

# LEWISTOWN GAZETTE

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## THE MINSTREL.

WE ARE COMING, BLESSED SAVIOR.

FROM DEARBY'S GOLDEN CENSER.

We are coming, blessed Savior,  
We hear thy gentle voice;  
We would be thine forever,  
And in thy love rejoice.

Chorus— We are coming, we are coming,  
We are coming, blessed Savior,  
We hear thy gentle voice.

We are coming, blessed Savior,  
To meet that happy band,  
And sing with them forever,  
And in thy presence stand.

We are coming, blessed Savior,  
Our Father's house we see—  
A glorious mansion ever  
For children young as we.

We are coming, blessed Savior,  
That happy home is ours;  
If here we gain thy favor,  
We'll reach those fragrant bowers.

We are coming, blessed Savior,  
That happy home is ours;  
If here we gain thy favor,  
We'll reach those fragrant bowers.

We are coming, blessed Savior,  
To crown our Jesus King,  
And then with angels ever  
His praises will we sing.

We are coming, blessed Savior,  
To crown our Jesus King.

## MISCELLANEOUS.

### Pendleton's Record.

The copperhead prints, in their zeal for false-hood, allege that their peace at any price candidate for Vice President, did not vote against war measures. As the latest locofoco trick is to inveigle soldiers, young men, &c., into the support of this copperhead disunion candidate through "McClellan clubs," we give below a portion of Pendleton's war record as found in the official reports of Congress. Read it, and then remember when you are asked to join a "McClellan club" that it is also a Pendleton club, and that the former, if elected President and would not at once succumb to Southern demands, would not be alive even as long as President Harrison was—a patriot whose death, there is good reason for believing, was owing to some of the same men now engaged in this hellish rebellion. Here is Pendleton's record:

Thus, on the 10th of July, 1861, Mr. Pendleton, with only ten others, including such patriots as Burnett of Kentucky, Reid of Missouri, Vallandigham, Voorhees, and Wood, voted against the bill for the collection of the revenue in seceded States. The bill was passed by a vote of 136 to 11.

July 15, 1861, he *dodged* a vote upon Mr. McClellan's preamble and resolution declaring that "a portion of the people of the United States, in violation of their constitutional obligations, have taken up arms against the National Government," and pledged the House to vote "any amount of money," and "any number of men which may be necessary to insure a speedy and effectual suppression of such rebellion." Only five members voted against the resolutions. Mr. Pendleton's name appears in the proceedings only a few lines above the record of this vote.

July 18, 1861, Mr. Pendleton voted against the bill providing "increased revenue from imports." The bill was passed—yeas, 82; nays, 48.

July 29, 1861, Mr. Pendleton voted against the bill "to provide additional revenues for defraying the expenses of the Government, and maintaining the public credit." The bill passed—yeas, 77; nays, 60.

July 30, 1861, Mr. Pendleton voted to lay on the table the "bill to increase the number of cadets in the Military Academy at West Point."

August 2, 1861, Mr. Pendleton again voted against the bill "to provide increased revenue from imports, to pay the interest on the public debt," &c., when it had been amended in the Senate, and was finally passed upon the recommendation of a committee of conference.

August 5, 1861, Mr. Pendleton voted, with nineteen others, to strike from the army bill the following section: "Sec. 2. And be it further enacted, That all acts, proclamations, and orders of the President of the United States, after the 4th of March, 1861, respecting the army and navy of the United States, and the calling out or relating to the militia or volunteers from the States, are hereby approved, and in all respects legalized and made valid, to the same intent, and with the same effect, as if they had been issued and done under the previous express authority of the Congress of the United States."

Mr. Pendleton was aware that the "acts, proclamations, and orders" of the President were absolutely necessary to the preservation of the Union, and as his sympathies were on the other side, he voted against legalizing those proceedings. It the Pres-

ident had not "taken the responsibility" of those acts at the time, but had waited for the meeting of Congress to authorize them, the rebels would, in the meantime, have seized Washington and established themselves permanently in that city. Yet, knowing this to be true, Mr. Pendleton deliberately voted against the legalization of those measures.

On the 25th of February, 1862, Mr. Pendleton voted against the bill to prohibit officers of the army from returning fugitive slaves to their alleged owners. The yeas were 83, nays 42.

April 8, 1862, he voted against the bill to provide internal revenue, support the Government, and pay the interest on the public debt. He was in a minority of fifteen, including such Copperheads as Kerrigan, Voorhees, and Vallandigham. The yeas were 126, including a majority of Democrats.

April 11, 1862, Mr. Pendleton voted against the act for the emancipation of the slaves in the District of Columbia. The yeas were 92, nays 38.

He voted against the Treasury note act, on February 6th, 1862, and again on June 24th of the same year.

He *dodged* a vote upon the same question and a Pacific railroad, May 6, 1862, although he was present and voted a few minutes before upon a contested election case, and again June 28th, he *dodged* the question.

May 28, 1862, Mr. Pendleton, with only seventeen others, voted against the bill for imposing taxes on insurrectionary districts—yeas 98, nays 17.

June 28, 1862, Mr. Pendleton, with only ten others voted against the tax bill.

July 15, 1862, Mr. Pendleton voted against the bill providing for a reduction of the mileage of members fifty per cent.—yeas 86, nays 29.

December 17, 1863, Green Clay Smith, of Kentucky, submitted the following resolution:

Resolved, That our country, and the very existence of the best Government ever instituted by man, are imperilled by the most causeless and wicked rebellion that the world has seen; and believing as we do, that the only hope of saving this country and preserving this Government is by the power of the sword, we are for the most vigorous prosecution of the war, until the Constitution and laws shall be enforced and obeyed in all parts of the United States; and to that end we oppose any armistice, or intervention, or mediation, or proposition for peace from any quarter, so long as there shall be found a rebel in arms against the Government; and we ignore all party names, lines, and issues, and recognize but two parties in this war—patriots and traitors.

This resolution was adopted—yeas 91, nays 65, Mr. Pendleton voting in the negative.

The second resolution was as follows:

Resolved, That we hold it to be the duty of Congress to pass all necessary bills to supply men and money, and the duty of the people to render every aid in their power to the constituted authorities of the Government in the crushing out of the rebellion and in bringing the leaders thereof to condign punishment.

This resolution was adopted by a vote of yeas 153, nays 1. The nay was Mr. Pendleton's particular friend, Benjamin G. Harris, of Maryland. Mr. Pendleton *dodged*.

December 21, 1863, when a joint resolution providing for deficiencies in former appropriations for the army was under consideration, Mr. Harding, of Kentucky, moved the following amendment:

Provided, That no part of the money aforesaid shall be applied to the raising, arming, equipping, or paying of negro soldiers.

The amendment was rejected by a vote of yeas 41, nays 105—Mr. Pendleton voting in the affirmative. The negro troops were then in actual service, so that the object of the amendment was to cheat them out of their pay, and to violate the pledged faith of the Government. Even Fernando Wood voted against this mean attempt at repudiation; but it met the approbation of Mr. Pendleton.

March 28, 1864, Mr. Stevens introduced a joint resolution submitting two amendments to the Constitution of the United States to be acted upon by the States. The proposed amendments are as follows:

ART. 1. Slavery and involuntary servitude, except for the punishment of crimes, whereof the party shall have been duly convicted, is forever prohibited in the United States and all its Territories.

ART. 2. So much of article four, section two as refers to the delivery up of persons held to service or labor escaping into another State is annulled.

A motion was made to lay the proposition on the table, but it was rejected—yeas 45, nays 75. Mr. Pendleton voted to lay on the table; and on May 31 voted against the joint resolution.

On April 9 a resolution was offered to expel Benjamin G. Harris, a Representative from the State of Maryland, for uttering the following treasonable language in that body:

The South asked you to let them live in peace. But no; you said you would bring them into subjection. That is not done yet; and God Almighty grant that it never may be. I hope that you will never subjugate the South.

On the vote to expel, the yeas were 84, nays 58, Mr. Pendleton voting in the negative.

On the 14th of April he gave a similar

vote against the censure of his colleague, Mr. Long.

June 13, 1864, Mr. Pendleton voted against the army appropriation bill, as finally agreed upon by committees of conference of the two Houses.

On the same day Mr. Pendleton voted against the repeal of the fugitive slave acts. The vote stood—yeas 90, nays 62.

June 15, 1864, Mr. Pendleton voted against the joint resolution of the Senate proposing to the States changes of the Constitution, so as forever to prohibit slavery.

The foregoing record speaks for itself. It is in perfect unison with Mr. Pendleton's speech, January, 1861, in which he denounced the idea of compelling obedience to the Constitution as unconstitutional, as well as impracticable. He has uniformly voted against measures necessary for the prosecution of the war; and every declaration of the duty of crushing the rebellion and preserving the Government he has either voted against squarely or *dodged*.

### Gen. McClellan's Threat.

The Union is the one condition of peace. We ask no more. Let me add what I doubt not, although unexpressed, is the sentiment of the Convention, as it is of the people they represent. When any one State is willing to return to the Union, it should be received at once, with a full guarantee of all its constitutional rights. If a frank, earnest and persistent effort to obtain those objects should fail, the responsibility for ulterior consequences will fall upon those who remain in arms against the Union.—[McClellan's Letter of Acceptance.]

Throughout the General's letter, says the Erie Dispatch, there is much talk about the preservation of the Union, but very little of war for that purpose. Indeed, the only talk that seems to hint or imply war is in the above extract. He tells us immediately afterwards that "the Union must be preserved at all hazards;" and gives us to understand that he should be ashamed to look his gallant comrades in the face if that object fails. But what kind of a Union does he propose to give us, and how does he intend to secure it?

It seems the platform is a little too obscure for even the General's perceptions, though we are told by an able Democratic orator that he "is broad over the eyes" and gives phrenological evidences of a very high order of statesmanship. So he introduces another plank, which he doubts not, "is the sentiment of the convention," &c. Now we ask the reader to examine that unprovided plank very carefully—as carefully, indeed, as the General wrote it.

He tells us that "when a State is willing to return to the Union, it should be received at once, with a full guarantee of all its constitutional rights." Now, it should be remembered that "constitutional rights," in the Democratic vocabulary means one thing, and in that of a supporter of the war another; and, further, that the General writes as the leader of the Democratic party—the Chicago Democracy, if you please—the Democracy that is willing to give the South all and even more than it asks, it will come back into the Union and help the party to get back the offices that the Republicans have wrested from it.

Now, we understand well enough what the Democracy means by constitutional rights. It means the re-enactment and re-enforcement of the Fugitive Slave Law, with all its provisions for the imprisonment and punishment of abolitionist offenders. It means the repeal of the Missouri compromise and all other compromises which have ceased to be useful to the South, or give a preponderance of advantages to the North. It means the extension of slavery over territories now free, by peaceable means if possible, but by war if necessary. It means the national enforcement of the doctrine established by the Dred Scott decision, that "a negro has no rights that a white man is bound to respect." It means the recognition of the principle attempted to be established in the Lemon case, that a master can bring his slaves into any free State, and hold them in bondage as long he pleases. It means the right to imprison the man who dares to tell the slave of his rights under the laws of a free State, until the raven locks become gray, and disease that brings death fastens upon his vitals. It means the right to tar and feather, rob, shoot, hang, drown or burn, any hated "Yankee abolitionist" who may

chance to be caught upon Southern soil; to imprison any school-mistress who may attempt to teach the alphabet to pickaninnies. It means the right to call to their aid the armies of the nation, to help in hanging any maddening, demented old man whom the exercise of these rights, in the murder of his sons and the destruction of his property, has made a lunatic. It means the right to steal our ships, our money and our arms, to seize our forts and arsenals, to make war upon us, whenever the Democratic party may fail or refuse to elect a President. It means the right, when they get tired of rebellion, to come back into the Union with all their rights restored and a few more hitched on, for the sake of appeasing "our injured brethren." It means the right to have their war debt paid from the national treasury, together with the value of every freed or confiscated slave, and all property destroyed. In fine, the Democratic idea of constitutional rights is to give the South all it asks; and the South never did and never can ask anything, from the rendition of a fugitive to the secession of a State, that the Democracy is not willing to grant and recognize as a constitutional right.

And the vaunted doctrine of State Rights means very nearly the same thing, viz: Congress has no right to interfere with the prerogatives of Southern slave States, but it may legislate slavery over every free State; and the refusal of the citizen to assist in the enforcement of such legislation shall subject him to imprisonment, while the passage of "Personal Liberty Bills" or any other bills asserting the rights of States to protect their citizens in the free exercise of conscience shall bring down upon them the whole military power of the Government.

### Commencement of the War.

Below is a brief diary of events occurring previous to the inauguration of Mr. Lincoln on the Fourth of March, 1861, which furnishes a convenient answer to the copperhead charge, quite common now a days, that the "Abolitionists" commenced this war. All the events noted, it must be remembered, occurred during the administration of James Buchanan, and will be a fit answer to the copperhead sneaks now lying through this county:

December 20, 1859—Capture of Fort Moutrie and Castle Pinckney, by South Carolina troops.

January 3, 1861—Capture of Fort Pulaski by the Savannah troops.

January 3—The United States arsenal at Mount Vernon, Alabama, with 200,000 stand of arms, seized by the Alabama troops.

Jan 4—Fort Morgan, in Mobile Bay, taken by Alabama troops.

Jan 9—The United States steamer Star of the West was fired into and driven off by the rebel batteries on Morris Island, in attempting to furnish Fort Sumpter with supplies.

Jan 10—Fort Jackson, Forts Philip and Pike near New Orleans, captured by the Louisiana troops.

Jan 14—Capture of Pensacola Navy yard and Fort McRae by Alabama troops.

Jan 18—Surrender of Baton Rouge arsenal to Louisiana troops.

Jan 26—New Orleans Mint and Custom House taken.

Feb 2—Seizure of Little Rock arsenal by Arkansas troops.

Feb 4—Surrender of the Revenue cutter Castle to the Alabama authorities.

Feb 17—Twiggs transferred the United States property in Texas to the rebels.

March 2—The United States revenue cutter was seized by the rebels in Texas.

### A Buckeye Copperhead.

Chilton A. White, a *dishonorable* member of Congress from Ohio, who has recently been renominated by his copperhead friends, has been making speeches in his district, from which we quote the following as specimen "bricks":

"If this Administration is permitted to go on, when the soldiers come home they will steal, murder, rob, and rape your mothers, wives, and daughters, and you will be powerless. There will be no law to protect you."

"This Administration must be put down and whipped out. Our southern brethren cannot be whipped. You must withdraw your armies from their soil, raise the blockade, restore to them all the territory you have taken from them, pay them all the damage you have done them, and then, and not till then, will you have peace."

Voters, remember, this is the kind of men who are to hold office should McClellan and his "peace" party hold the reins of Government.

### McClellan at Malvern Hill.

We find the following statement about McClellan's retreat from Malvern Hill, in the Rev. J. J. Marks' able history of "The Peninsular Campaign in Virginia." It is a portion of history which will be difficult for Gen. McClellan to explain. The statement is the more important just now from the fact that Mr. Marks wrote his history immediately after McClellan abandoned the Peninsula. It was not written for any political effect, nor by a politician, but by an army chaplain, who was a faithful witness of the scenes which he describes.

Mr. Marks says:

"The battle was over, but the cannonading still continued, and shells and balls of every kind tore through the woods in a ceaseless whirlwind of fury. In the meantime thousands of the confederates fled in the wildest disorder from the scene and hid themselves in swamps and hollows; soldiers without guns, horsemen without caps or swords, came to the hospitals in the battle-field of Glendale, and reported that their regiments and brigades had been swept away, and they alone were 'escaped to tell the tale.'"

"It is one of the strangest things in this week of disaster that Gen. McClellan ordered a retreat to Harrison's Landing, six miles down the James river, after he had gained so decided a victory. When this order was received by the impatient and eager army, consternation and amazement overwhelmed our patriotic and ardent host. Some refused to obey the command. Gen. Meade shed tears of shame."

"The brave and chivalrous Kearney said in the presence of many officers: 'I, Philip Kearney, an old soldier, enter my solemn protest against this order for retreat. We ought, instead of retreating, to follow up the enemy and take Richmond. And in full view of all the responsibility of such a declaration, I say to you all, such an order can only be prompted by cowardice or treason.'"

"And without, hopelessness and despair succeeded the flush of triumph. In silence and gloom our victorious army commenced retreating from an enemy utterly broken, scattered and panic-stricken."

"And when there was not a foe within miles of us, we left our wounded behind to perish, and any one witnessing the wild eagerness of our retreat, would have supposed that we were in the greatest peril from a vigilant and triumphant enemy."

### Who will Vote for McClellan.

The Pittsburg Gazette states that the following described persons will vote for McClellan:

Every full fledged TRAITOR who would sooner see Jeff. Davis President of these United States than Abraham Lincoln, will vote for the man whose want of generalship has done more to establish the rebel President firmly in his place at Richmond than any other influence whatever.

Every man who hopes, with Harris of Maryland, that the "North never may subdue the South," will vote for General McClellan, for he knows that the prospect of Southern independence would be vastly improved under his administration.

Every Northern sympathizer with treason, who rubbed his hands gleefully and lifted up his voice joyously whenever he heard of a defeat of McClellan's grand army on the Peninsula, will vote for him.

Every man who believes, with Alexander Long of Cincinnati, that sooner than have a war of subjugation prosecuted against the South, the confederacy ought to be recognized, will vote for McClellan.

Every man who hopes that the election of a Democratic President will "stop the war," no matter how, so that there may be no more drafts, will vote for McClellan.

Every man who is opposed to "coercing a sovereign State," even when it is attempting to destroy the life of the Republic, will vote for Little Mac.

Every coward, who would sooner see the Union go to smash than spill one drop of his watery blood in its defense, will vote for the Chickahominy hero.

Every deserter from the army, every shirker of his duty to his country, whether in the army or out of it, and every draft skedaddler will vote for the Bull's Bluff strategist.

Every man who is ignorant enough to believe that the South was "goaded into secession by Northern Abolitionists," will vote for the gunboat General.

Every lover of the institution of negro slavery, every one who would see that institution preserved and extended, all will vote for Little Mac.

Every member of the Order of American Knights, every Son of Liberty, will vote for him.

Every New York City and Coles county rioter will be sure to vote for him.

Who doubts these things, and why is it such men are the loudest howlers for McClellan?

## EDUCATIONAL.

### A Fine Art in Common Schools.

The human voice is acknowledged to be one of the most delicate and beautiful of musical instruments. Its capability of touching the feelings, swaying the passions and exciting the emotions has been abundantly shown in the almost omnipotent influence wielded over assembled thousands by great vocalists, actors and orators. It has an appropriate tone to express every conceivable state of mind, be it ecstatic joy or crushing sorrow, tenderest love or satanic hatred, serene contentment or deep anguish and blood freezing fear. To a cultivated ear, the sound of a cultivated voice is music, as well in conversation and reading as in singing. No other instrument can give such richness and variety to every shade of expression. Some voices are naturally pleasing, while others are cracked, harsh or screechy, but all can be greatly improved in power and quality by careful elocutionary drills.

Taking this view of the voice, and not regarding our pupils as so many "troublesome brats," but as immortal beings, possessing sentiments, feelings and passions, with a voice which may be made to express these, why may not reading be taught as a fine art? Too long already has it been taught as a *dead art*. The reading lesson has been looked upon, both by teacher and pupils, as a dry, irksome task, to be recited with the greatest despatch and then laid aside for weightier matters. The instruction given by the teacher has consisted in the pointing out of a few mistakes in pauses, which the pupil was not required to correct. Need I use the slashing phrase of the extremist, "this is all wrong!"

Heartily, intelligently and enthusiastically taught, there is no study in the common school course more interesting and beautiful than reading. When thus taught the youngest and dullest will, with few exceptions, enter the reading class with a hearty interest and recite the lesson with as much pleasure as they would experience in an animated conversation. *Dead reading* in a *live language* like ours, will not do. Let us therefore banish it as nearly as possible from our schools, and aim to make all reading natural. Our arduous, no doubt, be sorely tried by repeated failures on the part of our pupils. We must cherish our will and resolve to persevere, and we shall succeed.

How to teach reading, is a problem that should be got at, as one gets at a problem in mathematics; it is necessary to get a clear conception of what is to be done, then the nature and order of each successive step is to be sought for.

It is scarcely necessary to say that the object to be aimed at in teaching reading is to make good readers. A good reader is one who can take up the thought on the page before him and convey it, in its full proportions, to him who listens. No thought worth handling is so insignificant as not to deserve decent handling, but a poor reader cannot convey the most ordinary thought in a clear and pleasing manner, much less can he express, in all their nice shades, the beautiful sentiments and choice thoughts which enrich good prose and choice poetry.

Where to begin is a question that can be best decided by a view of the whole field. Reading consists of two departments, the mechanical and the emotional, or orthoepy and expression. The former has reference to pronunciation, and embraces articulation, syllabication and accent; the latter has reference to the utterance of thought, feeling, or passion with due significance and force, and embraces emphasis, slur, inflection, modulation, monotone, personation and pauses. (*Parker & Watson's classification*) Having in view this or a similar classification of elocutionary topics, bearing in mind the simple principle in pedagogy that instruction should be adapted to the wants and capacities of learners, and possessing the limited degree of common sense which every teacher may be supposed to have, it is one of the easiest things imaginable to decide where to begin. The following plan has been tried with good success: at the opening of the school term, point out only the more prominent mistakes and have them carefully corrected, and give only some general instruction on reading, such as may suggest itself, but aiming to get your pupils thoroughly interested in their lesson. Notice very carefully wherein your classes fail and let that be the starting point. It is the articulation, make that a special object of attention and kindly criticism for a few weeks, or a few months, until the class have acquired distinctness of utterance; give a daily drill of three or four minutes length on elementary sounds and phonetic spelling. Take up only one leading topic at a time.

J. K. H.

### Coach Ware, Coach Ware,

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BEST Note and Letter paper at march 2. SWAIN'S.