THE RURAL SCHOOL.

NO. II.

Under this heading on March 28th, I endeavored to show how an education ought to fit a man for the life he has to live and make him happier in living it. Are our public schools fitting the rising generation to take its place in society as men and women who will cheerfully do their duty, bear their burdens and be happy in the bearing? There are many who are doubtful. The writer has not hastily come to the conclusions to which he gives expression in this paper. The rural school, next to the rural church, has been uppermost in his thoughts for many years. He has endeavored to be a close observer and look seriously into the question. Strong prejudices had to be overcome before he could take up some of the opinions which he now holds. To heal a cancer, the faithful surgeon frequently has to cut deep into the live quivering flesh of his patient. If to some I seem to cut deep here, it is for the patient's sake I do so. If I set others to thinking, I will have accomplished a good purpose.

To inform myself, I have personally visited a number of schools of both colors, spent a day with ex-Superintendent Melvin and consulted the present school authorities. Information has been cordially given me.

In many respects I have been agreeably surprised to see the advancement that had been made in the forty-eight years since I was myself a teacher. The school buildings were clean and comfortable, the children were orderly and prompt and the teachers seemed to be thoroughly trained for their work. If what I saw were fair samples, Kent has a corps of good teachers. They seemed glad to see me and were most ready to give all the information I wanted. I came to the conclusion that the child of to-day has many more school advantages than had the child of a generation past.

But are these advantages redounding to his benefit? We can in a measure answer that question by taking an inventory (as it were) of those who have lately passed through our schools, and are now the young men and women of the day. Measuring ourselves by ourselves we may be satisfied, but when we come to measure ourselves by others, the satisfaction will not be so great. The training which our children have received does not seem to have aroused in many of them a thirst for greater knowledge and an ambition to climb higher. The public school *finishes* them. They stop there and forever remain mediocre. A poor school which lays foundation stones upon which the boy or girl can build in the future, which arouses ambition and awakens the dormant faculties, is better than the best which fails to do this.

The ability to recite in parrot fashion without having a thought impressed, that will after awhile bear fruit, is not likely to result in permanent good. The teacher is or should be a leader, who blazes the way for the pupil to attain unto higher and better things.

The school tax is a heavy one, yet no proper-thinking man should complain, if in the results we are getting value received. The school property of this county, in houses, is valued in round numbers, at $75,000. This is mainly invested in little one room houses, scattered through the county. They are usually isolated buildings, by no means inviting and attractive, in locality or appearance. From 9 A. M. until 4 P. M. they are the prison, as it were of teacher and scholars; all of whom go to them as unwillingly as an ox led to the slaughter, and come away from them as glad as a boy goes fishing. School days are a "weariness to the flesh". It is up to us to do all in our power by environment and association, to take from these days, that which makes them such a grievous tax to those who are passing through them. In one of our public gatherings, within the last month, a speaker (who only a few years ago was a pupil of the public school) said his boyhood days had not been happy because of home duties and the demands made upon him at school. He might have added, and his surroundings while there.

The time has come when (as rapidly as possible, without too much imposition in the way of taxes) the one-room school house should be abandoned. If this is done gradually the tax would not be very heavy. The consolidated school has passed the experimental stage. It is meeting the requirements of the rural communities, where it has been established. It has many and great advantages. In the first place it puts the country on an equal footing with the town. The farmer pays his taxes as promptly and to the full extent of his assessment, just as his town brother does, but his children have not the same educational opportunities. Any person who can stand the examination, pass the school board, and is willing to take any "old" school, is placed in charge. It is "neck" or nothing. He has to take what he can get and be thankful, or at least keep his mouth shut.

The consolidated school must have a building suited to its purposes. It should be centrally located, an attractive building, an ornament to the community. It should have a room for community purposes, outside of school hours. In other words it should be the centre around which the community revolves. There is a great dearth of places in the country (outside of the churches) for public gatherings. Many a profitable lecture would be brought to the country if we had rooms sufficiently large to seat 100 persons. The school property could then be utilized for the improvement of the grown-ups, as well as the children. Here we have $75,000 worth of property lying idle about four and a half months in the year, deteriorating for the want of use. It is a waste and a loss of motion in the wheels of our machinery.

Our present school board has in a measure taken up this last motion by granting to the grange, throughout the county, the use of the school houses, where meetings are held without interfering with the school work. It was a wise and proper thing for them to do.

By consolidating the schools an opportunity is given to employ a higher grade of teachers. The list of 88 white teachers would necessarily be reduced to 50 or 55. The average of $41,000 now paid out annually for salaries could be kept up, and larger salaries be paid, so that experts in their line could be employed. In one sense teaching is a gift. In another sense it is a capacity, resulting from diligent preparation for the work. No one can properly impart to another that of which they themselves know nothing. It takes years of costly preparation to fit one for teaching. Costly in time and in money paid out; costly also in the consumption of mental and physical energy. Four hundred and twenty-five dollars is not a high price to pay for brains to guide the youth of the country. Yet this is the average paid our teachers. It furnishes [illegible] ement to the brainy, well-pre[illegible]n to take up the work.

[illegible]olidated school which can [illegible]ill up to the highest grade [illegible] public schools, will give [illegible] the land an opportunity [illegible]mentally well furnished [illegible]life. If there are those [illegible]ther and have the [illegible]ell prepare[illegible]

would keep our children at home among their own people, under the watchful eye of their parents until their characters are better established.

Sending a child away to school is the beginning of a lifelong separation in most cases. Often that child comes back weaned from parental influence, full of false notions, despising country life, and altogether out of joint. Happily there comes a change for the better after a while. The awakening is frequently a very rude one.

It is because I am looking for better work in our schools that I am turning to the consolidated schools. I have seen some of the good work done, and know communities that are being awakened and made infinitely more attractive by the school in their midst.

We are not building character as we should. The child is left to build his own character with many sad failures. Discipline and obedience are largely things of the past. The check-rein is let down and our little steed has his own head; he goes to suit himself, assumes any gait he pleases, fearfully shies at any thing that calls upon him to do to please others and stubbornly balks when his own will is opposed. This is not an overdrawn picture. I have it before my eyes every day. So have many others if they will only open their eyes to see the truth.

Liberty has in our day become only a synonym for license, and the child has caught the spirit of the age. The desire to have is not restrained, and so we see the youth growing up around us, in a measure, regardless of every law, except that which appeals to personal gratification.

Next to parental guidance stands that of the teacher. We need teachers, not only of mental force, but of the highest type of moral character who can stamp their character upon their pupils. To get such we must pay them. A good overseer, who can bring up the farm, improve the stock and make things go, commands a better salary than the average teacher. The man who has charge of the training of my child, is vastly more important than the man who has charge of my horse and cattle. We are too much disposed to value things in dollars and cents. You can't measure all values in that way. Certainly, you can't measure the value of a good teacher that way.

Our country schools deal more largely with small children than with those in their "teens." This is the time to begin to shape their characters and to plant the seed which will produce the crop we hope to reap. The infant class in a Sunday school is the most important one. It is the feeder to all the rest. So the small child in the day school looms up in importance. What that child is going to do, is going to be, is largely dependent upon the instruction it now gets.

Where one teacher has to take all the grades taught in our schools, even though she may have only ten or a dozen children, it is humanly impossible to give that attention he or she may call for. Two teachers have told me they could only devote about 15 minutes to each pupil. It looks to me like an impossible task.

No one teacher can properly discharge her full duty under these conditions. If she can, she is far above the ordinary in both mental and physical fiber. There should be a sufficient corps of teachers to take up the separate grades in such a manner that they may be handled easily and profitably. This is common sense. The consolidated school alone makes that possible. It gives enough scholars to make it interesting and teachers sufficient to take up their work with both mental and physical faculties alert.

We have 88 teachers, and 81, I understand, are females. Give me a woman for certain work every time, certain other work requires a man. Gallantry prompts the average boy to yield to his teacher, especially if she has the art of appealing to him in a way that calls his courtesy into action. But there is a period in the life of most boys when they need man guidance. A boy above 15 years of age begins to get manlike notions into his head. Then he needs the strong steady guidance of a man who has learned the art of self-government and has the patience of Job. I would like to see a greater number of male teachers, versed in country ways, who know all about horses and cattle, sheep and hogs; who are thoroughly imbued with the country and can tell the boys, not book things only, but things that have entered into their own experience.

Vocational training is now coming to the front. Very seldom do we find two members of the same family with the same taste and propensities. It would be unjust to pursue the same course of training, with them both. Every boy should be taught to use his hands, regardless of any other bias or leaning he may have. The man who realizes that God has given him a pair of hands for use and knows how to use them, has confidence that nothing else can give. I look upon my hands as one of my greatest assets in life. They have added to my comfort and happiness, and the comfort and happiness of others. They have made me feel independent of my calling. I would that I could hand them over to some one else when I can use them no longer. The time to teach a boy to use his hands is in his earliest years. Encourage him to make something, praise the maker and he will try again with better results. It must be put into the hands, before you put it into the head. The order cannot be reversed. The vocational training is the right thing. Study the boy's tendency. Don't spoil a prospectively good lawyer, preacher, physician or merchant by trying to make a farmer out of the boy who is not bent that way.

The boy has to be tried out (as it were) to know what are his gaits, and what is his tendency. Let the trial be made until it becomes manifest what he is capable of being made into. There are many sad misfits in life. They should be guarded against as much as possible.

Because of the failure to realize that God has made men to differ just as much in their temperament and capabilities, as in the color of their hair and skin, irreparable damage has often been done. Misguided philanthropy has done the negro race an injury from which it will never recover. They are the happiest, most *care-free* race of human beings on the face of the earth. Being Southern in all my training and sympathies I can say with all sincerity and earnestness, that I have a Southerner's weakness for the negro that the other man knows nothing of. I would have him educated and am glad the county is doing as much for him as it is. I am glad to pay my portion of the more than four thousand dollars that is being spent on him. I would have him duly fitted for his position in life. That position is not in legislative halls, making laws for the government of white people. He is pre-eminently an agriculturist and his training should be along those lines, which will make him a more worthy citizen, more helpful to himself and to others.

The schools should be taken out the hands of partizan politics. This is out spoken heresy, for a life long democrat. But this thing of politics, is most disgusting, when it creeps into every thing with which we have to deal. Having no axe to grind, and no sympathy with those who do have, I do not hesitate to say my little say. Schools and Churches are too important, to have them in any measure mixed up with politics, and dependent for their success, or failure on the rise or fall, of any party.

The Superintendent of Public, State and county schools should be a man whom the office has sought because of his fitness for that position. Not because he has been useful to the controlling party. A man big in every sense of the word. Big in mind, big in character and big in his leadership. A man whom we are willing for our children to copy after, such a man rises above the common level, who cannot be twisted this way or that, by party influence. Hence he is not wanted by political leaders, who would reward their followers with fat offices.

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Amoskeg Apron Gingham

6c

OPENING WEEK SPECIAL!

Best 10c Dress Gingham

8½c

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Best 12½c Dress Gingham

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Best 16c French Gingham

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BEST CALICO MADE

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Best 10c Muslin

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12c Muslin

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14c Muslin

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5c Embroidery and Laces, yard

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15-in. Embroidered Flouncing, yd

15c

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50c Matting Rugs

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With the Little Prices!

A cordial invitation is extended to all our friends and patrons to visit Rock Hall's up-to-date store. It will be a pleasure for us to show you our Spring lines, of which we are justly proud.

Will have Special Prices during Opening Week, beginning Monday, April 6th, until Saturday, 11th, inclusive.

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$7.50 Boys' Suit

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BASE BALL AND BAT FREE!

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OPENING WEEK SPECIAL!

Girls' $2.00 Educator Shoes, per pair

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Best 1.00 Khaki Pants

89c

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Best 75c to $1 Neckwear, each

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3 FOR $1.00.

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1 lot 50c & $1 Shirts

39c

Notice to Creditors.

NOTICE is hereby given, that the subscriber has obtained from the Orphans' Court of Kent county, letters of administration, c.t.a., upon the personal estate of

CHARLES B. LINDSEY, Col.,

late of Kent county, Md., deceased.

All persons having claims against said deceased are hereby warned to exhibit the same, with the proper vouchers thereof, to the undersigned on or before the 5th day of October, 1914, otherwise they may be excluded by law from all benefits of said estate. Given under my hand and seal this 24th day of March, 1914.

HARRIETT JANE LINDSEY, Administratrix. c. t. a

m28-4t.

A. W. CARMINE,

PHONE 67-A. CHESTERTOWN, MD.

NOW is the one time of the year to do your Summer Sewing, as these cold, blustry days one feels better in doors anyway, and when the weather once gets settled you may be out and enjoying the balmy breezes and know that your sewing is all complete, and Carmine's new Spring Goods are all in now and wait your inspection.

Tub Silks

¶We have a very attractive line to select from, and right here you will find the kind that looks better after they are laundered than before; full yard wide, 75c.

Silk and Cotton

¶This is an entirely new creation this season, and is a beauty for full dresses, laundries nicely, 30 in. wide, only 50c per yd.

White Waistings

¶Matertials for the Ladies' White Wash Waists. We can save for you from 15 to 20 per cent., as we bought early and caught a firm who was going out of business and took his entire line, hence this wonderful saving.

Grocery Dept.

¶This end of our business is never overlooked, and now during the Lenten season you can find just what you want and the prices are right. If you want something just a little bit better than you are in the habit of getting, GO TO CARMINE'S, HE HAS IT. ¶Call up 67-A.

Now For SPRING BARGAINS!

Have lots of Men's, Women's and Children's Rubbers; also Arcties, Felts and Gum Boots; below cost; come and get your pick, if I have your size you can get a bargain.

Also Underwear for Men, Women and Children; Bed Blankets, Hats, Caps and all Winter Goods to go regardless of cost. Come and look over my stock.

I am ready for Farmers for Spring Work—Harness, Collars, Bridles, Traces, Lines and everything you need for work. New line Shoes just arrived.

WEDNESDAYS ARE SPECIAL BARGAIN DAYS---Below are Wednesday's Specials:

Sugar	4½c
Coffee	19½c
6 bars Soap	25c
3 lbs. Peaches, fine	25c
3 lbs. Apples, fine	25c
3 cans Corn	25c
6 boxes Yeast Powder	25c
Good Broom	19c

I have all kinds of Garden Seed. Onion Sets, 8c and 10c a quart; they are fine.

Will pay Special Price for Eggs on Wednesday. Want all kinds of Country Meat and Lard.

Yours for business,

B. S. SUTTON, Black's, Md.

HOPE H. BARROLL, Attorney.

Notice to Creditors.

Hope H. Barroll, Assignee.
vs.
William W. Jewell.

In Equity—In the Circuit Court for Kent County, Maryland. No. 1812.

ORDERED by the Circuit Court for Kent county, Maryland, this 16th day of March, 1914, upon the petition filed in this case by Elizabeth Jewell to have the surplus funds distributed and the answer of the heirs at law of William W. Jewell, which petition and answer were filed March 9th, 1914, that the creditors of WILLIAM W. JEWELL, late of Kent county, deceased, and all persons who may be entitled to participate in the distribution of the surplus proceeds of sale remaining after satisfying the mortgage under which the real estate of William W. Jewell, deceased, was sold, be and they are hereby notified to file their claims with the Clerk of the Circuit Court for Kent county, Maryland, on or before the twentieth day of May, 1914; provided, a copy of this order be published in some weekly newspaper printed and published in Kent county, Maryland, once in each of three successive weeks before the twentieth day of April, 1914.

PHILEMON B. HOPPER.

True Copy—Test: JAMES T. DIXON, Clerk.

mr21-4t.

DR. CHARLES RICHARD TWILLEY.

GRADUATE OF THE BALTIMORE COLLEGE OF DENTAL SURGERY



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