INSTITUTE'S SECOND

Standing Room Was Utilized During the Afternoon Session.

MANY INSTRUCTIVE LECTURES

Greek Statuary Tableaux a Feature of the Afternoon Session-Interesting Papers Read by Persons Well Known Locally.

Yesterday morning's session of the teachers' institute in the Young Men's Christian Association hall was opened ith prayer by Rev. G. L. Aldrich, of

Grace Reformed church.

The first number on the programme was to have been a paper by Professor Twitmeyer, of Honesdale, on "Froebel and His Theory of Education," but sud-den Illness prevented his being present. Livy S. Richard, editor of The Tribunc, read a paper on "Practical Composi-tion," which, by request of the insti-tute, is printed in full in another col-

H. C. Shafer, cashler of the Scranton Savings bank, read a paper on "Bank-ing Methods." It was a carefully writ-ten and concise effort in which all su-perfluous verbiage that might create confusion in the minds of the teachers was omitted, and which contained the practical and common-sense facts of that part of the banking business with which the depositor comes in direct contact. He urged the women, especially, to acquaint themselves with the correct way of making out deposit slips. Not more than one woman in fifty, he said, understands this primary duty of the depositor. Checks should be made out to the debit of the same signature originally placed by the depositor on the bank's signature book. A woman may have an account as Mrs. John Jones, and oftentimes send in a check signed Tillie Jones. In the sight of the bank it was a light of sight of the bank, it is not known or cared whether or not the woman is married; but the rule of the bank is for a check to be signed as the account is held. There are, however, many wo-men serving well and faithfully in the banks of the country. At the close of Mr. Shafer's paper, a recess was taken

MISS M'MOLLAN'S ADDRESS. Miss A. J. McMollan, of the Blooms burg State Normal school, gave a blackboard talk on phonetic reading, in which she laid special stress on proper pronunciation of vowels and consonants and the words they composed. Older persons, in particular, should caution themselves to pronounce correctly, that the younger and mimic minds might gain a correct habit.

A boy's education was discussed in two divisions, before and in school, by Mrs. L. M. Gates and ex-Superintendent G. W. Phillips, respectively. Judge H. M. Edwards was to have spoken on the third division of the subject, "The Boy Out of School," but could not be

present.

The afternoon session began with a period of singing under the leadership of C. B. Derman. Before the session closed, every seat in the hall was occupled and many persons were obliged to

"Geography's Dry Bones Removed"
was the topic of J. B. Hawker and
which was illustrated with the stereoption by H. L. Burdick. Mr. Hawker

The methods of teaching geography adopted in some schools are not calculated to impart much valuable information nor to awaken real interest in pupils. The memory is often rather taxed than disciplined, and the mind burdened with formal answers rather than trained to take comprehensive and intelligent views of subjects. Names are learned and repeated, but no well defined and clear understanding of the localities and relations.

Reading, an Exact Science, Miss McMollan Development of Civic Virtues in School. Miss McMollan Development of Civic Virtues in School. Professor Twitmeyer Professor Twitmeyer WEDNSEDAY, 2 P. M.

Miss McMollan Development of Civic Virtues in School. Without being seized with great and support of work.

I want to confess, at this point, that it wants to ride the stars. Fearlessly it sets forth, a regulation of a practical teachers, should know better than I how to find ways and means in your special and for our serve the professor from the read-control of work.

I w

tive positions of different countries, together with the peculiarities of each is acquired so that pupils frequently leave school quite as ignorant, so far as relates to correct geographical knowledge, as they were when they commenced.

There are places, I believe, where there is too much indiscriminate use of the geography book in the school room. The habit of rushing through the geography or atlas-learning a jesson one day, merely for recitation, and forgetting it the next, neither teacher nor pupils perceiving the value of the study—is certainly very objectionable. Describing the political divisions of Europe and Asia before the political divisions of one's native state are known, learning the boundaries of Pennsylvania ere the pupil has sufficient practical sense to describe the boundaries of the school house or the town in which he lives, where and striller spectimes of nattive positions of different countries, to

sylvama ere the pupir has sumeent practical sense to describe the boundaries of the school house or the town in which he lives—these and similar upsettings of natural order, may, indeed make a show class—may win praise from an undiscerning visitor, but they surely do not give useful knowledge or discipline of mind to the learner.

ing visitor, but they surely do not give useful knowledge or discipline of mind to the learner.

Is it strange there are dry bones in the teaching of geagraphy when the hundreds of happy ways in presenting its varied subjects are not resorted to by the teacher? Adhere strictly to the text of the book—your geography is cold and exceedingly unpedagogic, too. Separate it from the study of history—you have robbed it of half its life. Supplement it with no books of travel—you would destroy the loconotion and renown that footprints of Cooks and Livingstones combine. Combine it with mispronunciation of geographical words and you have long ago ended your career as a successful teacher of geography. The question may be asked, "What shall the teacher do to acquire the needed auxiliaries for the work?" Have you no membership card from the public library? Get one. Have you no Scranton city directory book with city map, or a Truth. Republican, Tribune or Times almanac on your desk? Get them, if our worthy superintendent's recent list of questions has not necessitated them there already.

Have you no globe or altas of the world?

ole the want on your requisition blank r supplies every quarter until the board control shall hear you by your repeated

alls. Have you no clay or sand molding table? he superintendent of repairs will make

The superintendent of repairs will make you offe.

Have you ever taken your class for a walk or outing farther than the school-yard gate to the foot of the mountain, to its summit, to the mills, to the breaker, to the court house, to the beautiful parks? Do so, leaving till inst your visit to the many parks, lest you be disappointed and return to your class room with a lecture prepared on "Fresh Air Economy."

At last renew your subscription for prepared on "Fresh Air Economy."
At last, renew your subscription for your educational journal and then petition the school board for a magic lantern. Petition hard; a "golden gate" awaits you.

BEAUTIFUL PENNSYLVANIA. Dr. J. T. Rothrock, the state forestry commissioner, gave an illustrated ad-dress on "Beautiful Pennsylvania," the address delivered by him in this city several weeks ago under the auspices of the board of trade. It was an urgent appeal for the preservation by the state of its woodland and a condensate woodland and a condemnation of the laws which permit the selling of woodlands for unpaid taxes and which grant charters to sporting clubs whose memberships are usually composed of non-residents of the state.

A series of gracefully executed Greek statuary tableaux was given under the direction of Miss Anna E. Kunkle, of his city, a Shakespearean reciter of no little merit, and a graduate of the Philadelphia School of Oratory. The participants were Misses Eva Short, Grace Rose, Sarah A. Jones, Mille Wormser, Alice Evans, Anna Munson, Claudia Williams, May Monies, Elia Osland, Miss Durkin and Julia Petti-WEDNESDAY, 9 A. M.

Invocation. A Knowledge of English Implies What? Dr. Brumbaugh Reading, an Exact Science, Miss McMollan

How the Public Schools Can Make

Better Writers.

Text of a Paper Read by Livy S. Richard

Before the City Institute at Y. M. C. A. Hall Yosterday Forenoon.

The purpose of written language, take it, should be to convey and not, as Talleyrand said, to conceal thought. In certain kinds of composition it is permissible to convey thought with fancy trimmings, as one sometimes garnishes the food that one places on one's table. Thus in poetry, it is proper to put the thought in such a dress of language that it will delight the ear and please the sensibilities as well as appeal to the intellect. The same is true, to varying degree, what newspaper workers none too rev-erently call "fine writing," for an ex-ample of which take some of Mr. Ruskin's elaborate prose, in which the sharp point of thought is often imbedded inches deep in a sweet-smell

ing bouquet of words.

Not every table, however, is able to afford garnishes with its meat and potatoes; and if all were, what would be the value of garnishes? For the most of us, certainly for the great majority diready.

Have you no globe or altas of the world? written words so as to carry thought straight and true from thinker to the reader, without any loss in transit. In these busy days, with a million new things crowding upon us from every direction, it is not economical and it is not fair either to waste words or to cause readers to waste time. The need of the day, especially in our schools, is for the teaching of the most effective ordinary use of the English language, both in speech and

> Speaking theoretically and without experience whatsoever as a teacher of the young, I should say that the bane of most teaching of composition in the schools consists of this: That the thing is gone at as if it were some formidable task requiring special qualifi-cation and necessitating special awe. The pupil thus lifts his pen with nerves a-flutter, reaches for his subject mat-ter in a scared sort of way and evolves, with natural but needless pains, an artificial expression not unlike the pic-ture of baby when first consciously posed before the mysterious camera. There is rarely that happy smile as when baby is at play all unconscious of the "snap-shotter"; nature is made to look unnatural, stiff, primped up and awkward. The uppermost consid-eration is not the thing to be said, but the way of its saying. The pupil loses sight of the subject in the manner of its treatment; the kernel of truth is and smoothly and without conscious effort to enclose it. These, I know, are generalities; I appeal to your mem-ories as teachers for specific instances

> If the pupil be not scared by the formidable formality of the composition exercise, he may possibly be made vain by it. I have known meek boys and girls who, away from pen and pa-per, are fairly modest and bashful, yet who never reach the writing desk without being seized with great and

the windmills of grammar, syntax and rhetorical formula; but for all that sin-cere, hopeful and impetuous. A writer of this stamp is a likely specimen. There are hopes for him. He needs a friendly curb; a kindly trimming and pruning; a series of gentle but deter-mined introductions to the inestimable guardian angel called common sense guardian anger caned common sense. Put sufficient weights on this sort of a writer to keep him down to the level of ordinary, every-day human affairs: turn his enthusiasm for the beautiful children of his vivid fancy into a saner relish for the equally beautiful truths of the real world of nature and of humanity, which common the property of the same of humanity. PRESENT PAULTS POINTED OUT of humanity which surrounds him, and you will be in a fair way to add something of value to the literature of

something of value to the literature or your time; at least, you will get read-able English. Sometimes teachers meet with a third kind of pupil which I trust is scarce in Scranton. This pupil is neither scared nor ambitious, but simply sullen. He either cannot write or will not; and for practical purposes the one condition is equivalent to the other. Upon such a pupil it is useless to waste much time. Better look to the willing ones. Some persons are fated to be literary ciphers.

For all kinds of pupils at the beginning of the composition work I should recommend the divesting from the exercise of all unnecessary appearances of formality. I am not so sure that it is a wise thing to try to teach a roomful of publis to write in unison, at a certain time, always the same, day af-ter day. It seems to the that this unvarying routine begets in course of time a kind of stiff and stilted formalism in the writers, a mechanical temper, if you please. Now of all things to be abhorred in composition, surely the mechanical temper is the worst much every day, or week, or year, whether there be in him anything worth placing on paper or not, then heaven pity, first that writer, and next his readers. Possibly I speak on this point with something of the blas of unusual experience-unusual, I mean, to the pupils who attend the schools, The demands of daily newspaper work often necessitate what we call space-filling; and when one's bread and but-ter depends upon one's filling a fixed space, six days a week, he the mind dull or keen, there is reached a condi-

written message would not then come to be regarded as something essentially different from the spoken message; and we should have compositions as plain and as understandable as talks are. When you say a thing you generally say it so it is understood. The words fit naturally into place. They go as far as the idea goes, and no further; and sufficient thought-transference done with words written as well as by means of words spoken. Whatever methods or artifices will conduce to this end should be employed; whatever in-

day, when human accounts are bal-anced for the last time, it will, I trust, be reckoned a venial sin compared with the writing of structurally proper sent-ences which have in them only faint suggestions of a meaning, only the pale ghost of a murdered idea.

Let it never be forgotten that this is an age when people like to get results. The teacher who finds favor with the knowing ones in a community is not necessarily the teacher who knows the most about the science of pedagogy; most about the science of pedagogy; needle in the may stack is the contribu-about Pestalozzi, for example, who died years ago, or Colonel Parker, of "Quincy method" fame, who lives way out in Chicago; but the teacher who can take the crude pupil, let us say right here in Scranton, in his raw material stage and with due diligence turn out a tolerably well singled product which goes to its mark as swift and out a tolerably well finished product fit for the substantial duties and re-sponsibilities of every-day life. Such a teacher is a jewel, be her method this, that or the other. Such a teacher does not teach composition on the principle that the boy must fit the boot; she tries to get a size of boot that will fit the or get a size of boot that will fit the boot; and she is careful, too, to see that the sharp pegs which the grammatical and absence of self-consciousness as the sharp pegs which the grammatical and rhetorical boot-makers are wont to leave sticking up through the soles are smoothed down so as not to maim the foot and give the lad a wild desire

By this time I trust you will see my point, that, when all is said, the idea is the thing. Put that always first. dull or keen, there is reached a condition of practical composition which. I take it, is not within the limits of the present discussion.

The suggestion is tenative; but I believe it would be worth while for each pupil to be made first to talk his thought on a given subject, before putting it to paper; and then asked to write it down just as it was spoken, or very nearly so. This, I know, might be difficult to do in the school room, but in many cases it could be done by enlisting the aid of the home. The advantage of this plan would be that the written message would not then come.

Never let a pupil begin a composition within the knows what he wants to say. Discourage aimless writing. Do not let the inexpert pen try to blaze a path as it to the inexpert pen try to blaze a path as it and rhetoric and all that. You just as it was spoken, or very eler on familiar ground. Don't let him feel that writing is a different function from talking; that it is not worth while to write down the things that one talks or that one talks or that one hears; that, somehow, composition in an essay as an examination paper. When essay is an examination paper. In an essay as an examination paper. The subject of the wants to say. Discourage aimless writing. Do not let the inexpert pen try to blaze a path as it arried you along. You didn't stop to apply the measurements of grammar and rhetoric and all that. You just gave yourself over to them and let syntactical propriety go where it listed. Why? Because they were written just like a clever, jolly young woman would rattle them off it talking to a group of the thing it to could be done by enlisting the aid of the home. The advantage of this plan would be that the world to supply all the propriety go where it listed. Why? Because they were written just like a clever, jolly young woman would rattle them off it talking to a group of the propriety go where it listed. The propriety go where it listed the propriety go where it listed. The propriety go where it listed to be a path as it was sp position is a strange thing, a thing apart. Make it an easy, a familiar, an almost unconscious thing, a thing as easy, when there is something to be written, as it is easy to speak when there is something to be said. To be there is something to be said. To be calling the something to be said. To be the praduates of our common schools than there is something to be said. To be the praduates of our common schools than there is something to be said. To be the praduates of our common schools than there is something to be said. To be the praduates of our common schools than there is something to be said. To be the praduates of our common schools than there is something to be said. To be sure, cultivate originality; but I would not do much of that in special connection with composition exercises themselves. with composition exercises themselves. That should be a permanent aim, all the day long. That should be one of the they do not leave the idea stranded. solemn and everlasting missions of the It should be the aim of the schools to get that kind of straightforward, lucid and seven days to the week. In comsolemn and everlasting missions of the teacher, twenty-four hours to the day position, when you get the pupil to the point where he can lift his pen to paper without more ado than he would purse his lips to frame a spoken sentence, the originality that is in him, that terfere with this purpose should be discarded. You, as practical teachers, should know better than I how to find ways and means in your special and fa-

Not that those rules are bad things to know. The knowledge of them is like the knowledge of the railway schedule when one wants to go on a journey. It facilitates matters to know when the right train goes and how to get on the right train instead of the wrong one. But for all that, the train schedule should not be made the chief consideration in traveling. It is, at best, only a useful accessory. The paramount thing is to know where you want to go to and what you want to go for.

Applying this homely simile to the writing of English, I would suggest that it is well not to be too severe when the pupil mixes tenses or rhetorical figures; when he sprains the parts of speech or does unconscious violence to the shade of Lindley Murray. This, to be sure, its a bad thing to do; but in the great day, when human accounts are balputting diagrams on the blackboard. If a pupil has a thing to say, let him choose the manner of its saying. However else you may feel in duty bound to bend his plastic mind to the stereotyped forms of the school room, I beg of you allow him that one freedom, untram-

Sorry, indeed, are the samples of style-copying that reach the eye of the editor of literary manuscripts. Like a needle in the hay stack is the contribupoem, the essay or the descriptive piece which goes to its mark as swift and straight and true and withal with as little fuss as the arrow that is shot from the bow. When you put that kind of a manuscript before the editorial optic you make the heart glad.

Yet such manuscripts ought not to be

p pegs which the grammatical and absence of self-consciousness as torical boot-makers are wont one is wont to tell it when speaking the sticking up through the soles othed down so as not to maim and give the lad a wild desire boots altogether and hoof it led.

They were nothing much to brag of, according to formal standards. They probably took a standards. They probably took a standards. good many more liberties with Goold Brown and Professor Hart than one would care to take if sending in culm dumps; and to a large degree

There was a time, many years ago, when our chief writers were school bred men. The era of the New England goup—of Lowell, the finished scholar critic and poet; of Emerson the transcendent seer; of Whittier, sweet bard of simple ways, to whom nature re-vealed her beauties at first hand; of Longfellow, rich in human sympathy and ripe in classic lore; of Hawthorne, of Ripley, of Dana, of Thoreau—this was a time when American letters took their inspiration from the universities; a time when not to have been a son of Ell or of Cambridge almost meant forfeiture of one's literary birthright, I am not sure that I can give a sufficient reason for the fact that this condition no longer exists; but that it does not exist can be established by a very brief

survey of the field of contemporary let Who are the men that today reach

and grip the American ear? Are they college bred? As a rule, no. Howells, perhaps the foremost of our American writers of fletion, learned his trade of writers of action, learned his trade of authorship in a country printing shop, learned it by daily practice with the tools of the writer's craft. Bret Harte, Mark Twaln, Walt Whitman, Joaquin Miller, Hamlin Garland, Eugene Field,—all these reached their level with small or no ald from the higher schools. Frank Stockton Healtharm Stockton small or no aid from the higher schools. Frank Stockton, Hopkinson Smith, Marion Crawford, Nelson Page, Robert Barr, and that young realist, Stephen Crane, gained their renown without debt to the pedagogues, most of them by steady work in the literary tread mill. Whiteomb Riley had no schooling at all; Frank Stanton had little, and that promising genius cut off in his that premising genius cut off in his bud, Richard Realf, owed the colleges nothing. Carry this inquiry further than I here have time to, and you will than I here have time to, and you will find that the same rule prevails. There are brilliant exceptions, of course, as in the case of Balley Aldrich, Watson Gider. Clarence Stedman and some others of perhaps less renown; but they prove rather than cancel the rule. I have no hesitancy whatever in expressing the belief that as matters now stand, the pupil who expects to become a practical, every-day writer, who expects to gain a livelihoood with the pen, either in pure literature or in the by-paths of journalism, had better not run the risk of a college education, unless he take time somewhere between the beginning and the end of his school period—and the nearer to the beginning period—and the nearer to the beginning of it perhaps the better—to acquire by practice a good working use of the Queen's English, so good that the mechanism of education will not afterward crush it and leave him, at graduation,

a helpless pedant in style.

The trouble is, as I have already sought to point out, that in the routine processes of the schooling, the very fundamental requisite of literary success, that natural ease in the writing of thought which makes the writing as natural a process as the thinking, is neglected. This requisite may be inborn in the few; and these can never be wholly spoiled. But in the great majority of us it has to be skilfully and patiently developed; and before you teachers in the public schools, who receive the future men and women of our land in the first stages of their search for practical knowledge and in the very infancy of their dormant capabilities is the duty of so training abilities, is the duty of so training the young idea that it may write clean-cut, straightforward, pleasurable Eng-

HELPING HIS FATHER-IN-LAW,

"Son-in-law," he said, as he called him nto the library and locked the door, "you have lived with me now for over two

"Y-yes, sir."
"In all that time I haven't asked you a penny for board."
"N-no, sir."
"In all your little family quarrels I have always taken your part and decided in your favor."

your favor."
"A-always, sir."
"I have even paid some of your bills."
"Y-you have, sir."
"And in every way helped you to get

"Y-you have been very kind, sir."
"I have tried to be, my boy, and I think you appreciate it."
"I-I do, sir."

"I-I do, sir."
"Then the small favor I am going to ask will no doubt be granted."
"It will, sir."
"Thanks. Kindly tell your mother-in-law that the seat checks for the French ball, which she picked up in my room this morning, were dropped out of your pocket, and we'll call it square!"—Truth.

Views of a Philosopher.

"Thirst is a funny thing," said Dismal Dawson, looking dreamily through the windows of the barn loft at the floating clouds, "Too much of it kills a man, whilst jist about the proper amount if it is about that makes life worth livin',"—Indianapolis Journal.

DEPARTMENT

THE UNION CASH STORES OF DUNMORE, LIMITED,

Are now prepared to offer to the consumers of this county, at less than wholesale prices, the largest and most carefully selected stock of Dry Goods, Groceries, Hats and Caps, Furnishing Goods, Notions, Carpets and Draperies, Wall Paper and Window Shades, Ladies' Cloaks, Capes and Skirts, Boys' Clothing in Great Variety, Fresh Meat and Smoked Meats, Stylish Millinery, and every kind of goods required. We herewith give a few prices of staples that you can compare with prices that you are now paying. A complete price list of staples in the various departments will be published each week and mailed to every consumer in the valley. It will pay you to visit our vast establishment, in the meantime, and examine the various lines of goods offered for sale and at prices astonishingly low. Below you will find the prices on a few staple articles, and for

GROCERIES.

balance see our price list, published weekly:

Flour, Best Minnesota, Hard Sp	ring Whea	t.	
Any Brand Desired	•	:	\$3.85
Meal and Feed, per 100 pounds,			75 Cents
Best "Sugar Cured" Hams,			9½ Cents
Best Side Bacon, .	•		6½ Cents
8 Bars of Best 5c. Soap,			25 Cents
1 Package, 5 pounds, Fairbank	Gold Dust,		19 Cents
Strictly Fresh Eggs, TODAY	J		12 Cents

Balance in Grocery Department to correspond in prices with the above.

DRY GOODS.

Atlantic A Sheeting, 4-4, 53/4c. per yard or piece. Pacific Extra Sheeting, 4-4, 51/2c. per yard or piece. Pecolet A Sheeting, 4-4, 434c. per yard, good value. Lockwood's Sheetings, 9-4, 17c. per yard. Lockwood's Sheetings, 10-4, 19c. per yard. Nameless Sheeting, 10-4, 121/2c per yard, extra value. Fruit of the Loom Sheeting, 4-4, 7c. per yard, Hill Muslin Sheeting, 4-4, 61/2c. per yard. First Prize Sheeting, 4-4, 43/4c. per yard, very cheap. Best American Indigo Prints, 5c. per yard. Best Amoskeag Ginghams, 5c. per yard.

Our line of Domestic Fabrics is large and prices are lower than ever.

FRESH MEAT	D	EF	PAF	٩Т	MEN	т.
Best Porterhouse Steak,					12½c.	per pound
Best Sirloin Steak,		2			12 1/2 c.	per pound
Best Round Steak, .	-			45	10c.	per pound
Best Choice Rib Roast, .		- 2			10c.	per pound
Best Pork Sausage, .					10c.	per pound
Best Kettle Rendered Lard,		-			10c.	per pound
Best Chuck Roast, .			-		8c.	per pound
Best Home-made Bologna,	- 21	-			8c.	per pound
Best Boiling Meat, .					4c.	per pound
Best Leg of Lamb, .						per pound
Best Stew of Lamb,	:				8c.	per pound
Best Loins of Veal, .			100		12½c.	per pound
Best Stew of Veal,	:		:		8c.	per pound
Best Pork Chops,	41 W		e ve	~ •	10c.	per pound

We are offering today the most carefully selected stock of Ladies' Stylishly Made Capes, Silk Waists and Ladies' Sicilian and Silk Skirts. They are Stylish and beautifully made. Call and examine. We will have in place by Friday one of the finest lines of Boys' and Youths' Clothing. You will there find just what you want and at prices to correspond with the low figures that prevail all through this vast establishment. We call especial attention to our Shoe Department. It is vast in its proportions and will astonish you in the low prices. We are busy marking our large incoming invoices from the most popular Eastern Shoe Manufacturers. We wish to call the attention of Builders and all in need of First Class Hardware that the elegant store rooms, lately vacated by Mr. John C. Swift, No. 314 Chestnut street, is to be occupied by us for Hardware purposes, and will be stocked with a complete line of first-class goods. It is unnecessary to say further than that Mr. Charles F. Cauley, "a member of this firm," who is known as the most competent plumber and experienced tinsmith in this valley, will be in full management of this very important branch of our business. Low estimates will be given to all who contemplate building. Our motto is to lead in low prices and good goods. Take the Suburban Car at Scranton. It passes by our vast stores. All purchasing from us will be allowed street car fare.

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