The Potter Journal.

SINGLE COPIES, } Devoted to the Principles of True Democracy, and the Dissemination of Morality, Literature and News. { FOUR CENTS.

VOLUME XIII.--NUMBER 12. COUDERSPORT, POTTER COUNTY, PA., THURSDAY, DECEMBER 6, 1860. TERMS:--$1.25 PER ANNUM.

Terms of Advertising.

1 Square [10 lines] 1 insertion,	50
1 " " 3 "	$1 50
Each subsequent insertion less than 13,	25
1 Square three months,	2 50
1 " six "	4 00
1 " nine "	5 50
1 " one year,	6 00
Rule and figure work, per sq., 3 ins.	3 00
Every subsequent insertion,	50
1 Column six months,	18 00
1 " " "	10 00
1 " " "	7 00
1 " per year.	30 00
1 " " "	16 00
Displayed Single-column, each insertion less than four,	3 00
Each additional insertion,	2 00
Double-column, displayed, per annum	65 00
" " six months,	35 00
" " three "	16 00
" " one month,	6 00
" " per square of 10 lines, each insertion under 4,	1 00

Parts of columns will be inserted at the same rates.

Administrator's or Executor's Notice,	2 00
Auditor's Notices, each,	1 50
Sheriff's Sales, per tract,	1 50
Marriage Notices, each,	1 00
Divorce Notices, each,	1 50
Administrator's Sales, per square for 4 insertions,	1 50
Business or Professional Cards, each, not exceding 8 lines, per year	5 00
Special and Editorial Notices, per line,	10

☞All transient advertisements must be paid in advance, and no notice will be taken of advertisements from a distance, unless they are accompanied by the money or satisfactory reference.

Business Cards.

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 corner of West and Third streets. 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 on Soth-west corner of Main and Fourth streets. 12:1

ISAAC BENSON,
ATTORNEY AT LAW, Coudersport, Pa., will attend to all business entrusted to him, with care and promptness. Office on Second st., near the Allegheny Bridge. 12:1

CHARLES REISSMANN,
CABINET MAKER, having erected a new and convenient Shop, on the South-east corner of Third and West streets, will be happy to receive and fill all orders in his calling. Repairing and re-fitting carefully and neatly done on short notice.
Coudersport, Nov. 8, 1859.–11-1y.

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. E. A. JONES.
SMITH & JONES,
DEALERS IN DRUGS, MEDICINES, PAINTS, Oils, Fancy Articles, Stationery, Dry Goods, Groceries, &c., Main st., Coudersport, Pa. 10:1

I. OLMSTED, B. S. COLWELL, A. C. TAGGART.
D. E. OLMSTED & CO.,
DEALERS 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

I. OLMSTED. : : : : : : : : : S. D. KELLY.
OLMSTED & KELLY,
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,
W. GLASSMIRE, Proprietor, Corner of Main and Second Streets, Coudersport, Potter Co., Pa. 9:44

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

LYMAN HOUSE,
J. LYMAN, Proprietor, Ulysses, Potter Co., Pa. This House is situated on the East corner of Main street, opposite A. Corey & Co.'s store, and is well adapted to meet the wants of patrons and friends. 12:11-1y.

EZRA STARKWEATHER,
BLACKSMITH, would inform his former customers and the public generally that he has established a shop in the building formerly occupied by Benj. Rennels in Coudersport, where he will be pleased to do all kinds of Blacksmithing on the most reasonable terms. Lumber, Shingles, and all kinds of Produce taken in exchange for work. 12:34.

Z. J. THOMPSON,
CARRIAGE & WAGON MAKER and REPAIRER, Coudersport, Potter Co., Pa., takes this method of informing the public in general that he is prepared to do all work in his line with promptness, in a workman-like manner, and upon the most accommodating terms. Payment for repairing invariably required on delivery of the work. ☞All kinds of PRODUCE taken on account of work. 1:35.

POETRY.

ROCK ME TO SLEEP.

Backward, turn backward, O Time, in your flight,
Make me a child again, just for to-night!
Mother, come back from the echoless shore,
Take me again to your heart as of yore—
Kiss from my forehead the furrows of care,
Smooth the few silver threads out of my hair—
Over my slumbers your loving watch keep—
Rock me to sleep, mother—rock me to sleep!

Backward, flow backward, O, tide of years;
I am so weary of toils and of tears—
Toil without recompense—tears all in vain—
Take them and give me my childhood again!
I have grown weary of dust and decay,
Weary of flinging my soul-wealth away—
Weary of sowing for others to reap;
Rock me to sleep, mother—rock me to sleep!

Tired of the hollow, the base, the untrue,
Mother, O mother, my heart calls for you!
Many a summer the grass has grown green,
Blossomed and faded—our faces between—
Yet with strong yearning and passionate pain,
Long I to-night for your presence again;
Come from the silence so long and so deep,
Rock me to sleep, mother—rock me to sleep!

Over my heart in days that are flown,
No love like mother-love ever was shown—
No other worship abides and endures,
Faithful, unselfish, and patient, like yours:
None like a mother can charm away pain,
From the sick soul and the world-weary brain;
Slumber's soft calm o'er my heavy lids creep—
Rock me to sleep, mother—rock me to sleep!

Mother, dear mother! the years have been long
Since I last hushed to your lullaby song—
Since then, and unto my soul it shall seem,
Womanhood's years have been but a dream;
Clasped to your arms in a loving embrace,
With your light lashes just sweeping my face,
Never hereafter to wake or to weep,
Rock me to sleep, mother—rock me to sleep!

MISCELLANY.

The Sixth Sense.

I was a close student at school, a young, ambitious lad of sixteen, somewhat homespun but strong in uprightness, and conscious of power. My dear father was sick, and gradually undergoing that metempyachosis which the shallow thinker calls death. It was a stormy day in January; the snow had fallen two feet deep, and I started for my home eight miles distant. My father had written to me that he wanted to see me; he wanted to give me injunction after injunction not to forget my duties to him in the care of his wife—my mother. He need not have sent it; I could not, I never can, forget him or her. His desire to see me, growing out of a feeling that he might at any hour "pass onward," and give me counsel was natural, but not necessary. But his slightest wish was law to me, and I started for home as I said, on foot. Weary walk, this drudging in an unbroken snow path. Before I reached the door I thought my body would tire out completely; but it did not—I accomplished it.

I ate my supper, chatted awhile with my parents, and went to bed in my old bed room. My father and mother I left in the kitchen, gratified at my arrival and proud of me.

I fell asleep, woke, and dressed myself, came into the kitchen and took a seat between my father and mother. They looked surprised and inquired why I had left my bed.

Said I—"Has nobody been here since I went to bed?"

"No."

"Well," I replied, "there will somebody come and that is why I left my bed—at least, I have dreamed there would, and the dream is no illusion to me but a fierce reality."

My father smiled as if incredulous; yet as if he asked no better nor braver defender than his boy. At this moment, my mother, a very cautious woman, heard a rap at the door, and stepped to it, as I supposed, to inquire who was there, and what was wanted, but instead opened the door, and in come a terrible gust of wind and snow—for the night was hideous—and with them in marched a woman.

She walked half way from the door to the fire when she discovered me, and I evidently took her aback by my presence. I saw the creature in my dream. I knew that I was destined to a struggle, and I grew in strength as I looked at my dear father and mother. She took a chair, turned her back to the fire and seated herself in the shadow. I kept my seat and appeared to give no attention to her.

"Who are you?" inquired my father.

"What's that to you?" said she.

"Everything if you are to stay in my house—nothing if you are not."

"What if I will not tell you?"

"Then you must leave my house!"

"Leave the house!" she exclaimed; I should like to see anybody here try to put me out."

"What if I call my men, and throw you out neck and heels?"

"You haven't got any men; they have all gone home."

"How do you know?"

"I inquired at the last house on the road before I came here. It is Saturday night, and I was told that your laborers all went home, and that you lived alone."

I glanced at my father. He was pale, but his courage ebbed not a whit. He helpless, not able to get out of his chair, surmised strange occurrences, for he had received not less than eighteen hundred dollars that very week from large wheat sales, and he saw what was before him. This was either a decoy or a man in disguise, whose object was robbery. I could see that all this was rapidly passing through my father's mind, but it did not bow him the ninth part of an inch. So I was still as if I suspected nothing but a war of words. The hag had on an old quilted hood and an old bombazine cloak, which reached to her feet and was belted about the waist.

"You are a woman?" said father.

"Of course I am; what do you ask that question for?"

"Have you a husband?"

"Yes."

"Where does he live?"

"In Truxton."

"Well, then, if you have a husband why do you not live at home, instead of gadding around on such a night as this, fit only for the fiends to be abroad?"

"Why don't you set the North River on fire?" said she, leaping from her chair, and springing toward my father at the back side of my chair, and hissing through her teeth, "I'll teach you why I am here."

My mother screamed and run; my father made an ineffectual attempt to get out of the way, but instantly yielded, resolved to take what waited him; and I was out of my seat as quick as the hag, and as she passed me on her way to grapple with my father, I struck her with my fist a blow under the ear, which, but for her old cotton hood, would have knocked her down; as it was it staggered her and gave me time to get the chairs out of the way and gather for a fight.

She recovered, and looking at me for a moment, said as if in soliloquy:

"Oh, you choose to cross my path do you? Well, see if I don't settle you pretty quickly;" and thrusting her hand into her cloak made a motion as if she would draw a dagger.

The intention maddened me and it bro't foam from my lips. I struck her half a dozen blows as quick as lightning.

She let her dagger go, and clenched me. The grip satisfied me that I had found my match, aye, more, in strength, and that my skill as a boxer, and my almost unparalleled ability as wrestler, must save me. I had learned pugilism of a clever English teacher, and as to wrestling, to that day I had never been thrown down. I knew when I felt the grip that I was dealing with a man. I felt that my father and mother were relying on me, and I grew stronger, as I before said.

We tussled, grasped, and let loose, struck and parried, clinched, and wrestled till, after various attempts we found ourselves to what wrestlers call a "side hold." I got the under arm, and lifted him (for it was no longer her) threw my leg around his and turned him. He fell on the floor like a log. I intended to break his bones, but he unhooked his cloak (it had been unbuckled in the struggle) and leaped up like a cat. I struck him before he was balanced, staggered him grappled my left hand into his throat and struck him again, called on my mother to open the door, and as she did so, pushed and kicked him out. He swore that he would be the death of me I told him to take himself out of the State or I would put the sheriff on his track, and shutting the door in his face, walked to my father.

Now let your doubter tell me how I came to see this matter beforehand—this hooded, cloaked man. I had seen and heard his threats to my father; and struggled with him in my dream, before he came to the house, and had awakened and left my bed to go and see to my father's safety, and again to conquer him in the kitchen. All the main features of the occurrence were made known to me before they took place, and by the impression they made on me, enabled me I doubt not, to save my parent's life.

EDUCATIONAL.

Proceedings of the Potter County Teachers' Institute.

Reported for the Potter Journal.

SATURDAY, NOV. 17.

[The following should have been inserted previous to the day proceedings of Monday, but we did not receive it in time.—EDITOR.]

The evening session was opened with a discussion of the following question: "How can the cause of Education be best promoted in this County?" by Messrs Cooper, Lewis, Colcord, Lyman, Rev. Scott, Gilliland and Prof Sanders, and Misses Hackett, Fox, Lyman and Clark, The question awoke an able and animating discussion. A warm interest was exhibited on the part of the speakers in everything that tended to advance the interest of Education.

Prof Cooper then addressed the Institution upon the following topic: "Success in teaching." As the architect draws a plan before he begins to erect a building, so the educator ought to decide what a good education is, and the means of obtaining it, before he commences to erect a temple for the Spirit. The life of every individual is determined by his early culture. A teacher is successful, only when he trains all the powers of the pupil, and makes him a useful member of society. The true teacher must understand the nature of the mind and the means of developing and improving its powers; should know how the mind changes as the child passes from youth to manhood, and how study without increase of years affects it. The teacher should prepare the mind of the pupil to receive wisdom, before placing a book in his hand; should teach the pupil *to think* and not merely to repeat the words of the lesson. The common way is to have the pupils give words instead of thoughts. True teaching incites and stimulates curiosity, but never cloys it. Do not spoil scholars by flattery. Cultivate the child's moral nature by holding up correct examples, by telling stories in which persons act from correct principles, and always expressing a due appreciation of every generous and noble act. The mind is as much subject to laws as matter is, and may be cultivated with as much certainty of obtaining the desired end.

Reading by Prof Sanders. Adjourned.

MONDAY EVENING, NOV., 19.

Assembled at the usual hour, and after election of officers for the evening, proceeded to discuss the question before the Institute. The question, What is the best mode of interesting primary classes? was taken up by Prof. Cooper. The principal means was to present things easy of comprehension; to follow the natural bent of disposition; show them pictures, &c. Mr. Jonson, had little experience, but thought telling stories, a good way; little minds were inquisitive, and the way to interest them is to feed their inquisitiveness. The meeting was addressed in turn by Messrs. Lyman, Monroe, Davidson and Lewis. The latter gentleman did not believe in presents or any outside inducements: thought it very desirable to win the students affection, and in contrast showed the effect of fear on a scholar's mind. He advised teachers to be simple in speech, concise in definition, and if they wish to interest their pupils, first interest themselves. A lively discussion followed until the question was dismissed, and Prof. Sanders led the Choir in music. After a short recess the audience assembled to hear Prof. Lewis. He said: we had come to pay the oblations of our brightest hopes on the altar of devotion to the highest interests of our kind. Under the glorious supervision of the teacher, waywardness and obstinacy had given way to willing obedience, and come to walk in the path of duty. Compare the wild uncultivated rugged past, with the present improved and beautiful appearance of the surrounding county. Religion had been the motive power, and educator. The Archimidean lever that had elevated the people to a love of science, literature and the arts. Reviewed the past of nations; the honered sons of the old Thirteen, worthy in their lives, to them were we indebted for planting germs of progress which had grown ud institutions of power, and were blessing the whole Land. The Hand of Providence was plainly to be seen in the planting of this Quaker colony. The destiny of nations in a great measure depend-and on the intelligence and humanity of their rulers cited from the career of Napoleon. The school teacher was a warrior fighting for the final triumph of Truth and Justice. The instructors of youth begin at the fountain head of human life and their profession in grandeur is second to none in the world. Like the soft materials of the rock in its incipient stages on which the tiny insect can trace its name and character, yet when its granite particles have become consolidated can dash aside the mountain torrent or turn away the deadly thunder bolt and only yields to the touch of the magic rod of the chosen servant of the Almighty, so the human heart in its infancy is susceptible to all the influences of truth and religion; yet when hardened by the tread of Time and chilled by the frosts of age is hard and unimpressible as the flinty rock; consequently the importance of the teacher's vocation. His habits and manners would be copied, and above all would the influence of his morals be felt on the tender mind of childhood. The teacher could not be too sound in any department of virtue; for he was the ruling spirit, the controlling power of his peculiar institution. A large fund of general information was necessary in order that all the demands of his pupils may be answered. He spoke eloquently and at length of all the duties and relations of the teacher; urged them onward to the discharge of every responsibility. His remarks were followed by reading and elocutionary exercises by Prof. Sanders, as the concluding exercises of the day. The Institute then adjourned.

TUESDAY MORNING, NOV., 20.

The assemblage was found to consist of 54 persons. A hymn was sung by the choir, and a prayer was offered by Prof. Sanders. Then followed reading report of Monday, by the Sec's. The critics read an accurate report of all errors of speech and action in the members of the Institute. This was followed by giving sentiments containing gems of wisdom and poetry; then came exercises in Arithmetic; difficult examples were explained, and the underlying principles brought to view. Misses B. M. and A. E. Lyman went to the board and demonstrated fractional power. Their explanations were approved and accepted. At 11 o'clock the Arithmetic class adjourned, and all took a recess of five minutes.—When again assembled, Prof Sanders conducted an exercise in Phonetics and Orthography; he took the first word in the Dictionary, which is A, and commented on its frequent mis-spelling. He said it was erroneously used oftener than any other word in the language. The members were thoroughly drilled on the word in all its possible applications, and shown that when no other rule would apply, euphony determines whether A or An should be used. The Professor's explanations were of principles, and carefully selected examples were given; such as embraced the widest extent of application. After listening with the greatest interest until noon, the classes adjourned.

AFTERNOON SESSION.

Assembled at 1 o'clock and were addressed by Prof Lewis, on the subject of holding a Levee. The question was carried and the succeeding Friday evening fixed upon for the occasion. The teachers were to assemble on that evening and relieve the monotony of daily drills by a mutual interchange of courtesies. The motion to have refreshments was lost at the suggestion of Prof Cooper. On the committee of arrangements were Messrs. Jonson and Shove, with Misses Corey and Nelson. Considerable pleasantry was desplayed during the arrangements for the occasion, and the utmost good feeling and satisfaction prevailed.

The remainder of the time until recess was occupied by Prof Lewis who took the stand and analyzed several difficult sentences for the benefit of Grammar teachers. After recess Prof Cooper drawed on the board a diagram of the moon's orbit around the earth, and closed by a discourse concerning the atmosphere and its phenomena. "They were governed by laws fixed and immutable as those governing any other part of the material universe." He explained that the motion of the air was occasioned by want of complete equilibrium in its various parts, and gave in their order the rates of speed belonging to gales, breezes and hurricanes; he also explained the causes of Trade Winds. They were occasioned in the first place by excessive heating of the atmosphere in the equatorial regions, and the subsequent flowing inward of colder air from the polar regions to supply the vaccuum produced by expansion and rising up of the air at the Equator. The peculiarity of their moving westward was accounted by taking into consideration the fact that the earth moves much faster at the equator than at the poles; consequently the air with its feeble impetus from those extremes, could not immediately partake of its more rapid motion there, and took a retrogressive motion westward and produced the Trade Winds. This interesting discourse was very happily delivered and was received with the keenest interest and appreciation. At 4 o'clock Prof Sanders commenced his drill in Elocution, and continued to amuse and interest his hearers until 4½ o'clock, and adjourned.

TUESDAY EVENING.

The Institute opened at 6. 30 Prof, S Lewis in the Chair. Questions for discussion. Resolved that composition and declamation ought to be introduced into common schools. The discussion was commenced by Prof Cooper, who declared for the affirmative; he said practice in composition while at school gave the student a facility of thought and readiness of expression; necessary in every business project of after life; to have it successful it was necessary the Teacher should understand it himself. He was in favor of declamation partly on account of the great amount of information embodied in the pieces usually spoken. Prof. S Lewis was then called for. He thought the proper way was to connect these studies with grammer and elocution. Had never known any great advantages to arise from these exercises as usually conducted; it confirmed a stereotyped manner of expression and did more harm that good, as he estimated it. Various speakers took the floor and many ideas were gained, and the resolution was finally carried. After the discussion there was singing by the choir, and then the audience listened to a long, brilliant and profound essay by Prof Sanders, followed by reading humorous pieces, when the Institute adjourned for the night.

WEDNESDAY MORNING, NOV. 21.

Teachers Institute met at 9 A. M. Singing by the choir. Reading the Scriptures and prayer, by Rev. Mr. Smith. Minutes of previous meeting read and approved. Critics report read by Miss Bishop. On motion, Mr. Maynard and Miss Downs were unanimously chosen critics, and W. A. Monroe and Miss Burtis, secretaries. Prof. Lewis offered the following sentiment: "The Education of mind must be chiefly his own work."

Prof. Sanders then conducted an exercise in Orthography, in which he gave instructions for the spelling of some five thousand English words. Recess.

10:30, A. M. exercises in Arithmetic, conducted by Prof. Cooper. Recess. Singing by the choir. Exercises in Arithmetic, conducted by Prof. Sanders, during which he explained some of the peculiar properties of the figure nine.

AFTERNOON SESSION.

Commenced at 1:30 P. M. Exercise in Grammar, conducted by Prof. Cooper. Lecture by Prof. Lewis. Recess.

2:40, P. M., Prof. Cooper lectured to the Geography class. He gave a lucid explanation of the causes of the periodical winds, the Etesian wind, the Simoom; the Sirocco, also the winds that blow from the north-west and south-west. He also gave an explanation of the cause of rain from evaporation to condensation and return to the earth; also how the humidity or capacity of the air for containing water was increased by the degree of heat. He said that a cubic yard of air, at 75° Far., would contain one cubic inch of water in the form of invisible vapor. The reasons for there being no rain in some places, as well as the reason for the great amount in other places, were also duly explained. Prof. C. also illustrated the orbit of the moon around the earth, on the blackboard. Recess.

EVENING SESSION.

Called to order at 6:30, by Prof. Lewis, who proceeded to deliver a lecture on the subject of School Organization, during which he favored the Institute with an outline of his plan for organizing schools. Prof. Cooper elucidated the subjects of day and night, eclipses etc., in a very satisfactory manner. Prof. Sanders delivered a very able discourse upon "The public schools—the foundation of our government."

On motion, adjourned.

THURSDAY MORNING, NOV. 22.

Morning exercises, reading Scriptures and prayer, by Prof. Sanders. Singing by the choir. 2d. Secretaries report was read and approved. 3d. Report of critics. 4th. P. E. Maynard was elected Secretary, and Miss S. Horton assistant; Mr. Clark and Miss L. Hacket, were elected critics for the day. Prof. Sanders then called for the compositions according to previous arrangement, and made some remarks to those who failed to comply. The next subject talked upon was Penmanship. Prof. Sanders recommended the Spencerian system, and explained the method of teaching it. Recess.

1st exercise, singing by the choir. 2d. Arithmetic, conducted by Prof. Cooper. Method of reducing Vulgar to Decimal fractions, and also that of reducing Repetends to the Vulgar fractions from which they were formed, explained. Recess. Compositions were read by Prof. Sanders, and bad spelling spoken of. 2d exercise conducted by Prof. Sanders, in Spelling. Adjourned until 1½ P. M.

AFTERNOON SESSION.

Prof. Cooper opened Grammar exercise in absence of Prof. Lewis. Mr. Wm. A. Monroe made some remarks on Penmanship. He thought the Spencerian system too labored for general use. Prof. Lewis recommended flourishing for teaching Penmanship. Prof. Cooper also made some remarks. He thought it best to train pupils upon a finger movement. Recess.

Exercise in Physical Geography. 1st Color of the Ocean and its causes. 2d. Method of sounding explained. 3rd. Motions, viz: Tides, Currents, etc., and their causes were fully explained and pointed out on the outline maps. Exercise closed by exhibiting some specimens of coral rocks, shells, mosses etc. Recess.

Prof. Sanders took the floor and recommended a more thorough study of Physical and Astronomical Geography. 2d. Analysis—all the class participating. 3rd. Reading by ladies. 4th. Reading by gentlemen. Adjourned till evening.

EVENING SESSION.

Opened, by Prof. Lewis, who again brought the subject of school organization before the audience, showing a programme for recitation and study. He then made more remarks respecting the best manner of teaching Penmanship. He next made some observations about street education; and contrasted our present government with that of the Puritans.

2d. exercise, essay by Mr. Shove Subject, "Personal appearance of the Teacher." The essay was an able one, and was received with much applause. Recess.

After calling to order, Prof. Sanders favored us with some miscellaneous remarks, and a very amusing illustration of mathematical skill. 2d. Lecture by Prof.