

The Ebensburg Alleghanian.

J. T. HUTCHINSON, } EDITORS.
ED. JAMES.

I WOULD RATHER BE RIGHT THAN PRESIDENT.—HENRY CLAY.

TERMS: \$2.50 PER ANNUM.
\$2.00 IN ADVANCE.

VOLUME 9.

EBENSBURG, PA., THURSDAY, JANUARY 7, 1869.

NUMBER 22.

WILLIAM KITTELL, Attorney at Law, Ebensburg, Pa.
August 13, 1868.

JOHN FENLON, Attorney at Law, Ebensburg, Pa.
Office on High street. [aug13]

GEORGE M. READE, Attorney at Law, Ebensburg, Pa.
Office in Colonnade Row. [aug13]

WILLIAM H. SECHLER, Attorney at Law, Ebensburg, Pa.
Office in Colonnade Row. [aug20]

GEORGE W. OATMAN, Attorney at Law and Claims Agent, and United States Commissioner for Cambria county, Ebensburg, Pa. [aug13]

JOHNSTON & SCANLAN, Attorneys at Law, Ebensburg, Pa.
Office opposite the Court House. [aug13]

SAMUEL SINGLETON, Attorney at Law, Ebensburg, Pa.
Office on High street, west of Foster's Hotel. [aug13]

JAMES C. EASLY, Attorney at Law, Carrolltown, Cambria county, Pa.
Architectural Drawings and Specifications made. [aug13]

E. J. WATERS, Justice of the Peace and Scrivener.
Office adjoining dwelling, on High st., Ebensburg, Pa. [aug 13-6m.]

A. SHOEMAKER, Attorney at Law, Ebensburg, Pa.
Particular attention paid to collections. Office on High street, west of the Diamond. [aug13]

A. KOPELIN, Attorney at Law, Ebensburg, Pa.
Office in Colonnade Row, with Wm. Kittell, Esq. [Oct. 22.]

JOSEPH S. STRAYER, Justice of the Peace, Johnstown, Pa.
Office on Market street, corner of Locust street extended, and one door south of the late office of Wm. McKee. [aug13]

R. DEVEREAUX, M. D., Physician and Surgeon, Summit, Pa.
Office east of Mansion House, on Railroad street. Night calls promptly attended to at his office. [aug13]

DR. DE WITT ZEIGLER—Having permanently located in Ebensburg offers his professional services to the citizens of town and vicinity.
Teeth extracted, without pain, with Nitrous Oxide, or Laughing Gas.
Rooms adjoining G. Huntley's store, High street. [aug13]

DENTISTRY—The undersigned, Graduate of the Baltimore College of Dental Surgery, respectfully offers his professional services to the citizens of Ebensburg. He has spared no means to thoroughly acquaint himself with every improvement in his art. To many years of personal experience, he has sought to add the highest experience of the highest authorities in Dental Science. He simply asks that an opportunity may be given for his work to speak its own praise.
SAMUEL BELFORD, D. D. S.
Will be at Ebensburg on the fourth Monday of each month, to stay one week. August 13, 1868.

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SAMUEL SINGLETON, Notary Public, Ebensburg, Pa.
Office on High street, west of Foster's Hotel. [aug13]

JOB WORK of all kinds done at THE ALLEGHANIAN OFFICE, High St., Ebensburg, Pa.

CARRIER'S ADDRESS

TO THE PATRONS OF
The Alleghanian.

JANUARY 1, 1869.

Good friends and patrons: vnn und all I've paid you yearly a reukly call; Und now nine yearly roundt I make, To see vot monish I can take. Mit needer drumpet, sife, nor trum, Togedder py mine self I kum, Und, quietly, mit brinted sheets, Yn on dis hoozy day, I greet, I hopes you'll not much git afraidt—I only wants to ve peil paidt—Some dinks I wants to speak mit you, Und den receiv vat ish mine due.

On sich occasions as dis here—De openin up a pran noo year—Your Carrier, like de President, Musht talk mit every resident; Und tell dem so und so's de case, Und every dinks vot's taken place: Dat ish, to speak pont all he knowed, Und vote it is, und vere it growed. Mein Gott! now, ven I look behint, Und call de oldt year pack to mind, Und tink of dem who hash gone deadt, I almost git clean out mine headt.

Mitin de twelftant shust gon out, Much beoples, vot vas veak und shout Haf pegged their vay to udder biaces, Und run de last ur earthly races. I vipes mein eyes—Gott pless dem all, Und make dem right for Garpriel's call; Votever may pe saidt about dem, Vers pound to git through mitout dem.—Inachin ve go cross de sea, Und take run look at Sharmance, Und udder places over dare, De opelckts ur our special care.

Oldt Austria she kept mighty still Since nextle-guns gif her her fill; She kultivates de arts ur peace, By raisin kabages und geese. She compromise mit Hungry, Und gif her sort ur liperty; Herr Francis Deak he goit plindt, Und Kosuth den kooms in pehndt. Her Prussian neighbor she outpeins In many dings, und travle doets—For Prussia, flucht mit victorie, Forgets some dinks to make so free.

Dere's Hollandt, she continues in De pizness uv a makin chin: (I'm only sorry none kooms here De beoples ur dis town to cheer.) Oldt France, de Embror shill she keep, I hardly see how he kin sleep; He swear to sh'port de Constitooshen—Den busted up dat inst tooshen. De mens who help him first to power (I'm only sorry none kooms here De beoples ur dis town to cheer.) Oldt France, de Embror shill she keep, I hardly see how he kin sleep; He swear to sh'port de Constitooshen—Den busted up dat inst tooshen.

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She praise vun Chonson's pully messages, De oder Chonson stuffs mit saggases: (I don't mean Chonstun mit a t, But Chonson A. und Reverdee.)

She vance fight Roosha, 'long mit Franco, Oldt Nappy fiddle, und she dance; Vy don't she help Crete fight de Turk, Und aidt dem Christians in deir work? In Ireland she's snuff to do, Dem Fenians kept her in a shew; She rubbed some down mit Peary Royal, Und hunc some up to make dem loyal.—Hans Bull his pizness petter mindt, Or else he'll fizzle out pehndt, His bresent bolicee may fail, Und he lose poth his headt und dail.

Now, shust look down to Washington, Mit Kongress session shust pegun, Dey fill a pig pook every day, Mit udder in but "yaw" und "nay." Dere, ever one's so pig mit talk You hardly dink as he couldt walk; Dere's none you findt so light und frisky But vat he wants to tax our visky. Dey not much do but fight old Chonson—'Tis "koom agin Oldt Monsieur Tonson"—Und he, insteadt ur keepin cool, Kicks up behint shust like a mool.

Some preach Free Drate—some Brodecktshun; Some goes for Union—some for seckshun; Some for Kuk Klux—some for nigger—Some for Peace, und some pail trigger. Some to Sambo votes would gif, Udders hate to see him lif; Dey'll kill him deadt, along mit Dinah, But vote for Railroadt und to China. Some vood now for Cuba go, Und udders grap up Mexico; Dey all shust vant to crindt deir axes, Und keep the beoples payin taxes.

Vy ton't de Kongress go to vrnk, Und not so much its pizness shirk? De countree needs goot legislashun, Or next may koom repudishun. Ve vants no more gee, haw, und wo! Ve needs more greenbax—dat ish so!—Or nigger kidt ur sirkulashun, To pay de debt ur dis here nashun. Und pry we musht, und keep our bromis, Or else de Sheriff overkum us, For, by de laws und Constitooshen, He'll sell us out mit execushun.

Oldt Seymon think it mighty ruff, Bekase he not git votes cruff; He hat a liddle time to spare, Und up Salft Rيدر vent mit Blair. Oldt Chonson partons every Repl, (He might so vell inclode de Debl,)—De Broclamashun's signedt und sealedt, Und Chonson he's pont *us* ge spiedt. Yell, so it ish—ve're all content, Mit Sherral Crant fur President; He soon vill enter on his lease, Und Gott be praist!—ve'll den haf Peace.

We've hat some vintler herepouts, Und frozen feets und frozen shouts; De Railroadt shopped, as all vell know, De reason vy vas too much snow. De telegraph from here to Kresson, It isn't yit much goot for nussin; De poles ish down, de vires loose, Und vill not bring us much uv news. But van de vires und Repl shill fails, Our goot P. M. prings us de mails, Und gif us briefs along mit papers, Und lets us hear from all our nabors.

I dinks my speech ish now 'bout done, It's been some time since I pegun; I've shepaked about most every place, Und toldt de troot in every case. Uv Eppensberg I've not much saidt—Goot pless her living und her deadt!—I likes her beoples all so much, I hope not findt anudder such. I hope our town goes on to thrive; To help it, every man should strive, Ve needs more dinks we hafn't got, Und might shust haf so vell as not.

Ve vants more enderbrise und sich—More kapital to make us rich,— But shepakin uv de kapital, I haf not any much at all. I thought ash now I'd sung my song, You'd me a liddle help along. I don't opelckto to specie payment, 'Twill help me py some food und raiment; Und if you koom down mit de stumps, Dey'll cheer me on mine weary tramps. I wish you all much luck und choy, Und am,
Your faithful
CARRIER-BOY.

A LITTLE DEAF.

In the olden time, before Maine laws were invented, Wing kept the hotel at Middle Granville, and from his well stocked bar furnished accommodations for man and beast. He was a good landlord, but terribly deaf. Fish, the village painter, was afflicted the same way.

One day they were sitting by themselves in the bar room. Wing was behind the counter, waiting for the next customer, while Fish was lounging before the fire, with a thirsty look, casting sheep's eyes occasionally at Wing's decanters, and wishing devoutly that someone would come in and treat.

A traveler from the South, on his way to Brandon, stepped in to inquire the distance. Going up to old Wing's bar, he said:

"Can you tell me, sir, how far it is to Brandon?"

"Brandy," says the ready landlord, jumping up. "Yes, sir, I have some," at the same time handing down a decanter of the liquid.

"You misunderstood me," says the stranger. "I asked you how far it was to Brandon."

"They call it pretty good brandy," says Wing. "Will you take some sugar with it?" reaching out as he spoke, for the bowl and toddy stick.

The departing traveler, hoping for a proper answer, now turned to Fish.

"The landlord," said he, "seems to be deaf; will you tell me how far it is to Brandon?"

"Thank you," said Fish, "I don't care if I do take a drink with you."

THE AMERICAN STUDENT.

EBENSBURG, PA., Dec. 29, 1868.
Rev. B. M. KERR—Dear Sir: At the close of the Teachers' Institute held at Ebensburg, on Thursday evening last, we had the pleasure of being present, and heard with no ordinary gratification your lecture before the Institute on the subject of "The American Student." The best encomium we can bestow on your effort on that occasion is expressed in the unanimous wish of all who were present, and which we here make known to you, that you will give the public the benefit of reading so choice and elegant a dissertation on the duties and responsibilities of the American Student. We therefore respectfully ask a copy for publication.

J. L. FENLON, D. W. EVANS, J. ROBERTS, SAM'L HENRY, G. HUNTLEY, W. K. PIPER, J. ALEX. MOORE, REES JNO. LLOYD, T. J. CHAPMAN, J. T. HUTCHINSON.

EBENSBURG, PA., 30th Dec., 1868.
GENTLEMEN: Accompanying this, please find a copy of the address solicited for publication, as per yours of the 29th inst. Hoping it may subserve the true interests of education, I remain
Yours, &c.,
B. M. KERR.

Messrs. John Fenlon, T. J. Chapman, C. T. Roberts, Dr. D. W. Evans, and others.

THE ADDRESS.
Mr. President, Ladies and Gentlemen:—To choose a good end and employ the right means for its attainment, is the part of wisdom. And in proportion to the greatness of an object, and the difficulties of reaching it, is it worthy of a wise man's endeavors. Among objects of this character, it is universally conceded that Education stands in the very first rank.

Now, what is that training, moral and intellectual, that will be best adapted to the "American Student" for the duties and trials of life?

This is surely a question of deep interest. It is engaging the attention of the intelligent, and the good all over the land. Every State Government in the Union has manifested more or less solicitude upon it. The periodical press, educational societies that are springing up in every direction, floods of treatises from the imposing volume to the unpretending pamphlet, all attest the importance of a solid education, of a thorough education of the mind in elementary truths.

It would be strange indeed, amid so much thought, so many plans, such wide spread, intense exertion upon this subject, if some wisdom has not been elicited. We believe that much may be gathered up by the careful observer—that education in these latter days has been much improved, both in its principles and in its practical details.

The methods of teaching are better—elementary books are vastly more clear, simple and interesting than they once were, and what is of still higher importance, the character, both literary and moral, of those engaged in the work of instruction is steadily advancing. Indeed, we have often been tempted to envy the youth of the present day, the advantages they enjoy. Still, it requires effort to learn, and always will. The hill of science cannot be leveled, and however smooth the path to its summit may be made, it must ever be an arduous eminence.

"Learning by Study must be won; 'Twas ne'er entailed from sire to son."

Still we venture to affirm that the same distance may now be traveled over in far less time, and with much less wearisomeness, than when some present were clambering up the toilsome steep.

In the further prosecution—perhaps I ought to say *persecution*—of our subject, it will be our object to present some of the principal characteristics of that education which the American Student requires.

I.—And first, we observe, that the training of the American Student ought to be eminently practical.

Let us not here be misunderstood. We have no sympathy with that groveling spirit which raises the lip of contempt against everything in science and literature not obviously and immediately subservient to worldly gain; nor with that short-sighted selfishness which would discourage the pursuit of truth in any department of knowledge, because the use of what is discovered may not at once be discerned. Neither can we regard with complacency that knavish or stupid empiricism, which stumbles on in darkness, rather than looks upward to the light of principles. These we consider irreconcilable foes to a sound education, and therefore we would not afford them the slightest countenance. It may, then, be thought premature to discuss such a subject, while so many parts of it are still in dispute, while so many improvements are daily being made, and while so much that is valuable is yet to be brought to light. But we will endeavor to avoid doubtful matters, and to profit by all which has really been gained. The outlines of a noble landscape may be clearly discerned, and its grand features correctly delineated, while many things in it, both useful and ornamental, are still hidden from the eye.

When then we say that education in this country ought to be eminently practical, we do not mean that it should be less scientific, or less classical, or less philosophical, but that along with these higher attainments there ought always to be communicated that knowledge which will fit the student for his part in the intercourse

and pursuits of ordinary life. Every man among us must be more or less a working man, and therefore he ought to be practically educated. We have, in this country, no enormous entailed estates, no wealthy ecclesiastical establishments, nor those many securities which in other countries raise large classes above the business of the world. Nearly all our citizens are dependent for subsistence upon their own exertions, and even the few who are exempt from this necessity must yet be so situated as to make some practical knowledge indispensable to them. The most opulent among us cannot throw off all care of their possessions, and the most secluded must occasionally come forth into business intercourse with the world. Hence we are a *working people*. Foreigners have noticed this character of our nation. It impresses upon us a thoughtful, serious aspect, and diffuses a bustling activity throughout the whole length and breadth of our land.

Now where every one must have something to do, is not a practical education universally necessary? Let as many as have ability and opportunity become thoroughly learned, (this class has never been too numerous in any country, and certainly among us there is little danger of such excess;) let none, however, be without that knowledge which fits for the business of life.

But has not this practical part of education been at times sadly neglected—at least overlooked? Have not our colleges in too many instances, sent forth graduates utterly unqualified for any useful office in life? We have known some of them, after an examination as to their qualifications for teaching in our common schools, to be refused certificates. However well stored their minds may have been with Mathematics, Latin and Greek, they knew too little of Geography, English Grammar and Arithmetic, to be entrusted with the charge of instructing our future citizens. It is to such instances that the most plausible objections have been furnished to, and used by, the enemies of classical learning, and the frequent occurrence of them cannot fail to impair popular confidence in our colleges, and greatly retard the advance of sound education.

But again, *The work of instruction should also be practical.*

God has so constituted us, composed as we are of both a corporeal and spiritual nature, that ideas which come to us thro' the avenue of the external senses always impinge more forcibly upon our minds, and are comprehended more readily and clearly than those which are the subjects of pure intellect. And on the same general principle, abstract truth is always more easily and effectually communicated by means of sensible representation, or practical example or illustration. There is a kind of materialization of the principle or idea—a bodying of it forth to the mind's eye in vivid and living reality—a giving to what otherwise would be, in many cases, an

—airy nothing,
A local habitation and a name;

by which the mind is enabled to seize upon and comprehend, in some measure intelligently, what, without this aid, would pass off from it in a mere chime of words.

To this principle we may refer the whole system of trope and metaphor, and comparison in human language. It is a principle in the human mind which God has seized upon in his communications to man. Hence, all that system of type and symbol, of allegory and parable, with which both the Old and the New Testament abound. We have an example of it in the sacraments of circumcision and the Passover, of the old dispensation, and of baptism and the Lord's Supper, of the new. We have examples of it in the various external and symbolic representations through which, as a vehicle, the events predicted in ancient prophecy were conveyed. We have it especially exemplified in all that vast and splendid system of rites and ceremonies given to the Jews for their directory in worship—the services and sacrifices of the tabernacle and temple—the ark, the altar, and the priest.

We have the same exemplified in the mode of our Savior's teaching. He scarcely ever taught by abstract principle, but almost always by example, by parable, or by illustration. Does He wish to teach the effect of divine truth upon different minds; He presents the abstract truth in sensible form, in living, moving reality. Hear Him: "A sower went forth to sow, and some fell by the wayside, and some on stony ground, and some among thorns, and some on good ground," &c. Does He wish to show the mixture of evil and good in the world, or of hypocrites with real Christians in the church; "An enemy came and sowed tares." Does He wish to teach the union of himself and his members; "I am the vine and ye are the branches."

On a certain occasion, being asked by one what he must do to inherit eternal life, after enjoining on him the observance of the commandments, He does not go on to teach him in abstract form that he must have that disposition of love to God and love to man—that feeling of perfect devotedness of heart, and purpose, and life, and all to the glory of God and the good of His intelligent creatures, which alone can fit a man for the enjoyment and intercourse of heaven; but puts the thing to a

plain, practical test. "Go," says He, "sell that thou hast, and give to the poor."

The instruction was understood and felt far better than would have been a lengthened didactic discourse; and the test had its effect, for the man "went away sorrowful."

On another occasion, he was asked by one the question, "Who is my neighbor?" He does not go on to prove, by a train of abstract moral reasoning, that all men are neighbors and brothers, but He tells a plain and simple story about a certain man, who was going down from Jerusalem to Jericho, and who fell among thieves,—and about a priest and a Levite, his own countrymen, passing him by, and leaving him in his distress, and about a good Samaritan, with whom his nation would have no dealings, befriending him and saving his life; all bearing upon and illustrating the point he wished to inculcate, till by the time the story was through, the answer to the question, "Who was neighbor to him that fell among the thieves?" flowed spontaneously from the mouth of the inquirer himself; "He that showed mercy on him."

Examples might be multiplied illustrative of the mode adopted by this Divine Teacher in communicating instruction, by which it was brought home to the mind of the hearer with an irresistible power.

Now why is it that a student will nominally go through the study of a branch of science or literature, and memorize all the rules and theoretical principles, and yet know nothing understandingly about it—have no practical or valuable knowledge of the subject? Because the words and ideas have not been to him the real pictures of things. He has never thought of laying the principles alongside of the resultant or correspondent facts, and therefore has no true idea of their coincidence or relation.

Said a young miss to her uncle, as he was holding up an apple, and twirling it round to illustrate to her the figure and rotary motion of the earth—"but do you mean, uncle, that the earth is really round and turns round like the apple?" "Why certainly," said he, "did you not learn it in your Geography?" "Oh yes," said she, "I learned it, but I never knew it before."

II. The History of our Country should be made the constant study of the American Student.

It is a custom in almost all our Schools and Colleges, to use histories of England, Rome and Greece as class books, to the exclusion almost of American History.—This is a bad custom. Our youth, who in a few years, will have the whole weight of the government upon their shoulders, should not be ignorant of the history of their country. They should possess full information about the origin, the nature, the cost, and the value of the great inheritance, which is about to fall into their hands. They should be made familiar, in early life, with the pure models of public virtue which illumined the first days of the republic. It is also important, that they should study our history, in order to acquire that proper degree of national pride and that delicate sense of national honor, which are indispensable to an enlightened, ardent and enduring patriotism.