## TIIE BRADFORD REPORTER.

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| TOWANDA: |  | \% istellareors. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Gaturany florniry, December 1, 185s. |  | The Husking Frolic. |  |  | Hezelicah Pedott |
| co 10 |  | $o_{0}$ |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | as | $\xrightarrow{\text { red }}$ |  |  |  |
|  |  | wreathed their clustering |  |  |  |
|  | than upon the others of lis class. The first |  | with the quicknes of a deer, she sprang aside, |  |  |
|  | principles must therefore be wholly neglected, |  | leaving her black silk apron in his grasp. An- | cearing land. |  |
|  |  | ed out throngh the garlands, starring them to |  |  |  |
|  | en to the class ; but with the additional labor | lire roof Sill, the illumiuation was neither |  |  |  |
|  | consequent upou hearing a lesson that never |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | lessons grow more and more difficult to one |  |  |  |  |
|  |  |  |  |  |  |
|  | sons. On lis return agaii, he finds matters |  |  |  |  |
|  | worse than before. He soon has a settled dis- |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | berrs of the class who get along so much better |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  | heary to be borue where they are ; they hope it will be lighter soumextere else. They for- |  |
|  | from the teacher, unless he obtrued himself |  |  |  |  |
|  |  | the sharp elge of the shovel he drew the ten. | believed, hove erer, that he was utterly routed, |  |  |
|  | ter ; and he is therefore kept at home, or sent |  | remained silent, and on being asked by his | $\left\lvert\, \begin{array}{\|l\|l\|l\|l\|l\|l\|l\|l\|l\|l\|} \text { reil } \end{array}\right.$ | , But the time Ims speakir' of hedd been out |
|  | to some other school, there to reenact the |  |  |  |  |
|  | same scenes, if the teacher is frithful, and leave |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Ėdutational. | In this school he loses nol lessons, he is |  |  |  |  |
|  |  |  |  |  |  |
| [Firs the Patuord heponter.] |  |  |  |  |  |
| ed oase do not apply. | graduates, he goes forth to teach all. Xow, | ravye of Uncle Xeds eye. Sot that Salian in- tended it, or that Uncle Nat had any particu- |  |  |  |
| -rron: There are many diffeelties and | Where was the root of this eril? Was the |  | found the milk quite black. So be went to | ${ }_{\substack{\text { The } \\ \text { a stru }}}$ |  |
| es to which the faithrul teacher is | For insisting upon the importance of constant | to place the few clarms sparsely distributed to | "Master, they are coming down upon us, |  |  |
| ciat are not geneneraly k kawn or |  |  | "How | nature |  |
| One of the mest fruitul sources of troubles of |  |  | "Look at this blac |  |  |
| lisis ind, is the permitting of scholars to stay anay from sclool a day or a half day. when |  |  |  |  |  |
| fruut tesonon is to bee recitec. All liessons | But, it will be said, are children never rally |  |  |  |  |
| emore or less clas |  |  |  |  |  |
| but, some require more labor than oth- |  |  |  |  |  |
| in most cases, these difficult but more im- | shoud, at all times, be watched over by the |  | ern Lorizon Then followed the liatte in whicht the Forian Sultun wwes slain |  |  |
| ant lessons contain the principles in |  |  |  |  |  |
|  | hours of sleep, should be sedulously guarded |  |  | Who si | mor |
| ter the elements of a ceiene, who hates the | against ; but in the case of the scholar, we | $\begin{aligned} & \mathrm{We}, \\ & \mathrm{nat} \end{aligned}$ | $\begin{aligned} & \mathrm{mo} \\ & \hline \mathrm{np} \\ & \hline \end{aligned}$ |  |  |
| Uiorough, searching drill of the faituful teach- | would have the parents investigate the cause |  | visitors of the kind have ever entered before |  | and nother Beciott, its sather Becloters name, |
| d, while upon first principles : and, when sucl |  |  | thought she must 'fix up' for the stranger, and |  |  |
| at home, or vists some friend, or to rum in the | be the saerilice for non-attendance |  |  |  |  |
| Steet. To stay at home, perhaps, for a sick- |  | $\begin{aligned} & \text { xen } \\ & \text { bee } \end{aligned}$ | and tucker, and putting on her newest airs of |  |  |
| dess so slight, that it wonld not prevent atten |  |  |  |  |  |
| place where two stillings conld be made, | ercie |  | s girl only can. By-and-by, she came s a bair in one of the dodgers, and pulling |  |  |
| if it were neeessery to go through mad | sions, " like angel's visits, | lished usare of all husking parties entitled |  | rea |  |
| $\begin{aligned} & \text { rain to reach those places. A si } \\ & \text { so ephemeral, and so accommodatin } \end{aligned}$ | It may be asked again, how do parents know | holder. | only corn silk." "Yeear! ! say, eoorn silk | griuding corn nnd gra | I |
| wre, that it will disappear the ery hour the | when the most difficult, or the most important | The barn rang again with |  |  | "whit,", whien he said "silly," heid a ket on |
| ane whieh prodered it (that is the hard less Wo has pused of without caring the patient | lessons are to be recited? They do not know; |  | Est | ${ }_{\text {The }}$ |  |
| so has pased off, without learing the patient utal redued in flesh, or in strength. Per- | stay out of school a moment, if it can possibly | in finding the red ear, abandoned work and | win causiug them to lose flesh and look very |  |  |
| the pupil will remain froun sechool a whole | be aroided. If they do not know which are | began dancing over the stalk heap, clappiug | dull. To clean the calf is a very disagreeable |  |  |
| to do something that could and would, | the most important, they do know, or they |  |  |  |  |
| -t other eirenstances, be just as welldone | portance to require the attention of their |  |  |  |  |
| eiter lie in bed, to get the sleep that |  | But the young men, after the first wild shout, remained unusually silent, lookiuly sherpistly | if ne trial does not completely rid the calf? | ments, that |  |
| or | If parents conld |  |  |  |  |
| mh was in the street, or |  |  |  |  |  |
|  |  |  |  |  |  |
| ot |  |  |  |  |  |
| a dificult lesson was to be reeited |  |  | two black ceer, a swollen fraee, and a severe |  | ond |
| had laid his plans ascorringly.- |  |  |  |  |  |
| - bell is ringing, he suggets to the | for their scholars, these annoying and discour | cried a pretty black eyed piece of mischief, from |  |  |  |
| he was wanted for some purpose at | aging absences would soon cease to trouble t |  |  |  |  |
| be. When the |  |  | York, alieed a silior whon |  |  |
|  | Tarit Bragrse, - A surcerer specimen, whose |  |  |  |  |
| the child, the parent concludes that | vist to the state - arir gave him inerty |  |  | more The same reason snyerests the importance of |  |
| welis tay at home the rest | , |  |  |  |  |
| may be. |  |  |  |  |  |
| Sn las passed off he obtaius | ion head a week, and the thood disecolors the war |  |  |  |  |
| outwitted lis pareuts and |  |  |  |  |  |
|  | down in New Albany, they have a trip ham- |  |  |  |  |
| is $t$ l | mer, driven by a forty horse power steam en- | $\begin{aligned} & \text { ple } \\ & \text { his } \end{aligned}$ |  |  |  |
| of teacher, upon the eccho- | there is so much blood, that with it they drixe |  |  |  |  |
| Wt leseon, in which the pricipiples | a grist mill of six run of burrs on account of low water, | peachy bloom before starting on his pilgrimage, |  |  |  |
|  |  | The maiden, laughing till the tears spe a | one tongue is | it happens to have any in in tre treasn) ousty jeopardized by the lostities whit |  |
| bison, then | of a marriage in a village church, the | her eyes, pushed him towards Salina |  | en out. -1 |  |
| whic |  |  |  |  |  |
| t. 1 |  |  | ation: | ustally kissed |  |
|  |  |  |  |  |  |
|  |  |  |  | "And how do you manage when the happy |  |
|  |  |  |  |  |  |

