## THE BRADFORD REPORTER.

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|  | still glossy waves, she plaited it |  | The Withered Heart. | Euncational Departurent. | pervisory control over the less experienced teachers of the school, and to manage cases 4. Great facilities for dividing the school |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |
|  |  |  |  | The The Pensylvania State Teacher's As. <br>  We lope that several. teachers from this part |  |
|  |  |  |  |  | Clases, enabing the teacher to derote more |
|  |  |  |  | We hope that several teachers from this part of the State will make their arrangements to |  |
|  |  |  | world, you are but a poor judge of the humheart, if you think that a smiling face, and a merry langh, constitute a happy one. There | attend. ${ }_{\text {G reensburg }}$ is in a pleasant section of the | he eoold do if the claseseswere smaller andthere were oree eto be heard.5 . Greater facility for classifying the school |
|  |  | ment-there sits che eery image or bis lovely bride and a selfonscios blush mantes her cheek as he stops to kiss her with words of |  | State and a $^{\text {trip over the mountains will well }}$ pay the expense. We have assurances that |  |
|  | trivial fault had gained the mastery over ber, and impereeptibly had placed a barrier be | cheek as he stoops to kiss her with words of joyful sarprise-"Why Ellen!" He has time | merry laugh, oonstitut a happy one. |  |  |
|  | tween her and the one she loved on earth.- True, he.never chided her,-never apparently |  |  |  | Schalars and for adaptiog the disieipline of |
|  | notied her altered apperance, -but she weilknew he mo longer urged her going into socie. |  |  |  |  |
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|  |  |  |  |  | (each lessou, resultiong from the less number of |
|  |  |  |  | an at any yusequent time. There are to be veral lecturere of eminence present, among |  |
|  |  |  |  |  | school.rom. 7 . The enthusiasm created in the minds of |
|  |  |  |  |  | the schools, not only during her recitation,butalso during the hoors of stady by the thoandand ihat they must soon appear in the presence ofsol arge a class, and measure themelves, in- |
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|  |  |  |  |  | 8. The incentives to greater diligence on <br> the part of the pupils from the influence ex ted upon them by the prospect of promo |
|  |  |  |  | f | erted upan them by the prospect of promotion. <br> 9. The economy of both time and labor on |
|  |  |  |  |  | re part of both teachers and papils. Noone who has witiessed the practical workgod school, a teacher can instruct sixty or seventy. five pupils more easily and more emconthan twenty five or thirty in a mixed school. |
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|  |  | as he retires to the cosy apartment approppri- ated to lis use is, ${ }^{\text {a }}$ Well, this is happy fum- |  | lish problems in intellectual and written arith |  |
|  |  |  |  | We will, too, now and then, give difficult | Amp Wonk, -AIt classes of men complain |
|  |  |  | pillow, and crossing $m y$ hands over my heart | English senteneses, for analysis and parsing -- Perlaps we may also pubbish eadi week a |  |
|  |  | some day msed with his visioss | Do not weep for me when you see me streteh- <br> ed in the cofd embrace of death. Do not | short list of common words, which are fre-quently mis prononnced, with the correct or-thoepy, according to Webster and Worester. |  |
|  |  | his wiftes movements with some anxiety -he could not bear to have her destroy the favora- |  |  |  |
|  |  | could not bear to have her destroy the favora- |  |  |  |
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|  |  | subject so long unmentioned between them -But Mrs. Thornton needed no friendly advice |  |  |  |
|  |  |  | aoothed the clods over me, leave the spot. <br> Do not put anything to mark the place |  |  |
|  |  | advantage she had gained, and was not at allnclined to reilinquish it. The dark ginghrm |  |  |  |
|  |  |  | grave and ask who sleeps beneath, do not tell them whose grave it is $;$ do not tell them the them whose grave it is ; do not tell them the | $\begin{aligned} & \text { sented just for the purpose of puzaling either } \\ & \text { our readers or ourselves, when there is no } \end{aligned}$ | as fallen to him, as he strikes the anvil |
|  |  | dress, lineen collur and saow apron formed an appropriate atid becoming morning attire |  withered heart. -$\qquad$ |  | side of the street, his neighthor, the plawer, |
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|  |  |  |  |  | sather than to puzzic them with questions of no real importance. |  |
|  |  | ed away by pressing affuirs of business. Mr. and Mrs. Tlornton returted to their ac- |  |  |  |
|  |  |  |  |  |  |
|  |  | less deeply fett because unexpressed. A day or two afterwards Ms. Thornton invited his | eloguence. Here it is an historical cariosity |  | copy the following from the tII. |
|  |  | thought steme might like to do some shoppiug; | who dost from thy throne behold all the dwel lers of the earth, and reignest with power sup- | In all the departments of human industry, | with most tardened villains, of the revolting |
|  |  |  |  |  |  |
|  |  |  |  | tematic divisision of labor, invariably yields the most beneficial results. |  |
|  |  | ple food for their hungry eyes (to be digestedat the next sewing society) in the appearance | have fled to thee from the rod of the oppressor and thrown themselves on thy gracious pro- | enced educationists throughout the conntry,who have had an opportonity of forming a | ing. jolly-faced and bramny.armed blacksmith, |
|  |  |  |  |  | in such a |
|  |  | of Mrs. Thornton at church clad in plain but rich costume, an entire new outfit, which they |  | correct judgment on the sutbect, that in a |  |
|  |  |  | the righteousuess of their cause ; to thee do they now look up for that countenance and |  |  |
|  |  |  | support which thou alone canst give ; takethen, therefore, heavenly Father, under theynurturing care ; give them wisdou in counci, | accuire half the learsing which they are ca- | In in prosesions. Eacch is apt to tiuk his. |
|  |  | This was the beginning of the reform, and twas the dawning of a brighter day for to husband and wife of our story. True, babits |  |  |  |
|  |  | of such long standing are not conquered in ${ }^{2}$ weiek or a month; and very often was MrsThornton tempted to vield to their long -toler Mormenpo |  | erly graded schools. In corroboration of this fact, 1 need but appeal to the experience |  |
|  |  |  |  | or any one whothas spent wis sho dias din | to do, either meatal or physical, of equal im- portance to the enereal body politic, and re- |
|  |  | ated sway; bet she fought valiantly against their influence, and in time she vanquished | the untighteonsness of their casee ; andif it hey still persist in their sanguinary, purposes,, : let the voice of tiine unerring justice, sounding |  |  |
|  |  | them. An air of taste and elegance, before unkiown, now pervaded their dwelling, and |  |  | hard work is of no benefit to tas, but decidedly foolish and wicked. |
|  |  | year after year the lioks of affection whichnoited them as a family grew brighter ąnd | the day of battle. Be thoo present, O, Godof wisdom, and direct the councils of this hon- | graded school than is done as a general ruleby the attendant at the district or mixed |  |
|  |  |  |  |  |  |
|  |  | purer, even radiating the holy light of a Christian home. | of wisdom, and drect the councils of this hon- orable assembly; enable them to settle things on the best and surest foundation that the |  |  |
|  |  |  | scene of blood may be speedily closed, that |  |  |
|  |  |  |  | strip his lassmates the tope of being pro.moted to h hirher class in cane he excels and |  |
|  |  |  |  |  |  |
|  |  |  |  | to a lower one, provided hed dees not mainain his standing, The most back ward pupil is | the most faithfal and acceptrable worshipper. |
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