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Southern Normal School

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THE Southern Educator.

Des. & Executed By Ashby

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BOWLING GREEN, KENTUCKY, NOVEMBER, 1904.

NO. 2.

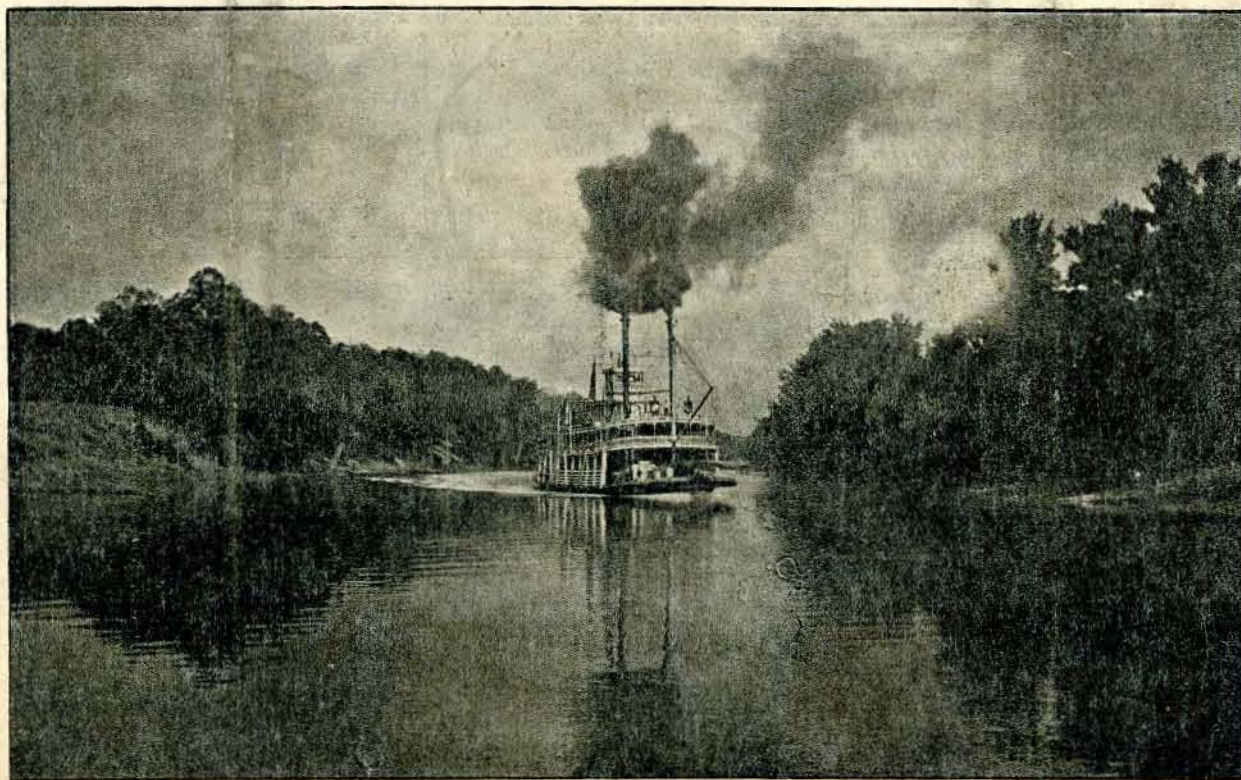
VALUE OF A LIBERAL EDUCATION.

By Prof. R. P. Green.

A most serious and momentous and one involving his weal or woe, is whether or not he shall pursue a course of study preparatory to the study and practice of a profession. Upon the proper answer to this interrogation of his own mind, depends largely his success or failure in after life. A step here in the wrong direction may be fatal. But an error seems impossible if the decision is made in the affirmative. The verdict of human history argues eloquently to substantiate this answer. This statement is made after mature investigation and serious reflection. To any unbiased or unprejudiced mind, education as a foundation for legal, pedagogical, ministerial, or commercial work, needs no argument. It is almost axiomatic that the greater the period of development, the greater the possibilities; the greater the preparation, the greater the success.

These assertions are made in view of the fact that Lincoln was a rail-splitter; Jackson a backwoodsman; Cincinnatus a farmer. All were educated to a very limited degree, none ever having been within college as student yet successful in a large way. How much more might they have achieved had they received the advantages of a liberal education, we do not know or imagine. But this we do know, that it is the life-long regret of everyone who does not have this privilege, and who, not from a lack of education, but in spite of it achieve success financial, legal or political, that this priceless opportunity was never his. For the greater part the most successful men are college graduates. College men gained our independence. A college graduate wrote the Declaration of Independence. College graduates drafted the Constitution. College men have established our commercial supremacy. The republic has been guided for the most part by college men. If it is to endure through ages, it must be preserved by an intellectual and educated citizenship, with a college man at the helm.

One of the salient features of college life is the student's contact with the personality of the teacher. Home study, essential and effective as it is, is devoid of this highly important encouragement. Books are accessible to all and sublime treasures, too, yet they can never supersede the voice and action of a living and energetic man speaking directly to mind, heart and conscience. There are hundreds of wide-awake, freshly-informed, keenly-alive instructors, contact with whom ennobles and inspires, who, by their zealous ardor after truth and intense love for learning, make their students' life-long



BARREN RIVER.

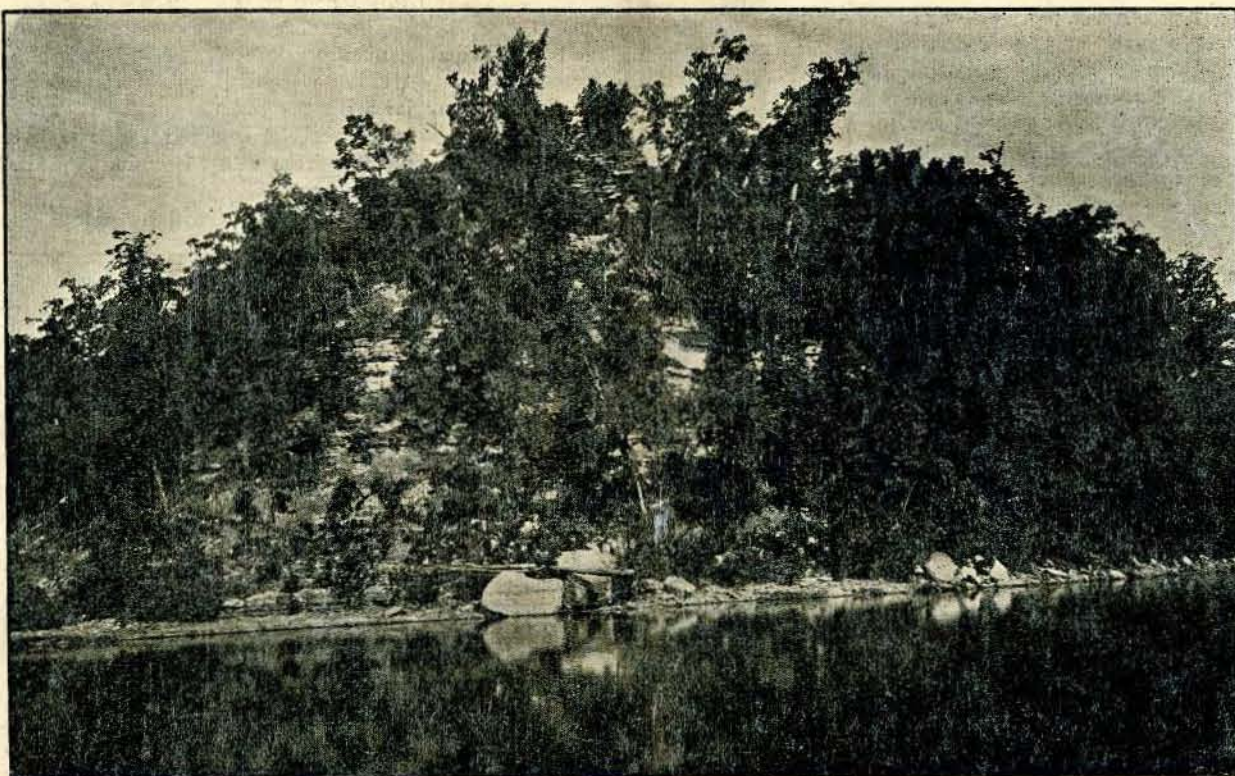
voluntaries, devoted to the worthiest investigation. This was the kind of effect the personality of Socrates exerted upon Plato; Plato in turn upon Aristotle. It was this inspiration and devotion of his master which led Garfield to remark in discussing an appropriation for college equipment: "Give me an old log with Mark Hopkins on one end and me on the other. This is the college for me." This advantage of school life should never be overlooked, when one mind can be more effective in kindling the latent powers of an immature soul than whole libraries.

To-day is the auspicious day of specialization. This part of an education comes properly after a thorough collegiate course as the foundation. As the foundation of a state-ly edifice must be laid deeply and securely before the superstructure can

point loftily to the heavens, so some sort of a liberal education must be secured before specializing in any particular department of learning. That plant produces a more luscious fruitage whose magnificent foliage has been nurtured by a rank and exuberant stalk.

All are agreed that a liberal education is a priceless investment. The princely places are reserved for its stockholders. The world crowns these intellectual magnates with laurel wreaths. But, barring this pecuniary consideration—which is many times increased—the mental gains are beyond computation. The study of General History gives liberality and broadens the mental conception. Latin introduces the students to brilliant civilization, gives him an elegance of expression and a precision of diction. This critical perusal of

the Roman literature makes him appreciate his own language more, lends enchantment to its study. The mathematical branches strengthen his reasoning powers and arm him with a remorseless logic which resists all foes. He is brought in touch with the leading lights of American and English literature; analyzes many of their masterpieces and is encouraged to continue this process through all their principal works. Rocks, fossils, plants are studied, not by listening to discourses or lectures upon them, but by actual handling and analyzing. This process makes scientific facts and principles, realities. They speak a varied language. A thorough course like this conscientiously followed makes the student an intellectual king with all nature as his kingdom and all ages his subjects.



SALLIE'S ROCK—THE EXCURSION PARTY TAKES DINNER AT THIS POINT.

The next annual excursion party of teachers and students will leave Bowling Green for a trip down Barren River about the first of May 1905.

The present century heralds a reaction against shallowness, pretension, unpreparedness. It points to the glad tidings of strenuous educational life. The horoscope of the twentieth century scholar is prolific with possibilities. The guiding-star shines steady and resplendent; auspices are propitious; the winds favorable. Across the ages may be seen by the mental telescope a vast panorama of mighty events. Happy is the man who is prepared to meet them. Thrice armed and magnificently equipped is he, who, by arduous labor, has trained his mind and schooled his soul and will in the arena of hard knocks, in completion of some well-defined course of study. When he arrays his forces on the professional battlefield and when he unsheathes his intellectual sword, the enemy will be overwhelmed in an ignominious defeat, and wisdom's victory will be assured his standard.

EDUCATIONAL CORPORATION ORGANIZED.

*Every Patriotic Citizen a
Member and Every Soul
a Part of its Capital.*

(Extracts Taken From Bowling
Green Times-Journal.)

A public educational corporation in the interest of universal education has been organized. The Southern Normal School and Bowling Green Business University are now on a public basis. It is owned and controlled by a corporation organized entirely in the interest of universal intelligence. No institution in this country has done more to arouse educational enthusiasm, and create a righteous citizenship than the Southern Normal School and Bowling Green Business University. It is proper, and entirely in keeping with the progressive educational idea for a work of this kind to be brought closer to the people, and each citizen recognized as an essential part of its organism. It is the duty of every citizen who loves his country and believes in the supremacy and security of moral education, to give the claims, desires and purposes embodied in this educational corporation careful consideration and to extend to it every possible aid.

We give below a statement from President H. H. Cherry:

It will, no doubt, be a little difficult for the public to understand why the owner of a private institution, that is enjoying the almost unprecedented prosperity of the Southern Normal School and Bowling Green Business University, should be willing, without compensation whatever and after having spent many thousand dollars and thirteen years of ceaseless labor in establishing the institution and in building up its present good will, to turn it over to the public and accept a salary and do the same work with the same interest along the same lines. In putting the institution on

Continued on Page Two

Continued From Page One.

a public basis, no thought of receiving a financial advantage is entertained. On the contrary, a material sacrifice is made in order to bring about this change. My reasons will be best explained by a most earnest and ever present desire to give the institution a future perpetuity and glory as well as an enlarged influence and usefulness in the living present. The idea that has dominated the policy of the institution from the advertising offices, through the class recitations and courses of study, to graduation, has been one of universal education and of character-building. Not one effort has been spared since we commenced our work in 1891, to make the school a factor in the making of men and a leader in the development of inspired thought; and not, as some, no doubt, have casually thought; a machine put in operation to make dollars for a personal profit and gain.

The increased public confidence that must arise as a result of putting the institution on a public basis has no tendency to weaken my personal interest or to diminish my efforts, but on the contrary, it rises before me as a new obligation, a greater duty, a broader work, and leads me to enthusiastically promise the best efforts of my life to give the institution a standing, a prestige, a permanency that will last after we are dead.

The Charter.

Then follows the Journal's full report of the charter, which has the usual form and involves the name, location, place of business, officers, and gives fully the object of the organization. The charter is thoroughly infused with the altruistic idea of the school and is so constructed as to make the school a public benefit and to insure its future career of great usefulness.

Read the following statement from Mr. Hubert Meredith, graduate of the Law School:



"It is, indeed, gratifying to be permitted to speak a word for the Southern Normal School. So far as I know, no other law school offers such excellent opportunities for so little money. The members of the faculty, in arranging the course of study, have

dealt with the practical as well as theoretical. In their teaching they are thorough, painstaking and practical. The Dean, Hon. John B. Rhodes, is a true Christian gentleman, an excellent lawyer, and an ideal teacher. Whoever may chance to breathe the inspiring atmosphere of his class-room will be filled with fresh zeal, lofty ideals and nobility of purpose.

A FEW WORDS FROM A FORMER LAW STUDENT.

Rush, Ky., Sept. 5, 1904.

After spending two years in the Law School of Bowling Green, Ky, and finishing the course of study, with pleasure do I add my name to the list of students who indorse the splendid work that is being done. The faculty is strong and the work thorough and interesting. I heartily recommend this school to any one desiring to take a course in law. Very truly yours, A. L. WATSON.

The following statement is from Mr. Watt M. Pritchard, a Junior Law Student:

"It gives me pleasure to praise the work that is being done by the law school of your great institution of learning. Your law faculty is an able one in every particular. Each member offers thorough instruction and is painstaking and enthusiastic in his labors. They are not only learned in the law, but they possess the power necessary to be able to impart their information to others. I assure you that your law students appreciate the many advantages you offer them, and that they will, at all times, use their influence in aiding the work that is being done. It is my purpose to be with you again in the spring. I am doing everything I can to bring a good delegation of students with me."

LAW DEPARTMENT OF THE SOUTHERN NORMAL SCHOOL

Offers Unequalled Opportunities To Persons Desiring a Legal Education.

The Teaching is Done By Experienced Practitioners.

Rates Are Low and Facilities Equal to the Best.

MOOT COURTS A SPECIAL FEATURE.

Standing of the Law Department of the Southern Normal School.

We offer no apology for emphasizing the claims of this department, nor for urging you to attend. Five year's experience with this department enables us to speak with confidence. "Nothing succeeds like success." Our graduates have been universally successful. Notwithstanding the fact that many of the graduates have gone out without a single financial resource, and others more or less in debt, there is not a record of a single failure among them. They have been able to maintain themselves from the start, and many are accumulating money. Again, others by reason of their fearless honesty and unquestioned ability are holding responsible official positions. All these things are matters of congratulation to the students in general, and to ourselves in particular.

Faculty.

The faculty are all men of learning, ability, and experience. They are not only qualified, but they know how to impart their information to others in an interesting and original way. Each member of the Law Faculty is deeply interested in the work and success of the Law School and is anxious to contribute in any way in his power to its work.

The Course of Study.

The course of study embraces a period of two years of six months each. The next regular term begins January 17, 1905. Both the Junior and Senior classes meet each school day. Persons desiring to do so can enter at this time and complete one-half of the course of study during the term of six months and may return the next year and complete the work. Those who have already completed one-half of the course or its equivalent can enter and complete the course of study within the term of six months. The regular Commencement Exercises of the Law School will take place at the expiration of the regular six months' term. A distinguished statesman will address the graduating class, and regular formal graduating exercises will be conducted by the school and the graduates.

Law Library.

We have just given an order for many new books and other references suitable for a Law Library. It is our purpose to furnish all students the free use of a splendid legal library. Great care is being used in the purchase of these books in order to give the student an opportunity to secure references on any subject that may come up in the course of study prescribed by the institution. This Law Library is offered free to all students of the Law School.

Faculty.

Hon. John B. Rhodes, A. M. B. L., Dean.

(Graduate of the University of Virginia, 1891.)

Judge Clarence U. McElroy.

J. McKenzie Moss, Professor of Law.

Hon. Lewis McQuown.

H. H. Denhardt, Professor of Law.

J. R. Alexander, Professor of Law.

Course of Study.

Junior Class—Term Six Months.

1. Domestic Relations, Personal Property, Wills and Administration.
2. Crimes and Criminals, Procedure and Sales.
3. Agency, Master and Servant, Bailments and Carriers, Partnerships.
4. Contracts.
5. Constitutional Law.

Common Law and Codes of Practice.

8. Federal Procedure.
9. Professional Ethics.

Text Books.

The text books employed will be Clark on Contracts, Black on Constitutional Law, Hale on Torts, Fetter on Equity, Hopkins on Real Property, Norton on Bills and Notes, Greenleaf on Evidence, Vance on Insurance, Tiffany on Sales.

The text books for the whole course, therefore, will not cost over \$25.00. Any book may be rented of the President at a reasonable fee.

Moot Court.

At the opening of the January term there will be organized a Moot Court,



GROUPS OF LAW STUDENTS.

6. Torts.
 7. Evidence.
 8. Personal Injuries by Corporations.
- Senior Class—Term Six Months.
1. Equity.
 2. Private Corporations.
 3. Banks, Banking and Municipal Corporations.
 4. Life, Fire, Marine and Guarantee Insurance.
 5. Real Property.
 6. Bills and Notes.
 7. Pleading and Practice under

similar to the legal tribunals of the country. This court will be presided over by one of the law teachers; while the students of the department will perform the duties of the various officers, act as counsel, etc.

This court will be a permanent organization, holding weekly sessions. Here the student will become familiar with the practice of law. Actual cases will be selected for trial, and pushed from the beginning to final judgment.

Great emphasis will be placed upon

Mr. Charles Hannah graduated in our Law School during the summer of 1904. We take the following extract from a recent letter received from Mr. Hannah:

"I desire to express to the Law Faculty, as well as to you, personally, my appreciation for the advantages offered, as well as the course of training received, while I attended the school. The Law School merits every word of praise that is being spoken by its many loyal students. The faculty is composed of men who are justly credited with being among Kentucky's

most able practitioners. They spare no pains whatever in giving the student every attention and advantage that could possibly promote his welfare. The Moot Court, which is conducted in con-

nection with the Law School is one of the most interesting and instructive features of the course."

THE AUTHOR OF THE SCHOOL BILL.

This is a splendid photograph of Mr. T. E. Butler, of Livingston county, Ky. He entered our school and completed the Law Course. During the recent elections he made the race for County Attorney and was nominated. Mr. Butler was also a member of the last Legislature and is author of the bill which extended the school term from five to six months. No young lawyer in the State of Kentucky has a brighter future before him than Mr. Butler. We congratulate him upon the great success he has achieved.



on the Moot Court practice. We appreciate the difficulties in the way of the law student, and understand how helpless he may be with nothing more than a knowledge of legal principles. We propose to give him not only a knowledge of the law, but make him thoroughly familiar with the practice. What Is Offered Free To All Law Students.

The law students are entitled to any literary branch or branches taught in the Southern Normal School; to membership in the Literary Societies; to free Vocal Music; to a special course in History and Literature, provided they desire it; to free drills in Parliamentary Law.

Free Membership To the House of Representatives.

It is the custom of the Southern Normal School and Bowling Green Business University to organize each year a Moot House of Representatives. This organization offers great opportunities to Law Students who desire practical work in debating and in the preparation of bills, resolutions, etc. It also offers an excellent opportunity to become a skilled parliamentarian and a good speaker.

Special Fall Term.

Many have written us desiring to enter upon the study of Law during the Fall, and, with this in view, we have arranged to give such persons an opportunity to begin the study of Law the first Tuesday in each September. Students entering at this time can complete the first term's work by the opening of the January term and then enter upon the Senior work and complete the same during the regular term which begins in January. This offers those students who desire to do so an opportunity to enter in September and by continuous work to complete the course of study during the approaching summer.

Tuition.

No Law School in the South offers as cheap a rate of tuition and board as the Law Department of the Southern Normal School and Bowling Green Business University. The regular tuition is \$30 for each term's work. This is payable in advance. If a student takes both the Junior and Senior courses during one term of six months, his tuition is \$40. A scholarship which entitles the holder to a full course in Law, if paid in advance, is \$50.

Board and Lodging.

No city in the South offers cheaper or better board than Bowling Green. Splendid board, everything furnished, can be secured for \$9 to \$11 per month.

A Plea For a Regular School Course of Law.

The popular idea that a young man who undertakes the study and practice of law can prepare himself as thoroughly and as economically by pursuing the study unaided is evidently erroneous. The requirements of the profession are not peculiar in this respect. A thorough school training is as necessary in the successful practice of law as it is in the successful practice of medicine. In no other profession does the young man meet with such sharp competition from the beginning. In any community he will meet lawyers with thoroughly disciplined and well-trained minds. These are the competitors with whom he is called upon to measure swords.

Even if the young aspirant has the aid and direction of an experienced attorney he will find that his progress will be exceedingly slow and irregular. No one will dispute the fact that many of our best lawyers never attended law school, and had no knowledge of law when they entered the office, but where one, thus handicapped, has succeeded, twenty have failed. The risk is too great for a young man to take while a more certain way is open to him. The quickest, surest and easiest way to success is through the law school.

The discipline resulting from thoroughly prepared lessons, and exhaustive discussions of fundamental legal principles; the experience and

self-confidence resulting from the Moot Court practice, are invaluable to the young lawyer.

Many aspiring young men, with commendable courage, enter the office of experienced lawyers hoping to acquire a sufficient knowledge of the law to take up the practice independently. A very large majority of these fail entirely. The few that succeed find the course exceedingly expensive.

The young man who meets with the largest success in this profession is the one who enters the work with the largest preparation, and is able to practice independently from the start.

A well ordered school of law can easily equip the ambitious and industrious young man for such a career.

A Good Opening In the Profession of Law.

Dean Swift once said that in his day every gentleman's son who was not good-looking enough for the army and not clever enough for the bar, was sent to the church. This remained true for centuries of time in England. When a young son of a lord displayed any peculiar talent or manifested any extraordinary ability, he was qualified to enter the legal profession. One of the reasons of this was the fact that the aristocracy avoided as far as possible entering the trades. In this country there has never been any prejudice against trade, but one of the fundamental principles of our government has been that all labor, whether manual or mental, is noble, provided it is honest.

The profession of law might at one time in England have been crowded and filled to overflowing, due to the fact as just stated but in this country, as a matter of fact, the profession of law has never been crowded, for we have had no aristocracy where talent was compelled to enter either the church or the profession of law. But genius in this country has entered the field of literature, merchandise, medicine, law, and indeed every avocation of life. All the other avocations of life in this country have drawn away young men of talent from the legal profession. The profession of law is not crowded. It is a mistake to say the market is glutted with lawyers. This country is in the most prosperous condition today that has ever been witnessed in all of its history. This means a large increase in the number of lawyers, for wherever there is business and prosperity there must be legal advisers to direct, to counsel, and, when men disagree, to interpret their contracts, and advise as to their rights. The great increase of business and commerce, the enlargement of trade, the numerous corporations springing up all over the land for purposes of trade and commerce, mean a large field for the activities of the lawyer. No young man need feel to-day that the profession is crowded. As a matter of fact, there is no equal opening in any other profession or avocation of life to-day. The emoluments may not be so large, but they are surer. Success may not be accompanied by the power and influence which wealth brings, but the profession stands to-day—where it has always stood—the equal if not the first of all.

The Law a Dignified Profession.

Edmund Burke, one of the greatest philosophers of all time, said that "The law is, in my opinion, one of the first and noblest of human sciences, one which does more to quicken and invigorate the understanding than all the other kinds of learning put together." History witnesses to the truth of this saying. This world has always been governed by lawyers. In history they have always taken the foremost places. In this land of ours, government fundamentally is divided into three departments, the executive, the judicial, and the legislative. The executive has nearly always been a lawyer. A majority of the legislatures of the land have nearly always been lawyers. And the third department of government is

exclusively set apart for the legal profession. Only lawyers can occupy the bench and pass upon the rights of men. It was a lawyer who wrote the Declaration of Independence. While the Constitutional Convention which gave to us that great instrument which Gladstone said was the greatest thing ever struck off at a single time by the hand of man, was presided over by a soldier, yet a majority of its members and the leading spirits in its deliberations were lawyers. Whenever any great reform has been instituted, whenever any great movement has needed a leader, the legal profession, as a rule, is the one to be drawn upon. All this shows the largeness of the field open to young lawyers. Nothing is so powerful to stir his ambition and elevate his hopes, his ideals, as to think of what has been done by the men in his own calling in the history of his own country as well as the rest of the civilized world. He belongs to a profession which places high on its calendar the name of Webster, Clay, Calhoun, Choate, John Quincy Adams, John Marshall, Judge Story, and indeed space is too limited to recite the great names of those who have added luster to the wonderful history of the American republic. Not only in this land, but in others, the great names have been of lawyers. Gambetta in France and

Latin when he comes across it, but a man may sway juries, command the attention of judges, measure favorably in great affairs, or be a leader in any senate of the country with nothing of the scholarly about him. I say this not to make light of the good of going to college, but by way of encouragement to those who doubt whether their inability to go there does not take away hope of success in the law. I have had letters from young men beset with this doubt and always have told them IT IS NO CAUSE FOR DISPAIR. If a man misses a university education, it may be made up to him in part by the way he studies law in this country, for that also is different from the English way. I think all the lawyers I know hereabouts have agreed that the place for a young man to study law is a law school, not a lawyer's office."

The Value of the Law School.

These last statements of Mr. Justice Holmes bring up the question which is sometimes discussed as to the relative benefits of going to a Law School and studying law in a lawyer's office. I therefore, as he is high authority, may continue the quotation from Judge Holmes. "We have a great many law schools in the United States in which a great many able and more or less distinguished men are teachers. I will mention

The Rewards of a Legal Profession.

One thing about the legal profession is that they do not work for money alone but they labor for the cause of their clients, to establish justice, to undo wrong, to establish the rights of those who have been defrauded or oppressed. Still whatever rewards of this character he may gain—and they may be precious ones—there are others and pecuniary returns for the service that may be rendered. Many of our lawyers in the larger cities are very rich men. The frequency of a fee of \$25,000 to \$100,000 is now getting to be no common thing. Many instances might be cited in recent years where such fees have been earned and collected. But these are extraordinary cases. It may be said, however, that the ordinary lawyer, after a few years of waiting must earn a moderate income that will enable him to live in a manner suitable to the dignity of the profession he follows. It may be that by some rare stroke of fortune he may earn a large fee, as Judge Paxton did. Rudyard Kipling is said to have been paid \$100 for seven words—the largest fee ever secured in literature. Judge Paxton received \$4,780 for four words. He it was who coined the phrase often now seen at railroad crossings, "Stop, Look, and Listen". For this he received the munificent sum above set down.

LAW STUDENTS.

Office of Carl Henderson, Attorney-at-Law, Marion, Ky.

Mr. H. H. Cherry, Bowling Green, Ky.

My Dear Sir:

After being away from your school for some time, it gives me a very great pleasure to say that I have not forgotten you or the Southern Normal School. I shall always have a pleasant recollection of the happy and useful days spent in your school. I do not believe there is a school in the entire South that equals the Southern Normal School. I paid my tuition, but still I feel that I owe you and your school a debt, and shall always be glad to send you a student whenever an effort of mine will do so, and in this way perhaps I can partly pay the debt I owe. I feel that I am still your student, and whenever I can be of service to you, command.

Your friend,
CARL HENDERSON.

Mr. Leo St. Cyr graduated in our School of Law in the summer of 1904. He first entered our institution and pursued a Literary Course of training and then took up the study of Law. He was a faithful student and never failed to bring his work up in the best shape. We have been hearing many favorable reports concerning his work in Opelousas, La. He is practicing law and has already gained for himself the reputation of being an earnest, qualified, deserving young lawyer, and he merits the confidence he enjoys.

Mr. D. Duell Higginson is a Junior member of our law course. He will be with us after the holidays and will complete the course next summer. We give below an extract from a letter received from him:

"As you know, I too, the Junior Law Course in your school last year. I was delighted with the training received and give it my unqualified endorsement. It is my intention to be with you again, and I am going to do what I can to bring a number of my friends with me."

This is an excellent picture of Hon. H. H. Smith, who attended our school several years ago, and who is now one of the leading attorneys of Hindman, Ky. Mr. Smith was a faithful student in our Law School, and the institution knew he would succeed in his chosen profession. He is now Master Commissioner of Knott Circuit Court, and an elder member of the firm of Smith & Combs, attorneys. We have just received an excellent letter from Mr. Smith, expressing his interest in the school, and his intention to, some day in the near future, visit his Alma Mater.

Mr. Cam Howard is a graduate of our Law School. He is thoroughly interested in his chosen profession and intends to take up the active practice of law after a few more months. He, like other graduates of the Law School, is much interested in the work done in this department. He says:

"I shall have much pleasure in doing anything in my power for your school. Do not hesitate to call on me. A number of my friends are arranging to be with you after Christmas."

This is an excellent photograph of Mr. H. T. Church, of Tennessee, who is a junior member of our Law School. It is his purpose to enter again after the Christmas holidays and complete his work. In a recent letter he says:

"I am certain that a number of my friends will enter your school. I shall be with you and am going to do all I can for you."



ONE OF THE LAW CLASSES

Gladstone in England are but examples of this truth.

Requisites of Entering the Profession.

In the foundation I would put a love of the profession and common sense as the greatest requisites for success at the bar. What are the mental qualities to be desired? I say again, clear-headed common sense. Of course, imagination, humor, the ability to talk have their proper value, which I am not endeavoring to minimize. But this is a practical business age and the taste of this age is not for florid declamation but for clear, terse, pointed, and practical speech. Common sense and clear-headedness must be the foundation, and upon these may safely be reared a superstructure where imagination and eloquence may fitly play their part. How much education, it is frequently asked, must a man have before he enters the legal profession. I cannot do better than to quote upon this question what has been wisely said by Mr. Justice Oliver Wendell Holmes, now upon the bench of the United States Supreme Court. "A certain amount of education a man must have who constantly uses books. It will save him trouble if he understands an occasional scrap of

that of Cambridge, not by way of invidious comparison, but as the one I know best. If a man can afford to stay there for two or three years, he would not regret a month of it when he comes to practice. After the Law School, spend six months in a good office to see how things are done and also to get a little of the usual law student's conceit rubbed off, and then begin. Practice at least in Massachusetts is easily understood. The need of the time is not to learn the routine of the clerk's office or what a writ looks like, but to master the principles and not details of the great body of the law. This is done far better in a law school in the midst of a catching enthusiasm and the companionship and intellectual excitement which are found in the law school than it can be in the listless solitude of an office." Indeed the large number of law schools in this country are witnesses to the fact that the lawyers of the future will have been trained under chosen men with some special attainment who are the professors in our law schools, and no young man of the present day who has any ability or energy can say that he has not been offered an opportunity of acquiring a legal education.

Whether lawyers get rich or not, the rewards of his profession are sufficient to enable him to enjoy all the material comforts of life. Henry Clay said that lawyers are men who work hard, live well, and die poor. One thing is sure, if they work hard, success must come to them. They will in most instances be able not as Clay said die poor, but to leave behind them enough to keep their families from want. The lawyer, however, must always remember that he is not only contending for his fee, but that he is fighting above all for the interests of his clients, for indeed there are greater considerations than either of these—the interests of truth and honor—and he must never forget, as it has been well said, his weapon in the battle must always be the sword of the soldier and never the dagger of the assassin.

Special Lectures.

The school has arranged for a special course of lectures to be given to the students of the Law School. The reader will observe that these subjects have been selected with reference to the special demands of a thorough course of training in law.

The Southern Educator.

PUBLISHED QUARTERLY AT BOWLING GREEN, KY., BY
Southern Normal School

and

Bowling Green Business University,
An Incorporated Institution of Learning.

H. H. CHERRY, Editor.

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EDITORIAL.

EDUCATION THE ROAD TO CIVIC POWER.

THE soul is the Government's richest asset. Great men are made from the material of the soul, and great governments and just laws spring from noble men. The road that leads to power runs through the mind, the heart and the body of the child. All Governmental leaks begin in the soul. Every low ideal, selfish thought, defective judgment, and unstable will of the human mind, is a leak. Every mind that is enslaved by the appetites, that moves in disorder, and that thinks inaccurately, is an expense and a cause of friction in the machinery of government. The making of a strong selfhood and an unselfish citizen depends upon the nature of the laws or concepts enacted in the soul, and a wise government will employ the economy offered through a complete training and development of the citizen. The dollar appropriated and used in the interest of a righteous citizenship is an investment that closes Governmental leaks and increases spiritual power and material wealth in the Government of the people. Education in its broadest meaning is the oculist; the soul is the eye; and any Government that fails to employ the oculist invites blindness and ruin. "Books, schools, education, are the scaffolding by the means of which God builds up the human soul." The bulwark of American liberty is spiritual thought. The Government's richest gold mine is the human mind.

GOVERNMENTAL REPRESSIVENESS.

A good government seeks to govern less by aiding the citizen to govern himself more. If men would only cease to build prisons within themselves, governments would be less repressive, and we should have but little, if any, use for jails, penitentiaries, and criminal statutes. But as long as men fail to rule themselves, we must have laws to repress crime and prisons for criminals. As we control ourselves and advance toward a higher civilization, public schools, colleges, universities, churches, libraries, and other character-making institutions will grow more numerous and their work will become more effective. At the same time saloons, jails, penitentiaries, and criminals will diminish in number, and much of the money that is now used to repress the undisciplined spirit of men will be invested for a symmetrical and universal education of the citizen. The reader must not conclude, however, that the government and law are for the good only. They are for both good and bad men. If all the people who constitute the government were noble men, we would still need a government through which to administer the general welfare.

To Former Students—A Special Request.

We most respectfully request every student who has attended our institution and who receives a copy of this paper, to kindly acknowledge same. We are making an effort to send every former student a copy. Have you received one? Be sure to tell us when you write, what you are doing and something about your future plans. YOU WILL ALSO CONFER A VERY GREAT FAVOR ON US, IF YOU WILL GIVE FULL INFORMATION CONCERNING ANY PROSPECTIVE STUDENTS YOU MAY KNOW. Give us their names and addresses together with the courses they will take, and tell us what to do and how to do in order to secure their patronage, and, thereby, double the attendance from your community. We shall greatly appreciate a letter from you. Address,
H. H. CHERRY, Bowling Green, Ky.

A Word to Former Students.

We receive hundreds of letters from prospective students in every part of the country saying that our institution had been recommended by a former student of ours. Many of these letters do not even give the names of the former students. Others frequently give the names of the persons who have recommended the institution. We have also received many letters introducing students who came to us to enter school. We regret we are not in a position to personally thank you. We take this means of telling you that we are profoundly grateful for your loyalty and love and for the great interest you manifest in our school and its success. We shall do our utmost at all times to merit your confidence.

SOME DEFINITIONS IN GRAMMAR.

By Prof. J. M. Williams.

Definitions must be useful. They must be taught for a purpose other than the mere fact of their having a place in the book that happens to be used as a text. In order to be useful, definitions must be accurate. An inaccurate definition is not only useless, but is a positive hindrance to the student who learns it.

It is really surprising to note how many absolutely wrong definitions have found lodgment in our text books.

A few examples will serve to make clear our meaning:

1. "A regular verb," says one widely used text-book in English Grammar, "is one that forms its past tense and perfect participle by adding d or ed to the present." The author of that text places hear, the only verb in the English language that forms its past tense and perfect participle by the addition of d to the present, in the list of irregular verbs. He evidently did not believe that consistency is a jewel.

2. It is not uncommon to find authors who define a verb as a word that asserts action, being or state, and then proceed to classify infinitives and participles as verbs. On the other hand it is not uncommon to find authors who say a verb is a word

that expresses action, being or state, classifying infinitives and participles as separate parts of speech. Since the infinitive or participle always expresses action, being or state; why are they not called verbs, if a verb is a word that expresses action, being or state?

3. Many authors say comparison of an adjective is a variation of the adjective to express different degrees of quality. They call such expressions as more lovely, and most beautiful compared forms of the adjectives lovely and beautiful in spite of the fact that the adjectives are not changed in form at all.

4. It is not uncommon to find teachers and text-books defining an adjective as a word used to describe or limit a noun or pronoun. Such teachers and the authors of such books would, doubtless, find much fault with a child who persisted in parsing such words as John's, in the sentence John's book was lost, as an adjective. Yet the child is perfectly logical. He was taught that a word used to describe or limit a noun is an adjective. John's undoubtedly limits book. Therefore, according to the definition, is certainly an adjective. Had the child been taught that

something" he could make no error in either thought or parsing.

It is little wonder that the average child dislikes Grammar when so carelessly taught.

The Almighty very wisely so arranged matters that the child will dislike and refuse what is not good for him. As long as there is such careless teaching it is certainly well for the child to rebel against receiving the instruction. In so doing he builds better than he knows.

SOME HINTS ON TEACHING ARITHMETIC.

By Prof. J. M. Williams.

A greater pedagogical truth was never uttered than this: "Whatever knowledge is taught a child should be so taught that the act of acquiring it shall be of greater value than the knowledge itself." Another equally important principle is this: Correct expression is essential to correct thinking.

With these principles continually before him, the true teacher will fix upon his pupil the habit of correct expression, both oral and written. Too frequently in our school rooms the matter of expression is lost sight of in all the recitations save, perhaps,

rate, concise statement. In no branch is there greater opportunity for neatness in written work.

The old adage that whatever is worth doing is worth doing well, is particularly applicable to the teaching of Arithmetic.

We append a number of solutions prepared by students of our classes to illustrate our meaning. The work is such as our pupils take pleasure in presenting daily. Instead of looking upon such requirements as tasks, they enter upon them with a hearty zeal, each striving daily to remedy yesterday's defects and approach a step nearer ideal perfection.

Equally good solutions were prepared by John Hayden, Hugh Carr, Burney Buchanan, A. Trahan, C. F. Zimmerman, Florence MaGee, Roxana Gilmore, Exie Grider, Octavia Salter, Lula Schafer, L. L. Wood Paul Gaithe, Maggie Smith, Ollie Shewmaker, Elvin Kirkwood, A. Duplichin, Minor C. Davis, Alice Graham, C. W. Morehead, C. C. McNeel, Clarence Hinton, Leoua Stephenson, J. Casebeer.

Reduce 3 bushels, 2 pecks, 5 quarts and 1 pint to pints. One bushel equals 4 pecks; 3 bushels equal 3 times 4 pecks, equal 12 pecks; 12 pecks plus 2 pecks equal 14 pecks; 1 peck equals 8 quarts; 14 pecks equal 14 times 8 quarts, equal 112 quarts; 112 quarts plus five quarts equal 117 quarts; 1 quart equals 2 pints; 117 quarts equal 117 times 2 pints equal 234 pints. 234 pints plus 1 pint equal 235 pints. Three bushels, 2 pecks, five quarts, and 1 pint equal 235 pints.

J. H. FENWICK, Jr.,
Bowling Green, Ky.

Reduce 324 pints to bushels. One pint equals one-half quart; 324 pints equal 324 times one-half quart equal 162 quarts; 1 quart equals one-eighth peck; 162 quarts equal 162 times one-eighth peck equals twenty and one-fourth peck; 1 peck equals one-fourth bushel; twenty and one-fourth pecks equal twenty and one-fourth times one-fourth bushel equal five and one-sixteenth bushels. Three hundred and twenty-four pecks equal five and one-sixteenth bushels.

LULA SCHAFFER.

Find eight per cent. of 256 cords of wood. Let 100 per cent. equal 256 cords of wood; one per cent. equals 1-100 times 256 cords equal 256-100; 8 per cent. equals 8 times 256-100 cords equal 20.48 cords. Eight per cent. of 256 cords of wood is 20.48 cords.

Six per cent. of a man's flock of sheep are 15; how many sheep has he? Let 100 per cent. equal number of sheep; 6 per cent. of my flock equals 15 sheep; 1 per cent. equals 1-6 of 15 sheep equals two and one-third sheep; 100 per cent. equals 100 plus two and one-third sheep equals 233 1-3 sheep. If six per cent. equals fifteen sheep, one hundred per cent. equals two hundred and thirty three and one-third sheep.

WILLIE MAUPIN.

Eighty acres are what per cent. of two hundred and fifty acres? Let 250 acres equal 100 per cent.; 1 acre equals 1-250 of 100 per cent. equals 2-5 per cent.; 80 acres equals 80 times 2-5 per cent. which equals 32 per cent. Eighty acres equal 32 per cent. of 250 acres.

GARLAND KING.



CAPT. C. J. VANMETER.

On the site occupied by the main college building, Capt. C. J. Vanmeter was born. To commemorate this event, as well as in grateful recognition of his generous aid extended to these institutions and kindly interest manifested in them, the Board of Directors of the Southern Educational Building Company, have named the main building, including the Chapel, "Vanmeter Hall." The Southern Normal School and Business University, as a testimonial of their appreciation of the sterling worth of Capt. Vanmeter as a citizen and friend to these institutions, elected him Chancellor.

an adjective is a word used solely to modify or limit a substantive, John's would have been promptly called a noun. The child was in no way to blame for the error. The teacher and the book were responsible for that.

5. Another common error found in many text-books and in the teaching of hundreds of teachers is this: A transitive verb is one that requires an object to complete its meaning. The average child who has learned this definition will very promptly call was punished in the sentence, The boy was punished by his teacher, an intransitive verb, because it does not have an object. Were he taught that a transitive verb is one "That shows that something does something to

in Grammar and composition. It is practice not precept that is most instrumental in fixing habits—good as well as bad.

The pupil who is trained in Arithmetic simply to get answers, ought to have the right to bring suit for damages on account of professional mal-treatment against the teacher.

The habits of correct expression, neatness and accuracy will serve the student every day he lives. Careless expression, uncouthness and inaccuracy will curse their possessor to the latest day of his life.

Nowhere is the habit of accuracy so easily taught as in Arithmetic. In no other branch do we find more abundant material for drill in accu-

A COLLEGE FOR TEACHERS.

Educational Advantages of the Highest Order Are Offered Persons Who Expect to Take County, State Certificate or State Diploma Courses

Our Students Universally Succeed in Securing the Best Certificate Schools.

LOW RATES OF BOARD AND TUITION.

The department for teachers is one of the largest in our school, and the work being done is important and far-reaching. The aim of this feature of the school is to elevate the teaching profession by elevating the standard of the teacher, and through the teacher, to reach the public school children of our country. The course is, therefore broad, and its effect upon the teacher and the profession is to strengthen and widen the scope of each. The demand made upon us for able teachers is far greater than we can fill. Liberal salaries are offered. The increasing patronage of this department and the growing demand for good teachers, have caused us to recast the course of study and to introduce a number of new and helpful features.

Besides the regular course of study, special attention is given to a course in Pedagogical Literature, Psychology, Teachers' Training, Methods and the Principles of Kindergarten Training. The student does not only study the theory, but is given actual practice in teaching classes.

COUNTY TEACHERS' COURSE.

Arranged for Twenty Weeks.

First Term—Ten Weeks.—Arithmetic, U. S. History, Civil Government, Grammar, Composition, Reading, Teachers' Training and Drills.

Second Term—Ten Weeks.—Arithmetic, Grammar, Physiology, Geography, Theory and Practice, Spelling, Reading and Drills.

STATE CERTIFICATE COURSE.

Those who have completed the County Teachers Course, or an equivalent course of study, may finish the State Certificate Course in five months. Graduates in this course seldom fail to pass the examination for a State Certificate. This permits the holder to teach for eight years in any county in the State without re-examination.

Course of Study.

First Term—Ten Weeks.—Higher Arithmetic, Algebra, Psychology, History of Literature, Debating, Teachers' Training and Drills.

Second Term—Ten Weeks.—Higher Arithmetic, Algebra, Psychology, History of Literature, Teachers' Training, Essays on Pedagogy and Debating.

TEACHERS' GRADUATE COURSE.

This is the finished course of the department for teachers. Any pupil completing it and passing the examination will be graduated from our school with the degree of Bachelor of Pedagogy. In addition to this, special efforts are made to secure for each graduate a good position. Any pupil who has finished a good common school course of study may finish this course in forty weeks.

Course of Study.

First Term—Ten Weeks.—Arithmetic, U. S. History, Civil Government, Grammar, Composition, Reading, Teachers' Training and Drills.

Second Term—Ten Weeks.—Higher Arithmetic, Grammar, Psychology, Geography, Teachers' Training, Spelling, Reading, and Drills.

Third Term—Ten Weeks.—Higher Arithmetic, Algebra, Psychology, and Methods, English Literature, Reading and Drills.

Fourth Term—Ten Weeks.—Higher Arithmetic, Algebra, Psychology and Methods, English Literature, Essays on Pedagogy, and Graduating Theses, Teachers' Graduating Exercises.

This course is well arranged, thorough and practical. Those who com-

plete it will receive their diplomas and degree of Bachelor of Pedagogy on the evening of the Teachers' Graduating Exercises.

Persons who have done much of the work may complete this course in five months.

STATE DIPLOMA COURSE.

This course includes all that is required in the State Certificate Course besides Elements of Physics and Beginning Latin. For any pupil who desires to take this course, an excellent opportunity is offered.

PREPARE AT HOME.

Any who are preparing to take the State Certificate, State Diploma or the Teachers' Graduate Course should write us for a printed outline of the Teachers' Course in Literature. This will enable them to do much of the work in Literature before entering and thereby save time and money.

DEMAND FOR TEACHERS.

The present demand for more and better teachers is constant and urgent. True, there is a demand for all grades, but the principal call is for better qualified teachers. The writer has visited nearly every county in Kentucky and has been repeatedly asked to aid in securing competent teachers for good schools. In nearly every county there is a manifest movement to secure longer terms of school and better pay for the qualified teachers, while the unanimous consensus is that "the unqualified teacher is dear at any price."

THOROUGH AND EFFICIENT.

The Teachers' courses have all been reorganized and recast with the idea of increasing their thoroughness and efficiency. The demand for thorough teachers who can do things is greater than the supply. The foundation work laid in the study of text is being done with care and with a view to their greater utility. Power is developed and knowledge acquired, so that the "examination" scarecrow is robbed of its terrors.

Not only is the subject matter thoroughly taught, but Teachers' Training Classes assemble daily for the discussion of the best pedagogical methods. The young teacher is led to apprehend the science of teaching, and to so assimilate the principles of education as to successfully use them. To this end members of the Teachers' Course are required to do actual teaching in the presence of the class and teacher.

No loose or careless work is permitted. Things are required to be done with accuracy and in order, and according to the most approved scientific methods. The recasting and improving the Teachers' Course is meeting with much approval from our best teachers.

DOES IT PAY?

So many capable young people hesitate to attend school because they fear it "will not pay." To say nothing of the greater consideration, that of mind and character development, it will pay a thousand-fold in dollars and cents. It is not generally advisable for young people to go in debt, yet many cases come to our notice annually, in which young women and men have borrowed the means for securing an education and have succeeded abundantly professionally and financially.

From the material side, the getting of an education is a process of intelligently investing money and ener-

gy. The age demands an educated service, and he who wishes to succeed must equip himself.

PRIMARY KINDERGARTEN.

One of the most healthful signs of improvement in our educational system is the increasing demand for high-grade Primary Teachers. They are receiving in many communities better salaries than teachers of intermediate and higher grades. This is a just recognition of the fact that the most scientific teacher should be those of the primary and kindergarten schools.

To meet the demand for this grade of teachers special attention is given to primary and kindergarten methods of teaching. Teachers are carefully trained in the theory and practice of the natural development of mind as outlined by Froebel and other great thinkers in this field. Much apparatus and many appliances of the most modern sort are used to impress the lessons learned and the young teacher is trained to use them.

SEEING THINGS OUT OF DOORS.

Nature Study is receiving much deserved attention in all progressive primary schools. Members of the Teachers' Training Class do not study books only on "Nature Study" but study nature and life in all their interest and beauty, first hand, out of doors. Frequent walks are taken, specimens gathered and lessons learned direct from Mother Nature. In this connection the natural object is used in every possible way to instruct the teacher how to best quicken the child's interest and to develop mind and character.

Not only is the teacher better equipped for the work of his profession, but his life is sweetened, enriched and enlarged by this course of study.

TEACHERS' COURSE

IN LITERATURE.

This is a pleasing and helpful feature of the Teacher's Course. Besides the usual study of the History of English Literature and English Authors, a regular prescribed course of reading especially suited to the teachers' profession is carried through the year. This is not confined to pedagogical and educational works, but Classic Authors in science, history and fiction are read and analyzed.

Any one desiring to take any of the Teachers Courses should write us for a printed outline of the teachers' course of reading.

POSITIONS FOR TEACHERS.

Many inquiries, personally and by letters, are made of us concerning positions, vacancies for teachers, etc. To all of these we reply: There are more good positions and a greater demand for competent teachers than can be filled. This is especially true now. We do not "guarantee positions" to all but we do secure positions for every competent and worthy student who completes a course with us. Most of our graduates secure positions even before the day of their graduation.

WE WILL NEED

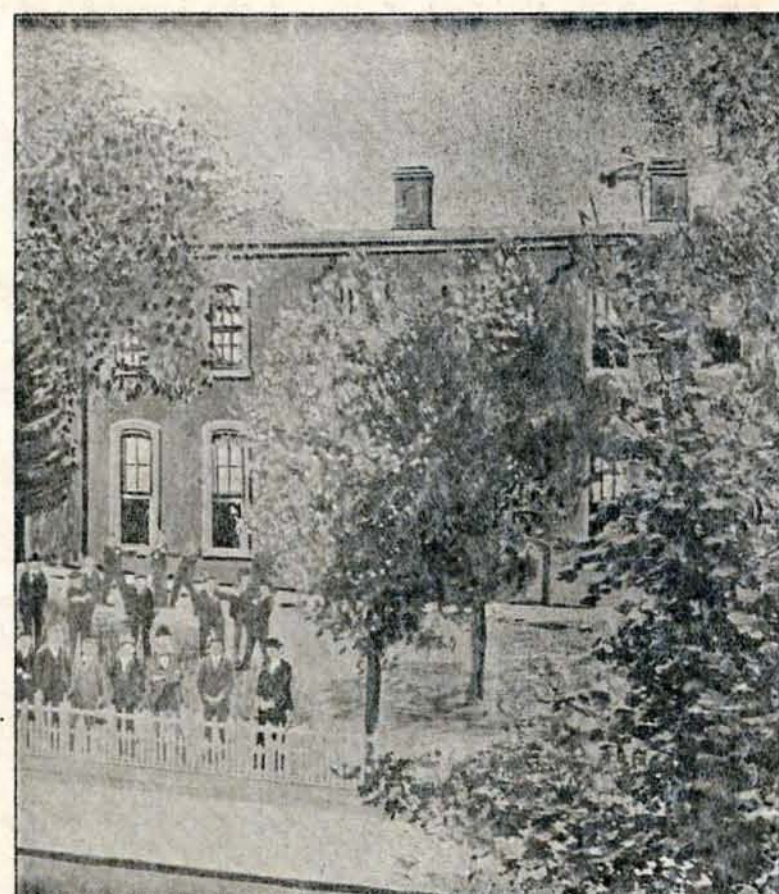
ONE HUNDRED TEACHERS.

to take good positions at large salaries within ten months. Are you ready? Can you get ready in that time? Are you really in earnest? If so, we need you and can use you to satisfy one of the many demands made upon us.

Queries On Grammar.

If you have and queries to make on the subject of English Grammar, write to Prof. Williams, the teacher of Grammar in the Southern Normal School, and he will take pleasure in answering you through the columns of the Southern Educator, if the question is one of general interest. If you enclose a two-cent postage stamp he will send a reply to your query by mail.

THE PAST.



This picture of the school was made during the fall of 1891. We enrolled twenty-eight students the first five months, and seventy-eight during the entire scholastic year. The school occupied four rooms in the wing of the old College building, which is shown in the above picture. (From actual photograph.)



This picture contains about all the students in attendance during the spring of 1892. (From actual photograph.)



This picture was taken in the spring of 1893. It was necessary to use all of the former College building in order to accommodate the students. (From actual photograph.)



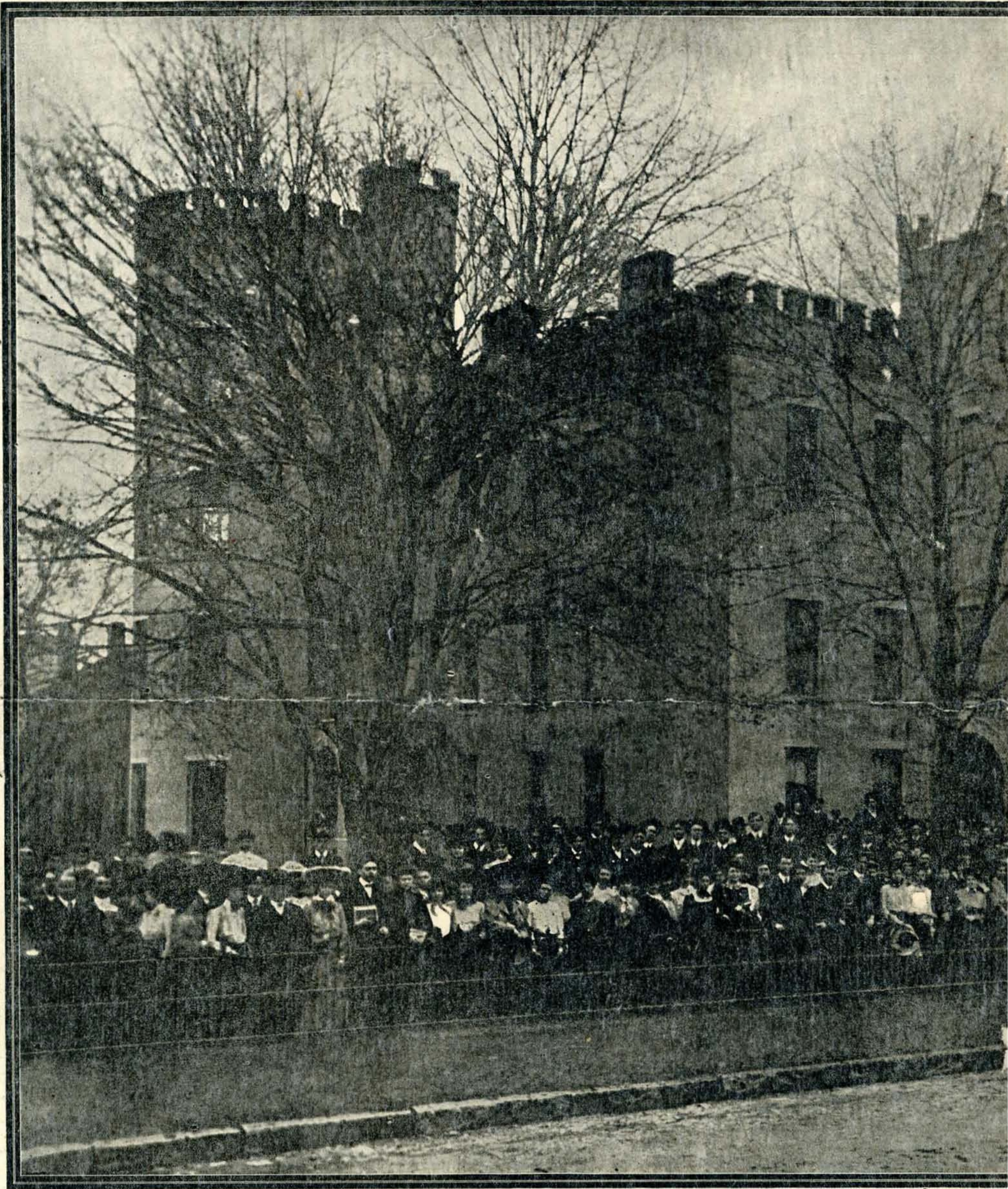
A Picture of the Building After the Fire.

The interior of the building was completely destroyed by fire on the night of November 16, 1899. All the school furniture, records and other school equipments and property were destroyed. The school opened next morning in rented rooms in the business part of the city. The school was successfully held together. Only two students left on account of the fire.



By 10 o'clock on the morning following the fire the institution had leased rooms in the second and third stories of the buildings shown in the above picture. These buildings are located in the business portion of the city. The institution was conducted in these rooms for about ten months and then opened its fall session in the handsome new building shown in the next division. (From actual photograph.)

Nov. 1904



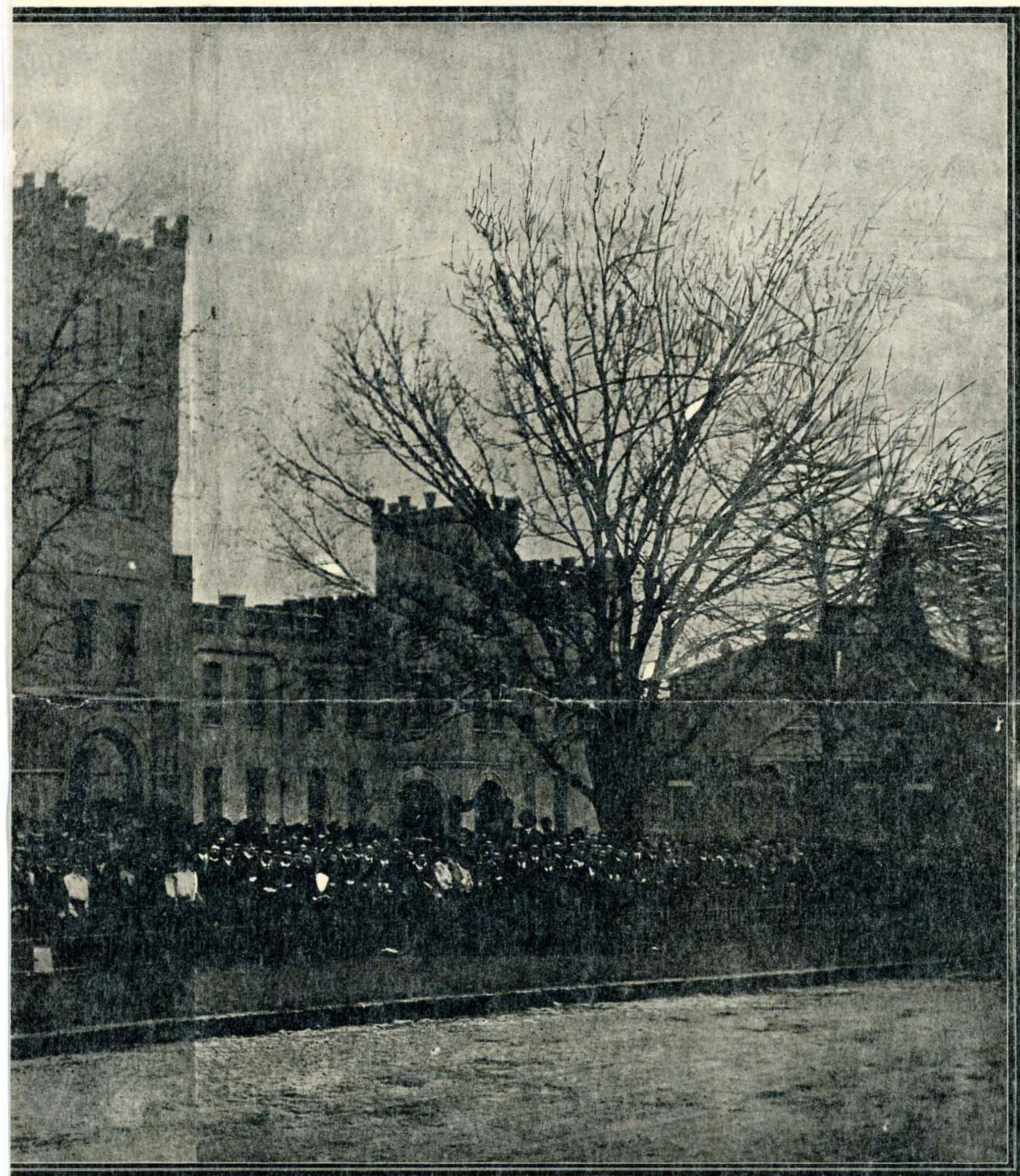
THIS HANDSOME BUILDING WAS COMPLETED IN 1901. CONSTRUCTION
The Schools Adjourned a few Minutes Friday Morning



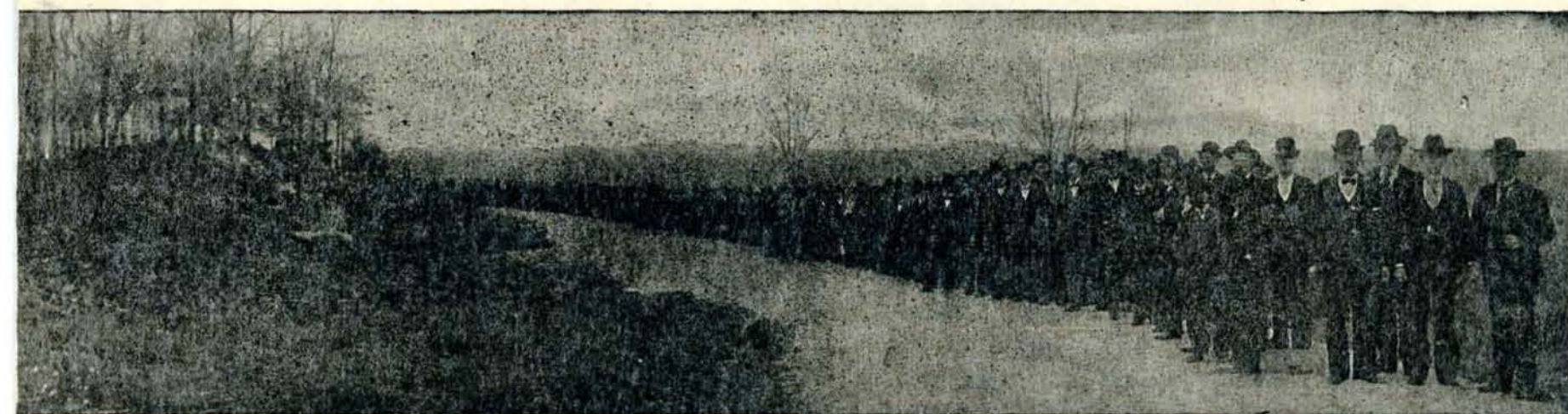
STUDENTS TAKING A WALK THROUGH

Bowling Green Business University....

PRESENT.



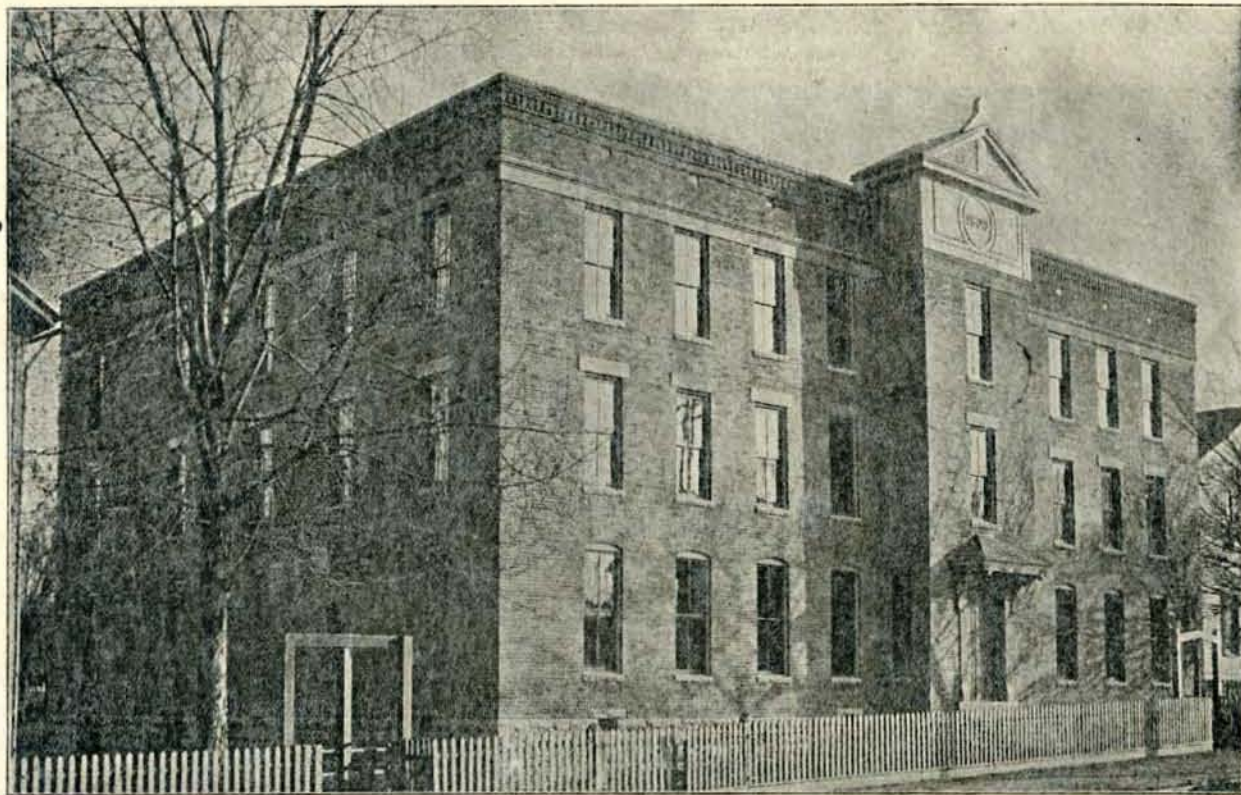
CONSTRUCTED BY THE SOUTHERN EDUCATIONAL BUILDING COMPANY.
March 25, 1904, to Have the Above Picture Taken.



RESERVOIR PARK, BOWLING GREEN, KY,

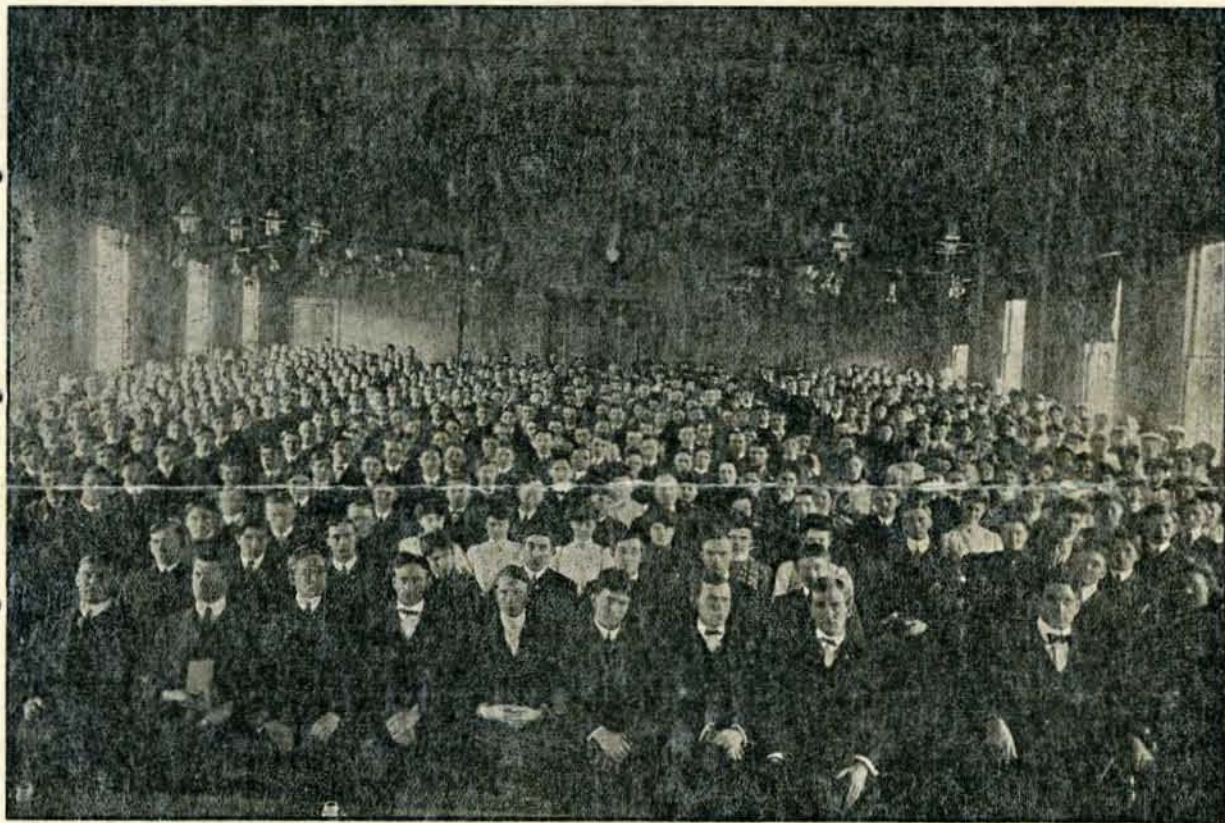


THE PRESENT, Continued.



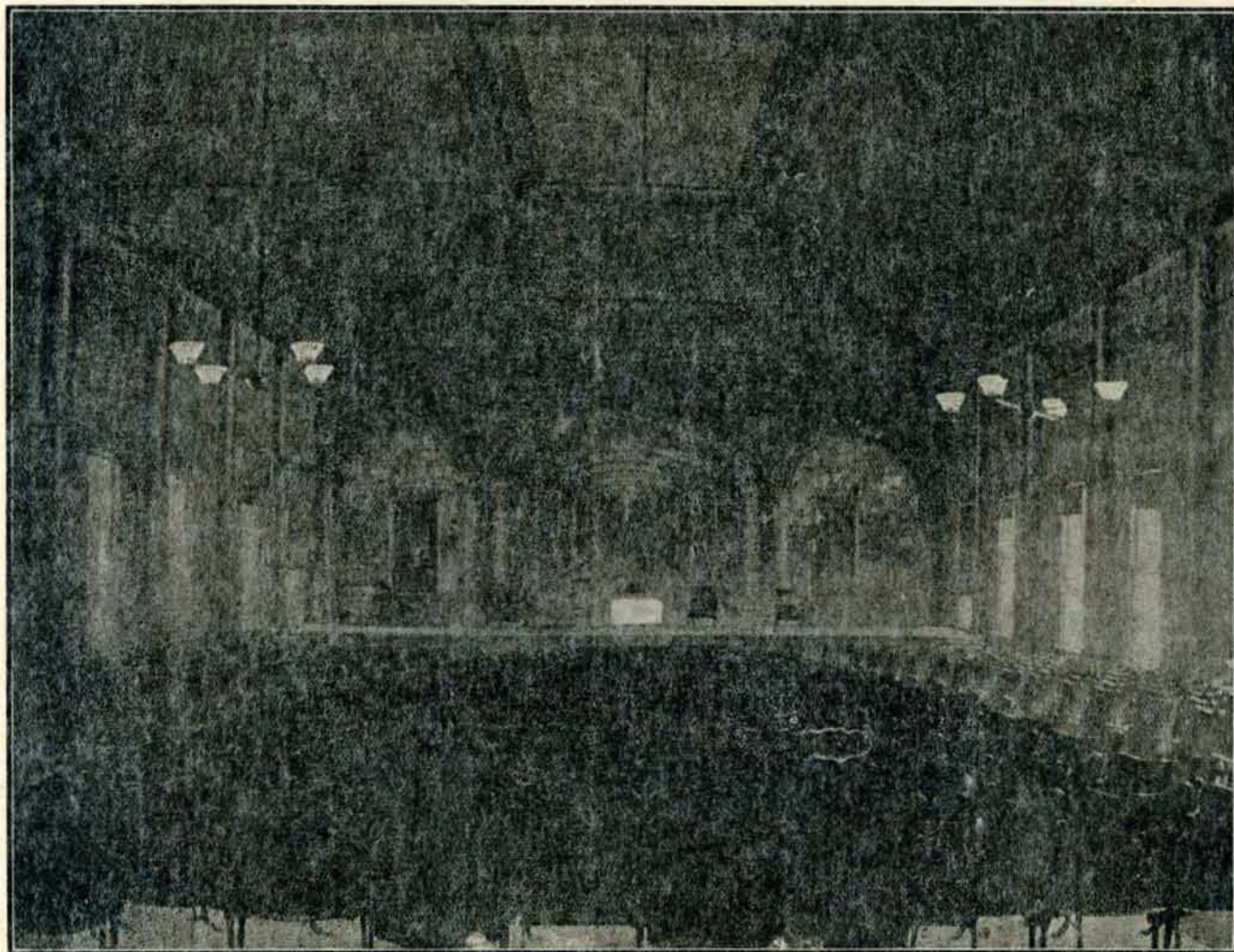
FRISBIE HALL.

This modern Students' Home was completed April 1, 1904. Hot and cold baths, steam heat, electric lights, elegant parlors, cultured and refined atmosphere and home-like environments, with Prof. and Mrs. J. L. Harman as host and hostess, make this an ideal place for young students, as well as older ones. Young students may be put under the personal care of Mr. and Mrs. Harman.



Students Assembled For Chapel Exercises, Vanmeter Hall.

The above picture was made from the stage at 9:15 a. m., Friday, March 25, 1904.



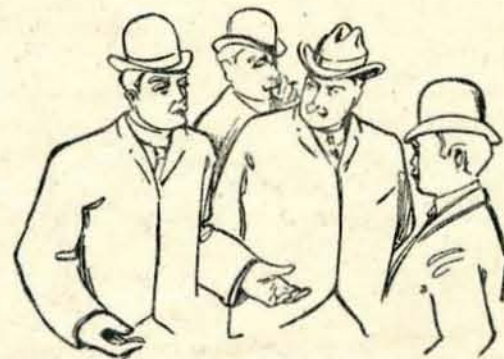
VANMETER HALL.

The College Auditorium—in which the daily devotional exercises are conducted—has been pronounced one of the most beautiful in the South. The acoustic properties of the room are well-nigh perfect. The hall is furnished with opera chairs of the latest design.

THE FUTURE.

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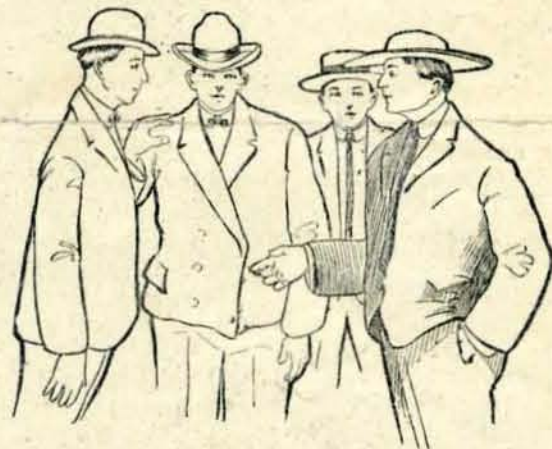
An appreciative public and a loyal student body are answering the question.



A public-spirited citizen, who believes in universal education and who labors to develop a righteous citizenship, tells his friends that every person should give financial aid to character-making institutions. He tells them that inspired thought is the natural aristocracy of a republic.



A committee of public-spirited citizens meet to discuss educational questions and devise ways and means for arousing educational enthusiasm and to provide for new buildings and equipments for the accommodation of an increasing attendance.



A former student tells his friends about the institution and very earnestly advises them to go to Bowling Green to enter school.



A student who has attended the school writes Pres. H. H. Cherry and sends the names and addresses of prospective students.



A zealous student, fired by an inspiration gained while attending school, tries to interest the indifferent and ignorant parent who does not believe in educating his bright sons and daughters. "He rings the rising bell in the soul."

Will It Pay to Study Shorthand?

By J. Lewie Harman, Supt. of Our School of Shorthand and Typewriting.

These long winter evenings many boys sit by country fires and dream of a day when they will be "knee deep" in the affairs of men. They read biographies or articles in the leading magazines about how men have gained a "toehold" in business or other pursuits. They see, at this particular season, the picture of the son's return to the heaped-up Thanksgiving table of his father, and catch from the picture the joy of the family and the neighborhood at the son's visit. He has been a year away in the city holding a place of responsibility among men of affairs. He is yet the same youthful boy with the same fondness for his home and friends of his boyhood days; yet, in appearance, he has matured, become more manly, wears better fitting clothes, maybe, and has an air of confidence that pleases. He does not belong to the few who are puffed up by their short career away from home and return to show their accomplishments. And the neighbors speak to each other about what prospects the boy has, and sometimes point him out to their own sons as an example of what a young man can do—is doing. In the picture, the boy who is in reverie, sees all these things, and more. There is small wonder that hopes and ambitions arise in him. He would not be an average American if they did not. He resolves to do, and retires encouraged. He has heard that "where there is a will," etc., and never questions the way. He dreams that very night of his father's indebtedness, or his own lack of money, or his inferior education, or one hundred other seeming hindrances which are the heritage of a majority of the boys who have character, industry and the possibilities of a strong manhood. He is unhappy and restless. No one knows of his anxiety. He goes to his daily duties and at night sees so little accomplished, and has small hope of realizing his desire. Am I telling any boy's experience? The shortage in money is overcome by economy, and, in the saving, he has acquired a habit that all successful men have and accumulated a sum large enough to encourage him. The things he considers inconveniences have given him the spirit of must, and this always wins. I must be better educated increases energy and thought. I must have money, checks spending and teaches value. He cannot at present take law or medicine or architecture or art or music, for these take more money than he has, and, besides, he wants to learn business—railroading, banking, merchandising—some form of it. He reasons, and rightly, too, that it will do no good to apply at some business office, for few offices have use for the boy who "can do almost anything." They want the one who can do one thing and do it well—better than the "common run." Some, perhaps, have gone to their nearest town or city and applied in vain until they felt that all the stories of success are false and that "there is a position for every man" a lie. This very day, hundreds—thousands—of boys are applying for places from door to door, in strange towns, with nothing to warrant a consideration but a strong body, a good character and each a letter or two of introduction from neighbors stating that they have a good home standing. Certainly they may have many of the lovely graces, but unless they are good at one thing, they may be given a job of rolling trucks—manly work and where many successful men started or go home discouraged.

Two boys of equal age, education, temperament, experience, strength of body and character enter the employment of a bank, store or railroad. One of the boys has had a systematic business training and this is the only difference. One goes to the office on a salary of from \$40 to \$75 a month. The other goes to the basement on an equality with cheap, common labor at a trifling salary. Mark you, they are equal except in commercial training. They begin to grow in the favor of the firm. They are promoted. The boy in the office knows the inside of everything—the sales, the purchases, plans and all. In fact, if he is a stenographer, "the brains of the President flow through his fingers daily." Five or ten years hence, when the basement boy will have reached the office, the stenographer will be an officer and will have forgotten stenography and be dictating to others. And he won this advantage over his friend by having invested \$150 and seven or eight months time in an honest commercial school. I do not claim that a shorthand course is a cure for all poverty nor the all in all in an education, but it does give young men and women a key to enter business and at the same time gives them a lucrative salary while they are winning promotion. It is a desirable occupation for life too. There are stenographers in the United States who are making as much as some of the leading lawyers. But I am leaving my young man of hopeful dreams without telling him how he may get this course.

Well, I can't tell him exactly, but can remind him that if he is making \$10.00 to \$20.00 per month, the usual amount paid those who are yet young enough to go to school, it will take a long time to save enough to put him through college. There are few times when it is best to encourage borrowing, but I venture here, and my opinion is that of many college men. If a boy has nerve and honesty and he has no money, he will do well to borrow enough to put him through school for it will take only a short time to repay it at a salary of \$60.00 or \$75.00 per month, the amount he will receive after finishing his course and it will take a long time at \$10.00 to \$20.00 per month, his earning power before entering a business college.

Fearing that this will sound like the abused "Before and after taking," I am going to give a few illustrations before I am through and shall make them as personal as is possible on paper.

My object is not to outline methods of instruction, because professionals only would be interested, but to inspire, to encourage. There be those who have the inspiration but lack the funds. Have we taught such as they and do they succeed?

Shall I let hundreds answer? Haven't the space and you wouldn't read what they say, but you boys who are hampered have not heard of

Robert Stone, Herbert Whitney and hundreds of others. Their stories are interesting though they did not ride a loose freight train down the mountain and stop it just as it was about to crash into the midnight express, or rescue the girl who had been captured by the Indians, or do any other daring deed which the heroes in stories do. They were just common, manly boys like many of you who read this—possessed no special gift of brain or inherited no comfortable sums of money.

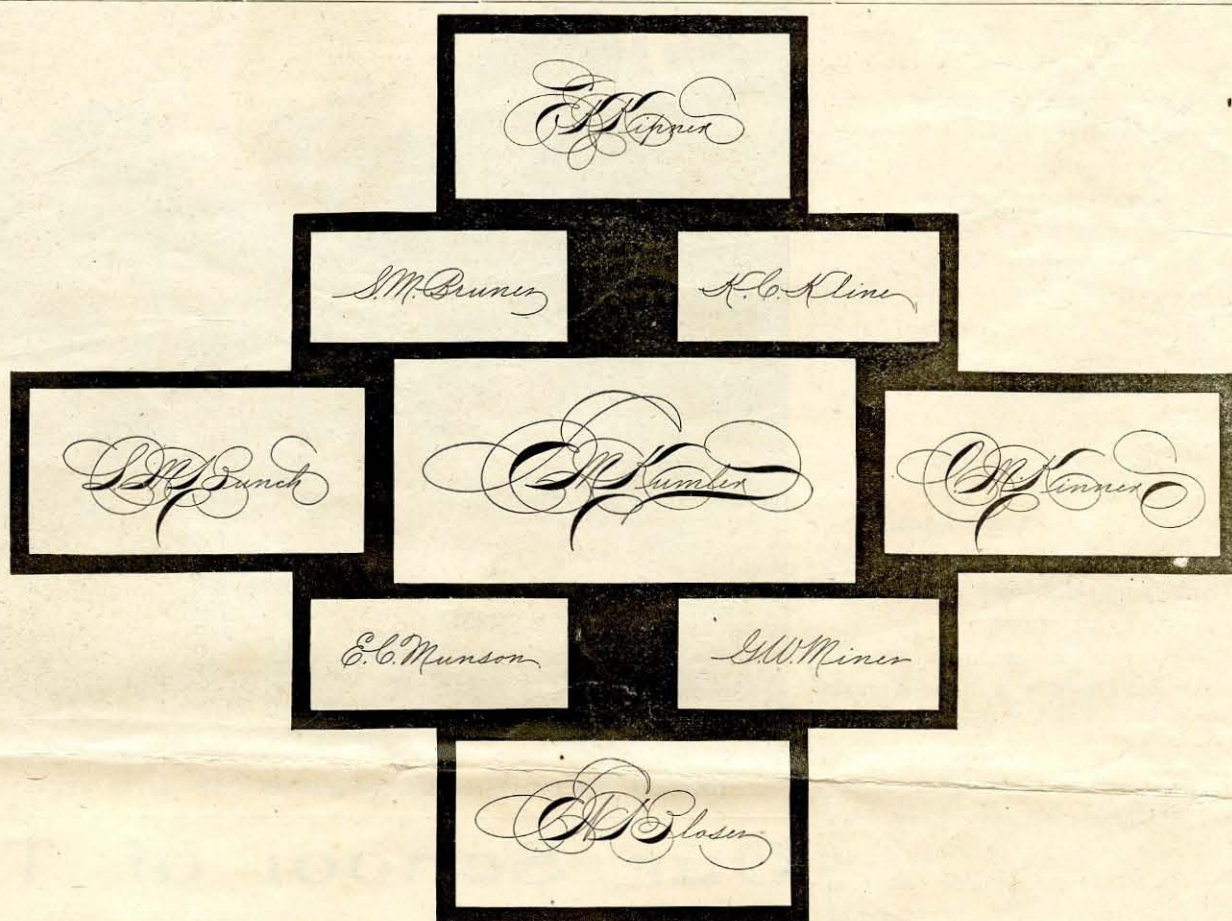
About two years ago a young man came to us from Western Kentucky. He was young—about seventeen—poor, badly crippled, uneducated, untidy and as timid as a child. His clothes fitted poorly. His only hat was a cheap one that had gotten wet and "gone to seed." He paid his tuition by ringing the college bell and

large, but these are mentioned because we know them well and they illustrate what a boy can do if he tries. Shorthand put them close up to the power that moves two great railway systems. No one will accuse us or the boys of thinking they have attained brilliant success, but they are self-sustaining and in line for better things.

Just a few years ago, the private secretary of United States Senator Platt, of New York, was a shorthand student in our college. The private secretary of ex-United States Senator William Lindsay, of Kentucky, now of New York, is one of our stenographic graduates. The official stenographer for the Tampa, Florida, district is making \$3,500 per year and he was one of our boys a short time ago. The secretary of one of the leading law firms of California, is one of our number. He makes at

ially the one, who was your secretary or stenographer, whom you sent me, and I feel it due her to say that she, Miss Watkins, from the beginning, two months just passed, has proven herself equal to the task, which she is doing. I say task because the character of work being turned out by her is very exacting, and it requires both skill and ability to do well. There are doubtless many fine stenographers for copy or dictation work, there are others for work demanding thought. I feared the result of my trial of any for this work and feel it due your school as well as my stenographer to say thus far her work has been very satisfactory. And I see no reason why she should not improve, as each day finds for her some novel proposition, and I trust and believe the work may improve her and enable her to gain promotion and deserved success. I shall say a good word for your school whenever opportunity presents itself.

Very respectfully,
G. E. SNELL.



EXECUTED BY PROF. J. R. B. NETT, PRINCIPAL OF OUR SPECIAL SCHOOL OF PENMANSHIP.

he thought it a disgrace to ring it one minute behind time. He had borrowed money enough to pay his board at a modest boarding home. It was a common thing for him to misspell thirty-six words out of fifty, but he never missed the same word the second time.

One day he limped up to the instructor's desk and said, sadly, "I never will learn anything. I misspelled six words to-day." The teacher replied, "And a few months ago you missed thirty six."

Smiling, he passed on. Now he is a stenographer and operator in one of the large L. and N. R. R. offices.

He has grown every way—in size, mind, dress and manners. His career is just beginning.

A short time ago, a young man worked as a hired man on a farm in a remote county of Kentucky. His salary was eight dollars per month, he was poorly educated, had a widowed mother and few people to encourage him to effort. The man for whom he worked made it possible for him to borrow money and he came to us, in appearance, an unpromising student. He worked to pay tuition. He soon went to a bank as stenographer and from there to an office of the I. C. R. R. Co., where he is a valued man. He now has a charming wife, is happy and prosperous.

Of such as these the number is

least \$2,000 per year. One of our graduates is secretary of a southern lawyer, who is attorney for twenty railroads.

Boys and girls are wondering if they can get a place after finishing a course. The following statement may answer. Stenographers we have educated the last four years have earned about \$750,000, enough to pay the president's salary for fifteen years or enough to pay salary of the United States Senators for one year.

And these were boys and girls who, just a few years ago had little or no earning capacity, and who dreamed and wished and planned as the boy whom we mentioned in the beginning. If these statements be true, does a stenographic course pay? Write to our graduates, from those who are railroad officials, bankers, lawyers, merchants, court reporters, down to those who took places a month or a week ago, and if your coming to us depends upon what they say, you will be here in a short time.

Read the Following Letter From Hon. G. E. Snell, Who Has Employed Miss Watkins, a Former Student.
Lake Village, Ark., Oct. 29, 1904.
Mr. H. H. Cherry,
Bowling Green, Ky.

Dear Sir:
I know you take interest in your students and their work, after they leave their "alma mater," and espec-

Read the Following Letter From a Former Student.—It Is Like One of Many We Receive.

Earlington, Ky., July 6, 1904.

Prof. H. H. Cherry,
Bowling Green, Ky.

Dear Mr. Cherry:

When you were through here you asked me to write to you about my last examination. I waited until now so I could also tell you about my plans for this year. I believe I am justified in being proud of my grades, but I do not want to appear an egotist and would not send them to you if I did not hope that it would do the school some little good and, perhaps, encourage you in the work you are doing. These are my grades: Spelling, 97; Reading, 95; Writing, 100; Arithmetic, 100; Grammar, 96; Composition, 100; Geography, 98; History, 100; Physiology, 100; Civil Government, 94; Science of Teaching, 100. General Average 98.2-11.

I have a position in the public school here for this year. It will be my first attempt but I believe I am competent to do the work and am going to do all I can to make it a success. As it is a nine months school I can not come back to the Southern Normal in January as I had hoped to do but perhaps when I do come I can stay longer.

You never can know how much I enjoyed your school. I feel indebted to you and the members of your faculty for what little success I have made. I shall do all I can for the school.

Yours respectfully,
LIZZIE DEAN.

WILL YOU BE ONE of the Fifteen Hundred Students who will attend the Southern Normal . . . School and Bowling Green Business University during the present Scholastic Year? . . .

CATALOGUES AND JOURNALS FREE. BE SURE TO MENTION COURSE WANTED WHEN YOU WRITE.

Address H. H. CHERRY, Pres., Bowling Green, Ky.

The Origin and Evolution of Bookkeeping.

By Prof. W. S. Ashby, Supt. School of Business

The antiquity of the art of bookkeeping is certainly very great, in fact, the voice of history is silent in regard to its origin. Time and war have eradicated the first evidences of accounting.

The individual wants of man in his primitive state were comparatively few and each individual was enabled to supply his wants and lived to a great extent independent of his fellow-beings. At this time there was little or no need of bookkeeping, but as humanity advanced in the scale of intelligence and civilization there was a corresponding increase of the things necessary for his comfort and enjoyment and thus it became necessary for him to negotiate with his neighbors or friends for such things as would satisfy the desires of his being.

These business relations, of course, called for record. This condition existed ages before the advent of writing or printing, in fact, bookkeeping existed in an undeveloped state from immemorial antiquity.

The first evidences of accounting were in the form of knots tied in strings; later notches were cut in reeds which were afterward split, one-half being retained by each person, thus suggesting double entry. Pebbles or shells were sometimes used, introducing pebblekeeping or bookkeeping.

The next step in the evolution of record was in the form of hieroglyphics on skins, bark of trees, tablets of clay and stone.

These primitive methods were all temporary records with no thought of permanency. When settlement was made the pebbles, sticks or strings were thrown away.

The Chinese claim to have financial records dating back as far as 2697 B. C. In the Asiatic Museum, St. Petersburg, can be found a Chinese Bank Bill bearing date of 1399 B. C. The Metropolitan Art Museum, N. Y., contains Babylonian tablets of stone giving record of transactions that occurred during the reign of Nebuchadnezzar.

In excavations made in the sight of the city of ancient Babylon tiles were discovered showing records of business papers over four thousand years old. Some of them were similar to modern bank drafts.

A recent article in Ainslee's Magazine says in part, "Representatives of the University of Pennsylvania, while exploring the central part of the northwestern ridge of the ruins of Nippur, discovered about 700 tablets of clay, showing records of the firm of Murasher Sons, some of the tablets bearing the date of 464 B. C. The records cover a period of fifty years and show evidences of a fairly good system of accounting.

The invention of figures and letters produced a wonderful change in the evolution of book-keeping. The ancient Egyptians made some historical records of accounts but whether by letters or hieroglyphics is not known. The Phoenician traders also kept records but time has blotted them out forever.

Mahomet, the author of the Koran, was a business manager of extensive financial interests, thus extols his people, "When ye bind yourselves in debt to one another for a time, write it down. Let a writer write between you in righteousness." "Disdain not to write down thy debt, whether

large or small, until the day of payment, for this right before God, right and more easy for witnessing that ye doubt not."

As trade and commerce gradually developed bookkeeping, as a matter of course, kept pace with the conditions until we reach the "Golden Age" of the Roman Empire, and at this period it is said that modern accounting originated.

There is some difference of opinion between writers as to whether it was single or double entry that was used at this time, however it is generally accepted that it was single entry. Again, several writers seem to think that the method was evolved from the Carthaginians, who were conquered by the Romans.

During the latter part of the Fifteenth century bookkeeping received

such improvement and impulse at Venice that it is believed to be the birthplace of modern accounting. Double entry was first practiced at Venice, Genoa and the surrounding towns and for this reason it is frequently called Italian method.

Lucas di Bargo published the first treatise on double entry bookkeeping in 1495, it was printed in Italian but was soon introduced in the Netherlands and England. Jno. Gattilich published the first German treatise on bookkeeping in 1531 and the first English book was written by Hugh Oldcastle in 1543. In 1602 Simon Stevin published a work relating to the application of bookkeeping as applied to finance.

In the early history of accounting only two general books of record were used, Day Book and Ledger.

The term ledger comes from an old Hollandish word and means to lie or rest in a permanent place. The word Journal is derived from a French word jour, meaning daily or diurnal, referring to daily record of transactions.

In 1796, E. T. Jones, of Bristol England, published a book explaining the use of two money columns in the journal. Some writers claim that he is not the author of the double-column journal and that he got his ideas from a French book that was published in 1790.

Mr. Jones' work was republished in 1821 and in 1836. It is still held in high esteem by the accountants and merchants of England.

In 1875, F. H. Carter published the third edition of his book and it met with an extensive sale and is now

recognized as the best English publication on bookkeeping.

American accountants compare favorably with those of any other country. They have written a large number of books and developed many new and practical ideas.

In recent years there have been many changes in the forms of record. Special column books, card and loose leaf ledgers have been introduced and much time and labor are saved. The great combinations of capital have created the necessity of professional accountants and auditors. The corporation of yesterday considered an auditor an expensive luxury, but to-day he is an indispensable necessity. The public or professional accountant holds an honorable position in business and financial affairs. In Great Britain public accountants are authorized by, and practice under act of Parliament. The Legislatures of New York, Pennsylvania, New Jersey and several other States have recently passed laws of similar import, granting the degree of C. P. A. (Certified Public Accountant) to those who pass the required examination.

The Public Accountant is more than a bookkeeper or auditor. "He is the consulting physician of finance and commerce. He understands the anatomy and physiology of business and the rules of health of corporations, partnerships and individual enterprises. He diagnoses abnormal conditions, and suggests approved remedies. His study and interest is the soundness of the world of affairs." He is not a bookkeeper but examines the work of bookkeepers with a view to the establishment of accuracy, system and dispatch.

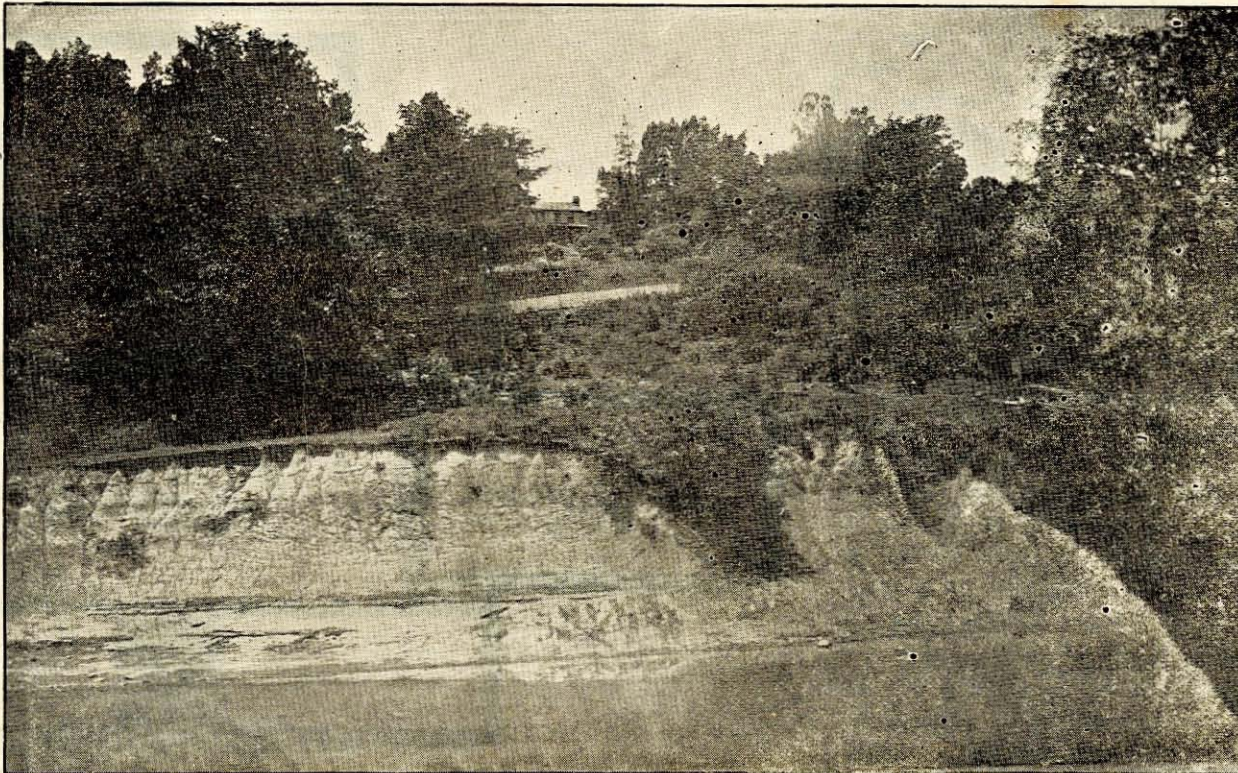
No profession or business is making more progress than that of accounting. Never before in the history of the world has the demand for competent bookkeepers and accountants been greater; indeed, the demand far exceeds the supply. Many of the accountants and auditors for the large corporations draw princely incomes, in fact, business is largely dependent upon them for it is they who find and "stop the leaks" that would "sink the ship."

Andrew Carnegie said in one of his ablest lectures, "There is not a science or class of men on whom the business world is more dependent than the science of accounts and accountants." Even Jno. D. Rockefeller owes his millions to his knowledge of and experience in accounting.

There is little or no demand for persons who have a smattering knowledge of bookkeeping. It takes time, patience, perseverance and hard work to prepare to meet the duties, and responsibilities of the modern business office, however, the earnest, wideawake, faithful and industrious pupil is sure to succeed.

PROF. J. L. KOLLOROHS.**Superintendent School of Telegraphy**

Prof. Kollorohs is an experienced Train Dispatcher and Railroad man. He has held a number of the most responsible railroad positions, and is acquainted with every detail connected with railroad work. We employed him at a time when he was acting as train dispatcher for one of the leading railroad systems of the North, and his success since he has entered upon his work with us, as well as the success of the school over which he presides, has been phenomenal and the work done of a high order.



GENERAL BUELL'S RESIDENCE, LOCATED ON GREEN RIVER, BETWEEN BOWLING GREEN AND EVANSVILLE.

Our School of Telegraphy.

The scarcity of telegraph operators, besides the extension of Railroad and Commercial Lines has caused a great demand for young men prepared in this institution. We have at this time letters asking for men whom we are unable to furnish. We can not get them ready fast enough to meet the demands made on us by the different companies. We have on file many letters from Railroad companies endorsing the work done by this institution. Here is a letter which passed between two Railroad Officials:

DEAR SIR:—Your letter of Sept. 19, received and I hasten to reply so that you can arrange for help for the Fall and Winter. I know you will need help, and you can get good help from the School of Telegraphy, Bowling Green, Ky. I have about a dozen men from there and every one has proved himself to be a good man, and all of them are now drawing good salaries. They have all proven to be honest, etc. The graduates of this school are better prepared than the graduates of any other Telegraphy School in this country.

FIFTY-FIVE GRADUATES OF OUR SCHOOL OF TELEGRAPHY GIVEN GOOD POSITIONS IN EIGHT MONTHS.

During March we placed men with the following railroads:

Louisville & Nashville R. R.	1
Southern Ry.	4
Y. & M. V. R. R.	1
Frisco R. R.	1

During April we placed men with the following railroads:

Illinois Central R. R.	2
Southern Ry.	5
L. H. & St. L. Ry.	1
Coal & Coke R. R.	1
Queen & Crescent Ry.	1
Missouri Pacific R. R.	1
Y. & M. V. R. R.	1

During May we placed men with the following railroads:

Southern Ry.	3
K. C. W. & G. Ry.	1
Louisville & Nashville R. R.	3
Gulf & Ship Island Ry.	1

During June we placed men with the following railroads:

Southern Ry.	1
Y. M. & V. R. C.	1

Missouri Pacific R. R.	1
Gulf & Ship Island R. R.	1
N. C. & St. L. R. R.	1
Postal Telegraph & Cable Co.	1

During July we placed men with the following railroads:

Louisville & Nashville R. R.	1
Southern Ry.	5

During August we placed men with the following railroads:

Southern Ry.	3
Yazoo & Mississippi Valley Ry.	1

During September we placed men with the following railroads:

Southern Ry.	1
Missouri Pacific R. R.	1

During October we placed men with the following railroads:

Southern Ry.	1
Missouri Pacific R. R.	2
Louisville & Nashville R. R.	5
Frisco R. R.	1
Postal Telegraph & Cable Co.	1

MENTION COURSE WANTED**—WHEN YOU WRITE.—****Catalogues and Journals Free.****—ADDRESS—****H. H. CHERRY, Pres.,**