Polk County Observer.

C. C. DOUGHTY, . . Publisher.

Subscription Rates.

Per Six Months.
Per Four Months. Advertising rates made known on appli-

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AN ADDRESS.

[The following address was delivered by Hon, Warren Truit, at the opening of the Normal School Tuesday Sept. 11, '88.]

Mr. President, Ladies and Gentlemen: It is a brave thing to live a true life. The Greeks and Latins considered human life as consisting of three elements, and designated these elements by words corresponding in meaning with our words, body, intellect or mind and soul. But whatever know it abounds in paradoxes and is shrouded in mystery. However, I do not sympathize with the not wish to deal with the with the pressed in that delicious transfer and expressed in that delicious transfer and the same and the not wish to deal with the abstruse or metaphysical phase of this subject today, but rather to briefly present some practical thoughts and suggestions to you, and more especially to these students, who are here to perfect themselves for successful lives, and many of whom expect to enter or continue in the important, and I might almost say sacred calling of teaching the young. We look upon the pyramids, temples and monuments of earth with admiration and wonder. Christopher Wren, the great architect, who built St Paul's cathedral, making its erec tion his life work, is buried in the crypt, and inscribed thereon is this significant and beautiful epitaph; "If you seek his monument look around' But the work of the school teacher is more enduring than pyramids of stone or monuments of brass; is grander our God-giving capacity we can make

and by the impress left upon the age in which he lives, and the result of his work upon future generations. When Robinson Crusoe saw the foot when Robinson Crusoe saw the foot the foot was a complish such a task, when Robinson Crusoe saw the foot the foot was a complish to the foot prints upon the shore of his lovely taining large success in any depart- reward, in making the world wiser own species had been there, and yet how brief and ephemeral they were! The first sweeping wave or stirring breeze might objiterate them; but the foot prints referred to by Longfellow broad school. Hence it is of the first are spiritual or intellectual imprints which neither waves nor winds nor drifting years can blot out. But the life of man is dual in this important respect that every person has an outward or public life, and an inner or private life, which is not fully known by the world, and is often only dimly understood by its possessor. In that strange philosophical poem, the Essay on Man, Pope expressed a profound truth when he says;

How little we really know of ourselves and how much less we know of those about us in every day life. What we see is only the shadow of the eagle upon the grass, what we hear is but the whisperings of the lofty pines or the murmur of distant waters.

"Within this daily life another life runs deep Like some vast river its current flows, Beneath this mask-life of death and sleep, And sometime its murmuring throws

On our ears the rythmic echoes of its power Like far-off harmonies at twilight's hour. We too often, in our judgement do great wrong to others because we do not understand them, and thousands and the children rale the mothers and the children rale the mother rale the children rale the children rale the children rale the children rale the mothers and the children rale the child fail of success in life because they do the mothers rule the fathers and the

not understand themselves. The life of a man as expressed by his acts and influence upon the world should spring outward from a well cultivated mind and a pure heart within, and not surround and covera pour shrivelled mind and base heart, like a tinselled cloak over the wretched form of a diseased beggar. Environments and circumstances have a potential influence upon what the world calls success, and for that rea-son fatalism has had many believers in every age, and among all nature, but they have but little to do in making or marring our inner life. The doctrine that a blind fate rules and directs the destinies of nation o and the lives of men is a dangerous heresy, and should especially be avoided by the young. Fate or what some call luck may give you wealth or place in life but it cannot give a cultivated mind nor a pure heart, and therefore, it cannot give you real happiness nor real success. Dare then to live a brave true life. Look not to the outward alone, but learn to know yourselves, your capabilites and your aspirations; form a bright ideal and strive to reach it. In this respect let your theories reach the stars though your halting feet may only reach the hill tops. The mere lapse of years is not life. To eat and drink and sleep and pace around in the tread-mill of habit is not life. In all this but a poor frac-

is awakened, and the sanctities still to be. Knowledge, truth, love, beauty, faith, alone can give vitality to the fabled valley of Rasselas. When Cyrus the distinguished founder of the Persian Empire, whose education is so minutely and graphically set forth Correspondence is solicited from all friends of the paper.

Monmonth, Oregon, Sept. 22, 1888.

Monmonth, Oregon, Sept. 22, 1888. lesson to be impressed upon the minds of the young is not only is all things to tell the truth by word and deed, but to cherish admiration for it and live it. If this could be so then the outward and visible life would only be a reflection of the bright pure life within. Goethe, whose opportunities for observing men has seldom been rare discrimination has said, "it is not uncommon for men to be more ardently desirous of a noble recompense than studious to acquire the means of deserving it." Herein is seen the fatal mistake of multitudes of men of to-

Only they who by patient pains-taking and persevering labor, seek to Industries, American Homes for faithful performance of the duties belonging to the positions to which they aspire, have any good reason to ex-pect to attain them. Special excel-lence is an essential requisite for special prominence in any department of life, and there is no excellence without great labor. The general rule is that the unsuccessful are the undeserving. But they are went to excuse themselves and attribute failure to unfavorable conditions and unpropitious times after the manner of

"The time is out of joint; O cursed spite! That I was ever born to set it right."

unpracticable poem—Drifting:

"My soul to-day, Is far away, lling on the Vesuvian bay.

My winged boat,
A bird afloat,
Sails round the purple peaks remote."
But rather with the grand sentiments of Longfellow in that poetic gem, which I have thought reveals to us the secret of his own earnestness and success—Psalm of Life:

"Life is real! Life is earnest!
And the grave is not its goal;
Dust thou art to dust returnest, Was not spoken of the soul. Let us then be up and doing With a heart for any fate;

Still achieving still pursuing Learn to labor and to wait We are not destined to float and drift through life. There is a great work before us, and if we live up to er Wren. You write inscriptions upon the tablets of the heart and build with human lives must relinquish all hope of ever at- Thus they can succeed and reap a rich ment of work. It is also a law of life and better. that men succeed only according to their average ability. Here in school broad school. Hence it is of the first importance for those having an honorable ambition to excel, to secure for themselves a symmetrical development of character and intellect, and thus become full-orbed men. The lack of this has been a fatal obstacle to the progress of many men in every department of work. Conscious of great abilities in some elements of their being, they have ignored a cor-responding degree of weakness and deficiency in other respects and hence their career has been a disappointment, both to themselves and to their friends; and the positions and honors they hoped to secure, have fallen to the lot of other men who, though less

> This age wants men and women of broad roundabout common sense; of cultivated minds, sound bodies and symmetrical characters. For these we must look to our schools, and over and above the schools we must look to the teachers. Some one has said

tion of the consciousness of humanity | fathers rule the world, and this is an epigrammatical statement carrying slumber which make it worth while with it a good deal of truth. Napol ean Bonaparte when standing on the sands of Egypt in front of the Pyrathe mechanism of existence. If you cultivate and secure these you have a fair domain within more lovely than the fabled willow file and secure these you have a fair domain within more lovely than teachers of the present, while standing the fabled willow file and surgeon, while standing the fabled willow file and surgeon, while standing the fabled willow file and surgeon, while standing the fable of the present of the prese ing in the presence of their schools and looking upon the bright young faces before them might well exclaim, "We are looking forward over forty centuries." For the work which they are doing and shall do, will go down and be felt to the end of time. The Germans have a maxim that if you want a sentiment or principal to appear in the nation put it in the school. Hew important then that our schools should be presided over by those who are thoroughly trained for their work The teacher of this age should have a comprehensive idea of the condition of modern thought in all its departments, and the power and skill and learning of a master in that which he excelled, and who was possessed of assumes to teach. He should be able to go behind all text-books and manuals, make his own analysis of his subject; be capable of bringing out fresh and original conceptions of his field of study. But the profession is one of hard work and small pay, in a day. They fail to learn this lesson that the only sure way to succeed is to become deserving of success.

pecuniary sense, and many whose natural talents and dispositions fit them for teachers are unable to prepare office in Court House. themselves for the brightest and best work; what then? Why, the state should come in and assist them. This question was debated and settled as a principal long ago, but the extent of the assistance and manner of giving it is still a question. The states and the general government expend large sums of money every year in training soldiers and keeping up military organizations, to protect against armed foes; but there are dangers threatening us more deadly and more destructive than any armed foe which can come against us, that can only be kept back and over-come by proper education of the masses. Education in its full sense includes the right training of the moral faculties as well as the intellect and the state can afford to contribute liberally to support schools where teachers can be fitted and qualified to do the highest and best educational work. Whenever any great evil has fixed itself upon a nation unless it had moral force and intelligence to purge itself of the evil that nation has declined and died. Jacobinism in France, Chartism in England represented phases of thought in those countries, and Anarchism in the United States to-day is only a manifestation of the seething Real Estate and Insurance Agent wicked thoughts of a portion of the people within our borders. This wicked lawless spirit is bred in saloons, in dance halls and haunts of sensuality and vice; it is fostered by Sunday pienies, Sunday parades, a general disregard of the laws of the land and the teachings of Christianity. And in view of the rapid increase of our population and the constant tendency of the ignorant toward vice and lawbreaking, we may still repeat the language of that bright example of American manhood, and earnest not to learn of the physical man, but of his life as manifested by his acts and by the impress left work the master both of his master beth of his acts. This being true we must be most be made to the master both of his master beth of his acts. of his life as manifested by his acts the master both of himself and his ed teachers and these teachers should

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