

1-1901

## UA96/1 Southern Educator, Vol. V, No. 3

Southern Normal School

Follow this and additional works at: [http://digitalcommons.wku.edu/dlsc\\_ua\\_records](http://digitalcommons.wku.edu/dlsc_ua_records)



Part of the [Curriculum and Instruction Commons](#)

---

### Recommended Citation

Southern Normal School, "UA96/1 Southern Educator, Vol. V, No. 3" (1901). *WKU Archives Records*. Paper 34.  
[http://digitalcommons.wku.edu/dlsc\\_ua\\_records/34](http://digitalcommons.wku.edu/dlsc_ua_records/34)

This Other is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in WKU Archives Records by an authorized administrator of TopSCHOLAR®. For more information, please contact [topscholar@wku.edu](mailto:topscholar@wku.edu).

# Southern Education

By H. R. Burnette.

EDUCATE THE WHOLE MAN, WITH ALL HIS FACULTIES, FOR ALL PURPOSES.

Volume V.

BOWLING GREEN, KENTUCKY, JANUARY, 1901.

Number III.

## HOW IMITATION BECOMES ORIGINALITY.

Abstract of Lecture by N. T. Harris, U. S., Commissioner of Education.

Imitation partakes of the nature of symbolizing, and it forms a very large element in play. It marks the first beginnings of education. The child who begins to imitate gives evidence of self-consciousness. He notices the activity of another being, and recognizes that action as proceeding from an energy or will power akin to the power which he possesses. He proves to himself the possession of that power by imitating the action in which he is interested. It is evident, therefore, that imitation is a kind of spiritual assimilation, a digesting and making one's own of the act of another. Of course the purpose is not conscious, but it is really an act of self-consciousness, all the same, because the child recognizes the act of imitation as a revelation of his self.

Whenever children show a passionate interest in discovering properties and qualities in things, it is high time for them to leave the kindergarten and take up the work of learning conventional signs, reading, writing, arithmetic, and the technical terms of geography, etc. For to notice properties and qualities is to think in the third figure of the syllogism.

The child first notes classes and then, by the special marks and properties which it observes, it discovers sub-classes and more minute species.

So, too, whenever the child loves to trace chains of causation by noticing the effect of other objects upon the thing which he is studying, and when he loves to trace out the effects of the function of his object upon its environments, we note the same ripeness and maturity of the child that enable him to take up work beyond the scope of the kindergarten. Such a child cannot find symbolic plays and games perfectly congenial to him. He has attained a higher stage of individual culture, and seeks the gratification which comes from testing his power of analysis in the external world. He has come to a stage of thinking above the symbolic.

We have discussed the difference between the symbolic thinking and the thinking which uses definitions. The symbolic is largely a mental picture, but the definition is not a picture, it is a rule for the formation of pictures. No definition can be realized in one picture, for the definition gives the rule for constructing a great variety of different mental pictures, each one of which accords with the rule; for the definition describes the method of construction not only of pictures in the mind, but it describes the objective process by which

the object defined comes to exist in the external world. It is, therefore, a rule not only for mental construction, but for the construction of objective reality. When the mind leaves the mental picture and deals with definitions, it attains to a superior and more accurate knowledge of the reality which exists in the world; for the force which makes things is more real than the things which it makes. The process of producing things is a universal, while the object made is only a particular. The universal is a living process while the object is a dead result.

The child outgrows his feeble state of mind wherein he takes the dead result for the true reality, and gradually acquires the ability to think of forces and powers, the casual energies which bring

definitions is an act of the intellect. But the first beginnings of imitation deal with the merest externalities of the action imitated. It is the dialectic of imitation to leave these externals and strive towards a more and more internal relation of that which it imitates. The child seizes step after step the elements of causation. He seizes the motives and purposes of the action and he sees the logical necessity of these purposes and motives. He connects them more and more with his own fundamental principle of action. At last when he performs the imitated act as an expression of his own purposes and convictions, imitation has become originality.

These considerations furnish us hints for interpreting and guiding imitation as an educative means. Mere pantomime

The child should not be hastened unduly in his progress out of symbolism. As long as he has an interest and a real delight in the symbol he should be indulged in its employment. So, too, with regard to imitation. The judicious teacher will not seek to deepen the child's insight into motives and purposes and arouse a too early feeling of responsibility in his mind. The pressure of the society in which the child lives, a society mostly of grown persons possessed of a deep feeling of responsibility, will hasten the child's development into a view of moral purposes quite soon enough. But, of course, there may be exceptions in this case.

New classes organized in all departments of our school on January 22.

street. There are more than fifteen thousand square feet of floor room, not including the many halls and smaller rooms.

Our reporter was much impressed with the convenience of every minute part. There are four front and three rear entrances, and broad, light halls connect every department. One of these halls, running north and south, is one hundred and twenty-three feet long, but is beautifully intersected by stairways, rotundas, arches and skylights.

One of the attractive features is the President's business office, a front room 40x30 feet, finished in hardwood, and containing all modern furniture. In one corner is a handsomely furnished consultation room, divided by curtains from the bustle and noise of the busy office. The

President's desk, an expensive New Year's present from the pupils, sits slightly elevated, and his many clerks and stenographers are at his easy command. There is such a complete sys-

tematic arrangement that one feels, upon entering, that if he has business it must be done at once in order to give some one else room.

Each clerk and assistant has his special work and everything moves in perfect harmony. From this office go daily, hundreds of letters relative to each department of the institution. The morning's mail is read and when the hour for dictation comes one may see from four to eight stenographers at work.

Just back of the office is the Library, a large, light room, elegantly furnished, containing many thousand volumes sys-

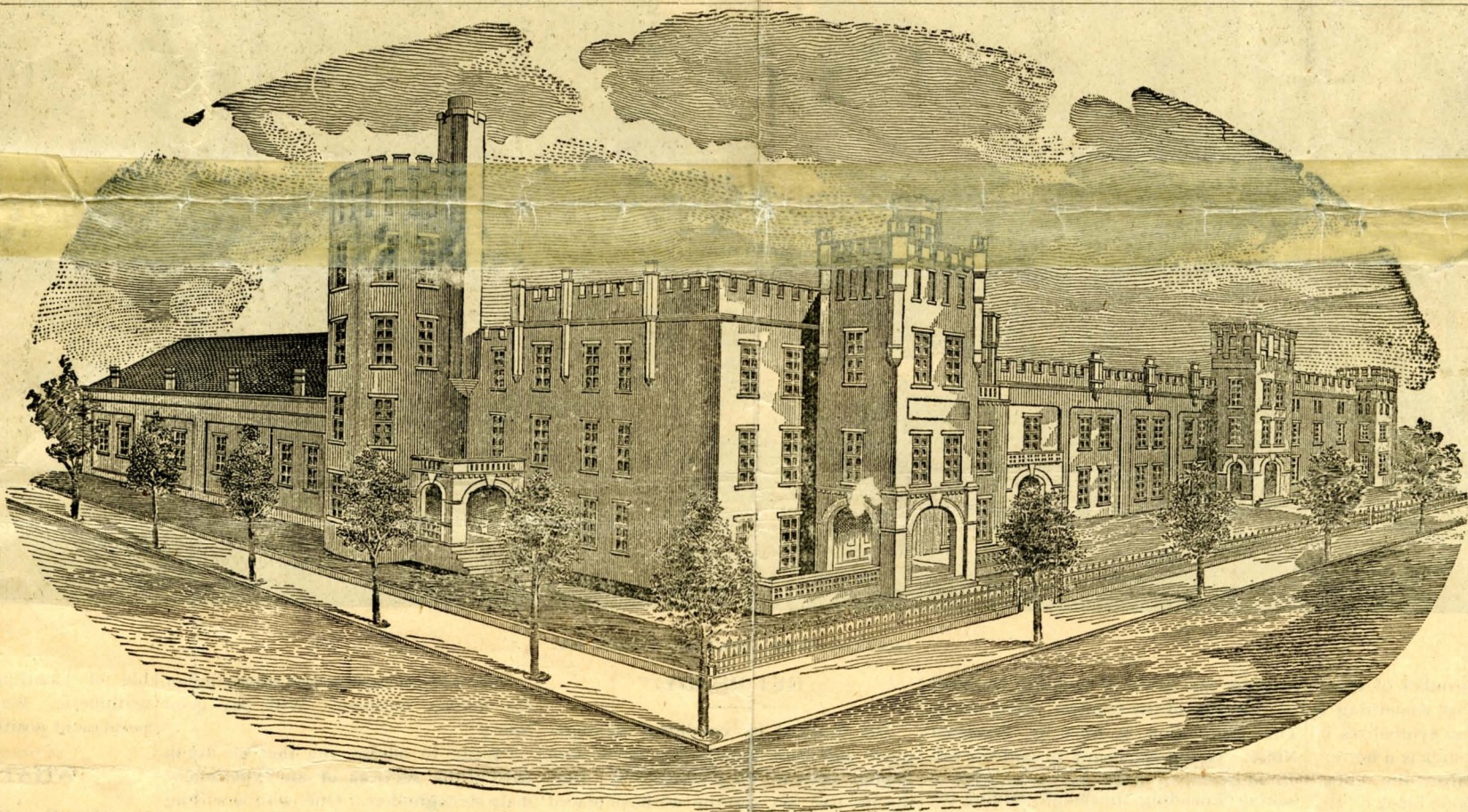
tematically arranged. This serves as a study and reading room. The tables are covered with felt and the walls are adorned with portraits of eminent men. Coming from a busy office to a room filled with studious young men and women, where quiet so completely reigned, was very impressive.

The rooms directly over the two just mentioned are used for the Sciences and English. There are ten windows in each. The ceiling is high, those parts of the wall which are not utilized for blackboards are finished in pale green calcimine. In fact each recitation room in the entire building has been finished this way.

The Typewriting and Shorthand rooms are contiguous. In these departments there are ten new Kennington typewriters, all in operation at the same time.

When one crosses the hall and enters the Elocution room it is like coming from a work-a-day business world to a quiet, restful parlor, where drapery and easy chairs cause you to forget the cares of a day just passed. This is a miniature theater. In the north end is a stage containing scenery of the most exquisite taste. The walls are papered in dark red

(Continued on fourth page.)



An Excellent Picture of the New Building—Southern Normal School. Bowling Green Business College.

things into existence and transform them into others.

Imitation has the same course of development as the symbolic thought which passes over into thinking by definitions. At first imitation copies the merest external appearances, but it gradually gets possession of the motives and purposes of the action, and finally the imitator may arrive at the fundamental principle which originates the action. Then the imitator finds no longer his guide and rule in an external model. He finds the rule for his action in his own mind and becomes original.

The child imitates an external object. It may be another person or it may be an animal or a thing. A boy can impersonate a steam engine, or a bear, or his elder brother, a soldier, or a laborer. His imitation is, as we have said, an act of assimilation; an act of making for himself that which he sees made by another and thereby proving his own causative power. By this act of imitation he therefore grows towards the feeling of responsibility. The act as performed by another is none of his. The act as imitated by himself is his own, and he is responsible for it. Imitation is therefore an act of the will just as symbolism or thinking by

and songs which describe the external action delight the child in his symbolic stage of culture, but he rapidly grows out of this stage and requires scope for the exercise of his freedom. He wishes to make variations of his own from the action imitated. He continually becomes less mechanical and more spontaneous. The teacher makes a mistake if she holds back the pupil upon the field of mere mechanical imitation when he has begun to interest himself in the motives and purposes of the action. Such restraint holds back growing freedom and individuality and tries to stifle it. Doubtless this act of stifling is very prevalent in primary schools and kindergartens under the control of teachers or kindergartners who have not been led to appreciate the importance of original action.

Even what is called invention in the kindergarten, namely, the making of forms of beauty or constructing with blocks architectural forms, is often a kind of restraint upon children who are passing out of the symbolic stage of mind, for they desire to make real objects and not make feeble imitations of them. The child who wishes a real cutting scythe is arrested in his development if he is made to play at mowing with a crooked stick.

## THE NEW COLLEGE BUILDING

### A Reporter Visits the Schools.

### A Handsome Educational Structure.

[From Times-Journal, Jan. 8, 1901.]

It is a great source of satisfaction to the people of our city to know that the plans set into operation by enterprising citizens more than one year ago have been completed, and as a result the most magnificent building in Southern Kentucky stands on one of the principal streets and in the most beautiful part of our city, thoroughly completed and equipped from office to the topmost tower and from cellar to reception room.

The Normal School and Business College building is a magnificent pile, resembling a castle of the highest type of architecture. Nothing has been omitted that would make it modern in every detail, and even those who have had the work in hand had never conceived of the vastness and value of the structure until after it was completed. It fronts College street one hundred and sixty-five feet, and extends as far back towards Center

**How Symbolic Thinking Grows Into Logical Thinking.**

The following abstract of one of Dr. W. T. Harris' lectures will interest many of our readers who are studying the educative value of things in teaching children to think. It will be especially valuable to mothers of young children.

The earlier period of infancy, say up to the age of six, with average children, has been called the symbolic stage; while the latter stage, which begins somewhere about six and lasts through life, is called the "conventional" stage. I have given these names to the periods of intellectual development in infancy, because they will direct the mind of the kindergarten towards the philosophy of Froebel, who treats nature and human life from the point of view of symbolism.

Froebel was attracted towards play because it had something in it resembling the form of symbolism. In fact, to mimic the actions of another is in a cer-

tain sense, to make a symbol of them. Play "makes believe" that something is something else, and thus symbolizes it. "Make believe that this stick is a horse"; the stick is to symbolize the horse. "Build a house out of these blocks"; the pile of blocks is to be a symbol of the house.

It is true that we commonly use the word *symbolic* in a more restricted sense, namely, the use of the material object to present the invisible spiritual object.

The child begins by perceiving sense-objects and mimics them in play. Gradually he discovers their chains of causality. Each object is in a chain of causality; it is derived from something else, and, when it changes, it passes on into something else.

The child learns to think more and more extent to the object which he sees. He learns to add to it a larger and larger extent of the chain of causality that belongs to it.

A fact is a small matter to the infantile mind as compared with the same fact as thought with the scientific man. For the fact is at first a little fragment broken off from a long chain of casual action by the feeble mind of infant or savage. But experience keeps making additions to the fact before and after it. It places links of causation before it and links of effect after it, and thus the fact grows to be a big fact.

Now the child who can grasp only so

small a piece of fact, or in other words, whose facts are so small in compass, goes by external appearances and does not see the essential nature of the fact. The child sees the gun with which his father shoots and thinks that a stick cut out in the external resemblance of a gun will do what the gun does. The essential thing about the gun is the steel tube, the powder and shot and the method of exploding the powder. The child's fact contains none of these items. His fact is a symbolic fact, rather than a real fact. We see that to get at a reality, we must have the chain of causality.

Play undertakes to reproduce the external resemblance of the fact without the casual chain that makes the essential element in the fact. The farmer mows with a steel scythe and cuts grass. The child mows with a wooden scythe and cuts no grass. He merely "makes believe" to cut grass. Now it is evident that the difference between play and work is that play reproduces some external shallow features of the fact, whereas the fact contains the whole casual process.

What is more important in the play, however, is that the child feels his own causality, is conscious that he can produce something, even though it is only a mere appearance of work; even though it is a superficial, external fragment of the great fact which constitutes the work of the mature man. He feels that he can realize an ideal of his own, though it is not as potent an ideal as that of a man. To illustrate this process of growth,

**SOUTHERN NORMAL SCHOOL.**  
**Bowling Green Business College**

**TWO SEPARATE SCHOOLS UNDER ONE MANAGEMENT**

The following Courses of Study are Taught:

- a. Primary.
- b. English.
- c. Teachers.
- d. Preparatory.
- e. Scientific.
- f. Classic.
- g. Elocution and Oratory.
- h. Vocal Music.
- i. Instrumental Music.
- j. Art.
- k. Law.
- l. Business.
- m. Shorthand.
- n. Typewriting.
- o. Penmanship.
- p. Telegraphy.
- q. Civil Service.

Don't fail to mention Course wanted when you write.

Address: **H. H. CHERRY, General Manager, Bowling Green, Ky.**

"Will you kindly recommend, for immediate employment, a young man for a position as assistant book-keeper? Must be rapid penman and quick at figures."

"Can you furnish us any young man capable of keeping a lumber set of books? Must be industrious and accurate in his work. Send specimen of penmanship."

"Can you recommend a lady thirty or thirty-five years of age who is thoroughly acquainted with double entry books, and also has a knowledge of short-hand."

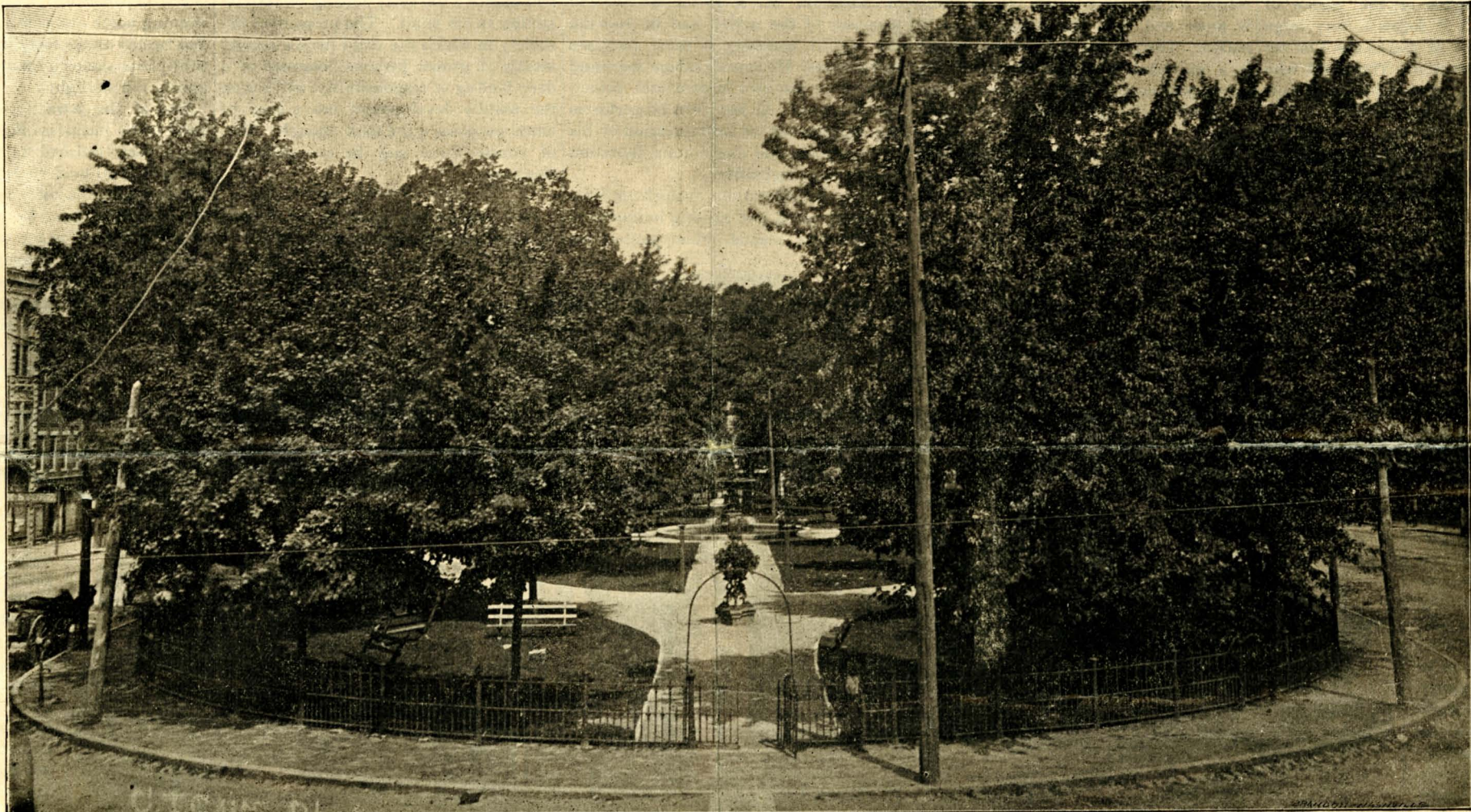
men who are first-class stenographers and book-keepers write us full particulars at once."

"We want a first-class book-keeper and stenographer. Will pay well."

"The demand for good stenographers in our establishment has always been greater than the supply. We have openings now for two or three male stenographers who have had experience."

"We want a first-class young man to teach book-keeping, who is also capa-

From Bowling Green News: "The city is rapidly filling with new students for Cherry Bros. schools, and the schools are already large, yet the present number will be increased by at least four hundred new students during the present month. The schools will gain in daily attendance until the first of May."



CENTRAL PARK, BOWLING GREEN, KY.

We will honor for payment of tuition all vouchers issued by the State to the teachers of Kentucky. Vouchers must be properly endorsed.

tain sense, to make a symbol of them. Play "makes believe" that something is something else, and thus symbolizes it. "Make believe that this stick is a horse"; the stick is to symbolize the horse. "Build a house out of these blocks"; the pile of blocks is to be a symbol of the house.

It is true that we commonly use the word *symbolic* in a more restricted sense, namely, the use of the material object to present the invisible spiritual object.

The child begins by perceiving sense-objects and mimics them in play. Gradually he discovers their chains of causality. Each object is in a chain of causality; it is derived from something else, and, when it changes, it passes on into something else.

The child learns to think more and more extent to the object which he sees. He learns to add to it a larger and larger extent of the chain of causality that belongs to it.

A fact is a small matter to the infantile mind as compared with the same fact as thought with the scientific man. For the fact is at first a little fragment broken off from a long chain of casual action by the feeble mind of infant or savage. But experience keeps making additions to the fact before and after it. It places links of causation before it and links of effect after it, and thus the fact grows to be a big fact.

Now the child who can grasp only so

consider the chain of causality involved in thinking of the familiar object bread. This illustration is used by Professor Noire. Going backward toward the origin of bread, we have successive steps of baking, kneading the dough, mixing the meal or flour with yeast, lard, butter, and other ingredients; the grinding of the grain and sifting meal; the harvesting of the grain with all its details of cutting, binding sheaves, threshing, etc.; the earlier processes of plowing, harrowing, sowing the grain; its growth dependent rain and sunshine. Each one of these links in the chain has side relations to other chains of causality; for example, the yeast put into the bread connects it with hops or some other ferment or effervescent; the lard connects bread to the series of ideas involved in pork raising; the salt, with salt manufacture; the baking, with the structure of the oven and the fuel. So long as anything is not yet understood, the word expressing it is a partially blind symbol.

The retrograde series towards the origin is matched with a progressive series towards the future use of the bread. There is the preparation for the table, the set meals, the eating and digestion, the sustenance of life, the strength acquired, the work accomplished by means of it, etc.

This chain of causation is symbolized in the story of the house that Jack Built and similar inventions.

**GET READY.**

The demand for combined stenographers and book-keepers has never been greater than at the present time. During the past six months we have placed about fifty people in good paying positions, and yet we were unable to fill several excellent places, simply because we could not get people prepared as fast as vacancies were reported. A first-class stenographer and book-keeper need not be out of employment a single day. If you have a little smattering of either branch you are not wanted at any price. The world is full of such trash, who are continually howling for a position which they cannot hold after they get it.

We give below a few clippings from the many letters we have received from business men during the past four months; "We want a young man to act as stenographer and assistant book-keeper. We want a fellow who is able and willing to work, and one who has good morals, good habits and courage sufficient to always resist the temptations of strong drink."

"Could you, on short notice, furnish us with an experienced stenographer who also understands book-keeping? We are willing to pay a fair salary, and will advance when merited."

"Can you recommend a good young man who can keep books for a store and plantation?"

"We want an experienced stenographer for lumber business. Will pay good salary."

"Write to advise you that we are in need of the services of an experienced male stenographer. One who is willing to work and make himself useful around the office when not engaged in stenographic work. Must furnish first class references as to sobriety, trustworthiness and honesty. Cigarette fiends and 'high rollers' need not apply."

"Am in need of a man to assist in the office, make out invoices and help on the books when necessary. Will pay (\$50) fifty dollars per month to start with."

"I am in need of a young man to keep books in my store, and wish you to recommend a good one. Have him make application in his own handwriting."

"We want a good, all around man to teach Commercial Branches. Will pay a good salary."

"Have you any lady teachers of Benn Pitman Shorthand who are capable of teaching a few High School Branches?"

"I want an earnest and accurate stenographer, and one who is able to aid me in every possible way."

"We want a stenographer and book-keeper who has had some experience in a retail store. We do from 80 to \$100,000 business annually. Will pay the right man a good salary."

"If you have any young men and wo-

ble of handling beginning classes in arithmetic. We can furnish him a good, permanent position."

**WHAT WE TEACH**

**In the Bowling Green Business College.**

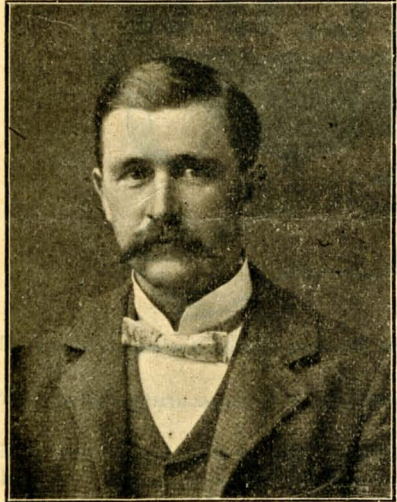
- To spell correctly.
- To write a good business hand.
- To do all kinds of pen work when desired.
- To speak and write the English language.
- To operate the telegraph skillfully.
- To use the typewriter rapidly.
- To write a good business letter.
- To adjust accounts and make partnership settlements.
- To be rapid and accurate in figures.
- To open, keep, and close a set of books.
- To know the principles of Commercial Law.

- To be familiar with the different customs of business.
- To know single and double-entry book-keeping, and keep accounts in each.
- To take all kinds of matter in shorthand and transcribe the same accurately.
- To conduct a commission, jobbing, importing, railroading, express, brokerage, and banking business.
- To compute profit and loss, commission and brokerage, simple and compound interest, storage, taxes, duties, general average, and partial payments.

**SCHOOL OF TELEGRPHY.**

**Superior Facilities Offered.—A Dispatcher from R. R. Office Takes Charge of School.**

Mr. T. L. Kollorohs, a man of ability and experience who has been employed by the M. B. H. & C. R. R. Co. as train dispatcher and agent for the past three years, has been employed to take charge of our School of Telegraphy. While Mr. Kollorohs has been with us only a few days, he has been in charge of the work long enough to prove to the management, faculty and students of the school that he is a thorough master of



PROF. T. L. KOLLOROHS.

his business and knows how to conduct a School of Telegraphy. He has already created a great interest in his work and many students are entering his department every day.

Read the following statement relative to Mr. Kallorohs:

BENTON HARBOR, Dec. 17, 1900.

To Whom it May Concern:

The bearer, Mr. T. L. Kollorohs, has been employed for the past three years by this company as Train Dispatcher and Agent. He is a man of exceptional ability in his profession, being very careful and thorough in details, and we regret his departure. His record here has been continuous in faithful and efficient service, and he has my unqualified endorsement as a man competent to fill a position with any company fortunate enough to secure him, his habits and deportment being all that could be desired.

GEORGE NOBLE, C. T. Disp't.

Our School of Telegraphy occupies elegant quarters in the handsome new college building, and new equipments have been added. One can see in the telegraphy school a miniature of the telegraphy and railroading world.

We will, until the first of September, 1901, sell a full and unlimited scholarship in Telegraphy for \$35.00. All students who enter the Telegraphy School have the privilege of entering the Southern Normal School and pursuing any literary branch or branches taught without extra charge. They also have the privilege of taking penmanship, spelling, business correspondence, etc., in the Bowling Green Business College without extra charge.

**Why Teachers Succeed.**

- Will power, present, positive and active.
- Have studied approved methods and use them.
- Yield to the principles of pedagogy.
- Teach the seven school-room virtues.
- Enlist sympathy and co-operation of parents.
- Ask only what is just and right—good work, good conduct.
- Commend good work and honest effort.
- Have every detail of work carefully planned.
- Engage all pupils in interesting and profitable work.
- Respect the authority of superior officers.
- Seldom command, then only to be obeyed.
- Seldom scold or punish.
- Use tact, common sense, judgment.
- Command respect and confidence of pupils.
- Cultivate sympathy with pupils and sentiments favorable to study.
- Enter into the work with a determination to succeed.
- Evolve questions, devices, means to ends.
- Develop thoughtful, earnest, energetic, painstaking boys and girls.

**LOCALS.**

The Vocal and Instrumental Music Department, under the able instruction of Miss Cora Jones, is gaining prestige

and influence rapidly. Many new students are entering this department.

The magnificent new college building has been completed, and it is indeed a handsome educational structure. It is not only a credit to the citizens of Bowling Green, but to the entire South.

The new Chapel Hall is finished in water colors, and the ceiling and walls are decorated with handsome designs. The entire hall is equipped with opera chairs.

Prof. Kollorohs, who has charge of our School of Telegraphy, has already made for himself a good name, and his students are loud in their praises of him and his work.

The Employment Bureau has placed many worthy young people into good positions during the past few months. The demand made upon it for combined Stenographers and Book-keepers is considerably larger than the supply, and as a result we have been forced to go outside of the school for material for these places.

Prof. F. J. Brown's department of Elocution and Oratory promises to be much larger after the holidays than at any time in its history.

The school will emphasize the work of the Employment Bureau in the future and will be able to get many fine positions for the graduates of the different departments. The Bureau will also pay special attention to the graduates of the Music, Elocution, Scientific and Classic Departments of the S. N. S.

We can teach and take good care of 1,500 students. The report circulated to the effect that we will have more people than we can accommodate, is circulated by schools that are jealous of us, and are trying to turn the tide away from us. Too many people understand our perfect system of business, the complete organization of every course of study and the general plan of our large and able faculty in dispatching work to be misled by the report that one thousand students is more than we can successfully handle.

The School Lecture Course has been quite a success. We are now preparing to have a large number of lecturers with us next spring.

A number of our students arranged for self-boarding on last year and brought their expenses for boarding down to \$6 per month, everything furnished.

The handsome new college building is the talk of all people who have seen it. It is without a question one of the most beautiful educational structures in the South.

**Why Teachers Fail,**

- Will power not exerted.
- Haven't read good professional books.
- Yield to worn out ways and means.
- Take no interest in the work.
- Entertain rather than instruct.
- Aim their instruction too high.
- Cater too much to public sentiment.
- Haven't carefully planned their work.
- Enter into the work with no energy or enthusiasm.
- Real objects of education not understood.
- Secure no real confidence in children.
- Fail to use tact, common sense, judgment.
- Always scolding, fretting and worrying.
- Interest lacking on part of pupils.
- Lay no good solid foundation.

**Hints on Questioning.**

1. Do not ask questions in rotation.
2. Do not point to the pupil you wish to answer.
3. Do not even look fixedly at the pupil you wish to answer.
4. Do not repeat a question to oblige the inattentive.
5. Be sure to ask questions of those who are in the slightest degree inattentive.
6. Do not allow pupils to answer in concert.
7. Do not assist pupils to answer by suggesting a leading word.
8. Do not use text book questions entirely.
9. Always give slow pupils time to think.
10. Encourage your pupils to ask questions.
11. Ask questions promiscuously.
12. Ask questions in conversational tones.

**WE WILL HONOR FOR PAYMENT OF TUITION ALL VOUCHERS ISSUED BY THE STATE TO THE TEACHERS OF KENTUCKY. VOUCHERS MUST BE PROPERLY ENDORSED.**

**The Balancing Pole.**

The world requires every man who expects to succeed in life to be able to walk with a sure step, a clear head and a clean heart, the rope which has been stretched by the requirements, demands and intense thought and action of this age.

No man can walk the rope, except the one who holds himself in balance, and no man is likely to keep his balance and not make a mis-step unless he has a balancing pole.

The world has stretched a rope across a mighty abyss; across a Yosemite valley, and each end of this rope is fastened to the projecting and immovable walls of granite on each side, and you are invited to walk across. Are you able to do it without having chalk put on your feet? Chalk will not serve your purpose, but you must have a "Balancing Pole." See that man that walks the rope successfully. With an indomitable will he walks over this deep abyss, and, notwithstanding the groans of disappointed lives that have been dashed to pieces on the sharp, rugged rocks underneath, he walks with a coolness and self-control perfect. He hears cries of millions of souls in the abyss under him whose balancing poles were defective, and these poor, over-confident, uneducated, uncalculative and deluded people were, by one mis-step, whirled into the abyss below, yet we see the man, who has a balancing pole that serves him at every point, with a purpose direct and steady, and with a determination invincible, he successfully walks the rope of life. Examine the pole which you expect to use in this walk. Is it too long? Is it too short? Is it made out of the right kind of timber?

Permit me to say, though it may not be elegant, "Tarry at Jerrico" until you can work out a balancing pole.

Don't attempt a rope walk until this is done.

Every man who expects to live intensely of the profession he may follow. Plato had one—his innate and acquired knowledge of the laws of nature and psychology. Demosthenes one—his ability to thrill and sway the hearts of his hearers. We recognize Paul's balancing pole as his grand faith in that love from which neither life nor death nor powers nor principalities could separate him. Luther's love for the immortal soul of his fellow-man afforded him a balancing pole sure and steadfast. Cromwell's diplomatic and executive attainments, Harvey's persevering application which enabled him to trace the blood's circulation, Watt's inventive genius and concentration of thought that utilized steam, all these were balancing poles helping one to success without which the rope of life could not have been walked.

Attend the Southern Normal School and Bowling Green Business College and work out a balancing pole.

**FINIS.**

[Lines to the class of 1900.]

The year is gone; the goal at last appeared in sight, was reached, then passed.

Yet memory with a reverence rare Oft kneels beside her altars fair. She knows beneath their ashes sleep Sweet tokens of affections deep.

Ah! 'tis an awe-inspiring hour When specters enter the soul's bower. On wings of thought, dispelling sleep They come, and spectral vigils keep, They haunt the soul with vengeful cries To heaven of long neglected ties.

But come they not to class like this To rob the feast of half its bliss, Each member looks beyond life's tide And marks rare treasures scattered wide; He sees life's heart's blood and its wine Both freely poured at Wisdom's shrine.

Gone is the year with all its work Which brave soul ever spurned to shirk; Yet ne'er ambition's fire it quenched,— Tho' oft the flame its waters drenched,— Instead upon its crested foam Prize-laden bargues all drifted home.

—MISS LULA COLE.

**ARE YOU GOING TO JOIN THE BIG TEACHERS' CLASSES?**

STUDENTS WILL ENTER FROM EVERY STATE IN THE SOUTH.

Kentucky, Tennessee, Mississippi and Louisiana Promise a Big Increase in Patronage, and Other States Are Doing Likewise.

Classes Organized January 22, 1901, However a student Can Enter at Any Time and Get a Perfect Classification.

**WILL YOU TAKE THE STATE CERTIFICATE COURSE?**

The teachers' courses are distinctive features of our school. The object sought in these departments is the best preparation of teachers for the work of the school room. The training is broad in its character, embracing such points as: (1.) A thorough and sufficient knowledge of the subject matter to be imparted. (2.) A masterly grasp upon the principles that underlie the right organization and arrangement of schools. (3.) The latest and most approved methods of teaching the various subjects. (4.) A systematic study of the principles that may be applied in the discipline of the school room.

**Practical Information.**

- (1) Students can enter at any time and get perfect classification.
- (2) Students can take a select course of study.
- (3) A sick student finds a home in our midst.
- (4) An able corps of Specialists have charge of the teaching.
- (5) No examinations are required on entering.
- (6) Every student stands on merit and not on dollars.
- (7) The School is trying to do a great educational work in the South, and invites all educators to examine its methods.
- (8) Our rates are low and facilities equal to the best.
- (9) The Bowling Green Business College is a separate institution under our management.
- (10) Twenty-two States of the Union have patronized our Schools during the past few years. Thirty-five of the Warren county teachers alone were in our schools this year. We are best appreciated when we are known.
- (11) Our students come from the best homes, and the people of Bowling Green extend to them a warm reception.
- (12) The School sustains many primary classes, and students will not be required to take work too advanced for them.
- (13) Students are allowed the free use of a good library.
- (14) Young girls and boys placed here under restrictions, receive special care and attention.
- (15) Graduates of the Scientific and Classic Courses will have but little trouble in securing good positions through the Employment Bureau.

**Growth.**

We should be unhappy if every year did not bring some improvement upon the preceding one. Every well organized school grows—grows in strength, in teaching power and in numbers. The growth of the S. N. S. and the B. G. B. C. has been very gratifying to the management and to friends of the schools, but we are not satisfied to stand still. We believe we are now better prepared to serve our pupils than ever before—in fact, we know we are. The commodious and elegant building gives us advantages enjoyed by but few schools. Our faculty is better organized, our library better supplied and every department better equipped than at any other time in the history of the schools.

**Debating Societies.**

The literary societies of the school have known no abatement of enthusiasm from the very day of organization to the present. They have made a record that will be hard to surpass. They continue to grow in interest and in number. We have never known societies to use the library so much. In other words the members go thoroughly prepared to every meeting and this always insures enthusiasm and interest.

The parliamentary drills given by the societies from time to time have been exceedingly enjoyable to all, and especially helpful to those who participated in them.

The work of the societies has been unusually gratifying to us. We look forward to increased members and increased enthusiasm at the opening of the spring term on January 22.

**State Certificates.**

Our State Certificate course is under the able instruction of experienced educators who know exactly what the teachers need and what will prepare them for the different examinations. Teachers who hold State Certificates are in demand everywhere. They never have any trouble in getting good schools.

We have had numerous demands made upon us just recently for teachers who hold State Certificates, and we were unable to answer them all. Trustees, boards of high and graded schools are in many cases, requiring the applicant to hold a State Certificate.

**No Contagious Diseases.**

It sometimes happens that schools, jealous of institutions that are more prosperous, actually, circulate reports that contagious diseases are molesting the onward march of the colleges they would wish to injure. We can assure the public that both the schools and city of Bowling Green are enjoying, to the utmost, that "Pearl of great price," good health, and should any contagion whatever find an abiding place with us we would at once notify our correspondents, otherwise we could not condemn "man's inhumanity to man" in our teaching.

**The Museum.**

Will our friends, who expect to enter January 22, remember to bring something for the museum? It is steadily growing in size and interest. Nearly everything in it was donated by students and on each article is its donor's name.

**TEXT BOOKS USED IN SOUTHERN NORMAL SCHOOL.**

Bring All The Text Books You Have With You.

Harvey's Grammar, Seventy Lessons in Spelling, Page's Theory and Practice, McGuffey's Sixth Reader, Raub's Literature, Roark's Psychology, Wentworth's Algebra, Gage's Physics, Collar and Daniel's First Latin Book, Ray's Third Arithmetic, Ray's Higher Arithmetic, Hill's Rhetoric, White's Beginning Greek, Walker's Political Economy, Hill's Logic, Williams' Chemistry, Dana's Geology, Bergen's Botany, Wentworth's Geometry, Wentworth's Trigonometry, Wentworth's Analytics, Myer's General History, Shoemaker's Practical Elocution and Brown's Key to Expression.

**What Pupils May Furnish.**

We would suggest that all boarding pupils provide themselves with combs, brushes, and such other toilet articles as they may wish. If convenient, bring a blanket or extra cover with you. This is not, however, necessary, as the furnished rooms are supplied with plenty of bedding; but this suggestion is made to provide against any sudden change in the weather at night, when it would be impossible to make immediate provision for additional covering.

## THE NEW COLLEGE BUILDING

(Continued from first page.)

and the ceiling in pale blue, with a border of gold.

The Business Hall is 60x40 feet, and equipped with massive golden oak tables, made to order, with drawers, locks and keys, for student's use, banks, desks and other conveniences.

A hall sixty feet long leads from the main front entrance to the Chapel Hall, which is finished in water colors of the daintiest tints. The floor has a slant of four feet from the rear to a fifteen foot stage, which extends across the entire length of the room. Eight hundred new opera chairs have just been set. This is truly one of the largest, lightest and most attractive halls in the South.

A beautiful winding stairway leads from the Chapel to the second floor. Two rooms have been furnished with pianos, and other musical instruments. In the third story are the special Penmanship and Telegraphy rooms, and in the former the walls are literally covered with high-grade pen work, from a business card up to portraiture, and in the latter the wires seem fairly alive, and you feel as if you were in a train dispatcher's office.

The College Reception room is finished in blue, has a moquette drugget, upholstered furniture, cabinet mantels, Oriental figures, pictures, and other bric-a-brac. It is one of those rooms which impresses you with its beauty, and the furniture has been selected with such good taste that it signifies culture and refinement.

The President's family has handsomely furnished rooms on the lower floor, including an office, arranged for the President's study and for business, which is strictly private.

The reporter came out feeling that he had seen almost every kind of school work in progress and realizing more than ever that it took system and energy to control such an institution, and that it took interest and enthusiasm to complete and equip such a structure.

Many more pupils are here now than have ever been at this season of the year, others are coming daily, and by the middle of this month our city will be thoroughly alive with students. We no longer look with eager earnestness to the completion of plans so long ago put into operation but with pride at what has been accomplished.

## MORE POSITIONS SECURED

## By Cherry Brothers' Employment Bureau.

[from Evening Journal, Oct. 30, 1900.]

The Employment Department of Cherry Bros.' Schools continues to meet with great success, and is placing many young men and women into good positions.

The demand for competent labor in all the departments of business is large, but the demand for combined stenographers and book-keepers can not be supplied. The Cherry Bros. have just recently gone outside of the school in order to meet the demand. The bureau has within the past few days secured a good position for Mr. Lewis Martin, a Warren county boy. He will work for B. C. Jarrall & Co., of Humboldt, Tenn.

The following parties have also captured good positions through the bureau during the present week: Mr. A. D. Buskill, former student, but recently of Hartford, Ky., left Wednesday to take a place with Chestwood Plantation, of Leconte, La. He will act as general stenographer and book-keeper. Mr. Chas. Brunner left last Monday to take a place with W. O. Aldridge, of Estell, Miss., as book-keeper and general salesman. Mr. Rigsby will hereafter be connected with the Business College at Tampa, Fla. He has a regular and permanent position as instructor. John R. Summers has a fine position in Douglas, Georgia. Miss Dora Glenn has a lucrative place in St. Louis.

## You Are Not Too Old.

Many persons think themselves too old to enter school, though if it were not for false modesty they would like to take a course of instruction.

Our classes are arranged so that we can meet the wants of such persons. Students with large families, and students who have not been in school for six and eight years enter our school every year.

If you want an education do not hesitate on account of your age, for you will find immediately after entering that you will be delightfully classified and located.

## Extracts From Students' Letters Received Within the Last Few Months.

"Am keeping a heavy set of books—seven hundred accounts in the ledger."

"I am now holding a position that has turned away four applicants, after trial, because of incompetency. Not one of the luckless applicants had been trained in your schools."

"The days I spent with you were not only the happiest but the most beneficial ones of my life. My advice to any young man wanting a good, practical education would be to attend Cherry Bros.' Business College."

"Ten days after reaching home I secured a position in the Legislature at a salary of One Hundred and Fifty Dollars per month."

"I am getting Fifty-five Dollars per month and am well pleased with my position."

"I am delighted with my position. I work from 7 o'clock a. m. until I get through, and sometimes that is late, but most of the time I get through early."

"I am well pleased with my position. The people are nice as can be. Tell any of the boys, who are thinking of taking a position, if they want plenty of work to do to take a position with a lumber company." (He is getting a good salary.)

"Have been working day and night on trial balance, and we got it all right. Over sixteen hundred accounts in the ledger."

"Am keeping books for the I. C. R. R. Co. I am getting a good salary and like my position very much."

"I am keeping a lumber set of books. Had two hundred and seventy-two accounts in my last trial balance and got it in two days."

"I am keeping books in an oil mill. Am getting along nicely with my work. I find that actual bookkeeping is much easier than the 'May Business' in your course of instruction."

"I write from fifty to seventy-five letters per day, and some of them are three pages long. I sign all of the letters. My employer seldom ever reads them."

"I have been working a week. I attend to the correspondence and keep the journal. This place is a 'snap'."

"I am getting along as nicely as could be expected with my position. I do not have the least trouble in the world."

"I have a nice position with The Sand Spur Lumber Co."

"Would be glad to make application for the position offered me, but I have a good position here. Hence I am not open for engagement."

"If I had looked the world over I do not believe I could have found a place which would have suited me better than this one."

"My duties are varied, consisting principally of weighing seed and assisting the bookkeeper. The bookkeeping part of the business is a mere song in comparison with what I went through with when with you."

## What We Offer Free.

Free Course in Vocal Music, under a specialist.

Free Course in Penmanship, under an expert.

Free Course in Free-hand Drawing.

Free Lecture Course.

Free Teachers' Course in practical reading.

Free Membership to the Debating Societies.

Free Membership to the House of Representatives, which is the most thoroughly organized house ever managed by a school.

Free Course in Phonetic Spelling.

Free Membership in Child's Study Club.

Free Drills in Parliamentary Law.

Free Special Course in Psychology and Pedagogy, including special work in Child Study.

No schools have ever offered more drills for the accommodation and instruction of their pupils than the Southern Normal School and Bowling Green Business College. The Moot House of Representatives and the Lecture Course alone are worth the amount of tuition charged.

## Students from the South.

A large party of students arrived from Orleans to-day, (January 8, 1901.) Our Mr. C. M. Hughes accompanied the party. The next party will leave New Orleans on January 17, 1901, and will be under the management of our Messrs. F. S. Broussard and N. H. Gardner. Join the party.

## EMPLOYMENT BUREAU

ORGANIZED BY THE HUSTLING CHERRY BROS.

In Connection With the Southern Normal School and Business College.

Many Bright Young Men and Women Secure Lucrative Positions.

SOME OF THE LUCKY ONES.

[From the Evening Journal, Bowling Green, Ky., September 10, 1900.]

Mr. H. H. Cherry, General Manager of the Southern Normal School and Bowling Green Business College, has always been in a position to recommend many young people to good positions, and the schools have placed hundreds of their graduates into positions of honor and trust during the past few years. In fact, the schools point with pride to hundreds of graduates who are now distinguished citizens in all the relations of life.

It has been quite a noticeable fact that the students who attended the Normal and Business College of this city are meeting with great success in life's work. They have honored whatever they have done, and have carried the inspiration which they received while at school into the home, the field, the school-room, the pulpit, the legislative hall, the store, etc. They can be found everywhere working with a holy zeal to be a whole man in whatever they do.

While the students who have attended the schools have been eminently successful, yet graduates of the institutions will have an exceptional opportunity hereafter to secure employment after completing a regular course of study.

## THE EMPLOYMENT DEPARTMENT

of the schools was not completely organized until a few weeks ago, yet the results obtained since that time have been so gratifying that the general manager has decided to give special attention to this feature of school work.

H. H. Cherry will act as general manager and W. S. Ashby as general secretary of this Bureau.

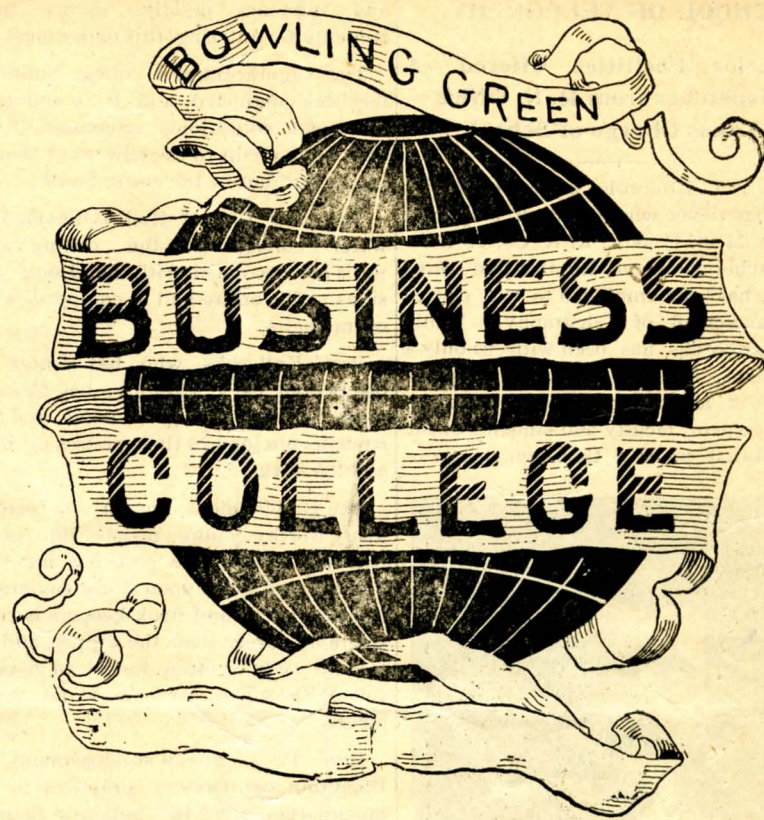
The Bureau is organized on the same plan as those conducted by the leading universities of this country, and it will place all earnest, sober, willing, reliable and trustworthy students who enter Cherry Bros.' schools and get ready to render competent service, into positions. Strictly speaking, the object in organizing the Bureau is to assist worthy and competent graduates, and also to offer to the public intelligent and trustworthy labor. The work of the Bureau will be confined to past, present and future students of the institutions. Only students who are competent and have good characters will be allowed membership in the Bureau. No charge, whatever, will be made unless a position is secured. When the Bureau secures a position that the applicant will accept, a charge of ten dollars will be assessed, but under no circumstances will any charge be made unless the applicant accepts the position. It is only desired that the Bureau be self-supporting. An intelligent investment of all money paid by its members for securing such positions, will be used for locating and securing places for other graduates of the schools. The schools have learned from recent observations and by experience that there is an enormous demand for the services of competent young women and men, and are determined to assist all their worthy graduates in securing good positions.

The Employment Bureau has just recently filled a large number of places throughout the South. More than forty young people have just recently been put into good positions.

## Many Students Arriving.

[From Times Journal, January 5, 1901.]

The Cherry Bros. have a right to feel gratified over their school and work. Many new students are already arriving on every train and the schools are large, yet the new term does not begin until January 22, at which time hundreds of new students will enter. The daily attendance of the schools will increase until the first of May, 1901. This promises to be the capital year in the history of these mammoth schools.



A graduate of the Business Course in the Bowling Green Business College will be a plain, neat penman.

He will be thoroughly and practically proficient in business arithmetic in all its applications.

He will have a full and intelligent knowledge of, and practical expertness in all branches of book-keeping and accounting, from the simple accounts of a retail store to the complicated book-keeping of a large corporation.

He will understand practically all requirements of banking and the business methods of banking institutions.

He will have a good working knowledge of law as applied to all ordinary business.

He will know how to conduct all forms of business correspondence with reason and intelligence.

He will have an all-round training in business methods generally, and will be entirely capable of transacting business, whether for himself or for others.

He will be able to earn a good salary in any position where the services of a first-class clerk or accountant are required.

All the Commercial branches are taught, including Telegraphy.

## THREE OF OUR GRADUATES

Holding Fine Positions With the Same Company and a Call For the Fourth Has Been Made.

The Lampton Bros.' Lumber, Mercantile and Banking Companies have employed during the past three months Messrs. Powell Frye, W. P. Dies, and L. A. Savell—three of our students, and on yesterday we received the following letter from the manager:

Messrs. Cherry Bros., Bowling Green, Ky., Gentlemen.—We want a young man with some business experience as stenographer and typewriter for our Columbia store. We have quite a number of applicants, but before making our selection we desire you to write us whether you have a man that you think would fill the place. The three young men you sent us are giving satisfaction. Awaiting an early reply, we are  
Yours truly,  
L. L. LAMPTON.

Since the publication of the above in the last Educator we have placed Messrs. Henderson and Leigh, two more of our students, with the company. This makes five of our boys who are working at this time for the Messrs. Lampton Bros.

## Character the Test of a Man.

A college education will not make a man of a boy. It adds to his knowledge, broadens his mind, puts him on a higher plane; but it does not necessarily elevate his character or increase his store of moral strength, which are the vital things. Every man must work out his own salvation. Aid and inspiration from without may awaken and develop the latent force and fire within him; but if the smoldering fire is there, the young man need not go to college to have it brightened into flame. If he reads good books, listens to sermons preached by strong, sincere men, associates with good women, and fights the weak and evil propensities that lurk in every man, he will develop his higher possibilities and grow and keep on growing, and be as much of a man as if he were able to tack to his name the abbreviations of university degrees—perhaps more of a man; for a college education tends to make a boy feel superior to his fellows who have not been through college. It gives him an artificial prop. It tends to the creation of exclusiveness, of classes, and of a proclivity for climbing to success on the backs of others. The trouble with the colleges is that they are not democratic enough, nor do they always teach the important fact that character and not culture is the real test of a man.

Very many college graduates are reluctant to take off their cuffs and go to work with their hands. They see a wide breach between mental and physical work, and are disinclined to bridge it, even for the forwarding of a high ultimate purpose. The young man who feels this great difference between the two kinds of work has been falsely trained. It is, of course, better for him

to work with his brain, if he has a good one, but the best brain-workers are always those who have done, and never hesitate to do, physical work.

If I were a young man and decided to go to college, I should go to one of the institutions where special courses are provided from the beginning to fit the student for the career which he proposes to follow. I should make every effort to master my subjects—not with a view, however, of out-distancing or triumphing over others in the struggle of life, but through a desire to do useful and effective work. The real pleasure and true success in life are to be found in this kind of achievement, and not in winning victories over fellow workers. It is merely the application of the golden rule. If the majority applied it to everyday affairs, most of our social and political problems would be solved, and this world would be a much happier one to live in. Many colleges teach selfishness—that the way to succeed in life is to defeat others. For the professions, special preliminary training is necessary, but for business, and, speaking more broadly, for successful living as true men and women, the great essentials are character and self-discipline, in which the college graduates have no monopoly.—Samuel M. Jones, Mayor of Toledo.

## Don't fail to join the Special

Excursion of students which will leave New Orleans January 17, 1901. Write for information now.

The third term begins January 22, 1901.