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ARTHUR G. OLASTED,


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O. T. ELLLSON,


SMITH \& JONES



District Schools,

[Publisited by Requeal
Our poets sing, and sages tel In sweet imarination

They sketch, in fance, for our $\begin{gathered}\text { naze } \\ \text { Or for our contewplation... }\end{gathered}$
They tell ns, too, that Sritizerland
Hus Alpas, that still unrivalled, sta
Has slpys, that still, unrivalled, stand-
With snow thecir lifirs are laden They say Italia's skicis are fair ;
That odorous fowers are

They tails of Truth, of Love and Jog;
Of Friendshin, pure, withonat allog;
of \#lome
 Whose votaries sip the dgerress foun,
Of Crime and degradation., They point us to our natire land, They point us to our natire land,
Her varied landscapes, fair and grand,
In color and extension: In color and extension;
Her Science, Arts, Inreations Her Science, Arts, Inrentions, La
Are thences of fironder and applen


So, while in loffier fields they roand
 For, faney-plamed, they soar it will
 I, therefore, pray you th chicuse
The uncouth riymiacs whichi I use
For peo For pen and ink have banished "mus
Int ruiti, in lucisises oronen.) Perchane
That thyming many would surmise Yit, minds (niore wande int, and less sise.),
Whos thoughts so far love cloud-layd
 The School as 'tiwas, we frot will viem


 $\therefore$ The sunple Truth proctaimina

 Some sweetif from bitererass will bring
Though ofi we brualicd witl paintul ca Aud fexred the dicatied Yaster's "chair,
oor dued to move aut inh iug limb

 Fet, lackless' wights, we bure the yo Forgot the pain, ind inarc rules broke.
Our lessonis learred, (which were but
 Sonetinies we pen or pencil took,
And sisctcied the Mideter in our boo
 Though ofton tailed in bringing fortit In real taleyuts and his worth. In sketeling once, our pencil gave.
The Pedagogue nustere and grave A lowering broive small ores, not fin
And hair quite like a porcupine ; His noer was pictiredt long nod stin
As all were ""clotely As all were "clogedy nôed" by 1 , Which serred asgscepter, rod and wand

 Those pitured eves were on us be
 For pencil once hid sketched the reat:
With darilened troos and flashing: eyse He pointed to a d dunce-block" nigh: of, pardon crave before the school"
 And, while in that conspicuous plicé The wark for taunts and rude gri.
We, keenly feelig't the disprice, We, keenly feeling the disprace,
Resolived our sortovit to efface, A barder task for pencil, this,
 So, turitied dy a aiong we pass,
In hasto, to sketch the Schol Th hasta; to sketch the School ", "en mana With thouglitail.brows and mach of ce Applied our case at home, perclance,

 Witili Iis'Znded wrath wis spont. Hiat could they learn extept ion

Such icere ore sclions, ; who can but say:
"When I was young twwas just the war, And Fet the half has not been told:"
Bat more of this we'll not unfold, For, now the trrant's power is $o^{\prime \prime}$ en Tliose days are gone, and, orie by bone, Likie eists thait fice before the sun, Those rigid. Lavs hare passed anay,
And brighter damn has blest our dual Kiud words usurp, in great degree, Thie place of rods; anis Equity, With Truth and Gentleness, combines
To banish fear from youthaul minds The Teccher noves, with gentle.srace Presiding genius of the place; But frmmy quells tie rash and rude,
Till subborn wills are quite subued; Till staborn wiss are quite sibl
To lore of books is not confined But orally instructs the mind, And sunna, jnyful hope imparts, Thus bindy y wiuning youthful hiearts.
Thie Bircze, now, stands first in school It prase the way rith honest rule ;
It brings ilest hopes of oo above ; The brings our peacecful homes of lote To Butarss and the Scraoit combide
Then, first of all, this Boolk of Trith, Then, frrst of all, this Book of Trith,
Should be the guide of wayward Youth. With sterner tasks sweet Muric b Sark sladon, from the brow re And ceiery rufled temper smootlus; Tt sends brighit suishine to the Leit And. hy its spell, we of retain The irlsorine labor of the brain, Which. reft of minsic, would be rain.
The cheering Songs of fouthful days, Those s:upple, yet metodioustlays, Are with us in our after 1 ite,
Repeling sicens of carge aud stri When Clustering troubles fiercely 1000 ,
They They quipkly dissipate the gloo
Then, if it be in Music's power To sooth or cheer a sorroming hour,


But, felloo Tenchers, let mo ask
 No: but, if with deternained will oo! but, if with deternined,
On trust aud duty
one fulihl

 We proudly gize thie crowd among, And think, with whidenure, that, when youn The teacher of to-dny, 'tis true, gher. noller aims in vier Thase chaces more proptious,
Than thot taight ere Learinin
Illunined all Life's broad highway, Illunined all Life's broad highway,
Wbich, ns it shines, leives nought to - "te fight of minds ambition We've various institutions, grand Ean Ablesing to the untion; Een Porrex, with her quiet vales, Her mountain homes and woocland da
Thic breath of modern lore octhales, ; Diffusiyg education:
Each forest leaf it' dus distillsAre noblic minçs mind daundllesterimills, A broader sphicre, are scecking. Tlie beaten path to earthly fane
Is not tonough-they seekk and clain Nepe.beaiticos in finiry Sceik and clinim Its excellence bespeaking.
Tima's censeless round has wro't this change
Reforms abound, -and 'tis not strange, -

## Let's persecere, Age nad hoppecto soco



| "Excelsior" still our motio be, |
| :---: |
| $\vdots=$ of loficier hopes exprestive |

## yinuadimal.

 Pursuat oo adournment, the Potter County Teachers' Association net at the
school house in Lemisvile, on Th Tur Jan. 28th, 1858. . Mecting, called to or der by Rev. J. Hendrick.
O. Divight was elososen to act in that office J: W: Bird mas ehosen Secietary, Pro tem. Rev. J. Hendrick briefly pated the

ed" din order of butinets,' and offerde the
following resol
and discussion and ciscussion
$\because$ Resclued $\therefore$ Resolved, That Teachers of Potte Conuty should aini at a bigher noral, re
ligious and intellectal standerd of quali
fuation, fer the duties st fuation, fur the duties of their station.
Resolved, That the present practice of Resolved, That the present practice of
foruing Independent Schoul Districts in
this County is contrary to the this Gountyis is eontiray to the intention
of the couvinon seliool s.stem of Penisyl of the couminon selhool ssstem of Peunsty
vania, and to the geieral interests of EM ueation.
Resolved,
That - weur gralified Techeis.s.should reeceive a highter cuppen
sation for their services than heretofier Resolved, That the present p pactice i many townoships of this ceinnty of fixing a
uniform alary for all srides of teachers
 terests of the selosis.
Resolved, That some neasure should
be talken to establish a uniformity of tet books throughout the county.
Resolved, That in in the thing. Arithmetic, scholars should bo required to com-
mit the rules to menory verbatin. mit he rules to menory verbatin.
Rhesolvel, That every teacher shouid
subscrive for sone educational paper; and subscribe for sone educational paper; and
that the Direetors of each District should supply eachi sciool- with a copy of the
Yeun. School Journal, for the use of thie Resizted, That the present practice
of requiring teachers to board around, or requiring teachers to board around
should be discontinued. On motion the report of the committee
was accepted. On motion the th Resolution was discussiou was adopted.
On motion the Sth Resolution was brought before the meeting, and after a
spirited discussion, there $¥ 23$ an awend ment offered andzacecpted; the Resolation as anended read, resolved that in teacli.
ing Arithmitic scholars should bc required to conmuit the rules to memory rend intelligent or language.
The Rej. as amended
motion that the Orations preparied for Association should be delivered in th evening, was carried.
A notion to adjourn, when we adjoura ed, to meet at To'clock 盾 the evening
and at 10 A. M. Frilay, for the closiug and at 10 A. M. Friday, for the closiug
session, Fas carried.
 constitution reported; that having bes
unable to procure a copy of the origina Ou notion the conmittee was continu ad, to report at the next meeting.
On motion adjourned.
EVESNING SESSTON
At 7 'oclock the house was so crorded that many were unable to procure seats.
Meeting was called to order by the Pres't. J. M. Spafiord.

- Masic by'the Choir

On motion, the 5th Res. was brough spirited discussion by Directors and Teach ers, was adopted.
On motion, the chair appointedं Rev. J.
Héndítick, R. W. Benton, J. W. Bird Anna Lewis and Julia Northrop, a cona mittee to esamine, and repont to the As
sociation, and recommend to the Direc tors by the county papers' 2 uniformity o text books for the use of the cominon
On notion, the 1st Res. was brought before the house, was very appropriateiy and ioterestingly rewarkicd upon by Revi J. Heudrick; and laid uposu the tuble.
The Orations, prepared by G. WV. Grigs The Orations, prepared by G. W. Grigs
by and $0 . J$. Rees, were then listened with married attention; these were abl
productions and did nichi credit to their

On motion, the thank of the Association were tendered to Grigsby and Rees, or their interesting and able addressos. On motion adjourned.

Prayer by called to order by the Pres Prayer by
the choir.
On motion, Res 8th was brought b fore the house, and aitter an interesting de gs gentemen, in which the pro's andcon's by the relation of secto widlyset foth Ence, and a display of Sctool Teachers
reininiscones the Res. wás adopted. On motiob, Res. 7th was brought

The Association aext listoned to tho the evil, and bet on
essars prepared by Misese: Suiah Mi Ly
Ssays prepared by Misses: Surah My Ly Work to root it onf?

The following is Miss Bird's Essay:
In ThSAY reatd lefore the Potter Conu

Let us see then why this is op a arge share of the masses of our popple are educated almost entirely at ouri comon school. Huadreds of men and woo inen go forth after spending sceeral yeara
thicre, with an education far from beiug sufficient to contend with the business Perhaps tho:e never was time when
 he subject of Education, especially of not but see that the greater part ffithe Conmon Schools, was receiving more at- blame justly falls on the Teacher. As
tention than at the prosent. Our wust the Teicher is, so will the School be. If ention than at the present. Our wust the Teacher ig, so will the School be. If talented and able nen ase devising new we are thorough teachers, we ghall have
neans of iuprovement in our schools; thorough scholars. If we are accustoned dalso for the Trachers, Institutes have to look at the "why's" and "wherefores," been organized; Nornal Seliools for the our scholars will be -se taught: Tif to
beneit. of Teachers are sustained; Asso- work only by rules, or only beeanise the ciations and various educational ueetings "book says so," we shall Gind tíuse mhom are being held, where the great object is 5 we instruet, hurrying through the book
to iostruct and beneft the Teachers of with only a vague iden of what thiey are to instruct and beneft the Teachers of with ouly a vague iden of what thiey
our Conmon Schools. The most appror- passing over; never being able to apply orr Conmon Schools. The nost appror- passing over; never being able to apply ed mettiods of conducting schools, and them, except to the lessons they are learneconnuended to us, and we have been ing. Whein enoused; they knor not what vast poen assisted by the adrice and experienẹe of ers of rensoning, and grasping ideasethey older and sucecssful teachers in the difi- possess, which, are lying dormant, nd cult task of goveriment.
But these advautages will not make and bring into action
 we enter juto the work ot improrement study. The process of haviag a dry lescudeavor to correct them. We have lis- are required to learn and rese which thoy eudeavsr to correct them. We have lis- are required to learn and repeat at a gtat-
tened to fire theorics, and the mountains ed titue, becomes monotonous and aninof trials and diffeulties we ever espect to teresting, and study loses half itic chatme. neet $\mathrm{t}_{\mathrm{s}}$ have apparensly been rolled amay. "That which is learned as a task will do ike the morning mist, until it secuied au but little good." Such lessons̃ ario Bboeeasy task to be a good teacher. But are tiiuse recited with no explanation by the
we not all conseious that feev if uay of Teacher, when the coords' they conthin us yet merit that title? Hethinks fore- are hardy underatood, and no:immpiesmost amoug the crrors in teaching at the sion is left in the mind. It is our duty,
preseat time, wee way mention superficial il by some neans, to make thol
 Gicial age; but, in this age, does not the will incite them to thorough stady, and superkcial scholar appear with ittle cs- cause them to love it, and not. Consider it
cuse? All, who have ever taught well, a task. We should remember the obiof

 | We hare those who have been "through |
| :--- |
| the Arithurd. The knowledge acquired is is of | demonstrate any of the elementary prin- is of greater value. In saperficial tesch-

ciples. As they advance, they are sur- ing, the memory alone- is disciplitied, cd of "Decimal Fractions" or that the "per reasoning facnlties, and in short ait the ent." of anything but money is ever tak- facuities of the mind receive training go through again and again, learning the to aroid these prevalent evila ? Let us "coarse print" and with much zeal can consider sone meanis of improvemeett
 case" yet know no norie of the real grau- pretend thoroughiy all the principiple aind
 tolerable escellence in other wranches, sidered by every teacher, and by deypary who are alyost. entirely igoorant of the pareat when assigning to : scholgrg; tite
principtes of Orthography. They know branches to be studied. Parentid and almost nothing of the relations, arrange- teachers are auxious schiolars, \&hould pipoments aud properties of letters, and here gress rapidy, and, withoot forethotight, existing regulatious or rules whieh gov- then studies which they hre not copabile era their use, and can correctly spell. but of tightly understanding.s The mind is
a small patt of the words in common use. over taxed, and stady soon beeomes ith. Letters or other written productions, shomi- sone. This, we should avoid by whit or much skill in penuanshi; and comvords, which more than cointerbalance thet the schilar Havec oppozextuzitugs:af tho beantiful properties: which recoim- not onlyy understanding, but wisitity one nend them. Agan, let us look at the the title of good readers. The labored ad uumeaning tones. of the child taling
is first lesson, porierfully indiconto is first lesson, porierfully indicate the
anse.: Scholars are not taưht to read canse. Scholars are not taught to read are good readers, if they know all: the
ards.
But the extent of superficial edication is too well known to need further
We may add, the evils of this result not entirely from the deficiency of commoin schools, but from that of higher $\mathrm{In}-$
stitations.". TVe meet with those have recelica their educition at on thigh
er schools that are sady deficient in the common branches, (as they are cónsidereds) lif
 onfonded by the mathe enatical reasou-
rose ne effer he effects of this mancor of ed
 and lofty exertions to find the origin of
 derstood, and before they hdye aty iet with those who are versed int tif antly in convergation; they haviop nop ry been taught that the lessons of inotoal hat they loath, or study to them has bion ith a. prescribed rontion and go through ccause: otheiss do so, and becatise suice
 Again-We whould avoid as far as $\overline{p o s}$. ible, teaching rules, for if the brintapte omake his ovon. rul. Parhapis nothing tend note to takro
 [Cosclubion on 4 th Page.]

