

The Alleghanian.

A. A. BARKER, Editor and Proprietor.
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I WOULD RATHER BE RIGHT THAN PRESIDENT.—HENRY CLAY.

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EBENSBURG, PA., THURSDAY, JUNE 30, 1864.

NUMBER 40.

DIRECTORY.

LIST OF POST OFFICES.

Post Offices.	Post Masters.	Districts.
Bethel Station	Enoch Reese	Blacklick.
Carrolltown	Henry Nutter	Carroll.
Chess Springs	A. G. Crooks	Chest.
Cresson	J. Houston	Washint'n.
Ebensburg	John Thompson	Ebensburg.
Ellen Timber	Asa H. Fiske	White.
Gallitzin	J. M. Christy	Gallitzin.
Hemlock	Wm. Tiley, Jr.	Wash'tn.
Johnstown	I. E. Chandler	Johnst'n.
Loretto	M. Adlesberger	Loretto.
Mineral Point	E. Wissinger	Concm'gh.
Monster	A. Durbin	Monster.
Plattsville	Andrew J. Ferral	Sus'ban.
Roseland	G. W. Bowman	White.
St. Augustine	Stan. Wharton	Clearfield.
Scalp Level	George Berkeley	Richland.
Sonman	B. M'Colgan	Wash'tn.
Summit	B. F. Slick	Croyle.
Wilmore	William M'Connell	Wash'tn.
	Morris Keil	S'merhill.

CHURCHES, MINISTERS, &c.

Presbyterian—Rev. D. HARRISON, Pastor.—Preaching every Sabbath morning at 10 o'clock, and in the evening at 6 o'clock. Sabbath School at 1 o'clock, A. M. Prayer meeting every Thursday evening at 8 o'clock.

Methodist Episcopal Church—Rev. J. S. LEMMON, Preacher in charge. Rev. W. H. M'BRIDE, Assistant. Preaching every alternate Sabbath morning, at 10 o'clock. Sabbath School at 9 o'clock, A. M. Prayer meeting every Thursday evening, at 7 o'clock.

Wich Independent—Rev. L. R. POWELL, Pastor.—Preaching every Sabbath morning at 10 o'clock, and in the evening at 6 o'clock. Sabbath School at 1 o'clock, P. M. Prayer meeting on the first Monday evening of each month, and on every Tuesday, Thursday and Friday evening, excepting the first week in each month.

Calvinistic Methodist—Rev. JOHN WILLIAMS, Pastor.—Preaching every Sabbath evening at 6 o'clock. Sabbath School at 1 o'clock, A. M. Prayer meeting every Friday evening, at 7 o'clock. Society every Tuesday evening at 7 o'clock.

Duquesne—Rev. W. LLOYD, Pastor.—Preaching every Sabbath morning at 10 o'clock. Particular Baptists—Rev. DAVID JENKINS, Pastor.—Preaching every Sabbath evening at 6 o'clock. Sabbath School at 1 o'clock, P. M. Catholics—Rev. M. J. MITCHELL, Pastor.—Services every Sabbath morning at 10 o'clock and Vespers at 4 o'clock in the evening.

EBENSBURG MAILS.

MAILS ARRIVE.
Eastern, daily, at 11 o'clock, A. M.
Western, " " 11 o'clock, A. M.

MAILS CLOSE.
Eastern, daily, at 8 o'clock, P. M.
Western, " " 8 o'clock, P. M.

The mails from Butler, Indiana, Strongstown, &c., arrive on Thursday of each week, at 5 o'clock, P. M.

Leave Ebensburg on Friday of each week, at 8 A. M.

The mails from Newmarket, Mills, Carrolltown, &c., arrive on Monday, Wednesday and Friday of each week, at 3 o'clock, P. M.

Leave Ebensburg on Tuesdays, Thursdays and Saturdays, at 7 o'clock, A. M.

RAILROAD SCHEDULE.

CRESSON STATION.

Train	Time
West-Balt. Express	8:18 A. M.
Fast Line	9:11 P. M.
Phila. Express	9:02 A. M.
Mail Train	7:08 P. M.
Emigrant Train	8:15 P. M.
East-Through Express	8:38 P. M.
Fast Line	12:36 A. M.
Fast Mail	7:08 A. M.
Through Accom.	10:39 A. M.

COUNTY OFFICERS.

Judges of the Courts—President, Hon. Geo. Taylor, Huntingdon; Associates, George W. Bailey, Henry C. Devine.

Prothonotary—Joseph M'Donald.

Register and Recorder—James Griffin.

Clerk—John Buck.

District Attorney—Philip S. Noon.

County Commissioners—Peter J. Little, Jno. Campbell, Edward Glass.

Treasurer—Isaac Wilke.

Poor House Directors—George M'Cullough, George Delany, Irwin Rutledge.

Poor House Treasurer—George C. K. Zahm.

Auditors—William J. Williams, George C. Zahm, Francis Tierney.

County Surveyor—Henry Scanlan.

Coroner—William Flattery.

Mercantile Appraiser—Patrick Donahoe.

Sup't of Common Schools—J. F. Condon.

EBENSBURG BOR. OFFICERS.

AT LARGE.

Justices of the Peace—David H. Roberts, Harrison Kinkead.

Burgess—A. A. Barker.

School Directors—Abel Lloyd, Phil S. Noon, Joshua D. Parrish, Hugh Jones, E. J. Mills, David J. Jones.

EAST WARD.

Constable—Thomas J. Davis.

Town Council—John Dougherty, George C. Zahm, Isaac Crawford, Francis A. Shoemaker, James S. Todd.

Inspectors—Alexander Jones, D. O. Evans.

Judge of Election—Richard Jones, Jr.

Assessor—Thomas M. Jones.

Assistant Assessors—David E. Evans, Wm. Davis.

WEST WARD.

Constable—William Mills, Jr.

Town Council—John Dougherty, George C. Zahm, Isaac Crawford, Francis A. Shoemaker, James S. Todd.

Inspectors—G. W. Oatman, Roberts Evans.

Judge of Election—Michael Hasson.

Assessor—James Murray.

Assistant Assessors—William Barnes, Dan. M. C. Zahm.

Select Poetry.

The Long Ago, OR, The River of Time.

BY BENJAMIN F. TAYLOR.

Oh! a wonderful stream is the river Time,
As it flows through the realm of tears,
With a faultless rhythm and a musical rhyme,
And a broader sweep and a surge sublime,
As it blends with the ocean of Years.

How the winters are drifting like flakes of snow!
And the summers like buds between!
And the year in the sheaf, so they come and they go
On the river's breast, with its ebb and flow,
As it glides in the shadow and sheen.

There's a magical isle up the river Time,
Where the softest of airs are playing;
There's a cloudless sky and a tropical clime,
And a song as sweet as a vesper chime,
And the Junos with the roses are staying.

And the name of the isle is Long Ago,
And we bury our treasures there;
There are brows of beauty and bosoms of snow—
There are heaps of dust, but we loved them so—
There are trinkets and tresses of hair.

There are fragments of songs that nobody sings,
And a part of an infant's prayer;
There's a lute unwept, and a harp without strings—
There are broken vows and pieces of rings,
And the garments that she used to wear.

There are hands that are waved when the fairy shore
By the mirage is lifted in air;
And we sometimes hear, through the turbulent roar,
Sweet voices we heard in the days gone before,
When the wind down the river was fair.

Oh! remembered of aye be that blessed isle,
All the day of our life till its night—
And when evening comes with its beautiful smile,
And our eyes are closing to slumber awhile,
May that greenwood of Souls be in sight!

Report of the Co. Superintendent of Common Schools of Cambria County, for the Year ending June 6, 1864.

HON. C. R. COBURN, Superintendent of Common Schools of Pennsylvania:—Sir:—

In compliance with the School Law of the State, I have the honor to present to you my report for the year ending Monday, June 6th, 1864.

SCHOOL HOUSES.
Whole no. of school houses in the county.....148
Whole no. unfit for use.....16
Whole no. supplied with ventilation.....26
Whole no. provided with outbuildings.....41
Whole no. of houses built during year.....6

Besides the number totally unfit for use, there are many others almost unfit, in consequence of low ceilings, want of ventilation, and general misconstruction. The subject of ventilation appears to be very imperfectly understood and much neglected by teachers, directors, and parents. This fact is evident from the small number of schools provided with means of ventilation.

Many of our school houses are very unfavorably located. As a general thing, too little attention is paid to the selection of sites for school houses. Some are situated too close to roads or among dense woods, others upon hill-sides, and in very many instances, without proper playgrounds. It will be seen by the figures above that a large number of houses are not supplied with out-buildings. This is a serious evil, and one that should be remedied immediately.

Of the houses built during the year, two are in Clearfield, one in Johnstown, one in Taylor, one in Allegheny, and one in Yoder.

The one in Johnstown is well furnished, well ventilated and finely located. The one in Taylor is a very creditable building, in every respect, except that it is badly located, being situated upon a steep hill-side with no good play-grounds.

FURNITURE.
Whole no. houses properly furnished.....44
Whole no. furnished with old-fashioned benches of various kinds, without backs.....90

The want of suitable furniture in the schools affects very seriously the health of the children, and the success of the School System. If, when a child is sent to school, he be seated upon a high bench, so that his feet do not reach the floors without any support for his back, is it,

any wonder that, while suffering the discomforts, nay, tortures of this unnatural position, he should become disgusted with the school room and avoid it in future? And yet there are hundreds of children in Cambria county whose school days are spent in the manner here described. We need a sweeping reform in this matter; for until we make the school room a pleasant place, it will not accomplish the purpose for which it is intended.

SCHOOLS.
Whole number in the county.....161
Whole number graded.....22
Whole number graded during the year.....4
Whole number classified.....131
Whole number unclassified.....30

There has been an increase of three schools during the year.

Of course country schools, and those in villages which contain but one school, can not be graded. There are, however, several villages in the county whose schools could be graded, and it is hoped they will be speedily.

Of unclassified schools, or schools without a regular series of text-books, the majority is in Allegheny and Carroll Districts.

APPARATUS.
Whole number partially supplied.....140
Whole number totally without.....21

None of our schools are fully supplied with apparatus. Of those given as partially supplied, a few are furnished with outline maps, a few with globes, and some with cards. The balance are merely furnished with blackboards, which are often of small size and inferior quality.

In some districts the importance of school apparatus is not understood. Others are unable at present to provide the necessary apparatus, and make other improvements, in consequence of sparseness of population, and the consequent low value of property. All, however, are able to provide good blackboards, and should do so by all means. They are indispensable.

TEACHERS.
Whole number employed during year.....179
Whole number of males.....71
Whole number of females.....108

Many of our best male teachers have left the profession. Their places will have to be supplied principally by inexperienced young ladies.

More female teachers were employed this year than in any former year. They are generally as well qualified as males, and their efforts are attended with as much practical success. Our teachers generally did well. Those who failed did so in consequence of insufficient knowledge of the common branches and the Theory of Education.

TEACHERS IN THE ARMY.
No. teachers who have entered the army as volunteers since the commencement of the present war.....45
Number drafted.....10
Number exempted for various causes.....5
Number killed in service.....2
Number who died of sickness in service.....2
Number now in service.....10

Of these, 2 were Majors; 8 were Lieutenants; 6 were Sergeants; 1 was Corporal, and 33 were privates. In addition to these, there were 9 teachers drawn in the late draft. They have not yet been ordered to report.

CERTIFICATES.
Whole number applicants examined.....233
Whole number certificates issued.....222
Whole no. certificates issued to males.....66
Whole no. certificates issued to females.....156
Whole number applicants rejected.....11
Lowest figure in Provisional Certificate.....5
General average figure.....2.24

Our examinations have been as difficult as the circumstances of the county would admit. I have issued a few certificates with figures as low as 4 and 5. This has proved injurious. If such certificates are granted at all, the teachers holding them will sometimes be employed to the exclusion of those whose qualifications are better. This has been the case in some instances in our county, and in consequence I have concluded to issue no certificate in the future with a worse figure than 3. No professional certificates have been issued.

VISITATIONS.
Whole number visits made.....175
Whole number schools visited once.....141
Whole number schools visited twice.....24
Whole no. schools visited three times.....10

Attendance at the Convention of County Superintendents, held in Harrisburg, in January, and at our County Institute, in February, interfered to a considerable extent with my visitations. Twelve schools were not reached. Beside these one was not visited because the teacher had no certificate, one was closed at the time I visited the District, in consequence of the death of the teacher, three were closed temporarily on account of sickness, and two in consequence of the temporary absence of their teachers.

My object during my visits was to ascertain the teacher's capacity for imparting

instruction. I generally desire the teacher to proceed with the school in the usual manner, and to ignore, as much as possible, my presence. In some instances, where the teacher manifested a want of knowledge of methods of instruction, I took charge of classes and conducted recitations. My visits averaged about an hour and a half in duration.

I generally made a short address to the pupils, setting forth the necessity of regular attendance, obedience, studiousness, &c. I was sometimes accompanied by Directors, but most generally visited alone. The Directors were generally willing to accompany me, but I experienced much difficulty in finding them.

In fact it took as much time to hunt up a Director as a school house, neither of which are easily found in a mountainous and thickly wooded country like Cambria county.

DISTRICT SUPERINTENDENCY.
Blacklick, Cambria, Chest, Jackson and Johnstown are the only Districts in which the District Superintendency was in operation. In these it worked well.

INSTITUTES.
Whole number organized.....17
Number visited.....5

Several of the organizations embraced the teachers of more than one district. In a few districts, Institutes were not organized and in others they proved failures, in consequence of carelessness and irregular attendance of teachers. I have recommended to Directors, and shall continue to recommend the necessity of imposing fines for non-attendance, unless a reasonable excuse can be given. It is as much a teacher's duty to attend these Institutes as it is to teach, and the teacher who refuses, or who habitually neglects to attend them, should not only be fined for the time thus lost, but he should be dismissed for violating his contract with the board, and should not be employed in the district again.

MORAL INSTRUCTION.
No. schools in which the Bible was read.....32
No. schools in which moral instruction was given by other means.....63

In quite a number of our schools no moral instruction is given and I am inclined to the opinion that the time devoted to teaching of morality in others is very limited.

PUBLIC SENTIMENT.
Though the schools in a majority of districts in the county are not what they should be, yet this is not caused by opposition to the common school system. It will be seen by referring to the Reports for previous years that there are but three or four counties in the State that pay more school tax, in proportion to their valuation, than Cambria. Public sentiment is decidedly in favor of the common school system.

REMARKS.
I would respectfully recommend to Directors the necessity of increasing the salaries of teachers. Within the past three or four years, almost every thing has advanced in price from fifty to one hundred per cent. The wages and salaries of most trades and professions have made a considerable increase, in many cases corresponding nearly to the rise in prices on merchandise. This has not been the case with the salaries of teachers.

It will be seen by referring to the Report of Cambria county for the year 1861, that the average wages of male teachers were \$23.10, and of females \$20.04 per month. The report for 1863, shows the average wages of males to be \$23.78, and of females 21.17, per month. These figures show an increase in the salaries of males of only 68 cents per month, and in those of females an increase of only \$1.13 per month, in a period of two years.

The consequences of this cheap policy are ruinous to the schools. Many of our best teachers have left the profession, during the past year, and unless the wages are increased, the rest will soon follow the example. I would also recommend the grading of salaries according to qualifications. It has heretofore been customary, in many districts, to pay a second or third class teacher as much as a first class one. This practice discourages good teachers, and holds out no inducements to bad ones to improve.

J. FRANK CONDON,
County Supt., Cambria county.
JOHNSTOWN, June 6th, 1864.

When bent on matrimony, look more than skin deep for beauty, dive farther than the pocket for worth, and search for temper beyond the good humor of the moment—remembering it is not always the most agreeable partner at a ball who forms the most amiable partner for life—Virtue, like some flowers, blooms often fairest in the shade.

Andrew Johnson, of Tennessee.

A SKETCH OF HIS LIFE AND SERVICES.

Andrew Johnson, of Tennessee, was born in Raleigh, North Carolina, Dec. 29th, 1808. When he was four years of age he lost his father, who died from the effects of exertions to save a friend from drowning. At the age of ten he was apprenticed to a tailor in his native city, with whom he served seven years. His mother was unable to afford him any educational advantages, and he never attended school a day in his life.

While learning his trade, however, he resolved to make an effort to educate himself. His anxiety to be able to read was particularly excited by an incident which is worthy of mention. A gentleman of Raleigh was in the habit of going into the tailor's shop and reading while the apprentice and journeymen were at work. He was an excellent reader, and his favorite book was a volume of speeches, principally of British statesmen. Johnson became interested, and his first ambition was to equal him as a reader, and become familiar with those speeches. He took up the alphabet without an instructor, but by applying to the journeymen with whom he worked, he obtained a little assistance.

Having acquired a knowledge of the letters, he applied for the loan of the book which he had so often heard read. The owner made him a present of it, and gave him some instructions in the use of letters in the formation of words. He now studied at night, working at his trade in the day. Having completed his apprenticeship in the autumn of 1824, he went to Laurens Court House, S. C., where he worked as a journeyman for nearly two years. There he became engaged to be married, but the match was broken off by the violent opposition of the girl's mother and friends, the ground of objection being Mr. Johnson's youth and want of pecuniary means. In May, 1824, he returned to Raleigh, where he procured journey work, and remained until September. He then set out to seek his fortune in the West, carrying with him his mother, who was dependent upon him for support. He stopped at Greenville, Tenn., and commenced work as a journeyman. He remained there about twelve months, married, and soon after went still further westward; but failing to find a suitable place to settle, he returned to Greenville, and commenced business there.

Up to this time his education was limited to reading, as he had never had an opportunity of learning to write or cipher; but under the instructions of his wife he learned these and other branches. The only time, however, he could devote to them was in the dead of night. The first office which he ever held was that of alderman of the village, to which he was elected in 1828. He was re-elected to the same position in 1829, and again in 1830. In that year he was chosen mayor, which position he held for three years.

In 1835 he was elected to the legislature. In the session of that year he took decided ground against a scheme of internal improvements, which he contended would not only prove a failure but entail upon the State a burdensome debt. The measure was popular, however, and at the next election (1837) he was defeated. He became a candidate again in 1839. By this time many of the evils he had predicted from the internal improvement policy which he had opposed four years previous were fully demonstrated, and he was elected by a large majority.

In 1840 he served as Presidential elector for the State at large on the Democratic ticket. He canvassed a large portion of the State, meeting upon the stump several of the leading Whig orators. In 1841 he was elected to the State Senate. In 1843 he was elected to Congress, where, by successive elections, he served until 1853. During this period of service he was conspicuous and active in advocating, respectively, the bill of refunding the fine, in 1846, imposed on Gen. Jackson at New Orleans, the war measures of Mr. Polk's administration, and a homestead bill.

In 1853 he was elected Governor of Tennessee, after an exciting canvass, in which he was opposed by Gustavus A. Henry. He was re-elected in 1855, after another active contest, his competitor being Meredith P. Gentry. At the expiration of his second period as Governor, in 1857 he was elected U. S. Senator for a full term, ending March 3, 1863.

Ever since the outbreak of the rebellion, Gov. Johnson has been the stern and uncompromising enemy of the slave oligarchs. As senator of the United States, as a public speaker in behalf of the Union, and for these many months past as Military Governor of his own State, he has vigorously and efficiently wrought in our holy cause, and scored his name high among the earnest workers on behalf of the imperiled Republic.

Educational Department.

[All communications intended for this column should be addressed to "The Alleghanian."]

AMERICAN EDUCATION.—What constitutes the true design of our school system? is a question that should be decided in the mind of any person aspiring to become an efficient instructor of American youth. Much has been said at various times, and by various persons, in regard to an "English Education." To us, the expression has ever seemed to be exceedingly inappropriate. Taken in a literal sense, it can properly comprehend nothing beyond a knowledge of the English language; and scarcely but that, for one can hardly conceive of an education being literally English, French, German or American. But in a broader light, what have we in America to do with an English Education? A certain course of instruction may be well suited to the sea-girt isle, but very far from being adapted to our land. The Education about which we should talk, and at which we should aim, is an American Education. And we maintain that the true design of our schools is to give such a course of training to the youth of our country. It may be maintained with some apparent force, that the proper sphere of our public schools is simply to impart the common rudiments of education, in as much as it is impossible for the majority of persons to have more than very ordinary literary acquirements. This is a truth useless to deny, though it is far from sufficient to show that we ought not to extend to as many as possible that degree and that kind of Education requisite to the formation of a worthy and capable citizen. As it is not our present purpose to discuss the negative points, we will offer a few suggestions on what we conceive to be the true scope of our system of instruction.

Although in the usual philosophies of society and of the necessities for its formation and maintenance, the imparting of instruction to youth is not given as one of its objects, yet among a people like ourselves it is difficult to understand how we can look upon it as else than one of the most legitimate aims of a duly organized State. If it is the duty of a State to perpetuate its own existence, then, certainly, it is its equal obligation to be chief in the cause of general Education. For how can a Free State be perpetuated save by the intelligence of its citizens? And how does it speak for a State dependent for its life on the virtue and wisdom of its masses, to leave instruction to youth to the charity and enterprise of individuals or churches?

Then it should first be sought to enable every man and woman to read with ease and write our noble English language. For the promotion of business, and fair dealing in business, every man should have a tolerable accuracy in figures.

The geography of America ought to be more studied in our schools. The geography descriptive and physical, of our country in its minute detail should be fastened on the mind of all youth, to impress them with the extent, power and grandeur of their native or adopted land. The study of our language as a science, that is to say, the study of its Grammar, should be made to play an important part. For after one has sweat in the endeavor to obtain a scientific mastering of native speech, he will likely have a keen desire to see, as also a taste to appreciate, its beauties as displayed in chaste, instructive literary efforts. Moreover, by spreading a knowledge of the Grammar of our language, we tend to make easy and correct talkers, and thus promote social intercourse.

The history of our America abounds with truth stranger than fiction, recitals as beautiful as true, lessons as instructive as they are enlivening, and yet it is but little studied in our schools.

These studies should be comprised among those pursued even in the humblest of our schools. The privilege of these should be laid before the least aspiring of the land. There are other studies scarcely less important, that perhaps cannot be laid before all, yet should be laid before as many as possible. But of these we defer to speak to a more convenient season.