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Teboted to the Principles of Irus Democracy, and the Dissemination of Morality, Literature and News.

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COUDERSPORT, POTTER COUNTY, PA., THURSDAY, FEBRUARY 25, 1858.

TERMS.-\$1.25 PER ANNUM,

THE POTTER JOURNAL, Thos. S. Chase, 'To whem all Letters and Communications should be addressed, to secure attention. Terms--Invariably in Advance:

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JOHN S. MANN, ATTORNEY AND COUNSELLOR AT LAW Coudersport, Pa., will attend the several Courts in Potter and M'Kean Counties. All business entrusted in his care will receive prompt attention. Office on Main st., opposite the Court House. 10:1

F. W. KNOX, ATTORNEY AT LAW, Coudersport, Pa., will · regularly attend the Courts in Potter and the adjoining Counties.

ARTHUR G. OLMSTED, ATTORNEY & COUNSELLOR AT LAW Coudersport, Pa., will attend to all business entrusted to his care, with promptnes and

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attend to all business entrusted to him, with care and promptness. Office corner of West and Third sts. 10:1 L. P. WILLISTON,

ATTURNEY AT LAW, Weilsboro, Tioga Co. Pa., will attend the Courts in Potter and M'Kean Counties.

R. W. BENTON, SUSVEYOR AND CONVEYANCER, Ray-Mond P. O., (Allegany Tp.,) Potter Co., Pa., will attend to all business in his line, with care and dispatch.

W. K. KING, SURVEYOR, DRAFTSMAN AND CONVEY-ANCER, Smethport, M Kean Co., Pa., will attend to business for non-resident land-holders, upon reasonable terms. References given if required. P. S .- Maps of any

part of the County made to order. 9:13 O. T. ELLISON, PRACTICING PHYSICIAN, Coudersport, Pa. respectfully informs the citizens of the village and vicinity that he will promply respond to all calls for professional services. Office on Main st., in building formerly occupied by C. W. Ellis, Esq. 9:22

COLLINS BUITH. E. A. JONES. SMITH & JONES. DEALERS IN DRUGS, MEDICINES, PAINTS. Oils, Fancy Articles, Stationery, Dry Goods,

Greceries, &c., Main st., Coudersport, Pa.

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M. W. MANN, DEALER IN BOOKS & STATIONERY, MAG-AZINES and Music, N. W. corner of Main and Third sts., Coudersport, Pa. 10:1

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JEWELLER, Coudersport, Pa., having engaged a window in Schoomaker & Jackson's Store will carry on the Watch and Jewelry business there. A fine assortment of Jew elry constantly on hand. Watches and Jewelry carefully repaired, in the best style, on the shortest notice—all work warranted

HENRY J. OLMSTED, (SUCCESSOR TO JAMES W. SMITH,) DEALER IN STOVES, TIN & SHEET IRON WARE, Main st., nearly opposite the Court House, Coudersport, Pa. Tin and Sheet Iron Ware made to order, in good style, on short notice.

COUDERSPORT HOTEL, D. F. GLASSMIRE, Proprietor, Corner F. GLASSMIKE, Prophetor, Main and Second Streets, Condersport, Potter Co., Pa.

ALLEGANY HOUSE, SAMUEL M. MILLS, Proprietor, Colesburg, Potter Co., Pa., seven miles north of Cou-dersport, on the Wellsville Road. Original Poetry.

District Schools,

A POEM, read before the Potter County Teachers Association, at Lewisville, Jan. 29, 1858, ву мізя в. м. гумая.

[Published by Request of Association.] Our poets sing, and sages tell Of beauteous lands, in which they dwell In sweet imagination. "Auld Scotia's" hills, her burns and braces

Or for our contemplation.

They sketch, in fancy, for our gaze,

They tell us, too, that Switzerland Has Alps, that still, unrivalled, stand-With snow their cliffs are laden They say Italia's skies are fair; That odorous flowers are blooming there, Whose beauty, only can compare

With her own dark-eyed maidens They talk of Truth, of Love and Joy : Of Friendship, pure, without alloy; Of Home and Education-And numerous " isms" they recount, Whose votaries sip the darkest fount

Of Crime and degradation. They point us to our native land, Her varied landscapes, fair and grand, In color and extension; Her Science, Arts, Inventions, Laws, Are themes of wonder and applause,-But "District School" as 'tis and was, Claims less of their attention.

So, while in loftier fields they roam, I'll speak of Common Schools, at home-But not in competition; For, fancy-plumed, they soar at will, While I have but a lone goose-quill-

That minus inspiration. I, therefore, pray you to excuse The uncouth rhyming which I use, For pen and ink have banished "muse"-(In truth, a luckless omen.)

Perchance, the many would surmise That rhyming thus would scarce suffice; Yet, minds (more wandering and less wise,) Whose thoughts so far 'love cloud-land rise, Look down with pity-(bless their eyes,)-And say " twill no for Woman."

The School as 'twas, we first will view: I cannot offer much that's new, From my experience, it is true-

Or much that's entertaining. But lest the theme he lost to sight, And buried in Oblivion's night, These lines I venture to indite-

The simple Truth proclaiming. The District School as twas, we know Had much of Joy--ah! more of Woe; The vonthful heart, mysterious thing, Some sweets from bitterness will bring; Though oft we breathed with painful care, And feared the dieaded Master's chair, Nor dated to move an aching limb, But, statue-like, sat struight and prim, Lest we, infringing some strict rule, Obtained a "flogging" after school: Yet, luckless wights, we bore the yoke-Forgot the pain, and more rules broke. Our lessons learned, (which were but few,) Our faces turned for something new. Sometimes we pen or pencil took. And sketched the Master in our book. We never flattered, it is true, As all our modern artists do; Though often failed in bringing forth His real talents and his worth. In sketching once, our pencil gave The Pedagogue austere and grave; A lowering brow; small eyes, not fine; And hair quite like a porcupine; His nore was pictured long and slim, As all were " closely nosed" by him; A birchen rule, to grace his hand, Which served as scepter, rod and wand We sketched; the picture to complete, Great understanding-namely, feet. While yet our mind was thus intent, Those pictured eyes were on us bent; Too soon he saw twas no ideal, For pencil once had sketched the real With darkened brow and flashing eye, He pointed to a "dunce-block" nigh: "Your choice now take-the dreaded stool, Or, pardon crave before the school"-We took the seat, for stubborn tongue Refused to own the wrong we'd done; And, while in that conspicuous place-The mark for taunts and rude grimace-We, keenly feeling the disgrace, Resolved our sorrow to efface, And still another picture trace. A harder task for pencil, this, To faithful trace each varied phiz-So, hurriedly along we pass, with the In haste, to sketch the School "en maise." Three-score young tyros seated there, With thoughtful brows and much of care Applied our case at home, perchance, And sometimes cast a pitying glance,

Each feared the ungry Master's look,

And quickly sprang to grasp a book,

In seeming study now intent, 20

Until his kindled wrath was spent.

What could they learn except to fear

The yery room, if he was near?

Such were our schools; who can but say: following resolutions for consideration "When I was young 'twas just the way, And yet the half has not been told." But more of this we'll not unfold, For, now the tyrant's power is o'er, And violence rules in school no more. Those days are gone, and, one by one, Like mists that fice before the sun, Those rigid laws have passed away, And brighter dawn has blest our day. Kind words usurp, in great degree, The place of rods; and Equity, With Truth and Gentleness, combines To banish fear from youthful minds. The Teacher moves, with gentle grace, Presiding genius of the place; But firmly quells the rash and rude, Till stubborn wills are quite subdued; To lore of books is not confined, But orally instructs the mind, And sunny, joyful hope imparts, Thus kindly winning youthful hearts. The BIBLE, now, stands first in school; It paves the way with honest rule; It brings blest hopes of joy above; It brings our peaceful homes of love : We owe th' exligght'nig of the mind To BIBLES and the School combided. Then, first of all, this Book of Truth, Should be the guide of wayward Youth. With sterner tasks sweet Music blends; To all its gentle influence lends;" Dark shadows from the brow removes, And every ruffled temper smooths; It sends bright sunshine to the heart, Bends iron wills with magic art, And, by its spell, we oft retain The irksome labor of the brain, Which, reft of music, would be vain. The cheering Songs of youthful days, Those simple, yet melodious lays, Are with us in our after life, Repeling scenes of care and strife; When clustering troubles fiercely loom. They quickly dissipate the gloom. Then, if it be in Music's power To sooth or cheer a sorrowing hour, Let each weak voice be funed to sing, And every heart an offering bring To Music's shrine; and, thus agreed,

In Music's path let all "God-speed." But, fellow Teachers, let me ask, Is ours a light or humble task? Can we, in sunshine, always bask

Where trouble ne'er is roving? No! but, if with determined will Our trust and duty we fulfill, There's one sweet solace for us still. As Conscience smiles approving

Reward in future, too, is ours. As high the timid den towers O'er fields of wide area. We proudly gaze the crowd among And think, with plasure, that, when young 'Twas we first taught the lisping tongue, And trained the "young idea."

The teacher of to-day, 'tis true, Has higher, nobler aims in view; And chances more propitious. Than those who taught ere Learning's ray Illumined all Life's broad highway, Which, as it shines, leaves nought to stay

The flight of minds ambitious. .We've various institutions, grand, Of learning, scattered through the land-A blessing to the nation; E'en Porree, with her quiet vales, . Her mountain homes and woodland dales, The breath of modern lore exhales,

Diffusing education. Each forest leaf its dew distills-And, treasured 'mid her clustering hills, Are noble mines and dauntless wills, Which, like her thousand sparkling rills,

A broader sphere, are seeking. The beaten path to earthly fame Is not enough-they seek and claim New beauties in fair Science' name, Its excellence bespeaking.

Time's censeless round has wro't this change Reforms abound, -and 'tis not strange, -Our Age is so progressive.

Let's persevere, and hope to see Each effort crowned successfully; "Excelsior" still our motto be,-Of loftier hopes expressive.

Educational.

Proceedings of the Teacher's Association.

Pursuant to adjournment, the Potter County Teachers' Association met at the school house in Lewisville, on Thursday, Prayer by the Rev. D. Styles. Music by Jan. 28th, 1858. Meeting called to or- the choir. der by Rev. J. Hendrick.

ed an order of business, and offered the was adopted.

and discussion: Resolved, That Teachers of Potter man and Ellen L. Bird. County should aim at a higher moral, re-

ligious and intellectual standard of qualification, for the duties of their station. Resolved, That the present practice of forming Independent School Districts in this County-is contrary to the intention of the common school system of Pennsyl vania, and to the general interests of Ed

ucation. Resolved, That WELL QUALIFIED Techers should receive a higher compensation for their services than heretofore. Resolved, That the present practice in many townships of this county of fixing a uniform salary for all grades of teachers ter qualified and injurious to the best in-

terests of the schools. Resolved, That some measure should be taken to establish a uniformity of text books throughout the county.

mit the rules to memory verbatim.

Resolved, That every teacher should subscribe for some educational paper; and that the Directors of each District should

Resolved, That the present practice of requiring teachers to board around, should be discontinued.

On motion the report of the committee was accepted.

On motion the 4th Resolution was brought before the house and after a short discussion was adopted.

On motion the 6th Resolution was spirited discussion, there was an amending Arithmetic scholars should be reand intelligent language.

The Res. as amended was carried. A evening, was carried.

A motion to adjourn, when we adjourned, to meet at 7 o'clock in the evening, session, was carried.

constitution, they had done nothing.

On motion the committee was continu ed, to report at the next meeting. On motion adjourned.

EVENING SESSION. that many were unable to procure seats. Meeting was called to order by the Pres't.,

J. M. Spafford. Music by the Choir.

ers, was adopted.

sociation, and recommend to the Direcschools.

and interestingly remarked upon by Rev. J. Hendrick, and laid upon the table...

The Orations, prepared by G. W. Grigs-- 12 - " " " d d h

On motion, the thanks of the Association were tendered to Grigsby and Rees, for their interesting and able addresses. On motion adjourned.

FRIDAY'S SESSION. Meeting called to order by the Pres't

On motion, Res. 8th was brought be-The President being absent, on motion fore the house, and after an interesting de-O. Dwight was chosen to act in that office. bate by a large number of ladies as well J. W. Bird was chosen Secretary, Pro. as gentlemen, in which the pro's and con's confounded by the mathematical reason- are understood, the scholar will be able tem. Rev. J. Hendrick briefly stated the of boarding around were vividly set forth ing of some of our thoroughly educated to make his own rules as he may mant to objects of the meeting and the conditions by the relation of schooling ams, experitives. f membership.

Singing by the choir. Prayer by the reminiscences the Res. was adopted. ence, and a display of School Teachers'

The following is Miss Bird's Essay:

AN ESSAY read before the Potter Coun-

LEN. L. BIRD. is an act of injustice to those who are bet- and also for the Teachers, Institutes have to look at the "why's" and "wherefores," Resolved, That in teaching Arithme- to instruct and benefit the Teachers of with only a vague idea of what they are tic, scholars should be required to com- our Common Schools. The most approv- passing over; never being able to apply ed methods of conducting schools, and them, except to the lessons they are learnrecommended to us, and we have been aroused; they know not what vast powsupply each school with a copy of the assisted by the advice and experience of ers of reasoning, and grasping ideas they

Penn. School Journal, for the use of the older and successful teachers in the diffi- possess, which are lying dormant, and cult task of government. But these advantages will not make and bring into action. our schools what they should be unless | We should teach our scholars how to we enter into the work of improvement study. The process of having a dry lesourselves unless we see our faults and son assigned them every day, which they endeavor to correct them. We have list are required to learn and repeat at a stattened to fine theories, and the mountains ed time, becomes monotonous and uninof trials and difficulties we ever expect to teresting, and study loses half it's charms. meet, have apparently been rolled away "That which is learned as a task will do brought before the meeting, and after a like the morning mist, until it seemed an but little good." Such lessons are someeasy task to be a good teacher. But are times recited with no explanation by the ment offered and accepted; the Resolution we not all conscious that few if any of Teacher, when the words they contain as amended read, resolved that in teach us yet merit that title? Methicks fore are hardly understood, and no immores most among the errors in teaching at the sion is left in the mind. It is our duty, quired to commit the rules to memory present time, we may mention superficial by some means, to make those lessons atverbatim, or give its principles in concise teaching. This is rightly styled a super-tractive; to awaken an interest which ficial age; but, in this age, does not the will incite them to thorough study, and superficial scholar appear with little ex- cause them to love it, and not consider it motion that the Orations prepared for the cuse? All, who have ever taught well, a task. We should remember the chief Association should be delivered in the know such are to be found in every school, object of education is to strengthen the We have those who have been "through mind. The knowledge acquired is of the Arithmetic" yet fail, if requested, to course valuable, but the mental discipline demonstrate any of the elementary prin- is of greater value. In superficial teachand at 10 A. M. Friday, for the closing ciples. As they advance, they are sur- ing, the memory alone is disciplined. prised to find there is so much to be learn- while in thorough education, the memory On motion the committee to review the ed of "Decimal Fractions" or that the "per reasoning faculties, and in short all the constitution reported; that having been cent." of anything but money is ever tak- faculties of the mind receive training. unable to procure a copy of the original en. So with Grammar; many scholars The question then is how are we then go through again and again, learning the to avoid these prevalent evils? Let us "coarse print" and with much zeal can consider some means of improvement." parse all nouns in the "third person, singular number, neuter gender, nominative until he is old enough to be able to comease" yet know no more of the real gram- prehend thoroughly all the principles and At 7'oclock the house was so crowded mar of our language than one who has reasoning which it involves. This is never studied. How many do we find of surely evident to all, and should be contolerable excellence in other pranches, sidered by every teacher, and by every who are almost entirely ignorant of the parent when assigning to scholars, the

mittee to examine, and report to the As- ing much skill in penmanship and com- means. position, are sadly defaced by mis-spelled Again The progress should be so slow. tors by the county papers, a uniformity of words, which more than counterbalance that the scholar have opportunity of text books for the use of the common the beautiful properties which recom- not only understanding, but using one mend them. Again, let us look at the principle before another is attempted. On motion, the 1st Res. was brought subject of Reading. Few, indeed, mer- Many err in allowing scholars to pass before the house, was very appropriately it the title of good readers. The labored over principles before they are thoroughly and numeaning tones of the child taking understood, and before they have aby his first lesson, powerfully indicate the idea of their practical application. We cause. Scholars are not taught to read meet with those who are versed in the by and O. J. Rees, were then listened to understandingly. They are allowed to rules of Grammar, who violate them conwith marked attention; these were able skim over the surface, imagining they stantly in conversation; they having nevproductions and did much credit to their are good readers, if they know all the er been taught that the lessons of school words. But the extent of superficial ed- are for every-day practical use. Scholucation is too well known to need further are should see some useful application of illustration.

common branches, (as they are considered) life. their education being mostly a smattering - Again - We should avoid as far as poe of "accomplishments," and who would be sible, teaching rules; for if the principles

The sad effects of this manner of edu- Perhaps nothing tends more to make cation, both upon individuals and commu. superficial scholars, than the habit of re-Rev. J. Hendrick.

On motion, Res. 7th was brought benities cannot well be estimated but ferring constantly to rules. They work
The committee of arrangement report, fore the house and after a few remarks should they not excite our most energetic without reason or thought, merely beand lofty exertions to find the origin of [Conclusion on 4TH PAGE.]

The Association next listened to the the evil, and set ourselves earnestly to essays prepared by Misses. Sarah M. Ly-work to root it out?

Let us see then why this is so. [For Miss Lyman's Essay see "Original Polarge share of the masses of our people etry."—Edition of Journal.] are educated almost entirely at our common schools. Hundreds of men and woty Teachers' Association, at Lewisville, men go forth after spending several years Friday Jan. 29, 1858, by MISS EL- there, with an education far from being sufficient to contend with the ousiness Perhaps there never was time when world. Where is the fault? We canthe subject of Education, especially of not but see that the greater part of the Common Schools, was receiving more at-blame justly falls on the Teacher. As tention than at the present. Our most the Teacher is, so will the School be. If talented and able men are devising new we are thorough teachers, we shall have means of improvement in our schools; thorough scholars. If we are accustomed been organized; Normal Schools for the our scholars will be so taught. If we benefit of Teachers are sustained; Asso- work only by rules, or only because the ciations and various educational meetings "book says so," we shall find those whom are being held, where the great object is we instruct, hurrying through the book teaching the different branches have been ing. Their energies have never been which it is the Teachers duty to awaken

1st. No scholar should attempt a study principles of Orthography. They know branches to be studied. Parents and On motion, the 5th Res. was brought almost nothing of the relations, arrange-teachers are anxious scholars should brobefore the house, and after a somewhat ments and properties of letters, and have gress rapidly, and, without forethought. spirited discussion by Directors and Teach no reasons or philosophical ideas for the or due regard to consequences, urge unon existing regulations or rules which gov- them studies which they are not capable On motion, the chair appointed Rev. J. ern their use, and can correctly spell but of rightly understanding. The mind is Hendrick, R. W. Benton, J. W. Bird, a small part of the words in common use. over-taxed, and study soon becomes irk-Anna Lewis and Julia Northrop, a com- Letters or other written productions, show- some. This, we should avoid by all

> what they learn, or study to them has no We may add, the evils of this result object. They attend school and go through not entirely from the deficiency of com- with a prescribed routine day after days mon schools, but from that of higher In- because others do so, and because such stitutions. We meet with those who are our customs. They should know have received their education at our high- they are striving for that which will bener schools that are sadly deficient in the efit and ennoble them every day through