

VALUABLE NEWS FROM NEIGHBORING TOWNS

Important Happenings and Personal Items Contributed by THE CITIZEN'S Corps of Correspondents.

USWICK & LAKEVILLE.

Mr. and Mrs. C. R. Sanders are entertaining a friend from New York who arrived this week.

Mr. and Mrs. S. Rohrbacher are also entertaining a city guest. Sunday school rally day services will be held at the M. E. church at this place on Sunday, Oct. 23, beginning at 2 p. m.

A public meeting is to be held in Grange or P. O. S. of A. hall on Wednesday evening, Oct. 12.

Mrs. H. T. Purkiss was called to Wilkes-Barre on account of the illness of her mother who is to have an operation this week.

Mr. and Mrs. A. K. Degroat of Honesdale visited the latter's parents, Mr. and Mrs. John Bishop, at Lakeville during Mr. Degroat's vacation.

There was no school at Uswick Wednesday last week. The teacher, C. H. Pennell, and some of the pupils attended the fair.

The government sent a tombstone for Benj. DeGroat. It has been recently placed at his grave in the cemetery at this place.

The Ladies' Aid will meet with Mrs. Charles Pennell at Uswick on Wednesday next week.

James Ryder and son of Milford visited at Peter Daniels last week. They went to Honesdale on Wednesday.

Those who attended the Wayne county fair from Uswick were Mrs. C. W. Pennell and family, Miss Matilda Lindan and her friend, Mr. John Dopp of Arlington, Mr. Sanders and daughter Augusta, Mr. Stanley Crane, Miss Jennie Crane, F. R. Olmstead, Sr., and F. R. Olmstead and Morton Pennell.

STERLING.

So far the frost has done but little damage.

Rev. W. E. Webster took in the rally at LaAnna last Sunday and so preached here in the evening. The Sunday school will have a rally here on the 23d and we presume the exercises, as usual, will be interesting.

The Ladies' Aid repeated the "Old Maid's Convention" on the 7th and again a full house was well pleased with the entertainment. At the first entertainment about \$40 was realized and over \$27 at the last one.

Report says that on the 7th Abram Garris and Miss Minnie Yates were married in Scranton by Rev. Dorchester of Elm Park church. Congratulations.

Benj. F. Lee is building an addition to his barn.

Mrs. Anna Snyder recently visited her Honesdale friends.

On the evening of the 1st a number of Miss Cassie Smith's young friends met and helped her celebrate her 15th birthday. Refreshments were served.

CLINTON.

Rev. Mr. Farley of Philadelphia, who is employed by the Baptist Commonwealth, for evangelistic work, held meetings at the Clinton Centre church the past week and much good was done. The present week he is at Aldenville.

Charles Sanders leaves for California today. Last evening many of his young companions visited his home for a good-bye social.

Mrs. Mary Kennedy of Scranton is a guest of her niece, Mrs. C. R. Bunting.

Misses Florence and Grace Pruyne of Schuyler, Nebraska, are visiting their uncle, E. B. Haddon, Miss Ella Long of Scranton is also a guest at the same place.

Circle No. 1 will give a chicken dinner at the home of Mrs. John Shermer Thursday, the 13th.

Amanda Norton, who was obliged to return home from Honesdale where she is taking music lessons on account of illness, expects to return to her work next Friday.

H. M. Bunting is suffering an attack of rheumatism. No frosts of sufficient severity as yet to kill tomatoes vines or scarlet sage to report here.

SOUTH CLINTON.

Beginning on October 30th Rev. F. H. Farley of Philadelphia will conduct services for a week at the South Clinton Baptist church. Mr. Farley as a gospel preacher and evangelist is worthy of commendation. In zeal, in energy and devotion he charms his audiences. As you listen to the Bible truths it will become a new book. Old truths are brought out in new and vivid light. Don't fail to hear him at the South Clinton Baptist church from Oct. 30 to November 5.

Rally day will be observed at the South Clinton church on Sunday morning at 10:30. An interesting program is being prepared, consisting of songs, recitations and address by the pastor on Bible school work.

Mr. and Mrs. Frank Jenner, Mr. and Mrs. Amos Geer visited friends in Greenfield on Sunday last. The drought is nearly felt around these parts. Many are drawing water from a distance.

Many of our young people attended the extra meetings held at the Clinton Baptist church last week. All enjoyed the services very much.

MILANVILLE.

Mrs. Maria Calkins, who has been visiting her daughter, Mrs. Horace Twitchell, at Port Jervis, N. Y., returned home Saturday.

Edgar Twitchell of Port Jervis spent Saturday and Sunday in town. Rockwell Brigham made a business trip to Lackawaxen on Saturday last.

Mrs. John Skinner and daughter attended the funeral of Mrs. Yeth at Narrowsburg last Wednesday.

Mrs. Bertha Jackson has gone to

"SUNDAY SCHOOL TEACHER AND HIS METHODS."

Paper Read by Miss Clark Before the Convention at Danamascus.

To know God and to come into loving personal relationship with him is the right of every child as much as the right of every adult. This is the true Christian life. Since this knowledge and friendship means so much to the child it is of course the duty of each follower of Christ to bring every child nearer his Saviour and Master. This must be done by giving this child a knowledge of the Bible and by showing Christ revealed in us. Some knowledge will be acquired in the home but it is usually left for the Sunday school to give the systematic study of God's word.

How important then is the work of the teacher to whom this charge is given. Yet there are many teachers who do not realize this, many who are not record as teachers who are not teachers in fact, or who do not really know what teaching is. It is not, however, the purpose of this paper to criticize those who are trying to do work along this line but, if possible, to give a few hints that we hope may be of use to some one.

In the first place the teacher should have a knowledge of his pupil, his lesson, and how to present that lesson.

He must know whom he is to teach; not merely know his scholars by sight, know them by name, know them so that he can greet them as acquaintances, but he must know them in their individual capacities, attainments and needs.

The teacher must study each scholar as to the measure of his knowledge. There is more of an ignorance of ordinary things among children than is commonly supposed.

Then, too, the teacher must know his pupils' personal tastes and peculiarities.

The hopeless lack of ability to see differences in individual scholars is the cause of failure of some good men and women to be teachers. However much they want to teach and however often they are given a trial, to them a class is a class and a scholar a scholar and every lesson to be taught in one and the same way. But such a person is no teacher.

The true teacher looks for little peculiarities which make his scholars different from others. He asks himself, is he exceptionally bright or dull or of average intelligence? Does he know the main points in the Bible story or is he ignorant of what it means and what it teaches along this line. The questions in the lesson helps should not be followed blindly. They are intended more for help in study than in recitation. As a teacher questions he should know what answer he wishes to receive. If an answer is given, although it is not what he expected, if it has a grain of truth in it, that truth should be recognized. Then another question may be given to bring out the desired answer.

At the beginning and end of each lesson as well as at the end of the quarter the teacher should review. When a teacher has tried to teach some particular thing he will not find this difficult. At every review the teacher should ask himself, "What have my pupils gained during this quarter?" And at the close of each lesson, "Can they recall the main facts of the lesson?" Whether the result is gratifying or not reviews should be held often. Perhaps one-fourth to one-third of the time should be taken in this way for without frequent reviews the truths one learns are most thoroughly apt to pass from our minds.

We have spoken thus far only of the teaching work of the Sunday school teacher, but the teaching work is by no means his most important work. Milton held that he who would be a poet must first himself be a poet. So he who would teach truth and reproduce truth must himself first be truth. He must be centered in God—must be an overflowing from God to those to whom he goes.

If his earnest wish is to influence his scholars to a personal love of Jesus, he will manifest that desire in all that he says and does. If he wishes his scholars to be truthful and honorable and in the best sense manly—he will make every Bible truth or Bible precept which bears on the subject, very clear to them.

We should remember that we have both conscious and unconscious influence. That while we are trying to impress some truth along the line of our intended influence, we are also influencing in an unconscious manner. This unconscious influence emanates from the teacher's very character, disclosing itself, with his thoughts, in his actions, manners and incidental words, also in his looks and the varying expression of his countenance. The teacher will have power for Christ just in proportion as the character and life of Christ are revealed in him. The height of the teachers' art, therefore, is found in the possibility of personal character.

It seems only natural that the teacher should influence more by what he does seven days in the week than by what he says in one. Therefore, in order to do his best teaching a man must be the best man he can be. Dr. Work says: "Life itself is more powerful than any method. Example is the greatest privilege. Therefore it is that character is the teachers' final endowment. There is no method for the teacher who has not learned that above and beneath all methods is that subtle grasp of soul upon soul which imperfectly we describe as influence, magnetism, personal weight or favor. He indeed is the hiding of the teacher's power. Knowing this the teacher, desiring to glorify and refine his art, will put many touches of mallet and chisel upon his own character."

Then with this influence should go a love for one's scholars. The teacher should love each scholar with a love that recognizes every child as a fellow creature, a personal object of the love of God and one who is very dear to Jesus. Unless he has this love and shows it in his work with his scholars he lacks one thing without which all else must go to naught. We have said nothing thus far of

immediately draw attention. The attention once secured it is important that the teacher watch for any flagging of interest on the part of the scholar and be prompt in recalling it. In this matter he must have the co-operation of the pupil and the habit of attention must be formed.

The attention of the class having been secured the teacher may present the truths of the lesson. In doing this his one aim must be to make himself clear. To this end he should first try to find his scholars level and share his sympathy.

The story should be told simply and slowly; then questions may be given to see if scholars have formed right impressions.

Illustrations may be used here but they should always be simple and within the child's experience. The teacher should shun symbols as a child can imagine a miracle much sooner than he can understand a parable. Mrs. Edward Walker tells of hearing a clergyman explain in an address to children that Christian ministers are the salt of the earth. After he had shown the value of salt in its power to keep victuals from spoiling he told of the good work of ministers in aiding to preserve the world from total corruption. The children understood both parts of the address but they could not run them together properly. When he concluded his address with the question, "Why then are ministers the salt of the earth?" they answered, not unaturally, "Because they keep victuals from spoiling." And that is a fair illustration of the danger of speaking in parables.

The help of the eye should be sought by the teacher in his effort at making clear the truth he would teach. Maps and pictures and other visible helps are important.

With scholars who read, the directing of their attention to the Bible text itself, together with the teachers' explanation can be made to help a great deal. Then, too, showing the scholar other passages of the Bible which throw light on the subject will help. A teacher may interest his scholars in prophecy by showing the Old Testament prophecy and then to fulfillment in the new.

During this process of making clear, three classes of questions may be asked, questions that exercise the thinking power, questions upon the words of the lesson and questions that develop the spiritual truth. He should find out what the text says, what it means and what it teaches along this line. The questions in the lesson helps should not be followed blindly. They are intended more for help in study than in recitation. As a teacher questions he should know what answer he wishes to receive. If an answer is given, although it is not what he expected, if it has a grain of truth in it, that truth should be recognized. Then another question may be given to bring out the desired answer.

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the great aim of the teachers' work but we must not forget that there is one great aim. Every teacher comes to his scholars a representative of Christ and as such it is his duty to have as his end and aim, the end and aim of Him whom he represents. "To this end Christ died and lived again, that he might be Lord of both the living and the dead." The bringing of the scholar then into the faith and likeness of Jesus is the only proper aim of the Sunday school teachers' endeavors. We should realize then that the work is important and therefore responsible. For the scholars whom the teacher has in charge he is responsible to God. The evidence of responsibilities and the manner of its discharge will be disclosed before the universe. In the thought of this every teacher ought to love, ought to work, ought to pray and ought to trust.

CARRIE CLARK.

Suppressing the Hessian Fly.

On account of the warm weather which prevailed in the first two weeks of September the sowing of wheat was deferred by many Pennsylvania farmers until the latter part of the month. But little wheat was sown before September 20. Many farmers decided that they would not sow until after Sept. 25, and some concluded to wait until the first week in October. They thus decided because of fearing the damaging of the wheat by the Hessian fly.

Concerning this matter, Prof. H. A. Surface, State Zoologist, gave the following information to a correspondent:

"Replying to your inquiry asking what to do to prevent the Hessian fly in wheat, I can say that the only practical means is to avoid early planting. After having studied the subject in a practical manner in this state for several years, I am convinced that planting before the 20th of September in any part of the state is sure to invite the attacks of this pest. Certain farm practices can be observed to help suppress it. For example, volunteer grain should be turned down, or destroyed, so as not to carry it from any plants which come up from seeds scattered in harvest time and left growing.

A good way to catch this pest is to sow a strip of wheat in the latter part of August, and after the eggs are laid abundantly in it, or toward the latter part of September, turn this down and put it in order, and reseed it for the crop you wish to reap next summer. This is what is called planting a trap crop. A trap crop is of no use unless the trap is destroyed. In fact, you can see that it is worse than none at all as it would be a breeding place for the fly.

Recent experiments at other stations seem to give similar results. Silage is each year used more extensively by practical feeders with almost unanimously good results. From the Correspondence Courses of the Pennsylvania State College.

The long coats for Ladies, Juniors and Misses at Menner & Co's store. All late makes.

"In several cases I have had opportunity to compare early and late fall planting, and in all cases I find the breeding places of the Hessian fly to be worse in the early planting. One can safely wait in this state, as a rule, until sometime in October, and, of course, the later it is delayed the more sure he is to avoid the attack of the fly. However, as said above, the earliest one can do seeding, and be sure there is no serious danger of injury by this pest, is the 20th of September. It is out of the question to suppress the fly by treating the wheat or the soil with any chemicals or poisons. It does not attack the grain but the growing stalk, and for that reason seed treatment and soil treatment do no good."

SILAGE FOR FATTENING STEERS.

A moderate amount of silage fed to fattening animals improves the appetite and general health. Some experiments have been made to determine as far as possible, the feeding value of silage for fattening animals.

At the Pennsylvania Experiment station when corn silage was compared with corn stover for fattening steers it was found that "the steers fed corn silage made more economical gains than those fed corn stover," and "showed a better coat and more thrifty appearance." These steers were fed broken ear corn and cottonseed meal in connection with the corn silage and corn stover. A liberal silage ration was found to be more economical than a limited one when fed in this manner. The steers getting the largest amount would eat only about 15 pounds of silage per day. The Indiana Experimental station states that "corn silage may profitably be used as a portion of the ration in finishing steers." "A ration composed of silage, corn, cottonseed meal and corn silage without hay proved to be most efficient ration tested for fattening two-year-old steers, as shown by the rate of gain, cost of gain and finish of the cattle. At the Ohio station, it was found that silage could be used to good advantage in fattening cattle when stover and hay were high in price. No difference in the finish of silage fed and dry fed-cattle was apparent.

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