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Southern Normal School

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THE SOUTHERN EDUCATOR.

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

Volume II.

BOWLING GREEN, KY., MARCH, 1898.

Number 2

NORMAL SCHOOLS.

BY MISS MARTHA C. GRASSHAM.

As the winds and birds carry the various seeds from one clime to another and scatter them broadcast over the land until countless thousands are blessed thereby, so the seeds of the new education have been dispersed throughout our borders; and in Kentucky they have taken root and developed and reached such a state of maturity that we unhesitatingly call our State one of normalism and normalites.

It is to the introduction and propagation of normal ideas and normal methods, and to the establishment of normal schools within our borders, that we attribute the progress, the interest, and the enthusiasm that pervade our ranks to-day.

Perhaps the mistaken idea, that normal schools, normal methods, and normalism are all very well for the teacher, but of no avail to any one else, has found its way into the mind of some one here, for it is a very prevalent one. But as well might one claim that a normal state of the body is for those of any one class or profession; for while normal schools are training schools for the teachers, at the same time they are training schools for every vocation in life. "But how?" may be asked by some. First, let us inquire into the meaning and etymology of the word "normal." Webster tells us that it means natural or healthy, performing the proper functions; and is derived from the French "Norma," a rule or pattern. Normal schools then, are those that perform the proper functions, and normalism is nothing more and nothing less than naturalism. Where can we go for a better rule or pattern than to the great book of nature where there are

"Books in the running brooks,
Sermons in stones, and good in everything?"

But educationally applied, what are the fundamental principles of Normalism? What do the disciples and advocates of Normal Schools claim as their merit? Before answering these questions let us first note the material with which a

teacher has to deal, day by day, and year by year. Let us also investigate the proper functions of a school. If a gardener is given a plant to cultivate and bring to the highest stage of development, he first studies its nature, its adaptation, and its requirements, and then proceeds to care for, strengthen, nourish, and train the tiny form. So should one do who has entrusted to his care and keeping, that priceless jewel, the human mind; that which, by the proper care, may become of so much worth to the world, and which, by cruel neglect and indifference, may become more worthless than the stunted, gnarled and distorted trees of the forest.

What then is the human mind? What is its nature and of what is it capable? Is it a mere repository, where the many thousands of facts, that have been discovered since the dawn of time, can be stored away, and at a moment's notice be recalled verbatim et literatim? Is it a great vacuum to be filled, so that all the teacher has to do is to fill in, lecture in, drill in, until the school-room becomes a mere packing-house? Or, is it a living, growing thing, that can be nourished, trained, directed, and developed? All will readily agree, if it is not of the last named nature, there could be but little hope of improvement. Psychology has long since proved it to be capable of acquisition, assimilation, and reproduction; this being true, like the husbandman who plants in the springtime and works with the forces of nature, that a bountiful harvest home may be his, so let the teacher's work be in a natural and healthy way that our schools may yield a harvest rich and rare, not of walking encyclopedias of line upon line, and precept upon precept from the dead, dusty, and musty volumes of ancient lore, nor a fossilized specimen of the *genus homo* so that you must see him to know whether he is a man or parrot; but full-rounded manly men and womanly women, whose eager, energetic, enthusiastic natures will furnish us new thoughts, new ideas, and new improvements.

If the last is to be the result, the same principles that govern the growth of other bodies, must like-

wise apply to the mind. A plant grows by its own activity, by sending its own little tendrils to take up the nourishment from the earth, and its leaves to drink in nutrition from the air. That an animal grows by self-activity is a fact too well known to be discussed, and as it is true of the plant and animal, so is it true of the mind. Again, as the plant, if not turned aside by external agencies, gathers from all its surroundings those elements that will cause it to wax stronger and stronger until, withstanding the tempest's fury, it stands a monarch of the forest and a tower of beauty and strength, so may the mind, if led in the right direction, increase in power, possibilities, and pleasures with the cycles of time.

Instead of developing the powers of the mind, too often children for ten or twelve years are taxed to retain an infinite number of facts until, if we were but permitted to turn on the Cathode rays and gaze within, instead of finding the trichotomy in regular symmetrical beauty, we should find rather a lumber room, where the good and the bad, the priceless and the worthless are huddled together in one incongruous mass. But by the normal methods we not only acquire knowledge, but we digest it, assimilate it, make it our own and reproduced it. While by the old college plan a pupil was required to listen to long, dry and laborious lectures by the teacher, and it seems was expected to absorb knowledge as a sponge does water; in normal schools instead of the teacher lecturing to the pupil, the pupil investigates his subject and lectures to the teacher and the class, and is strengthened by meeting the arrows of criticism that fall like deadly shot about him, if he has not thoroughly studied his theme. Thus he not only knows, but he is enabled to tell what he knows; and "it is not alone by what we know, but by what we make the world feel and know, that we are judged." It should ever be so. What is the use of acquiring information if we never use it for the pleasure and profit of ourselves and others?

How often we hear it said of one, "He knows it, but he cannot tell it." Is it any wonder? For he

does not know it except in the words of another; and has the time ever been when one knight could don the golden spurs and richest mail of another and ride forth to victory?

When one of the characteristics of the teacher was to inspire a feeling of awe and reverence among his pupils, when their reason for anything was "Ipse dixit" he, himself, the teacher said so, then prosy lectures, flowing hair, and priestly robes could be tolerated, but the days of Pythagoras are numbered with the past, and the work of the teacher of to-day that,

"God sends into every age,
To every clime, and every race of men,
With revelations fitted to their growth,"

is to lift from matter to mind, to make men and women, "To stir the loftiest aspirations of which the human soul is capable, to point the lowliest plodder to the highest walks in life and say, 'You can go there if you will. This school will help you!'" our hearts and our hands, our time and our talents, our principles and our purposes are to that ultimatum.

We no longer believe that we learn to do by merely being told how to do; but like Squeers we believe that we learn to do by doing; and is this not clearly illustrated in every vocation in life? If one desires to become a skillful performer on some musical instrument he not only studies the principles of music, but with books and teachers as guides, he practices for days, weeks and months on the instrument itself. If one expects to win fame and fortune by painting, not only are the principles of the art studied, but with brush in hand he proceeds to learn to paint. If a man is to become a mechanic will he quietly sit down and have some discourse on the mysteries of the trade, or will he, with apron on and hammer in hand, really learn at the anvil of experience?

If natural methods are followed in other work why not use the same rational ones in our school work? In the teaching of Rhetoric have the pupils not only learn where the commas, periods and capitals should be placed, but by actual practice fix these principles in their minds. Assign them subjects within the

range of their possibilities, but not such as would tax the powers of a Shakespeare or "Rare Ben Johnson;" have them investigate, logically arrange, and express the truths thereby learned. Teach them the various social and business forms of letters by having them, after sufficient explanation, to write each kind.

Do not hand them a dry textbook on Botany and expect them to remember all the technical terms, but, with book in hand, go where nature is arrayed in all her loveliest robes, and there study, not about flowers, but study flowers themselves, and not only will a greater amount of information be acquired in a much less time, but such a love of nature will be awakened that more than one will "know where the timid fawn abides in the depths of the shaded dell."

Go with your classes on Saturdays and gather the many minerals and fossils that lie on every side, and in the Geography and Geology work let the pupils learn of these, not by mere definitions, but by noting the specimen itself.

If Chemistry is the science through whose mysteries you are leading a class, have the pupil go to the laboratory, and, after careful study, perform the experiments, instead of watching the teacher do so.

In the study of Latin and Greek, learn to translate by translating, using the Grammar as a guide and reference book and not as a textbook, whose every rule, exception and idiom must be memorized.

If United States History is to be studied do not confuse the pupil by a list of questions so arranged that the laws of association can never be applied to them, but take the longitudinal method and study the origin, the rise and growth of our government, so that it may appear as it is—an interesting drama wherein the great men of our republic were real actors.

In Mathematics it is not the how, but the why we want. In short, the underlying rule of normalism is "to master the principles," so that when you enter the school of life you may be able independently to investigate, analyze and synthesize. It is a truism that we enter into the real work; and one of the leading features of normalism is to train pupils to learn by their own exertions.

So if Kentucky is to have live, progressive, energetic, enthusiastic teachers and pupils, physicians and lawyers, merchants and farmers, men and women, who are able to grapple with the great problems of life and come off victorious, let normal schools reign supreme; train the youth in the principles of normalism, yea naturalism, and our influence for good will be co-extensive with the cause we serve.

MARION, KY., 1898.

OUR NEGRO SCHOOLS—A REVIEW.

BY A. W. MELL, ROANOKE, MO.

During a session of the Southern Educational Association held at Mobile, Ala., in 1896, there was an address of remarkable breadth of thought and clearness of vision. The paper was prepared by Tom F. McBeath, editor Florida School Exponent and Principal Central Grammar School, Jacksonville, Fla., and under the caption showed courses of study and methods of teaching in negro schools differ from those in white schools. Greatly to my surprise, none of our journals have taken editorial notice of this remarkable paper. Its utterances are timely and bear the prophetic stamp of true statesmanship. While dealing primarily with the educational side of this troublesome question, its conclusions (touch) affect the social life of the black race. By way of introduction we find: "At the risk of provoking a good natured smile from some of our esteemed northern brethren, I cannot refrain from confessing, in passing, that in one respect we have been doing the negro a great wrong, namely, in that wherever he or his interests are concerned, we have been, and still are too apt to take counsel of our sympathy rather than our common sense. In the matter of attempting to provide for his education just as we have, I am not sure but that we have been doing him a grievous kindness and paying him a deadly compliment. I say this the more freely and frankly because when you have heard me through you will be compelled to acquit me of any charge of prejudice for which the statement might seemingly afford ground."

With faultless logic he lays down his premise and reaches his broad alternative conclusions. "Stripped, then, of all minor considerations, this is the great bare fact that confronts us. We have here a great political and social whole made up of two variant and incompatible social elements, a superior and an inferior race bound together into a civic unit, to work out, if possible, a common destiny."

Now, with anything like an equality in members, I am not so sure that in this case the younger race might not prove the stronger; but with the odds in members of the superior race against him, look at it as I may, I can see but three possible futures for the negro.

1. His disappearance as a social and political integer in a relapse into his former condition of despondency and serfdom.

2. His utter extinction as a race and a distinct people through intermixture with the white race; or

3. His elevation through development to a comparatively high plane of civilization, parallel, but not identical with that of the dominant race.

The distinguished writer at once proceeds to show that the first two conclusions are wholly untenable, and passes to the third as follows: "The third supposition alone offends neither reason nor conscience, and this we are led to accept in all good faith as to the future of the negro, the exercise of his divine right to the complete realization, through the development of his highest capabilities, an unhindered running, to the end of his racial career."

And what rare good sense we find in the following: "The proclamation of President Lincoln made the negro a freeman. An act of the National Congress, the wisdom of which perhaps future ages will question, ratified by the sovereign people of the United States, made him at once a citizen, but neither President nor Congress nor the people

had the power to place him at once in harmony with his new environment or transfer to him the ability to respond to the duties this new relation imposed upon him. No power outside himself can make him other than he is. Legislation can start him in a race career, can smooth the pathway for his rapid progress, but except through the violation of his own inviolable laws, God Himself could not eliminate one's step of the distance to be travelled, nor set him forward one day's journey beyond what his own efforts had accomplished. Racial, like individual development, is a natural process and follows certain fixed and immutable laws. The forces that effect it are inherent, not transferred; the activity that carries it forward works from within outward, not from without inward. The great danger is that we will attempt to impose upon him our ready-made civilization instead of assisting him to work out his own."

And just here follows the key note to this masterly address: "This, it seems to me, is the vital point in negro education, namely, that it should provide for his growth as a negro than attempt to create of him a colored Caucasian."

Then this as to the negro's destiny: "We must concede he has a destiny to fulfill or he could not be here. If so, we are justified in assuming that he possesses the potentialities of a genuine race career of more or less importance in the great economy of the universe. With wise counsel, right direction and commensurate effort on his part, I look for even great things to come of the negro race. I see no reason why this should not be so, or why we should not wish it to be so. A careful study of the negro can not fail to impress the student with the presence in the race of a great reserve of power and vitality—a fact of more than passing moment when taken in connection with the more or less alarming symptoms of degeneracy appearing here and there upon the surface of our Anglo-Saxon civilization."

Then follow these great solemn truths: "It is not at all improbable that the two races may at some future day stand upon two relatively equally elevated but entirely distinct social planes. By an equality of social planes I have no reference whatever to that unity of social planes sometimes loosely spoken of as social equality. For the negro social unity would mean social extinction; for the white race, irretrievable degeneration, and the intelligent of both races know it."

And the author of the paper under discussion has had the manly courage to say the following: "I am not at all sure in my mind that he (the negro) has as yet made any great real progress, at least not since the emancipation. It is true he has put on for the time being an outside show of culture, a flimsy counterfeit of that with which he finds himself associated, which, while it indicates a hopeful tendency in the right direction, showed rather lack of real progress than otherwise. For not till he has ceased to be an imitator of ours, will the negro ever begin really to carve out his own civilization."

Then these wise observations: "It is evident then that in his education we must consider the needs and capabilities of the negro rather than the mulatto, of the race rather than the few prominent individuals. The Indian (American) represents the old age, the decrepitude, the senility, the relapse into hopeless barbarism of a civilization long ago exhausted, the mournful remains of a race that has run its course, exhausted its vitality and sunk into that hopeless second childhood

that knows no after youth or manhood, and for which wait only death and the grave of oblivion.

"Now on the other hand, the most striking and insistent characteristic of the negro race, is its vigorous, healthy, pronounced childishness. It has all the attractive, perplexing, charming and irreconcilable traits of the civilized infant or very young child. Among these may be mentioned: (1) Imitativeness; (2) Want of foresight and lack of thrift; (3) Dependence; (4) Credulity; (5) Impulsiveness; (6) Co-existent tenderneess and cruelty; (7) Almost total lack of the feeling of moral responsibility; (8) Exuberance and activity of the imagination; (9) Pre-dominance of the emotional nature; (10) Love of activity combined with aversion to regular or routine work; (11) Feebleness and unreliability of the reasoning powers," etc.

After showing that the more highly civilized the race, the more rapidly must the epochs follow each other in the development of the individual, he lays down the following educational maxim regarding the training of negro children.

"The negro child, then, is doubly a child, subject to the laws and hedged about by the limitations of both his racial and his individual childhood. It is therefore both unscientific and unjust to the negro child to place it under the same educational requirements as the child of an older and more advanced race.

Now, in the light of the undisputable fact that there is between the white and the negro child of six years a greater psychologic difference than there is between the white child at six and twelve years of age, the absurdity and inconsistency of a uniform course of study for the two races seem apparent."

The following is a summary of produced suggestions in regard to courses or study. "In three respects, then, as I see it, the course for negro schools should differ more or less from that of white schools:

"1. It should differ materially as to content. In a course of study for negro schools predominance should be given throughout the whole course to those branches exercising especially memory, imagination and sense-perception. The school readers should be especially prepared for negro children. It is a great mistake to suppose that a negro child can understand, be interested in or profit by what is both intelligible, interesting and profitable for our children. A large per cent. of the words perfectly familiar to us and our children are to the negro but little more than meaningless sounds.

"2. It should differ as to gradation. The course of study should not hurry the negro child along so rapidly. As a matter of fact, he cannot be hurried along, and any attempt in that direction must in the end but discourage and hinder.

"3. It should differ in extent. The fourteen years of school life for the negro cannot cover the same ground as the fourteen years for the whites. It must begin lower, develop more leisurely and must therefore stop short of the latter. If the course for the white child be made complete it goes beyond the capabilities of the negro as determined by his social development. On the other hand, if it be arranged with reference to the needs and limitations of the negro it would be wholly inadequate for the white race.

"The great law of economy that development is best carried on by utilizing the energies or the dominant activities, would suggest: (1) That the scheme for the education of the negro should afford free play to his imitativeness, especially along the line of hand work, both of a practi-

cal and artistic nature; (2) It should provide especially for the training and utilizing of his exuberant imagination as a preparation for the full unfolding of his higher and more complex psychical activities; (3) The three primary forms of expression, language, music and art, should be emphasized at every stage of the course."

There is much truth and yet a touch of sadness in the following: "It seems to be a fact that our civilization is passing out of this (poetic) period. Should it be revived among us by the negro we should rather be thankful than jealous. If our own race is never again to feel the glow of youth with all the glory and gladness of its romance and hope, it will be something to look upon these and to have them with us still. And so should it prove the mission of the negro race to keep this 'old world' young yet a little while longer, who shall say, if it does this well, that it will not be entitled to an honorable place among the people of the earth?"

We will allow the author to write his own conclusions to this really able and finished address.

"As I see it, the negro's future is rosy

with the light of hope. The extent of his inherent power to develop we may not measure. It is an unknown quantity whose value time alone can determine. In the great economy of the universe I believe he has a high and honorable mission to accomplish. In this work, whatever it may be, the leaders of the negro must be negroes. But as the race further advances along the great highway of civilization, we can, out of our riper judgment and broader experience, greatly assist him, and by every law of right and justice, we owe him this assistance."

ABOUT THE TEXT-BOOK.

There is no objection to using a good text-book in bookkeeping, provided it is used in the right way, and not made the all-in-all of the student's work. Bookkeeping and the practice of business must, like other arts, be actually practiced in order to be learned. While engaged in this practice, a student may be helped in many ways by a good manual of bookkeeping and

business. This should be conformed to the student's work, and contain helpful discussions and suggestions regarding office customs and devices for lessening or making easier the accountant's labors. The book may also contain outlines for examinations and occasional "quizzes" upon the student's work. No advocate of the actual business method objects to a good text-book properly used, and, in fact, all actual business schools make constant use of a text-book in the way above suggested.

Because actual business teachers oppose the use of a text-book that confines the student to artificial and theoretical work, and that makes no provision for real business practice, some people have jumped to the conclusion, that they therefore oppose all text-books whatsoever. This is a grave mistake.—Actual Business.

YOUNG men are sometimes tempted to discount what they read in an educational journal, as being overdrawn. Listen, then, to the following from the Northwestern Agriculturalist: "Boys sometimes hesitate about going to school and spending time and money to prepare themselves for a future calling thinking that when prepared, they will not be able to command wages by which the money invested will be recovered again. But no industrious boy need fear for his future. There are always places, waiting to be occupied at good wages, for industrious, honest, competent boys, who are not afraid to work. The incompetent, doubtful, careless, and lazy boys are the ones that fail to get and hold places where they can make money and rise. During the next fifty years the men and women who are not educated and well equipped will have a hard struggle to keep up in the race for success."

BOWLING GREEN COLLEGE
And
SOUTHERN
Normal School.

We Teach—
Artistic Round,
Ladies, Spinner
Running,
and Business
Penmanship,
Engrossing, a...
—Designed by Ashby—

Your truly
Harman

Executed by Harman and Ashby, Penmen Bowling Green Business College and Southern Normal School.

WHAT ABOUT THE GIRLS?

Fathers, mothers, what about the future of your girls? Have you provided them with an education that will prove a safeguard against future adversity? If the time should ever come when they must go out into the world and battle for bread, will they be equipped for that struggle? or will they find themselves helpless because you failed to provide for them that most important of all training, that which would enable them to earn a comfortable and honorable living? And if disgrace comes, who must bear the greater responsibility?

Dear young lady reader, are you dependent upon your own efforts? Is the future in your own hands? Then the first duty to yourself and to your loved ones is to so educate yourself that you can earn a respectable and adequate living. And if to-day you are independent, so far as money and home is concerned, that is no sign you always will be. Thousands before you, have been as secure, and those same thousands are now toiling for a daily living as you may have to toil ere many years more shall roll round. There is no use in our deluding ourselves with dreams, life is here and has to be met, and the only honest

way to meet it is full-faced. True, your fashionable friends may shrug their dainty shoulders and elevate their precious noses at the thought of your taking a course in a business college, but it may be helpful to remember that if misfortune should come, these same fashionable friends would not provide your bread and butter nor contribute to your comfort in any way; you would then have to rely on yourself. Your hands are unskilled, save perhaps in the making of delicate embroidery; your brain dull and confused, except as it is aching with this new anxiety and the despair which stands there staring you in the face. Now what are you going to do? God only knows. But, dear friend, there is no use for any such condition of affairs ever coming to you or any one else. If you have health, an earnest heart and willing hands, there are hun-

dreds of places open to you where you can earn a competence for your own support and for those dear ones who may be, more or less, dependent upon you; but it will require the training of those hands, the discipline of that mind. This the business college supplies, and its doors are standing open to you, inviting you to enter and there prepare for life's great possibilities; there fortify yourself with that which cannot be taken from you, for the time of need.

Ah! fathers and mothers, toiling early and late to maintain those daughters in idleness, and teach them the fashionable requirements of the age, what greater cruelty than your indulgence! What folly like your folly in thus rearing your daughters in luxurious idleness? They tell us that there are Chinese fathers who put out the eyes of

qualifications. The professions have been over-crowded, much over-crowded, for the past twenty-five years, and yet the higher colleges and universities keep on grinding out an overflow of degreed graduates, ninety-nine per cent of whom fail in their profession which has cost them several years of hard study and in many cases a small fortune. A man to be a success nowadays as a preacher, doctor or lawyer must be one in five hundred. He must possess indomitable grit and courage. He must have learning way above his fellows. He must be the best in his avocation in his community. Specialized training and knowledge, in the many other callings, will in ninety-nine cases out of a hundred, result in success. To be a good farmer, a skillful mechanic, a successful merchant, may not be as

his or her services everywhere and anywhere, with the absolute certainty of getting something to do.

STUDY IN FAILURES.

It appears, according to Dun's, that the ratio of manufacturing failures to manufacturing firms is not quite two-thirds the ratio of trading failures to trading firms, but the average of defaulted liabilities per firm in manufacture is about twice as great as the average of defaulted liabilities in trading for all firms so engaged.

With about 355,000 manufacturing concerns in the country the failures for the first half of 1895 were 1,254, or 3.5 in every 1,000. In 1894, with substantially the same number of concerns, the failures in the first half were 1,501, or about 4.2 in every 1,000. But with about 838,000 traders the ratio of failures was 6.4 per 1000 in both half years. The risk of failure, the death rate, so to speak, is nearly twice as great in trading as in manufacturing. But when magnitude of liabilities is considered the case is different. Treating for convenience all liabilities of firms failing as defaults, the amount for every firm in manufacturing averaged in the first half of 1895, \$113, and \$117

in the first half of 1894. But the trading defaults averaged only \$54 for every trading firm in the first half of 1895, the average being not half the average in manufacturing.

The failure rate in each kind of business and in separate sections is peculiarly instructive. Where manufacturing concerns are few, and mainly confined to saw mills, grist mills and the various mechanical shops, the rate of failure is very low, particularly in the Southwest and in the Southeast and the Western States beyond the Mississippi. But it is larger in Eastern and Middle States, where most of the manufacturing concerns in competing lines are found, and still larger in Pacific States, because of the greater risk and more venturesome spirit which the prominence of mining induces. In trading failures are relatively more numerous, at



their daughters that they may be more pathetic beggars. To the American fathers, who, choosing careers of usefulness for their boys in the freshness of youth, but leaving their daughters helpless amid the buffets of this changing world, we cite this Asiatic example, but call out again, "What about the girls?"—Actual Business.

WHAT IS NEEDED.

The education and training that is needed is not that which makes our workmen's, artisans' and farmers' boys into doctors, preachers and lawyers, but that which will make them expert workmen, skilled mechanics, successful business men and good farmers. This is a practical age, and it is growing more and more so, and in order to be a success in it, our boys must attain a certain skill and possess certain

"genteel" as a preacher, lawyer or doctor, yet you can be as happy and contented, and can do as much good in the world as they. The chances of failure in "high-toned" professions are countless—success seldom comes before middle-age, and, in most instances, after. Therefore, it behooves every young man and woman to take a course of business training, such as is offered by a first class Commercial College, where, at small expense, such knowledge and training can be had, that is sure to command employment wherever business is done. In every walk of life can be profitably utilized the knowledge obtained, and the young man or woman who thoroughly understands accounting, commercial calculations, business law, writes a good hand, is a shorthand, and can operate the typewriting machine, is independent, and can offer

least within the past year, in the Southeast than in any other section, but again the Pacific section ranks next this year and highest of all last year. Depression of cotton and real estate is the obvious cause at the South, but the Western farming States, in spite of the great depression in wheat and other farm products, report lower failure rates from the Pennsylvania line to the Sierras than any other section.

One can hardly define a law which makes the average of defaulted liabilities trading about twice as much to all firms in trading in the Eastern as in the Central or Western States, but smaller than in the South or in the Pacific States. But the exceedingly heavy New England failures last year make the most serious break in a continuity which is elsewhere surprising. Such exceptions only render the general steadiness of failure rates and averages of liabilities more striking and suggestive.—The Financier.

LESSONS BY MAIL.

If you can't come to school, do the next best thing by taking a course in penmanship by mail. There is no reason why you can not learn to write an elegant hand in this way. We have taught many students and have had good results. This is what one of them says, after four lessons:

"DEAR SIR: I am much pleased with your course of instruction. I feel that I have already obtained my money's worth.

E. CRANE,
Tamaroa, Ill."

Our course of instruction covers a period of three months, two lessons each week. We teach anything from a business hand to portraiture. Cards written, resolutions engrossed and all kinds of commercial penwork done to order.

Address,

HARMAN & ASHBY, Penmen.
Bowling Green Business College
and Southern Normal School.

MEN WANTED.

Give us men!

Strong and salwart ones!

Men whom highest hope inspires,
Men whom purest honor fires,
Men who trample self beneath them,
Men who make their country wreath them

As her noble sons,

Worthy of their sires!
Men who never shame their mothers,
Men who never fail their brothers,
True, however false are others.

Give us men, I say again,

Give us men!

—BISHOP OF EXETER.

No vacation in the Business College. It is in session the entire year.

The Business College is in session the entire year.

\$24.00 PAYS FOR BOARD AND TUITION—everything furnished—for the entire Summer Term of eight weeks.

LESSONS IN PENMANSHIP.

BY W. S. ASHBY.

NUMBER ONE.

It has been well said that the highest acquisition of mankind is speech and the most useful art is writing.

Writing is that great means of communication between the mind and the outer world. In fact, a drop of ink has been known to make millions think. The time was, when poor penmanship was considered an evidence of greatness and the skilled writer was looked upon as one having special talent, or in other words, a gifted trickster. But all has changed. The thinking people of to-day agree that good penmanship is based upon a careful and systematic training of the muscle, and that scribbling is an indication of carelessness and neglect. No one ever did or ever will obtain a good handwriting except by paying the "priceless coin" of toil.

Some may argue with you that it is impossible for them to learn to write, but it has been proven time and again that the muscle is just as capable of training as the mind is of education. True, one person may have to work harder than another, but we hold that any person with one good arm and one good eye may learn to write at least a good business hand.

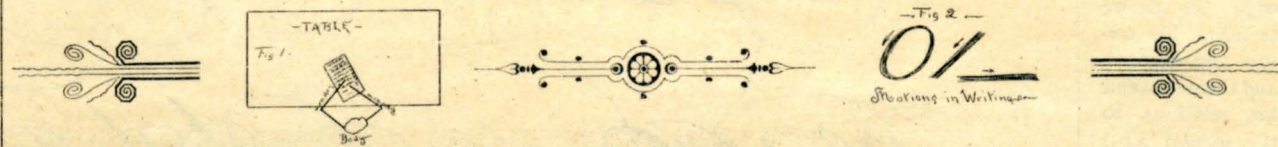
However, a discussion of the merits and demerits of script forms would be foreign to our purpose, and, as values are estimated from the standpoint of possession, we shall proceed to the practical rather than the ornamental.

MATERIALS.

It is useless to expect to obtain the best results unless we have good material. Do not use little sheets of note paper or soft tablets, but get plenty of good heavy wide-ruled foolscap, Gillott's 604 pens, (Spencerian No 1 will do), a good cork-tipped or oblique holder and black ink that flows well.

POSITION.

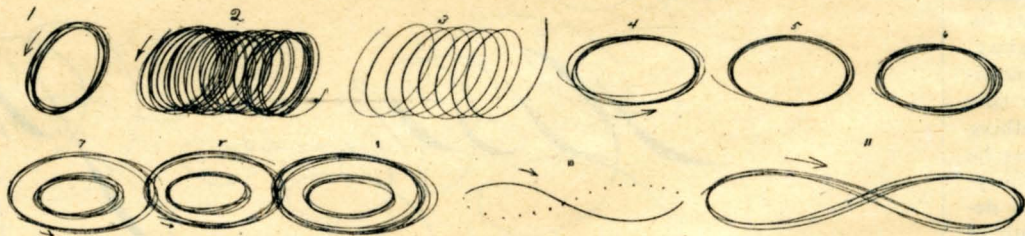
We favor the square front position of the body with the chair well back from the table. Figure 1 illustrates the position of the paper and the arm in relation to it. This is the position recommended by our leading specialists and it is without doubt superior to any other. Take the pen in a natural position, allowing it to cross above or below the third joint of the first finger, depending upon the shape of the hand. The penholder, if a straight one, should point nearly over the right shoulder in order to keep the pen in line with the writing. Be careful not to grip the pen too tightly but still hold it firmly.



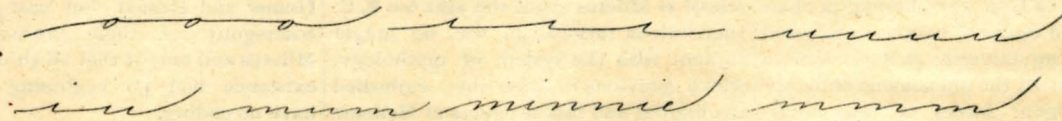
MOVEMENT.

As movement is the means and form the end, it then stands to reason that we must give this matter the closest attention. All practical business writers agree that that movement erroneously termed "Muscular," is the only movement worthy of mention. The arm should rest upon the fleshy portion just below the elbow, allowing the hand to glide upon the tips of the third and fourth fingers, keeping the wrist above the table. I might say in this connection that it would be well to watch the clothing of the right arm. It is almost impossible to get a good movement if you wear tight sleeves.

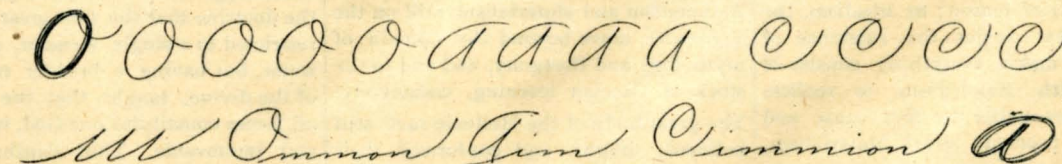
By referring to Figure 2 you will note that there are three distinct motions used in making letters: 1st, Rotary, of which the "O" is a good example; 2d, Vertical, the small letter "t" being a very good illustration; 3d, Hinge, used in spacing and strokes on the connecting slant.



Now, after getting the correct position you are ready for business. Take the first exercise allowing the arm to roll freely but keep the fingers quiet. Count 1-2-3-4-5-6, 1-2-3-4-5-6; making one revolution for each count. Use plenty of speed. You should make 125 to 160 down strokes per minute. After mastering this exercise take up the next one, and so on until Plate No. 1 has been finished. When you come to the compound curve, count 1-2, 1-2, etc. Be patient and systematic. It is only careful practice that counts.



In the exercises above be very careful about finger movement. Let the arm glide to the right with a free, easy motion. Count, 1 slide, 2 slide, 3 slide, etc. In joining the letters "u," "n" and "m" note the spacing and slant carefully.



Before taking up the capitals try the exercise which precedes them. Make a false motion before striking the paper and use speed enough to get smooth strokes. Don't fail to fill several pages with the words. Now, in conclusion, let me say: if you will practice faithfully and follow the instructions to the letter, we will guarantee to you a good handwriting; but remember it depends upon your own efforts. The teacher can only direct—the pupil must do the work.

Send me a sample of your work, enclosing a stamp for reply, and I will criticise it free of charge.

Address, W. S. ASHBY,
Bowling Green Business College, Bowling Green, Ky.

THE PHILOSOPHY OF THE ANCIENTS.

By W. M. Alexander, Member of the Classic Class Southern Normal School.

Philosophy is the attempt of the typical mind to give a satisfactory explanation of the order, harmony and phenomena, of the universe. It seeks to understand both cause and effect. Its first provence is to answer the question, What is the power that gave the world its present form and set it in motion? Secondly, Whence came life, what are the relations between physical and metaphysical life? Thirdly, What preserves the rhythmical harmony of these different phenomena of the universe in their relations to each other?

The greater portion of the ancient world was left to answer these questions unaided, and we, who have the advantage of twenty-five centuries of speculation and direct revelation from God are bound to admire the magnificent conceptions of these primitive minds in their attempts to rise from the chaos of ignorance to the light of universal truth. Man's insatiate thirst for knowledge, his desire to know his origin and destiny, and to understand his relations to the mental and physical world of which he is a part, have caused this great activity in the realm of metaphysical speculation.

The philosophies of the ancients assume seven definite forms: First, Atheism, a denial of a supreme intelligent being. Second, Agnosticism, or the doctrine that nothing of divinity can be known; or Skepticism, which denies the truth of revelation because it can not be demonstrated by philosophical principles; or Nihilism, which is skepticism carried to absolute denial of all reality. Third, Pantheism, or God as combination of all the laws and forces of nature manifested in the existing universe; or Naturalism, a resolution of all the phenomena of nature into intelligent forces or laws inter-independent, but when taken collectively, forming a supreme intelligence. Fourth, Rationalism, which gives undue deference to the power of reason; or Idealism, the doctrine that denies the existence of matter and makes everything consist of ideas. Fifth, Empiricism, or realism which makes matter the first cause and thought its product. Sixth, Materialism, which is the unconscious or involuntary action of matter as a first cause. Seventh, Spiritualism, which recognizes the first cause as a spirit conscious of its own actions and supreme in power.

Nothing definite is known of speculative thought among the Egyptians; but since they established and maintained

a civilization, which in some respects at least, the world has never been able to reach since, and in view of the fact that they were denied the light of revelation, it can not be doubted that they established some system of philosophy to answer the mind's eternal longing to know.

It is still more certain that in the valley of the Euphrates, where physical science for the first time received the attention of scholars, philosophy, the union of the sciences into one great whole, must have held a prominent position in the field of Chaldaean speculation.

The influence of the philosophies of these two countries upon Greek thought can never be known. The light of history is too dim to show the vital relations between, and perhaps the identity of, Egyptian, Chaldaean, and primitive Grecian philosophies which many believe to exist. The oldest philosophy of which

mount, brought on the conflict between theology and reason which gave rise to great systems of thought, that were strengthened, purified and to some degree unified, becoming broader and deeper until in the age of Aristotle, speculation reached that degree of excellency that justly deserves the name of philosophy.

The essential principle of the school at Miletus was materialism. They failed to "look through nature to nature's God" but, observing the laws of nature and their modes of operation on matter, seeing that by some unknowable process such elements as air and water, such changes as combustion were vitally connected with all life, these early philosophers concluded that within these, hidden in some mysterious way, was that power which they styled the "Great First Cause."

With the advent of the Eleatic school, men of broader and deeper minds gave

While Pythagoreanism held sway over Grecian thought, it merged from the ruins and again assumed the dignity of pantheism.

What impresses Pythagoras and his followers most is the immaterial; the prevalence of order, unity, proportion, and harmony in the operations of matter, by reason of mathematical relations underlying all things. To reduce magnitude, time, music, and everything to number and establish their relations is the final goal of science.

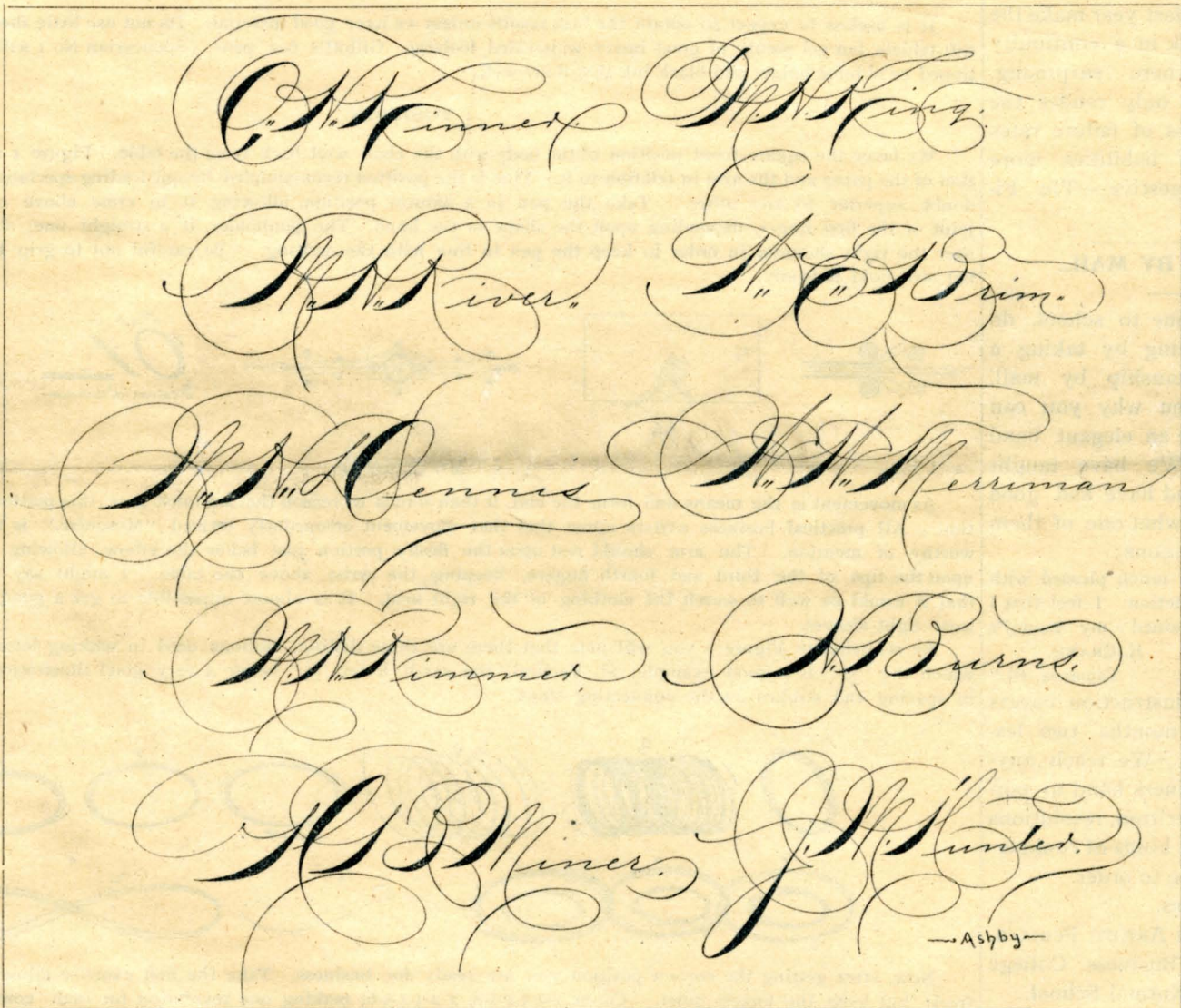
Having reduced all things to number, they attempted to reduce all numbers to one. Between these principles of unity and diversity there is an eternal conflict, which is the origin of all things. This same conflict is represented by Empedocles raging between love, the unifying principle, and discord the principle of diversity. These two principles, he thinks are opposing divinities engaged

in a perpetual conflict for supremacy. Love gains the ascendancy and unites the elements. The principle of unity is then overcome by discord, during whose reign the stars, sun, moon and earth arise. During this reign of discord, which Empedocles believed to be the period of creation, love was at work uniting the four elements, air, water, earth and fire into animal and vegetable organisms and above all he places the great principles of unity making it the supreme God; his doctrine thus approaches the pantheism of the Eleatics.

The next phase of Grecian philosophy is the dualism of Anaxagoras. Matter alone is inert and passive; endowed with intelligence, it becomes active and vital. All forms of life, animal or vegetable,

have this element of intelligence. While his views were dualistic, he conceives this intelligence to be universal and supreme and matter a subordinate agent, through which intelligence is manifested.

This bold adventure of Anaxagoras into the field of mind, created opposition that led Hellenic speculation back into primitive materialism. The successors of Anaxagoras protested against the dualistic interpretation of his teachings and taught that mind is the most subtle of all materials. Although during this period philosophy sank to its lowest depths, it laid the foundation of some of the most beautiful theories of modern physics. For almost two centuries Grecian speculators had been groping in the darkness of materialism seeking to find the "Great First Cause" through the medium of matter. Here and there arose a mighty genius proclaiming a philosophy involving mind universal and omniscient as superior to matter, but Grecian



Specimen of work given in the special penmanship department of the Bowling Green Business College and Southern Normal School by W. S. Ashby.

the world has direct history is that taught by Thales, who established the Ionian school at Miletus about the year 600 B. C. Incredulous rationalism was no longer content with the system of mythology, which, previous to this time, embodied the highest and best products of Hellenic thought. Theogony must answer the questions relating to origin, lineage and common descent of the gods of Homer. Rationalism and Materialism, still on the aggressive, move beyond the domain of mythology and theogony, and add to the stock of Grecian learning, cosmogony. The great body of the Hellenic race still believed, taught, and conformed their lives to tradition and myth. But here and there arose a man of genius, who sought to throw off the garb of superstition, and let shine athwart his life and the life of the Greek race, the light of reason. This deviation from the rule of conduct and breach of allegiance to the supposed inhabitants of the Olympian

their attention to the study of philosophy. They not only rejected the gods of Homer and Hesiod, but cast aside the cosmogony of their predecessors at Miletus and taught that all things having existence had no beginning and will have no ending.

This doctrine, within itself was incomplete and called for the introduction of cosmology. The Eleatics rejected also the doctrine that the first great power is restricted to a single element, as air or water, but having a broader conception of the divine, taught that the union of all forces constitutes one God, immutable and immovable. Thus Pantheism, the noblest conception of materialistic philosophy, superseded the teachings of preceding schools.

The prestige philosophy had gained soon after the establishment of the Eleatic school was soon lost and it sank again under the teachings of Heraclitus to its lowest depths.

thought had not reached that stage of development that would grasp and accept these doctrines. The antagonism between Homeric polytheism and materialistic rationalism made any intermediate position unsafe. Both were vicious in the extreme and intense opposition must cease in order to prepare the way for a philosophy of mind. The great error of philosophy so far had been its utter neglect of ethics. With the passing of the atomists, metaphysics loses its importance as the final goal of philosophical research.

The advent of Protagoras marks the downfall of the philosophy of nature and inaugurates a new period in the progress of speculation, the age of criticism or the philosophy of mind. His teachings mark the transition from the sensualism of the materialists to broader and deeper philosophy embodying splendid system of morality.

Protagoras committed the gross error of making the individual the object of his study and failed to understand the universal principles of humanity, a right understanding of which is necessary to

these ideas of universal principles into the one great "Idea."

At this age, when criticism superseded the philosophy of nature, the Athenian mind reached the height of its development. Each of Olympian gods, which were the creatures of imagination, and the heroes of legend, was a personification of some attribute of mind or phase of character. But this system of mythology, the most splendid product of creative imagination the world has known, together with the materialism of primitive philosophy, weakened before the keen penetrating investigation of the Attic mind. Cultured in the highest, the Greek delighted in the beauty of the legends and the myths of godlike heroism, told in the rhythmical language of the poets. Eager in his philosophical researches, he carefully considered every theory of the materialists; but his mighty genius exposes alike the fallacies of one and the falsity of the other. A few of the doctrines set forth by the materialistic philosophers of ancient Greece have been crystalized in modern physics, but by far the greater part of

DON'T FAIL TO READ THIS.

The questions below were directed by the bookkeeping class of the Bowling Green Business College to a large number of banks throughout the country and all of them without a single exception, selected the same young man. We give herewith the answers sent in by one of the banks:

BOWLING GREEN, KY. }
Feb. 18, 1898. }

Bankers.

GENTLEMEN: If you were in need of a young man to take charge of an important position in your bank, and you had two applications from two young men who were equally well qualified, and in fact were equal in all points except one smoked cigarettes and the other did not, which of the two would you employ?

at all, even though it be an occasional drink, is in danger.

Q. If one had all of these habits and the other did not, which of the two would you employ?

A. The one who has none of the above named habits.

Q. Please tell us below, the kind of man you would want.

A. We would want a young man who would make business before pleasure. A young man who would study our interest and who had ambition to be a man himself in every sense of the word. A man who would be more anxious to render faithful service than to draw his salary. One who believes that the only safe plan is to keep away from temptation and avoid the very appearance of evil. One who would be as honest and faithful in a small trust as in a large one. For this sort of young man



FACULTY OF THE SOUTHERN NORMAL SCHOOL AND BOWLING GREEN BUSINESS COLLEGE.

1. H. H. Cherry.
2. Mrs. H. H. Cherry.
3. J. Lewie Harman.

4. C. T. Bass.
5. T. C. Cherry.
6. Lissa Morris.

7. Bessie M. Swartz.
8. Mattie Lewis.
9. John C. Willis.

10. Mrs. John C. Willis.
11. Mrs. Josephine Payne.
12. Ona Brock.

13. J. R. Alexander.
14. F. S. Broussard.
15. Mary Beisel.

16. Mabel Payne.
17. A. B. Lyon.
18. W. S. Ashby.

the formation of a correct system of ethics. Though his teachings were incorrect in many particulars, Protagoras entered the unknown wilderness of the phenomena of mind and prepared the way for Socrates, Plato and Aristotle, who filled this mysterious realm with the light of their wonderful minds. Socrates scorned the metaphysics of his predecessors and made morality and citizenship the ultimatum of all his philosophy. In formulating general principles by which every individual could improve his moral condition and in studying the relation of man individual to man general, in defining the limits of the liberty and duty of the individual and the claim of the race on the individual, Socrates discovered beneath the infinite diversity of human character, the one unchangeable man. In the light of this conception of the universal man, Socrates studies men.

Plato sounds the depths of Grecian thought. With him the only realities are being, identity, truth, beauty, goodness and justice, of which men are imperfect and transient representations. The Platonic God is a combination of

them has faded in the light of subsequent research, and they are known only in history as evidence of the tireless efforts of mind to know the truth. Even before the downfall of Greece its mythology lost its power, and for fifteen centuries its only purpose has been to supply material with which to enrich the languages of the world. But Socrates and his successors entered the deepest recesses of mind, and so diligent were they in their researches, so broad in their conceptions, and so accurate and systematic in their classification that some of their doctrines have stood the test of criticism from every standpoint and to-day in every land, in which shines the light of civilization, some of the philosophy of these three intellectual giants of antiquity plays its part in the education and progress of humanity.

Send us 25 cents in stamps for one year's subscription to the SOUTHERN EDUCATOR.

\$24.00 PAYS FOR BOARD AND TUITION—everything furnished—for the entire Summer Term of eight weeks.

A. The one who does not smoke cigarettes.

Q. If one spent his leisure in society and the other did not, which of the two would you employ?

A. The one who does not spend his leisure in society.

Q. If one were economical and the other not, which of the two would you employ?

A. Always the one that is economical.

Q. If one indulged in card playing and the other did not, which of the two would you employ?

A. The one who does not play cards.

Q. If one were in the habit of becoming intoxicated occasionally, and the other not, which of the two would you employ?

A. The one who did not drink at all. Any young man who drinks

the demand cannot be supplied. There is plenty of room at the top of the ladder—good places and good prices, but incompetent and unworthy young men are running over each other for bread and meat at the bottom of the ladder.

THE SUMMER TERM.

The Summer Term of eight weeks begins June 7, 1898. A general review of all the common school branches will be given during this term. Special emphasis will be put on the State Teachers' Course besides most any of the higher literary branches will be taught. The tuition for the special eight week's term will be \$8.00 and board at \$2 per week will make \$16.00, which will amount to \$24.00, for the entire cost of 8 weeks.



STUDENTS.

Esma Staples, Louisiana. Ada Wright, Kentucky.
Julia Telotte, Louisiana.

Southern Educator.

PUBLISHED QUARTERLY BY

CHERRY BROTHERS.

CIRCULATION 17,000.

SUBSCRIPTION 25 CENTS A YEAR.

Entered at the Postoffice in Bowling Green as second-class matter.

BOWLING GREEN, KY., MARCH, 1898.

OUR FRIENDS.

Where They Are and What They Are Doing.

Sidney Arceneaux is now in Louisville, Ky., attending the Medical College.

R. A. White, Scientific Class of 1896, is principal of the High School, at Edmonston, Ky.

H. E. Reynolds, of Cave City, Ky., writes: "I am doing all I can for your school and I aim to be with you again."

O. S. Steele, Shorthand Class of 1894, is Private Secretary in the U. S. Engineer's office at Bowling Green, Ky. He has a fine position and is doing well.

J. H. Pile, who has a State certificate and who spent last Summer in our school, is principal of the Utopia College, Glendene, Ky., and is doing a great work for the cause of Education.

Chas. Andrus is bookkeeper for J. Frankel & Co., merchants, Crowley, La. Charley is succeeding abundantly and is much liked by his employers.

Hon. S. P. Tanner, of Calhoun, Ky., Scientific Class, is one of the leading attorneys in the State. He was a candidate for Congress against Dr. Clardy and made a creditable race. We expect to hear of him in Congress some day.

An excellent letter from J. A. Davenport, class of 89, says: "I am now clerk for the Arlington Hotel, Memphis, Tenn., and would like to have my friends to call when in Memphis."

T. S. Hunt, Scientific Class of 1892, is practicing attorney in Orapahoe, Okla., and is getting along splendidly. He says: "Whatever success, if any, I may make in life, I shall attribute largely to the training I received in the Southern Normal School."

O. A. Pritchett, Shorthand Class of 1892, writes: "I am stenographer and bookkeeper for Reinecke Coal Co., of Madisonville, Ky., and have a fine position."

John McElhinney is stenographer and book-keeper for the Adeline Sugar Co., of Adeline, La., and is succeeding in all points.

C. H. Shively, Shorthand and Literary Course of 1897, has gone to Jacksonville, Fla., where he accepted a fine position in the Southern Express office.

A. A. Huddleston, Scientific Class of 1887, is County Attorney of Cumberland county, Ky. His address is Burksville.

J. O. Ewing, of Burksville, Ky., has married and is one of the leading lawyers of his section, and is making a great success of his profession.

N. H. W. Aaron is Commonwealth Attorney for his district. His home address is Jamestown, Ky.

J. O. Bonin is in the merchandising business at Loreauville, La. He was married on January 20, 1898, to Miss Clothilde Broussard. THE EDUCATOR extends best wishes and congratulations. May they live long and prosper.

E. O. Grissom is keeping books in his father's flour mill, located in this city.

Gary Brooks left for his home in Louisiana a few days ago. He was in our school for 15 months. He accepted a position in the Assessor's office and is now busily engaged with the real duties of life.

Miss Margaret Moore, teacher in the graded schools, Marion, Ky., writes: "I assure you that I am indeed glad that your prospects are so bright and I wish that I might be one of you, but, as it is, it will be impossible. Accept my best wishes for your school and splendid faculty for which I have the warmest regard."

Hastings W. Mason, class of 1891, is now connected with the Atlanta Newspaper Union, of Atlanta, Ga., and he is getting along splendidly.

E. T. Ayers, Shorthand Class of 1895, is reporter for the Park City Times, Bowling Green, Ky.

Clarence Brough is teaching Shorthand and Business in the Smith's Grove, (Ky.) College."

Miss Bena Hill writes: "After leaving your school I passed the examination and made a first class certificate."

Mrs. Lula Cole writes: "No investment of my life ever paid so large a dividend as the time spent in your school."

Powell Black, Scientific Class of 1886, is practicing law in Helena, Mont.

G. P. Dillon has an excellent school at Breeding, Ky.

Miss Maggie Neale, Maud, Ky., says: "I took a Normal Course in your school in the Spring of 1896. I never enjoyed school more and was greatly benefitted by my stay with you. I took the examination last year in Washington county and received the highest grade certificate given in that county. My grade was 95 per cent."

A letter from Prof. J. M. Gilliam, principal of the Jasper Normal Institute, Jasper, Fla., writes: "Please accept my thanks for a copy of THE SOUTHERN EDUCATOR. It has the true Normal ring. I notice that you have those in Kentucky who take pleasure in circulating false reports concerning your Normal School. It is not to be wondered at that a live, energetic Normal School engenders hate among the 'moss backs' who know nothing later than the period of the flood."

Chas. Hobbs, Telegraphy Class of 1892, is connected with the Kansas City, Fort Scott & Memphis Railroad Co., as

operator. He is located at Liberal, Mo.

L. T. Dickey, Scientific Class of 1885, is Principal of the Lexington Normal College, Lexington, Miss.

L. U. Read has accepted a position with the Pacific Express Company, Big Springs, Texas. We take the following from an excellent letter received from him: "My salary is \$75.00 per month. I owe my success and position to your assistance and the knowledge I gained at your school."

Mr. Samuel Brown, of Carencroe, Louisiana, writes us an excellent letter and assures us that he will always remember his stay in Bowling Green and says his friends will attend the Normal and Business College.

J. W. Francis is bookkeeper for D. H. Armstrong, Cerulean, Ky. Mr. Francis is getting along splendidly and says: "The course of training received in the Bowling Green Business College has been of invaluable service to me in my work and I cheerfully recommend your school to all desiring a thorough and practical education."

S. E. Taylor, Scientific Class of 1890, is County Attorney of Tom Greene county, Texas. His address is San Angelo, Tex.

Miss Mae B. Coleman writes: "I have been reading THE EDUCATOR and find it very instructive. Enclosed find 25 cents to help pay expenses. I shall always do all I can for your schools. I owe much of my success to thorough training received while with you."

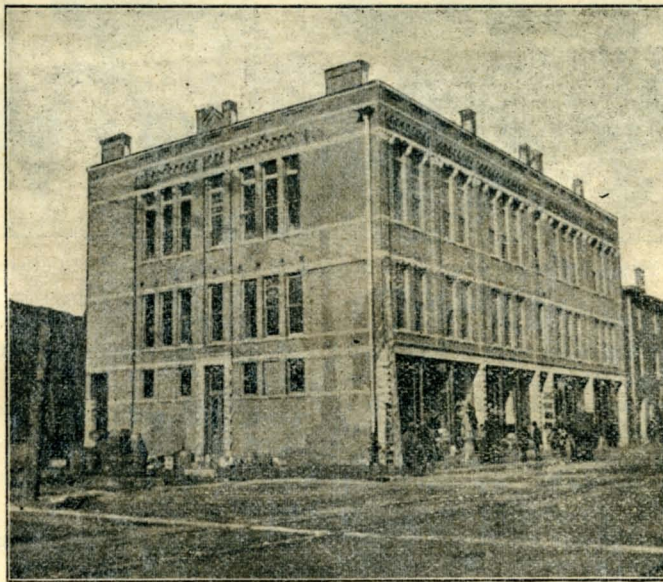
Denney P. Smith is practicing law at Cadiz, Ky. He says: "I have not done as you, followed the superior calling of the teacher, but have fallen by the wayside and taken up the inferior one of the lawyer."

W. A. Hammer, Scientific Class of 1896, has made a number of inventions that are yielding him a handsome income. His address is Wesson, Miss.

T. T. Karns, Scientific Class of 1897, located at Owensboro, Ky. He has a good law practice.

Miss Loula Foster, Ripley, Tenn., says: "I often think of the busy though enjoyable time spent in your midst. I made a wise selection in attending your school and know I accomplished more while with you than I could have done in any other college and shall always recommend your school in the very highest terms."

NEW HOME OF THE BUSINESS COLLEGE.



THE NEW NEALE BUILDING.
[KODAK PICTURE]

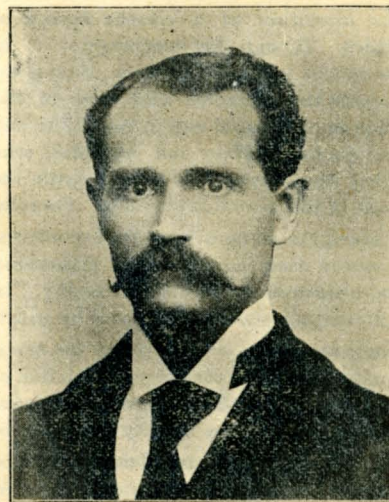
The above picture represents the new home of the Bowling Green Business College. The building is a new structure, which has just been completed, and is most modern in every respect, being heated by steam and lighted by gas and electricity. The Business College occupies the entire third floor, which is divided into compartments suitable for Business College work.

The Business College is a separate institution, and is operated under a distinct charter; however, every student who enters it will have the privilege of taking any literary branch, or branches, taught in the Southern Normal School without extra cost.

The Normal College now occupies the entire college square, and it has a perfect colony of students in attendance at this time.

The present equipment of the Bowling Bowling Green Business College puts it in the front rank among the schools of the country.

Nothing but a high-class work done. The individual who is looking for a school that is giving only a smattering knowledge, and will sell him a diploma and allow him to go into the world "on trial," will find in our work forces that will be somewhat incongenial to his feelings.



You Can Always Save Money

BY BUYING YOUR

Shoes, Underwear, Collars, Cuffs,
TIES, ETC., OF

R. E. ALLISON.

First, the cash outlay is not great; second, the quality of the goods is first-class. You will do well to keep these facts in mind.



PHOTO BY CAIN.

GROUP OF LOUISIANA STUDENTS NOW IN ATTENDANCE.

1. Ludovic Miller.
2. Allen W. Griffin.
3. R. P. McCormack.
4. S. Thiéaux.
5. Chas. Shoemaker.
6. Joseph Barousse.

7. Earnest Robicheaux.
8. Rene Broussard.
9. E. C. Coffin.
10. W. T. Gilmore.
11. James Williams.

12. Mitchell Bourdier.
13. S. H. Milton.
14. G. E. Jeanmard.
15. Anatole Marvant.
16. Ludovic Greig.

17. Chas. Miles.
18. Rene Habert.
19. J. F. Jeanmard.
20. Thomas Hinchliffe.
21. Ory Patout.

22. Fred Robinson.
23. Ben Olivier.
24. S. M. Toler.
25. J. J. Bagley.
26. Julia Telotte.

27. Esma Staples.
28. F. S. Broussard.
29. C. L. Adams.
30. Gary Brooks.
31. Leon Goudchaux.

32. D. O. Abbot.
33. Maurice Olivier.
34. H. B. Cook.
35. W. T. McBride.
36. Willie Hatch.
37. H. E. Chase.

COMMENCEMENT AND REUNION

Of the Southern Normal School and Bowling Green Business College.

The coming Commencement and Reunion promises to be by far the most interesting in the history of the institutions.

The Commencement and Reunion will begin on Wednesday, July 27, 1898, and continue three days.

The present number of applicants for graduation is the largest in the life of the schools.

Arrangements have already been made by which one of the finest string bands in the South will furnish the music.

Prof. Alfred Livingston, Scientific Class of 1896, who is now Superintendent of the Public Schools at Somerset, Ky., will deliver the Alumni address.

The excursion down the Big Barren River will be a delightful occasion.

The Reunion of the old students and teachers will be a most enjoyable feature of the commencement.

The banquet will be given on Friday evening, July 29, at which time toasts will be heard from the different members.

Arrangements are being made for the field day exercises.

A hearty invitation is extended to friends and former students to be present.

Make your arrangements now and write us that you will be present.

Address all communications to CHERRY BROS., Bowling Green, Ky.

No vacation in the Business College. It is in session the entire year.

25c will pay for the SOUTHERN EDUCATOR one year. Send it in.

Education is the only interest worthy the deep controlling the anxiety of the thoughtful man.—Wendell Phillips.

Education and freedom are the only sources of true greatness and true happiness among the people.—John Bright.

Books, schools, education are the scaffolding by means of which God builds up the human soul.—Humboldt.

"A good teacher has in mind the logical development of the thinking faculties of the student."

Education is a better safeguard of liberty than a standing army.—Edward Everett.

Childhood shows the man as the morning shows the day.—Milton.

ENTER NOW.

Students can enter the Southern Normal School and Bowling Green Business College at any time and find classes to suit them.

Attend the Summer term which begins June 7, 1898, and continues eight weeks.

\$24 pays for board and tuition—everything furnished for the entire Summer Term of eight weeks.

Address all communications to CHERRY BROS., Bowling Green, Ky.

The Business College is in session the entire year.

You can enter our school at any time and find classes to suit you.

PEN HOLDERS.

"Eureka Combination" is the title of a new pen holder which has recently been placed upon the market. It is a straight and oblique holder combined, which can be changed from one to the other in three seconds. Positively the finest holder on the market. Money refunded if not pleased. See what others say:

"The finest holder I have ever examined."—A. N. Palmer, Editor Western Penman.

"Your pen holder is simply elegant."—J. B. Mack, Editor National Penman.

The two holders in one 50 cents, postpaid. Circular free.

Address,

W. S. ASHBY, Penman.
Bowling Green Business College,
Bowling Green, Ky.

\$24.00 pays for board and tuition, everything furnished for the entire Summer Term of 8 weeks.

Educate

—THE—

Southern Normal School,

CHERRY BROS., Prop'rs,

Bowling Green, Kentucky.

SUMMER TERM.

THE Summer School of eight weeks begins June 7th, 1898. A general review of all the Common School branches will be given during this term, besides many of the higher literary branches will be taught. In fact, you

can get any course of study you may desire. Special emphasis put on the

State Teachers' Course.

There are many live, wide-awake teachers who can get a **State Certificate** by taking our State Teachers' Course during the Summer.

\$24.00 Pays for Board and Tuition—everything furnished for the Special Summer Term of eight weeks, which begins June 7, 1898.

What We Offer Free to All of Our Students.

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 Kindergarten Course under a specialist.

FREE Membership to the Child 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 the Bowling Green Business College. The Moot House of Representatives alone is worth the amount of tuition charged.

BOARD! Excellent board in the proprietors' home, everything furnished, \$2.00 per week. This rate includes all incidental expenses, such as light, bed linen, etc.

TUITION \$1.00 PER WEEK

This will make the entire expense only \$24.00 for board and tuition for the eight weeks' course.

DO you want better positions?

DO you wish to better prepare for your work?

DO you want a better certificate?

DO you want better salaries?

Assuming that you do, are you willing to spend eight weeks with us during the Summer, and bring about these results? Write for information now.

CHERRY BROS.,
Bowling Green, Ky.



ROOM MATES.
Five Tennesseans and one Kentuckian, students Bowling Green College and Southern Normal School.
Earnest G. Lester. C. S. Hobday. M. Towery.
M. B. Prichard. Herman Lester. S. D. Cochran.

EDUCATIONAL ASSOCIATION.

To the Teachers of the South
and Other Friends of Public Education.

The next National Educational Association will meet in Washington, D. C. and the dates fixed for the convention are July 7 to 12, (Thursday to Tuesday), inclusive.

ADVANTAGES FROM AN EDUCATIONAL STANDPOINT.

The advantages of Washington from an educational standpoint are at once apparent. As the capital and home of the nation, the city is naturally the object of peculiar pride and interest to all patriotic Americans. Here are located the three co-ordinate branches of our Government, the Executive, the two Houses of Congress, and the Supreme Court of United States. Here are the departments in which the work of the Government is carried on, and within which its practical operation can be studied at first-hand. And here, most interesting of all to teachers, is the magnificent new Library of Congress—a veritable palace of art—with its splendid treasure of learning. In the various public buildings, moreover, are to be found many valuable libraries of a special character, and collections and exhibits of interest and importance. Much pleasure and profit will be found also in visiting the Smithsonian Institution, the National Museum, the Corcoran Art Gallery and the Universities and schools which serve to bring all these public resources into the line of direct educational work. The natural attractions of Washington, which has been aptly styled the "Paris of America," will be thoroughly appreciated by those who attend the convention.

RAILROAD ARRANGEMENTS.

Arrangements have been made with the railroad companies by which tickets will be sold at the rate of a single fare for the round trip plus \$2. The last named amount is paid by the railroad companies into the treasury of the National Educational Association. Every person purchasing a ticket in accordance with this plan becomes a member of the Association for the current year, and as such is entitled to all the advantages connected with membership—reduced rates for accommodations in Washington and the services of the local committee, which will be helpful in many ways.

HOTELS AND PUBLIC COMFORT.

Washington is well supplied with ex-

cellent hotels and boarding houses so located as to suit the convenience of visitors, to whom time is a consideration of great importance.

A SPECIAL PARTY.

A special train of vestibuled coaches and sleeping cars will be run from Louisville to Washington City without change. These arrangements are not only made for teachers, but their friends who may wish to accompany them.

We trust that many readers of THE EDUCATOR, together with the old students of the school, will commence now and make their arrangements to join the party. This will give the old students an opportunity to have a reunion and at the same time attend the association and visit the great city of Washington, together with other points. We would be glad to hear from all parties who contemplate attending the association.

CHERRY BROS.

THE B & O. RAILROAD.

It will pay all parties who contemplate attending the National Educational Association to be held in Washington, D. C., beginning July 7, 1898, to write to R. S. Brown, District Passenger Agent, Louisville, Ky.

REVISED RATE

Of the Southern Normal School and Bowling Green Business College, of Bowling Green, Ky.

SPECIAL LOW RATES FOR 1898 AND 1899.

RATES OF TUITION IN THE SOUTHERN NORMAL SCHOOL.

Charges for tuition must be paid per term of ten weeks, in advance, as follows:
In Preparatory, Teachers', Scientific or Classic courses, per term of 10 weeks\$10 00
In Elocution only, per term of 10 weeks 10 00
In Elocution, when taken in connection with a Normal Course, per term of 10 weeks 5 00
In Art, per term of 10 weeks 10 00
In Music, (guitar, organ or piano), per term of 10 weeks 10 00
Use of Organ or Piano, per term of 10 weeks 4 00
Use of Guitar, per term of 10 weeks 2 00

TWENTY WEEKS' SCHOLARSHIP.

\$18 Paid in advance, pays for tuition for twenty weeks.
This makes the rate only 90 cents per week for tuition.
It will pay all who expect to be in school as long as five months to enter on this scholarship.

THIRTY WEEKS' SCHOLARSHIP.

\$27 Paid in advance, pays for tuition for thirty weeks in the Southern Normal School.

FORTY WEEKS' SCHOLARSHIP.

\$35 Paid in advance, pays for tuition for forty weeks.
At this rate you pay only 87½ cents per week for tuition. Students who ex-

Free Trip to Mammoth Cave.

ALL STUDENTS WHO ENTER

The Bowling Green Business College

ON THE SEVENTY DOLLAR SCHOLARSHIP AND PAY FOR SAME AT time of entering, will be GIVEN A FREE TRIP to and from Mammoth Cave. We will pay all necessary expenses connected with the trip. We make this offer notwithstanding the fact that the \$70.00 scholarship is the lowest rate of tuition ever offered by a school. The different courses included in the \$70.00 scholarship would aggregate, at the regular rate of tuition, about \$210.00, but we are making you a rate of \$70.00, and, at the same time, furnish free railroad fare, cave fare and hotel fare to and from Mammoth Cave. The Cave is located only a short distance from Bowling Green. Excursions of students make frequent trips to the Cave.

The Seventy Dollar Scholarship.

We have offered this scholarship to meet a popular demand for a combined Commercial Course. It gives the holder full right and privilege to all the departments, except Type-Writing. If he enters on this scholarship he will have the advantage of all the branches taught in the Business and Normal College for one year. The \$70.00 scholarship is the lowest rate of tuition ever offered by a school.

Two Months' Tuition Free.

You will notice that the regular rate of tuition for any Commercial Course is FORTY-FIVE DOLLARS for five months, and \$55.00 for two courses for five months. This is a very low rate of tuition. However, we will give two months' tuition free to every student who pays for the five months' scholarship at the time of entering. In other words, we will issue a seven months' scholarship instead of the five months' scholarship. This is a great concession on our part, and we know you will consider it as such.

pect to be in school for 10 months can save \$5.00 by paying for this scholarship in advance.

Rates of Tuition in the Bowling Green Business College.

Business Course, 3 months\$35 00
Business Course, 5 months 45 00
Business Course, 10 months 60 00
Full Course in Type writing 10 00
Type-writing, by the month 3 00
Tuition in Shorthand, and Telegraphy, same as in Business Course.

RATES FOR TWO OR MORE COMMERCIAL COURSES.

For any two of the Commercial Courses, 3 months\$45 00
For any three of the Commercial Courses, 3 months 50 00
For any two of the Commercial Courses, 5 months 55 00
For any three of the Commercial Courses, 5 months 60 00
For any two of the Commercial Courses, 10 months 65 00
For three or all the Commercial Courses, except Type-writing, 10 months 70 00

Two Months Tuition Free.

You will notice that the regular rate of tuition for any Commercial Course is FORTY-FIVE DOLLARS, and this is a reasonable rate of tuition. However, we will give TWO MONTHS TUITION FREE to every student who pays for the five months scholarship at the time of entering.

In other words we will issue a seven months' scholarship instead of the five months' scholarship.

This is a great concession on our part and we know you will consider it as such.

We offer two months' tuition free on the five months' scholarship, and under no other conditions will we make the offer.

Free Tuition in the Southern Normal School.

All the Business College students can take any of the literary branches taught in the Southern Normal School without extra cost.

Boarding.

Same rate of board charged in Normal and Business College.
Good Table Board, \$1.50 per week.
Excellent Furnished Rooms, 40 cents per week.
Good Board and well-furnished rooms, \$1.90 per week.

\$2.00 Per Week.

We guarantee that board will not cost more than \$2.00 per week—everything furnished during the season of the year when coal is not required, and when coal is needed it will cost from \$2.15 to \$2.25 per week.

ARE YOU GOING

TO THE

NATIONAL EDUCATIONAL ASSOCIATION?

If You Are, Take the

B. & O. R. R.

TO

WASHINGTON

At the rate of a single fare for the round-trip, plus \$2.00 for membership fee.

Safest, Finest, Fastest Trains

In the World are the

...Royal Blue Line...

TRAINS BETWEEN

New York, Philadelphia, Baltimore, and Washington, running via

B. & O. R. R.

All trains vestibuled from end to end, heated by steam, illuminated by Pintsch light, protected by Pullman's anti-telescoping device, and operated under perfect block signal system.

The Baltimore and Ohio Railroad

Maintains a complete service of vestibuled express trains between New York, Cincinnati, St. Louis and Chicago, equipped with Pullman Palace Sleeping Cars, running through without change.

All B. & O. Trains Between the East and West Run via Washington.

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Cor. Wood st. and Fifth Ave, Pittsburg, Pa.
Cor. Fourth and Vine sts, Cincinnati.
193 Clark st., Chicago, Ill.
105 North Broadway, St. Louis, Mo.

It will pay all who contemplate the Association to write to R. S. Brown, Dist. Passenger Agent, Fourth and Main sts, Louisville, Ky.

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Wall Paper, Paints, Oils, Varnishes, Tinware, Glassware, Woodenware, Etc.

LOWEST PRICES.

PROMPT SHIPMENT.

Special attention given to mail orders.

919 College st., BOWLING GREEN, KY

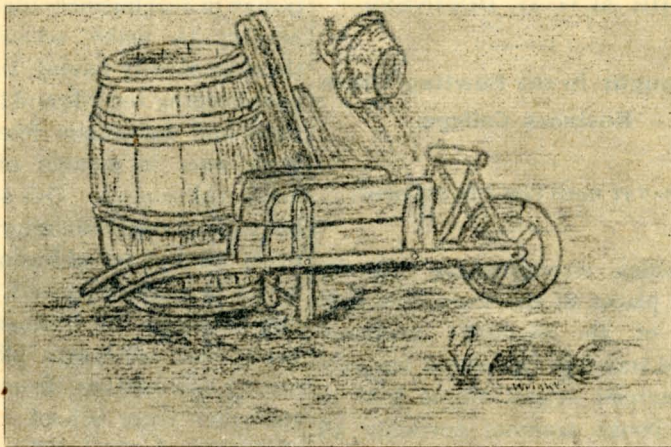
POSITIONS GUARANTEED.

We trust that the large number of young people in the South who have been caught by a "slight of word trick" and have been enticed to enter unscrupulous institutions because they "guaranteed positions," will withhold any further

POINTED PARAGRAPHS.

DISCIPLINE.

Every noble act or work completed follows as the result of a contest between contending emotions. What a grand, sweet sense of triumph comes with the accom-



Executed by Miss Laura Wright after three weeks practice, student of the free hand drawing department of the Southern Normal School.

Annie Brown.

Executed by E. Hugh Morris after two weeks practice, student of the special lettering department of the Bowling Green Business College.

criticisms about Business Colleges but investigate the character of training that is given by high-grade business institutions. Any individual who is inclined to depreciate practical education does so either from ignorance or because he has attended a school that gave him only a smattering knowledge of business by peddling out to him over a guarantee counter a little debt and credit, and at the same time, charged a big price for same. We have warned the readers of THE EDUCATOR to be cautious in selecting a school to attend for much depends upon it. The criticisms that are being offered by young people who, when they decided on what school to enter, considered "positions guaranteed" more than the course of study, should not be used as criterions to test the value of practical education and the real worth of the Business College. Because a few people patronized schools that guaranteed positions and after completing a smattering course of study were offered a position as book or machine agent, is no reason why the Business College is not a great factor for the cause of education. Any man who believes in an education has the highest regard for the Business College. No individual, regardless of the profession he may follow, can afford to go through life without a business education.

No investment will pay as large a dividend as the one in business training. Young man! Young woman! if you desire to live intensely accomplish the most in life, and be a success, enter a Business College that offers the highest class work.

ENTER NOW.

You can enter at any time and find classes to suit you. We have arranged our work so that a student can enter at any time and get perfect classification. If you are ready come to us at once.

25c will pay for the SOUTHERN EDUCATOR one year. Send it in.

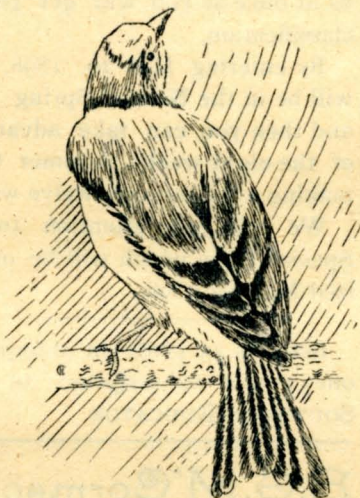
plishment of laudable purposes! What a reactionary blessing upon the doer!

**

It is a stern hand that has been laid upon the shoulders of the great. No man has ever achieved greatness save that he has passed under the severe hand of discipline, the meed of which is expressed in all the different phases of success.

**

It is the work of the teacher not only to provide disciplinary forces



Executed by C. H. Tichenor after two weeks practice, student of the pen art department of the Southern Normal School.

in the education of the child, but to direct the child's energies so that they may successfully meet the greatest strain put upon them. Careful guardianship must be exercised by the teacher over the spirit of the child that it be kept adequate to the task imposed upon it.

**

The success of any individual depends upon the number, kind and intensity of disciplinary forces turned into his life, and his inherent ability to meet them and turn them to educational advantage. If the nature is weak and the forces of discipline strong, the character will go down in defeat; if the nature is strong these adversities will develop a genius.

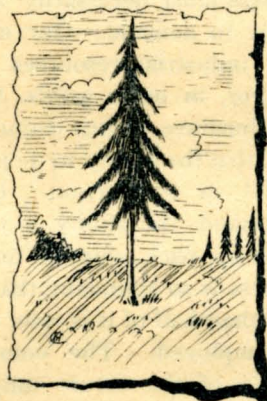
**

The greatest educational forces are those operating unseen and silently. The teacher often makes a great bluster about discipline, and thinks when he storms and slashes right and left he is accomplishing great

wonders. He is doing but little save beating the air. Let him aid the silent forces of the child's nature in accomplishing successfully every laudable undertaking, moral and intellectual.

**

"Phoenix" is the name of a fabled bird which was said to flutter to the fire and be consumed to ashes, and ere the ashes were cold, rise out of them with greater beauty and vigor. Such is the virtue of discipline. He is weak who sits down



buoyant spirit of the child. Give the child obstacles to overcome and encourage it to overcome them and you will be a successful disciplinarian. Let it have the pleasure which comes only with successful conquest.

**

Don't simper over that child's broken toe or stone-bruised heel. These things must needs be or the child will be a failure. Let the "tot" tumble down many times and rise alone or he will never learn how to stand, or to rise after he falls. "Oh, my foot," cried a boy in great agony, as he pulled the glittering blade of an ax away from it. "Come," said his sensible father, "you have no time to cry. Let me bandage your foot for you quickly for you must finish cutting that wood to prepare dinner."

OUR STUDENTS' SPECIMENS.

We take pleasure in calling the attention of the reader to the accompanying cuts of students' work. They are genuine reproductions of the work of three of our students, after from two to three week's practice. The instruction in our special department is all personal and the student receives just what he needs at the proper time, thereby enabling him to advance very rapidly. We doubt if any school can show greater improvement in a given length of time.

ATTEND THE SUMMER SCHOOL.
\$24.00 pays for board and tuition,
everything furnished for the entire Summer Term of 8 weeks.

L. D. POTTER & Co.

MUSIC DEALERS.

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LOWEST PRICES.
LARGEST STOCK.

BOWLING GREEN, KY.

THE ACTUAL BUSINESS

As Taught In the Bowling Green Business College.

WHAT IT DOES FOR THE STUDENT.

Besides strengthening all the weak places of the most practical part of the student's common school training, the actual business commercial school trains him to keep books, transact correctly all sorts of business, buy and sell merchandise, make out bills, statements, etc., draw up plain contracts, and other business forms. It trains him in the laws and usages governing commercial paper of all sorts, and in short, gives him thorough drill in all duties of the business office. Can any young man or woman with a living to make have any better educational equipment than that?

THE Actual Business method of commercial training employed in our school, assumes that the business transaction is the natural "point of departure" in acquiring the art of accounting. First the transaction itself, then the record of the transaction; this is the logical order.

The old method dispensed with the transaction as unworthy of attention, while the student's entire effort was centered upon the book-keeping record and the theories underlying it. By the new method, the boy learns business and accounting just as he would learn them were he apprenticed in a business house, with the exception that he is given the further and important advantage of having his work constantly under the expert supervision of a trained accountant, whose business and interest it is to teach him.

It does not need a labored argument to show the advantage of such a method over the old text-book grind that gave the boy only imaginary books to keep, and kept him learning definitions, formulas, and classifications, when he ought to have been learning by actual practice, how to do real business and keep real books.

THE actual business or "learning by doing" method of business training everywhere commends itself to enlightened common sense. What better can be desired for learning anything requiring skill and dexterity, than actual practice under expert direction? That is the whole sum and substance of the actual business training adopted by this school. We simply train our students to keep books and do business just as they would do these

things in real business life. We do not try to make accountants of them by merely having them copy bookkeeping records and learn long rules and definitions from a text-book, after the manner of the old-fashioned schools. Our school is a busy commercial community, where every kind of actual business transaction is performed and recorded. Our students do business at the bank and whole sale offices, and among one another, from the day that they enter school. While all that they do is intelligently discussed, and needful principles are not neglected, we recognize in all our work that accurate and ceaseless practice is the very bone and sinew of successful business training. In adopting this system of training, we are only carrying out the basal maxims of accepted educational science.

ABOUT DOING BUSINESS.

Young man, hear what Professor Eaton, of Drexel Institute, has to say on the subject of business:

"Men with the ability to do business are rarely unemployed. Under the existing economic conditions of our country, ability to do business must necessarily be constantly in demand. Our undeveloped industrial resources are so great, or, in other words, the undone business of our country is so great, that the ability to do is infinitesimal in comparison. On the other hand, the ability to measure off, tie up, pack, ship, or to record business is so abundant that rarely more than half of it is ever profitably employed. The commercial schools of the future must train young men to do business. This is the only labor field in which the demand will always exceed the supply."

You can enter our school at any time and find classes to suit you.

DON'T WAIT.

Now Is The Time.

We have arranged our classes so that students can enter at any time and find classes to suit them. If you are ready to enter school **now is the time.** It is not necessary to wait. We give below the time when each term begins,

Calendar, 1897-1898.

First term opened September 7, 1897.
Second term opened November 16, '97.
Third term opened January 18, '98.
Fourth term opened March 29, '98.
Fifth term (Summer) will open June 7, '98.

The Special Summer Term will open June 7, 1898 and continue eight weeks. It will pay any one desiring a special course during

TEACHERS WANTED!

REV. L. D. BASS, D. D.,
Manager.

Pittsburg, Pa.; Toronto, Can.; New Orleans, La.; New York, N. Y.; Washington, D. C.; San Francisco, Cal.; Chicago, Ill.; St. Louis, Mo., and Denver, Col.

There are thousands of positions to be filled. We had over 8,000 vacancies during the past year—more vacancies than teachers. Unsurpassed facilities for placing teachers in every part of the United States and Canada. One fee registers in nine offices. Address all communication to Saltsburgs or Pittsburg, Pa.

UNION TEACHERS' AGENCIES OF AMERICA.

TWO GOOD BOOKS

Powers' First Lessons How Business is Done.

BOOK-KEEPING

An excellent work adapted for use in Grammar, High and Parochial Schools.

Price..... 50 cents

One of the most practical books for schools of all classes that has appeared for years. It tells as it says, How Business is Done.

Price.....\$1.00

Copy of any book on our list sent postpaid on receipt of price. We are publishers of Commercial Text-Books of all kinds. Specimen pages will be sent upon application. O. M. POWERS, 7 Monroe St., Chicago.

the Summer to take advantage of the Summer term.

Free Drills.

We call the attention of our readers to the many free drills that are offered by our schools.

The Spring term opened March 29, 1898, and will continue ten weeks. If you are ready to enter school it will pay you to come to us at once as you will get perfect classification.

By entering May 10, 1898, you will be in the Normal Spring term and then you can take advantage of the eight weeks Summer term, making a full term of twelve weeks.

We call your attention to the Special Term which will be organized May 10, 1898.

Send us 25 cents in stamps for one year's subscription to the SOUTHERN EDUCATOR.

E. G. M' Cormack's

OPERA HOUSE

Drug & Store.

Pure Drugs, Toilet Articles, Perfumery, etc. Prescriptions carefully compounded.

Cor. Main and College, Bowling Green, Ky.

Pure Drugs, Fine Stationery, Toilet Articles OF ALL KINDS AT

George J. Wilson's
NEW
BIG & DRUG STORE.

Prescriptions carefully compounded.

GO TO
MALLORY & BARCLAY
With Your Prescriptions

For accuracy and competency. We manufacture HAW ROOT BITTERS for Dyspepsia. Your patronage solicited. 424 Main Street.

Spugnardi & Bro.
Confectionery

Opp. Mansard Hotel,
Best kept Fruit Store in the City.

HOT AND COLD BATHS.

Leading Barber Shop in the City.

W. M. NELSON, Propr.

Prompt and polite attention given to all customers.

435 Park Place, Bowling Green, Ky.

YOU CAN GET THEM AT POPULAR PRICES.

ALL THE NEW STYLES IN

Men's Furnishing Goods,

SHOES AND HATS,

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Mr. Chairman:

I move you, sir, that
we purchase Spring
Suits, Shirts, Shoes, etc
of E. NAHM & CO.

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Roofing, Guttering and Repairing
A SPECIALTY.
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(SUCCESSORS TO E. B. SUMPTER)
913 College street, Telephone No. 55.

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Domestic and Tropical Fruits, Cakes, Candies, Cigars
Tobacco, etc.
EUROPEAN RESTAURANT ATTACHED
Main st., opp. Park,
Telephone 172, BOWLING GREEN, KY.

SETTLE, PORTER & CO.,
Is the place to go for your
Guns, Pistols, Ammunition, Nails,
WIRE, HARDWARE, ETC.
HAVE GUNS FOR RENT.
934 State street, Bowling Green, Ky.

THE SUNSET LIMITED ANNEX

Over the Southern Pacific Railroad
to the "Land of
the Sun."

There are thousands of persons who are exceedingly anxious to make a trip into the far West; into that wonderful land of flowers and fruits which lies by the side of the great Pacific ocean—the land of California. To their minds comes the knowledge that behind the serried ranks of gigantic hills which mark the divide from the plains and prairies of the eastern middle section of this great country, there is a country that blossoms with the passage of the months; that revels in a wealth of beauty and novelty and which presents to the alluring gaze of the chance visitor, everything calculated to awaken admiration, and to retain it.

Possibly the next thing which works its way into convolutions of the brain, is how best to reach California, and what route presents the greater number of advantages, both as to material comforts and food for the senses. This is a thing easily answered. In the winter, and it is during the winter that the average person seeks to escape to rigors and inconveniences of a northern climate to enjoy the balm of vernal breezes and landscapes of eternal spring, there is but one route—the Southern, and the Southern route is over the Southern Pacific to the the "Land of the Sun," over the celebrated Sunset Route out of New Orleans, that quaint city of the Mississippi, across and through the productive sugar districts of Louisiana; the rice fields of the same State, the fields and forests of Texas, the almost weird vistas of Arizona, and then mile after mile, the fertile lands of California with their carpets of flowers and their burden of fruits.

The Southern Pacific Company has recently created an innovation. It has instituted what is known as the Sunset Limited Annex, a feature of its transcontinental traffic which must appeal to the average and prospective tourist. Stepping within the almost voluptuous interior of the magnificent Sunset Limited ten section, double drawing room sleeper, the voyager feels that he is, and will be, delightfully "fixed" for the trip, and this sense of security deepens as he incidentally drops into, as it were, the savory confines of the Sunset Limited dining car to which the sleeper is attached.

The Sunset Limited Annex is something new. It will leave New Orleans twice a week, every Tuesday and Saturday. It will combine the pleasures of the Sunset Limited service with those peculiarly its own, and will give to the traveler a glorious opportunity of enjoying a trip to the West under circumstances that must prove most pleasant.

The Southern Pacific Company is determined to give its patrons the advantage of everything that is strictly up-to-date. The Sunset Limited Annex is very much up-to-date, and the tourist who remains a few days in New Orleans enjoying the charms of that city, will thoroughly appreciate the comforts of modern ingenuity after a period spent in sight-seeing in what is really one of the most interesting cities of the country.

The Sunset Limited Annex carries the traveler to destination without change. First class limited or unlimited tickets entitle the holder to travel by the Annex, the addition of the regular Pullman fare of course being required. The Annex exemplifies to a dot, the elegance of modern travel, and the Southern Pacific represents, in all of its features, enterprise and energy.

SOUTHERN PACIFIC RAILROAD

History and romance and material facts that have to do with the upbuilding of cities and the development of the country are blended in the wonderfully interesting work entitled "Through Storyland to Sunset Seas," which the Southern Pacific road has just reissued in response to a popular demand. The book itself is a model of modern art in publishing, for it contains 205 pages, is printed on heavy plate paper and carries 160 fine half-tone illustrations. It graphically describes what a party of four people saw in a trip from New Orleans to Portland, Oregon, with side trips to all the points of interest on the Pacific Coast. If you are thinking of visiting "the Coast," or if you would like to read of its wonders, write to S. F. B. Morse, General Passenger Agent, at New Orleans, for a copy of this book, and inclose ten cents in stamps to defray postage. It will be sent you and you will enjoy it.

ADVANCING PUPILS.

A school superintendent whose administration has been singularly successful, tells the Inter-Ocean the secret. He aims to bring the pupils "along as rapidly as possible in reading." In the primary grades more than the usual amount of time is given to this, and in the higher grades the pupils are urged to read books, newspapers and magazines. Fifteen or twenty minutes of each day is given to answering questions about what has been read. The important head lines in the newspapers of the previous day are put upon the blackboard and the more advanced scholars are asked to give particulars on the subject. He said: "If I can get our scholars to read, it is easy to induce them to study; by as much as they become more expert in reading, so much is the labor of pursuing their other studies reduced, and their enjoyment heightened."

ATTEND THE SUMMER SCHOOL

\$24.00 pays for board and tuition, everything furnished for the entire Summer Term of 8 weeks.

—STUDENTS!—

For Comfort When Traveling

Purchase Tickets Reading
over the.....

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Whether your life shall be successful or not, is a question which must be answered by yourself alone. It cannot be done by proxy. Temperance, frugality, honesty, and economy, accompanied by a strong determination and perseverance, will bring you to the goal of success and prosperity. Nothing else will. "The longer I live," said Fowell Buxton, "the more I am certain that the great difference between men, between the feeble and the powerful, the great and the insignificant, is *energy—invincible determination*—a purpose once fixed, and then death or victory! That quality will do anything that can be done in this world; and no circumstances, no opportunities, will make a two-legged creature a man without it." The path of success in business is invariably the path of common sense. The best kind of success in every man's life is not that which comes by accident, for "lucky hits" often turn out to be very unlucky in the end.

Disappointments and difficulties may fall to your lot, but do not let them crush your determination to succeed. George Stephenson worked fifteen years on the improvement of his locomotive before achieving his decisive victory. William Cobbett mastered English grammar when a private soldier on the pay of sixpence a day, and often underwent great hardships in order to obtain knowledge. Audubon, the ornithologist, had two hundred of his original drawings, representing two thousand inhabitants of the air, eaten up by rats, and the loss near put a stop to his researches. He took up his gun, note-book, and pencils, and went back to the woods, and in three years his portfolio was filled again. The list of men who have overcome what seemed to others to be insurmountable obstacles, is a long one, but the few instances given are sufficient to illustrate the power of determination and perseverance. "What is even poverty itself," asks Richter, "that a man should murmur under it? It is but as the pain of piercing a maiden's ear, and you hang precious jewels in the wound." Difficulties may intimidate the weak, but they act only as a wholesome stimulus to men of pluck and resolution. All the experiences of life but serve to prove that the impediments thrown in the way of success may, for the most part, be overcome by steady conduct, honest zeal, activity, perseverance, and above all, by a determined resolution to surmount difficulties, and stand up manfully against misfortune.

"Honor and shame from no condition rise, Act well your part, there all the honor lies"

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strive and to win in this world riches and honor, and in the world to come "life everlasting." Such a success is surely the greatest that can be possibly attained—is indeed success.—Actual Business.

WANTED.

"The great want of the world is men; men who are not for sale; men who are honest, sound from centre to circumference, true to the heart's core; men who fear the Lord and covetousness; men who will condemn wrong in friend or foe, in themselves as well as in others; men whose consciences are as steady as the needle to the pole; men who will stand for the right if the heavens totter and the earth reels; men who will tell the truth and look the world and the devil right in the eye; men who neither brag nor run; men that neither swagger nor flinch; men who have courage without whistling for it and joy without shouting to bring it; men in whom the current of everlasting life runs still and deep and strong; men careful of God's honor and careless of man's applause; men too large for sectarianism and too strong for political cabals; men who do not strive, nor cry, nor cause their voices to be heard in the streets, but who will not fail nor be discouraged till judgment is set in the earth; men who know their message and tell it; men who know their duty and do it; men who know their place and fill it; men who mind their own business; men who will not lie; men who are not too lazy to work nor too proud to be poor; men who are willing to eat what they have earned and wear what they have paid for; men who know Whom they have believed; men whose feet are on the Everlasting Rock; men who are not ashamed of their hope; men who are strong with Divine strength, wise with the wisdom that cometh from above, and loving with the love of Christ—men of God!"

WE beg to call the attention of our readers to the attractive advertisement of J. R. Florida & Co., Subscription Book Publishers, of Nashville, Tenn., in this issue of the EDUCATOR. They come to us highly recommended, and judging them by the company they keep, they justly deserve our sincere commendation. The fact that such high grade work as Dr. Lofton's "Harp of Life," Talmage's "Trumpet Blasts" and Webster's International Dictionary appearing among the list of their publications is sufficient proof of this statement. The offer indicated in this issue, to secure a copy of the \$15.00 edition of Webster's International Dictionary, is the most liberal and practicable that has ever come under our observation. These publishers also offer profitable employment to students during vacation, and we can but believe that business relations established with

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"The idea is prevalent that merchandizing is a thing that can be taken up when other vocations fail, and that it only needs a fair degree of push or smartness, or perhaps a genius for speculation which does not hesitate to accept any risk. It need be said that nothing is further from the truth, and that those who are tempted to accept the delusion are morally certain, sooner or later, to repent of their folly. The mercantile life needs preparation or qualification quite as much as the other professions. We live in an age of extraordinary commercial

activity. The world, practically, is today all one market, and the man or people who would handle that market to the best advantage must be well up in the particular kind of knowledge that is requisite to enable them to take advantage of the world-wide methods and to keep pace with their competitors. This cannot be acquired in an off-hand, haphazard kind of a way, but by intelligent, painstaking study. Here, if anywhere, knowledge is power."

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Dr. Chauncey Depew made the following statement:

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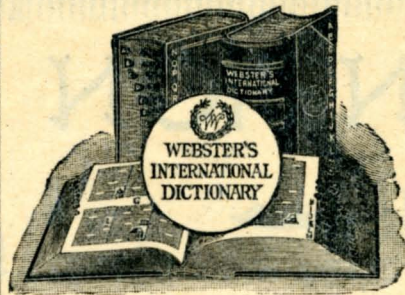
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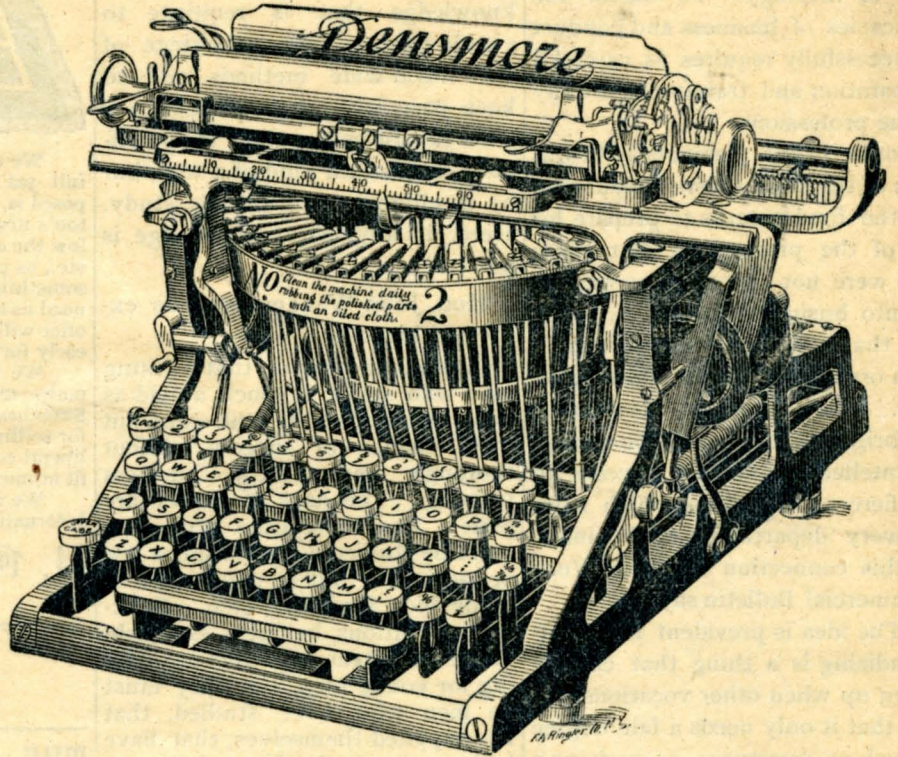
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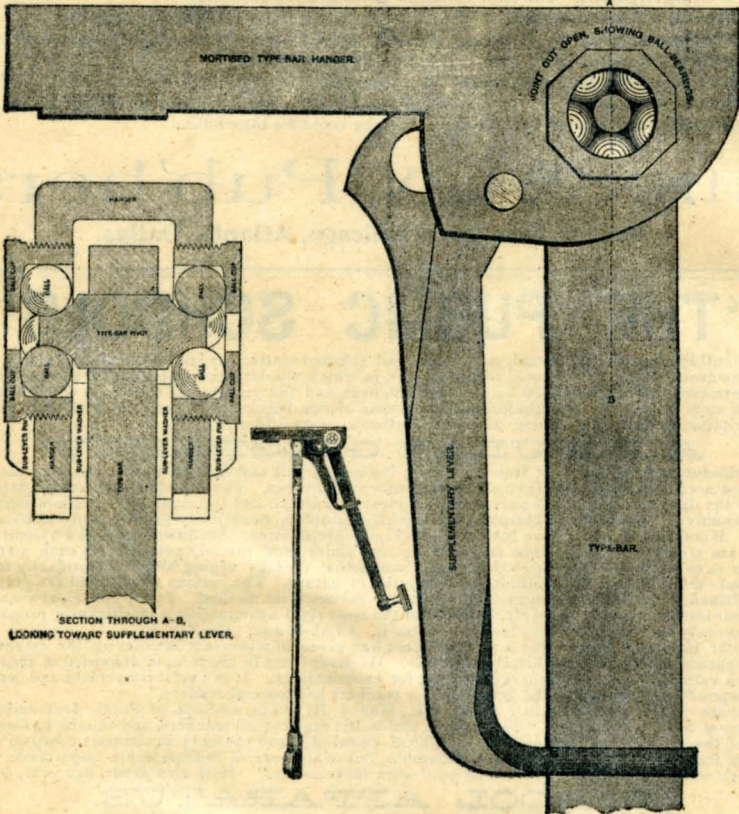


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