all the German Schools were militaristic to the utmost and that the children were drilled like so many puppets or mannikins leaving no room whatsoever for individuality, self expression or anything that tends toward freedom of the individual.

When I hiked thru Germany I visited many of the schools in every part of Germany and to my surprise found them just as militaristic as they were said to have been before the war. However, in the cities of Hamburg and Bremen I found two exceptions—the Free Will Schools of the postrevolutionary time. Their founder, Dr. Scharrelman had been imprisoned twice under the old regime for attempting to open such schools and it was not until three years after the revolution that he was finally given the permission by the new government of the free cities Hamburg and Bremen and given two schools in which to try out his new system.

When school opened Mr. Scharrelman addressed the children of each school telling them that he then and there turned the school over to them, for a school was, as he said, not for the teachers, supervisors or principals but for the children themselves. The children cheered, clapped and burst forth into shouts of joy like a group of slaves released from bondage. Mr. Scharrelman further told the children that they could study whatsoever they pleased and when they pleased, that they could learn anything they wanted at the school from reading, writing and arithmetic to cooking, carpentry, typing—in short, everything. Dr. Scharrelman further explained that the teachers were not their superiors in any way. That first morning of school Dr. Scharrelman tore down all the barriers of militarism, autocracy and what not and put himself and his teachers at the disposal of the pupils, he made the relations between himself and the others as human as any relations could be.

Bedlam reigned the first day, the first week, but that was to be expected. The second Monday a group of the children called upon Mr. Scharrelman at his office. "There is no order or anything about this school," they said, "We can't learn anything when everybody is talking, laughing, moving about and coming and going all the time." "Then why don't you make some rules to change matters," asked Dr. Scharrelman.

A meeting of all the pupils, the teachers and Mr. Scharrelman, the supervisor, was brought about and after an entire day of live discussion the children had, with the help of the teachers and Mr. Scharrelman drawn up a set of rules of their own for themselves. Each child made a copy of the rules and took them home to discuss with his or her folks. The next day another meeting was called, as before, only this time the parents were present. Again the rules were discussed thoroughly and at the end of a long day the children, parents, teachers and Dr. Scharrelman had made a set of rules which the children all agreed to accept.

Proudly they came to school the next few days to live and learn under the rules and regulations drawn up by themselves. But soon another delegation of pupils came to Mr. Scharrelman's office, this time with the complaint that the rules were not being obeyed. Dr. Scharrelman then suggested to the children that they must decide upon some form of punishment for those who would not adhere to the rules. Another meeting was called and by a unanimous vote, expulsion from the school was decided upon as the most suitable form of punishment.

From that time on things improved day by day. Gradually order came into the chaos, for, rather than to return to the militaristic schools, the children obeyed the rules of their own Free Will School. The children soon realized that their school was a place where they could learn the things they wanted, and that the teachers and the principal were working hard to help them.

I visited the school in its third year of existence. Things were going on fairly smoothly. At eight o'clock in the morning the pupils were all assembled in the various rooms, classed by neither ages nor grades, but by subjects. For instance, in the geography class there were children all the way from five to twelve years of age. The subject was taught entirely without a textbook, but many reference books were used. If the subject of the lesson was a mountain, the entire Geography class took a trip to visit some mountain. They learned all about the distance to the mountain, judged its altitude, made a drawing of it, discussed as to what might have caused the mountain to be there, the why of its name, the minerals it contained, and in short, everything that one could study about a mountain. Besides the regular geography work the children would probably make up some verses about the mountain. Later they might set these verses to music and probably, also illustrate the verses and finally make up an out of door dance to express the music and the verses about the mountain. As you can see, the children had practically a combination of all lessons in this one long geography lesson which lasted for probably three or four days. But the children certainly knew what they had studied about because it was real to them and also because they had so many ways of expressing what they had learned.

While the children were having class they moved their chairs around into whatsoever position suited them best and they sat in whatsoever position they felt most comfortable. Hardly any of the two children were doing the same thing but they were all working on some part of the one big problem. The classroom was silent when in session because every child was busy—some reading, some writing some modeling with clay and others helping their classmates.

The school hours were to have been from eight until three o'clock but the children began to come to school at and before seven in the morning and many of them stayed until four and five o'clock. The children considered it a privilege to be able to come to this school where they received free information and instruction. The parents were most enthusiastic about the school, and in spite of the fact that at that time folks were poverty striken they would deprive themselves of necessities in order to bring to the school for the benefit of all the children—there were gifts of food, coal, typewriters, sewing machines, towels, clothing, paper and what not. When all the other schools had to be closed up during several weeks of the winter because the government could not raise enough money for salaries, coal, and other essentials, this school kept on going and in spite of the fact that coal was almost as scarce as gold the patrons managed to gather enough coal to give the children a hot water bath at school every other week.

It seemed strange to hear the children calling the teachers and even the principal by their first names. While I was at Dr. Scharrelman's office a little fellow came in and said "Say, John, will you please show me how to tie my shoestring? I can never get it to stay tied." Smilingly Dr. Scharrelman bent down and showed the little boy how to tie the shoestring with a double bowknot.

All the while school is going on there are visitors coming and going—some of them are parents or local visitors but there are also a great number of visitors from practically every country of the world.

Whatever the virtues and the faults of this new school may be it is certainly a step forward from the old ideas of what a school should be like. This trend towards schools of freedom for the individual child is fast spreading from various centers to all parts of the world. Supervisors are no longer expecting teachers to have rooms so silent "that you could hear a pin drop." There is also a world-wide trend towards closer co-operation between the parents and the teachers. I have found that where the teachers and parents are working hand in hand the schools are ever growing up to the needs of the pupils.

There are now several similar Free Will Schools in New York, Chicago and as I understand, also in several of the Western cities.

"WHAT YOU AS A MOTORIST SHOULD KNOW"

Out in California they have discovered something that is of vital interest to you that about half of all the motor mishaps are due, not to defective brakes or defective tires or defective lights—but to defective vision. Wouldn't it make you, as a motorist, and your family feel easier to know that your eyes are right instead of guessing?

DR. C. A. WHISLER
DENTON, MD.

FORESTERS INSPECT MARYLAND PINES

Delegates From Several States See Growth Of Loblollies

INTERESTED BY HISTORY

Princess Anne, Md., July 25.—Starting from Hurlock, the Allegheny section, Society of American Foresters journeyed this afternoon through the loblolly pine section of Dorchester, Wicomico and Somerset counties.

Fifty delegates, representing New York, Pennsylvania, New Jersey, Virginia, West Virginia and Maryland, together with representatives of National Forestry Department, are making the trip of inspection as the guests of the Department of Forestry of Maryland.

Loblolly to most of the section was mythical until the comparative growth of spruce and loblolly was shown under identical conditions. The loblolly in the same tract since the Civil War have grown 80 feet high, while the spruce has reached but 70.

The story of the Reimer tracts of loblolly deeply interested the delegates. In 1914 Rudolph Reimer, of New York, gave over to the growth of loblolly pine an entire farm in Dorchester county. They were started from seedings, planted in rows six feet apart. Today the trees are 30 to 40 feet high and in another 10 years the cutting will begin.

The visitors saw a tract planted by Reimer in 1919 and were told that he had purchased another 80-acre farm to be planted in loblollies.

The visitors were shown the process of basket and hamper construction from the local woods and factories were visited at Sharptown and Salisbury.

Near Loretto inspecton was made of the 800 acres of ivy in loblolly, marked by the Forestry Department in 1922. Tomorrow will be spent in Worcester county timber, the party reaching Ocean City in the evening.

Representing the Maryland Department of Forestry is F. W. Bosley, State Forester; Karl E. Pfeiffer, J. A. Cope and F. B. French.

The demonstrations in loblolly are under Mr. Cope. W. McC.

A JOLT FOR OLD MAN MARS

ASPIRIN
Beware of Imitations!
BAYER
Demand
Unless you see the "Bayer Cross" on package or on tablets you are not getting the genuine Bayer Aspirin proved safe by millions and prescribed by physicians over twenty-three years for
Colds, Headache, Toothache, Lumbago, Neuritis, Rheumatism, Neuralgia, Pain, Pain
Accept "Bayer Tablets of Aspirin" only. Each unbroken package contains proven directions. Handy boxes of twelve tablets cost few cents. Druggists also sell bottles of 24 and 100. Aspirin is the trade mark of Bayer Manufacture of Monoaceticacidester of Salicylicacid.

PILES Rudy's Pile Suppository
For the Relief of Piles
D. Matt. Thompson, Supt. Graded Schools, Statesville, N. C. writes: "I can say they do all you claim for them." Dr. S. M. Devore, Raven Rock, W. Va., writes: They give universal satisfaction." Dr. H. D. McGill, Clarksburg, Tenn., writes: "In a practice of 23 years I have found no remedy to equal yours." Price, 50 cents. Samples Free. Sold by Druggists.
MARTIN RUDY, LANCASTER, PA.

FARMS
WANTED
Inland, waterfront or timberland, any section, all sizes. Quick sales made—I always have Northern and Western Cash Buyers.
If you intend to sell any country property, write to
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Headquarters for Md. Farms
306 St. Paul St. Baltimore
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CLAIBORNE--ANNAPOLIS FERRY, Inc.,
SUMMER SCHEDULE
In effect June 28, 1924

WEEK DAYS		WEEK DAYS	
Leave Annapolis	Leave Claiborne	Leave Baltimore	Leave Washington
* 8.00 A. M.	8.00 A. M.	6.35 A. M.	6.00 A. M.
11.15 A. M.	¶10.00 A. M.	9.35 A. M.	9.00 A. M.
* 3.00 P. M.	3.00 P. M.	1.35 P. M.	1.00 P. M.
6.00 P. M.	¶ 7.00 P. M.	4.35 P. M.	4.00 P. M.

W. B. & A. Trains Make Direct Connections

SUNDAY ONLY		SUNDAY ONLY	
* 9.00 A. M.	9.00 A. M.	7.35 A. M.	6.45 A. M.
11.15 A. M.	11.00 A. M.	9.35 A. M.	9.00 A. M.
3.00 P. M.	3.00 P. M.	1.35 P. M.	1.00 P. M.
6.00 P. M.	¶ 7.15 P. M.	4.35 P. M.	4.00 P. M.

Ferry makes direct connection at Annapolis with W. B. & A. Trains for Baltimore and Washington.

BAGGAGE TRANSFERRED AND CHECKED

*Connect with B. C. & A. Trains at Claiborne for Easton, Hurlock, Salisbury, Ocean City and way points.

¶Meets B. C. & A. Trains from Ocean City and way points to Claiborne.

Steamers leaving Annapolis at 8 a. m., 3 p. m. and 6 p. m. connect with busses at Claiborne for all points as far as Salisbury.

BLUE RIDGE COLLEGE
New Windsor, Md.
J. MAURICE HENRY, A. M. Ph. D., President
BEAUTIFUL LOCATION. Blue Ridge College is located on a beautiful elevation overlooking the picturesque hills and vales around New Windsor, a town mid-way between Baltimore and Hagerstown on the Western Maryland Railroad. The location makes an ideal home for college life. Expenses are moderate, living conditions ideal, a good place for young men and young women of serious minded purpose.
COURSES OFFERED. Full and complete courses are offered leading to A. B. and B. S. degrees in Liberal Arts, Science and Home Economics. Two, three and four year courses in Business, Art, Music and Mechanical Drawing are given. Two year Pre-Medical course offered. Faculty of trained teachers representing leading universities.
EQUIPMENT. Modern Dormitories, Up-to-Date Library, Commodious Gymnasium, Adequate Laboratories in Chemistry, Biology, and Physics. College Farm, Large Campus, Pure Water, Steam Heat, Electric Lights, Fine Athletic Field.
ADMISSION. Graduates from approved four year High Schools admitted without condition. Fifteen units required.
EXPENSES. Conservative Estimate $320 to $385 year session. Limited number of scholarships available—Student self-help possible.
Write for information. Address Blue Ridge College, New Windsor, Md.
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