

Educational Department

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Communications may be sent to either of the above editors, as may appear, and will appear in the issue of which he has charge.

COMPULSORY EDUCATION.

An essay by Arthur Hays, before the Bradford County Teachers' Association, at Herrick Sept. 9, 1915.

An apology, or at least an explanation, seems due in presenting this subject to the Bradford County Teachers' Association, at this time. But a few meetings have passed since the Association listened to a discussion of the same subject, far more able and exhaustive than any I can hope to give.

While we are justly proud of our common schools, it must be admitted that the system, with all its excellencies, contains many, and some very serious, defects. One of the objects of associations of this kind is to discuss these defects, and offer suggestions for their remedy or removal.

And if, in this discussion, either from the nature of the subject, or want of skill in treating it, my essay appears uninteresting and dry, spare not your criticisms or censures. But rest assured that both will be kindly received, and if possibly, made a source of profit for the future.

An eminent writer on the subject of education, has divided the great evils of our common school system, into the following classes: (1) want of interest on the part of parents and patrons; (2) frequent change of teachers; (3) excessive multiplication of school districts; (4) diversity and imperfection of text books; (5) incompetent teachers and defective supervision.

Our first care should be to secure the presence of these children in our schools, and then we will devote means for their instruction. As we believe that this attendance can be secured only by means of a compulsory law, we claim that this subject is at present, the most important to which we can turn our attention.

We take it for granted that no one will dispute the truth of the statistics which go to prove that education is a preventive of pauperism and crime; that no one will deny the necessity of education in every government of a democratic form, as a safeguard to the liberties of the people; that if any one would dispute the latter, he might as well deny the former.

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NOTES ON THE INTERNATIONAL LESSONS.

BY REV. JOHN S. STEWART, D. D. STEPHEN'S DEFENSE. OCTOBER 8, 1874. FOURTH QUARTER, LESSON II.

In the last lesson Stephen's aim was to show that there had been no essential changes in the condition of the chosen people, a gradual progress in the development of the outward form of the church. Instead of being created in a complete and complete form, it grew by slow degrees and gradually assumed its then existing form of organization.

Thus from the beginning until the time of Solomon, there had been gradual development. Why should it be assumed that no further change and progression was possible? Where could be the blasphemy in assuming a new and higher development, especially if predicted in Scripture and confirmed by irrefragable proof?

This general idea runs through his lengthy defence. But while carrying it out, he uses the argumentum ad hominem. He charged against him that he had taught that Jesus would destroy the temple and change the customs that Moses had delivered unto them.

As to the second point, he shows that the temple was not intended to be permanent; that according to the testimony of Solomon and Isaiah, Jehovah cannot be confined to temples. The inference is that it is no use to teach the destruction of the temple when God has announced it to be his will to remove it out of its place.

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Diamonds, Fine Jewelry, Watches and Clocks.

WATCHES AND CLOCKS.

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WATCHES AND CLOCKS.

WATCHES AND CLOCKS.

WATCHES AND CLOCKS.

WATCHES AND CLOCKS.

WATCHES AND CLOCKS.

I am not a prophet.

Neither the son of a prophet.

FALL & WINTER CLOTHING.

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High Valley and Pa.

High Valley and Pa. Railroad.

Table with columns for stations and times. Includes stations like Buffalo, Tonawanda, and Buffalo.

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