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UA96/1 Southern Educator, Vol. I, No. 4

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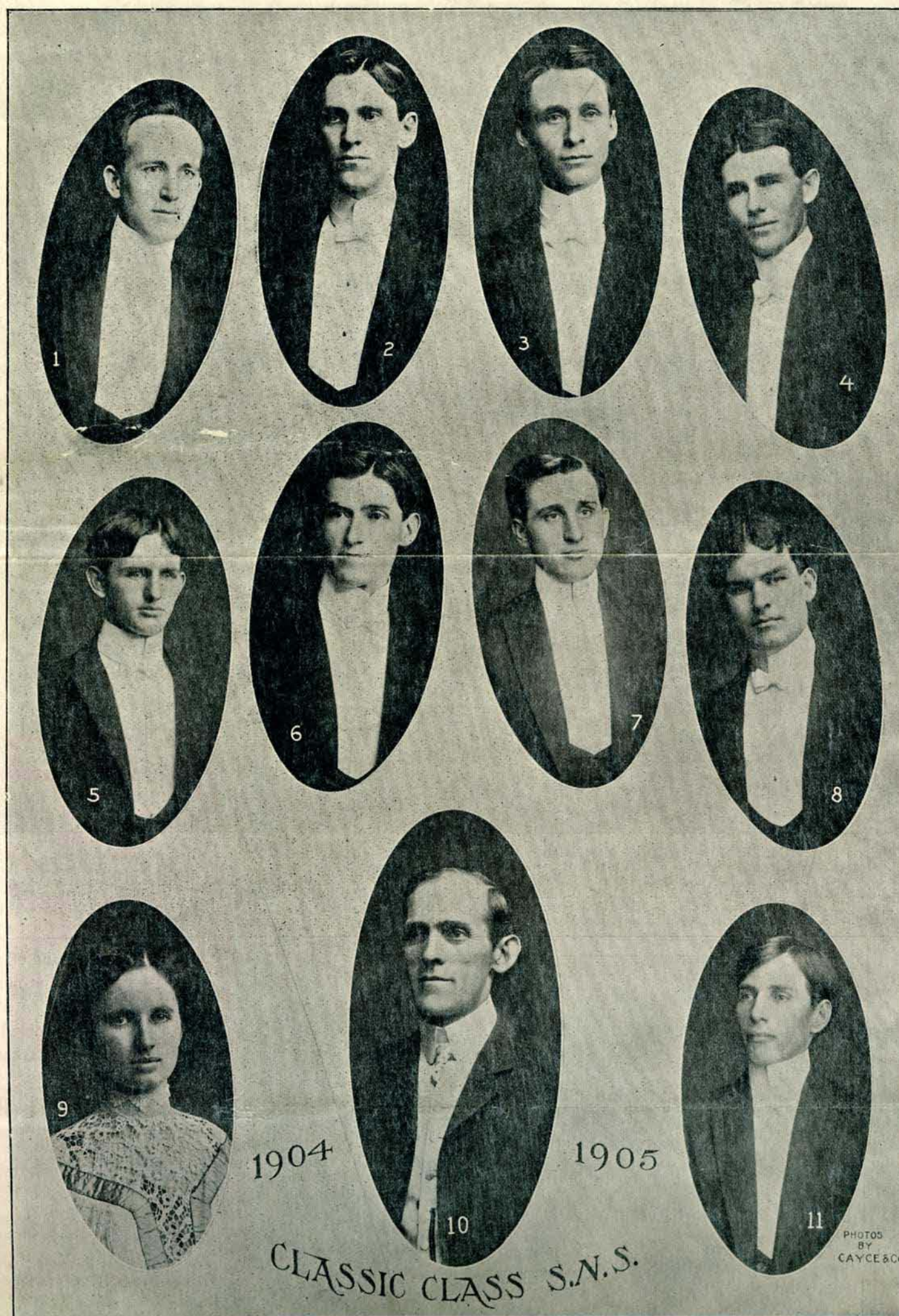
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THE Southern Educator.

Des. & Executed By Ashby

Entered August 22, 1904, at Bowling Green, Ky., as Second Class Matter, Under Act of Congress of July 16, 1894.

GRADUATING CLASSIC CLASS 1905.



1. Mr. A. B. Herring, Kentucky. 2. Mr. L. A. Law, Tennessee. 3. Mr. Jno. Henderson, Jr., Arkansas. 4. Mr. J. Luther Henon, Kentucky. 5. Mr. C. M. Copeland, Arkansas. 6. Mr. W. T. Hines, Kentucky. 7. Mr. O. P. Roemer, Kentucky. 8. Mr. A. J. Caldwell, Louisiana. 9. Miss Lear Durbin, Tennessee. 10. Prof. T. C. Cherry, in charge of the Classic Department. 11. Mr. W. V. Powell, Kentucky.

CLASSICAL COURSE.

The methods of training in this course are such as to give a broad culture, and as will render the student capable of appreciating Art, Literature, and the profoundest works of the greatest thinkers. It especially seeks to develop independence of thought and a spirit of individual investigation and special research. To this end THINGS are studied more than books and criticisms concerning them.

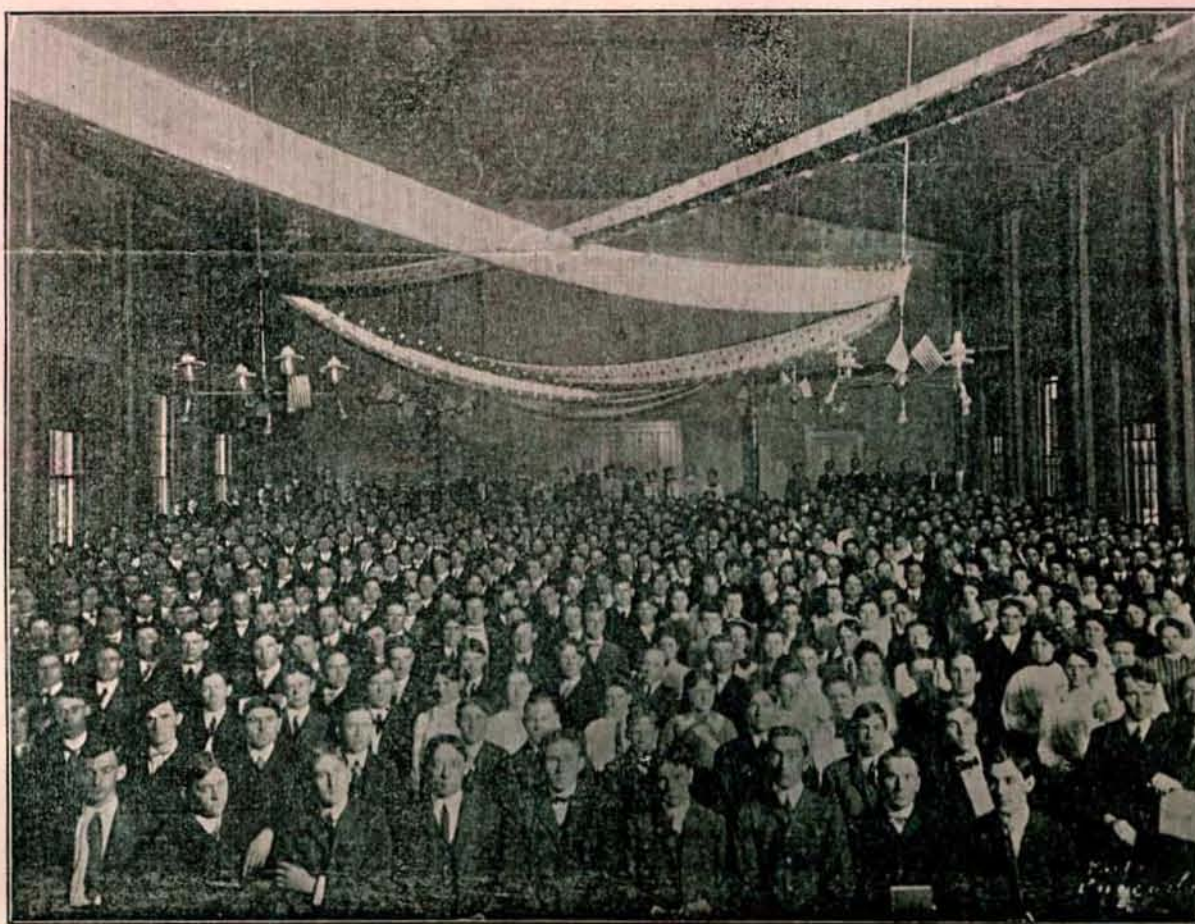
The training and discipline he receives, therefore, is addressed to what he HAS and not what the teacher may try to GIVE him. Enthusiasm consequently characterizes his effort to develop this DIVINER BEING in himself, and to make out of it the greatest being possible.



1. Mr. C. A. Summers, Ky. 2. Mr. T. A. Stewart, Ky. 3. Miss Mary O'Leary, Ky. 4. Miss L. A. Eades, Ky. 5. Mr. J. E. Wright, Tenn. 6. Mr. F. H. Graham, Ky. 7. Mr. Jos. Roemer, Ky. 8. Miss Vera Russell, Ky. 9. Mr. James Knoll, La. 10. Mr. D. J. McClamroch, N. M. 11. Miss Ethel Powell, Ky. 12. Mr. D. S. Collins, Ind. 13. Mr. R. L. Templeton, Texas. 14. Mr. H. M. Denton, Ky. 15. Mr. E. M. Blanford, Ky. 16. J. D. Templeton, Tex. 17. Mr. Uri Jenkins, Ky. 18. Mr. S. E. Tanner, Ky. 19. Prof. J. M. Williams, in charge of the Senior Scientific Department. 20. Mr. H. D. Cummings, Ky. 21. Mr. J. T. Harwell, Tenn. 22. Miss Ida Evans, La. 23. Miss Nora Young, Ky. 24. Mr. J. N. Clark, La. 25. Mr. C. C. Clark, La. 26. Mr. J. Stroud, Ky. 27. Mr. R. C. Jordon, Ky. 28. Mr. J. M. Price, Ky. 29. Mr. Jos. Perling, Ky. 30. Mr. W. R. Ayers, Ky. 31. Mr. L. B. Jones, Ky.

SCIENTIFIC DEPARTMENT.

This is one of the strongest and most pleasing Departments of our School. Its popularity is attested by the large number that graduate in it each year, and its thorough and practical work is demonstrated by the great demand made for its graduates. It is arranged with a special view to the harmonious development of the WHOLE MAN and the plan is so worked out that it gives to the student power and independence of thought. All cramming processes are studiously avoided, and pupils are taught to discover PRINCIPLES and apply general laws in the solution of all questions. To this end, memorized facts, diagrams,



Students in Chapel Hall Assembled. Voluntary Attendance. Wednesday, April 26, 1905.
(From Actual Photograph.)

and all padded forms of teaching that purchase knowledge at the price of power, are studiously avoided. These facts and many others give to our Scientific graduates a self-reliance that is the result of conscious power to DO things. Hence, they are generally successful in whatever they undertake. Each student is brought to a consciousness of his power and made to realize his possibilities. The training he receives, therefore, is addressed to what he HAS and not what the teacher may try to GIVE him. Enthusiasm consequently characterizes his efforts to develop this DIVINE BEING in himself, and to make out of it the greatest being possible.

HIGHER ENGLISH and LITERATURE are studied throughout the course to give the power of clear and forceful expression, intelligent appreciation of Classic Authors, and to cultivate and refine the feelings and build character.

THE Southern Educator.

Des. & Executed By Fishby

Entered Aug. 24, 1904, at Bowling Green, Ky., as Second-Class Matter, under act of Congress of July 16, 1894.

Vol. I.

BOWLING GREEN, KENTUCKY, MAY, 1905.

No. 4.

Lessons from Spring.

BY T. C. CHERRY.

The following address upon the subject of Spring was delivered to the students of the Southern Normal School, assembled at Chapel, in March, 1905:

"In the Spring a fuller crimson comes upon the robin's breast;
In the Spring the wanton lapwing gets himself another crest;
In the Spring, a livelier iris changes on the burnish'd dove;
In the Spring a young man's fancy lightly turns to thoughts of love."

Again our planet home has swung about his orbit and higher daily creeps the sun in the southern sky; and daily, its light and warmth longer tarries. The breath of Old Boreas has softened, and zephyrs remind us of orange blossoms and Jessamine.

Hear the voice of the Pippa singing,

"The year's at the spring
And day's at the morn;
Morning's at seven;
The hillside's dew-pearled;
The lark's on the wing;
The snail's on the thorn;
God's in his heaven—
All's right with the world!"

Obedient to an inner impulse, back from a sunny realm come our feathered friends with the odor of cypress still upon their wings, and a glad greeting in their song and chatter. Some stop only for a day—a day to sing—and move on; others, come to make their homes with us, to work for us in forest and field, and to sing to us in days of sunshine and gloom. How powerful this impulse! By night we hear the cry of their leader, as he chants his intelligent call.

The earth, the air, the sea and sky are pulsating with a newer life—a season when all nature hears the Master's call to "come forth," and the Universal Miracle is wrought.

Mother earth relaxes her cold grasp, softens to a mellow loam and receives innumerable seeds to her warming bosom. Sap, the life-blood of the forests, is quickening its currents with the universal pulse-throb of nature, kindling the branches and stems to a new and livelier blush, and swelling buds to bursting.

According to an old conception, Spring comes up from the earth. And who shall gainsay this old legend? What if sluggish roots should not awake and put their sweet warm elixir into plant and tree? What if sleeping seeds should refuse to stir, and bud and blossom to come forth? What if earth's soil should refuse to mellow and to dissolve its fertility? Would we have Spring without bud and blossom, without grass and wood-land green? Would not warm days and bright skies mourn, did not the cold earth shake off her long sleep, and root and seed bestir themselves to bring forth their first fruits? Truly the sweet Spring Maiden has come upon balmy wings from warmer skies, but shall not the dreaming earth awake and blush, when the Maid plants upon its face a warm kiss?

What soul is so dead in the midst of all this life who cannot say with Wordsworth:

"I heard a thousand blended notes,
While in a grove I sat reclined,
In that sweet mood when pleasant thoughts
Bring sad thoughts to mind.

"To her fair works did Nature link
The human Soul that through me ran;
And much it grieved my heart to think
What man has made of man."

WORK.

But this season is not all poetry to one who asks from whence comes the genius of Spring; how springs the plant and tree; what forces loosen earth's framework and convert its energy into life and beauty. This is a season of WORK; when the stored energies of a summer gone, imprisoned through a long winter are let loose to animate earth and air. Wisely and beautifully has nature done so much to render tolerable this work-a-day season of the year. With a bird upon every bough, splitting its throat with song; with sweet odors upon every breeze; with a green carpeted earth, and all nature in her bridal gown, "when spring unlocks the flowers to paint the laughing soil;" who shall fail to feel these mighty movements of nature and embody these mighty beauties into his work and life. "Even the clod feels a stir of might" and seems animate with a purpose to work out its destiny in grass and flowers. The Lily of the Valley obedient to an intelligent energy builds more heavenly temples and clothes itself with greater beauty than Solomon in all his glory. Is there a living, intelligent soul here present who responds not to this

bor of Spring? Is it simply the blind impulse of our Universal Mother, or is there a deeper meaning than the regaled senses of the spring sentimentalist can reveal?

Aye, we must go deeper into the core of things, we must learn our lesson by wiser ways than the senses reveal. This is the season most of all when we must, betimes, close our senses shut out the visible tangible world and feel:

"That serene and blessed mood;
In which the affections gently lead us on,—
Until, the breath of this corporeal frame
And even the motion of our human blood

Almost suspended, we are laid asleep
In body and become a living soul:
While with an eye made quiet by the power

Of harmony, and deep power of joy,
We see into the LIFE of things."

Harmony, beauty, and poetry are other names for truth, and all are other names for the Spirit of spring. At this season Mother Nature grows romantic and sentimental, and spring is the poem she writes. It is while she is in these moods that her breath is warmest and

her task, nay not TASK, but DUTY, nor duty either, for that were compulsion, but BEAUTY—thoughts made into eternal beauty! Let your senses become steeped in the sweet intoxication of spring, and let it sink deeply into your inmost soul and stir the life within you to a budding and bursting, to a blossoming and fruiting of your noblest selves! Our souls our gardens are; fallow the ground and fallow it deeply. Sow in the seed, then work, in the name of God work now if never before you have worked! This season unused, and fallowing, and seed-time omitted, your doom is sealed! By and by comes parched summer, and later, comes dreary winter. What surcease from labor, what comforts of age, are sown NOW.

Nature will return with her round of spring but the spring and opportunity comes not again—Now or Never, Now! Sow wild oats if you will, but be it known forever, that the working laws of Nature and God will bring forth tares—bitter fruits instead of sweet, but fruits after their kind.

Finally, treasure the meaning of Spring. Be healed by its stirring influence, and remember it means STRUGGLE for existence.

Its life is exuberant, and it hath healing in its wings, Awake and be healed!

did atmosphere near the surface.

I have enough of sentiment, and enough of sectional pride to regret, if not resent the comparisons that are frequently made between the public schools of our section and the public schools of New England and other sections. These comparisons, though in a measure just, are never complimentary to us. The South has set its ideal, the perfect man, against New England's ideal, the almighty dollar, and yet has set less than one dollar against New England's three dollars to reach her ideal.

Among intelligent men there can be no question about the value of an education; but while this point is definitely settled, the problem of how much the state should expend in this direction is still unsolved. Popular education in the South has been, in a large measure, a failure. In spite of the public schools there is still a large per cent. of illiteracy. The fact that popular education has been somewhat disappointing, and has failed to meet all the requirements of civilization, has led many men in the Southern States to oppose the entire public school system. But the fault is not in the system. The want of efficiency, and the poor results are due to the niggardly support they have received from the public, generally and the State Legislatures in particular.

Dr. Osler's Philosophy.

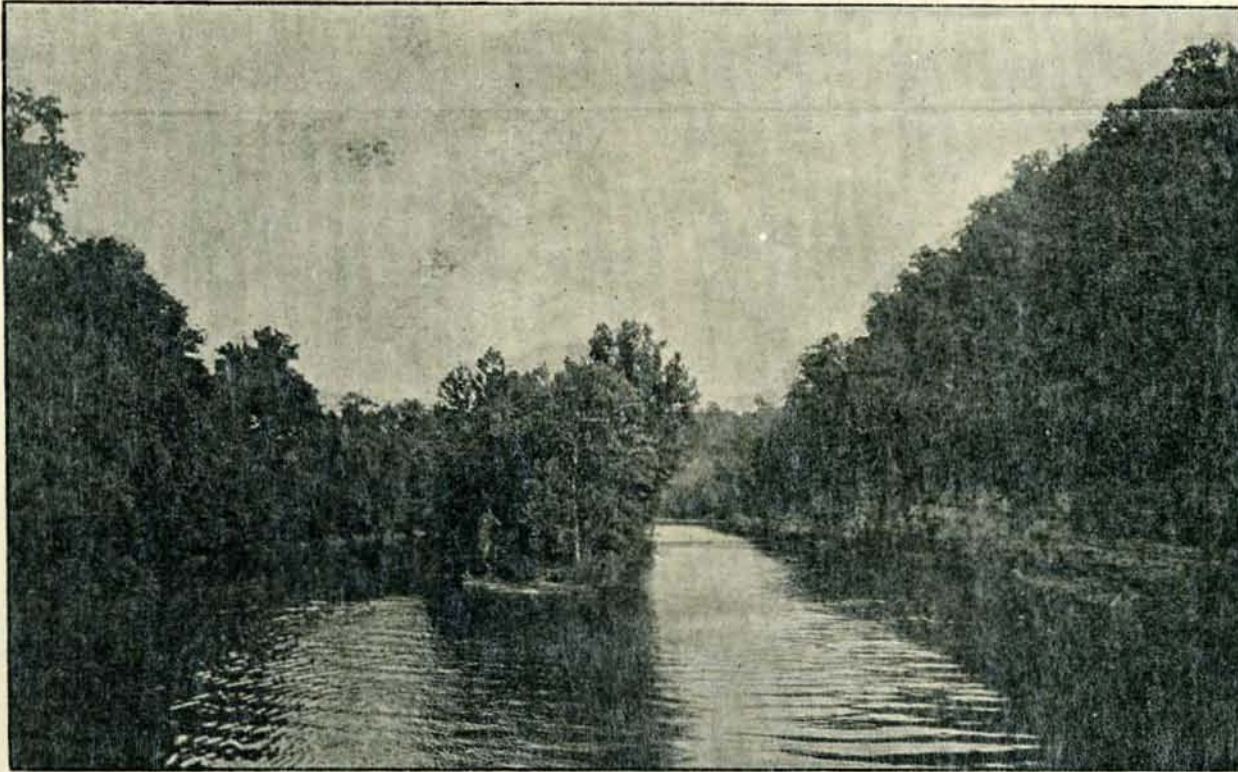
The statement of Dr. Osler to the effect that men become practically worthless at forty and a nuisance at sixty, has been treated by the press as a huge joke, but there is an element of truth in the statement that deserves serious consideration. It might be profitable, at least to the young, to impress upon them, what seems to me a fundamental principle in education, that life is largely determined by what is done between the ages of fifteen and twenty-five. Long before the age of forty the average man has formed his character, and stored his reserve force, and these are the measure of his effectiveness.

Man is a magnet, tempered by heredity and magnetized by early environments. If the magnetic field of the individual life is weak, it is because he has been badly tempered or else he has drawn himself through his environment in the wrong direction.

This is pre-eminently the period of your existence when you must exercise the greatest care in the construction of your lives, the physical, the mental and the moral. The violation of one hygienic law may fasten upon you a physical weakness that a lifetime cannot overcome; mental decrepitude may result from a day's idleness; moral deformity must follow a single violation of moral law.

"What Will He Do With It?"

One of Bulwer Lytton's best written stories bears the title, "What Will He Do With It?" I shall put to you this morning that very pertinent and difficult question, What Will You Do With It? Do with what? you ask. Each may assist me in elucidating the subject by adding the supplementary proposition, I am It. This makes the question and the answer extremely personal, and you have no chance to evade it. What will you do with life? What disposition will you make of all the opportunities that hourly present themselves to you? In your desire to turn life to the best account, what care will you take to adjust yourself to your environments? "Time and space are the limits of humanity." You cannot separate your life from either. What use are you making of the first, and what are your ideas regarding the second? The Past has bequeathed to you "in trust" for all mankind, the wealth of all ages. What disposition will you make of it? How many will be defaulters? The present is here with its demands. Who will complain that these demands are unjust or disregard his responsibility? The future waits expectant, who will be responsible for its disappointments and regrets.



BOAT ISLAND, LOCATED IN BARREN RIVER, TWO MILES FROM BOWLING GREEN.

universal quickening, and who renews not his ambitious impulse to become what he is not,—to become a dynamical factor in the world's work? Universal nature has the fever of Spring but it is the fever of WORK.

The Sun, the great Universal Alchemist, is working the baser elements into the nobler—into bud and blossom and fruit; Showers, soil, and seed work in harmony, and unceasingly, to fill their divinely appointed place. Up, dull man, and learn your lesson of labor, and learn that

"One impulse from a vernal wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can."

May teach you how to despise yourself if you are senseless to the dignity of work, and unappreciative of its beauty and use.

MEANING OF SPRING.

Thus viewed, how worthy becomes all work, how noble! When like nature we strive to make it the embodiment of thought, when we put soul and beauty into our labor, then too it is beautiful.

But what means all this work? Why does Universal Nature groan in the la-

her soul is most felt. All these manifestations of sweet beauty, pleasing to the eye—odors, songs and sounds to gladden the senses—are but slight tokens of her beauty of soul.

Men write stately verse, a few applaud them, while many never so much as learn the author's names, so the inorganic world, and the animate kingdom of plants and animals know them not. Not so with this universal song. Sunny days, balmy breezes, gorgeous dyes, sweetened ruses, are but the rhythm and rhyme, are but the clothing of the Soul that is the "eternity of thought," a soul that gives to forms and images a breath and everlasting motion.

More than this, blind and clear-sighted, sensible and senseless alike understand her moods, read her deepest thoughts and are moved by them.

Would you enjoy this season? Look deeper, look beneath the crust of things. Be not content with sense pleasure but drink deeply of the spirit and thought that animate the dead and beautify the living. Learn the lessons of this season. Learn the lesson of labor! Teach thy heart of hearts, that our Universal Mother scorns not

Extracts From Chapel Talks Made by Prof. J. R. Alexander.

Our Greatest Institution, the District School.

The progress of civilization is in almost direct proportion to the strength and worth of the individual character. This does not necessarily imply that the standard of civilization varies with the average intelligence. Less than the whole of any community may by superior education raise the average intelligence without a corresponding rise in the tone of public morals. The ignorant and vicious contribute more than their proportional share of the alloy that debases society. If education, as the chief agent of human progress, is to do its best for the race it must be universal.

I have always believed that the ideals of the South are the loftiest that any people have ever set for themselves, but in our attempt to rise to these lofty heights we are carrying as ballast a weight of ignorance and its attendant vices that hold us in the heavy and sor-

General Robert E. Lee

We give below a stenographic report of an informal talk made by Hon. C. U. McElroy at the Chapel Exercises of our school. Mr. McElroy is one of the leading attorneys of the South, and takes a great interest in all educational movements. He has been one of the leaders in developing the Southern Normal School and Bowling Green Business University.

YOUNG LADIES AND YOUNG GENTLEMEN:—

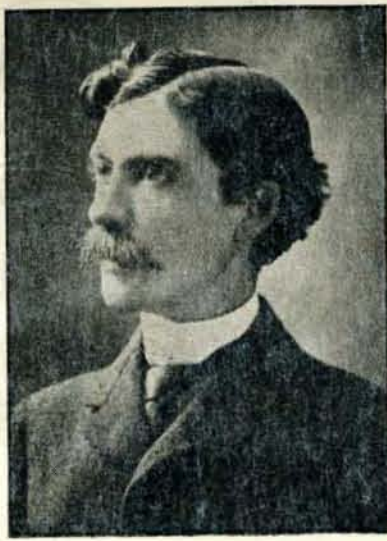
A day or two ago Prof. Cherry was kind enough to ask me to address the students this morning upon a subject which is too broad to be condensed into a fifteen or twenty minutes' talk. A man whose reputation fills the world, and whose life has occupied the attention of all mankind, cannot be adequately discussed in the few minutes that I shall talk to you this morning.

Robert E. Lee sprang from the most illustrious ancestry of any man born upon the American continent. In his veins flowed the best blood of the Republic, and he was worthy of his ancestry. For, whether you be upon the one side or the other, whether Democrat or Republican, whether Northern or Southern in feeling the fact remains that Robert E. Lee was the greatest general who ever trod the American soil. And Robert E. Lee was a greater man, in all the essential elements of manhood, than he was a general. Let me sketch his life very briefly and then I want to call your attention to three points in his history which it will be well for the world to remember.

He was born, as you remember, on the nineteenth of January, 1807. He died on the twelfth of October, 1870. His wife was the great-granddaughter of Martha Washington, the wife of the greatest of all men the world ever produced. He graduated with honor at West Point Academy. He served with distinction in the engineering department of the Federal Government; fought with bravery in three of the greatest battles in the war with Mexico. All of his life from his graduation at West Point down to the outbreak of the Civil War, he was in the service of the United States Government. In 1861 the Commonwealth of Virginia seceded from the Union. At the time of the secession, Col. Lee was still in the service of the Federal Government, and upon the secession of his native state, he stood face to face with this proposition: Does my duty require that I stand by the Federal Government, or does my duty require that I shall stand with my native state and my people? That was the awful proposition Lee faced in 1861. He decided that question, and he said: "My first duty, my highest allegiance is due to the commonwealth of Virginia, to the people of her soil." And he resigned his position in the Federal Army and went back to the old Commonwealth of Virginia and took his position with his people. For that, young gentlemen, he has been called a traitor; for that, it has been said in history, not fairly written, that the man was not true to his country; and whenever an American citizen, be his sympathy on the one side or the other, hears it said that Robert E. Lee was untrue to his flag and false to his country, it can be said that he was absolutely loyal to the Commonwealth of Virginia, to which Commonwealth he owed his first and highest allegiance. The war came on, and Lee's position was taken under the circumstances which I have given you. He was not a secessionist and the truth of history will hereafter make that plain. Lee was never, as an original proposition, opposed to the perpetuation of the American Republic; and never, as an original proposition, in favor of the dismemberment of the Union.

When his people and his State demanded his service, he gave them. He was appointed Brigadier General almost immediately after the secession of Virginia. Shortly afterwards he was promoted and finally he became general of all the Confederate forces in the field. Now just a word as to his military career. With a force vastly inferior to his antagonist's, he was first opposed by Gen. McClellan, who was in charge of the Federal troops in Virginia; and McClellan, a general of superior talent and merit, got the worst of the contest and he was retired. He was succeeded by Gen. Pope, a distinguished Federal general; and Pope tried a hand with Lee with results still more disastrous than

those which had followed the misfortune of McClellan. McClellan then superseded Pope and tried again with the same result. McClellan was then displaced and Gen. Burnside was put in charge of the Federal forces, and Burnside was no more successful than his predecessors. Burnside was succeeded by Gen. Hooker; and Gen. Hooker said when he assumed command of the Federal forces in Virginia, "I will make short work of those ragamuffins led by Lee." But Lee and his ragamuffins made short work of Gen. Hooker and in a short time thereafter Hooker was removed and Gen. Meade was given command of the Federal forces. Meade never had but one great conflict with Lee and that was at Gettysburg—a drawn battle—followed by a retreat upon Lee's part from Gettysburg back into Virginia—a retreat which marked the military genius of the man more clearly than the most triumphant battles mark the genius of most generals. Meade was thereafter displaced, and before the battles around Richmond began,



HON. C. U. MCELROY.

superior generalship, but borne down by an overwhelming mass of soldiery at Appomattox, Lee surrendered, according to the figures, 27,132 men, one-third

ments of strength and of tenderness never perhaps seen in any other man so conspicuously, except perhaps in Washington. He was very much like Washington in all the essentials of his character. After the war was over, the dream of the Confederacy passed forever, and I am not here to say, ladies and gentlemen, that it was not best, in the providence of God that Lee and the Confederacy did not succeed. I expect that it is best that it failed. I know that it is best that the institution of African slavery fell, and Lee thought so too. Gen. Lee, it is said by his enemies, was induced to take the position he did only to protect the institution of slavery in this country. It is not true; and whenever you see that statement in history, so-called, or elsewhere, you have my word for it, based upon the record,—it is not true. He was originally opposed to the institution of slavery; and I have no doubt, down at the bottom of his heart, he was, like thousands and millions of other Southern people, glad that the institution failed,

was over, an institution down in Tennessee,—Sewanee, a great institution of learning, came to Gen. Lee and said: "General, your fortune is gone, your country is destitute, Virginia is a waste, your people are in a state of utter destitution, come down here and take charge of this institution as its president." Lee says, "Gentlemen, I am obliged for the compliment, but I cannot take charge of that institution because it is sectarian." That ended it. Shortly after that, the authorities of the University of Virginia—in many respects the greatest school ever established on the American continent,—came to Lee and said, "General, take charge of this institution; it is an old historic school, located in the bosom of your own commonwealth." Lee says, "No, gentlemen, I cannot do it; because if I do, it may be said that the South has put at the head of the school the man who was at the head of the army which fought against the Union. It may hurt the school, and I will not consent." Then there came to him representatives of great railroads, banking institutions, and other corporations, and said to him: "General, consent to be elected president of this railroad, of this bank, or that other great corporation. You won't have much to do. We want you simply as a nominal head. We'll give you a large salary, sufficient to maintain yourself and for you to accumulate something in your old age." The old man says, "No, no, I will take no position where I cannot render an absolute equivalent for every dollar that is paid me. No. I will not prostitute my name to further any mere money venture or financial institution." And he spurned them from his presence. After a while the trustees of a little old bankrupt, crippled, dilapidated school out here at Lexington came to him and said, "General, here are the remains of a once flourishing school, our buildings are dilapidated, our endowment is gone, our halls are vacant, will you take charge of Washington and Lee under these circumstances?" The old man says, "Yes, yes, I will do it," and he did. Denying all the other offers which had been made him, he assumed the presidency and took charge of this old school and stayed in it until the day of his death, simply, humbly, conscientiously, faithfully performing every duty required at his hand.

This, ladies and gentlemen, illustrates more forcibly than any words that I can command, the inner character of Gen. Robert E. Lee. I close by saying what I said in the beginning, that he was the greatest general ever born upon the American soil, and as a citizen, a Christian, and a man, he was greater in his private than in his public life. (Applause.)

Our School May Not Suit You.

If you are in earnest and mean business, come to us, if not, our school will not suit you.

If you desire a "smattering" of things, a superficial course that will end in failure, we cannot accommodate you.

If you are lazy and trying to succeed except upon real merit you will be out of place among us.

If you are seeking success based upon a cheap stock of aristocracy, you will not be pleased with our supply, nor will yours be sufficient passport for you.

If you are aimless and void of ambition, you will get run over if you come here, unless you catch our "college spirit" and keep up with the procession.

You Will Be Pleased.

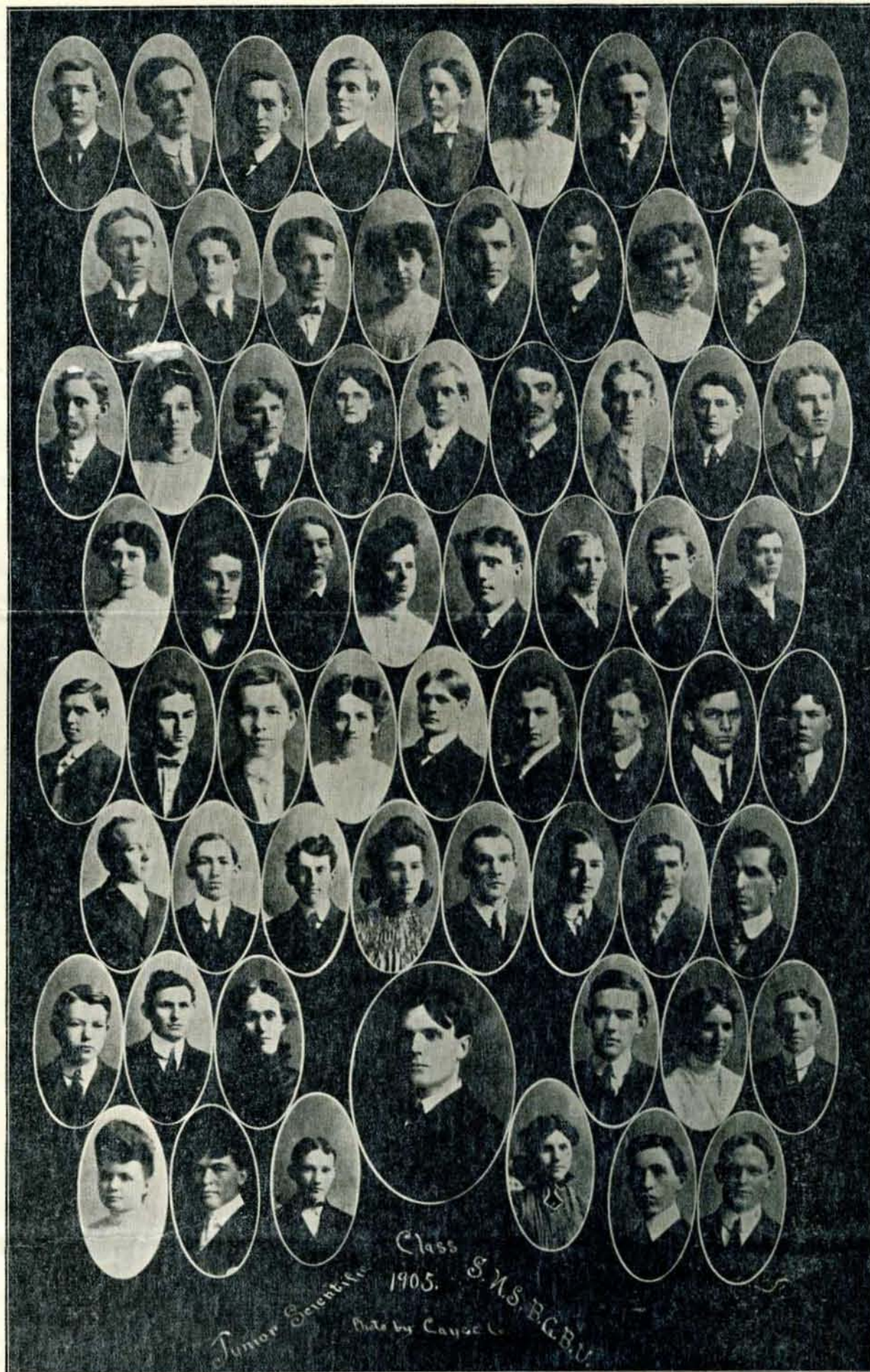
If you are enthusiastic and have a burning zeal to succeed you will be pleased with the work and working spirit of our school.

If you desire a thorough and practical course of study as a fit preparation for your life work, come to us and you will be delighted.

If you have a definite aim and wish to equip yourself to carry it out, you will find the work of our school arranged to meet just that demand.

If you desire to come in touch with a live body of working students and zealous teachers, you will find a pleasant place among us.

If you desire an education that will fit you for an active and useful life, and with capable aid in securing a good position, you will find both here.



JUNIOR SCIENTIFIC DEBATING SOCIETY WINTER AND SPRING OF 1905.

Gen. Ulysses S. Grant was placed in command of the Federal forces. When Grant assumed charge, he had an army of 160,000 trained, well-armed, well-equipped, well-fed soldiery. Lee had a little band of some fifty or sixty thousand troops, who had met Burnside and Hooker and Meade and McClellan; and all the forces which the Federal Government could bring against them, and still, this little handful under Gen. Lee was opposed by Grant who had an army of 160,000 men. Lee had whipped seven armies and decapitated seven generals, metaphorically speaking, and was now opposed by Grant. Borne down, not by

of whom had no arms in their hands and few of them had sufficient clothes upon their backs. This ended Lee's military career. But in the opinion of the critics best able to judge, no general ever born upon the American soil equaled Lee in genius to plan, ability to execute, and strength to endure triumph or defeat.

But, young ladies and young gentlemen, as I said in the beginning, great as Lee was as a soldier, he was still greater as a man. He was as gentle as a woman, as modest as a school-girl, unassuming as a Quaker, and yet, as brave as a lion, as vigorous as a giant—he had in his personality combined all the ele-

though sorry that it went down in blood and fire and smoke and desolation,—sorry that it went, over a violated constitution and outraged law, but glad that it was gone.

Lee never showed his greatness more conspicuously, at any time, than he did after the whole bloody tragedy had ended. He was never heard to murmur; he was never heard to complain; he was never heard to rail out against his successful opponents. He stood defeat like a philosopher, and thus he triumphed over defeat itself. To illustrate the lofty character of the man, it will be remembered that when the war

A PUBLIC EDUCATIONAL INSTITUTION.

The Southern Normal School and Bowling Green Business University

Is an Educational Corporation. Every Patri-
otic Citizen is a Member and Every Soul
a Part of its Capital. The Institu-
tion is the Child of the People and
the Ward of the Community.

AN ENDOWMENT IS SOLICITED.

ITS NATURE.

The Southern Normal School and Bowling Green Business University is a public educational corporation which was organized in the interest of universal education. It is a corporation that has no capital stock from which private pecuniary profits are derived. It seeks to put a liberal education within the reach of the poor boys and girls and the men and the women of the South at a nominal cost. It labors to arouse an educational enthusiasm and to develop an educational conscience. The policy that has dominated the institution from the advertising offices through the class recitations and courses of study has been one in the interest of universal intelligence and of character building. Not one effort has been spared to make the school a factor in the making of men and a leader in the development of thought. It seeks to lead the student to a higher moral, physical, and intellectual development by bringing him to a higher reverence for honest toil, a deeper respect for a disciplined mind, and a greater love for a spiritual life. It dignifies all honorable labor and generates power in the individual by centralizing the mental, spiritual, and physical forces upon a well-defined purpose. The school is itself a democracy built upon human needs, reflecting the spirit of our Constitution and civic requirements. It labors unceasingly to have the student to understand that the power of self-control, self-mastery, and self-reliance is an imperative duty and the first great obligation he owes his God and his country. It realizes that true education means a deep respect for honest toil and the highest development of skill and power in every department of life, however high or low. It seeks to offer a course of training that will assist in the making of a whole man who is a master of his task, though he be "The Man with the Hoe," the secluded scientist in the laboratory, or the counselor in the cabinet of the government. It believes that the work in every department of life must be well done in order to reach the highest civilization in a republic.

AN EDUCATIONAL STOCK COMPANY.

The nature of a character-making institution makes it the child of the people and the ward of the community, and it therefore follows that the institution that devotes its entire time and means to universal education should be a human stock company, in which every person is a stockholder and every soul a part of its capital. All the people share in the profits arising from the institution that educates the masses, and all the people should contribute to its support and endowment. Soul and material development are inseparably connected. Arouse, quicken, and enrich the human mind, and you increase the value of your property. Progress in a republic concerns itself with the intellectual, the spiritual, and the physical development of the child, as well as the material development of the country. In fact, the soul is the richest asset of the people. It shows us the way to industrial development, as well as a higher life. The road that leads to power runs through the mind, the heart, and the body of the child, and the true citizen travels along this road, contributing to the extent he is able to those institutions, forces, and influences that will ultimately lead to a universal tranquility and to a higher citizenship. The dividend of a character-making institution is soul control. It is not out of place to say in this connection that in a republic where order and good government are dependent upon self-control, character, and thought, each of us, even if we do not choose to be, is, under Nature's Law, a member of a great human stock company and that the real test of our patriotism must be seen in the sacrificial aggressiveness we make in fostering, developing, maintaining, and permanently establishing all forces that effectively train citizens for present and for future generations. Education in its broadest meaning is the oculist of the republic. The soul is the eye of the government and any people that fails to employ the oculist invites blindness and ruin. "Books, schools, ed-

ucation are the scaffolding by means of which God builds up the human soul." The bulwark of American liberty is spiritual thought. The people's richest gold mine is the human mind.

AN ENDOWMENT SOLICITED.

If the foregoing statements are accurate, the Board of Directors deems it unnecessary to offer an apology for soliciting an endowment for the Southern Normal School and Bowling Green Business University. The members of the Board, as well as the people of the South who have had an opportunity to observe the work of the school, enthusiastically believe that there is not an institution in the South that is more deserving than this one. The Board believes that, when the nature of the work that is being done is thoroughly understood, men who are able to do so will deem it a privilege to help in the development of this educational idea. The Board confidently hopes to be able to secure for the institution an endowment that will bring about an enlargement of its scope of usefulness and one that will provide funds for the establishment of such other departments as are needed. A large amount of money, in addition to that which has already been raised through local subscriptions in Bowling Green, is needed, and it is believed that with a united effort on the part of the people, each doing what he can, the necessary funds can be raised. The study of the educational and material development of our country, and especially a study of our great schools that have been permanently established, justifies us in believing that a large amount of money can be raised to carry on this work. It is in keeping with the evolution of college endowment to remember that a part of the endowment sought may be at this time a property, to be developed by a hidden thought which will be quickened by this institution and directed in bringing forth this unseen wealth that now lies buried under the feet of the boy possessing the thought. Enriching the human mind through the agency of an institution frequently leads to increasing the material wealth of the institution as well as of the government.

THE WORK OF THE INSTITUTION.

The influence of the institution is reaching every department of life. The enrollment during the school year of 1904 and 1905 will not fall under one thousand students. Fully ninety per cent. of this large student-body are boarders who represent many communities in the different parts of the South. These self-reliant young men and women take various courses of study in order to prepare for different departments of life's work. The larger part of them are poor boys and girls and men and women who find it necessary to enter an institution that offers the advantages of an education at a nominal cost. The school teachers who will attend the institution during 1904 and 1905 will instruct during the approaching summer and fall about thirty thousand of the public school children of the South. Many of the students prepare for the different professions. Quite a large number pursue special courses of study. Many letters are received within a year, asking for Technical training, but the Board has been unable to meet this demand for the want of funds to provide for additional room and equipment. A very large demand has been made upon the school by prospective students who desire to work their way through school and secure an education.

THE CHARTER.

KNOW ALL MEN BY THESE PRESENTS,

That we, the undersigned, have, and do hereby, associate ourselves together for the purpose of forming and establishing a corporation having no capital stock, and for educational purposes, from which no private pecuniary profits are to be derived. And we do adopt the following articles of association under and by virtue of the laws of the Commonwealth of Kentucky:

1. The name of the corporation hereby created is and shall be, Southern Normal School and Bowling Green Business University, and by said name said corporation shall be known, and by said name may sue and be sued, contract and be contracted with, may acquire, hold and dispose of property, real and personal, and shall have perpetual succession.

2. The principal office and place of business of said corporation shall be in Bowling Green, Warren County, Kentucky.

3. The nature of the business proposed to be conducted and carried on is educational in the broadest sense, and especially the education and training of young men and women as teachers in the public schools of the country; and to afford a substantial college education to all who desire it, and to give special care to the teaching of those courses and branches that will fit students for practical business life, and for mechanical and industrial pursuits.

4. The corporation hereby created and formed may begin business as soon as these articles shall have been executed and recorded in the clerk's office of the Warren County Court, and filed in the office of the Secretary of State of the State of Kentucky, and may continue until dissolved as provided by law.

5. The affairs and business of said corporation shall be conducted by a Board of seven Directors. The Board shall elect one of its members President for a term of not less than one year and not exceeding five years, and to serve until his successor is elected and qualifies, and may elect a Secretary, Treasurer, and such other agents and employ such other persons as may be necessary to carry on the business of the corporation, to serve during the pleasure of the Board. The Secretary and Treasurer may be the same person, and may, or may not, be Directors. Before entering upon the performance of his duties the Treasurer shall execute bond for the faithful discharge of his duties, and give as surety some guarantee company satisfactory to the Board, and the cost of such bond shall be paid by the company. A majority of the Board of Directors shall constitute a quorum for the transaction of any and all business of the corporation. And the Board may make such rules and by-laws as it deems best for the government of the corporation, not inconsistent with these articles, and not contrary to the laws of the land. The Board may prescribe the course of study for the students attending school, employ and discharge all teachers and other employees, and fix their compensation, grant and have issued diplomas and degrees in courses, to such students as may satisfactorily, to the faculty and the Board, have completed the prescribed course of study, and may fix rates of tuition. In fine, the Board of Directors shall have absolute control of the corporation and the management of its affairs. The persons who execute these articles of corporation shall constitute the Board of Directors and may hold the position of Director for life, unless expelled as is herein provided. Whenever a vacancy shall occur in the Board by death, resignation or otherwise, the vacancy shall be filled by the surviving members of the Board, and the person so elected to fill any vacancy shall hold the position for life, or until expelled from the Board. If, at any time, there shall be a vacancy in the Board and the surviving Directors should fail or refuse, for ninety days thereafter, to fill such vacancy the same shall be filled by the Governor of the State of Kentucky appointing some suitable person as a member of the Board of Directors.

If, at any time, in the opinion and judgment of the Board of Directors, any member becomes incapable of performing his duty, or unfit for the position, such member may be expelled from the Board by the unanimous vote of the other members.

6. This corporation hereby created has no capital stock, but the private property of the Directors, is not, in any wise, or to any extent, to be liable for any debt or liability of the corporation.

7. The corporation hereby created, and the signers of these articles and their associates and successors, shall be a body politic and corporate, and by its corporate name shall transact all its business, and may adopt a common seal and change the same at will, and by its corporate name, said corporation may acquire, receive and hold such property, real and personal, or mixed, as may be necessary or needful in carrying on or promoting the objects and purposes of the corporation, and may acquire such property, real, personal, or mixed, by purchase, gift, or devise, and may sell and dispose of such property at the pleasure of the Board, and may erect all buildings and purchase all property needful in the conduct of the business. If any property or funds are given said corporation for some special purpose the same shall be used and applied for such purpose only. Said corporation may receive title to such real estate as may be needful in the conduct of its business by gifts, purchase or devise, and may dispose of and convey same by its deed executed in its name under resolution of a majority of the Board of Directors. In order to better secure the permanent usefulness of said corporation and to enlarge its work of education said corporation may acquire, by gift, devise or otherwise, an endowment fund which shall be faithfully applied to the uses for which this corporation is created, and so much thereof as may be necessary may be used in the purchase of land and buildings for use of the corporation, and whenever any contributor to said fund so directs whatever he or she donates to the endowment fund shall be kept intact by the Board securely invested, and only the income accruing therefrom shall be applied by the Directors to the current use of said corporation.

The highest amount of indebtedness which said corporation may at any time incur shall be \$20,000. But no debt shall be created not deemed an absolute necessity by the Board of Directors, looking to the welfare of the corporation.

These articles of incorporation may be amended at any time two-thirds of the Board may deem best, the amendment to be executed in the same manner that these articles are adopted.

In witness whereof, we have hereto subscribed our names on this the 15th day of August, 1904:

C. J. VANMETER,	MORGAN HUGHES,
J. WHIT POTTER.	J. E. POTTER,
J. S. DICKEY,	M. B. NAHM,
	H. H. CHERRY.

An Education at a Nominal Cost.

The Board, appreciating the fact that there are hundreds of young men and women of limited means who desire an education, adopted the following schedule of rates for board and tuition in the Southern Normal School. School Board per scholastic month was graded from \$8.50 to \$10, everything furnished. The exact cost for board depends upon the grade of board selected by the student. Tuition in the Southern Normal School per scholastic year of ten weeks is \$34.80. This arrangement makes it possible for the student to attend the institution at an annual expense for board and tuition per school year of ten months all the way from \$119.00 to \$134.80.

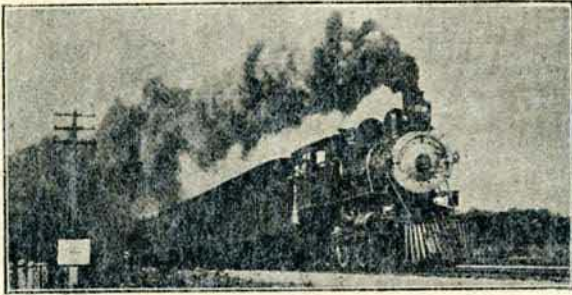
PARTIES OF STUDENTS FROM THE SOUTH.

of students from Louisiana, Texas and Mississippi will leave New Orleans on Tuesday September 5, 1905, to enter Cherry Brothers' School, located at Bowling Green, Ky. Our representative Prof. J. L. take charge of the party and see that the students have a pleasant and profitable trip to Kentucky. All students in New Orleans in the office of the L. & N. R. R., located in the St. Charles Hotel, Tuesday, Sept. 5, 1905, from 10:30. Parents are cordially invited to come to New Orleans with their children. Our representative will take pleasure in giving additional information in regard to the school and in taking personal charge of your sons and daughters.

Prof. Kollorohs will meet all trains, take care of your baggage, secure hotel accommodations, etc., and personally manage the on the afternoon of Monday, September 4, 1905.

Many, many students are writing to us, stating that they will join the party. Make preparations to be one of the number. Write and let us know if you will meet us in New Orleans. Persons desiring further information should write at once to

PRESIDENT H. H. CHERRY, Bowling Green, Kentucky.



excursion party. The students' excursion train will run through from New Orleans to Bowling Green without change. The train will pass through New Orleans, Mobile, Montgomery, Birmingham and Nashville. All students should have the baggage agent on the train transfer their baggage to the Louisville & Nashville Railroad immediately upon arrival in New Orleans. Leave home so as to reach New Orleans

ANNOUNCEMENT.

The Southern Normal School and Bowling Green Business University desires to announce to its thousands of former students and to its educational friends throughout the country that the scholastic year of 1904-'05 is by far the most successful ever enjoyed by the institutions. A great body of earnest, self-reliant students has been in attendance, and the aggregate enrollment during the year will far exceed any former attendance. This is indeed the capital year in the life of the institutions. We started out early last year with a view of making the present scholastic year not only the largest in point of attendance but the most successful in every way, and we are happy to tell our many friends that we have achieved success in the undertaking. The students and the teachers, as well as all connected with the institutions, are putting forth earnest efforts, and the school is on fire with enthusiasm never before felt in our midst. This great student-body is delighted with the work of the institutions, and joins all former students in a campaign to enlarge the work of the institutions, and to make the future even more successful than the past.

We are not unmindful of the great work that has been

done by our former students, as well as the hundreds of citizens who are interested in the work, and we take this occasion to express our deepest gratitude and to promise that we shall go forward in the discharge of our duties in a way to cause no one ever to regret recommending the institutions.

We shall hereafter publish the "Southern Educator" every three months, and we are anxious to put the names and addresses of every boy and girl, every young man and woman, who contemplate entering school or who might be persuaded to enter school at any time within the next two years, on our mailing list. We are at work on our mailing list for the next scholastic year, and we would like to have these names and addresses, even if they have been sent us before. Please send a carefully prepared list of all such persons you may know.

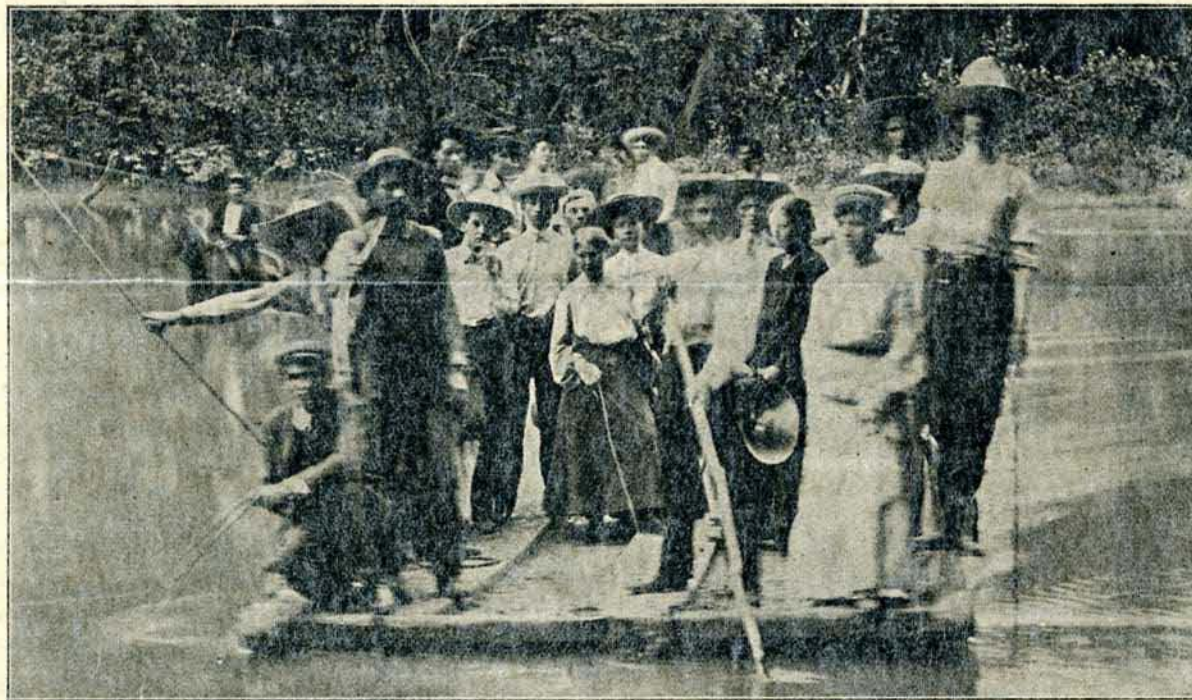
Again expressing our highest appreciation for all past favors, and trusting we shall continue to merit your esteem and endorsement, I am,

Most respectfully yours,

H. H. CHERRY, PRESIDENT,
Southern Normal School and Bowling Green Business University,
BOWLING GREEN, KY.

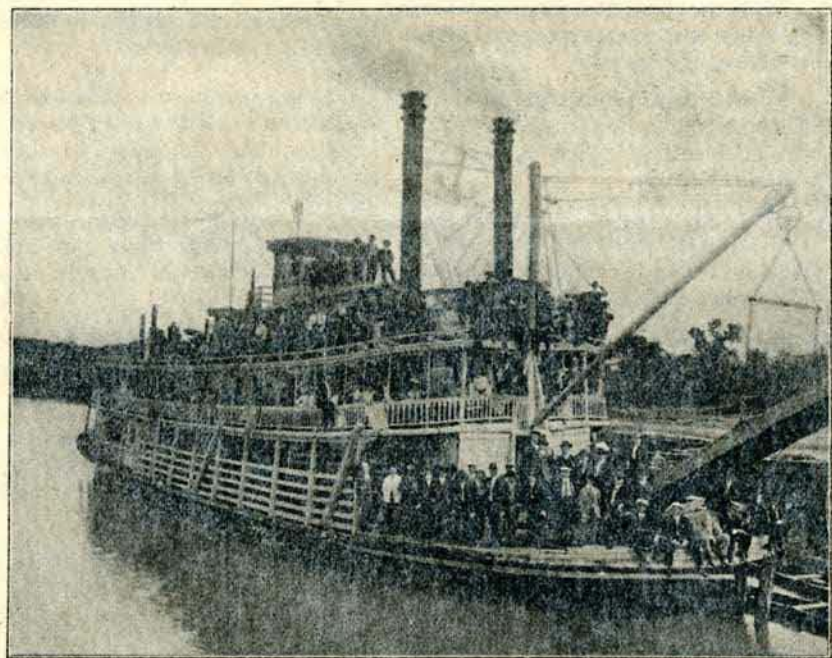
The large Geology and Botany classes of the Southern Normal School and Bowling Green Business University will leave the college on June 19, 1905, for Mammoth Cave. The classes will return June 26. They will travel across the country on foot and in wagonettes, and will camp while on the tour. The students of the Scientific and Classic

Courses will make the annual trip to Mammoth and Colossal Caves. Every member of the class will return with many valuable specimens and much information. This is one of the most delightful and profitable week's investigation ever made by a class in Geology and Botany.



The Geology and Botany Class Cross Green River at the Exit of River Styx Mammoth Cave.

KODAK BY STUDENT.



The annual excursion party of students and teachers for 1905 left the wharf on May 6 for Woodbury, Ky. This was one of the most delightful excursions ever made by the school. We give above a picture made from an actual photograph taken when the boat landed at Woodbury, Ky. The next annual excursion will occur between the first and tenth of May, 1906.

LECTURE COURSE

FOR 1905 AND 1906.



ROBERT M. LA FOLLETTE.

The Lecture Course for 1905 and 1906 promises to be the best ever offered by the institution. Only great men have been employed. Students who attend the Southern Normal School and Bowling Green Business University will have an opportunity to hear some of the greatest men on the American platform during the approaching year. Governor Robert M. LaFollette has been employed to give one number of the Lecture Course.

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.

Office of Publication, City Hall Building, Bowling Green, Ky.

Entered August 22, 1904, at Bowling Green, Ky., as Second Class Matter, Under Act of Congress of July 16, 1894.

SUBSCRIPTION, 25 CENTS A YEAR.

EDITORIAL.

Love is the dynamo of school control.

—o—

The successful teacher rules himself and then he rules his school.

—o—

Conscience precedes moral and material progress, as well as good citizenship.

—o—

Conscience introduces the true teacher to God and connects his work to eternity.

—o—

Conscience carries the thought of the school house with its sixty or seventy-five little souls on and on until they disappear in that larger life in the beyond.

—o—

Conscience will write all over eternity the work of a consecrated teacher and a character-building school.

—o—

Conscience is the eye that causes the successful teacher to see a human heart and, afterwards, his salary-draw.

—o—

Conscience announces the approach of opportunity "I will" seizes and possesses it.

—o—

Every effort of the properly organized, equipped, and taught public school made in the interest of a child is a stroke by God's artist who is building a universal intelligence, love, and brotherhood.

—o—

The laws of our lives are transcripts of the world, and our civil laws are transcripts of our lives. The law to be enacted that will authorize a better system of rural public schools, State Normal Schools, and bring about other improvements in our educational system, must first pass the congresses of Kentucky minds and then the legislative bodies of the Kentucky General Assembly. Law begins as an idea, but the idea will never become a law except through the will, opinion, thoughts, desires, and individualities of the people. The public voice must be behind the idea before it is likely to become a law. A law passed in any other way is an artificial law, and un-American in nature. The one great idea that is now before the people of Kentucky is the one in the interest of universal education, and the one looking toward the establishment of State Normal Schools and a general improvement of the educational system of the State. The universal education of the masses in the grand old Commonwealth of Kentucky should be the battle-cry of the next General Assembly. One properly directed legislative act of the General Assembly can do more to destroy ignorance and develop a universal intelligence than five thousand teachers can do within the next fifty years under the present educational conditions. Everyone should remember that the present educational idea in the interest of the education of the masses will never become a law unless the teachers, as well as the citizens of the State, put themselves behind it and become active, aggressive workers in championing its thought. A mere negative, unexpressed self with no opinions, is unbecoming any citizen. We cannot take ourselves out of public expression. We are an inseparable part of it. The negative, indifferent, citizen who takes no interest in making laws is partly responsible for the laws made, for he is a part of the organism that produces the law. It is the duty of every citizen in Kentucky to arm himself with implements of warfare and stand out in front of the present educational campaign that is being made in the interest of the child and a higher civic life and fight with all his powers; or else get behind it and, if possible, see that the idea is coined into a law. The true American is not a negative citizen. This campaign is in the interest of the child, the home, good government, and a greater Commonwealth. Childhood shows us the way to a greater Kentucky, Education shows us the way to a higher citizenship. The higher industrial development is achieved through the trained spirit that uses nature. Indeed, Kentucky's richest gold mine is the human mind.

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 vocation of life. All the other vocations 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 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 today that the profession is crowded. As a matter of fact, there is no equal opening in any other profession or avocation of life today. 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 today—where it has always stood—the equal if not the first of all.

COMMENCEMENT 1905.

THE BOARD OF DIRECTORS, FACULTY, AND THE
CLASSIC AND SCIENTIFIC GRADUATING CLASSES OF THE
SOUTHERN NORMAL SCHOOL AND
BOWLING GREEN BUSINESS UNIVERSITY
JOIN IN WISHING TO GREET YOU AT THEIR
COMMENCEMENT EXERCISES,
WHICH WILL TAKE PLACE IN
VANMETER HALL,
TUESDAY, WEDNESDAY AND THURSDAY EVENINGS,
JULY ELEVENTH, TWELFTH AND THIRTEENTH,
NINETEEN HUNDRED AND FIVE.



PROGRAMME.

On Tuesday, July 11, 8 p. m., the graduating exercises of the Scientific Class will take place in Vanmeter Hall. A great programme has been arranged. The orchestra of Nashville, Tenn., will furnish music for the occasion.

On Wednesday, 9 a. m., the graduating exercises of the Teachers' Department will occur in Vanmeter Hall. A splendid programme has been arranged. Those who are entitled to the Degree of Bachelor of Pedagogy will be awarded same upon this occasion.

The annual graduating exercises of the Classic Class will occur in Vanmeter Hall on Wednesday evening, July 12, 1905. A high-grade programme has been arranged. Music will be furnished by the orchestra.

The Alumni Association will meet in Vanmeter Hall at 2 p. m., Thursday, July 13. All members of the Alumni Association are requested to be present, as business of importance will be transacted.

Mr. Elbert Hubbard, the distinguished lecturer and author, will deliver the annual address on Thursday, July 13, at 8 p. m. The banquet will be given immediately after the lecture. Music will be furnished for each programme of the commencement by the orchestra.

GRADUATES CLASSIC COURSE.

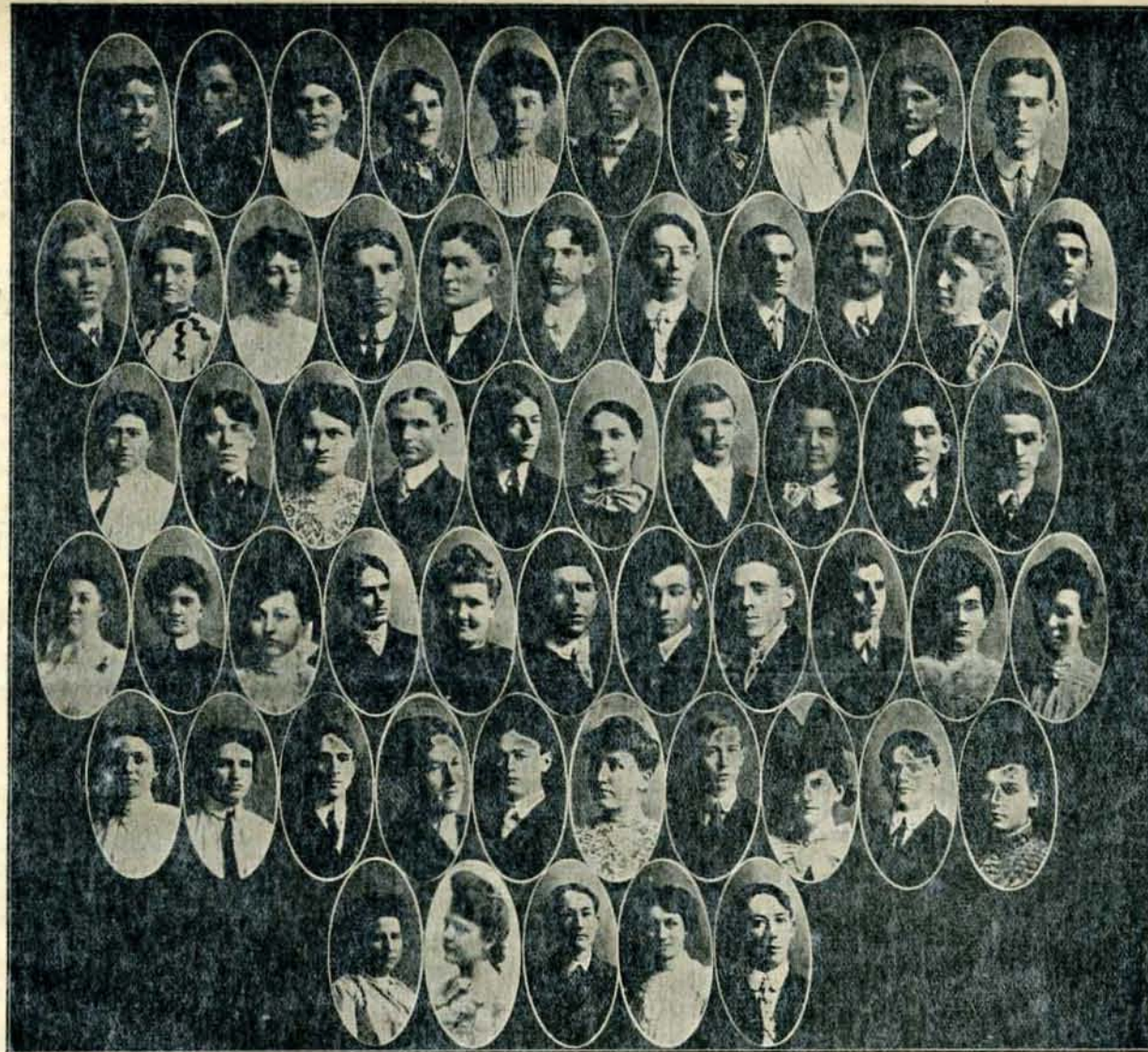
Mr. A. B. Herring, Kentucky.
Miss Lear Durbin, Tennessee.
Mr. A. J. Caldwell, Louisiana.
Mr. W. V. Powell, Kentucky.
Mr. Jno. Henderson, Jr., Arkansas.

Mr. C. M. Copeland, Arkansas.
Mr. O. P. Roemer, Kentucky.
Mr. W. T. Hines, Kentucky.
Mr. L. A. Law, Tennessee.
Mr. J. Luther Henon, Kentucky.

GRADUATES SCIENTIFIC COURSE.

Miss L. A. Eades, Kentucky.
Mr. D. J. McClambroch, Kentucky.
Mr. D. S. Collins, Indiana.
Mr. Joe Perling, Kentucky.
Mr. C. A. Summers, Kentucky.
Mr. J. D. Templeton, Texas.
Mr. J. T. Harwell, Tennessee.
Mr. J. E. Wright, Tennessee.
Mr. S. Tanner, Kentucky.
Miss Ethel Powell, Kentucky.
Mr. L. C. Jordon, Kentucky.
Mr. James Knoll, Louisiana.
Mr. F. H. Graham, Kentucky.
Mr. J. N. Clark, Louisiana.
J. Stroud, Kentucky.

Miss Ida Evans, Louisiana.
Mr. Uri Jenkins, Kentucky.
Mr. E. M. Blanford, Kentucky.
Mr. J. M. Price, Kentucky.
Mr. T. A. Stewart, Kentucky.
Mr. R. L. Templeton, Texas.
Mr. H. D. Cummings, Kentucky.
Mr. L. B. Jones, Kentucky.
Mr. Joe Roemer, Kentucky.
Mr. H. M. Denton, Kentucky.
Mr. W. R. Ayers, Kentucky.
Miss Nora Young, Kentucky.
Mr. C. C. Clark, Louisiana.
Miss Vera Russell, Kentucky.
Miss Mary O'Leary, Kentucky.



We give above the pictures of fifty-seven of those teachers who have been attending our school during the spring of 1905, and who have fully decided to give themselves a higher course of training. They have been pursuing the whole or a part of the State Certificate Course. They will complete the State Certificate, Scientific, and, possibly, Classic Courses in our school sometime in the future. They have fully decided to be live wires and not dead wood in the noble profession they have chosen.

EXTRACTS FROM A RECITATION.

We Give Below Extracts From Statements by Students
During a Recent Recitation of the Teachers'
Training Class.

Man is by nature an imitator. He who imitates will reach a higher standard if he has before him a perfect model than if he is guided by an imperfect one.—S. J. Billington.

Let the pupil choose his ideals from the many that are presented him.—L. O. Thompson.

The end of school government is to prepare the student for future life.—Ada Felts.

The first step in the formation of a concept is comparison. The child cannot form a clear concept from mere telling, for knowledge can be taught by language only when words represent known ideas.—L. P. Watson.

None can question but it is the one important duty of the teacher to inculcate in the hearts and minds of his pupils such things as will lead them to form habits of right conduct.—Agnes Baker.

There cannot be much good obtained from practice without inspiration.—Annie Shanahan.

Planting the corn is well, but cultivating is better. In education, examples and training must accompany and supplement perception.—Lelia Chandler.

The first step in teaching any school art is to lead the pupil to form correct ideals of what he is to learn or produce.—Ethel Stanley.

The child is a great imitative being. It is a true saying, "As teacher so will be the pupil to a great extent."—Ella Baker.

The clearer the pupil's knowledge of both the end and the process, the more skillful will be his action.—Mabel Christian.

Our achievements in any vocation will not be greater than our ideals.—E. P. Smith.

We must by all means have undivided attention.—May J. Ammerman.

Teaching is successful only when the learner is interested in his work.—Thos. L. Britton.

The old maxim, "practice makes perfect," within itself is only partly true. The poorest is sometimes gained by experience and practice without clear and correct ideals.—J. E. Caldwell.

Skill is not acquired by mere practice. We learn to do by making effort under correct guidance.—Elizabeth Darbro.

The character depends upon ideals, and ideals are the standards which imagination forms and sets before us.—Margaret Roberts.

Ideals are the product of imagination and are our nearest mental approach to perfection.—Cora Sherry.

Study the child; find his capabilities; show him that you are interested in him.—Frances Epperson.

In order that the greatest good may be obtained from the pursuit of truth, the intellect must gain it by self-exertion.—Laura Dye.

The whole life and usefulness of a child depends largely upon the way his mind is trained in the school room.—Ella Dohoney.

In order to be a successful teacher, you must show the pupil by words and deeds that you feel an interest in him.—Elizabeth Hicks.

There is nothing so wonderful as the budding soul of a little child.—Laticia Madison.

Teaching is guiding a pupil in those exercises which, performed by himself, will result in knowledge, power and skill.—Estelle Craycroft.

The teacher should so adjust the work that the pupil may take with joy each step.—Myrtle Page.

If the children are not trained in youth, it is very difficult for them to overcome their faults.—Sallie Johnson.

The teacher should be patient with the dull pupil.—W. O. B. Tanner.

Many a child's life is ruined by having teachers who did not understand his capabilities.—Jessie Stephenson.

The violation of a single law or misapplication of some method may mar or even blast the fruit.—W. F. Yates.

The primary conception of education makes evident the truth that the *what* and *how* of teaching must be adapted to the capability of the pupil.—Maude Davis.

In teaching, the greatest problem to solve is, what to teach and how to teach it.—Mabel Christian.

As knowledge is acquired in different ways, it must be taught in different ways.—Elizabeth Darbro.

Most teachers have a mistaken idea of the child's ability and try to do too much for him. In doing so, they diminish his power of learning.—Nannie Sherry.

The teacher can never put into a method what is not in himself.—Annie Clayton.

Boys and girls saturated with low literature form low ideals and will generally live low lives.—Maggie Sherry.

Where the student is not guided by clear and correct ideals in whatever he may practice, the result is practically a failure.—G. C. Thompson.

In all acts, ideals inspire effort and guide practice.—Lucie Holeman.

Lead the child to see how ugly low ideals are and encourage them to study the lives of great men and women.—Jessie Stevenson.

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to Mention
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Catalogues and Journals Free!

Address all communications to

H. H. CHERRY, President,
Bowling Green, Kentucky.

EDITORIAL.

[CONTINUED.]

That still small voice, "I ought," is stronger than navies and armies. "I ought" is the bedrock upon which our republic is built.

—o—

Remove from our national life that still small voice, "I ought," and there would be instantaneous anarchy. The earth would be painted red with human blood within twenty-four hours. The soil of Christian education produces fourteen barrels of character to the acre. The public school is God's vast farm.

—o—

Humanity is the ward of Nature. A wise people will draw on Material Nature through the account of universal education. A check drawn this way has never been dishonored. Draw on the account of universal education and you will observe more farmers sprinkling brains into the soil. Draw on this account, and you will see a giant awake and send the shaft to an unseen mineral stowed away by God for man. Draw on this account, and Kentucky's treasury will burst with wealth. Kentucky cannot give to the child without receiving from the child and from material nature. Rally around universal education. God is for it.

—o—

What is needed in Kentucky is best explained by the following statistics:

The total number of illiterates in the Commonwealth of Kentucky is 262,954.

The total number of white illiterates is 174,768.

The total number of colored illiterates is 88,186.

The total number of illiterate white voters is 65,517.

The total number of illiterate colored voters is 36,990.

The percentage of illiteracy for the whole population 16 5-10 per cent.

The percentage of white illiterates is 12 8-10 per cent.

The percentage of colored illiterates is 40 1-10 per cent.

By these figures Kentucky is placed 37th in the list of illiterate States. There are only 53 High Schools in the entire State of sufficiently high standard to be accredited by the colleges and universities. There is one State Normal School for colored persons. There are no regular State Normals for whites within the borders of the State.

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Go to work now. Talk, talk, talk intelligently. Talk and work all the time for universal intelligence. Talk for:

1. A nine-months' school for every child.

2. A High School within reasonable distance of every child.



We give herewith a splendid photograph of Mr. Sam Reisfeld, of Constantinople, Turkey. Mr. Reisfeld is a German. He entered our school six months ago. At the time of entering he could not write or speak the English language. He has been pursuing a regular course of study in English and in commercial branches. He has been taking, in connection with his regular work, private instructions under Prof. Green. He can now speak and write first class English, and is rapidly developing into an all-round accountant. We have never seen a better student, nor a more marvelous development in any student. Mr. Reisfeld is very enthusiastic about the school, and says he shall do everything in his power for it and he hopes to have a number of his friends from the Old World attend the institution. He is held in the highest esteem by the faculty and students. We bespeak for him a successful career in life.



1. Wallace Durham. 2. Richard Crichlow. 3. C. Harkey. 4. J. E. Venters. 5. W. M. Rush. 6. C. R. Morton.

We give above the pictures of five Scientific graduates of the Southern Normal School and Bowling Green Business University. This splendid group of brainy, earnest young men are now in the Hospital College of Louisville, pursuing a course in medicine. We predict for each of them a brilliant success in their chosen work.

Read What the Ministers of Bowling Green Think of the Southern Normal School and Bowling Green Business University.



CAPT. C. J. VANMETER,

Chancellor of Southern Normal School and Bowling Green Business University.

No history of the Southern Normal School and Bowling Green Business University would be complete without mention of Capt. C. J. Vanmeter, whose photograph is reproduced above.

Capt. Vanmeter was born on the site now occupied by the massive structure which took the place of his old homestead.

His life has stretched over a period of more than seventy years, and these have all been years of intelligent activity, of ceaseless industry, of unostentatious generosity, and of simple kindness.

Perhaps no man ever reared in this vicinity has been held in higher esteem than he, or has more thoroughly deserved and enjoyed the confidence, respect, and admiration of all who know him.

He has never failed to give recognition and aid to every deserving enterprise inaugurated in the community; no appeal in behalf of any worthy cause has ever been unheeded by him, and no work of benevolence has ever failed of his sympathy and support. His generosity and public spirit were never more conspicuously illustrated than in his connection with the Southern Normal School.

When it was striving to secure a permanent home, and struggling to plant its feet securely upon a solid and enduring basis; and when difficulties beset it, and barriers stretched themselves across the pathway of its progress, he promptly came to the rescue,—joined hands with other friends of the institution and of the cause of education, and laid the foundations so broad and deep that its perpetuity became, and is, an accomplished fact.

As an evidence of appreciation, the splendid public Hall bears Capt. Vanmeter's name, and it is likewise carved upon the marble tablet over the doorway. However lasting these testimonials may be, they will not endure half so long as will the remembrance of an appreciative community, and a sincerely grateful student-body.



DR. J. S. DILL.

The Cherry Bros.' school in this city is a phenomenal success. I heartily endorse the excellent work they are doing and prophesy for them yet greater achievements.

J. S. DILL.



FATHER T. J. HAYES.

With pleasure do I add my name to the list of those who indorse the splendid work that is being done at the Southern Normal School in Bowling Green. On various occasions I have met and conversed with a large number of its students, and, in expressing themselves on the educational advantages that the college offers, without a dissenting voice they pronounced it a first class institution, in every way thoroughly equipped and up-to-date in meeting the needs of its scholars.

The verdict of the students, I take it, is one of the best and most reliable tests of merit that any college can produce.

THOS. J. HAYES,
Pastor St. Joseph's Church.



DR. WM. K. MARSHALL.

I very cheerfully indorse the Southern Normal School and Bowling Green Business University. Messrs. Cherry and their faculty are doing a fine work. Anyone desiring a thorough business education will make no mistake if he matriculates at this up-to-date school.

WM. K. MARSHALL,
Rector Christ Church, Bowling Green, Ky.



DR. W. F. LLOYD.

I have had excellent opportunity for two years to study the work of the Southern Normal School and Bowling Green Business University. It gives me pleasure to state that its faculty and student-body compose what is in many respects an ideal school. Careful and painstaking instruction marks every step on the part of the teachers, and there is a constant and successful effort at character-building. I doubt if a school can be found in all the land where there is a greater feeling of sympathy between faculty and students, and more school enthusiasm on the part of all concerned, than in the Southern Normal and Business University.

W. F. LLOYD,
Pastor M. E. Church



DR. WM. IRVINE.

Pastor First Presbyterian church says:

"The Southern Normal School and Bowling Green Business University merits the highest commendation. I have watched the progress and conduct of their students for five years, and am prepared to say that I have never met a more serious, earnest and thoughtful set of young people. They are quiet, orderly, and purposeful, doing with their might what their hands find to do. The faculty are well equipped and in hearty sympathy with their work. The discipline is exceptionally good."



REV. W. T. WELLS,
Pastor Christian Church.

"The citizens of Bowling Green are justly proud of the Southern Normal School and Bowling Green Business University, located in their midst. As an educational institution it ranks with the very best of its kind. The Cherry Brothers have shown signal ability in building up and maintaining with so marked success such an institution. The large number of ambitious students, male and female, who have come here for a purpose, is the splendid testimonial to the efficiency of the able body of teachers."



EBEN G. VICK,
Pastor Second Baptist Church.

It gives me pleasure to say that for three years I have known something of the work of the Southern Normal School and Bowling Green Business University, and I know of no school which in my judgement is doing better work in its special line. Profs. H. H. and T. C. Cherry are both Christian gentlemen of high character, as are all of their teachers, who seek not only to train the intellect, but also to bring those who attend their school under religious influences.



REV. E. B. KUNTZ.

It gives me great pleasure to say a good word in behalf of the Southern Normal School located in this city. The managers and faculty are Christian men and women. The character of work done is thorough, and the expense to the pupils is moderate. Young men and women of the South, who desire to fit themselves for the actuals of life in a first class, up-to-date Normal school will make no mistake by coming to this splendid institution.

EUGENE B. KUNTZ,
Pastor Cumberland Presbyterian Church, Bowling Green, Ky.

HUMAN GROWTH.

Whatever you wish to appear in the life of a nation, you must put into its schools.—Prussian Maxim.

Human growth is an organic energy. This energy is nature, and it manifests itself in different ways. The soul contains the divine seed that will produce in us the image of our Creator, provided there has been a fulfillment of those habits upon which human growth is conditioned. Some idea about how growth may be stimulated or stunted and impaired is given on this page, but the process of growth itself is recognized as beyond the control and comprehension of man. The most we do is to cultivate the soil containing the seed of a divine image, but we cannot through an act of the human will or by a creation of a human idea force growth. We must simply let the divine seed germinate and the image of the perfect life grow in us. We may condition growth upon laws of life enacted in the mind, but we cannot add one cubit to our statue. Growth is the work of nature. It is no business of ours. The wise man, therefore, concerns himself about giving his mind the environment necessary to growth, and he loses no energy in ascertaining whether he is growing. We cannot force rain in the domain of the mind, but we may receive the shower. "The wind bloweth where it listeth, and thou hearest the sound thereof, but canst tell whence it cometh, or whither it goeth; so is such a one that is born of the spirit." Freedom and patriotism depend upon the hearing of the eternal winds. Every spiritual windstorm that sweeps through the human soul adds to our civic statue. If our republic is a Christian organism, the highest patriotism is not a manufactured conduct specifically made to order after man's copy, but it is a life that abides in the Great Teacher. It is a patriotism whose functions resist death and whose work invests talents.

THE SOUL.

The soul is the government's richest asset. It is the seat of character and the beginning of government. A great man and a true patriot are governed spirits. Every great deed begins in the soul. Man first rules his spirit and then he achieves. A thoughtful State offers its subjects the advantages of an education and then it achieves a great commonwealth. Character, patriotism and industrial development cannot be bestowed on the people of a State, but they must be achieved through the training of the soul. Education of the masses will solve all problems civic, social industrial, or otherwise. The school is America's greatest institution.

THE GOVERNED AND UNGOVERNED SPIRIT.

One man enacts good laws for the government of self and abides in a stately character, while another of equal opportunity and native ability lives a vacillating, aimless life in a dingy hovel. One enjoys soul tranquility, while the other dwells in ruins, confusion, and anarchy. On the battlefields of the soul's world is either a man crowned by victories over self who is receiving the benediction of his God and the approval of his conscience, or there is a deserter from the ranks of self-discipline who is receiving the condemnation due an unrighteous and misspent life. Which are you?

"Salute thyself, see what thy soul doth wear;
Dare to look at thy chest, for 'tis thine own."

PATRIOTISM.



GENERAL GEORGE WASHINGTON.

God gave him a soul and a free government.
He enacted good laws for the government of self.
He dwelt in a palace of character and served his country nobly.
He gave to his country a Christian patriot and statesman.

THE ILLUSTRATION.

There is an inspiring and pathetic story told in the illustration on this page, and it should appeal to the conscience and heart of all young people who desire to be of service to their land and time. It contains the biography of two lives, and shows how one man controlled himself and became a great power in building and governing his country, while the other lived a dissipated and selfish life. Each had capacity, but only one used his talents. It is the Christ spirit and the American spirit for a man to use his talents.

CHARACTER.

Character is the salt of national life. It is the balance-wheel, the ballast that gives bearing, force, and power to our civic institutions. The perpetuity, prosperity, and greatness of this country depend not only upon acres of land with its mountains and hills bursting with mineral wealth, its lakes and rivers and ocean coast, its revenues and rich treasures, its great cities, beautiful public buildings and strong fortifications, and its educational institutions and churches, but also upon the culture, enlightenment, and character of the citizens composing the government. A noble man has stood behind every great achievement, whether it was the preaching of a sermon, the writing of a poem, or a commercial or educational enterprise. A noble and patriotic people with character must stand behind a good government.

ANARCHY.



THE CASTAWAY.

God gave him a soul and a free government.
He enacted bad laws for the government of self.
He dwelt in a hovel, and lived amid moral, intellectual, physical, and material ruin.
He gave to his country a castaway—an ungoverned spirit.

GENERAL GEORGE WASHINGTON.

The greatest achievements of General George Washington occurred in the perpetual congresses of his soul assembled behind the curtains of his gigantic presence, where God and he were alone. Turn to the illustration and read the laws which he wrote on his book of life. Then turn to the pages of political history, and you will see that what he gave his country was in his inner life and that his labors only reflected the life and law of this great man. "Great men stand like solitary towers in the city of God, and secret passages running deep beneath eternal nature give their thoughts intercourse with higher intelligence, which strengthens and consoles them, and of which the laborers on the surface do not even dream." The grandest sight we can ever hope to witness on earth is to see a man by the exercise and use of his powers enacting concepts in his soul—each one a stroke, a consecrated effort, in the making of a righteous life. Lincoln, in speaking of Washington, said:

"Washington is the mightiest name of earth—long since mightiest in the cause of civil liberty; still mightiest in moral reformation. On that name no eulogy is expected. It cannot be. To add brightness to the sun, or glory to the name of Washington is alike impossible. Let none attempt it. In solemn awe pronounce the name, and in its naked, deathless splendor leave it shining on."

Education is complete development for complete living.—Spencer.

Education is the sum of the reflective efforts by which we aid nature in the development of the physical, the intellectual and the moral faculties of man.—Campayne.

For every pound you save in education you will spill five in prosecutions, in prisons, in penal settlements.—Lord Macaulay.

If the children are untaught, their ignorance and vices will in the future cost us much dearer in

THE CASTAWAY.

The picture of the dissipated character in the illustration shows what may be made out of the spirit of man. The eternal God endowed this man with the material and the implements necessary to make a useful citizen, but he neglected the voice of conscience and instead of producing a freeman to rule his being, and a patriot to rule his country, he crowned a slave imprisoned behind the bars of a compromised soul. He was born with a perfect body, with a fine mind, and had every opportunity, but he is now closing his sad career in a tragedy that is being played behind the curtains of his soul. He has slain purity, honor, ideals, and other attributes of noble manhood and patriotism. But the voice of conscience still whispers to him and tells him of his condition. It admonishes him to abolish the book of laws he has enacted and to substitute good ones, and, thereby, bring order, light, and government out of chaos, darkness, and anarchy. The nobility of his creation rises before him, and he remembers that he was made in the likeness of God that he might be a man. But, alas! he has become a castaway—a wandering ungoverned spirit. What is more pathetic than to see a person with a bright mind and great natural ability living a wasted life? The saddest sight that can come under human observation is to see a man when his head is gray and his step uncertain, trying to liberate himself from habits that enslave, and making a desperate effort to turn a wasted life to some account, while the nightmare of an unrighteous soul holds him down.

their consequences than it would have done in their correction by a good education.—Thomas Jefferson.

The wage-earning power of the people of Massachusetts is \$250,000,000 a year over the average wage-earning power of an equal number of people elsewhere in the United States. For this added income Massachusetts spent \$10,000,000 a year when these wage-earners were in school. Was it a good investment? The value of one day in school is \$10 in future earning power.—President Alderman, University of Virginia.

SUGGESTIVE QUESTIONS.

What is your State's greatest asset?
Has this asset been properly invested?
Why is it necessary for every citizen of a republic to be educated?
Upon what does productivity depend?
Why are an ignorant people necessarily a poor people?

What is the beginning of progress?
How does childhood show us the way to a great commonwealth?

Would an increase in illiteracy in your your State affect the value of your property? Why?

If character values register ten, what would be the registering point of commercial values?

What is your estimate of the value of Washington's life to the world?

Has the castaway in the illustration on this page been an expense to government? Explain.

What is one good citizen worth to a neighborhood?

What is the present worth of real estate in your county?

What would it be worth if every citizen had the power of self-control, intelligent thought, and emulated the life of Christ?

What would it be worth, if every citizen were as noble and unselfish as Washington, Lincoln, Lee, Jefferson, or McKinley?

Would you remain in your county, if every citizen were like the ungoverned spirit, the castaway whose picture appears on this page?

What would your real estate be worth, if every individual in your community were like the castaway?

Is it the duty of the government and every citizen to employ the means necessary to arouse the latent powers of the boys and girls who have not discovered themselves?

Name those character-making institutions that seek to educate the masses by aiding them to secure moral soul-control.

What is your estimate of the value of public schools, High Schools, State Normal Schools, Universities, etc.?

Are you doing all you can to aid in securing universal intelligence in this country?

Are you talking for it, or against it?

What would you do if you had an opportunity to "transmute gold into life" by voting a local equitable tax for the education of the children of your neighborhood?

Why do you consider it a disgrace for a citizen of a republic to refuse to vote an equitable and just tax, local or otherwise, to be used for the education of the child?

Why should every citizen contribute to character-making institutions?

Is the public school the natural consequence of a republic? Why?

Why should every citizen be for the present movement to establish State Normal Schools in Kentucky?

May 1905

Some Things a Teacher Should Know and Practice.

By Prof. J. M. Williams, in charge of Departments of English Grammar and Pedagogy, Southern Normal School.

I. *The end must be known from the beginning.*

It will not do for the teacher to think of the end in terms that are so general as to be well nigh meaningless. To say that the end is to reach the highest development of which the human being is capable, is well enough, but before the teacher can make practical use of it, he must make it more definite. The teacher must decide on a regular order of definite steps by which the pupil is to attain the highest development. For a definite period, each of these steps must be the end sought by the teacher. His work thus becomes definite. No time is wasted. He knows just what he wants to do and proceeds to do it.

II. *The teacher must know how a child gains knowledge.*

While it may be neither necessary nor desirable that a teacher have a profound knowledge of the theories and quibbles of metaphysics, it is essential that he should possess a good knowledge of the outlines of psychology. Above all, he must know the workings of his own mind. He must understand that experience lies at the foundation of all knowledge. He will then avoid the greatest source of error in teaching: *Teaching words instead of causing the pupil to know that for which the words are mere symbols.*

III. *The teacher must know the law of habit.*

He must understand that his pupils are, at any given moment, the result of what they have done, not what the teacher may have told or advised them to do. He must know that the child will do things after he leaves school just as he was permitted to do them in school. There can be no lightning change. Education in the true sense may be defined as a process whose end is to fix on a child right habits of thought and action.

IV. *The teacher must understand both his, and his pupils' parts in the teaching act.*

His part is to place before his pupils the object or subject of knowledge in such a way as to arouse the appropriate activities of the pupils' minds and keep those activities properly directed until the desired result is obtained. The desired end is three-fold: 1. Knowledge of the subject; 2. Increased power to know and to master other lessons; 3. Skill in knowing or doing or both. The teacher must know just where his part of the teaching act ceases and where the pupils' part begins. When the teacher attempts to learn for the pupil, failure will be the inevitable result.

V. *The teacher must know that learning is the pupils' act. That in the learning process the teacher's business is to select the thing to be learned, to stimulate to action the mental machinery of the learner and keep it in operation until the learning act is complete.*

Owing to the fact that it frequently requires less effort on the teacher's part to recite the lesson for his class than it does to have the class learn and recite their own lesson, the reciting teacher is found in many schools. The mental condition of his pupils corresponds exactly to the physical condition of the pupils whose teacher eats their lunches while they look admiringly on.

VI. *The intimate relation between thought and language must be constantly in the teacher's mind.*

He must know that written words are merely arbitrary symbols used to represent mental products. That words do not convey ideas but merely call up former experiences of the learner or else are absolutely meaningless to him.

The true test of the pupil's thought is his expression. Careless thinking will invariably find expression in careless language. Correct thinking results in correct expression.

VII. *The teacher must have constantly before him a clear conception of each hour's duty.*

He must continually question himself as to how his desired ends can be best obtained. He must not fear to criticize his own work. He must study the results of each day's teaching and profit by his mistakes as well as by his successes.

Some Educational Mistakes.

By Prof. J. M. Williams, in charge of Departments of English Grammar and Pedagogy, Southern Normal School.

It is no uncommon thing to hear parents say: "My children are little, anybody can teach them," or "we don't need a highly educated teacher in our district. Our children don't know much. A cheap teacher will do as well for our school as a high priced one."

Parent and school patron, if your child were sick and in need of a physician, would you say: "My child is little, anybody can 'doctor' him?" No, you would say: "My child's life is in danger, I must secure the very best physician possible."

Do you think it takes less skill to minister to the mind, to develop and train the faculties, to implant noble ideals that shall urge your child to a life that will bless humanity and honor himself than it does to set a broken bone or diagnose a case of typhoid fever?

We, as a nation, have long boasted of our public school system and the glories of education. At last the country is awakening to the fact that the kind of education we have been giving the children is not producing the results we have prophesied. In spite of our boasted education crime seems to be on the increase. In 1850 there were in the United States 290 criminals per million of inhabitants. In 1890 there were 1,315 criminals per million of inhabitants. Seventy per cent. of the criminals arrested last year were under twenty-one years of age and fifty-one per cent. were under seventeen years of age. When we consider that crime is increasing at the rate of twelve per cent. per annum, the matter becomes appalling.

These facts should not cause us to lose faith in education but rather to search out the errors in our present system and banish them.

Time was, when the average parent did not forget that home training is an essential factor in education. During the rush incident to our highly social and commercial age, mothers have been too busy with clubs and social functions, and fathers too busy in the wild chase of the dollar to attend to the moral or educational needs of their children. The care and training of the children has been increasingly given over to servants and teachers.

It is impossible for teachers, be they even little below the angels, to do the work constantly heaped upon them. They cannot appeal to each of the fifty to seventy-five little souls given over to their care as can the true mother. The result is, that the old time lessons of religion and morality learned at the knee of a loving, patient mother are now almost lost arts. Social pleasures and money weigh little when compared to the great loss to humanity their getting has cost.

Too much stress has here-to-fore been put on the material value of education and too little on the moral and religious side. Material wealth rightly acquired and used is a blessing to the possessor and through him to the community. It must be conceded, however, that the things moth can corrupt and that thieves can steal are not to be compared in value with those treasures which are incorruptible, and which thieves cannot steal.

Were the teacher the only factor in education, we might lay at his door the thousand and one crimes prompted by avarice, but the child is taught even more by what he sees in every-day life than by precept learned at school. So long as the child sees all knees bent before the throne of wealth rather than before the throne of God, it is little wonder that the child's ideal should be that of a money-getter and that he should scruple little as to how his money is gotten, just so he keeps out of the penitentiary.

Communities and nations succeed in proportion as they hearken to their great prophets and keep in the paths of the fathers. Greed and lust for worldly power and mere material wealth have ever brought ruin and degradation to nations.

Intellectual training without heart

culture makes shrewder villains.

The true wealth of a nation cannot be told in columns of exports and imports, in trade balances, or in average amount of earnings per individual. The factory may produce thousands of dollars worth of wealth and at the same time shrivel and dwarf thousands of souls that should develop into noble, God-fearing men and women. We have yet to learn as a nation that souls are far more valuable than trade balances or towering factories. The Great Master taught that the soul was beyond price. We have forgotten his teaching and have paid many souls for a little material wealth.

"O! let not then unskillful hands attempt

To play the harp whose tones, whose living tones
Are left forever in the strings. Better far

That heaven's lightnings blast his very soul,
And sink it back to chaos' lowest depths,

Than knowingly, by word or deed, he sends

A blight upon the trusting mind of youth."

"O, woe to those who trample on the mind,
That deathless thing! They know not what they do,
Nor what they deal with. Man per chance may bind
The flower his step hath bruised; or light anew

The torch he quenches; or to music wind
Again the lyre-string from his touch that flew;—

But for the soul, O, tremble and beware
To lay rude hands upon God's mysteries there."

If every teacher and every school patron could become thoroughly filled with the spirit of the two gems just quoted, teaching would be at once placed on a much higher plain than it is at present. The teacher whose heart is not in touch with his calling would not try to teach. Teaching would then be engaged in only by those whose souls are in the work, who strive to uplift humanity rather than to earn the miserable pittance a teacher receives.

The Kentucky Educational Association.

The annual session of the Kentucky Educational Association will convene at Mammoth Cave, Kentucky, on June 21, 1905, and will continue until June 23. This promises to be one of the greatest meetings in the history of the association. Our Scientific and Classic classes will make their annual trip across the country from Bowling Green to Mammoth Cave at this time. The members of these botanizing, geologizing, and surveying parties will leave Bowling Green on Monday, June 19, and return on Monday, June 26. They will have an excellent opportunity to attend the Association during its session at the Mammoth Cave. In addition to the above, the school will offer its students who desire to visit the Mammoth Cave the advantage of its very low rates to Mammoth Cave.

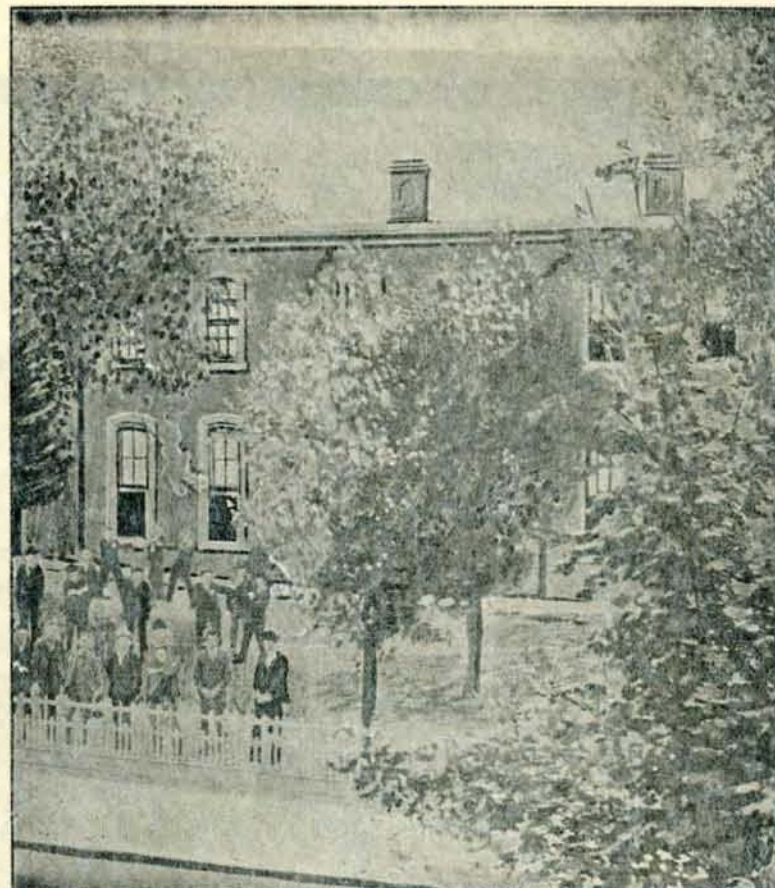
This will give all persons an opportunity to visit the Cave at a nominal cost and also to be present at the Kentucky Educational Association at the same time.

Summer School.

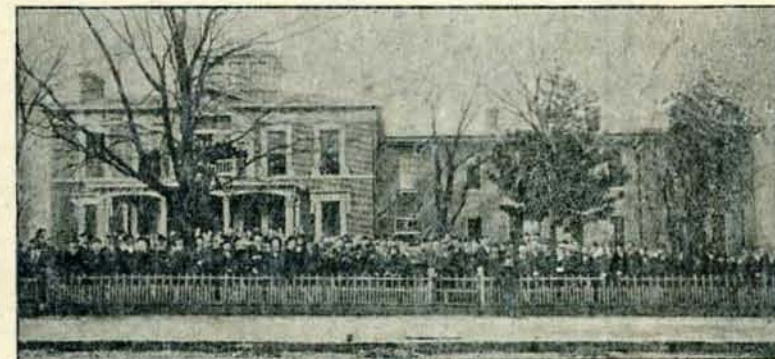
On June 6, 1905, our special Summer School of six weeks will be organized. The tuition in the Summer Normal School of six weeks is only \$6, and board can be secured during this season of the year all the way from \$8.25 to \$12 per month, everything furnished. It will pay every teacher in the South who desires to enlarge his work and become more successful in his chosen profession, to enter our Summer School. Not only a general review in common school work will be given, but those desiring to do so can get special classes in any of the higher branches.

The demand upon us for trained graduates, strong in character and purpose, is ten times greater than we can supply.

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 was taken in the spring of 1898. It was necessary to use all of the former college building in order to accommodate the students. (From actual photograph.)



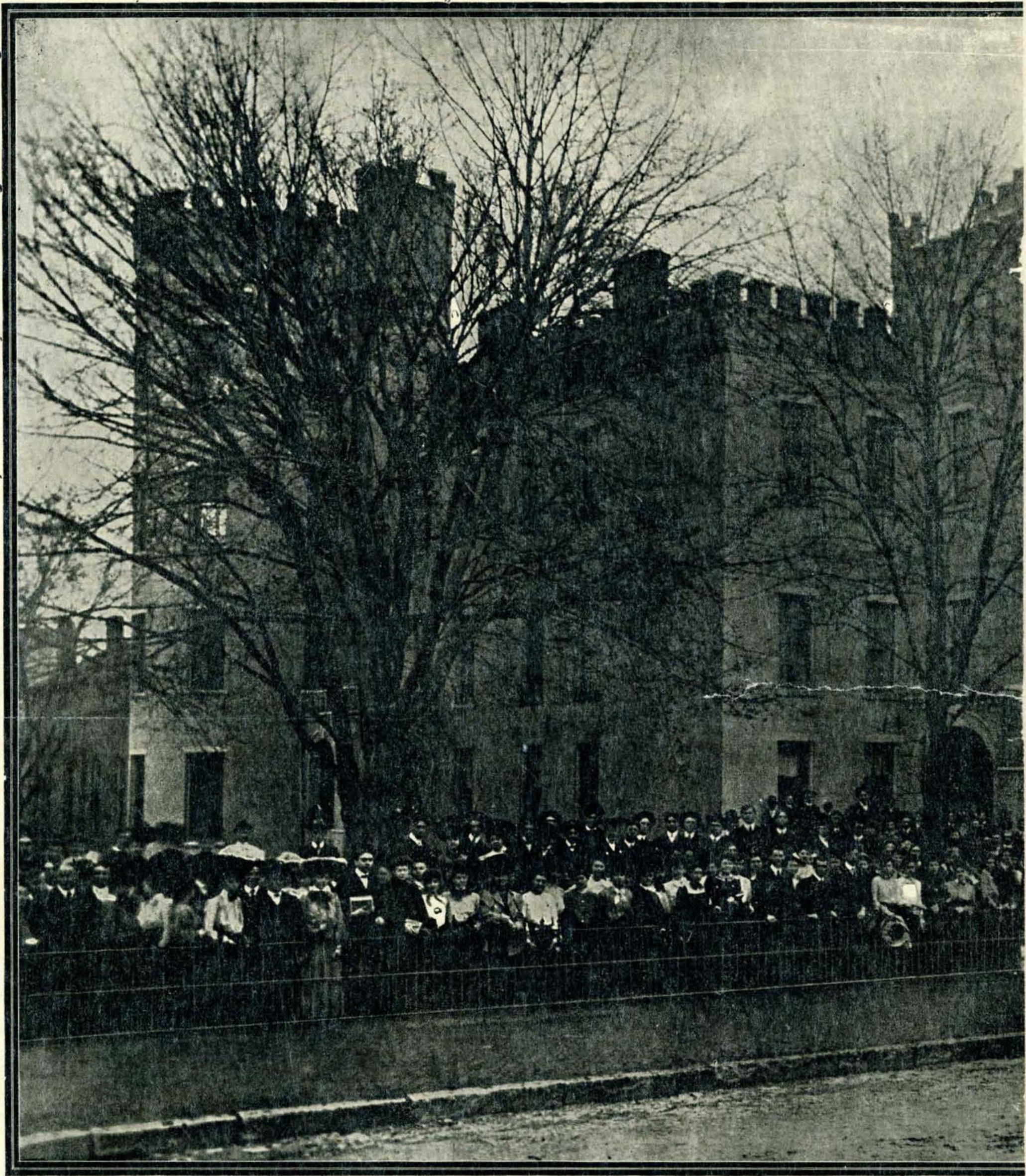
A Picture of the Building After the Fire.

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 on the next page. (From actual photograph.)

May 1905

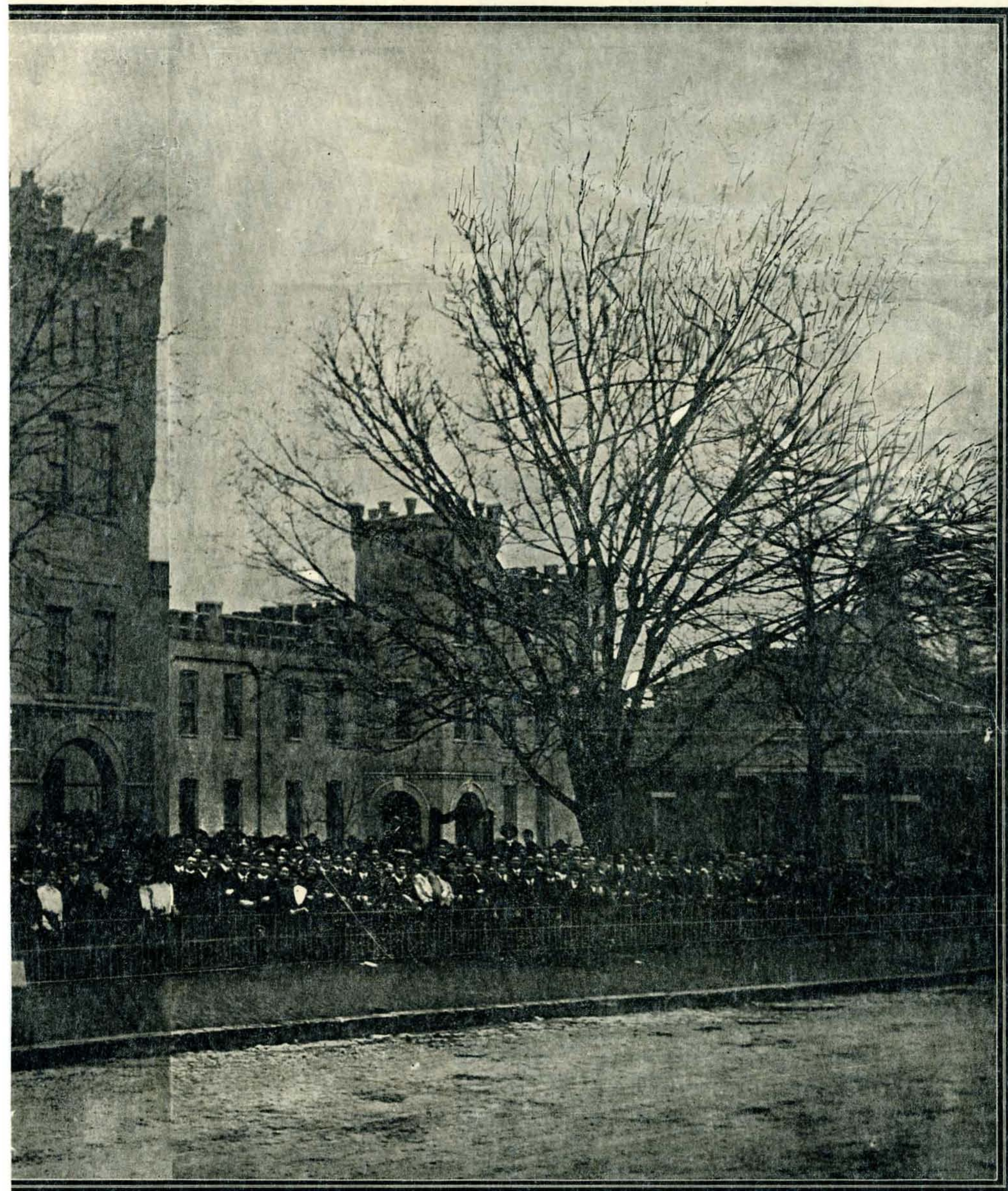


THIS HANDSOME BUILDING
The Schools Adjourned a few Minutes Friday Morning,



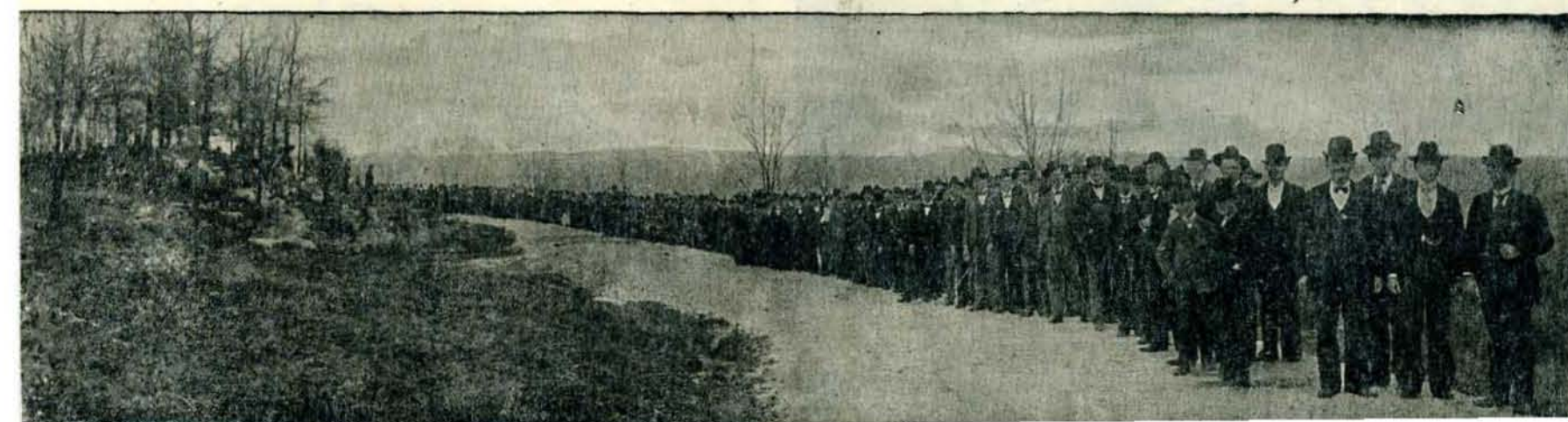
Living Green Business University.

PRESENT.

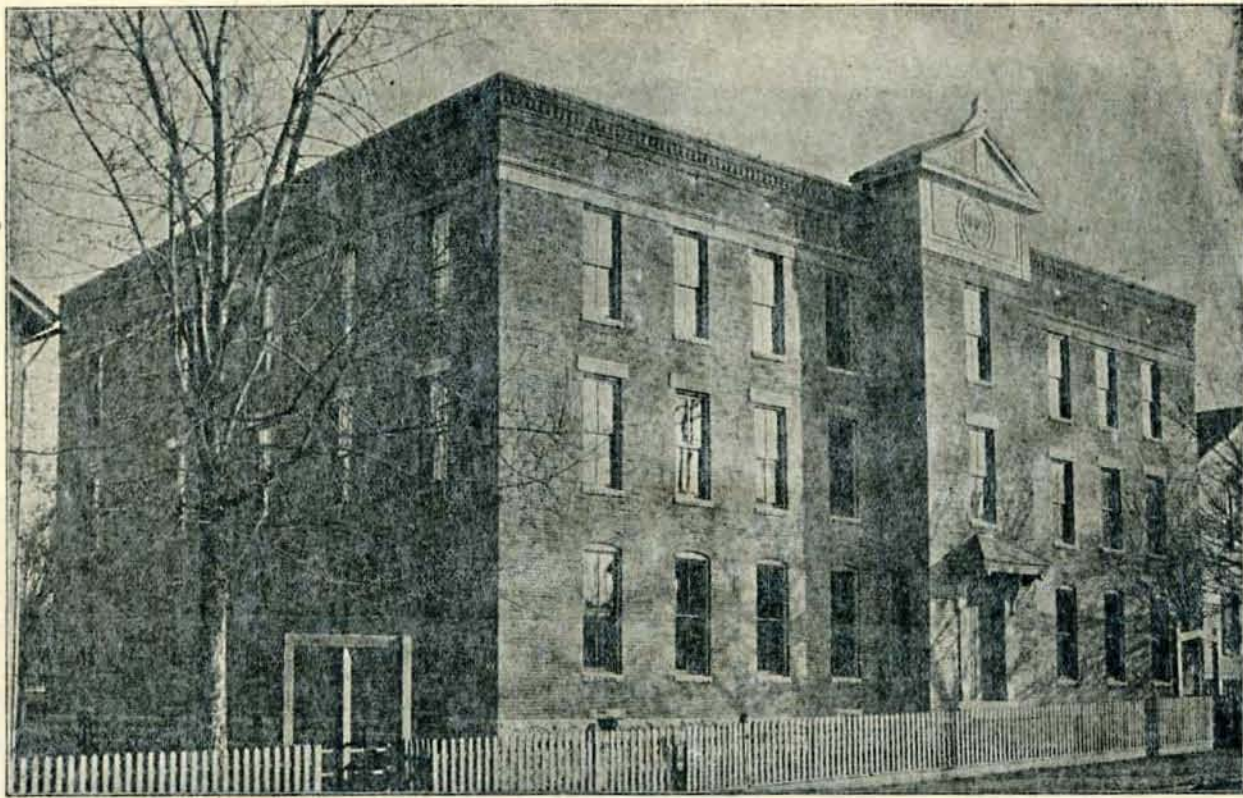


WAS COMPLETED IN 1901.

March 25, 1904, to Have the Above Picture Taken.

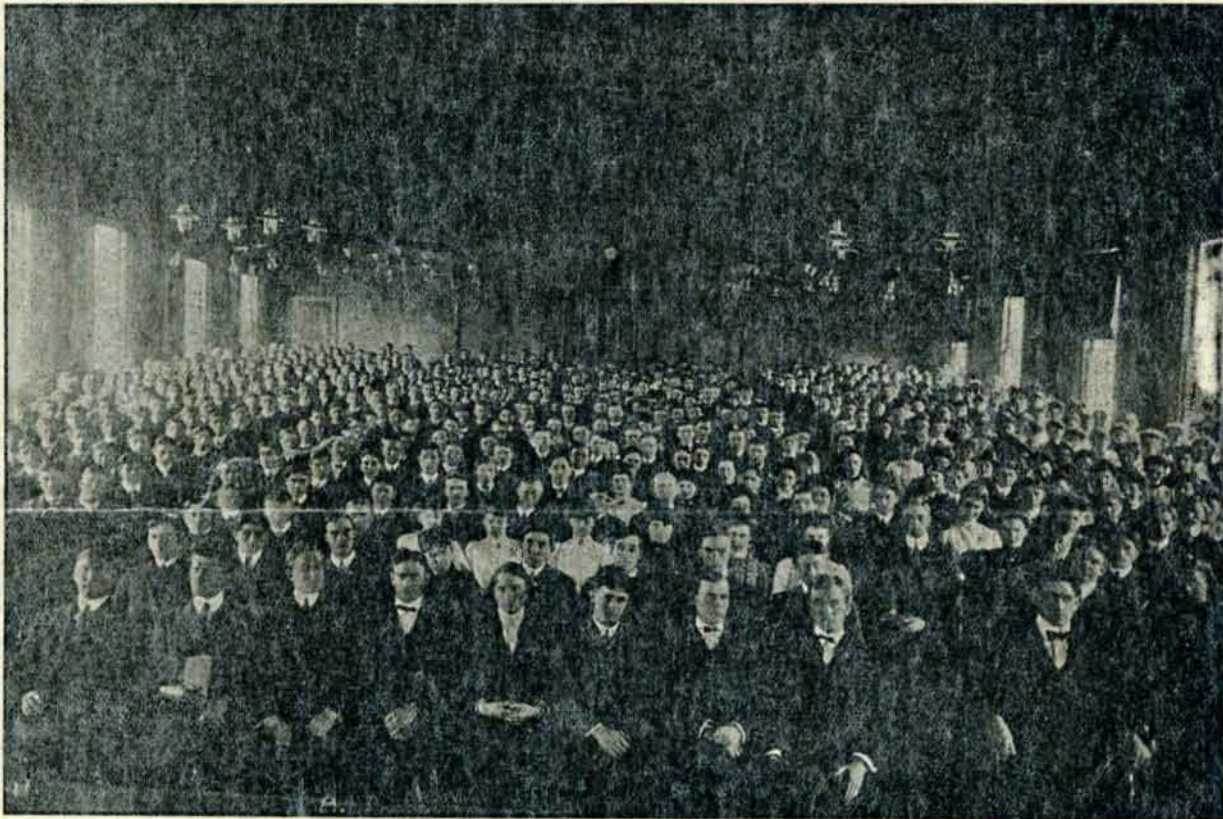


THE PRESENT—Continued.

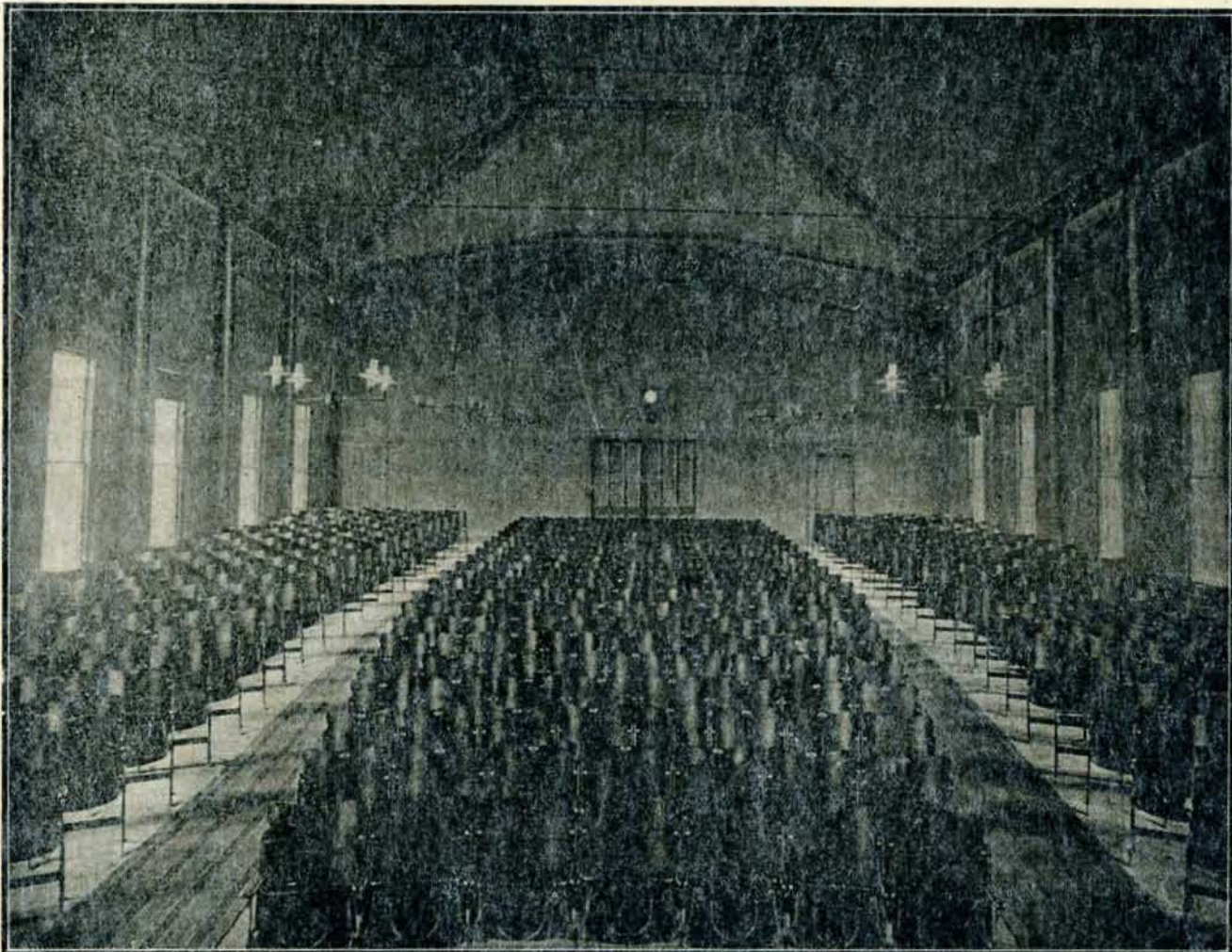


FRISBIE HALL.

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, make this an ideal home for young students, as well as older ones. Young students may be put under the personal care of the host and hostess of the home.



Students Assembled for Chapel Exercises, Vanmeter Hall. The above picture was made from the stage at 9:15 a m., Friday, March 25, 1904. Voluntary attendance.



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.

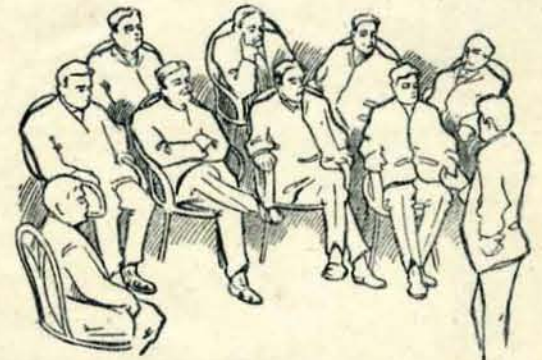
THE FUTURE.

?

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 influence the indifferent and ignorant parent who does not believe in educating his bright sons and daughters. "He rings the rising bell in the soul."

STUDENTS' ENDOWMENT.

A GREAT MOVEMENT. EDITED BY J. S. DICKEY.

[Prof. J. S. Dickey, Secretary of Board of Directors of the Southern Normal School and Bowling Green Business University, member of Alumni Association and for five years a member of the faculty of the school, has kindly consented to edit the endowment page of this journal. All communications concerning the Students' Endowment should be addressed to Prof. J. S. Dickey, Bowling Green, Kentucky. A full page of each issue of the Educator will be devoted to the Endowment Idea.—EDITOR.]

But few scenes prettier than that of May 5th have ever been witnessed by those present. It is long to be remembered. There are those who believe that a new page in the history of Southern education was written that morning. Briefly, it was this: The students now present began a movement to secure an endowment for the institution that it may not be subject to the changes and accidents of time. Believing that help will come from others after the students have done what they can, they raised a voluntary subscription of nearly \$1,500. This, with all other funds so contributed, is to be wisely invested and nothing but the interest accruing therefrom is ever to be used. Of course, this will require a very large sum, but that can be secured and will be secured when the immediate and close friends and, especially the former students, have manifested their interest and given it their support. Nothing is more beautiful than the spirit of self-sacrifice—and it was manifested on the morning of May 5th, when the students gave liberally, cheerfully, freely of their hard-earned money to perpetuate the life of the old school they all love so dearly. There is no other way to make it live. "Endow or die," Which? The students answered, with tears in their eyes, and courage in their hearts,—Endow, Endow, Endow. And they themselves—bless their loyal souls!—gave the first precious pennies that made it possible and thus sanctified and glorified the movement. It is inspiring. What could be more glorious than to build such an institution to live on through the ages and disseminate the knowledge and impart the lessons that have blessed the lives of so many of us now living?

"I want to send this school into the future."

—Pres. H. H. Cherry.

"Send"—that's the word. Pres. Cherry can't go into the future with the school more than a decade or two. Pres. Cherry will have to lay down the pen and close the book. Night will come and the curtain will be drawn, but the school, if endowed, will live on. It will have been "sent into the future;" and then the victory will have been won, and though its present head will then be no more, over his resting place will be quoted the words of Father Ryan: "There is grandeur in gloom and glory in graves."

Not brick, not mortar, not stone, not wood, not brass or any other perishable thing, but souls, souls, souls,—here is the material we are working on. What an enviable, glorious privilege to assist in a work that will outlast the skies, the stars, this world and all material things therein!

Three years ago, a boy nineteen years old entered the Business University. The most he had ever been able to make up to that time was twenty-five dollars per month. He completed the business course and was at once employed in his home town to keep books for a large mercantile firm at a salary of \$75.00 a month. All this occurred within a twelve-month.

Do you know of anything else that will or can increase a man's money-producing power three hundred per cent. as quickly and as surely as education does it? But who can express in figures, or otherwise, the usefulness to the world and the happiness to one's self that education confers?

Don't you want to have a part in doing such work as this for thousands of others? Endowment will insure the continuation of this very work long, long after we are all gone.

How happy it would make us all to see in the next Educator the name of every student who ever attended the Bowling Green Business University or Southern Normal School! Every one has an interest in the welfare of the school he or she attended. Express it in the form of a contribution to the Endowment Fund, however small the gift may be.

Every former student of the S. N. S. and B. G. B. U. could contribute ten to twenty dollars to the endowment Fund and live just as well and comfortably as he will do if he does not donate anything. You are not asked to deprive yourself of the comforts of life, but only to lay aside something out of your earnings and pay it by June, 1906.

INSPIRING

Extracts From Speeches at Chapel Exercises.

Below we give extracts from a few of the many speeches made by students on the morning of May 5.

the whole school and it is just this kind of man that would be a blessing to any community in which he might live.

I am for this movement, and shall always be glad to do all I can for this school. CLAUDE J. SARVER.

Here's the true blue. Mr. S. has just completed the full Business Course and will now go into business. Fortunate will be the man who secures his ser-

Put my name on the list of the first contributors. I shall always be glad I had such an opportunity.

MISS PEARL JENKINS.

She is indeed a Pearl of great price. No other jewel can be compared with her.

The opportunity to give something to the endowment of this institution is one of the greatest pleasures of my life.

close of life.

JAMES STROUD.

It may well make any man feel proud. And there are thousands of the old students that will feel the same way.

The mere pittance that we pay for tuition, and depths of love and gratitude in our hearts can never pay the debt we owe the institution for what we have received at her hands. And I am glad of the opportunity to contribute to a fund which shall make her stand among the immortals. C. A. SUMMERS.

That's exactly what endowment means.

The work at Cherry Bros.' school is better than it is represented. If you want to get an education, come to the S. N. S. J. E. CLARK.

Good preaching followed by good practicing—as his presence and his contribution show.

I feel that I owe this great school many times the sum of my little contribution. NORA YOUNG.

Great things begin with little ones. Your contribution may mean millions a little later. "Little grains of sand—" but you've heard it many a time.

I am glad to have the opportunity of giving \$10 for the perpetuation of the Southern Normal School. S. O. THOMPSON.

It's a great opportunity, too. Time will show it.

I deem it one of the highest pleasures of my life to contribute to the Southern Normal School and Bowling Green Business University. May our institution live, FANNIE KARR.

Your contribution helps to answer your prayer.

The time when a man first receives hope and when he first realizes the benefit of an inspiration, is like a new birth to him, and for that reason I owe more to the Southern Normal School, for the life it has given me, than I ever expect to be able to pay, but I shall always contribute whatever amount I can. J. ELLIS WRIGHT.

That's the reason Mr. Wright gives so liberally—he's born again.

I do not hesitate to say that I attribute my success so far, to the Southern Normal School. I am more than glad to assist in maintaining the present standard of usefulness by contributing to the Endowment Fund. L. A. LAW.

The best way to maintain it now and the best way to maintain it a century hence.

I have been connected with this institution now about four years. During all this time I have labored under pecuniary disadvantages and financial embarrassment, and am at present involved to no inconsiderable degree; but if the fates are kind, I shall be ready by June next with my pro rata part of the Endowment Fund for the perpetuation of this grand and noble fountain of intellectual inspiration. ANER ROBINSON.

Mr. R. knows how to make the fates kind—So we'll look out for the pro rata.

CONTRIBUTIONS TO THE ENDOWMENT FUND OF THE SOUTHERN NORMAL SCHOOL.

The contributions to the students' Endowment Fund will be published in each issue of the Educator for one year. Send in your subscription and swell this list.

Regnal Duvall.....	\$50.00	C. A. Pierce.....	10.00	J. Faughender.....	5.00
Prof. J. L. Kollorohs.....	60.00	Miss Zella O'Quinn.....	10.00	O. R. Stewart.....	5.00
A. B. Herring.....	25.00	H. D. Cummings.....	10.00	B. L. Jessee.....	5.00
A. J. Caldwell.....	25.00	G. A. Stewart.....	10.00	A. L. Crabb.....	5.00
Miss Lana Hunt.....	25.00	G. W. Griffin.....	10.00	O. S. Guy.....	2.50
L. A. Law.....	25.00	Miss Pernie Brown.....	5.00	Alma Snider.....	5.00
S. J. Billington.....	25.00	John L. Cayton.....	5.00	A. W. Grillet.....	5.00
D. C. McClamroch.....	25.00	C. J. Kees.....	5.00	H. B. Shouse.....	3.00
Luther Henon.....	25.00	Miss Nell Dickey.....	5.00	R. P. Thomas.....	5.00
W. V. Powell.....	25.00	J. H. Yarbrough.....	5.00	R. L. Ramey.....	5.00
C. M. Copeland.....	25.00	Miss Fannie Karr.....	5.00	J. M. Price.....	5.00
B. W. Duncan.....	25.00	Miss Kate Page.....	5.00	S. K. Holland.....	5.00
A. Duplechin.....	25.00	R. C. Babin.....	5.00	W. L. Bennett.....	5.00
H. C. Barnes.....	25.00	Verta Palmore.....	5.00	H. H. Barber.....	5.00
H. D. Eades.....	25.00	Miss Ethel Powell.....	5.00	F. H. Graham.....	5.00
Aner Robinson.....	25.00	S. E. Tanner.....	5.00	T. A. Clark.....	5.00
Miss Pearl Jenkins.....	25.00	D. S. Collins.....	5.00	M. T. Walker.....	5.00
Miss Nora Young.....	25.00	Miss Mary Henon.....	5.00	E. L. Bruner.....	5.00
A. L. Watson.....	25.00	Miss Mabel Christian.....	5.00	S. C. Yarrrough.....	5.00
J. Henderson.....	25.00	Miss Jimmie Patterson.....	5.00	E. H. Curry.....	5.00
George Farris.....	25.00	Miss Cora Means.....	5.00	G. W. Lambert.....	5.00
Leyburn Taylor.....	25.00	Miss Ella Dohoney.....	5.00	W. E. Duhon.....	5.00
G. C. Barnes.....	25.00	Logan Guffey.....	5.00	G. W. Sanders.....	5.00
Miss Vera Russell.....	25.00	Miss Carrie Runner.....	5.00	Earl Little.....	5.00
Miss C. Emma Combest.....	25.00	M. M. Bryant.....	5.00	A. Trahan.....	2.50
Miss Nettie B. Depp.....	25.00	L. C. Willis.....	5.00	C. B. Boland.....	2.50
Miss Hettie Floyd.....	15.00	J. Lealon Ellzey.....	5.00	Urey Jenkins.....	5.00
Miss Ida Evans.....	15.00	Miss Lucy O. Massey.....	3.00	Miss Lizzie Dean.....	5.00
J. L. Harwell.....	15.00	Robert L. Stone.....	3.75	Miss Octavia Salter.....	2.50
A. C. Anderson.....	25.00	C. L. Chapman.....	5.00	Miss Edna M. Calvert.....	2.00
E. H. Beckner.....	15.00	Miss Laura Dye.....	5.00	James Hopson.....	10.00
S. O. Thompson.....	10.00	A. C. Davis.....	5.00	Leo St. Cyr.....	1.00
C. M. Sammons.....	10.00	J. L. Hubbard.....	5.00	A. L. Sidebottom.....	10.00
Horace Benton.....	10.00	J. T. Nelson.....	5.00	R. H. Seward.....	3.00
H. M. Denton.....	10.00	L. S. Lovelace.....	5.00	Uri Kirkwood.....	5.00
J. N. Clark.....	10.00	L. D. Smith.....	5.00	Miss Mary Magee.....	2.50
C. A. Summers.....	10.00	Mae Wheatley.....	5.00	S. G. Samples.....	1.00
C. C. Clark.....	10.00	Hubert Guffey.....	5.00	Daisy O'Dell.....	1.00
Miss Mollie Law.....	10.00	Paul Gaithe.....	5.00	Lettie Madison.....	1.50
Sam Reisfield.....	10.00	Lon Kavanaugh.....	5.00	Goldie Clark.....	5.00
C. J. Sarver.....	10.00	George Smith.....	5.00	Lucy Henon.....	2.50
Royal Albert.....	10.00	E. G. C. Snider.....	5.00	Miss Elizabeth Rogers.....	5.00
W. T. Hines.....	10.00	J. D. Shircliffe.....	5.00	Merillia Miller.....	5.00
O. P. Roemer.....	10.00	O. Goodwin.....	5.00	W. E. Bohannon.....	10.00
L. B. Jones.....	10.00	Miss Lillie May Depp.....	5.00	Verna M. Mills.....	5.00
J. B. Nall.....	10.00	C. L. Latham.....	5.00	Jessie Stevenson.....	5.00
J. E. Clark.....	10.00	Chester Alexander.....	5.00	C. M. Hinton.....	1.00
J. E. Wright.....	10.00	J. R. Shultz.....	5.00	Miss May J. Ammerman.....	10.00
E. R. Gunter.....	10.00	G. Whitehead.....	5.00	Miss Sallie Johnson.....	1.00
F. T. Dorsey.....	10.00	J. B. Riggs.....	5.00	D. C. Swor.....	5.00
J. E. Cooper.....	10.00	L. P. Watson.....	5.00	Miss Agnes Baker.....	5.00
T. A. Fields.....	10.00	Miss Maude Law.....	5.00	H. F. Faughn.....	5.00
O. L. Barnes.....	10.00			Frank Reeder.....	3.00

We want a word from all who desire to see the institution permanently and adequately endowed. Let us hear from you by next mail.

I can never repay this institution for what it has done for me. It was here I first got hope. It was here I first caught the inspiration to do and be something. I shall be glad to contribute to so good a cause. H. D. EADES.

It is just this spirit that permeates

vices. There are just a few like him in the world.

I have been in this institution only a few weeks, but I see that it is doing a great work. I want to contribute to its perpetuation. E. M. SMITH.

Mr. S. is one of Tennessee's most progressive teachers. He shows his metal by improving himself during his vacation. Would that we had more of his kind!

Seed sown in this endowment will bring forth an abundant harvest.

J. B. NALL.

Yes; and it will be a perennial harvest. That's the beauty of it.

I am glad to do something that is wholly my duty, and something that will remain with the succeeding generations, and something that I may feel proud of in the calm and meditative

STUDENTS' ENDOWMENT FUND.

(CONTINUED.)

EXTRACTS
FROM LETTERS

Bienville, La., May 16, 1905.
Prof. J. S. Dickey, Bowling Green, Ky.
Dear Sir:—Find enclosed the order blank for \$2.50. I should be glad to give more, but feel my inability to do so, as I am trying to finish my education, and have to pay my own way. Some day I hope to be able to help more in the good cause that has been started for the dear old school. There could not be a grander cause to struggle for than education. May God bless you in this work.
Yours for education,
MISS OCTAVIA SALTER.

I had not heard of the change in the charter. I think it will be a benefit to the school.
It is a fine school. I have already received the benefit of the money I spent while there.

I hope you will not think my subscription too small. I have just commenced working for myself, and this is all I feel able to give now.
H. B. SHOUSE.

What could be more beautiful than the spirit which prompts a young man to contribute from "the first fruits" of his work to the perpetuation of the school he loves!

Dear Sir:—I certainly think it is a good thing for all students to help the Southern Normal School and Bowling Green Business University. I am,
Respectfully yours,
C. F. ZIMMERMAN.

Help for the institution means help for thousands now living and for generations yet to be born.

I have attended the institution for eleven months, and the benefits and inspiration I have received while here are inexpressable. I feel indebted to the grand old school for these new inspirations, and shall most cheerfully contribute all I can to the Endowment Fund.
C. L. CHAPMAN.

"Cheerfully"—that's the way they are all giving to this cause.

Wishing the grand old Southern Normal much success I take pleasure in contributing my little mite.
CARRIE RUNNER.

Thank you! Now let some one else wish.

I am proud of the opportunity of giving what little I can toward projecting the institution on an endowment basis.
W. V. POWELL.

Because endowment "projects" the school into the future.

I feel that I can no more repay the

S. N. S. for what it has done for me than I can repay my parents for what they have done for me, and I am proud to be able to take advantage of this my first opportunity of being one to help to advance its usefulness to the Southern boys and girls.
C. M. SAMMONS.

A fine way to give vent to your feelings, beloved.

I feel that whatever success I may have in future life will be due to the Southern Normal School, at Bowling Green, Ky. I desire very much that this institution will continue to grow until it will be unsurpassed in the whole world; and I will gladly give all in my power for its support.
HUBERT GUFFY.

Good! Good! Good!

I have never been in a school where such great love for it is shown, and to show my great love for it, I gladly contribute a small amount to aid in running the school for years to come, that it may be a great help to others, as it has been to me.
GOLDIE CLARK.

A fine way to "pass along" a blessing to others.

Anything in my power is always at the service of the Southern Normal School and Bowling Green Business University. I enclose a contribution to the Students' Endowment Fund, and you are most heartily welcome to it. Trusting it will help a noble cause, I am with greatest sincerity, a friend of the school.
LUCY MASSEY.

And it will help, for it is the best way to express interest in it and love for it right now.

Four months ago, I entered the S. N. S. without purpose and without ambition, but since remaining here this short time, under the instruction of the noble and experienced teachers of the school, I have learned that "it is not all of life to live," and that a liberal education is the true key to success and happiness. What I may give to the endowment of this grand institution is given most cheerfully.
ERIN GUNTER.

Thousands have given this testimony and thousands more will do so.

Here is where souls are led from darkness into light, and the fires of worthy ambitions are kindled.

Here is where young men and women are preparing themselves to reap the great harvest that awaits them in the Southern fields.

It gives me great pleasure to lend my heart and hand to the furtherance of such a cause.
J. HENDERSON, JR.

Eloquent words, eloquently "backed up."

I have paid my tuition and have done a great deal of hard studying but still I feel that I owe the grand old institution a debt that I can never pay. Every

student of this school should be proud of the opportunity to contribute to such a good cause.
L. S. LOVELACE.
Good way to reduce a debt.

The B. G. B. U. leads them all. It is the school of the South. It places the rich and poor on equal grounds in getting an education. It is not like some schools where anyone can get a diploma simply by attending the school for a certain length of time; when you get a diploma from the B. G. B. U. you have earned it. As a student of the Short-hand Department, I can not say too much for it.
HORACE BENTON.

How gratitude does talk.

I do not consider it a sacrifice to give to this endowment, but a pleasure.

NETTIE B. DEPP.

Love ever turns sacrifice to happiness. Miss D. has shown us how to turn it.

If I had a million dollars it would go for the development and maintenance of institutions such as this. It is upon such that the future of our country depends. I say long live the S. N. S. and B. G. B. U.
A. J. CALDWELL.

Amen, brother; amen.

If any young man or woman is looking for success, I want to say the road to it leads right through this institution.

REGINALD DUVAL.

And when Mr. Duvall contributed to the Endowment Fund, he made it possible for thousands of others to travel that road.

I am certainly glad that I have this opportunity to donate something, be it ever so little, to the dear old Southern Normal School. Each penny means oceans of love.
VERNA M. MILLS.

Bless your soul!

I think that one can not support a better cause than that of education, and in no way can the student show his appreciation of the inspiration and mental strength that he has received more than to give his mite to endow the school he attends. I gladly give to the Endowment Fund of the Southern Normal School.
F. E. COOPER.

Mr. Cooper then spelled appreciation, "d-o-l-l-a-r-s." Correct; go up head.

If this seed we call the S. N. S. and B. G. B. U. is endowed with the power to become a part of the forest that is to shelter posterity from future storms, it can find no richer soil in which to germinate and grow than right here.
CHESTER ALEXANDER.

That's so. Now let's get to cultivating it.

I have been in the S. N. S. only a few weeks but feel that all earnest students receive more than they invest, hence I can easily afford to contribute something to the Endowment Fund.
AGNES BAKER.

Bread cast upon the waters but now coming back. Cast, friends, cast—it will return.

There is no better place for learning how to study than the Southern Normal School, a school not only for mental training but for character-building.
JAY N. CLARK.

[And he backed this statement with some dollars to prove he meant it.]

The contribution that I make is as "the widow's mite," but I give it cheerfully and gladly to the Endowment Fund of this most excellent school.
W. L. BENNETT.

Great is any sum that is given out of the bigness of heart and smallness of purse.

Realizing the great need of higher education and believing the S. N. S. and B. G. B. U. to be just what is needed to enable the young men and women of "The Sunny South" to secure such, and foreseeing the need of more buildings, equipments and faculty, to accommodate the growth of the present large institution, I cheerfully donate a small sum of my meager earnings for the future S. N. S. and B. G. B. U.
JNO. L. CAYTON.

This is sure-enough silver-tongued oratory. We like the ring of it.

There is an old saying that goes like this, "when you have a good thing, push it along."

I am happy to push my part of this endowment along. J. T. HARWELL.

Push! Push! Everybody push, and then it'll go. It's started now.

Whatever success I may attain in life, will be due to the training and inspiration received in the S. N. S. and B. G. B. U., therefore, I am not only willing, but glad of the chance to contribute a small amount to the endowment of this grand institution.
ZANA HUNT.

That's the true spirit.

It is with pleasure that I avail myself of the opportunity to give something to this institution. The institution has made it possible for me to obtain an education, and has created in me a desire to do something.
T. A. STEWART.

And its one of the greatest opportunities you ever had, to write your name imperishably in the hearts of thousands yet unborn. And it will be written there.

I think this endowment is one of the grandest things ever done for the Southern Normal School. Here is where I received an inspiration to be something in the world. Therefore, I put in my little mite so that the good work may be continued.
MARY HENON.

And it will be continued long, long after we are forgotten.

When I first entered the Southern Normal School, about the only ambition I had in life was to learn something by which I would be enabled to make money. Inasmuch as my stay in the school has given me higher ideals, I believe it is not only a privilege, but my duty to give what I can afford to the perpetuation of the school, that others, even after I am dead, may be corrected of the same mistake.
ALFRED CRABB.

We are now in the sign of the Crabb. Let us dwell here, and while we dwell, let's hustle. Give us more Crabbs.

I have been a student for three years in the S. N. S. and B. G. B. U. and it gives me much pleasure to speak in behalf of this institution. I do not hesitate to say it is the best school in the South. The work in the S. N. S. is thorough. The B. G. B. U. offers great advantages in the commercial world.

Young man, young woman, do not hesitate to enter this school where they do things. "Will you be one among the many thousands in this busy bee-hive of earnest workers?"
J. T. DORSEY.

Mr. D. not only became one of the bees, but he gave us some of his honey.

I am glad of this opportunity of contributing what I can for the endowment of this grand old institution. I know that I owe to it more than I can ever repay; for, whatever of success I may accomplish, I feel will be due to the energy and training I am receiving here. I should like to know that, for centuries to come, this work of training and elevating the young people may continue and that many thousands more fond hearts may turn to it as their Alma Mater.
A. B. HERRING.

Mr. H. is genuine to the heart's core. Of such is the salt of the earth.

Knowing the policy of the institution as I do, and being conscious of the great benefit it has been to me, I should feel very ungrateful if I should fail to contribute something toward its endowment. I know of no cause more worthy or one to which I would more willingly contribute. Long live the S. N. S.
E. MURRAY BLANFORD.

It will certainly live if we endow it and we will endow it, because the students decree that it shall be.

"Carefully select your aim in life, then aim carefully at your selection." The Cherry Brothers have certainly had a definite aim in life, and are now trying to reach that aim more quickly, by having the school endowed so it may live forever. We know the good the school is now doing, but we do not know the good it may do. Let every one who is interested in the cause of humanity lend a helping hand, and by so doing, be the cause of many souls living a higher and a nobler life.
GARFIELD BROWNE.

President Garfield, you know how to do things up Browne. And how that donation of yours did sound.

I have been a student of this school until I feel more at home here than anywhere else. I was in the Normal School about ten months, have taken the Book-keeping course and am now studying shorthand.

The inspiration and earnest instruction received prove to me that it is the greatest school of the country. I am glad to contribute to the Endowment Fund and I hope that the school will continue to prosper for days to come.
E. H. BECKNER.

Mr. B. came back to visit his Alma Mater, but decided to stay with her awhile longer. Wish he would build a tabernacle here and just abide with us.

DOES EDUCATION HELP
ONE TO SUCCESS?IF SO, WHAT AMOUNT
OF SCHOOL TRAIN-
ING HELPS MOST?

According to the last census there are in the United States 14,794,403 males over thirty years old. The United States Bureau of Education estimates that these are divided, educationally, as follows:

Class 1. Without education... 1,757,023
Class 2. With only common school training, or trained outside of organized schools. 12,054,335
Class 3. With regular high-school training added. 657,432
Class 4. With college or higher education added. 325,613

"Who's Who in America" gives brief biographies of 10,704 men now living in the United States who are "most notable in all departments of usefulness and reputable endeavor." The editor states the results of a study of the educational history of these "notable" men, as follows:

Without education, none; self taught, 24; home taught, 278; with common-school training, only 1,066; with high-school training, 1,627; with college training, 7,709, of whom 6,129 were college graduates.

That is
From the 1,757,023 of Class 1, (with-

out education), no man became "notable."

From the 12,054,335 of Class 2, (common-school), came 1,368; one from every 8,812.

From the 657,432 of Class 3, (high-school), came 1,627; one from every 404.

From the 325,613 of Class 4, (college), came 7,709; one from every 42.

It thus appears:

1. That from 1800 to 1870 the UN-EDUCATED BOY in the United States failed entirely to become "notable" in any department of "usefulness and reputable endeavor," according to the standard of "Who's Who."

2. That a boy with only a common-school education had, in round numbers, one chance in 9,000.

3. That a HIGH-SCHOOL training increased this chance nearly twenty-two times.

4. That COLLEGE education added gave the young man about ten times the chance of a high-school boy, and two hundred times the chance of the boy whose training stopped with the common-school.

5. That the A. B. GRADUATE was pre-eminently successful and the UN-EDUCATED MAN was lost from sight.

It is doubtless true that other circumstances contributed to the success of these trained men, but after all reasonable allowances are made, the figures force the conclusion that the more

school training the American boy of that period had, the greater were his chances of distinction. How will it be in this century? Everything indicates that education will have even more in-

fluence in determining the degree of success of the young man of the future. It is unnecessary to extend this inquiry to woman. Education is practically her only door to distinction.

THOUSAND

Students, or More, Took Part in the
Rally Last Night.

DR. DABNEY

Addressed the Gathering on "Man in Democracy."—Torchlight Procession Witnessed by Hundreds.

BAND CONCERT.

[The students of the Southern Normal School and Bowling Green Business University have established another feature which will be observed annually. It will be known as the Students' Annual Rally. It will be in the interest of universal intelligence. The first Rally was a great success. We give below a press notice of same.—EDITOR.]

The Students' Rally last evening came off and was a success in every sense of the word. At 8:30 o'clock a torchlight procession took place that was one of the largest ever seen in the city. Over a thousand students carrying flags and

torches were seen in line and if measured in length would have reached from Thirteenth street to the river. The students gathered at the Normal School first and on starting out went up College street to Thirteenth and crossed over to State and marched to Twelfth street and crossed over to Park and thence to Elm and down Main to Fountain Park.

They were headed by the Bowling Green Military Band, that made delightful music all along the line and at the park stopped long enough to give several very beautiful selections. A thousand students with waving flags grouped about the park while the band played was a picturesque scene that was much admired by hundreds of spectators, who had come from their homes to witness the sight and stood in groups around the square. After the band concert in

the park, the procession again fell in line and marched up College to Vanmeter Hall, where they were addressed by State Educational Examiner M. O. Winfrey, of Harrodsburg, and Dr. Dabney, of the University of Cincinnati. The former only made a short address and invited the students to come to Mammoth Cave, to be present at the Educational Convention, to be held in June. Dr. Dabney was then introduced by Prof. T. C. Cherry in a few well-fitting remarks and one of the most eloquent and rousing speeches that was ever heard in Vanmeter Hall was delivered on "Man in Democracy" by the celebrated speaker. Dr. Dabney spoke for an hour and a half, and held his audience spell-bound with a plain, concise line of reasoning that made his remarks understood and every moment enjoyed. He was vociferously applauded all during the speech and every man present clearly perceived the picture drawn for them, in language well placed and eloquent, of "Man in Democracy."

At the close of the speech many business men present came forward and were introduced to Dr. Dabney. The rally was gotten up by the progressive students of the school, and was conducted under their auspices for which they deserve much praise.

Mention course wanted when you write. Address

H. H. CHERRY, President,
Bowling Green, Ky.

BOWLING GREEN BUSINESS UNIVERSITY

The Great Business Training School of the South.

IT GIVES A HIGH-GRADE COMMERCIAL COURSE OF TRAINING. HUNDREDS OF POSITIONS ARE OPEN FOR COMPETENT MEN AND WOMEN. THOUSANDS OF OUR GRADUATES ARE HOLDING FINE POSITIONS.

THREE. FIVE. TEN MONTHS' COURSE.---DIPLOMAS GRANTED.

THE COURSE IN COMMERCE, WHICH IS DESCRIBED ON THIS PAGE, IS MADE A SPECIAL FEATURE.

THERE are hundreds of young men and women in this country who would not care to spend longer than five months upon a practical course of business training; besides, they know that within this time they can give themselves such preparation as will fit them for more useful work in their own business or prepare for a good, lucrative position, and as the demand for a strong, thorough, and carefully graded five months' business course is quite great, we have arranged for a five months' course in order to meet the demand and offer our students the very best instruction that can be given within this time.

We give below an outline of the work done in the different branches of our popular five months' course of Business Training.

Bookkeeping in all its forms, including single and double entry, wholesale and retail, commission and manufacturing, partnership and bank accounting. In fact, the student is not only given a special opportunity to study the theory of accounting, but the work is conducted in such a way as to act out every transaction, by which method bookkeeping classes are really required to keep books while taking the course. We give two months' tuition free to all students who enter on this scholarship. The regular tuition is \$45 for five months. The two months' tuition free would make a seven months' course cost only \$45.

A COURSE IN COMMERCE.

Arranged for Persons Who Desire to Spend a Longer
Time on a Commercial Training and Prepare
For a Better Position.

OUR SHORTER COURSES WILL BE
CONTINUED AS HERETOFORE.

In order to meet a growing demand for a more extended and thorough business education, and to prepare young men and women for the highest commercial positions, we have decided to organize what will be known in our school hereafter as the Course in Commerce. Many parents want their boys and girls to take a full year's course in preparing for the practical affairs of life, and, besides hundreds of young men and women are waking up to the fact that no other course offers so flattering inducements as commercial training, and they want such a course as will prepare them to hold the highest positions and command the best salaries offered in the commercial world.

While we are putting this course of training into our curriculum, we do so, understanding at the same time that there are hundreds of people who want to take a practical course of training

We have arranged the following course of study, which is intended to cover a period of from twelve to eighteen months depending upon the previous literary training of the pupil. We especially commend this course to those who have completed a business course and desire Post Graduate work. Persons expecting to follow commercial teaching as a vocation will be well equipped after completing the work. The Degree of B. C. S. will be conferred upon graduates. Credits will be given for all work done in the shorter courses in this institution and in other reputable schools.

THE COURSE OF STUDY COMPRISES, Bookkeeping, Commercial Arithmtic, Commercial Law, Penmanship, Spelling, Business Methods, Grammar, Rhetoric, Business Correspondence, Commercial Geography, Commercial History, Civics Political Economy, Debating, Type-

writing, Filing, Lectures on Business Ethics and the Detection of counterfeit money.

Our Bookkeeping Course includes single and double entry, wholesale, commission, joint stock company accounting partnership, factory accounting, manufacturing, lumbering, banking, auditing and corporation work.

The course of study in the other branches is arranged with a view to thoroughness and practical work, which is made interesting from the beginning to the end of the study. Every student who completes the above course of study will be qualified to handle a very heavy set of books and command a big salary.

The student can continue his work in this course for a longer time if he desires.

Graduates of the Commerce Course can never fail to get good positions.

Commercial Teachers in Great Demand.

Never before has the demand for commercial teachers been so great. The growth of Commercial Institutions and the increased demand for Commercial Teachers during the past few years has been marvelous. This is due to the fact that people are beginning to realize that a Commercial Training is intensely practical and that an education is incomplete without it. The mental discipline to be derived from a course in account-

Trial Balance, Dec. 15			
1. J. M. Gibson			144.87 02
2. E. H. Blackstock			111.17 16
3. Cash	304.86		123.24 00
4. W. A. W.	88.61 51		84.44 18
5. J. M. Wright	21.00		10.20 00
6. C. H. Wilson & Co.	10.00		2.66
7. P. A. Walker	2.50		
8. B. L. B.	20.11 25		16.20 10
9. B. L. B.	2.25		11.24 10
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TRIAL BALANCE EXECUTED BY MR. ROY ALBERT, ALEXANDRIA, LA.
A STUDENT OF THE BUSINESS UNIVERSITY.

	W	C	Cash	Gain	Rec	Fin
J. L. Whitney Bank		1246801				
W. Martin		12468				
Andes R 194642	1502855			644127	194642	
Aspen R 15173536	17059		107836		15173	360
J. L. Black R 790251629	9249		2975		7902	1629
First Enterprise R 492	50650		1650		490	
Harvey Wagon R 805	93715		4215		805	
Real Estate R 8610	7075			1535	8610	
Advertising R 17325280	12341		9399		1732	2800
Little Day		1478709				1478709
Little Day	177206				177206	
Personal Accts.	12757755	1171521			12757755	1171521
Cash	789912				789912	
Bank Balance	54170		54170			
W. Martin		80556		80556		
Swansea Mill Prof. R 300	7500			500	8000	
Swansea Mill R 101565006		286479		189574	101560	190465
J. L. Whitney Bank	6150				6150	
W. Martin	7880				7880	
Bank Balance	12758		12758			
Cash Exchange	488		488			
Fin. Mkt Gain	5510926	5510926	148539	916737	6120782	2903982
			723199			
			916737	916737		
J. L. Whitney's Mkt Invest.	1246801					
" " " " Gain	361599					
" " " " Cap.						16084
J. L. Martin " " Invest.	12468					
" " " " " " " " " "	3416					
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EXECUTED BY O. GUY BYRN, STUDENT OF THE BUSINESS UNIVERSITY.

University Books				Bowling Green, Ky.				Dr. for each month				Cr.			
1905				Feb				Mar				Apr			
Feb	1	Dpt	1.50	Feb	2	Feb									
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					164					</					

BANK PASS BOOK, EXECUTED BY C. M. DRAKE, A STUDENT OF THE BUSINESS UNIVERSITY.

and to complete the same within five or six months. The course which we have been conducting heretofore will be continued and students will be allowed to enter school and pursue the long or short course of study.

The object in organizing the University Course is to meet the public demand, offer strong training and strengthen the cause of commercial education. Never in the history of this country has the demand for an all-round business education been greater than now. People are awakening to the fact that in order to do business they must know something about the way business is done. The bookkeeper's education should not be limited to a little theory of debits and credits, for so surely as it is, his salary will be limited in proportion.

[illegible]

SPECIMEN OF RULING EXECUTED BY MISS GRACE ANDERSON, A STUDENT OF THE BUSINESS UNIVERSITY.

mercial teachers is far greater than the supply.

Salaries range from \$40 per month to \$2500, per year, depending upon ability and experience of the applicant.

The opportunities for promotion are excellent. Almost all of the Business College presidents and managers were at one time Commercial Teachers.

There is certainly a bright future for the young man or woman who will make a thorough preparation for this line of work.

Tuition for the Course in Commerce.

We will give an unlimited scholarship for the course in Commerce for \$75.00.



The Bowling Green Business University is in session the entire year. No vacation is offered.

Our School of Shorthand offers unequalled opportunities to persons desiring a good position.

OUR SHORTHAND SCHOOL.

A thorough Course of Instruction and Practical Work Guarantee a Fine Position for Every Worthy Graduate. The Famous Gregg, Graham, Pittman and Longley Systems of Shorthand are Taught.

We never fail to secure positions for good stenographers, and could secure more, if we had the people to recommend.

Our Shorthand School is under the supervision of Mr. J. L. Harman, an experienced man who has taught and reported for the past ten years. The training and experience he has had especially equip him for the position as superintendent of our courses of shorthand, typewriting, business correspondence, etc. He is a sympathetic, painstaking, earnest instructor, and always has an abiding interest in his students.

We do not advertise any wonderful method by which the pupil may complete the course; we unhesitatingly say that he can complete it here as soon as with any school in the United States.

No member of the department is held back on account of a dull or lazy pupil, but each is allowed to advance as rapidly as his ability, aptness and application will carry him.

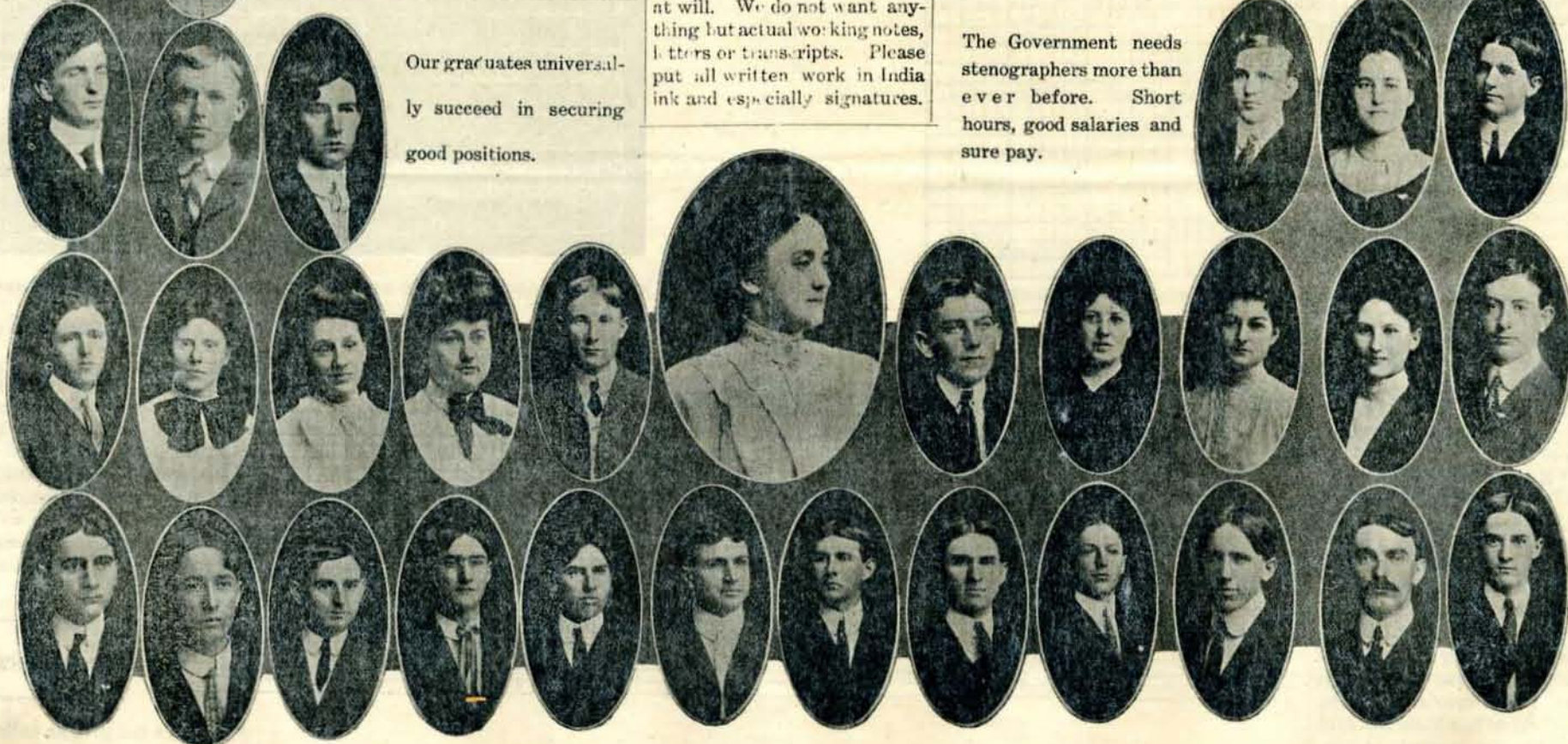
The Principal of our Shorthand department would be glad to receive samples of notes made by his old pupils. These can be used in the class room to excellent advantage. A file has been arranged for all samples of work done by Stenographers this school has sent out. This file will have a prominent place where visitors and students may examine it at will. We do not want anything but actual working notes, letters or transcripts. Please put all written work in India ink and especially signatures.

These notes were made during regular class recitations. Mr. Harman has written the same matter in Gregg and Pitman. Mr. Pierce's notes were made at 140 words per minute.

The Government needs stenographers more than ever before. Short hours, good salaries and sure pay.

Our graduates universal
ly succeed in securing
good positions.

These notes were made in the class a week ago. Since then Mr. Cossler and Mr. Benton have secured positions with railroads at \$60 and \$50 respectively. The first is in Birmingham; the other, in Fulton, Ky.



A Page of Condensed Information Concerning the Southern Normal School and Bowling Green Business University.

WE PUBLISH Three Catalogs

1. The Southern Normal School.
2. The Bowling Green Business University.
3. A special catalog of our Department of Telegraphy and Railroad.

We shall have pleasure in sending one of these catalogs to those persons who desire to enter school, provided they will mention the course of study desired, when they write for the catalog.

CALENDAR.

The summer term begins June 6, 1905.

The fall session begins September 5, 1905.

The second term begins November 14, 1905.

The winter term begins January 23, 1906.

The spring term begins April 3, 1906.

The summer term begins June 12, 1906.

Tuition in the Bowling Green Business University.

The regular tuition for a three-months' business course is \$30. The regular tuition for a five-months' business course is \$45, but we give two-months' tuition free to all students who enter on this scholarship, making a seven-months' course cost only \$45. A ten-months' course costs \$60. If the student pursues a combined business and shorthand course, the tuition is \$55 for the five months, with the privilege of continuing two months longer, making a seven-months' combined course cost only \$55. This combined course for ten months costs \$65. An unlimited course in Telegraphy costs \$45. All students who enter on any of the courses just named are entitled to the Business Penmanship, Spelling, Business Correspondence, Business Letter Writing, Commercial Law, Business Arithmetic, and any regular literary branch taught in the Southern Normal School. The students of the Business University are entitled to the same rate of board as the students of the Southern Normal School.

The Graduates of the Telegraphy School.

The graduates of our Telegraphy School are universally successful in securing positions as soon as they complete the course. A large number of earnest young men and women are now in this department of the Business University. It will not be long before each of these students will be ready for a good place, and they are certain to secure the same. We shall have pleasure in mailing persons desiring to take a course in Telegraphy, our Telegraphy catalogue together with other information. Mention course wanted when you write.

Address,

H. H. CHERRY, President,
Bowling Green, Ky.

Tuition and Board in the Southern Normal School.

The tuition in the Southern Normal School is only \$10.00 per term of ten weeks, or \$18.50 per term of five months. Board can be secured all the way from \$8.60 to \$12.00 per month, everything furnished. Board need not cost over \$8.25 per month during the season of the year when the student does not burn coal. At this rate every teacher in the South has an opportunity to spend one or more terms in school.

Our School of Music.

The Department of Music, under the direction of Mrs. B. M. Settle, has more than doubled its enrollment since last



WE PUBLISH

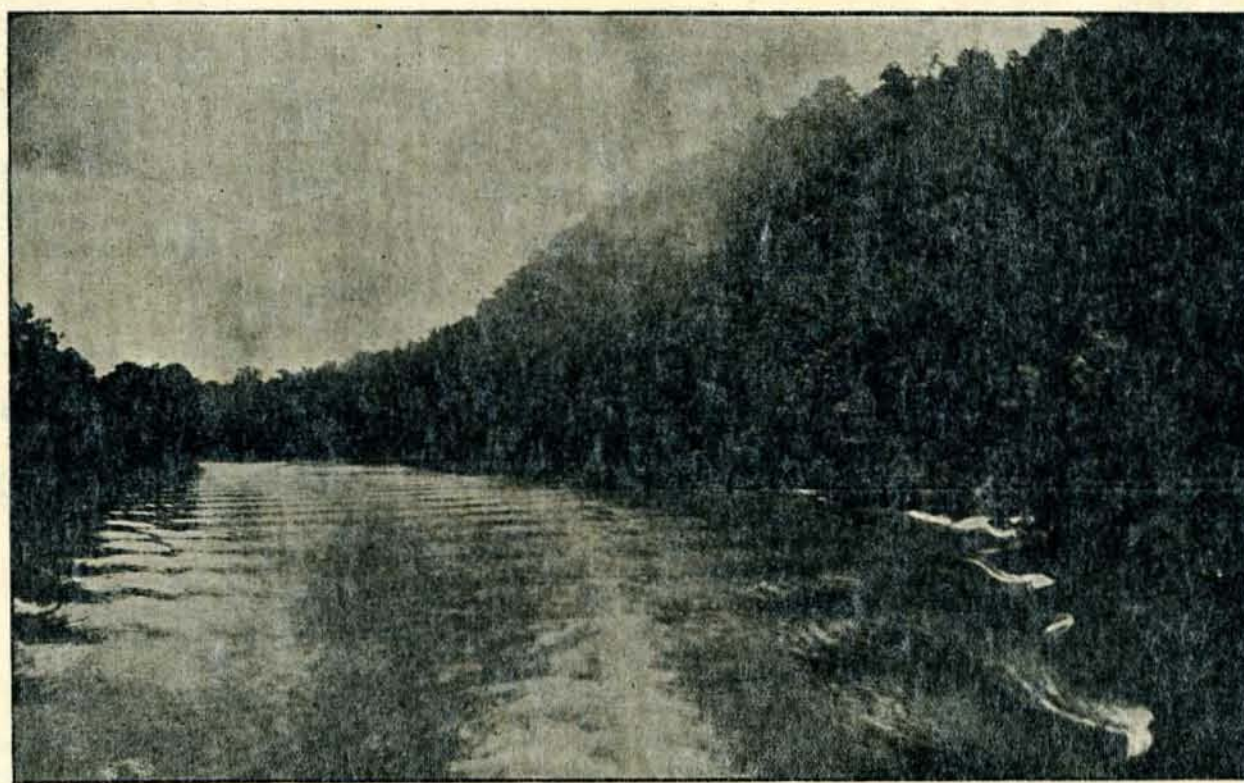
Three Catalogs

1. The Southern Normal School.
2. The Bowling Green Business University.
3. A special catalog of our Department of Telegraphy and Railroad.

Do not fail to mention course desired. Address,

H. H. CHERRY, President,
Bowling Green, Ky.

A student can enter the Southern Normal School on any day between September 5, 1905, and July 21, and get perfect classification. The Southern Normal School will be in continuous session from September 5, 1905, to July 21, 1906, during the next school year.



IN THE TRACK OF THE BOAT, BARREN RIVER.



FIELD WORK, GEOLOGY AND BOTANY.
SUPPER AFTER A HARD DAY'S WORK.

Bowling Green Business University.

No business school in the South is having such an unprecedented success as the Bowling Green Business University. It is doing a great work for the large number of boys and girls who are here at this time preparing for one of the lucrative positions that are ahead of them. The University is certainly entitled to the reputation it has abroad, and the good name it has made is only the natural result of honest teaching, thorough work, personal attention, and the phenomenal success of its graduates.

We shall have pleasure in mailing the Business catalog, together with a special College Journal giving full information, on application. Be sure to mention what course you desire to take when you write.

School of Expression.

Tuition for private lessons in this School of Expression under Mrs. T. C. Cherry is only fifty cents each. Persons desiring to do so can join the general drill classes or the class in Oratory and receive five lessons per week at the rate of fifty cents per week. Those desiring special training in Expression can secure the same in the Southern Normal at a nominal cost.

Elocution.

We have a right to be and we are truly proud of the School of Expression, which is under the able management and superintendency of Mrs. T. C. Cherry. A large number of students are taking advantage of the instruction that is offered. Persons desiring a course of training in any of the departments of Expression cannot afford to do otherwise than investigate the facilities offered by our School of Expression.

Send for a Copy of "Past Present, Future."

This handsome chart is 25 by 38 inches. It gives in pictures a complete and accurate history of the great institution. It is regarded by every one who has seen it as the finest exposition of the growth of the school that has ever been published. We shall take pleasure in sending a copy free to those who desire it.

Mention Course Desired.

Correspondents make a mistake in not telling us what Course they desire when they write. We can give full and specific information when we know the course of study desired.

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

Literary Societies.

About eight different Literary Societies are in session at the same time every Saturday evening. A large number of students are taking advantage of these highly educational organizations. There is no one thing which inspires more than to be in a building where there are several hundred students earnestly participating in educational discussions at the same time.

Our Summer Normal School for 1905 opens June 6, 1905, and continues six weeks. The tuition is only six dollars; and board can be secured all the way from \$8.60 to \$11 per month, everything furnished.

Mention Course Wanted when you write. Address,

H. H. CHERRY, President,
Bowling Green, Ky.

Special Work in Music.

The Music Studio, located on the second floor of the main college building, is the handsomest and most artistically arranged room in the building. Every equipment and convenience is afforded by the Musical department. Practice rooms are located near the private recitation rooms. Private lessons in Instrumental and Vocal Music cost fifty cents each. Rent on piano for two hours per day for a term of ten weeks is \$2.00.

FULL INFORMATION.

Concerning our music department furnished on application. Address,

H. H. CHERRY, President,
Bowling Green, Ky.

\$45 pays for unlimited course in Telegraphy.

May 1905

THE SUMMER SCHOOL BEGINS JUNE 6th, 1905.

The Summer Normal School cordially invites all teachers and others who have the opportunity to spend their vacation both profitably and pleasantly in attendance upon some of its various departments during the Teachers' Review and Summer Term. This is the fifth regular term of the year, and a large number of classes will be sustained, many of them for the special benefit of subordinate teachers, principals; superintendents, etc.

THE FACULTY.

The various members of the faculty, who are acknowledged to be among the ablest teachers in the South, will be regular instructors. It is an inspiration and an opportunity of a lifetime to come in contact with such men and women. Great emphasis is being placed upon the approaching Summer School by every member of its faculty, and those who attend will receive instruction from men of ripe scholarship.

THE OUTLOOK.

The Summer School of last year was not only the largest we ever had, but the work was the best, most thorough, and most satisfactory. It was unlike any other Summer School in the unparalleled enthusiasm that prevailed and the unflagging persistence with which the students pursued their studies and cheerful but business-like spirit that permeated everything that was attempted. While the Summer School of 1904 was large, we have every evidence at this writing that the Summer School of 1905 will be very nearly twice as large as that of 1904.

HIGHER LITERARY BRANCHES.

Persons desiring to take a higher course of study will have ample opportunity to do so during the Summer School. Work in almost all of the higher literary branches will be given, and students who desire to take special branches or to take a part of a given course of study will be given that opportunity.

REVIEW.

The Review Classes during this term are arranged to accommodate those who have but a short time to remain in school. Persons who have been teaching several years and who desire special review work will have an excellent opportunity by entering our Review Classes.

Teachers who desire a short review for the different examinations will get what they want.

THE COMMERCIAL BRANCHES.

The Bowling Green Business University is in session the entire year—no vacation is offered. Persons desiring to take a special course of training in any of the Commercial Branches will be given an exceptional opportunity by the University during the summer of 1905. Special emphasis will be put upon the Teachers' Commercial Training course. Those persons who desire to take a special course in Commercial Training with a view of teaching the commercial branches, as well as those desiring to prepare for commercial positions, will have the opportunity to pursue a consecutive course of study during the summer.

EXPENSES.

The tuition in the Southern Normal School during the



Summer Term of six weeks is only \$6. The tuition for the commercial branches depends upon the length of time a student desires to enter. Board can be secured all the way from \$8.50 to \$11.00 per month, everything furnished. At this rate every teacher in the South, as well as all other persons desiring to do so, can afford to enter school and make special preparation for life's work.

ENTER NOW.

We have arranged our work so that a student can enter at any time and get perfect classification. Do not

wait, if you are ready, for we guarantee the very best classification any day you may matriculate.

The Business University is in session the entire year. No vacation is offered.

Address all communications to

H. H. CHERRY, President,
BOWLING GREEN, KY.

Bowling Green Business University.

No business school in the South is having such an unprecedented success as the Bowling Green Business University. It is doing a great work for the large number of boys and girls who are here at this time preparing for one of the lucrative positions that are ahead of them. The University is certainly entitled to the reputation it has abroad, and the good name it has made is only the natural result of honest teaching, thorough work, personal attention, and the phenomenal success of its graduates.

We shall have pleasure in mailing the Business catalog together with a special College Journal giving full information on application. Be sure to mention what course you desire to take when you write.

The Graduates of the Telegraphy School.

The graduates of our Telegraphy School are universally successful in securing positions as soon as they complete the course. A large number of earnest young men and women are now in this department of the Business University. It will not be long before each of these students will be ready for a good place,—and they are certain to secure the same.

We shall have pleasure in mailing to persons desiring to take a course in Telegraphy, our Telegraphy catalog together with other information. Mention course wanted when you write. Address,

H. H. CHERRY, PRESIDENT,
Bowling Green, Kentucky.

Government Demand For Stenographers.

The following letter was received from the Remington Typewriter Co., Jan. 25, 1905:

MR. H. H. CHERRY, President Bowling Green Business University, Bowling Green, Ky.:

Dear Sir:—

We are in receipt of a circular dated January 10, issued by the United States Civil Service Examination, Washington, D. C., advising of an examination to secure eligibles to fill vacancies in the position of stenographer and typewriter.

The number of male eligibles for this position has always been insufficient to meet the needs of the service.

You can secure full information by writing the Commission at Washington as above.

This is one indication among many of the enormous demand today for competent male stenographers to fill positions of trust and responsibility, and as you know the supply is not sufficient to meet the demand.

Trusting that the information may be interesting and appreciating your advice in the matter, we are,

Yours very truly,

REMINGTON TYPEWRITER CO.

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.

Forty-Five Dollars

Pays tuition for an unlimited course in the National School of Telegraphy and Civil Service. All students of our School of Telegraphy have the privilege, if they desire, of taking Business Correspondence, Penmanship, Business Arithmetic, Spelling, Commercial Law, etc., without extra charges. In fact, they have the privilege of taking any literary branch or branches taught in the Southern Normal School without extra charges.

New Railroads are Being Built

The great extension of railroad and commercial lines throughout the United States is creating employment for thousands of operators each year, in addition to those already in the service. A good operator need never be out of employment; in fact, in the last few years there has been a large demand for operators. In Telegraphy the position is permanent, the pay good, and promotion certain.

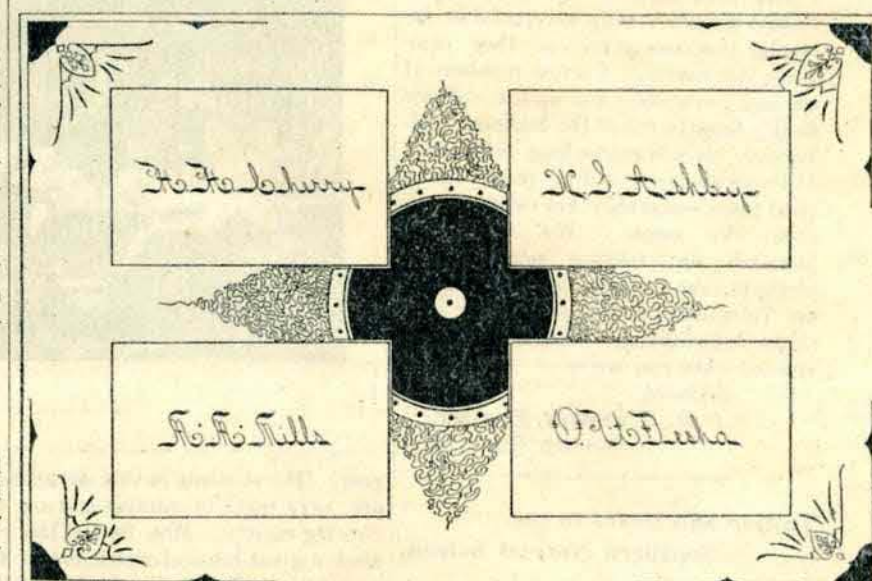
Come Together.

If you have several friends or a brother or sister who want to enter a commercial or literary college, you can come together, enter any of our schools you desire, and take board at the same place.

Bring your friends and brothers and sisters with you. They can enter any of our commercial and literary courses and board at the same place you do.

Some Advantages of the Teachers' Courses

1. In themselves they are thorough and practical courses of study.
2. They are preparatory to still higher courses.
3. A faculty of able specialists have charge of the different branches.
4. Besides the regular branches, a special training in Pedagogy, Psychology, Kindergarten Methods and Literature is given.
5. Actual teaching experience in the presence of the class and the instructor, and Class Criticism.
6. The most modern methods of instruction in the use of objects, school aids, charts and in primary and advanced grades of work.



CARD WRITING BY O. U. DESHA.

Summer School.

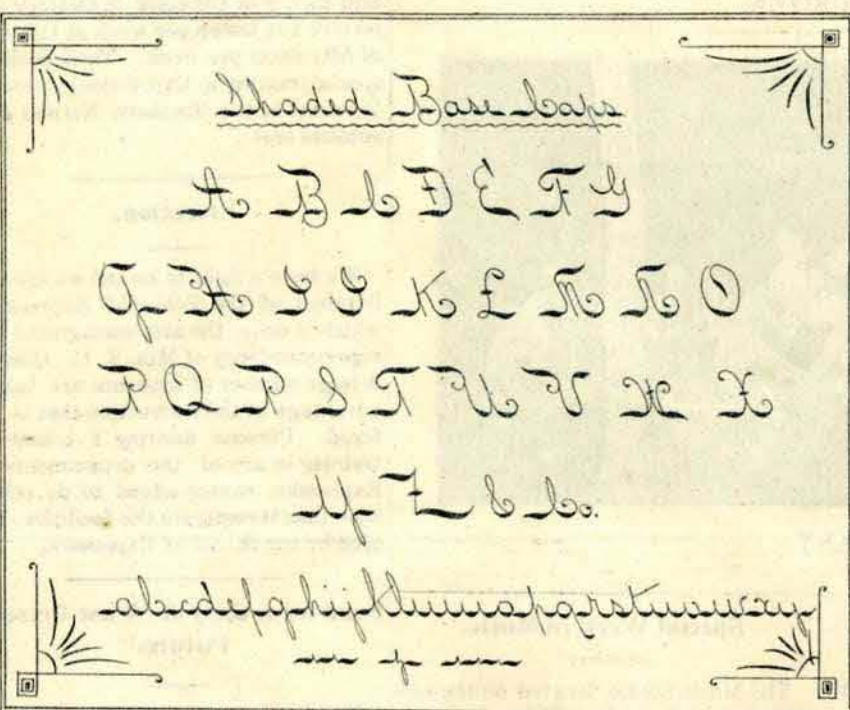
On June 6, 1905, our special Summer School of six weeks will be organized. The tuition in the Summer Normal School of six weeks is only \$6, and board can be secured during this season of the year all the way from \$8.25 to \$12 per month, everything furnished. It will pay every teacher in the South who desires to enlarge his work and become more successful in his chosen profession, to enter our Summer School. Not only a general review in common school work will be given, but those desiring to do so can get special classes in any of the higher branches.

The demand upon us for trained graduates, strong in character and purpose, is ten times greater than we can supply.

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.

Now is your time for action. A few dollars invested in mental culture at the right time will insure you better pay, besides increase your power to enjoy, and your usefulness.



EXECUTED BY O. U. DESHA.

sition of stenographer and typewriter, both in the United States and Philippine service.

These examinations will be held in forty cities in this country between February 14 and 20.

Salaries in the United States range from \$840 to \$1,200 per annum, and in the Philippine Service \$1,200 to \$1,400 per annum.

Examination and subjects indicated below:

- | | |
|--|------------|
| 1. Stenography | 50 |
| 2. Copying from rough draft | 10 |
| 3. Copying and spacing | 10 |
| 4. Copying from plain copy | 10 |
| 5. Penmanship (marked on letter) | 10 |
| 6. Letter writing | 5 |
| 7. Arithmetic | 5 |
| Total | 100 |

Students Can Enter at Any Time and Get Perfect Classification.

As our school is in constant session students can enter at any time and receive just the same classification as if starting with a class. Each student stands on his own merit, and does individual work; therefore, class-work is practically abolished. This system puts each student on his own merit, and permits him to advance as fast as his energy and ability will admit. He is not held back with the class, nor rushed over the work in order to keep up. This method is the only one which gives to each student just such instruction as he needs the most. It is absolutely fair and free from all objections.

AN EDUCATION AT A NOMINAL COST.

Unparalleled Rates! Expenses in the Reach of Every One. Due Bills Issued for Lost or Unused Time.

Rates of Tuition Southern Normal School.

Charges for tuition must be paid per term of ten weeks, in advance, as follows:

In Preparatory, Teachers', Scientific or Classic course, per term of ten weeks	\$10.00
In Class Elocution only, per term of ten weeks	10.00
In Elocution, when taken in connection with a Normal or Business Course, per term of ten weeks	5.00
Private Lessons in Elocution, thirty minutes each	.50
In Music, (guitar, organ or piano), two lessons per week, per term of ten weeks	10.00
Use of Organ or Piano, per term of ten weeks	2.00
Use of Guitar, per term of ten weeks	2.00

Twenty Weeks' Scholarship.

\$18.50 paid in advance pays for tuition for twenty weeks. The regular rate of tuition is \$20.00 for twenty weeks, but after deducting the discount of 7½ per cent. the tuition will be only the amount stated above for the twenty weeks.

It will pay all who expect to be in school as long as five months to enter on this scholarship and save \$1.50 by doing so.

Rates of Tuition Bowling Green Business University.

Tuition for the Business or Shorthand Course, three months	\$30.00
Tuition for the Business or Shorthand Course, five months	45.00
Tuition for the Business or Shorthand Course, ten months	60.00

COMBINED COURSES.

Tuition for the combined Business and Shorthand Courses, three months	\$45.00
Tuition for the combined Business and Shorthand Courses, five months	55.00
Tuition for the combined Business and Shorthand Courses, ten months	65.00
Tuition for the combined Business and Telegraphy Courses, five months	55.00
Tuition for the combined Shorthand and Telegraphy Courses, five months	55.00
Tuition for the combined Business and Telegraphy Courses, ten months	55.00
Tuition for the combined Shorthand and Telegraphy Courses, ten months	65.00
Tuition for the combined Business, Shorthand, and Telegraphy Courses, five months	60.00
Tuition for the combined Business, Shorthand, and Telegraphy Courses, ten months	70.00
Tuition for an unlimited scholarship in School of Telegraphy and Railroadings	45.00
Typewriting per month	3.00
Typewriting per four months	10.00
An unlimited course in Typewriting	15.00

Students are entitled to the use of a good typewriter for two hours per day.

Rates of Tuition The School of Telegraphy.

SPECIAL PROPOSITION.

We will give an unlimited course in Telegraphy and Typewriting for FIFTY-FIVE DOLLARS. The student has the free use of a good typewriter and is given much practice in the work of receiving messages from the wires and writing them on the machine.

Two Months' Tuition Free.

The regular tuition for a five months' course in Shorthand or Bookkeeping is FORTY-FIVE DOLLARS. However, we give TWO MONTHS' TUITION FREE to all students who enter on this scholarship and pay for same at time of entering. This will make the tuition only \$45.00 for seven months.

If a student takes two of the Commercial Courses the tuition will be \$55.00 for five months, and we will give

TWO MONTHS' TUITION FREE, making it seven months instead of five.

BOARD.

No City in the South Offers Superior Boarding Facilities. The Students of the Different Departments Have the Advantage of the Same Boarding Rates.

Good Table Board, \$1.50 per week. Neatly Furnished Rooms, 40 and 50 cents per week.

Good Board and Well Furnished Rooms, \$1.90 and \$2.00 per week.

PRIVATE BOARD—We are glad to announce that we can get excellent pri-

vate board in good families, everything furnished, for \$10.00 and \$11.00 per month.

SELF BOARDING—Students who desire can rent rooms or cottages and do self-boarding. A good number of boys and girls did this on last year and brought their entire expenses for boarding to \$6.00 per month.

ROOMS AND HOUSES—Suitable houses and rooms can be rented at reasonable prices. The schools are always in possession of much valuable information along this line, and will not have any trouble in referring the student to suitable property.

QUILTS AND BLANKETS—While cover is furnished in school and private houses,

yet we advise the student to bring one or two extra ones with him. Students can use them to advantage in sudden changes of the weather.

TOILET ARTICLES—Each student furnishes his own comb and brush, and should bring different toilet articles with him.

PAYMENT OF BOARD—Board is usually paid one week or month in advance. The student is allowed to use his own pleasure and convenience as to how he pays for board, but he is expected to pay for as long as one week in advance.

COTTAGES—Neat Cottages can be rented from \$7.00 to \$10.00 per month, depending on the number of rooms, condition, location, etc.

ROOMS—Unfurnished rooms, suitable for housekeeping, can be rented all the way from \$4.00 to \$6.00 per month.

MARRIED PEOPLE—Many married people enter our schools, and usually bring their families with them and keep house while here.

What is the use of your staying home and existing upon meat and bread alone, when you might become an educated doer in the world's progress.

The demand upon us for trained graduates, strong in character and purpose, is ten times greater than we can supply.

E. H. Pinner

S. M. Bruner

A. C. Kline

L. M. Bunch

C. M. Lumber

C. H. Pinner

E. C. Munson

G. W. Miner

C. H. Glaser

ORNAMENTAL AND BUSINESS WRITING BY OUR TEACHERS OF PENMANSHIP.

\$510.00

Farminington, Ky. Oct. 15, 1903.

At sight
Pay to the
order of R. H. Burton
Five Hundred Ten Dollars
Value received and charge the same to account of

To G. H. Hurst
No. 5 Cincinnati, Ohio

E. H. Pinner

BUSINESS WRITING EXECUTED IN OUR OFFICE BY ONE OF OUR TEACHERS OF PENMANSHIP.

Southern Normal School & Bowling Green Business College
Business Capitals

A B C D E F G H I J K L M N

O P Q R S T U V W X Y Z

BUSINESS WRITING BY OUR TEACHER OF BUSINESS PENMANSHIP.

May 1905

LARGE

Crowd at Normal School and
Business University

AT OPENING WINTER TERM

An Inspiring Scene Was
Presented to Audience.

GOOD MUSIC
AND ORATORY.

(From the Times-Journal, Feb. 21, 1905.)

The formal opening of the winter term of the Southern Normal School and Bowling Green Business University occurred this morning at 9 o'clock at Vanmeter Hall and the term was ushered in with appropriate and interesting exercises.

The occasion presented an inspiring scene. The large hall was densely packed. In the crowd was a student-body of 1,000 or more, representing almost every state in the Union. The majority of them, however, come from the Southern States and are among the flower of the South's young manhood and womanhood. They were an intelligent and earnest looking body of young people, evidently thoroughly in earnest in their quest of knowledge and in the determination to fit themselves thoroughly for useful and honorable careers, through the splendid educational training they will secure in this school. Besides the students were many of the business and professional men of the city, drawn there by their interest in Bowling Green's most important educational institution. They all recognize and appreciate the fact, however, that while these schools are nominally the exclusive possession of Bowling Green, they are in reality the property of the entire country, for their influence and the good they do is not merely local, but is co-extensive with the geographical lines of the nation itself. There was not even an inch of standing room this morning when the exercises opened and there was an expectant look on every face for all knew that there was an interesting program to be rendered, and there was not one present who did not feel the inspiration of the occasion.

Following is the program that was carried out and it was one of intense interest and pleasure to all:

Music.....School
Music.....School
Scripture Reading....Rev. E. B. Kuntz
Music.....Quartette
Prayer.....Rev. W. F. Lloyd
The Curriculum.....T. C. Cherry
Chapel Exercises.....A. B. Herring
A Day's Work.....Leon Summers
Solo.....Mrs. B. M. Settle
Three Minutes' Greetings:-
From the Board of Directors....
.....Mr. J. Whit Potter
From the City Government.....
.....Hon. J. G. Covington
From the Churches.....Dr. Wm. Irvine
From the Warren County Schools
and Colleges.....Supt. T. T. Gardner
From the Bankers and Merchants
.....Mr. Max B. Nahn
From the Press.....J. G. Denhardt
From Former Students.....
.....J. S. Dickey, Jr.
Song.....America

The music was superb and the talks from the different ones were all well-timed and exceedingly appropriate to the occasion. As was purposely arranged the exercises lasted only an hour, and wound up in a perfect symposium of enthusiasm on the part of the students, faculty and visitors. The enthusiasm became marked when the entire audience joined lustily in singing America, four young Misses, Josephine Cherry, and Mary, Willie, and McElroy Moss, meanwhile waving national

THE SCHOOL OF TELEGRAPHY AND RAILROADING

The Telegraphy School reminds one of a large Central City Telegraph Office, where work is dispatched with rapidity and accuracy, and one sees a miniature telegraph world.

A Great Demand for the Special Training it Offers.

GOOD POSITIONS FOR EVERY WORTHY GRADUATE.

Railroad officials indorse the work it does and offer their co-operation and support. An experienced dispatcher from railroad office employed.



TELEGRAPHY CLASS, SPRING 1905.

1, J. H. Finch, Tennessee. 2, R. Scoby, Tennessee. 3, W. B. Oliver, Kentucky. 4, Albert Claypool, Kentucky. 5, L. C. Latham, Kentucky. 6, O. Bacon, Kentucky. 7, C. Howell, Kentucky. 8, L. J. False, Louisiana. 9, U. Wright, Kentucky. 10, R. D. Davis, Kentucky. 11, H. F. Mitchell, Kentucky. 12, Hal. McCorkle, Tennessee. 13, A. Kirkwood, Kentucky. 14, J. C. Parks, Kentucky. 15, J. L. Hubbard, Kentucky. 16, L. Kavanaugh, Kentucky. 17, C. Hawkins, Kentucky. 18, R. D. Head, Kentucky. 19, C. H. Osborn, Kentucky. 20, L. A. Yeargin, Tennessee. 21, F. B. Ballinger, South Carolina. 22, J. S. Tanner, Kentucky. 23, A. C. Taylor, Kentucky. 24, John H. Finch, Jr., Tennessee. 25, L. W. Monroe, Kentucky. 26, J. A. Schaad, Iowa. 27, R. M. Whittington, Louisiana. 28, W. J. Roy, Tennessee. 29, H. F. Williams, Kentucky. 30, C. Dickerson, Kentucky. 31, C. B. Boland, Mississippi. 32, Miss R. Temple, Kentucky. 33, L. J. Green, Kentucky. 34, C. C. Green, Kentucky. 35, A. Theile, Louisiana. 36, J. C. Ramey, Kentucky. 37, T. C. Hays, Tennessee. 38, J. S. Byers, Kentucky. 39, J. F. Ward, Tennessee. 40, C. L. Simmons, Tennessee. 41, P. Menser, Kentucky. 42, G. Brown, Kentucky. 43, L. Walker, Kentucky. 44, R. Sisson, Kentucky. 45, C. Meaders, Kentucky. 46, G. B. Smith, Ky. 47, Mrs. B. Tinsley, Indiana. 48, H. C. Gains, Kentucky. 49, J. D. Shercliff, Kentucky. 50, G. C. Barnes, Kentucky. 51, G. E. Sandbach, Kentucky. 52, G. Ford, Kentucky. 53, H. C. Gilliland, Kentucky. 54, R. Poncer, Tennessee. 55, G. M. Garvin, Kentucky. 56, Thomas Hinton, Kentucky. 57, R. L. McRae, Mississippi. 58, O. B. Anderson, Kentucky. 59, R. P. Ringo, Kentucky. 60, T. Simmons, Louisiana. 61, C. M. Hardy, Kentucky. 62, W. B. Duncan, Kentucky. 63, N. McKnight, Kentucky. 64, C. Creekmore, Kentucky. 65, N. McKnight, Kentucky. 66, C. Creekmore, Kentucky.

flags on the rostrum while others waved them in the audience.

We forgot to say, however, that this was preceded by the College yell led by Prof. Harman, which made the building resound with its force, coming as it did from 1,000 pairs of lusty lungs.

On the heels of this the audience joined in closing the exercises by singing "Dixie" and the former enthusiasm was mild in comparison with what followed.

The occasion in every way was a happy one for all present and the schools started off for the winter term in better shape than ever before for efficient and effective work.

Telegraphy Students Secure Positions.

During January, 1905, we placed men with the following railroads:

Southern Railway.....1
I. C. Railroad.....1

During February we placed men with the following railroads:

Southern Railway.....1
Queen & Crescent Railway.....1
Tennessee Central Railroad.....1
Postal Telegraph & Cable Co.....1
L. & N. R. R.....1
N. C. & St. L. R. R.....1

During March we placed men with the following railroads:

Southern Pacific Railroad.....1
Southern Railway.....2
L. & N. R. R.....3
I. C. R. R.....2
Y. & M. V. R. R.....1
U. S. Signal Corps.....2

During April we placed men with the following railroads:

Y. & M. V. R. R.....2
Queen & Crescent Railway.....1
L. & N. R. R.....1
U. S. Signal Corps.....3

200 Telegraphy Students Wanted.

We have not been able to fill all positions offered our students by the different railroads. The demand greatly exceeds the supply. There never was a time when operators were in greater demand, and this is the best time to enter our school and get ready to take one of the many positions that will be awaiting this fall.

This is what a few of our boys are doing:

A. W. Swindle, of Greenfield, Tenn., now holds a responsible position with the N. C. & St. L. Railway, as agent and operator.

A. W. Owen, of Rowletts, Ky., one of Hart county's brightest boys, has a very nice position as operator with the Y. & M. V. R. R.

E. E. Robertson, of Dyersburg, Tenn., has been promoted to agent and operator on Southern Railroad.

S. P. Crenshaw, of this city, has accepted a nice position with the I. C. Railroad as agent and operator.

M. J. Gobelet, of Linden, Tenn., has a very fine position with the Southern Railway as agent and operator.

C. Waddlington, of Cobb, Ky., has lately accepted a very responsible position with the I. C. R. R. as cashier.

R. A. Greig, of Louisiana, has a fine position as operator with Southern R'y.

S. R. Driskill, of Fisherville, Ky., has a nice position with the C., N. O. & T. P. Railway as operator.

C. M. Offutt, of Lebanon, Ky., has recently accepted a very good position with the Standard Oil Co. as operator, with headquarters at Somerset, Ky.

W. H. Grose, of Yankee Dam, West Virginia, is agent for the Coal & Coke R. R. Co.

Chas. Latham, of Owingsville, Ky., is now clerk and operator with the Y. & M. V. R. R.

J. Kemp, of Greenfield, Ky., has a very good position as agent and operator with the G. & S. I. R. R.

J. L. Wallace, of Selma, Tenn., has a position as agent and operator with the Southern R. R.

A. J. England, of Luray, Tenn., is agent and operator for the N. C. & St. L. R. R.

J. M. Martin, of Baldwin, La., one of our former graduates, is now located as operator in his home town.

Full information concerning our School of Telegraphy and Railroading furnished on application. Be sure and mention Course wanted when you write. Address,
H. H. CHERRY, President, Bowling Green, Ky.

The Graduates of the Bowling Green Business University are Universally Successful in Securing Good Positions.

A CATALOGUE OF THE BOWLING GREEN BUSINESS UNIVERSITY
MAILED ON APPLICATION.

ONE OF THE BOOK-KEEPING CLASSES.

19

05



Address all Communications to
H. H. CHERRY, President,
Bowling Green, Ky.

The Bowling Green Business University is a
High Grade Commercial Training School.

May 1905

MAMMOTH CAVE.

Bowling Green is located within a short distance of Mammoth Cave, which is one of Nature's greatest wonders. No student of Geology or of Nature or any one who has an appreciation of the sublime and beautiful, should fail to see this caprice of subterranean creation. The schools arrange for cheap excursions, which are run under our personal management and are a source of pleasure and profit to the pupil. The Geology Class makes an annual trip to Mammoth and Colossal Caves.

We give below an article written by Mr. S. J. Billington, one of our students who was a member of a recent excursion party to the Cave. Mr. Billington is the nominee of the Democratic party for County Superintendent of McCracken County, Kentucky.



The Arm Chair Mammoth Cave.



Looking out through the entrance to the Mammoth Cave.

ON the morning of May 8th, 117 Normal students entered the special cars chartered by Cherry Bros. for one of the annual excursions to Mammoth Cave, Kentucky's great natural wonder. The run to Glasgow Junction was made without other incidents than those common to excursion parties; the occasional joke, the merry laugh, the occasional whoop from the boys that bespoke hearts that were overflowing with good will and good cheer. At the Junction the party left the special cars and entered the Mammoth Cave cars. From this place everything was interesting, even the train itself which consisted of two small coaches with no conveniences save some very poor seats that furnished accommodation for about half our party. The locomotive—or rather the engine for it would not do to ascribe the term locomotive to such an object as it—looked very much like some of our ordinary traction engines, and ran, it appeared to me, at about the same rate of speed. This was so much the better though, as it enabled us to get a view of the rugged country through which we had to pass, a view that was not lost upon those of us who had never seen a hill more than twenty-five feet high, nor a rock larger than our foot. As we slowly crawled up the rocky steep, I gazed on the one side at the beetling crags and the verdure clad terraces that towered above us; on the other I peered down, down, into the yawning chasm below us and thoughts such as these rushed through my mind:

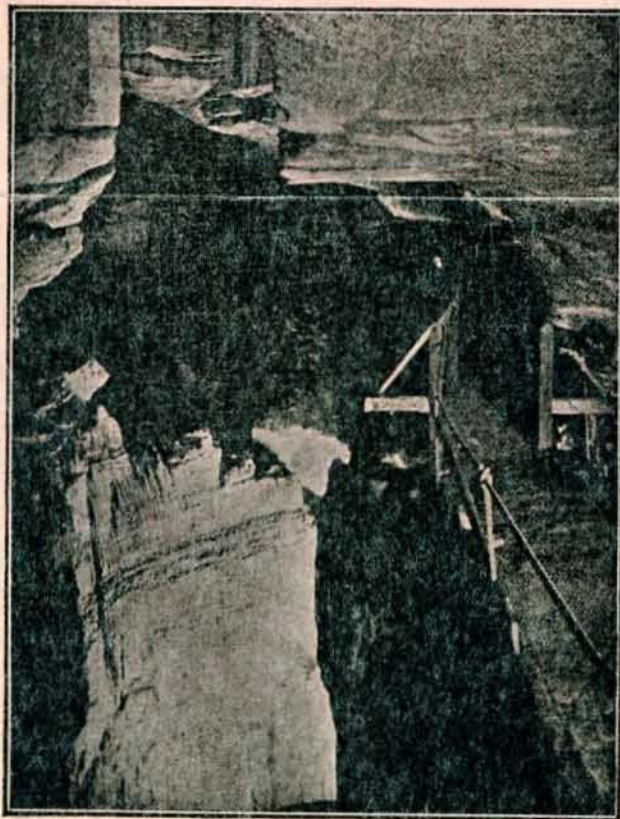
Ye Rocks! Ye wondrous, everlasting crags!
What boundless power thy majesty proclaims!
As, beetling far above thy turbid base,
Ye peer adown upon the tin' stream
That, ages since, the God whom we adore,
And to whom we ascribe all power in earth
And heaven above, did bid to ply its course
In rippling beauty down this lovely glen.
And who is he could stand beneath thy shade
And, pondering upon the scene sublime,
Not say: This is the handiwork of God,
Yea, this more than all preachers, texts, or creeds
His wondrous power proclaims? Who would not feel,
Surrounded by this grandeur vast, that He
Who into being spake this wondrous scene
And planted here these everlasting stones,
Is infinite in power; that we poor worms
Who stalk amid the scenes of earth and boast
Our matchless skill, are naught but mortals frail?

But I must not dwell too long upon the scenes along the route though, it would take an hour to tell of all the interesting things I saw. I was thrilled, filled with emotion by the beauty and grandeur of the scenes, and then I thought, if these, the simplest forms of mountain scenery, affect me thus what would be my feelings could I view the wonders of the Alps or the beauties of the Pyrenees?

We reached the hotel about 12:30 and after dinner, preparations were made for entering the cave. A large number of the excursionists secured cave costumes and the only confusion that occurred during the day was when the party assembled on the porches and in the yard after donning their suits. Quite a number of the boys could not recognize their fair companions of the morning and the result was confusion heaped upon confusion. Some of

down this by-channel till he was out of sight, the guide left us in stygian darkness so dense it could be felt, a darkness as dense as that which enveloped Homer's heroes on Illion's rocky shores. Then in the distance could be seen a faint glimmer as of breaking twilight, and sounds such as greet the ears of country folk as they go about their early morning work; the crowing of the cock, the yelping of the dog, the gentle lowing of the cows that have not yet got up from their resting places and the sounding of the axe as the farmer boy cuts his morning's wood. The light in the East increases till the hall is again lighted, the sun has risen. We now retraced again until we reached the Giant's coffin and passing to the left, went through the gateway of Dante, a rugged, narrow, winding descent into a lower channel. There were many interesting things beyond this gateway but my paper is already too lengthy, so I will leave off. At what is called Grand Crossing, we turned back and at 5:15, just three hours from the time of entering, we emerged warm and tired from the great cave. For three hours we had been buried deep within the great tomb of man sometimes with more than 200 feet of earth and rock between us and the blue dome of heaven.

The most remarkable decorum characterized the entire day, and I am led to observe that these excursions, both the cave excursion and the trip down Barren river, are one of the most potent factors in character formation I have ever seen. The young man or young woman who enjoyed that day's outing on the river and came back with a no larger heart and a no greater capacity for enjoying the realities of life is poor indeed; and he who visited the cave, who as we journeyed thither, gazed aloft at the towering rocks or across those beautiful valleys, who walked down those awe-inspiring subterranean galleries and viewed those scenes of mighty Nature and felt not the presence of the great God of Nature is to be pitied. And the young man or woman, if there were such an individual, who enjoyed these experiences and came home without a greater admiration for the Southern Normal School and the master Spirit at its head is unworthy the guiding, protecting influences of the institution.



The Bottomless Pit, Mammoth Cave.



End of Mammoth Cave Hotel.