

SOCIAL DIRECTORY.

COMMUNICATING SOCIETIES. The Order of the Sons of the American Revolution. The Order of the United American Mechanics.

CHURCHES.

Presbyterian Church—Services each Sabbath at 10 A. M. and 7:30 P. M. Methodist Episcopal Church—Services each Sabbath at 10 A. M. and 7:30 P. M.

CITY OFFICIALS.

City Council—Mayor, F. A. Thompson; Aldermen, J. H. Blinn, J. C. Galt, J. H. Blinn, J. C. Galt.

ARRIVAL AND DEPARTURE OF MAILS.

Northern—Daily, by Railroad—Arrives 11 A. M. Departs 12 P. M. Western—Daily, by Railroad—Arrives 12 P. M. Departs 1 P. M.

BUSINESS CARDS.

ATTORNEYS. C. F. STEWART, M. D., Physician and Surgeon. J. H. BLINN, Attorney at Law.

PHYSICIANS.

C. F. STEWART, M. D., Physician and Surgeon. J. H. BLINN, Attorney at Law.

LAND AGENTS.

A. P. OWENS, Jr., Real Estate and Tax Paying Agent. Office in Commercial Block, corner First and Second Streets.

GRAIN DEALERS.

W. VAN WORTHINGTON, Dealer in General Merchandise. Office in Commercial Block, corner First and Second Streets.

NOTARIES.

P. B. BERRY, Notary Public and Conveyancer. Office in Commercial Block, corner First and Second Streets.

JUSTICES.

A. W. MOHRAN, Probate Judge and Justice of the Peace. Office in Commercial Block, corner First and Second Streets.

CLERK SURVEYOR.

J. H. BLINN, County Surveyor. Office in Commercial Block, corner First and Second Streets.

SADDLERY.

J. H. BLINN, Saddlery. Office in Commercial Block, corner First and Second Streets.

BRIDGE BUILDING.

C. W. WHEELER, Bridge Builder and Contractor. Office in Commercial Block, corner First and Second Streets.

HOTELS.

SHERMAN HOUSE—C. M. Kaufman, Proprietor. No. 46 Main Street, Brownville, Nebraska.

RESTAURANTS.

BANK RESTAURANT—Geo. Daugherty, Proprietor. No. 37 Main Street, Brownville, Nebraska.

BLACKSMITHS.

H. R. BRANSON, Blacksmith, Main Street, No. 10. Brownville, Nebraska.

RESTAURANTS.

BANK RESTAURANT—Geo. Daugherty, Proprietor. No. 37 Main Street, Brownville, Nebraska.

BOOTHS AND SHOWS.

H. R. BRANSON, Booth and Show, Main Street, No. 10. Brownville, Nebraska.

SALOONS.

J. H. BLINN, Saloon, Main Street, No. 10. Brownville, Nebraska.

PRIZE PAPER COLLARS!

Every Box Contains a Prize.

BROWNVILLE, NEBRASKA. THURSDAY, NOVEMBER 30, 1871. VOL. 16, NO. 7. OFFICIAL PAPER OF THE COUNTY.

PERU BUSINESS CARDS.

C. C. WHEELER, PHYSICIANS AND SURGEONS. Corner 5th & Main Sts. PERU, NEBRASKA.

WAGON AND CARRIAGE MANUFACTURER.

THOMAS HUTCHINSON, WAGON AND CARRIAGE MANUFACTURER. PERU, - - NEBRASKA.

CITY MEAT MARKET.

PERU, NEBRASKA. CONSTANTLY ON HAND A GOOD SUPPLY OF Fresh and Saled Meats. Highest market price paid.

FAT CATTLE, SHEEP AND HOGS.

COMPTON BROTHERS, FAT CATTLE, SHEEP AND HOGS. PERU, NEBRASKA.

LUMBER MERCHANTS.

AGRICULTURAL IMPLEMENTS. PERU, - - - NEBRASKA.

WAGONS, &c.

YARD AND WAREHOUSE. Fifth Street, near Main. PERU, - - - NEBRASKA.

LITTLE LOWER.

WILLIS CARTER, PAINTER, GLAZIER AND Paper Hanger, PERU, NEBRASKA.

City Hotel!

CHARLES GAEDE, PROPRIETOR. No. 59 Main Street, Brownville.

WAGON & CARRIAGE MAKER!

JACOB BERKLEY, Wagon & Carriage Maker! COLLEGE STREET, BROWNVILLE, - NEB.

Real Estate

INSURANCE AGENT, PERU, NEBRASKA. Real Estate Bought and Sold on Commission.

F. L. PROUTY.

Tin, Copper AND SILENT IRON WORKER, - AND DEALER IN - HARDWARE!

STOVES.

Agricultural Implements, WOODEN WRE. &c. PERU, - - - NEBRASKA.

SPOUTING, ROOFING, &c.

HEATING & COOKING STOVES. PERU, - - - NEBRASKA.

WAGONS, &c.

WOODEN WARE, FENCE WIRE, &c. PERU, - - - NEBRASKA.

DR. ARNOLD, OF RUGBY,

MODEL TEACHER. An Address Delivered by REV. T. J. MORGAN, Before the Otco County Teachers' Institute, Nebraska City, November 22, 1871.

ARCHITECTS & BUILDERS.

H. F. MORTON & BROTHER, ARCHITECTS & BUILDERS. PERU, NEBRASKA.

PERU AND WATSON.

U. S. Mail and Transfer Line. W. H. Thompson, Prop.

PIONEER DRUG STORE!

JOHN PATTERSON, PROPRIETOR. PERU, NEBRASKA.

PHOTOGRAPH GALLERY.

J. WESTLEY BENNETT, PHOTOGRAPH GALLERY. PERU, NEBRASKA.

ART FRAMING.

JOSEPH SHUTZ, ART FRAMING. No. 59 Main Street, Brownville.

JACOB BERKLEY.

Wagon & Carriage Maker! COLLEGE STREET, BROWNVILLE, - NEB.

BLACKSMITH SHOP!

MICHAEL SWITZER, BLACKSMITH SHOP! PERU, NEBRASKA.

BANK RESTAURANT.

GEORGE DAUGHERTY, PROPRIETOR. No. 37 Main Street, Brownville.

MEALS AT ALL HOURS.

GO TO THE POSTOFFICE. PERU, NEBRASKA.

THE SHERMAN HOUSE.

C. M. KAUFFMAN, PROPRIETOR. 46 Main St., Brownville.

FOR CHOICE CIGARS.

J. BLANK, FOR CHOICE CIGARS. PERU, NEBRASKA.

DENTIST.

OFFICE: At residence on Main Street.

lished me. It was not so much an enthusiastic admiration for his genius or learning, or eloquence, which stirred me, but a certain admiration for his earnestly, caught from him a world, whose work was healthy, sustain d, and constantly carried forward in the face of the most adverse opposition. I had a deep sense of his duty and its value, and was coupled with such a true humility, such an unaffected simplicity, that others could not help being inspired by the same feeling, and in their measure, could go and do likewise.

In 1828, he was elected to the head mastership of Rugby, where he remained till his death, which occurred in 1847, in his 47th year. He had accepted the professorship of Modern History in the University of Oxford, and had delivered the opening course of lectures, but had not yet removed to Oxford. He was in the midst of his stay at Rugby that he accomplished his life's great work.

When he entered upon his duties, he found the school in a deplorable state, with the result attained by the public schools, and a strong desire manifested by many to overturn the whole system. Arnold entered upon his duties with a strong faith in the possibility of such a reform in the existing system as would not only save it, but make it the instrument of securing the highest and noblest result of aënducal culture. He encountered many obstacles, met fierce opposition, but he achieved a glorious triumph, made Rugby famous forever, and secured a reputation in the whole chain of English schools, won for himself a high place among successful teachers, gave new dignity to the profession, and gave dead life yet again to the multitude of struggling teachers in England and America, stimulating and encouraging them to higher efforts in their noble work.

Thomas Arnold was born at West Cowes, in the Isle of Wight, in 1751. His early education was under the direction of an affectionate and faithful aunt, Miss Delafield. In 1803 he entered school at Winchester. In 1807 he went to Rugby, where he remained four years. During those years he gained from Drs. Giddard and Gabel, successive head masters of Winchester, a knowledge of the art of teaching, and skill in imparting scholarship, which was subsequently of great practical service to him. At 3 years of age he received a present from his father of several books, which he read with avidity, with which he rendered the stories connected with the successive reigns and portraits. At the same age he was able to put together the disassembled pieces of a broken toy, and his father committed to memory numerous ballads, and much of Pope's translation of Homer's Iliad, and delighted to repeat speeches of the great old heroes.

When Professor of History at Oxford, he quoted from memory from Priestly's lectures on history which he read twice before entering college. We cannot too much admire the wisdom with which his early education was directed. His familiarity with the Greek and Latin languages, all of which he child properly trained readily acquires, formed the solid basis on which rested that magnificent structure of scholarship that he carried to the highest point of human attainment. In 1811, in his 16th year, he was enrolled as a student of Corpus Christi College, Oxford. The college was small, and the students few and most of them "young gentlemen" of the whole, excellent. The chief studies were the classics. But other studies occupied their attention. Questions pertaining to antiquity, and those of the most varied directions, were eagerly discussed. Thus their minds were awakened, and the discipline acquired by study, and facts gathered from his memory, were so many aids to the mastery of those great practical problems of society, of church, and of state, by which they, in common with all earnest men, were moved.

At Oxford he manifested an independence of thought, a spirit of enquiry, and a willingness to learn from his opponents, which was not common in students of that age. He was deeply and strongly attached to him many of the brightest and greatest minds in the college. His college friendships were strong, included men of great talents and high attainments and opinions, and were long cherished with the most tender care. Mr. Justice T. Coleridge, a school mate and life-long friend, thus speaks of his memory: "I do not speak of opinions, but his pupils were thoughtful, many minded, conscious of duty and obligation when they first came to college; we respected, imitated, and imitated them; we were imbued with principles which we disapproved, but we cordially acknowledged the immense improvement in their characters in respect to morality, philosophy and history, and with less of imaginative than reasoning power; in argument, bold, almost presumptuous, and vehement; in temper easily roused to indignation; yet not easily provoked and entirely free from bitterness; fond, indeed, by what he deemed unjust or ungenerous to others, wrong than a sense of personal credit; and yet without inconsistency, loving what was good and great in antiquity the more ardently, and reverently because it was ancient. In his hour of confidence of my youth I can say that it was devout, pure, simple, sincere, affectionate and successful."

For the succeeding four years after graduation he remained at Oxford, taking private pupils and reading extensively, making copious notes and abstracts of books read, besides making original sketches in history and in natural philosophy. He spent his life years spent at Laleham, taking private pupils in preparation for the University. Mr. Price, who was a pupil for a short time at Laleham, says: "The most remarkable thing which struck me at once on my visit to the Laleham circle, was the wonderful healthfulness of tone and feeling that prevailed in it. Everything about me emanated from a source which was a well-spring of life, and a source that was a great earnest work was going forward. Dr. Arnold's great power as a private tutor lay in this, that he gave his pupils a living, healthy, and perfect training. He held over his pupils perfectly as a teacher."

him. In the study of history, theology and politics he made constant and almost uninterrupted progress in self education. He had a deep sense of his duty and its value, and was coupled with such a true humility, such an unaffected simplicity, that others could not help being inspired by the same feeling, and in their measure, could go and do likewise. He was deeply interested in the study of history, theology and politics. He did not content himself with mere routine work. When teaching the classics he busied himself with those interesting questions of higher criticism which made the work always fresh and full of interest to him and imparted freshness and interest to his instruction. "In the subject of the lessons it was not only the language, but the author and the age which rose before him, it was not merely a lesson to be got thro' and explained, but a work which was to be understood, and which was to be made the subject of reflection. When asked once whether he did not find the repetition of the same lessons irksome to him, he said: 'there is a constant freshness in them, I find myself interested in studying them over and over again.' When he taught history it was enriched with his own resources and opinions. It was no mere summary of facts and dates but an interesting and fully reasoned, and full of his own study and meditation using all the powers of memory, judgment, imagination, he placed himself in the midst of the times of which he treated, and he so fully identified himself with his pupils with his own enthusiasm. There are few studies even in the common school in which it is not possible to find a personal interest, and in which some progress may not be made. What teacher of Geography has mastered that is not the knowledge of the subject? Who is there who might not come to the recreation room daily with some new, instructive and interesting facts. Discoveries are constantly being made, and new theories are being written; influence of country, climate, soil, etc., upon the physical, intellectual, social and even religious life of nations are being more and more fully understood and appreciated. Indeed Geography is one of the living sciences. But how often it is taught as one displays a mummy from the pyramids, a ghastly relic of a dead age which one turns away only too gladly!

A friend of mine, now successfully teaching mathematics in an Eastern University, pursues the study with the same interest as he pursued in the higher regions of pure mathematics, and at the same time investigating his own information and pleasure the history of the sciences. He has been writing a treatise on the formulas of algebra back to their origin, and learning by whom, when and why, they were invented. Among my pleasantest memories is that of seeing the great mind of a young man, who was in the studies in which they were giving instruction. Would you interest others, become interested yourself in what you teach. Make it a matter of research, and investigation. History, mathematics, geography, geology, chemistry, astronomy, physiology, botany, are all incomplete, and every one of the sciences of the human mind which the teacher who would really instruct, would awaken mind, kindle enthusiasm, give an impulse to his pupils, put them on their feet, and make them feel that which he teaches that his own mind shall be awake and filled with enthusiasm, so that his own life shall be quickened by the living energies of the sciences which he teaches. Arnold possessed great independence of character. He had studied the problem of public schools in England, reflecting upon the evils, and trying to find remedies, and he formed a plan of his own, which was to be carried out in his school. He had certain well-established principles, which he thought essential to success in any attempt at reformation, and he was not content to be the head master of Rugby without an understanding that he was to be allowed great power in the reformation of his school. He was not content to be the head master of Rugby without an understanding that he was to be allowed great power in the reformation of his school. He was not content to be the head master of Rugby without an understanding that he was to be allowed great power in the reformation of his school.

ing it, he was tenacious of it when he felt that he had grasped it, and though, but being confident of error, could make no relaxation in his grasp upon it. When he had acquired it he made it his own. His moral earnestness was such that he took nothing on trust; put everything to the test; had no traditions, and no authorities, which he would accept without having first fused his own acquisitions so that they became his own. He made even the text books his; they became replete with his life.

Rugby became filled with Arnold. His spirit was everywhere. He was the soul of the place. The playground, the studies, the recitation rooms, the corridors, the chapel, everywhere he placed his feet, and wherever he spoke to the boys, words of rebuke, warning, instruction, encouragement and cheer. His individuality was so placed upon every thing and gave it forth again bearing his stamp.

He loved his profession. Men said it was a pity that a man of such talents should be confined to a schoolmaster. But so fully did he appreciate the magnitude and importance of his work, and so earnest was he to meet the high responsibility that he had upon him, that he found his highest delight in his labor. He declared "he could hardly live without teaching." He loved boys, not brilliant, but earnest; not clever, but honest; not self-satisfied, but open; not selfish, but generous; not proud, but humble; not vain, but true; not arrogant, but kind; not cruel, but merciful; not harsh, but gentle; not stern, but kind; not severe, but just; not exacting, but patient; not impatient, but kind; not impatient, but kind; not impatient, but kind.

There was a man, take him as he is, all in all. We shall not look upon his like again. Teachers, I present him to you as one worthy of your study. Not as a teacher, but as a high minded noble and true man. If we would succeed in this grand calling, let us throw off all shams, all striving for effect, all mere machinery, and make our own hearts the seat of earnestness, of earnest growing men and women. Let us live, and teach by living, rather than by teaching.

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