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ion administered on the first Sunday Seats free. G. R. DAVIS, Rector. Raptist Church. Corner Fourth and Atrd in each month, at 10% o'clock A. M.,

ting Wednesday evening. T. J. Mon Christian Church, London.-Divine ser-By CHARLES WEY. PERU, NEBRASKA. Ben M. R. Church, Peru. - Services every Sab-

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MODEL TEACHER. An Address Delivered by

REV. T. J. MORGAN, Before the Otoc County Teachers' In-

I propose to give, first, a brief outline of the life and work of Thomas Arnold, and then to note a few of those traits of character and princinently successful as the Head Master sider him as a teacher, and will not be thitners It was during the 14 years oncerned, therefore, with him as a historian, a theologian or a politician, although in the realms of history, the felt. Nor do I purpose an exhaustive statement of his system of instruction, his method of government, or his more modest one. that of presenting some of the salient features of the man and his work with a view to practical utility. I trust that some who hear me may be stimulated to a areful study of his life. Carlyle truly says that "the company of great men is always profitable." Next to enjoying the instruction, the society, the personal friendship of a successing his biography. We there see printion, and catch the glow and spirit of a master. We borrow life from his teachers in England and America, higher ideals, clearer aims, firmer higher efforts in their noble work. faith, and stronger incentives. An

orth on the reer is itself prophetic of success. Thomas Arnold was born of West Cowes, in the Isle of Wight, in 1795. His early education was under the direction of an affectionate and faith- And sacredness of things." ful aunt, Miss Delafield. In 1803 he

ALBUM. mer's Illiad, and delighted to repeat subtlest laws, for, like begets like, in

to his play-fellows the wonderful the school-room as elsewhere.

he afterward reared.

asserted stock of gentile articles in his line content and stocks, watches and Jeweiry small, and the students few and most-

in common with all earnest men, were ries and institutions, an ingenuous think I may confidently say, hardly and frank disposition, an earnest love to be found among public school men. willingness to learn from his oppo-nents, which made him a marked stu-Arnold's personal earnest simplicity

ous, active, clear sighted, industrious, imbued with principles which we disfree from bitterness; fired, indeed, by earliest childhood we have seen he own life into his pupils.

Mr. Price, who was a putil for a short time at Laleham, says;

tonished me, It was not so much an him. In the study of history, theol- ing it, he was tenacious of it when he had assimilated knowledge, reenthusiastic admiration for his genius ogy and politics he made constant and felt that he had grasped it, and noth- thought it and stamped it as their own. or learning, or eloquence, which stir- almost uninterrupted progress in ing, but being convinced of error, He labored with them, rather than ic thrill, caught from a spirit that was the midst of his plans rejoicing in it. When he had acquired it he made knowledge which he could induce earnestly at work in the world, whose the hope of many years of acquisition it his own. His moral earnestness them to acquire for themselves; stimwork was healthy, sustain d, and and growth. constantly carried forward in the fear He was deeply interested in trust; put everything to the test; had of thought; awakened a spirit of in-

mastership of Rugby, where he remained till his death, which occured cepted the professorship of Modern History in the University of Oxford. of one of England's most celebrated and had delivered the opening course public schools. We have only to con- of lectures, but had not yet removed

plished his life's great work. ology and politics he made himself with the result attained by the public traits of character. My purpose is a trust, but with a strong faith in the curing to England the highest re-

nest, truth-loving, manly man,--" With a heart to feel The great and lovely, and the poetry

1807 he was removed to Winchester, genuine sincerity, which," Cartyle where he remained four years. Dur- says," is the first characteristic of all only too gladly! Goddard and Gabel, successive head for the secret of his great success, we of the tact in managing boys, and skill taught, nor how, as for what he was! to him. At 3 years of age be receiv'd not exacting so much labor from pu-

a present from his father of Smollet's pils not even in awakening mind and was able to put together the dissected It is kindling earnestness by earnestmap of England. He early commit- ness, sincerity by sincerity, life with ed to memory numerous ballads, and life, manhood by manhood. " Like much of Pope's translation of Ho- priest like people," speaks one of God's

nificent structure of scholarship that tion, that wrought so powerfully to awaken the conscience give tone and In 1811, in his 16th year, he was en- direction to the thinking, and mould the science that he teaches. colled as a student of Corpus Christi the characters of his pupils. There College, Oxford. The College was was no cant, no parade of picty, no ly 'young. The influences were, on fear of God, an intelligent love of the the whole, excellent. The chief stu- Bible, a hatred of evil and scorn for dy was the classics. But other studies littleness or meanness, which manioccupied their attention. Questions fested itself on all occasions, as a part pertaining to antiquity, and those of of his inner life. He had little regard of the stirring events of the day, were tv or attainments, but strove to secure eagerly discussed. Thus their minds above every thing else "moral were awakened, and the discipline thoughtfulness," which he defined to ered from antiquity, were so many along with the divine love of goodaids to the mastery of those great ness." The result which he attained practical problems of society, of may best be stated in the words of Dr. church, and of state, by which they, Moberly, a man quite competent to

the time when he entered the Uni-At Oxford he manifested an inde- vereity, he says; "A religious under pendence of thought, a spirit of en- graduate was very rare, very much quiry into the basis of accepted theo- laughed at when he appeared, and I

of truth, and a zealous advocacy of + + A most singular and striking dent and strongly attached to him of character power of influence, and many of the brightest and greatest piety, which none, who ever come near minds in the college. His college him, could mistake or question. The friendsh pswere strong, included men carrying of this improvement is miniof the most varied dispositions, at- ly attribut at 1. He was the first. It tainments and opinions, and were soon began to be matter of observation learned by the soon began to be matter of observation learned long cherished with the most tender to us in the Un versity that his pupils ery was for good. Bringing him of A lack of love for teaching is a bar- class on their regular lessons, and care. Mr. Justice T. Coleridge, a brought quite a different character sums up his account of Arnold's un- we knew elsewhere. I do not speak of opinions, but his pupils were minds, awaking their personal interand at the close retaining, not un- of duty and obligation when they ous, active, clear sighted, industrious, imbued with principles which we dis-and daily accumulating and assimila-ting treasures of knowledge; not a-ledged the immense improvement in ting treasures of knowledge; not a- ledged the immense improvement in verse to poetry, but del ghting rather their characters in respect of morality in dialectics, philosophy and history, and personal piety, and looked on Dr. with less of imaginative than reason- Arnold as exercising an influence for them of the whole mass. So does thus, the foundation, for the well be- you should rise in answering; a sit-

ed within them; it was a sympathet- self education. Death found him in could make him relax his grasp noon for them; seldom communicated any

of God, a work that was founded on a the studies which he taught .- no traditional knowledge, but trans- quiry; promoted an interest in hisdeep sense of its duty and its value. He did not content himself with mere fused all his acquisitions so that they torical studies, and eagerly stimulaand was coupled with such a true hu- routine work. When teaching the became his own. He made even the ted love for any special study which stitute, Nebraska City, November 22, mility, such an unaffected simplicity, classics he busied himself with those text books his; they became replete manifested itself among his students. that others could not help being in- interesting questions of higher criti- with his life. vigorated by the same feeling and cisms, which made the work always | Rugby became filled with Arnold, where scholars were made, so much with the belief that they too, in their fresh and full of interest to him and His spirit was everywhere. He was as where men were developed. imparted freshness and interest to his the soul of the place. The play-, The truly educated man is he whose instruction. "In the subject of the ground, the studies, the recitation native powers have been aroused, but the author and the age which rose ery place was a medium through developed; who walks with open eye ples of action which made bim emi- in 1842, in his 47th year. He had ac- before him, it was not merely a lesson which he spoke to the boys, words of and ear; who thinks for himself, usto be got thro' and explained, but a rebuke, warning, instruction, encour- ing other men's thoughts only as work which was to be understood, to agement and cheer. His individuali- helps, as scaffolding, to be discarded

same enthusiasm. he entered school at Wiltshire. In He had sincerity, "a great, deep, mummy from the pyramids, a ghastly alone could prompt. Love is eager, There seems but worthy one-to do men

ing those years he gained from Drs. men in any way heroic." In seeking A friend of mine, now successfully acted there the scenes which histo-theirown divinest selves,"-he believ-

read when 8 years old. Gibbon he read twice before entering college.

We cannot too much admire the window with which his courts and arouse others, and arouse others to become what he was. His setmons in the chapels, are models, brief, simple the ple, earnest, practical, were listened words living sciences. Let the teachwisdom with which his early education with marked interest, and exerted from was directed. His familiarity a lasting influence on the minds of the with recognity poetry history and with recognity poetry history and support to be told. with geography, poetry, history and students. It was not so much his asm, give an impulse to his pupils, might be. He believed in education. But it is clearly worth a thousand lives asm, give an impulse to his pupils. language, all of which a child proper- sermons however, as the religiousness put himself into such relation with He recognized that the minds of the As if mere his were worth their living for. ly trained readily acquires, formed the of the man, which shows forth at all that which he teaches that his own young are so many undeveloped forc- what but perdition will it be to most that which he of the man, which shows form at all that which he teaches that his own olid basis on which rested that magenthusiasm, so that his own life shall example, and exercise to call them It is a great spirit and a busy heart.

Arnold possessed great independence of character. He had studied the problem of public schools in England, reflecting apon the evils, and their remedies until he formed a d finite conception of the nature of the work. He had certain well establishintense practical interest, growing out for cleverness, mere intellectual abili- ed principles, which he thought essential to success in any attempted in education was to be used by him. to assume the head mastership of Rugby without an understanding that he was to be allowed great power and discretion. He must be master in fact as well as in name, and he insisted upon the full exercise of a pronounce judgement. Speaking of wide discretion. The remedy he said for any supposed evils in his management of the school was not in interference but in his dismissal. He manifested his independence in de fending th machinery of the 6th form and of fagging against almost universal outery. In the hands of weak men such a system might prove an

unmitigated evil, but in the hands of Arnold, whose great, good soul overflowed and filled his school, and all his principles and views into their

has mastered all that is to be known He constantly studied their individuoften it is taught as one displays a heart full of love, real fatherly love, object from which one turns away untiring, ingenious. His school was to him a world. He saw re-en a man "loving truth and wisdom for teaching mathematics in an Eastern ry, poetry and religion have made ed that one of the great privileges of

of God's universe, designed for the the development of southood. Into Spent as is this by nations of mankind, his hands, as the head of the school, Wellye in deeds, not years; to thoughts, ed. His, the loving heart, the think- Begining, mean and end of all things-God. ing brain, the controlling hand, that influence was destined to be exerted. publication at least once a year:

stant : his love intense, "And daily life and duty seemed

lack of thoughtful consideration of for a moment suppose that he was not its magnitude and importance, and versed in theological lore, its machinery, as the June rise fills from a failure to appreciate the re- Joe was duly ushered in and placed the banks of the Missouri and covers sponsibility resting upon them, and upon a settee in front of one of which

into personal relations with the thir- rier to the highest success. He, who then toward Joe. the triumph of his principles which, cise faculties that else might never be had become theirs also, respecting roused; to increase the capacities of below the ornamental buttons on his with less of imaginative than reason. Arnold as exercising an influence for the true teacher ever rise superior to ing of others, the happiness of him-ting posture is just as well." most to presumption, and vehement; in temper easily roused to indignation yet more easily appeased and entirely word an educated man. From his own life into his punils. love for teaching is one of the proofs | The pin was again inserted.

private tutor lay in this, that he gave guage, and rejoiced ever after in the such an intense earnestness to Mfe.— rich treasures of literature of that without. Eager to know the truth; of old, put his pupils to the test to see have answered the gentleman com-

THE ADVERTISER

VOL. 16.-NO. 7. OFFICIAL PAPER OF THE COUNTYS

was such that he took nothing on ulated originality, and independence His school thus became a place not

lessons it was not only the language, rooms, the corridors, the chapel, ev- and harmoniously and symmetrically

-" amid all life's quests

pleasure the history of the various the broader history of mankind, profession of teaching, the broad av-

" He was a man, take him for all in all, by my teachers in the studies in men who, in after days, would bewhich they were giving instruction. come centers of great social, political one worthy of your study. Not as a Would you interest others, become in. or religious, movements, or, at any teacher only, but a high minded noble terested yourself in what you teach. rate, that every boy who left that and true man. If we would succeed in speeches of those grand old heroes.

When Professor of History at Oxford he entered from memory from

Hewas a religious man, a christian,
Make it a matter of historical inquiever widening influence, for good or
and one fixed purpose ever in view was
ry, or independent research, and infor evil in the world. Hence he
machinery and make ourselves first ford, he quoted from memory from to give a religious education. This was vestigation. History, mathematics, for evil, in the world. Hence he machinery, and make ourselves first vestigation. History, mathematics, for evil, in the world. Hence he machinery and make ourselves first Priestly's lectures on history which he only to be himself, and arouse others geography, geology, chemistry, as-

be quickened by the living energies of the science that he teaches.

Into activity. He recognized education as one of the great constant forces the science that he teaches.

The coward and the small in soul scarce do live.

One generous feeting—one great thought awakening of mind, the implanting Ofgood, ere night, would make life longer its, the formation of character, and Than it each year might number a thousand

not breaths : was committed this great work. For in feelings, not figures on a disk. all practical purposes he was supreme We should count that by heart throbs. He here. Whatever of power there was Who thinks most-feels the noblest-acts the best. reformation. He would not consent He was the fountain whence it flow- Life's but a means unto an end-that end

was to use the mighty enginery of ed- AN APT SUNDAY SCHOOL SCHOLAR. ucation for the good of that mass of The following story, not new, has boys, and of society upon which their sufficient poin and humor to merit its

He was thus law.giver, judge, proph-ct, priest and king. He found scope the capital of New Hampshire persna-Some reguish boys in a town near for the exercise of the highest func- ded Joseph Jasper, or, as he was gentions of christian manhood. His ideal erally called Joe, to attend the Sabgreat; his faith firm; his zeal con- Joe was an over-grown, half-witted proface lad, and the boys anticipated

pounded to him were so readily and Many fail to love their work from a correctly answered that no one could

fun; but the various questions pro-

The teacher first questioned the

school mate and life-long friend, thus with them to Oxford than that which by boys of the s.xth form instilling in view of the intimate relationship "My friend, who made the world scholars, realizing that his high pe- Just as he was probably about to an-"At the commencement a boy- thoughtful, manly minded, conscious est in the success of the school and rogative is to deal with immortal swer the question, one of the boys

After Joe had ealmed down, exami-

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| BROWNVIII.E, - NEB. | were awakened, and the discipline | thoughtfulness," which he defined to acquired by study, and the facts gath-

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HAS A And is turning out work in first class style, having given general satisfaction in every piece of work his own opinions, together with a change has come upon our public which has thus far left his shep. Particular aften willingness to learn from his oppositions. * I am sure that to Dr.

BRIDGE BUILDING.

W. WHEELER, Bridge Builder and Contractor, first came to college; we regretted, frolic and simplicity; in mind vigor-indeed, that they were often deeply frolic and simplicity; in mind vigor-indeed, that they were often deeply indeed, that they were often deeply indeed, that they were often deeply indeed.

measure, could go and do likewise." In 1828, he was elected to the head

of his stay at Rugby that he accom-When he entered upon his duties schools and a strong desire manifested by many to overturn the whole system. Arnold entered upon his duties in the midst of this general dispossibility of such a reform of the existing system as would not only save

salt of academical culture. He encountered many obstacles, met fierce opposition, but he achieved a glorious triumph, made Rogby famous foreyer, wrought a revolution in the whole chain of English schools, won for himself a high place among successful teachers, gave new dignity to ciples illustrated, methods in operathe profession, and "tho' dead he yet

Hewas a growing man. Having made of means. He sought help from all himself master of the details of his profession, he sought by a wide range of study to perfect his own education. He regarded of study to perfect his own education. He was failing to accomplish with high restaurable and in their execution. He regarded is his heart all aglow as he grapples.

An ignorant le tarer explained the sought help from all acquire, organize and use facts, and give a less extended scope to your apply principles, can he form plans feelings.

An ignorant le tarer explained the sought help from all acquire, organize and use facts, and give a less extended scope to your apply principles. "The most remarkable thing which He loved study for its own sake, and wherein he was failing to accomplish with life's problems, determined to passage of the Red sea by saying that struck me at once on joining the was eager in the pursuit of truth. Laleham circle, was the wonderful However arduous the daties of his J. BLAKE. healthfulness of tone and feeling that profession were, he seldom allowed a sought to learn wisdom from them. can he be depended on in an emer-excisimed an auditor. "Ladies and

find the repetition of the same lessons his stamp.

masters of Winchester, a knowledge must ask not so much for what he University, pursues the study more so much of in the great world with- life is to know, and he consequently eagerly than the pupils, advancing out. The same wide diversity of eagerly grasped at every means which in imparting scholarship, which was For teaching, in its truest sense, is not into the higher regions of pure math- character; the same variety of aims; would facilitate his progress; a man subsequently of great practical service simply, communicating knowledge, ematics, and at the same time investi- the same peculiarity of methods; the who loved his kind, and gave his life gating for his own information and same difference of results which mark for the good of others, finding in the History of England, for the accuracy giving impulses to self culture. It is branches of the science, tracing the marked, also, the history of these enue to the very fountains of being as with which he rendered the stories all this, and more. It is living a true formulas of algebra back to their or- less r men, in this lesser world. He they exist in young hearts, one of connected with the successive reigns and noble life in the presence of iginator, and learning by whom, saw, too, there the germs of great whom it might be said and portraits. At the same age he others. It is more than example even, when and why, they were invented. | movements in the future. He under-Among my pleasante-t meniories is stood that out of those hundreds of that of seeing the deep interest taken | lads might, and probably would arise

what he deemed unjust or ungenerous was carefully instructed by the Yet, with all this independence, he of a call to it, one of the criterious of to others, rather than a sense of per-sonal wrong; somewhat too little de-of the day, and subsequent to his ard the subordinate teachers. He erential to authority; yet without graduation at the University he con- counselled with them; sought inform- were gone by when any one could fest so much feeling; do be a little inconsistency, loving what was good tinued his studies four years before be- ation and advice from them; gave procure a position as feacher, or more reserved in your manners, and great in antiquity the more arginning his teaching at Laleham. He them large liberty in their own even a teacher's certificate who said the teacher, in an expostulating dently and reverently because it was cutered upon his work at Rugby with sphere; gave them all possible help, could not say from his heart of hearts, tone of voice. ancient. In heart, if I can speak with a thorough classical and mathematic and rejoiced in their success. He I love the work.

be condemned or to be admired." ty was so great that it absorbed every- when the real structure of his own When asked once whetner he did not thing and gave it forth again bearing thinking is completed, or, at most, irksome to him, 'no he said, there is He loved his profession. Men said as material in the grand structure, a constant freshmess in them, I find it was a pity that a man of such tal- which, "from turret to foundation something new in them every time I ents and attainments should be a stone," is his own; he who realizes there was a very wide dissatisfaction go over them," When he taught his- school master. But so fully did he his complete isolation, and that the tory it was enriched with his own re- appreciate the magnitude and im- judgment now and hereafter is upon sources and opinions. It was no mere portance of his work, and so earnest his own words and acts, puts forth his summary of facts and dates but an in- was he to meet the high responsibili- every power to think, to do, and to be teresting story of real men. By pro- ty laid upon him, that he found his all that his soul is capable of. It was found study and meditation using all highest delight in his labor. He de- such education that Arnold sought to the powers of memory, judgment, clared "he could hardly live without produce. He was not faultless, imagination, he placed himself in the teaching." He loved boys, not bril-nor infallible, he made mistakes, midst of the times of which he liant boys only, but plodders, too and held false views, for he was taught, and being deeply interested He enjoyed boys' company; delight- a mortal," a man of like pashimself filled his pupils with the ed in their sports and games ; sympa- sions with us," and yet he was one of thized with them in their trials and those who have done a grand work for There are few studies even in the disappointments, and rejoiced in their humanity, whose labors have advanccommon school in which it is not on- success. Forgetting himself, he la- ed the cause of christian education, ly possible but desirable for the teach- bared for them. He treated them with and left the world wiser than he ers to take a personal interest, and in great respect, because he had great re- found it, and "better because he lived which some progress may not be spect for them, not for what they in it." A man with generous sympamade. What teacher of Geography might be, but for what they were, thies one of of that science? Who is there who al peculiarities; was familiar with the True, tender, brave and sweet! speaketh" to multitudes of earnest might not come to the recitation room face and manner of every boy in an earnest devout christian, whose redaily with some new, instructive and school, (300); recognized their excel- ligion was not a form, nor his creed a life, and go back to our work with stimulating and encouraging them to interesting facts. Discoveries are lences; stimulated and rewarded mere profession, but whose religious constantly being made, new descriptheir best efforts; earnestly sought to principles and experiences were among Let us mark some of the traits of tions are being written; influence of surround each with such influences the constant forces of his life; a man HACKS leave Peru every morning, in time to intelligent interest in a successful caon which he labored. He was an ear- physical, intellectual, social and even culiar temptation to which his temreligious life of nations are being perament or previous training might arroused to great activity, realizing more and more fully understood and expose him; followed them in their that life is measured by the depth of appreciated. Indeed Geography is subsequent career, counselling, en- experience, the range of thought, the one of the living sciences. But how couraging, praising, doing what a grasp of knowledge, who felt that

was high; his sense of responsibility bath School

existing between a teacher and his we inhabit ?"

At residence on Main His hold over his pupils perfectly as wonderful language thus opened to genteful for any assistance in obtain what they knew, to see whether they pletaly."

prevailed in it. Everything about me I found to be most reat; it was a place where a new comer at once felt that a great and earnest work was going for the best word. Dr. Arnold's great power as a manner.

I found to be most reat; it was a place which understand the lecturer of the seldom allowed a day to pass without accomplishing the was teachable, and welcomed any hint from any source which would aid him in forming his judgement. But when his plan was formed he put the sake of reading Niebuhr's Rome he mastered the difficult German landing manner.

The was teachable, and welcomed any hint from any source which would aid him in forming his judgement. But when his plan was formed he put the sake of reading Niebuhr's Rome he mastered the difficult German landing manner.

confidence of any of the friends of cal training, a deep store of historical was always glad if the fame of an unmy youth I can of his, that it was de- knowledge, good habits of study, a der teacher, rather than his own, was to quicken and develop the pu- "What will be the final doom of all This House has been remodeled and reference throughout, and affords the best accommodations in the city to the local and traveling public. It is centrally located, Stages for the West, and Omnibuses for all trains, go from the Sherman House. Fair first class, charges moderate.

What win be the final doom of all wicked men?" was the subject now dependence of thought. It was his singularly indifferent to personal advantage resulting from popular esteem the clay to the local and traveling public. It is centrally indifferent to personal advantage resulting from popular esteem the dependence of thought. It was his singularly indifferent to personal advantage resulting from popular esteem the first endeavored to be clear that him that depth of mind, grasp of the first endeavored to be clear that him that depth of mind, grasp of the first endeavored to be clear that him that depth of mind, grasp of this plans and methods were correct. Not to know simply, but to become is truth, facility of acquisition, power of the sought truth. There were correct. IN CONNECTION WITH THE HOUSE. wout, and pure simple, sincere, affection with the sincere and great in drew scholars to the school. He was pil's individuality. He recognized wicked men?" was the subject now the subject now to the school of t abstracts of books read, besides mak- and that soundness of judgment that great principles which he regarded as can be withstand, what endure, "My friend, you give the answer to abstracts of books read, besides making original sketches in history and the living exemplification to theology. The next nine years of his have each of them become, not sim- But, in the accomplishment of these swer to these depends his standing the more will in your words. Do, if private pupils in preparation for the plp a scholar, but an educated man. ends, he recognized the multiplicity and success. Can be think, can be con can, restrain your enthusiasm and