The Potter Journal.

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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. 10:1

ARTHUR G. OLMSTED,
ATTORNEY & COUNSELLOR AT LAW, Coudersport, Pa., will attend to all business entrusted to his care, with promptnes and fidelity. Office in Temperance Block, second floor, Main St. 10:1

ISAAC BENSON.
ATTORNEY AT LAW, Coudersport, Pa., will attend to all business entrusted to him, with care and promptness. Office corner of West and Third sts. 10:1

L. P. WILLISTON,
ATTORNEY AT LAW, Wellsboro', Tioga Co., Pa., will attend the Courts in Potter and M'Kean Counties. 9:13

R. W. BENTON,
SURVEYOR AND CONVEYANCER, Raymond P. O., (Allegany Tp.,) Potter Co., Pa., will attend to all ousiness in his line, with care and dispatch. 9:33

W. K. KING,
SURVEYOR, DRAFTSMAN AND CONVEYANCER, Smethport, M'Kean Co., Pa., will attend to business for non-resident landholders, 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 SMITH. S. A. JONES.
SMITH & JONES,
DEALERS IN DRUGS, MEDICINES, PAINTS, Oils, Fancy Articles, Stationery, Dry Goods, Groceries, &c., Main st., Coudersport, Pa. 10:1

D. E. OLMSTED,
DEALER IN DRY GOODS, READY-MADE Clothing, Crockery, Groceries, &c., Main st., Coudersport, Pa. 10:1

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

E. R. HARRINGTON,
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 Jewelry constantly on hand. Watches and Jewelry carefully repaired, in the best style, on the shortest notice—all work warranted. 9:34

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. 10:1

COUDERSPORT HOTEL,
D. F. GLASSMIRE, Proprietor, Corner of Main and Second Streets, Coudersport, Potter Co., Pa. 9:44

ALLEGANY HOUSE,
SAMUEL M. MILLS, Proprietor, Colesburg Potter Co., Pa., seven miles north of Coudersport, on the Wellsville Road. 9:44

Original Poetry.

[WRITTEN FOR THE POTTER JOURNAL.]

LOVE AND FRIENDSHIP.

To Miss M—— C——, Woonsocket, R. I.

Love hath wings as light as air;
His flight is quick as lightning's flare:
He comes, he goes,
In joys, in woes—
We know not when, we know not how:
His subtle arts
Beguile our hearts,
And makes us pledge in sacred vow.

Then Love is all a beauteous dream
Of bliss and happiness supreme—
Angelic joy,
Without alloy;
We think our raptures never will change—
We pray them not—
But 'tis our lot—
A word—a look—may us estrange.

But FRIENDSHIP is a sacred thing;
It bears with it no jealous sting;
'Tis pure and mild,
When undefiled
By hope of gain, or hope of lust—
A sacred bond
Of two hearts fond—
In such a love, oh, let us trust.

Let those whose fancy roams above
Things of this earth, oh, let them love—
Give me a friend,
Who, to the end
Of life, no ills can from me sever,—
On my fond breast
Her head should rest,
While I sang my song of—Friendship over.

AMIGO.

Educational.

REPORT OF The Superintendent of Common Schools in Potter County, for 1857.

My commission which dates from the 18th of October last, was received about the 12th of November. Mr. Pradt having resigned in June previous, the office of County Superintendent was vacant during five months of the year for which this report is to be made.

A large number of the teachers for the summer schools were not examined; none of the schools visited; consequently there are no records from which to make a definite report of that portion of the school year.

That I might be able to ascertain, as nearly as possible, by inquiry while visiting the several school districts, those statistical items requested in the instructions of the Department, I have delayed this report longer than it otherwise would have been.

STATISTICS.

School House.—First class, none; second class, forty-three; third class, thirty-nine. Few new school houses have been erected in the county during the year, the best of which, in all respects, is in the Homer district; but this is defective in one or two particulars, in the arrangement of the school room. The black-board is too small for convenience, and no provision made for a recitation seat in front of it.

A convenient *recitation seat* is an item quite generally overlooked by directors in school house arrangement, unless one of their number happens to be an experienced teacher, and wide awake to the improvements of the day in common school education.

There are school houses in this county, recently built, furnished with seats and desks for two pupils each, somewhat after the modern style; but not a place where a class of eight or ten scholars can be accommodated convenient to the black-board or otherwise. This deficiency has a great influence in preventing the successful classification of pupils, and is the source of much confusion in the school room and perplexity to the teacher.

School Architecture.—No school houses have yet been built, or thoroughly remodelled, from plans contained in the Pennsylvania School Architecture. A few of the directors have given attention to this subject, and contemplate erecting houses worthy of the object for which they are designed.

Material of School Houses.—Brick, none; stone, none; log, twelve; frame, seventy; total, eighty-two.

School Furniture.—First class character, in none of the school houses; second class, in twenty-one; third class, in sixty-one.

Schools.—First class, (graded,) none; second class, (classified,) eighty; third class, none. Though all our teachers pursue a system of classification to some extent, yet with a number it is not as efficient as we hope to see carried out in the future. Many of our most skillful teachers also are embarrassed in their efforts to classify their pupils, in consequence of irregular attendance and multiplicity of text-books.

Ages of Teachers.—☞ Items under this and three or four following heads are estimated for the first half of the school year, and are as correct as I have been able to ascertain from observation and inquiry. ☞ Under seventeen years of age, nine; between seventeen and twenty-one, inclusive, forty-eight; between twenty-one and twenty-five, nineteen; between twenty-five and thirty, twenty-three; between thirty and forty, fourteen; between forty and fifty, one; over fifty, two; one of whom was over seventy. Total, one hundred and sixteen.

Birth-place. (*Estimated.*)—Born in Pennsylvania, fifty-nine; born out of Pennsylvania, fifty-seven.

Experience in Teaching.—[Ascertained with sufficient exactness from inquiry of those acquainted with the teachers where I have not had the opportunity of seeing them.] Those who have taught less than one year, twenty-one; between one and three years, forty-one; from three to six years, twenty-seven; from six to ten years, thirteen; from ten to twenty years, two; over twenty years, one.

Permanent Teachers.—There are none who intend to teach permanently. As the schools are usually kept open only four months in the summer and three in the winter, of those who are engaged in teaching, their time is divided between that and some other employment. Whenever they find an opportunity to engage in a permanent business they usually expect to do so. In order, therefore, to secure permanent teachers, the employment must be more constant, with a compensation sufficient for a good support

Professional Reading.—Those who have read educational works, thirty-seven; those who have not, seventy-nine. It will be seen from this, compared with the report of the previous year, that a larger proportion of our teachers are making themselves familiar with the modern improvements in the mode of teaching.

Manner of Teaching, and general ability to Teach and Govern.—Number of teachers who give full satisfaction, thirty-four; medium teachers, sixty-five; those whose services had better be dispensed with, seventeen.

Examinations and Certificates.—From the receipt of my commission (November 12) to the first of June, number of candidates examined, one hundred and one; provisional certificates granted, ninety-five; permanent, one; rejected, five. Two of those who received provisional certificates at the time of examination, received permanent certificates on visiting their schools.

Institutes.—During the three years of the County Superintendency, two county institutes have been held. The number of teachers who attended these institutes I have not the means of ascertaining; not being a resident of the county when either were in session, and no records being left from the former Superintendent.

There have been no district institutes, or associations, organized in the county to my knowledge. A *teachers' class*, however, has been organized and well sustained in connection with the "Coudersport Academy." This institution is supported by the liberality and enterprise of citizens in the county, and its students are made up almost wholly of young ladies and gentlemen from the different townships around who are preparing themselves for teachers. Besides the regular drilling of recitation, daily instruction has been given in the art of teaching. The class has also held weekly meetings for the purpose of hearing lectures, reading reports and essays, and holding discussions on subjects connected with the interests of common schools. With but few exceptions, the entire body of teachers in the county have been, at some time, connected with this school, and from it they have usually gone to their respective fields of labor. During the past year eighty-three (over one half) of the teachers of the county have been members of this institution. It is, therefore, intimately connected with the common school system, and has exerted a decided influence in elevating the standard of popular education.

MISCELLANEOUS.

School Visitations.—The patrons of the schools have accompanied me, in several instances, in my official visits, and this some have done at the sacrifice of their own business for the time being. More would have been pleased to have attended and witnessed the examinations of the classes, could they have been notified of the time when the Superintendent was to be present; but to give a previous notice of the time of visiting schools would, generally, be impracticable from the distance they are apart, and the frequently bad state of the roads. In very few instances patrons have visited their schools independent of Superintendent's or Directors' visits, but none perhaps worthy of distinct notice. Such visits are usually the result of effort on the part of the teachers, and are an indication of the interest they are endeavoring to create in the minds of both parents and scholars, on the subject of education.

Directors' visits, in their regularity and frequency, by no means come up to the requirements of the school law, nor can it really be expected that they will so long as they receive no compensation for their services. Yet too much negligence is manifest. An hour or two might be improved by directors in visiting the schools of their own immediate neighborhood occasionally, without interfering materially with any other duties. A large proportion, however, of directors never visit their schools during the entire session. Honorable exceptions may be mentioned, particularly o. Abbott, Hebron and Roulette. The secretaries of these districts I have found able to give a very correct statement of the condition of their schools, of the skill of the teacher in classifying pupils and faculty of government. But one district to my knowledge has decided to act upon the recommendation of the State Superintendent, by employing the secretary to make a monthly visit of the schools, and fill up the blank reports furnished for that purpose by the School Department. Other districts are thinking favorable of the movement, but have yet taken no action.

Leading Characteristics.—The entire county is comparatively new. Many of the districts are settled only along the principal streams, and the inhabitants are engaged in the united occupation of agriculture and lumbering. Other districtes are very sparsely settled, and to appearance present almost an unbroken forest. In these districts lumbering is the chief occupation, but within the past year the interest of the people on the subject of education has increased considerably, which fact is evinced by the offer of more liberal compensation for the sake of obtaining good teachers. The middle and northern portions of the county are quite extensively settled, and agriculture being the principal employment, the people are fast collecting around them the comforts and conveniences of life. Still a large majority of the inhabitants throughout the county have not yet paid for their lands. Wealth, therefore, is not abundant, and the means are not at command for doing all that is desirable in the construction of school houses, and supplying them with furniture and apparatus. The face of the country is hilly and portions of it somewhat mountainous; soil rich and very fertile; and having an intelligent, industrious and enterprising people to improve it, time is only wanting to make it one of the best sections of the Commonwealth.

Public Sentiment.—General intelligence is a prominent characteristic of the inhabitants of this county. They are mostly settlers from New York and the New England States, and have brought with them, and still retain, a love of knowledge and improvement. They are all in favor, therefore, of a "common school system." Some may retain their predilections for the system under which they have formerly worked; but the majority *are* convinced, and the rest are willing to be, that the common school system of Pennsylvania is equal to that of any of the sister States. When its operations are understood the system is generally liked. The fact that nearly all the districts in the county are *willing* to pay a tax of thirteen mills on a dollar for school purposes alone, affords a strong evidence of the interest the people take in the cause of education, and that they are worthy of credit for doing all they can. No opposition need to be looked for in this section.

Teachers.—It takes time for great and general improvements in public matters of any kind. Progress, however, has been made in the following particulars: *First.* Teachers have felt more sensibly the responsibility of their calling, not only as instructors in the sciences, but also as exemplars of sound, moral and religious principles This is an important item to be gained; as with it there will be an effort, in a corresponding degree, faithfully to discharge the duties devolving upon them. *Second.* In previously maturing *plans* by which to regulate their classes and conduct the exercises and recitations of the school room. Many have entered upon the business of teaching without any definite idea of what they wanted to accomplish, or how they were to do it; consequently, a large portion of the term is spent before anything is really done, if at all. A poor plan is better than none; because to secure it, thinking is necessary; the attention must be called to the subject, and action prompted by those thoughts will follow; though the plan may be erroneous in some particulars, yet it will probably be corrected by experience and comparison with that of others. The improvements made in this respect, are the result of more extensive reading of educational works, together with lectures, as opportunity has presented. *Third.* Oral instruction and illustrations are used more extensively than heretofore, by which the exercises of the school room are much enlivened and the interest increased. I have observed with satisfaction, even in the retired districts of the county, that the want of suitable school books has been in a measure supplied by the use of oral instruction, particularly in English Grammar and Mental Arithmetic.

Defects to be Remedied—Teachers.—Though we have been able to speak of progress in the character and qualifications of teachers, yet the *number* of good teachers is not sufficient to meet the wants of the schools; and for the present, some have been licensed that would not be, were there others to take their places. Some, also, who have established a good reputation as teachers, are leaving the business for other employments, for the reason that they cannot obtain sufficient compensation, and one which is available A large number of the districts are sadly in debt. The teachers, after they have earned their money and obtained their orders, are frequently obliged to hold them from six to eighteen months before they can obtain their value, or sell them at a discount. They usually need their money as soon as it is earned, and the fact that they cannot obtain it when due, is driving many of our best teachers from the profession. An improvement in the financial department of a number of the districts would be very beneficial.

Greater facilities are also necessary for improving the qualifications of teachers. One of the agencies to which we look at present for accomplishing this, is teacher's institutes. They will be held hereafter, whatever it may cost; but could the Legislature of our State think proper to encourage us, by a small appropriation to each county for this purpose, it would be very gratifying to the friends of education.

The want of a uniform school tax throughout the State, and compensation to directors, are regarded as among the defects of the present system. Could they be remedied, still greater life and effectiveness would be given to the cause of education. But these defects have been urged upon the attention of the School Department and the Legislature, by a large number of the County Superintendents, in former reports; therefore I leave them with this passing notice, hoping the time is not far distant when that attention will be given to them, which the cause demands.

While these defects are referred to, with others that might be mentioned, our confidence is not at all weakened in the main features of the system. Though not perfect, its utility and practicability will compare favorably with those which have been much longer in use, and we believe that efficient directors and superintendents, thoroughly to carry out its provisions, will secure to the people of this Commonwealth, all that its most ardent friends have anticipated.

J. HENDRICK, *County Superintendent*
COUDERSPORT, September 15 1857.

Communications.

A DEMOCRAT SPEAKS OUT.

For the Potter Journal.

"Close Your Mouths."

Has the time come when one political party of this Democratic country shall coolly say to the other party, "Close your moutns?" Shall those who supported Mr. Buchanan for the Presidency in good faith—not only voted for him but labored for him, spending their time and money for the purpose of securing his election, and thereby secure the success of that great principle which they so much loved and cherished, *to wit*: State and Territorial Right, Popular sovereignty, and that the voice of the majority shall be the constitution of the land—shall they be told to "forever shut their mouths"—because they have been deceived? So the 7th resolution of the Democratic Convention, on the 4th inst., boldly asserts.

I voted for Mr. Buchanan in good faith. He has not carried out the principles upon which he was elected; but acts the Tyrant; he defies the will of the majority; he upholds with all the power of his high position, the plan which disfranchised nineteen counties out of thirty-four in Kansas. The 7th resolution is a libel upon common sense. If the Constitution of Kansas is not acceptable to free state men, "close your mouths,—your own conduct has produced the result." Shame!—When it is well known that pro slavery officers illegally and unjustly refused, under the plea of want of funds, to give the people of nineteen counties a legal right to vote under the territorial law. A majority of the counties was not represented at all. Bear in mind, reader, it was not the fault of the people of these counties—it was a deep laid plan to fasten upon them the Institution of Domestic Slavery.

Was there a Democrat in all Pennsylvania in 1856 that would have dared to assert, as a principle in the democratic creed, that Kansas should be admitted into the Union—no, not admitted, but forced in—with a Constitution forced upon her by a pro-slavery minority, backed up by President Buchanan? Not one.—If this had been Democracy, then Mr. Buchanan would never have been President. The doctrine was in 1856: Every State and Territory shall make its own local laws. Congress shall not force (by the passage of its laws,) Slavery into nor out of any State or Territory; but leave the people thereof perfectly free to form their own institutions subject only to the Constitution of the United States. Mr. Buchanan pledged himself to the country, before and after election, that all the power the Constitution conferred upon the Executive, should be brought to bear in a firm and conciliatory manner to restore the same harmony among the sister States, that existed before the apple of discord was cast into their midst. He now sets at defiance the will of a large majority in Kansas. Pennsylvania Democracy says "*Close your mouths!!*"—Thank God there is a power behind the throne greater than the throne iself. Let him that sits thereon beware.

If the principles of the Kansas-Nebraska bill, as enunciated by the Cincinnati Platform, had been carried out with a fair and honest hand, Kansas would have been a Free State. The right of the people to vote on their Constitution, was and is inherent—it was not a right to be *given*, but a right that could *not* be taken away without a violation of the first fundamental principles of self-government. In small communities all the people may assemble and enact their laws, and appoint officers to carry them into effect.—The majority ruling it, would be a pure democratic government. But, suppose this little community has grown so large that all cannot assemble together to make its constitution and laws, and it must be done by delegates elected by the people. Now, it becomes necessary for the Legislature of this community to pass a law authorizing the people to elect delegates to a convention to form a constitution, in order that they may be admitted into the United States of America. Among the the details of this law, we find a clause requiring certain officers to take the census of the people, and register all the *bona fide* citizens of the community, at a given or specified time, in order to know in election day who are the legal voters. Now, these officers are of one political party, and the people in nineteen counties out of thirty-four are of another party. Said officers perform their duty in fifteen counties, which are of their own party, thereby making them legal voters; but refuse to register the nineteen counties, thereby disfranchising the majority, and giving the minority power to carry out their favorite scheme.

This is the kind of representative government under which the Lecompton Constitution was formed,—one of the most glaring frauds since the Tea an Stamp Act of George III of England. And Pennsylvania Democracy says "*close your mouths.* Hush, be still—don't talk—you will raise the country!" Gentlemen, all can't be gagged. I have worked as hard as any of you in the good old cause of equal rights, but when you talk of closing *my* mouth, or that of my brethers, it does seem as though it was high time we had another Declaration of Independence. Read the 2d resolution of the 4th of March Convention—"in the admission of new States, with or without slavery, as they may elect, the equal rights of all the States will be preserved," &c. "*As they may elect!*" Now, it is a well-known fact, that the people of Kansas have decided, by a large majority, against the Lecompton Constitution; yet the democracy of Pennsylvania urges the admission of Kansas under that most damnable act of villiany, and then cries out "close your mouths." What was the principle objection made by the democracy against the Topeka Constitution? We demanded that it should be made by the people. We Nebraska men claimed that it was the offspring of a political party—that if it had been voted upon by all the *bona-fide* citizens of Kansas there would have been a large majority against it. Just so we Democrats and Nebraska men of 1858 do claim for the Lecompton frauds. In 1856 our watch word in Potter County, and the whole northern tier, was, "Buchanan, Breckenridge and Free Kansas." Our opponents pretended that we meant that Buchanan would make Kansas a free state at all hazards. We meant no such thing. *But this we did mean*: That Kansas would be FREE. How free? Why, free to make her own constitution and local laws—free to establish her own domestic institutions, free from all outside interference, and especially from the President and the Democratic party. *We have been deceived.* For this same President and his party are now forcing Kansas into the Union at the cannons mouth—(Had not that mouth better be closed?)—with a constitution as repugnant to the people of Kansas as was the Declaration of Independence to the British crown in 1776. In 1836, Mr. Buchanan stood by the side of Thomas H. Benton in the U. S. Senate—and there, too, was Silas Wright and Wm. R. King, and all that phalanx of talent and patriotism which was then the pride and glory of the democratic party—declaring that the people are sovereign,—that the majority must decide, *and that they could not be divested of that power.*