

WANTS SUPT. KOEHLER RE-ELECTED AND SALARY SUBSTANTIALLY RAISED

DR. SWIFT ADDRESSES TEACHERS ON LAST DAY

RESOLUTION UNANIMOUSLY PASSED TO RE-ELECT SUPERINTENDENT KOEHLER AND INCREASE SALARY TO \$2,500 A YEAR—DR. CORSON OCCUPIES THURSDAY MORNING—SAID IMAGINATION OF CHILD IS NEVER FULLY APPRECIATED—DR. WOOD, WHO SPOKE ON "PATRIOTISM," SAID THAT EVERY SCHOOL BOARD SHOULD SEE THAT AMERICAN FLAG FLOATED OVER EVERY SCHOOL HOUSE IN THE LAND—INSTITUTE CAME TO A CLOSE FRIDAY NOON, HAVING GIVEN INSPIRATION TO ALL.

Continued From Last Friday's Issue.

Prof. Barbour on "Webster's Reply to Hayne."

Prof. Barbour discussed "Webster's Reply to Hayne." The great value of Daniel Webster's speech was the fact that it interpreted the meaning of the Constitution to the great middle class of people. Mr. Hayne had attacked the whole policy of the north. He quoted the Virginia and Kentucky Resolutions. He upheld the southern policy that a State may nullify an act of Congress under certain conditions. Daniel Webster in his great reply to Hayne said the Constitution originated with the people of the United States and not by the people of any one State. The Constitution gave the people the right to declare war, coin money, regulate trade and make treaties.

The Constitution of the United States are the supreme laws of the land and no state shall have laws conflicting with it.

South Carolina says the tariff is unconstitutional. Pennsylvania says it is not. The Constitution says that the tariff shall be uniform among all the states. If South Carolina will not pay the tariff then she will have to stop the United States Collector of Imports, when he comes to her state. Only the militia can do that and would not that be treason? What is Mr. Hayne going to do about that?

The makers of the Constitution trusted in:

1. The correct interpretation of the Constitution by the U. S. people.
2. In frequent elections.
3. In the dignity of the decisions of the Supreme Court of the U. S.
4. In the power of amendment.

Prof. Barbour concluded by saying:

The North and the South have become so firmly welded together that each now rejoices in the fame and honor and distinction won by the other.

Wednesday Evening.

The Maurer Sisters' Quartet, composed of four young ladies, delighted a large audience at the High School Auditorium, Wednesday evening. There were humorous recitations, whistling solos, flute, violin and cornet solos with piano accompaniments, and all were pleasingly rendered.

Thursday Morning's Session.

The institute opened with martial music, led by Prof. Watkins in his usual inimitable style. Prof. Watkins puts an enthusiasm and life into his singing which makes it a delight to every one in the room.

The devotional exercises were conducted by Rev. Albert L. Whitaker of the Grace Episcopal church of Honesdale.

Dr. Corson on His Choice Subject.

Dr. Corson then took up the subject of arithmetic again. He said in part: "Boys and girls try to remember how to do questions and do not try to reason them out. They memorize a certain process and apply it to all questions of a similar nature and use no reasoning at all. Be sure the first step in a problem is thoroughly understood by every pupil before the next step is taken up. The child should be made independent in reasoning. His parents should not rob him of his chance to grow by doing their work or reasoning for them. It is unfortunate for a child to have well-educated parents if their judgment is so harmful as to take away their child's independent thinking."

Prof. Barbour—Shakespeare.

Professor Barbour then took up Shakespeare's "Macbeth." Shakespeare's plays all teach "whatsoever a man doeth that shall be also reap," no less truly than does the Bible. He paints sin with a power almost superhuman, but never forgets its punishment.

"Macbeth" opens with the prophecy of the Witches of Endor for telling "Macbeth" of his future. The introduction is most significant.

Lady Macbeth and her husband plan to murder King Duncan, that they may usurp the crown.

Macbeth hesitates and draws back but Lady Macbeth taunts him for his cowardice and fickleness and dares him on to the deed. So the plot is laid.

Macbeth steals into King Duncan's chamber and murders him. Retribution at once commences. Remorse and agony haunt Macbeth in a million ways. Macbeth and Lady Macbeth are now, through Duncan's death, King and Queen of Scotland. Now Macbeth in cold blooded brutality plans the murder of his dearest friend, Banquo. This accomplished, he tries to make himself feel secure. He goes to consult the Witches and they uphold him by false promises. He is spurred to desperation and orders Macduff's wife and children killed. Lady Macbeth is so haunted and tormented by awful dreams that

she finally ends her own life.

The conclusion is a mighty picture of Macbeth's remorse and despair, and his penalty for sin. He is finally killed by Macduff on the field of battle. This play must be taught by such a master mind as Prof. Barbour to be thoroughly appreciated and enjoyed.

Dr. Corson Occupies Last Period.

Dr. Corson took up the last period in the morning. He says the imagination of the child is never fully appreciated. The average pupil, who fails in arithmetic, does so because the teacher fails to read into his question the necessary imaginary conditions that make its successful solving.

A banker once said he could teach a boy more practical business in his bank in three weeks than a teacher could in three months. Of course he could. Because that's the only thing he'd have to teach. The biggest help the banker would have would be that the boy would be working with actual notes and drafts instead of with meaningless printed forms of such. If teachers brought concrete arithmetic into their schools in a practical way, much more effective results would follow. Dr. Corson said often too much credit was given a pupil for a correct process, but an incorrect result. This should not be tolerated. Their standard in school should be as exacting as the one life will require of them later.

Thursday Afternoon.

Thursday was banner day in the history of the Teachers' Institute. At 2 o'clock the High school auditorium was crowded to its utmost capacity. The High school orchestra rendered some excellent music in a most creditable manner. Singing by Miss Blanche Pierce followed next. She gave in a most pleasing manner a Scotch song and "His Lullaby."

Two recitations were then given by Miss Edith Simons of Newfoundland. They were thoroughly enjoyed by everybody present. Miss Simons has a pleasing personality and delightful manner.

Prof. Watkins sang "The Elfman" and the "Four-Leaf Clover." He was so heartily cheered that he sang, "You'll Get Heaps of Lickins for the Things You've Never Done."

Dr. Wood on "Patriotism."

Hon. Frederick Dale Wood, of Seattle, Washington, who lectured on "Patriotism" was then presented. Many men think if they shoulder a musket and march away to war, they have the deepest and best patriotism. Alexander thought he had it. Joan of Arc thought she had it. The French Revolutionists thought they had it, but they mistook liberty for license and defeated the very purpose they sought to obtain. This patriotism is surely one kind and is recognized as such by men in all lands, but the highest and best form is the patriotism of the home, the patriotism of our every-day life which expresses itself in our efforts to better ourselves and our fellow-men. Mr. Wood said if he had the power he would force every school board to vote enough to have the Stars and Stripes floating over every school in the land every day from sunrise to sunset.

The speaker said he would never forget the time when Tetravini sang in the streets of California. Two hundred and fifty thousand voices caught up the song of "Auld Lang Syne" when she raised the leader's baton and led that vast multitude in it. The great singer's voice was worth, commercially, to her \$2,500 a night and yet she had real patriotism enough to give to the poor the benefit of her wonderful voice. The acts that lead to doing for others show the highest and best patriotism. Reverence for womankind and respect for mankind are two forms of patriotism well worth cultivating. The teacher has the greatest opportunity for sowing the good seed for the child remembers longest what he learns at school. The patriotism taught there will long live in the soul of the child. The national songs should be taught in the public schools, no matter what must be sacrificed to this end. Children should be taught to rise when the national airs are played. Too much patriotism lies dormant in the hearts of our people. The world is getting better every day. Men and women are getting better, boys and girls are getting better. Some schools teach sex hygiene, because it is a subject ignored completely in the home. Parents are to blame for this ignorance. They should not force upon the teacher a duty which they themselves should discharge without fail. The speaker became a tramp in order to find out why tramps are tramps. He became a convict in order to find out what cause has made the convicts bad. He lived among the girls of bad repute in order to find out the temptations of

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their life. All this he did and much more so that he might know the cause of much of the sin in the world and do what he could for its extermination. There has come to him one answer and that is this: That their parents neglected the sacred duty of telling them about their physical functions.

Mr. Wood's lecture was keenly appreciated by the audience. Adjournment.

Friday Morning's Session.

The institute opened Friday morning with the singing of "Lead, Kindly Light." Professor Koehler gave out several announcements and then thanked the different instructors for their splendid and efficient work. He expressed his joy and satisfaction at the enthusiasm of the teachers and their evident earnestness.

Rev. W. H. Swift, of the Presbyterian church of Honesdale, led the devotional exercises.

"Christ Before Pilate."

The institute then indulged in several inspiring songs, after which Prof. Barbour gave his last talk. His subject was "Christ Before Pilate." Pontius Pilate had the power of life and of death over his subjects. He was, however, responsible to Tiberius at Rome for his decisions. Pontius was not a popular governor. He sent soldiers with concealed daggers to murder the Galilean rioters. Early on the Friday morning of Christ's crucifixion Pilate's palace was surrounded by a mob of Jews. Pontius Pilate knew human nature well. He read the anger and malice in the faces of the accusers and he also read innocence in the face of the Silent Man in their midst. Pilate took Jesus into an inner room and said, "Art Thou the King of the Jews?" And Jesus answered him gently, "Think ye that I am or did others tell it thee?" Then Jesus explains to Pilate that the kingdom he represents is not an earthly but a heavenly one.

Pilate, knowing and feeling Jesus' innocence, comes before the people and says, he finds no fault in Him. So Pilate sends him to Herod where he is crowned with thorns and clothed in a purple robe. Pilate, wishing to compromise, tells the Jews he finds Jesus innocent, but will chastise him and let him go. This shows Pilate's cowardice. He knew Jesus to be innocent but he lacked the moral courage to carry out his convictions.

When Pilate could no longer satisfy the Jews, he delivered Jesus up to them and they took him to the Cross. Pontius Pilate was a shrewd, cunning, conniving politician, groveling for the popularity which the people could give him. We denounce Pontius Pilate but we support others much like him because we, too, are too cowardly to stand against the multitude. Jesus left a splendid gift to his immediate disciples. He left them his example of unswerving loyalty to his own manhood, to truth, and to righteousness. Jesus emphasized the sacredness of a public

trust. And we need to-day to hear from the public platform, in the school, and in the home, the deep disgrace of the man who betrays the public trust placed in him to his own personal benefit. The richest inheritance of American citizenship in this country to-day, is Christian citizenship. Professor Barbour touches the hearts of all his hearers, his message will long live in the hearts of those who love him.

Closing Work of Institute.

A long intermission, followed by roll call, and the institute took up its closing work. Miss Edith Swift then spoke for State College. She described its educational advantages, its beautiful scenery, the superiority of its instructors and closed with a plea that next year Wayne County might be the banner county on sending representatives to the Pennsylvania State College summer session.

Wants Supt. Koehler Re-elected

The committee on resolutions made one recommendation. It was voiced by Professor H. A. Oday, of the Honesdale schools, who offered the resolution that in view of the fact that Superintendent Koehler has thrown his heart and soul so nobly into the work of the schools, be it hereby

Resolved, That we ask the directors of Wayne county to re-elect Supt. Koehler and increase his salary to \$2,500 a year. The resolution was unanimously adopted.

The present salary of the office is \$1800 a year, but Superintendent Koehler must pay his own expenses out of that amount. He must do considerable traveling about the county in visiting schools and the increase is meant to cover all expenses occurring in carrying out the duties of the office. Mr. Koehler would not receive any increase in salary but if the school directors acted favorably on the resolution as passed by the institute, it would not be necessary for him to pay his actual expenses out of his present salary.

"The Teacher's Growth."

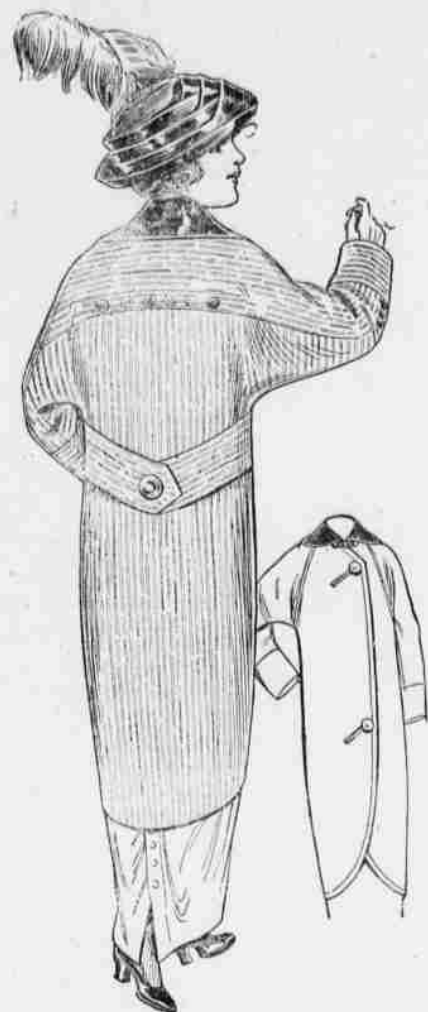
"The Teacher's Growth" was then discussed by Dr. Corson. He said he had gotten so much good out of a little book called "The Teacher." In this book is a balance sheet for teachers. On it the teacher should credit themselves with the work they have done well, and to charge themselves with the work they might have done better. Let the teacher ask herself this question: "Am I growing or am I not? Would I go to the teachers' institute if I wasn't paid? Is another personal question the teacher should also inquire. What am I doing for the community in which I work? What am I doing for the moral uplift of the people among whom I labor? Is my school better because I am there? Is the community better because I live there? If you are teaching only for the money you get out of it, you had better credit yourself with failure. If you don't give your spirit and life to it, you are worthless. Emerson said "I can't hear what that man says, his life speaks so loud that I lose his words." Let your life be the molding influence in your community. The teacher should test himself on his promptness. It has been said teachers preach the most promptness and practice the most tardiness of any class of people. Then again, do you radiate happiness? Are you a constant bringer of cheer and joy? If not, try it and see how much good you'll get out of giving cheer.

Dr. Corson closed with Ella Wheel-

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er Wilcox's poem, "Talk Happiness."

Resolved to do Better Work.
The institute closed with Dr. Corson's blessing on the teachers. Every teacher went away inspired, resolved to do better work and more of it. All felt the institute to be one of the finest the county ever held.

BIG PROFITS FROM PARCEL POST FIRST YEAR.

The parcels post, according to estimates from available figures, will earn about \$30,000,000 for the government in its very first year.

EXECUTOR'S NOTICE.

Estate of JOHN B. LEONARD, Late of Scott Township.

All persons indebted to said estate are notified to make immediate payment to the undersigned; and those having claims against the estate are notified to present them duly attested for settlement.

W. B. RAYMOND, Executor.

Sherman, Pa., Oct. 30, 1913.

—Shop early and help the clerks in the stores.



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