The Potter Journal.

Devoted to the Principles of True Democracy, and the Dissemination of Morality, Literature and News.

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THE
POTTER JOURNAL
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***Devoted to the cause of Republicanism, the interests of Agriculture, the advancement of Education, and the best good of Potter county. Owning no guide except that of Principle, it will endeavor to aid in the work of more fully Freedomizing our Country.

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BUSINESS CARDS.

EULALIA LODGE, No. 342, F A M. STATED Meetings on the 2nd and 4th Wednesdays of each month. Also Masonic gatherings on every Wednesday Evening, for work and practice, at their Hall in Coudersport.
TIMOTHY IVES, W. M.
SAMUEL HAVEN, Sec'y.

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.

ARTHUR G. OLMSTED,
ATTORNEY & COUNSELLOR, AT LAW Coudersport, Pa., will attend to all business entrusted to his care, with promptness and fidelity. Office on Soth-west corner of Main and Fourth streets.

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.

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

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.

C. S. & E. A. JONES,
DEALERS IN DRUGS, MEDICINES, PAINTS Oils, Fancy Articles, Stationery, Dry Goods, Groceries, &c., Main st., Coudersport, Pa.

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

COLLINS SMITH,
DEALER in Dry Goods, Groceries, Provisions, Hardware, Queensware, Cutlery, and all Goods usually found in a country Store.—Coudersport, Nov. 27, 1861.

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

COUDERSPORT HOTEL,
D. F. GLASSMIRE, Proprietor, Corner of Main and Second Streets, Coudersport, Potter Co., Pa.
A Livery Stable is also kept in connection with this Hotel.

MARK GILLON,
TAILOR—nearly opposite the Court House—will make all clothes intrusted to him in the latest and best styles—Prices to suit the times.—Give him a call. 13.41

ANDREW SANBERG & BRO'S.
TANNERS AND CURRIERS.—Hides tanned on the shares, in the best manner. Tannery on the east side of Allegany river. Coudersport, Potter county, Pa—Jy 17,'61

H. J. 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.

Ulysses Academy
Still retains as Principal, Mr. E. R. CAMPBELL, Preceptress, Mrs. NETTIE JONES GRIDLEY; Assistant, Miss A. E. CAMPBELL. The expenses per Term are: Tuition, from $5 to $6; Board, from $1 50 to $1.75, per week; Rooms for self-boarding from $2 to $4. Each term commences upon Wednesday and continues Fourteen weeks. Fall term, Aug. 27th, 1862; Winter term, Dec. 10th, 1862; and Spring term, March 25th, 1863.
O. R. BASSETT, President.
W. W. GRIDLEY, Sect'y.
Lewisville, July 9, 1862.

UNION HOTEL,
COUDERSPORT, POTTER COUNTY, PENN.,
A. S. ARMSTRONG
HAVING refitted and newly furnished the house on Main street, recently occupied by R. Rice, is prepared to accommodate the traveling public in as good style as can be had in town. Nothing that can in any way increase the comforts of the guests will be neglected. Dec. 11, 1861

BESIDE THE DEAD.

Now I dare to scan thee boldly,
Haughty, pallid brow!
Thou hast ever met me coldly,
Scarcely colder now:
Something in thy bearing chilled me—
Not a smile from thee enthrilled me,
Sadly passive brow.

I might touch thee with my finger—
Touch thy bloodless cheek,
Yet no haughty flush would linger—
But the thought is weak:
For thou liest dead before me,
With the pitiless grave-chill o'er thee,
Poor, white, frozen cheek!

In thy bosom's restless fever,
Longings stole to thee;
But in all thy heart-throbs, never
Leaped there one for me:
Yet, they say thy heart was tender,
Melting in thine eyes of splendor—
Could it—could it be?

Eyes of splendor!—yes, I knew it,
But, for me, as cold
As Heaven's light, with snow-flakes thro' it,
From a cloud of gold.
Oh, those eyes for others burning,
Met my own with scorn returning:
Cold—ah me, how cold!

When they told me thou wert dying—
Dying, young and fair—
All my soul went out in sighing
One impassioned prayer:
But the words shall not be spoken,
For I know that no sweet token
Beckoned for me there.

But thou liest dead before me,
Pale and voiceless one,
With the shroud enfolded o'er thee,
All thy scorning done:
Other hearts are madly breaking,
And my own is prouly aching
O'er thee, silent one.

CUT OFF THE BACK LEGS OF YOUR CHAIRS.—I will tell you a secret worth knowing. A thousand not worth half as much, have been patented and elevated into a business. It is this: If you cut off the back legs of your chairs, so that the back part of the seat shall be two inches lower than than the front part, it will greatly relieve the fatigue of sitting, and keep your spine in much better shape The principal fatigue in sitting comes from your sliding forward, and thus straining the ligaments and muscles in the small of the back The expedient I have advised will obviate this tendency, and, as I have suggested, add greatly to the comfort and healthfulness of the sitting posture. The front edge of a chair should not be more than fifteen inches high for the average man, nor more than fourteen for the average woman. The average chair is now seventeen inches high, for all, which no amount of slanting in the seat can make comfortable.—*Lewis's Gymnasium.*

A CHILD'S SYMPATHY.—A child's eyes! those clear wells of undefiled thought—what on earth can be so beautiful? Full of hope, love, and curiosity, they meet your own. In prayer, how earnest; in joy, how sparkling; in sympathy, how tender. The man who never tried the companionship of a little child, has carelessly passed by one of the pleasures of life, as one passes a rare flower, without plucking it or knowing its value. A child cannot understand, you think; speak to it of the holy things of your religion, of your grief for the loss of a friend, of your love for some one you fear will not love in return; it will take, it is true, no measure or soundings of your thought; it will not judge how much you should believe, whether your grief is rational in proportion to your loss, whether you are worthy or fit to attrack the love which you seek; but its whole soul will incline to yours, and engraft itself, as it were on the feeling which is your feeling for the hour.

Muggins was passing up the street with a friend, when he observed a dog that had been killed lying in the gutter. Muggins paused, gazed intently on the defunct animal, and at last said: "There is another shipwreck!" "Shipwreck! where?" "There is a bark that's lost forever." His companion growled and passed on.

How near akin laughter is to tears was shown when Reuben, with a single stroke of his brush, turned a laughing child in a painting to one crying; and our mothers, without being great painters, have often brought us in like manner from joy to grief by a single stroke.

A man who had been married twice to ladies both named Catharine, advised his friends against taking dupli-Kates.

Men are generally like wagons; they rattle prodigeously when there is nothing in them.

Winter is almost here.

ANNUAL REPORT
OF THE
COUNTY SUPERINTENDENT.

Examinations.—These were partly oral, and partly written. When the class was small, they were mostly oral except map and outline drawing and working problems in Arithmetic. When the class was large, the examination Orthography, Arithmetic, Geography and Grammar was written, in Reading, Mental Arithmetic and Theory of Teaching it was oral. It is my custom to make a few suggestions to teachers before commencing to examine a class, after which a printed list of questions in Orthography, Arithmetic, Geography and Grammar is placed before each applicant.—These questions are carefully prepared so as to embrace as much as possible of each branch in a small space. No question is so worded as to admit of a monosylabic yes or no as answer, but each suggest a principle or topic which is to be elucidated, and much pains is taken to exclude everything so easy as to be puerile, or so difficult and puzzling as to be unjust. Nor are all these questions equally difficult, but they advance from the plain and simple to the abstruse and complicated, so that he who performs all that is required of him fairly earns the highest grade of certificate. As soon as they receive their lists of questions all are set to work, the oral examination commencing at the same time usually with the Theory of Teaching. Each teacher is called upon separately for oral examinations and though all are at liberty to listen, no one is obliged to suspend his written examination. After each one has been thoroughly examined in the Theory of Teaching, a similar course is pursued with Mental Arithmetic and Reading.

I will now state what I conceive to be some of the advantages of this course: 1st. *The oral examination is confined to those branches best intended to interest and instruct an audience.* Theory of Teaching is especially appropriate for this purpose. When the teacher is an experienced one Directors and parents cannot fail to be benefitted by his views on the necessity of good order in school and the means of securing it, the need of parental co operation, the adaptation of a course of study to the natural order of mental development &c, more than by any recitation in Arithmetic or Grammar however ready or correct it may be. When the teacher is a beginner a thorough examination in this department affords an excellent opportunity for conveying much useful instruction. 2d. *Written examination in the more difficult branches benefits the teacher.* The question lies before the teacher, and he need not answer till he fully comprehends it but free from embarassment he can collect all his knowledge in relation to the subject and proceed at his leisure. He renders it peculiarly acceptable to the diffident. In talking all are more or less careless in the choice of language but in writing time is given to select such works and phrases as exactly convey the meaning intended, and he who *writes* a bangling definition does so because he can give no better one. It, therefore promotes accuracy in the use of language. It, also checks that loquacity with which some teachers by giving a great deal not called for, s rive to conceal some real deficiency. The care necessary to present a neat and legible manuscript is excellent drill for neatness in black board exercises and illustrations. 3d. *The whole examination can be made more thorough.* This is very evident, as no one is waiting for another to recite.—Each teacher can employ all his time in writing except while he is under oral examination A greater amount of each branch being braught before the class the results are more reliable. In fact, were the examination all oral, but little more time could be spent on the whole, than is now employed on one-half the branches.

Average Qualifications.—These are, on the whole, a traction below those of last year. This is not the case with individual teachers. A large number of the teachers re examined this year show some progress, and several have made comendable improvement. Many young men hitherto engaged in teaching, have joined the army, some of whom were the brightest ornaments to their profession. Some experienced teachers, mostly females, have also given up teaching. A slight reduction in wages and shortening of the school term probably contributed to this result. The deficiency thus caused could only be supplied by employing beginners, to which fact the retrograde in average qualifications is to be attributed.

Female Teachers—The proportion of female teachers is nearly the same as last year. Their average success for the year is a little better than the male teachers. This is, doubtless, owing to the greater facilities for attending school, furnished to girls in agricultural regions, than to boys. I do not hesitate, however, to recommond their more general employment in this county.

All Districts except Abbott have Summer as well as Winter schools.

Time of Commencing Schools.—The Summer schools generally commence in May, but in some Districts they do not commence till the first Monday in June. When a District is to have four months Summer and four months Winter school the first of June is probably the most suitable time to commence the Summer school, but when each term is to be but three months, I would prefer July, August and September for the Summer and November, December and January for the Winter schools leaving October for vacation. This would allow the same teacher to be employed for both terms—Most people wish the Summer school to commence in May. In the case of a two months school. I can assign no good reason for this preference, but in the case of a three months school, there are some reasons assigned which, whether good or not certainly operate strongly. August is considered a far more profitable month for children to be employed at home than May. In this month some of the haying and most of the harvesting is done—Some who can easily be spared from "Spring work," are very useful at this time. It is mainly in picking berries which abound in August that such children are made useful. To one not acquainted the condition of our County, it may seem strange that gathering berries should become of sufficient importance that parents would keep their children from school for that purpose but such is the fact.

About the time of the first settlement, a heavy tornado passed over this County prostrating a large portion of the forest in some sections, and the fires in the woods which are so common in a new country continuing to rage through the "windfall" as it is called, preventing its becoming again covered with timber, the whole vast extent is covered with a luxuriant growth of briars. The Blackberry forms by far the largest portion, but there is considerable admixture of the varieties of Raspberry. The berry season commences the last of July and lasts about six weeks, and it is no uncommon thing for a girl of twelve years to pick and dry a bushel of Blackberries, worth from four to six dollars. When they are not designed for market the scarcity of cultivated fruit renders them no inconsiderable addition to the pantry. In some localities the Whortleberry abounds and here berry picking is still more lucrative, as this berry is very highly prized and will bear transporting to a considerable distance. I have known a school in the Whortleberry region with a roll of twenty-five names dwindle to four regular attendants during the picking season. There are many Districts where an attempt to place the commencement of Summer schools later than the middle of May will not meet general favor, but I do not hesitate to strongly recommend that no Summer school be commenced sooner than the first Monday in June.

There is another reason for commencing schools early which operates with teachers. most of them wish to attend some Academy at least one term in a year, and the Fall term is considered best for that purpose. This term in such an Institution in this vicinity commences from the middle of August to the first of September. To give a teacher of Summer school this opportunity, his school should certainly close with the first week of August, and as the week of the Fourth of July is sometimes wholly given to holidays it should commence the first of May.

As I have devoted considerable space to the reasons for commencing schools in May, it will certainly be proper to briefly mention some of the reasons for commencing them later. The school year commences the first Monday in June, and the County Superintendent has a large amount of business to transact connected with the close of one year and the beginning of another to which most of May and June may profitably be devoted If to these labors be added nearly the whole visitation of the Summer schools, very much of this work must be hastily and even imperfectly performed.

In this County the weather of May is far less favorable for small children to attend school than June, July, August or September. No one can entirely lay off his winter clothing before the first of June, and summer clothing if prepared earlier, would hardly be put on a child before this period. A suit of clothes which has protected a boy through five or six of the coldest months of the year, is not generally considered an appropriate dress in which to begin attendance at a Summer school and for this reason alone many a child loses the first month of the term.

Finally I will mention what has already been hinted at, the benefit of having the commencement of the winter term as near as possible to the close of the summer term. By this arrangement, a short vacation between the terms, the same teacher may be employed for both. It need no argument to show that a teacher with his plans and organization all matured and with a full knowledge of the acquirements and needs of his scholars, can make a term more successful than one by whom all these labors are yet to be performed. And what is still more important, that hearty parental co operation so essential to his success and which it might take a stranger a half term to secure, the faithful teacher brings to his aid the first day of his second term.

The benefits of bringing the summer and winter school so near together that they seem to be one term with a proper interval of rest in the middle become more evident when we consider its effects on the school. After three or four months of faithful application scholars need a season of recreation, and a vacation of sufficient length to lost vigor of mind is beneficial. To continue it longer than is necessary for this purpose not only wastes time but tends directly to divert the mind from study. A suitable interval having intervened, the school take up their studies as unfinished tasks. The first month of the summer term proved scarcely sufficient to tend their energies to their labor, but this once accomplished, it is accomplished for the winter also.

Boarding Around.—This practice prevails in all Districts except Abbott, and it would be difficult to state accurately its peculiar effects, since it is impossible to tell what would be the condition of the schools under the opposite practice in all places where it has not been tried.—The main reason for adopting this system of boarding teachers seems to be that it makes the burden of school tax less onerous, as it is generally easier to board a teacher one week than to pay the price of a week's board in addition to the annual school tax. Though these visits are forced, as it were, on the teacher, yet he may and often does, make them useful by becoming acquainted with his patrons and making them acquainted with his plans and securing their co-operation. Most teachers, however, consider "boarding around" a very objectionable one. It is, indeed, not very conducive to health to have no permanent abiding place, to be continually changing diet, sleeping apartments &c., and female teachers find it no *fancied* hardship to be obliged to walk to the uttermost limit of a large district after a fatiguing day's labor in the schoolroom. The objection which weighs most heavily against it, is that it throws many difficulties in the way of any regular course of study for the daily recitations or general improvement. The true teacher will, under any circumstances, find time to make careful preparation for the recitations of each day before attempting to hear the classes recite; but to him whose home makes daily migrations and whose time when not in school is considered the rightful property of the family whose guest he happens to be, a general course of study seems well nigh impossible. It sounds extremely well in such cases to hint about the "midnight oil," but no business so exhausts the nervous energy as teaching, and for such exhaustion sleep is the only remedy, and he who sacrifices his hours of sleep to study will hardly be able to meet the trials of the following day with that pleasant serenity which alone can insure success.

The War.—This county has furnished its full quota of volunteers for the defense of the Union and it can not be otherwise than among those brave men there should be many whose services the cause of education could ill afford to spare. Still the interest in the good work continues unabated, and the opinion seems to be general that whatever else we may be called upon to sacrifice in this crisis of our national existence, the common schools must continue in full vigor.

Professional Training of Teachers—The great want of the system among us is reliable schools of easy access for the preparation of teachers. The instruction which a teacher receives in most academies in this vicinity does very little towards fitting him for his duties. Prof. Cooper of the State Normal School, at Edinboro, while in Ulysses Academy threw his whole energies into the work of preparing teachers of common schools for their duties. The good work thus commenced has been nobly carried forward by the present Principal, Mr Campbell, for which his experience as School Commissioner in New York has peculiarly fitted him. I am acquaintad with no other similar institution not open to objection in this respect. I cannot allow this opportunity to pass without urging upon all such institutions a more careful attention to the wants of those teachers from whom they receive so large a share of their patronage. Far too little importance is generally attached to special preparation for teachers. Even among teachers themselves apathy in this respect is quite common, and among the people mere learning is too often supposed to qualify a young person for teaching, especially if the position he aspires to be in a "backwood school." Public opinion in this respect very much needs instruction, and until there is a strong and lively belief pervading the public mind that the teacher needs professional training as much as the doctor, lawyer, or minister; it is idle to hope for any marked improvement in the profession.

Difficulties.—I cannot refrain from bringing to public notice the practice of some neighborhoods in regard to their schools. It often happens that their are several applicants for the same school, and each family or clique desire the Board to hire their favorite, but the Directors after a careful investigation employ the one in their opinion best qualified to discharge the important duty of training the young. Of course somebody must be disappointed, and those who are, many times commence spreading as widely as possible the impression that the teacher selected by the Board is incompetent or unworthy of his responsible position. Should they fail to create public opinion in general, the minds of the children in disaffected families become poisoned, and the first necessity for crossing their inclinations—the opportunity will not long be wanting—is seized upon as a reason for "turning out" the teacher. When the opposition does not go to such lengths, the children of the disaffected are taken out of school as soon as they are not permitted to have their own way and others are urged to follow their example. Sometimes it is not necessary that their "favorite" should be rejected to stir up this factious opposition, for I have known a family to feel disaffected and continue to make disparaging remarks about the teacher because the teacher of their choice, who had not even applied, had not been hired. Many very frivilous causes sometimes produce trouble, such as a vague rumor prejudicial to the teacher, or an unfavorable "first impression." Parents under such circumstances often injure the reputation of their chosen servant and undermine his influence careless of the fact they are trifling with their own dearest interests. When will parents learn that the teacher who must often check the impatience, spur the indolence and restrain the waywardness of childhood, cannot be successful without their heartiest support! When will they learn that a blow at the harmony and success of their school is a cruel stab at the future welfare of their children!

Whole number of School Houses in the county, 107; number yet unfit, 27; number built during the year, 9; number without apparatus, including blackboard, 12.

Whole number of Schools, 110; number well classified, 78; number where the Scriptures were read, 82.

Whole number teachers examined, 148; number provisional certificates granted, 137; number applicants rejected, 11.

Number of Schools visited twice, 79; number visited once, 33; number not visited, 7.

School Houses.—Very little change in the condition of the houses. Three new ones have been built to supply the place of old ones, but three have been built to establish new schools which must be regarded as unfit, so that the number remains the same as last year. Of the houses built during the year, one in Hebron deserves especial notice. It is a substantial structure of wood, 30x36 feet on the ground, and 12 feet story. A nice row of seats for the "little ones" is very commendable. Upwards of $200 were donated by the enterprizing neighborhood towards defraying the expense of erection, to which fact it owes some of its praiseworthy features.

Furniture and Apparatus.—No change in furniture worth mentioning, and none at all in apparatus. An attempt is now being made to introduce Maps.

Schools.—It will be seen that I have reported three more schools than houses. Abbott, Hector, and Stewardson have each a school kept in a private house.

Classification.—When the recitation is done in class and the books are nearly uniform, the school is reported "well classified;" but of the remainder very few are entirely destitute of classification.

Visits.—Schools not visited are those not in session during the year, or having only one session and that at an unusual season. Schools visited once, if they had more than one session, were closed either temporarily or permanently when I was in those districts. The average length of the visits for the whole county is 1¼ hours.

District Institutes.—One was formed in Homer and held regular meetings during the latter part of winter. I cannot give the membership but at the time I attended about fifty were present, a dozen of whom were teachers. The teachers were called together in Harrison, Sharon, and Roulette in January last but no permanent organization was affected.

S. LEWIS, *Co. Superintendent.*

Union is not always strength, as the sailor said when he saw the purser mixing his rum and water.