1932

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Program
STATE DINNER
Mammoth Cave National Park Association

Friday, November 18, 1927

Louisville
Seelbach Hotel
"Nothing great was ever achieved without enthusiasm."
—EMERSON

Program

Mammoth Cave National Park Association

Presiding
Hon. M. H. Thatcher
National Chairman

 Invocation
Rev. Dr. Charles W. Welch
Pastor, Fourth Avenue Presbyterian Church

— Dinner —

Address
Mr. Max B. Nahm
President, Mammoth Cave National Park Association

Address
Colonel Richard Lieber
Director, Department of Conservation
State of Indiana

Address
Mrs. Christine B. South
Frankfort, Kentucky

Address
Mr. Tom Wallace
State Chairman

Address
Hon. Flem D. Sampson
Governor-elect of Kentucky

Address
Mr. Adrian Wycheel
Director
Menu at the Home of Andy Jones of Mammoth Cave, Ky., Nov. 17, 1930—

- Pork
- Sausage
- Fried Chicken
- Stewed Chicken
- Oysters
- Fried Eggs
- Dressing
- Navy Beans
- Green Beans
- Butter Beans
- Red Beans
- Sweet Potatoes
- Irish Potatoes
- Turnips
- Cabbage
- Peas
- Corn
- Cooked Tomatoes
- Sliced Tomatoes
- Pumpkins
- Kraut
- Hominy
- Rice
- Sweet Pickles
- Sour Pickles
- Potato Salad
- Salmon Salad
- Celery
- Apples
- Corn Bread
- Biscuit
- Light Bread
- Gravy
- Butter
- Slaw
- Fruit Salad
- Beets
- Lettuce
- Cherry Pie
- Custard Pie
- Peaches
- Sweet Milk
- Butter Milk
- Coffee
- Flour kinds of Cakes

After-dinner Cigars and Apples
The Jack Rabbit
Dedicated to my dear wife, who in our early married years, taught me the mysteries, profits, and glories of investigation by nightly sending me in search of imaginary burlgars.

(See Appendix One)
The Jack Rabbit

A Scientific Treatise on an Animal with a Cherry Go, a Mad-aradgo Movement and a Leiper Appearance by J. Levi Harman who has just finished a Car Window Study of the Subject.
The Jack Rabbit excited the author on Sunday morning, May 28, 1916, as he (the author) was on a Rock Island train (Just here the writer is passing and Indian home with stockade, tepee and Indian women of fact and not of fancy, and begs to be excused for breaking his concentrated and continuous thought to look) but as was about to be said the train was in longitude 98°, latitude 36,
altitude 500 and magnitudo three coaches. Something the author pronounced a sheared
dog with his head
done up for neuralgia or the tooth ache,
work out through an
orchard as if he
meant to jerk a
line around the earth
by noon. The runners up got out of
sight before the
writer down could
make such scientific
analysis as he would
dare let go to print. He thought and slept fitfully that night, though he had been gently soothed by a Methodist Church South, sermon. The next day being Monday May 29, the author addressed 555 teachers of the Northwestern Normal at a point in Oklahoma called Alva. He knows he said one original thing so successful for a Normal School
audience to hear, and he records it here, not as a part of this treatise, but to preserve it permanently, and the exact language was this: "It bores me to look into your silly faces." Their got-a-way expression turned the speaker's thoughts to the dog with the muffled head and wide-open molar. To use an unscientific expression, that fixed it.
As he spoke, uninterested pedagogues and skidding dogs went through his mind, back and forth, right hands across, circle to the left, swing your partner, docey lady. There and there he determined to turn his attentions to things more scientific than public speaking, and so now as he rides over the prettiest country in the world, he is giving the public the benefits of his resolutions.

Never did the author
suspect his Sundays mystery being a Jack-Rabbit until in conversation with a young man at Alva who said, "A few days ago I saw a few wagon loads of Indians from a northern state returning from a visit to a tribe here in Oklahoma, and it was hot, hot, very hot, and they had two hundred old Jack Rabbits piled in one wagon, to eat on their way home and after
they got there." Jack Rabbit!

"The word fell upon the delighted ear of the author like the gentle murmur of a stream stealing softly from amid a bed of roses."

There was a clue!

"Stop a minute," said the enraptured writer.

"What is a Jack Rabbit? Give me relief." And as wisely as if he had taken a course in a Normal School or a Business University, the youth replied, "Why, it's just
Social, and hide us
This was fixed on
or the work upon
That another
My foundation as an
From the moment of
To get across
The face of the sea, the
subtly by itself, that
"You and a friend"
that together.
the to judge our own
one to know and the
face only the change,
done or secondly
"Farewell."
paid himself ten-fold
and will contribute so
many facts to what is
so little known of
Jack Rabbit nature
and Jack Rabbit his-
tory that this subject
will be pursued by
all social climbers.

This day and the general
conditions have been
impulsively conducive
to heavy investigating.
The sun, like an alchem-
ist has seemed to turn
many things into mol-
ten gold; the main
of last night, has given vegetation the green of old Erin, and the natural instinct of the scholar have directed this author's mind to the least details. The stage was set for good work and one hundred and twenty-one Jack Rabbit came before the dilated eyes and keen mind of the researcher. There was not a Jenny Rabbit among them so far as the writer could tell, over
to distance and the onward motion of the
Rabbits and the various motions of the
train. Upon this point
he will make a def-
inite statement in a
subsequent edition.
It is the author's
opinion that all the
Jack Rabbits along
the 103-mile route
from Alva to Geary
had gotten on the track
either to get a view
of the one who was to
make them famous.)
or to give him a view of them. With but one exception they led off in pairs at right angle with the train and invariably to the east. Another phenomenon that cannot be safely labeled yet. Of course this refers to going east and not in pairs. As they exhibited themselves so hurriedly, always going and never coming, the investigator recalled the words of LuPotter, explaining
that he had been summoned by the United States
Court and said, "Jabez
Brown sent me word
that it makes no dif-
ferns what I was
doin', to drop it an'
Come at once," and
then the hateful, use-
less poesy that was
lingering in the
scientist's mind asked
to be let go, and he
paraphrased this snatch
he had been taught
from the classics when
he was a boy;
"Ole Jacky Tar,
Whatchu doin' t'hat?
'Settin' on the railroad
Watchin' for the Car.'
The Car begun to roar
An' Jack begun to soar,
An' I never seen a Jack Rabbit
do so before.
There is no doubt
but what he declines
breakfast food; rolls
before he gets up in the
morning, stands long
after eating and fasts
seven times a week,
yet he is proud of his
appearance. Vanity
is his religion. He is never seen except in the wide open prairie, nor does he select the cool of the afternoon for his exercises. He can be seen cutting out a right-angle strip every time the train gets near to him, but whether this is the effect that the wear and tear of civilization has had upon him, or whether he is no respecter...
of time schedules as is his Cousin, the Cotton tail, must be worked out in a later publication.

Mention has been made of his going in pairs. Now whether this is for protection or mutual help is another thing that cannot be set down as truth until this authority learns more of the habits of the Jenny Rabbit.

Owing to the rush of time, the train and the Rabbits, the author
Could get no spec-
rimens to file with
this article. This is not
regrettable as the work
will be so much
more original with
out a pair of ears
accompanying it.
Since Denison's days
of geniue and the Cow-
boy's glory, every
tenderfoot has sent
East a pair of Jack
Rabbit ears, not in
the name of science,
but to selfishly show
that he himself had
stepped over the border of his own state. Why did not some of the early explorers of the Jack Rabbit do as this writer is doing and contribute to natural history a useful chapter that would stand as an everlasting monument to his name and become a fundamental part of the education and charming reading matter for the old? Where, oh where are all the
Jack Rabbit ears that have been sent beyond the domain of the Jack Rabbit world? None can be missed here; none can be found there, but this volume will be fresh and green after the first dull discoveries of the Jack Rabbit have gone to join the two-toted horse and other relics of the fossil age of the historic past.

At one point...
along the road, seven healthy specimens dis-ported themselves in plain view of the in-
vestigator. One seemed to furnish the swa-
sp to the roof of speed that was leading them all from the setting sun. She seemed to say, "Give us right away and we want it straight," while the seventh said, "I'll take mine in era instead of the nearest distant..."
from one point to an other. Had there been Jenny Rabbits in the crowd, it would have been clear to the keen mind of the writer that the wasp Rabbit was showing off, but inasmuch as there were no ladies among the seven, the author is convinced that the triangle, right angle, loop, circle and figure 8 runner must have been a widow for under certain
Conditions widowers he has known have been seen to attempt quite similar tricks. Did the patient reader and learner ever see a three-cornered piece of speech? The author takes the liberty to answer boldly for you in the negative, nor does he attribute your ignorance to dullness, but simply to your unfamiliarity with the Jack Rabbit.
Hitherto he has not been a part of the world's consideration of speed. Attack this explanation carefully. Without a diagram the reader may see, or think, he sees the Rabbit at the right angle corner of a triangle; a Rock Island train at the acuter corner and a Ford at the acuter corner. Is the figure clear? If not, diagrams and illustration...
tions to this book can be had by writing the Department of Late Useful Discoveries, Washington, D.C., and calling for "Exhibit A and Exhibit B on Jack Rabbit Physiology, Psychology, Efficiency and Movement." When the analytical mind of the writer saw a chance to see a three-cornered piece of speed, he intuitively knew he had made a technical discovery and he yelled, "Look,
crew and passengers, to what is about to occur before your fortunate but almost blind eyes! Look! Gee whiz! Look!" These last words, according to "Language Work in Elementary Schools" do not belong to a treatise of this kind, but a few historical facts relating to a discovery of a law give more zest to the gentle learners. The train was going down
its streaks of steel; the Ford was slipping over a level grade; the Jack Rabbit was chewing a blade of wheat (This last is an outburst of imagination) and when the three speeders were at their respective corners, the grass seemed to tickle the feet of the J.R. and without a choo! choo! or honk! honk, a puncture or a hot box, he passed his objective.
corner, and before
the other two speeders
reached theirs, he was
well out on the prai-
rie, nearing Sapul-
pa a hundred miles
to the east. No noise,
no smoke, no oil, no
coal, no gas, no odor
just speed—straight
away, artistic, poetic
speed, and under the
circumstances the
author is unembarr-
sassed to say he
does not know how
it was generated,
but as soon as he has an opportunity to take Jack Rabbit measurements and examine Jack Rabbit attachments, he will set out his discoveries and conclusions in elaborate and readable form. He (the Jack Rabbit and not the author) is a cross between a hippodrome and a hippopotamus plus speed. (See Appendix Two)

A Correction
In the name of natural history, but under...
great embarrassment, the author is obliged to say that the Jack Rabbit can stop, and besides, he is found off the plains and in at least one rugged place from the day following the beginning of this investigation, two were seen sitting on a hillside, sitting probably because it was too rough to speed. Again attention is called to the fact that there were two, and they were
behaving circumspectly.

As a promoter of deep thought and care.

ful and entertaining attention, the subject that has been so systematically ex-
hausted in this volume will start a new trend in literature and song.

Again the train is running over plains as level as water—no trees, no fences, no
undergrowth—nothing to interfere with vis-
ion for miles and
miles gave it's own limitation. There goes another one— but he is gone!
Appendix Two.

The author does not speak scientifically with reference to the hipodrome, having never seen one, but for descriptive purposes he knows he is correct.
1. ANCIENT CONDITIONS

No organized altruism
Not much of the spirit in literature
"Eye for an eye"
"Damon and Pythias"
"Jonathan and David"

2. CHRIST'S SPIRIT

Back of every great movement is a man
1844

3. NINETEENTH CENTURY

1847
1857
1874
1881
The world gets better every day and worse again every night
Social science
Children
Education
Health
Industrious
Imagination
Religion with social
Temperance
Pres. refor.
City prob.

4. "THOUGHT NEVER DIES"
Compliment Bowling Green opportunities Mr.erry would give ces an bain. You are going to do four things
1. Stop pursuit of education
2. Marry
3. Go into some occupation
4. Go to college

The allure of business in earning education
Bowling Green High School Students
Katharine Harrington
Whom we place
Summe Price
Depression
Stock down factories.

No record in employ.
THE WAY

A highway shall be there and a way, and it shall be called the way of holiness; the wayfaring man though a fool shall not err therein.

Isaiah 35:8

The Question

Repeal Personal sin

Believe

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Youth is the gay and pleasant spring of life, when joy is stirring in the dancing blood, and nature calls with a thousand songs to share her general feast.

—Ridgeway.

Youth is the period of building up in habits, hopes and faiths. Not an hour but is trembling with destinies; not a moment once passed, of which the appointed work can ever be done again or the neglected blow struck on the cold iron.

—Ruskin.
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TRIBUTE TO YOUTH
DEFEND
GLORY
Quote
YOUTH GETS A BETTER BALANCE
FROM COMMON KNOWLEDGE TO PHILOSOPHY
YOUTH MORE SUSCEPTIBLE TO IMPRESSION
LONGER TO ENJOY
BRING FUTURE FORWARD
AN ANCHOR
"OUR LITTLE SYSTEMS HAVE THEIR DAY"
HAPPIER
KEEP YOU FROM WRONG
"I KNOW NOT WHERE HIS ISLANDS LIFT
THEIR FRONDED PALM IN AIR;
I ONLY KNOW I CAN NOT DRIFT
BEYOND HIS LOVE AND CARE."
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5. **Sorrow**
   And so beside the Silent Sea
   I wait the muffled oar
   No harm from him can come to me
   On ocean or on shore."

6. **SAINTS AND BEST**
   Sister of charity

7. **CARRY THROUGH DEATH**

8. **ETERNAL HOME** (Length)
   The sparrow across ocean

II. **How Acquired?**
   Desire
   Prayer
   Information
   Facts
   Principles
   Deeds
   Pay

   For God so loved the world
Why it Pays the Student to attend a school accredited by the NATIONAL ASSOCIATION of ACCREDITED COMMERCIAL SCHOOLS

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Facts

Eden
Gain
Jonah
Joseph
Moses
Red Sea

Principles

Ten Commandments
Beatitudes
Golden Rule
Bread cast upon the waters
Whosoever a man sweareth
He that exaltest himself
He who loseth his life
Love — 13 Th Cor.
He who putteth his hands to the press forward
Old men shall dream
Out of the mouth the abundance
More blessed to give than to receive
I am the way
WHY IT PAYS THE STUDENT to attend a school accredited by the NATIONAL ASSOCIATION OF ACCREDITED COMMERCIAL SCHOOLS

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He Lives

Carl D. Herdman
by J. L. Harman

One who knows how to live is rare. Such a one is not discovered, but everybody knows him all the time. He is usually the popular man in his community. He would not know how to live if his neighbors did not know him. The most charming and restful and soul satisfying books written the past ten years are the David Grayson series, "The Friendly Road", "Adventures in Friendship", and "Adventures in Contentment". A David Grayson lives among us in the flesh. A trusted, competent business man; a dependable American citizen; a lover of books; an ambassador of cheer; a lover and maker of music; a grower of flowers and a companion of birds. The learned and strong admire and follow him; the humble depend upon him; children adore him; colored people think he is essential to their existence and dogs are his best friends. His face "radiates courage, courtesy and kindness". His big ambition is living and he is averaging about one hundred per cent in his joyous vocation. Whether making a deal, telling a story, discussing flowers or studying the stars, he is always the personification of good humor and high honor. Living is an accomplishment. There is at least one among us who knows his job.
"TO BE OR NOT TO BE"

Shakespeare -
Completement to "To have or not to have."
feeling or thought
liberty
John Ruskin
Existence
Poetry
Music - My composition
Art - Imaginary picture
Landscapes
Dream of the stars
Wild geese
Nature - Beauty - The free
God's thoughts
Solitude - Noe
Leisure hours - Beech Hargis
Milton
Goldsmith
Burns
The Christ
Memory - Quote Zaner
The positive qualities -
    I am aware
Some things to do in your community.
Create sentiment among yourself for enterprises you already have and for those you want.
Begin at your public square.
Make city "We Build."

We Destroy.
Know more of your own members' business.
Strong men built your Club.
Know more of your organization—large and small.
Know more of your community.

Our Rotary School
History
Growth
Original Idea
Objectives now
Activities
Constitution and By-Laws
Classification
Fellowship
Ethics
Service
How new members gained
Speech at Kiwanis Club
Jan 11, 1936
Some things a club may do for itself and for its community.
Stay in good humor.
Do not take yourselves too seriously.
Accept members as they are.
Know more of each other's business.
Must you go to the death with a member?
Your sick or distressed members.
Kinnaman.
Thomas.
Special achievements of your member.
Speech at the State Normal School
May, 1923.

Newspaper Clippings

You can go.

Thought

Purpose of Education.

Fragmentory Education.

Substituting Organization for Education.

Man on my house.

Steps

Why you should graduate

"It's me."
TRENDS

What is Business?

Business Education?

Social-Business-

Democratic-Practical-

Longer courses

Diversified courses

Specialization

Teacher qualification

Entrance requirements

Social understanding

More women—107% increase

27% decrease

Open mindedness

Attitudes

Faults:

Exaggeration—Taking anybody—

Students from other schools—

Prepared for life—Branches—

Guarantee—Rivalry—H.S. vs Bus.Sch

H.S. starting
Prohi - Unusual
Wom - What Has Happen
U.S.S. Postal - What may Happen

Edison
Depep
Rockefeller

What She Taught
A Human Being
A Teacher
Factions
John Humble
Emma Guy Cromwell
The Unwilling Prophet

Something less than a hundred years ago the city fathers of a small town in a New England State were debating the advisability of changing from whale oil to the newly discovered kerosene for street lamps.

The town was stirred by the controversy, and the following bit of verse was contributed by a citizen, doubtless a member of the reactionary school:

“It would not cause us great surprise
If some presumptuous ass
Should snatch the lightning
From the skies,
Or light our streets with gas.”
Madera.

The Accident Prevention Department for the Pennsylvania properties is planning a special campaign of instruction during the month of May for the prevention of accidents to the eyes.

The women employees in the Garage Building at Johnstown have started first aid classes, and are taking instruction every week. They will soon be ready to meet the first aid girls' team of any other Associate property.

"Hey, Rastus! Lemme present mah wit to yuh!"

"Naw, suh! Boy! I's got one of mah own!"

—Mugwum
For Separate Chapel
Nov 19, 1924

A boy
Boy soon to be a man
Cleanliness

Body

Bath

Feet

Teeth

Disease

Mind

Army

Speech

Work

Wear

Money

Girls

Education young

Marry young

Rear families young
Introduction
Brief as to Rotary
Brief Sketch of Our Club
How I presented him
Excuses
School fight
Potter speech
Constitution
Faction
Constitution
Ku Klux
Methodist
The Charge
Subsequent Election
Result
impatience
STAY OF YOUTH

LOSER FIRST JOBS

General Worthlessness Blamed By Swift Official

for This Condition.

Mingo, Aug. 29.--(Associated Press.)--A sweep of a neurotic, amoral, indifferent to work, hard, lack of
morality, false notions about wit
and promotion, and lack of plea
sure are the five chief reasons why
so many of the boys and girls of
these cities fail to get their first job,

According to a report made to the
map Association of Commerce by
D. White, statistician of Swift &
Company.

D. White's report noted that 90
per cent of the boys and girls lose
their first positions. The report also
notes that in nine cases out of every
five the loss of the position can be
attributed to one of the five reasons
noted.

An address on the part of the respec
tive employers, given by the work of workmen in the past, has resulted in the expression of a general de
nensen to work hard, is not
by being late to work, staying
unchurch hours, and smoking
at the end of the day.

The secret of thoroughness is indicated
frequently by unwillingness to
at the bottom and to go forward,
the act of mastering each step

Going Ahead.

The real secret of promotion in
life is going more than you are
doing. Keep yourself underpay
ded as you are overpaid you are
to go backward.

The act of principality is shown by com
the work.

Joseph Stone Dickey
Sketch of J. S. Dickey's Life

Accomplishments

Scholar

Literature
English
History
Reading

Memory

Stories
Quotations
Details
Mathematics
Latin
Greek

Speaker

Commencement

Teacher

Broad
Interesting
Anxious

Leader

Qualities

Industry
Economy - Cut of Debt
Humor

Ashland story
Cleveland
Louisville

Never hurt

Religious

My mother
My brother
Sunday
Prayer meeting

Paying Debts

Young
Honor
Truth
Independence
Claud Huff

Attractive, happy, honest, heroic Claud Huff, if that mortal
port of you which we knew well, were here today, it would be hung
over with crosses, stars, ribbons, insignio and visible evidences
of your courage, and those big eyes of yours would grow larger still
at sight of the demonstrations in your honor, and if those ears of
yours, accustomed to the soft words of encouragement by all who
knew you well, but which were beaten and bruised by the noise and
shock of the world's most stupendous battle—if those ears were
here on earth today atuned in the old way, they would hear the
cheers, songs and praises commemorating your deeds. But, Claud,
you are dead as death is recorded upon the earth and these poor
efforts of ours to perpetuate and glorify your memory are for our
comfort and not for yours. We believe unseen things do not die
and believing this, we think of you.
BLUE BACK SPELLER

Joel Fort's Recent Article Elicits Eloquent Response From a Kentuckian.

Following is a personal letter addressed to a Springfield citizen which was inspired by a reading of Joel Fort's tribute to "The Old Blue Back Speller," published in a recent issue of The Herald. This letter, which we make bold to put in print, was written by a well-known educator of Bowling Green. It follows:

I am obligated to you for sending the paper containing Mr. Fort's letter. I have read it twice; once to my class and once to my family.

I am a young man, just a boy, my beard hardly grown, yet that letter brought to me the odor of pawpaws; the rippling of the streams flowing down the hollows; the gaiety of the swimming hole where we cut every monkey-shine possible without prehensile tails; it brought to me heaps of leaves in lonesome woods; I heard the merry laughter of boys and girls; the loud call from base to base; I played again "Antney-over," "Bread and butter, come to supper," "Cat," "Knucks" and "Hot." I again became incarcerated in the sinkhole we used as a jail; I smelled the fall flowers; I hurriedly gathered apples from an adjoining orchard without a permit from the owner; I swept again the old schoolhouse and the yard in front of the door; I walked with girls and boys down the path to the spring and we sat together upon logs and rocks and combed each other's hair, the truth of which you may not believe, but indeed there was a time when she did really comb my hair; I saw again, not the footsteps I was making upon the "sands of time," but the track of my bare feet in the moonlight as I looked back to see if her father and mother were looking on as she and I walked together to the spelling after she had been to get her shoes and met me on the road. I watched in the gleaming...
with girls and boys down the path
to the spring and we sat together
upon logs and rocks and combed
each other's hair, the truth of
which you may not believe, but
indeed there was a time when she
did really comb my hair; I saw
again, not the footsteps I was
making upon the "sands of
time," but the track of my bare
feet in the moonlight as I looked
back to see if her father and
mother were looking on as she
and I walked together to the
spelling after she had been to get
her shoes and met me on the
road; I watched in the
gloaming
the wrestling matches of school
boy and farm boy, and then, when
we were called to order, I felt
the bristling air of battle; I saw
the two best spellers divide for
the strife and how happy I was
again when in fancy I stood
through "baker," "horseback,"
"aerial," on down to "botany,"
and I spelled again in feverish,
childish delight "mohair," and I
felt again the awful humility of
missing "rabbit;" again, I saw the
proud victor walking home, nurs-
ing a contempt for those who
could not spell; and I saw him
bite his lip that a smile of satis-
faction might not pass there-
from.

There were heroes in those
days, but more frequently her-
obines. What was the taking of
a city compared with the winning
of a spelling match? Why read
the life of Napoleon to catch a
glimpse of the glorious conquer-
or, when we could turn a fellow
down from another district?

These days are gone with the
two-toed horse that belongs to
the fossil age of the historic past.
No, they are not gone so long as
they live in your heart and mine
and in the hearts of the countless
thousands who love them. To-
day, should we go back and try
to call together again upon the
floor those whom we loved, fancy,
only, could perform the task.
Too frequently the ones whom
we met upon the floor we must
now meet at the cold and silent
grave.

Blessed days! Blessed memo-
ries! Your friend,

J. L. Harman.

J. L. Harman.


Why he went abroad.

Extracts from his 14 points.

The origin of the League.

The rape of Belgium.

Not a super-government.

The undisputed points:

The Assembly.

The Council.

1. Not to resort to war.

2. Open, just and honorable relations between nations.

3. Establishment of international law.

4. Respect for all treaty obligations.

Seat of League

Assembly may meet

The Council shall consist of--

Reduction of Armament

Private manufacture of arms.

League to take any action to safeguard peace.

Must notify each other on matters disrupting peace.

Submit to arbitration.

No war for three months after decision of arbitration board.

If the arbitrating parties fail to carry out decisions

A permanent court of international justice.
The Lantern

More lights for buildings.

Less lights for streets.

More lights for doors.

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Less lights for windows.
The front yard of our home was never as inviting as it could have been. We had the perfect sloped lot, but the yard was overgrown and not appealing. Our neighbors were always out gardening and tending to their lawns, while ours looked like a jungle.

One day, I decided to take matters into my own hands. I bought some new grass seeds and some gardening tools. I also hired a landscaper to work on our yard. We removed the overgrown grass and replaced it with new, well-manicured lawn. We also added some flowers and a small pond to the yard. It made a world of difference.

Now, our yard is the envy of the neighborhood. Our friends and neighbors always stop by to admire it. We even have a small garden party every year to celebrate our hard work. It's a far cry from the overgrown jungle it used to be.
Mr. Harman:

"Hope springs eternal, etc--" I submit this with the earnest desire, but without hope, that you will go thon and do likewise:

For about three months prior to two weeks ago I had the worst siege of my life in the battle of Elimination.

About four weeks ago I went on this program:

Pillsbury's Bran Flour bread two meals a day. Very delicious bread. Every morning I go through, first, about twenty minutes of "wood-chopping" exercises. I fill up on luke-warm water before going through these contortions. I then step into a hot shower and finish off with almost icy-cold water. After a vigorous rubbing-down, I do about one-mile around the drive-way of Reservoir Park. Of course, I dress first! I have quit going to the toilet and going through the daily struggle— which I kept up for years without much results—-—I go now when the "urge" comes. For two weeks I haven't resorted one time to the use of medicine and I have had very satisfactory daily results! This may have happened to me before but I was too young to remember it.

Of course, I know the old enemy may be just rearranging his forces and there'll probably be other attacks. But, I believe there is something REAL in this Pillsbury Bran Flour. And it is good too. I followed this program nearly three weeks before I saw much results!

Try it.

J.M.H.
The Teacher As He Is Seen

I. Two Types
   (a) The Systematic
   (b) The Inspirational

III. Personality
   (a) Godgiven
   (b) Self-developed
   (c) Put on

IV. Community
   (a) People
   (b) Their interests
      Church
      Clubs
      Lodges
      Schools
      Banks
      Institutions

V. Your Adjustments
   (a) You are educated
   (b) James's dog illustration
   (c) Denuded farm
   (d) You make no surrender
   (e) Self-sufficiency vs Depend-over aggression vs lay figure
VI. The Sooner You Can Be Judged As the Common Herd Is Judged
(a) No dignity that one of your learning should have any where.
(b) As a private hidden by the organization or a leader.

VII. Things Able To Do
Preside
Language
Play the game.
Leitchfield Graded and High School

BOARD OF TRUSTEES

T. C. JAMES, Chairman
O. N. MERRIS, Secretary
D. L. HUGHES
W. B. McBEATH

Leitchfield, Ky.

A Tale of Two Brothers

(Author unknown)

Abram and Zimri owned a field together.

A level field hid in a happy vale.

They plowed it with one plow, and in the spring,
Sowed, walking side by side, the fruitful seed.
In harvest, when the glad earth smiles with grain,
Each carried to his home one half the sheaves,
And stored them with much labor in his barns.
Now, Abram had a wife and seven sons;
But Zimri dwelt alone within his house.

One night, before the sheaves were gathered in,
As Zimri lay upon his lonely bed,
And counted in his mind his little gains,
He thought upon his brother Abram's lot,
And said, "I dwell alone within my house,
But Abram hath a wife and seven sons;
And yet we share the harvest sheaves alike.
He surely needeth more for life than I:
I will arise, and gird myself, and go
Down to the field, and add to his from mine."

So he arose, and girded up his loins,
And went out softly to the level field,
The moon alone out from dusky bars of clouds,
The trees stood black against the cold blue sky,
The branches waved and whispered in the wind.
So Zimri, guided by the shifting light,
Went down the mountain path, and found the field,
Took from his store of sheaves a generous third,
And bore them gladly to his brother's heap;
And then went back to sleep and happy dreams.

Now, that same night, as Abram lay in bed,
Thinking upon his blissful state in life,
He thought upon his brother Zimri's lot,
And said, "He dwells within his house alone;
He goeth forth to toil with few to help;
He goeth home at night to a cold house,
And hath few other friends but me and mine" 
(For these two tilled the happy vale alone);
"While I, whom Heaven hath very greatly blessed,
Dwell happy with my wife and seven sons,
Who aid me in my toil and make it light.
This surely is not pleasing unto God;
I will arise, and gird myself, and go
Out to the field, and borrow from my store,
And add unto my brother Zimri's pile."
Leitchfield, Ky.

A Tale of Two Brothers Con'td.

So he arose, and girded up his loins,  
And went down softly to the level field.  
The moon shone out from silver bars of clouds,  
The trees stood black against the starry sky,  
The dark leaves waved and whispered in the breeze.  
So Abram, guided by the doubtful light,  
Passed down the mountain path, and found the field,  
Took from his store of sheaves a generous third,  
And added them unto his brother's heap;  
Then he went back to sleep, and happy dreams.

So the next morning with the early sun  
The brothers rose, and went out to their toil.  
And when they came to see the heavy sheaves,  
Each wandered in his heart to find his heap,  
Though he had given a third, was still the same.

Now, the next night when Zimri to the field,  
Took from his store of sheaves a generous share  
And placed them on his brother Abram's heap,  
And lay down behind his pile to watch.  
The moon looked out from bars of silvery cloud,  
The cedars stood up black against the sky,  
The olive branches whispered in the wind.

Then Abram came down softly from his home,  
And, looking to the right and left, went on,  
Took from his ample store a generous share,  
And laid it on his brother Zimri's pile.  
Then Zimri rose, and caught him in his arms,  
And wept upon his neck, and kissed his cheek;  
And Abram saw the whole, and could not speak;  
Neither could Zimri. So they walked along  
Back to their homes, and thanked their God in prayer  
That he had bound them in such loving bands.

Your good friend,

Ferman A. Rudd.

(And it is said that an altar was  
erected at this spot, for heaven  
and earth came more nearly meeting (there than any other  
place.)

Dr. Mutchler
COMMUNITY SERVICE PROGRAM
for
STATE ROTARY MEETING
Paducah, May 11,
12:30 P.M.

LUNCHEON

ARTICLE 34

HOW MY CLUB OPERATES IN MY COMMUNITY
Goodman Joe Davis, Fulton, Kentucky.

HOW TO WORK WITH OTHER LOCAL ORGANIZATIONS

IS IT DESIRABLE FOR A CLUB TO ACT AS A UNIT IN COMMUNITY MATTERS?
Kean Ashurst, Georgetown, Kentucky. General Director

WHAT NEEDS TO BE DONE AND HOW TO DO IT THROUGH ROTARY
Frank T. Buerck, Louisville, Kentucky. Bank Supplies
J. L. Harman, Bowling Green, Presiding.
Kean Ashurst, Georgetown, Secretary.

Arthur Rogers - Boy Scout Co. - 8300 boys, Eight years. Head of scout troop.
Dr. C. Smith will help.
THE HIPPODROME
— 1916 —
By J.L. Harman

Yes, Harry, I saw the Hippodrome—saw it through the kindness of a friend I have known since first I saw his business card at the home of two gazelles on a street called College. At the Hippodrome, besides that friend I sat, who in his opulence had furnished a party with a box, and I heard his merry laughs—laughs not yet burdened with the weight of years, and temporarily filled with romance of a Boston type.

Yes, I saw the Hippodrome! From one enchanting scene to another magic spell, these eyes of mine, which had hitherto been rural fed, were big with excitement; and this brain and heart of mine accustomed to the Princess and Potter's Opera House, had not been trained to comprehend at a glance the mystifying scenes I saw enacted on the stage.

Ethereal things, specter-like and pretty, arose from out the pits in front and floated in angelic grace for the thrilling entertainment of the cosmopolitan crowd gathered from the aristocratic Hudson and as far away as Bowling Green, past which flows the Barren, pronounced by those who never saw another stream, the rival of the palisades. Sylph-like they rose, with naught to hide that which of them was physical, but gauze and veil and filmy things so thin that it were but easy reasoning to imagine these coverings only shades.

From fighting ships, burdened with jolly tears, to the striking army of the Union; from the mad rushings of a wind-shaken sea, throwing struggling ships with the careless ease that the upper Trammel might toss the egg's shell to the gaunt image that came on spirit mediocrity from another world; from music, crushing in its ponderous weight of noise, to the soothing drops from Russian fountains; from Pavlow's whizzing, dash- ing, dazzling streams of grace, to the grating squeak-quack of a half-human thing called Toto; from the largest mammals the earth now has, whose straggling strides once shook the forests of their native homes, to the mystic curves of poetry on stage of crystal ice—these, and countless other things which my bewildered mind caught in quick succession, now come to me like wind rippling over seas of wheat.

I had stood at night and watched the milky way, and lost my thoughts among the stars to find them treading worlds beyond; I had listened to the musical mouths of the pack in chase, and heard the million notes of beetles; I had been charmed by the music of rippling streams, and seen the whirlwind tip from tree to tree; I had heard the peals that crashed the giants of forest growth; on ocean, lake and stream and land; I had witnessed the
elements of grace and charm and power and calm; but not until I sat the other night at the Hippodrome had I found these all in one intermingling mass.

J. L. Harman.

JLH/Howard.
"Why is an eversharp?" I've said; -
"Doggone the thing" I swore;
"The school kids don't do nothin' else
but drop 'em on the floor!"
"The cuss that figgered out that darn
contraption, well, 'y'neck,
I wish he had a bushel of 'em
slung around his neck."

"I like 'em just about as much," says I,
all riled again,
"As what John Harman, down at B.G.,
likes a fountain pen".
(Which if you've ever heerd J. H.
expross himself on that,
You know exactly so, just where
the fountain pen is at!).

And then, the old South-Western sends me
up a Christmas "Pal";
Aye, aye, they calls my bluff,—and I—
(I guess you know me, Al.)—
I picks 'er up, and lays 'er down, and
leaves 'er be, for dead,—
A fountain pen I savvy's, but not
this new-fangled lead.

So time wore on; the missus says,
"You write to 'em; don't shirk it".
Says I, "Dad burn, just give me time, till
I learn how to work it".
She niggles and she nags till I jest
nacherlly can't stick it,
And so I grabs that fountain pencil up
and starts to pick it,
And twist its neck, and pull its cork,
and elongate its goosle,
And soon I see there wa'nt no grounds for
all my funk and foozle!

So without no high-pocrisy, the old
deliberate bean
Says "Happy New Year" and "our thanks
for Number One-Sixteen".

Sincerely,

Seattle, Washington,
January 12, 1924.
UNIVERSITY of LOUISVILLE

INAUGURATION

of

RAYMOND A. KENT

as

PRESIDENT

LOUISVILLE, KENTUCKY

NOVEMBER TWENTIETH AND TWENTY-FIRST
NINETEEN HUNDRED AND TWENTY-NINE
GENERAL PROGRAM

Wednesday, November Twentieth
6:30 P. M. Alumni Banquet
Crystal Ball Room, Brown Hotel

Thursday, November Twenty-first
10:20 A. M. Student Assembly,
Louisville Memorial Auditorium

2:30 P. M. Conference on Municipal Higher Education
The Playhouse, Belknap Campus

8:00 P. M. Inaugural Exercises
Louisville Memorial Auditorium
ALUMNI DINNER

Wednesday Evening, November Twentieth

6:30 P. M. Crystal Ball Room Brown Hotel

HERBERT F. BOEHL, LL.B., President, University of Louisville Alumni Association, Presiding

ADDRESS Whose Child?
William B. Harrison, LL.B., Mayor, City of Louisville

ADDRESS The Modern University
Frank L. McVey, A.B., Ph.D., LL.D., President, University of Kentucky

INTRODUCTION Edward S. Jouett, B.L., Vice-President and General Counsel of the Louisville and Nashville Railroad, Chairman of the Board of Trustees, University of Louisville

RESPONSE Raymond A. Kent, A.B., A.M., Ph.D., President, University of Louisville

MUSIC Esther Metz, Soprano Melva Husak, Contralto
Noble Mitchell, Tenor William G. Meyer, Baritone
Ellen Gardiner, Pianist

Orchestra under the direction of Charles J. Letzler
CONFERENCE ON MUNICIPAL HIGHER EDUCATION

Thursday, November Twenty-first

2:30 P. M. The Playhouse, Belknap Campus

RAYMOND A. KENT, A.B., A.M., Ph.D., President, University of Louisville, Presiding

ADDRESS The Municipal University and its Relation to the City School System
Leslie R. Gregory, A.B., A.M., Superintendent, Louisville City Schools

ADDRESS The Municipal University in its Relation to the City's Commercial and Industrial Advancement
Walter Dill Scott, A.B., Ph.D., LL.D., President, Northwestern University

ADDRESS The Financial Support of the Municipal University
George F. Zook, A.B., A.M., Ph.D., President, University of Akron

ADDRESS The Appropriate Educational Fields of the Municipal University
Samuel P. Capen, A.B., A.M., Sc.D., L.H.D., Ph.D., LL.D., Chancellor, University of Buffalo
STUDENT ASSEMBLY

Thursday, November Twenty-first

10:20 A. M. Louisville Memorial Auditorium

E. B. Fowler, A.B., Ph.D., Professor of English, and Acting Dean of the College of Liberal Arts, Presiding

MUSIC University of Louisville Band

E. J. Wotowa, A.B., Professor of Music, Director

ADDRESS H. T. Combs, President of the Student Council

INTRODUCTION Edward S. Jouett, B.L., Vice-President and General Counsel of the Louisville and Nashville Railroad, Chairman of the Board of Trustees of the University of Louisville

ADDRESS Lotus D. Coffman, A.B., A.M., Ph.D., LL.D., President, University of Minnesota

MUSIC University of Louisville Band

Hail to U. of L.

Mid the shouts and cheering of the throng,—Alma Mater hear our song.
Let resounding echoes voices raise,
Spreading far thy fame, thy praise;
Ever loyal, faithful, ever true,
Thus we make our pledge to you.
And we'll never fail, but we'll always hail U. of L.
Hail to you! All hail!
All hail to

CHORUS

Dear old U. of L.
Hail to the Card'nal and the Black!
Thy sons and daughters love thee well;
Their faith and love will ne'er grow slack.
Deep in our hearts thy deeds, thy name
And glorious vict'ries shall remain;
You'll always be our own real and true Kentucky home,
Hail to you Dear U. of L.
All hail to (Repeat chorus).
INAUGURAL EXERCISES

Thursday, November Twenty-first
8:00 P. M. Louisville Memorial Auditorium

EDWARD S. JOUETT, B.L., Vice-President and General Counsel of the Louisville and Nashville Railroad, Chairman of the Board of Trustees of the University of Louisville, Presiding

MUSIC E. J. Wotowa, A.B., Director
Three Dances from "Henry VIII"
   a. Morris Dance
   b. Sheperds' Dance
   c. Torch Dance
March alla Turca
Overture "Midsummer Night's Dream" Mendelssohn
Processional: Einzugs (Inauguration) Marsch from the Opera "Boabdil" Moszkowski


ADDRESS Lotus D. Coffman, A.B., A.M., Ph.D., LL.D., President, University of Minnesota

INSTITUTIONAL GREETINGS
Northwestern University, Walter Dill Scott, A.B., Ph.D., LL.D., President
University of Akron, George F. Zook, A.B., A.M., Ph.D., President
University of Buffalo, Samuel P. Capen, A.B., A.M., Sc.D., L.H.D., Ph.D., LL.D., Chancellor
University of Kentucky, Frank L. McVey, A.B., Ph.D., LL.D., President

PRESENTATION William B. Harrison, LL.B., Mayor, City of Louisville

CHARGE TO PRESIDENT KENT Edward S. Jouett, B.L., Vice-President and General Counsel of the Louisville and Nashville Railroad, Chairman of the Board of Trustees of the University of Louisville

RESPONSE Raymond A. Kent, A.B., A.M., Ph.D., President, University of Louisville

BENEDICTION Frederick Carl Eiselen, Ph.D., D.D., LL.D., President, Garrett Biblical Institute

RECESSIONAL Huldigungsmarsch (Triumphal March) from "Sigurd Jorsalfar" Grieg

The audience is requested to stand while the academic procession enters the Auditorium and while the procession marches out.
DELEGATES OF COLLEGES, UNIVERSITIES, OTHER INSTITUTIONS
OF LEARNING, SOCIETIES, AND ASSOCIATIONS

(Academic Procession marches in reverse order to this list)

☑ E. S. Jouett, LL.B. ....... Chairman of the Board of Trustees, University of Louisville
☑ RAYMOND ASA KENT, A.B., A.M., Ph.D. ....... President, University of Louisville
☑ JOHN L. PATTERSON, A.M., Litt.D., LL.D. ....... Chancellor Emeritus and Director of Graduate Work, University of Louisville.

LOTUS DELTA COFFMAN, A.B., A.M., Ph.D., LL.D. ...... President, University of Minnesota

WILLIAM B. HARRISON, LL.B. ............... Mayor, City of Louisville

CHARLES E. WOODCOCK, LL.D., D.D. ....... Bishop of Kentucky

FREDERICK CARL EISELEN, Ph.D., D.D., LL.D. .... President, Garrett Biblical Institute

SAMUEL P. CAPEN, Ph.D., L.H.D., Sc.D. ....... Chancellor, University of Buffalo

GEORGE F. ZOOK, A.B., A.M., Ph.D. .... President, University of Akron

WALTER DILL SCOTT, Ph.D., LL.D. .... President, Northwestern University

☑ FRANK L. MCVEY, Ph.D., LL.D. .... President, University of Kentucky

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☑ Joseph S. Laurent, LL.B.
☑ J. C. Murphy, LL.B.
☑ Alfred Selligman, LL.B.
☑ William S. Speed, M.E.

University of Louisville, Schools
College of Liberal Arts, Earle B. Fowler, Ph.D.
School of Dentistry, John T. O'Rourke, D.D.S.
School of Law, Leon P. Lewis, J.D.
School of Medicine, S. I. Kornhauser, Ph.D.
Speed Scientific School, Bennett M. Brigman, B.S., M.S.

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Herbert F. Boehl, LL.B.
Miss Virginia Cowherd, A.B.

American Institute of Electrical Engineers
Walter Sheldon Rodman, M.S. in E.E.

American Society of Mechanical Engineers
Bennett M. Brigman, B.S., M.S.

Atherton High School for Girls
Miss Emma J. Woerner, B.S., A.M.

Berea College
J. R. Robertson, Ph.D., Litt.D.

Bowling Green Business University
J. L. Harman

Catholic School Board
F. N. Pitt, A.B., A.M.

Centre College
Charles J. Turck, A.M., LL.B., LL.D.

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Eastern Kentucky State Teachers College
H. L. Donovan, A.B., A.M., Ph.D.

Harvard University
John L. Patterson, A.M., Litt.D., LL.D.

University of Idaho
Alvin E. Evans, A.M., Ph.D., J.D.

University of Indiana
Miss Etrelka Rockenbach, A.B.

University of Iowa
Willam Frank Goodell, A.B.

University of Kansas
Raymond A. Schwegler, Ph.D.
Kentucky Education Association
R. E. Williams

Kentucky Home School for Girls
Miss Annie S. Anderson, B.S., A.M.

Kentucky Wesleyan College
C. M. Dannelly, A.M.

Louisville Educational Association
Miss Gertrude Kornhorst, Ph.B., A.M.

Louisville Girls High School
S. B. Tinsley, B.S.

Louisville Male High School
J. B. Carpenter, A.B., A.M.

Louisville Normal School
Miss Elizabeth Breckinridge, B.S., A.M.

Louisville Presbyterian Seminary
Charles R. Hemphill, D.D., LL.D.

Millersburg College
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Morehead Teachers College
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Nazareth College
Miss Mabelle C. Dame, A.B., A.M., Ph.D.

George Peabody College for Teachers
Charles Edgar Little, A.B., Ph.D.

Purdue University
James Clifford Lewis, B.S. in M.E., M.E.

Society for the Promotion of Engineering Education
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W. D. Funkhouser, A.B., A.M., Ph.D., Sc.D.

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Faculty of the University of Louisville

Guard of Honor
The Flag of the United States of America
Austin R. Middleton, Ph.D.
The Banner of the University of Louisville
Ralph E. Hill, A.M.

Marshal
Miss Ruth L. Koch, A.B., A.M.
ROTARY INTERNATIONAL

Silver Anniversary Luncheon

ROTARY CLUB of WASHINGTON

WEDNESDAY, FEBRUARY TWENTY-SIXTH
ORIGIN AND GROWTH OF ROTARY

The first Rotary club in the world was formed in Chicago, February 23, 1905, by Paul Harris, a lawyer, who suggested the form of organization to three friends and with them instituted the first club. Rotary International, the organization of which all Rotary clubs are members, on September 1, 1929, consisted of 3,205 clubs with an approximate membership of 150,000 Rotarians. There were then 2,362 clubs in the United States, 100 clubs in Canada, 320 clubs in Britain and Ireland and 423 other clubs scattered all over the face of the globe.

THE ROTARY CLUB

A Rotary club is a group of representative business and professional men, one man from each distinct business or profession in a community, who have accepted the Rotary philosophy of service and have organized to study the theory of service as the true basis of success and happiness in business. As individuals, each is endeavoring to translate this theory into practice in business and everyday life and, individually, and as a club, by active precept and example, to stimulate its acceptance both in theory and practice by all non-Rotarians as well as by all Rotarians.

ROTARY INTERNATIONAL

Rotary International is an organization that exists for the protection, development and world-wide propagation of the ideal of service, for the establishment, encouragement, assistance and administrative super-

vision of Rotary clubs and as a clearing house for the study of their problems and by helpful suggestions but not compulsion, for the standardization of their practices and of such community service activities as have been widely demonstrated by many clubs as worth while and within the objects of Rotary.

THE OBJECTS OF ROTARY ARE

To encourage and foster:

(1) The ideal of Service as the basis of all worthy enterprise.

(2) High ethical standards in business and professions.

(3) The application of the ideal of Service by every Rotarian to his personal, business, and community life.

(4) The development of acquaintance as an opportunity for Service.

(5) The recognition of the worthiness of all useful occupations and the dignifying by each Rotarian of his occupation as an opportunity to serve society.

(6) The advancement of understanding, good-will, and international peace through a world fellowship of business and professional men united in the ideal of Service.

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THURSDAY, FEBRUARY 20, 1930
PHOENIX HOTEL
Lexington, Kentucky
MENU

CELERY

OLIVES

TOMATO ASPIC

ROAST TURKEY—DRESSING

POTATOES AU GRATIN

PEACH FRITTER

ICE CREAM

MINTS

POPPY SEED ROLLS

COFFEE
PROGRAM

TOASTMISTRESS .................................. Miss Anna Phelps Mitchell

WELCOME ........................................... Miss Diana Waits

TOASTS

Miss Maude V. Reid

Mrs. J. C. Mountgay

Dr. E. F. Farquhar

MUSIC

The School of the Future .......................... Judge W. T. Fowler

Address ............................................ Dr. F. L. McVey

MUSIC ............................................... Miss Corinne H. Noel

Possibilities ...................................... Dr. J. L. Harman
FOLLOWING YOU

Wherever you go, what ever you do,
We want you to know we’re following you.
What ever you climb, or tumble into, why all of the time
We’re following you.
The battle won’t be half so hard if you’ve some-one to share it;
We’d gladly carry half the load and what’s more, grin and bear it,
You’re part of our heart, you know that it’s true,
Where ever you start, we’re following you.
Good English from the Business Manual Handwriting
Prepared to make before the Bowling Green
High School, Feb 24, 1925

"So shall my word be that goeth forth of my mouth; it shall not return unto me void, but it shall accomplish that which I please and it shall prosper in the thing whereto I sent it"

Bible

"Language is the dress of thought."
"Language is a great instrument in thinking."
"If the way in which men express their thoughts is slipshod and mean, it will be difficult for their thoughts to escape being mean."

Words are an attribute of life.
"My thought wealth and my word wealth are collateral possessions."

There is incorrect English.
There is a correct poverty English.
There is a rich English.

Incorrect:
"He wuzzeng fitted to take states to a bar and I fit him down but they trick him."
"He coot a gar mos as big as I is."

Poverty:
As cold as ice.
As busy as a bee.
On the sick list.
Rocks like a cradle.
Nice — List of hackneyed expressions.
Cute.
Picks:

Shakespeare, Dickens—
Orators—writers

The most beautiful words by Dr.
I.M. Berman of Balla Stanfor Univ.

Melody [Faith] Love
Splendor Joy
Adoration Honor
Eloquence Radiance
Virtue Nobility
Innocence Sympathy
Modesty Heaven

— Serene— Pat the Peddler

Realms

The average child
at 8 years 3600 words

10 " 5100 "
12 " 7200 "
14 " 9000 "
Acting words:
"The mad sea shows his teeth tonight; he lifts his lips, he lifts his wait, he lifts his teeth as if to bite."

Words must be as much a part of one's personality as his eyes or his hair.

Mr. Means:
"It was me that said, 'git a plenty while you are gittin', says I, 'git a plenty.'"

Thieves of good breeding may drop into the dress and attitude of the crooks, but twenty years later they may come into Court speaking their mother tongue.

The business man demands it. They are successful men.

Here quote from Mr. Dickey's reply.
My eighty-seven word letter.
My experience as a trainer of stenographers.
How you may add to your language wealth.
"Mother may I go out to swim?"
"Yes, my darling daughter;
Hang your clothes on a hickory limb
But don't go near the water."
Care
Your superiors
Reading
Speaking
Writing
Print
Good English from the Business Man's standpoint.
ARE TEACHERS COLLEGES A MENACE? A REPLY

H. L. DONOVAN

President, Eastern Kentucky State Teachers College

The June number of Current History published an article by Professor John Robert Moore entitled The Menace of the Teachers College. His attack may be briefly summarized as follows: First, teachers colleges are a trust; second, students of the teachers college lack culture and do not have intellectual interests; third, the teachers colleges have encouraged popular education for which the masses have little or no desire and the public cannot afford; and, fourth, the teachers colleges have produced an over-supply of teachers.

Are the teachers colleges a trust? Dr. Moore asserts that they are. The only claim which he offers to substantiate this charge is that they have had laws passed through State Legislatures giving them a monopoly in the training of teachers. Let us examine this statement in the light of practices which prevail in practically every section of the United States. What becomes of the graduates of liberal arts colleges? Which vocation do the majority of them enter? Are not the doors of the American school opened to these college people as teachers? Reeves and Russell in their book on "College Organization and Administration" (1929), which they say is based upon a series of surveys of church colleges, state that: "During the past five years, more than fifty per cent of all the students graduating from institutions surveyed have entered the teaching profession." Mark you, this is not a survey of the teachers colleges but of liberal arts colleges scattered throughout the United States.

Dr. Doak S. Campbell, reporting to the Commission on Secondary Schools, shows that of the 9281 graduates with bachelor's degrees who qualified to teach in high schools in the South in 1930, 5312 or 57.2 per cent were from liberal arts colleges, 1278 or 13.8 per cent were from state universities, and 2691 or 29 per cent were from teachers colleges. Would you judge that the teachers colleges in these eleven southern states were a trust holding a monopoly in the training of teachers?

Similar data can be cited from every section of the United States. The liberal arts colleges formerly supplied practically all the secondary teachers of the Nation. They actually enjoyed a monopoly in this field because there was no other place where a secondary teacher could secure an education. The liberal arts colleges still supply over fifty
per cent of the secondary teachers of the country. But the drift is away from them. The real monopoly has been broken by the teachers college. Is this not the reason why Professor Moore views with alarm what is happening and regards the teachers college as a menace? They are, to a degree, menacing the prestige of the liberal arts college in the preparation of teachers. The public is beginning to recognize that the teachers college can supply a teacher who is just as cultured and as well educated as the graduate of a college of liberal arts and that this teacher possesses in addition some knowledge of teaching skills and techniques that do not have to be acquired at the expense of the children during two or three years of apprenticeship. For this reason, boards of education are turning more and more to these institutions which the public has established for the specific purpose of educating the teachers of their children.

Professor Moore viciously attacks legal requirements for admission to teaching. He charges that these requirements close the door to many “admittedly excellent teachers” because they are unable to meet them. Would he have those who are to instruct children meet any legal requirements whatsoever? Shall we throw down the bars and invite anyone who may persuade a board of education to give him a position as teacher? The social conscience has recognized the desirability of protecting childhood from the exploitation of the Iseabod Cranes of former times, and has demanded legislation fixing minimum requirements for teachers. This demand for an educated teacher has come from many sources. The teachers college would be happy to accept credit for this progressive step but, unfortunately, it can honestly claim only a fractional part of this credit. The state universities and private colleges have been solidly behind every movement to improve the quality of teachers. They have supported laws setting up high legal requirements for those who would teach. The teachers’ associations throughout the Nation have constantly striven to have teachers’ licenses issued only to those who could meet high standards of preparation. The parent-teacher associations have likewise lent their support to legislation requiring specific training for teachers. But the greatest factor influencing legislatures in passing laws raising legal requirements higher and higher has been the demand of parents who have insisted that their children should have teachers who possessed both education and teaching skill.

If further proof were needed to refute the argument that teachers colleges are a trust and have monopolized the training of teachers by securing the passage of laws fixing legal requirements, one needs only to examine the work of the regional accrediting agencies such as the North Central Association of Colleges and Secondary Schools and the Association of Colleges and Secondary Schools of the Southern States. Teachers colleges have only recently been admitted to these associations. The first teachers college to be admitted to the North Central Association was in 1928, and to the Southern Association in 1925. Prior to this time, the membership was composed entirely of private, liberal arts colleges, state universities, and land grant colleges. For many years, they have required the secondary schools that belong to the associations to employ teachers who held the bachelor’s degree from colleges approved by the associations. The penalty for refusing to comply with this association standard was ejection of the high school from the association.

As early as 1912, thirteen years before any state teachers college gained the recognition of the Association of Colleges and Secondary Schools of the Southern States, that organization set up the following standard regarding the qualifications of high school teachers: “The minimum scholastic attainment of three-fourths of all secondary teachers of academic subjects in any accredited school on the Southern list shall be equivalent to graduation from a college belonging to the Association of Colleges and Secondary Schools of the Southern States or a college approved by the Commission. It is strongly advised that this attainment include, or be supplemented by, special study of the content and pedagogy of the subject taught.”

It was sentiment like this emanating from the different regional accrediting associations composed entirely of liberal arts colleges and state universities that crystallized public opinion on the desirability of fixing the bachelor’s degree as a legal requirement for teaching in the high school.

At the time these standards were adopted, practically all of the teacher-training institutions were normal schools with a curriculum only two years in length. These schools were frequently derided for their short courses. Anathemas were hurled at them by the holier-than-thou colleges for their emphasis on methods, techniques, and psychology. This new standard closed the doors of the high schools to the graduates of the normal schools. The normal schools did not fight back, for they recognized the justice of the standard, but they went about setting their house in order. Stimulated by the criticism of the liberal arts colleges which charged that teacher-training institu-
tions attempted to teach people how to teach without teaching them anything to teach, the leaders of the normal schools corrected these shortcomings by converting these schools into teachers colleges which provided for a curriculum four years in length with emphasis on content rather than method courses. The teachers colleges requested greater support for the accomplishment of their objectives and they received it. These new teachers colleges gained the respect, recognition, and the support of the better colleges and universities of the country until today they are received on an equal footing with other colleges throughout the land. But the old guard never dies, or if it does, it dies hard. The teachers college is berated by its critics for doing today what the liberal arts college criticized the normal schools for not doing, viz., placing greater emphasis on general education. Now that the orderly processes of an evolutionary educational development have converted the old normal school of the nineteenth century into a modern teachers college, efficient and effective, to some interested parties it becomes a menace. But why a menace? Simply because it has caused the liberal arts college to reexamine its objectives, reevaluate its methods, and study its techniques. There are those to whom this sort of thing is always painful. It is disturbing to academic practices. It requires readjustments. The agency which brings about such stimulation is, therefore, a menace. Let it be understood that not all those who work in the liberal arts colleges have this attitude. An overwhelming majority of those who are associated with liberal arts colleges are progressive, fair-minded, and liberal. They are striving incessantly to make the liberal arts college a potent factor in America's intellectual development. There is no conflict or quarrel between them and the teachers college. The only rivalry they recognize is a rivalry in service to our country. The leaders of the liberal arts colleges and the leaders of the teachers colleges are cognizant that there is more work to be done than all the colleges together can accomplish in leading this Nation to higher intellectual levels.

President William Lowe Bryan of Indiana University, in a letter to the writer which he has given permission to publish, points out that there are one-sided, prejudiced men who do only one thing and see only one thing, but he expresses in this communication the vision of an educational statesman who comprehends the total problem of education. He says: “You are doubtless aware that in the Liberal Arts faculties throughout the country there is a feeling toward the Schools of Education very like that which Dr. Moore has expressed. I have met this spirit through all the years that I have known anything of American colleges. Men who have this attitude and spirit fail to realize that the problem of public education is one which requires the utmost ability and the utmost devotion on the part of those who have especially to meet that problem.

“In the other hand, as you know, there are men within and without the Arts colleges who make equally seething criticisms of methods and results within the Arts colleges. Men of broad outlook see the values and necessities of both types of schools.”

Are legal requirements for entrance to the teaching profession, which are so obnoxious to Dr. Moore, undesirable? A study in parallels may shed some interesting light on this question. Are medical schools a trust and a menace because they work to secure the passage of laws which make it impossible for the “quack” doctor to exploit the people? Are law schools, which have constantly worked for the enactment of legislation looking toward the improvement of the personnel of the bar, and thus protecting the public from “shysters,” a monopoly and a menace to society? The agitator who would so argue could scarcely secure a sympathetic hearing. Not all the “quacks” and “shysters” have been engaged in the practice of medicine or law. If our good judgment dictates that we must expect legal requirements of those who are to protect our health, and of those who are to guard our political and economic rights before the courts, is it not also logical to demand by law that teachers be prepared for their work? Mistakes in the realm of the mind are no less serious than those made in the hospital or the court room.

Yes, we of the teachers college accept the principle that the state has an obligation to fix legal requirements for teachers to the end that children may have an opportunity to secure an education. We regret that we cannot claim a monopoly in the preparation of these teachers.

The second general charge made by the distinguished Professor of English of Indiana University is that the teachers college students lack culture, and that those “approaching graduation show no higher intellectual interests than freshmen.” To establish this point, Dr. Moore makes certain questionable deductions regarding the recreational reading reported in Moffett’s investigation of the “Social Activities of Teachers College Students” (1929). He would have his readers believe that Temple Bailey, Gene Stratton Porter, Kathleen Norris, Zane Grey, James Oliver Curwood, and Harold Bell Wright
were about the only authors read by students of schools of education. He failed to tell that these students of whom he writes mentioned 1280 titles of books and that in the list of forty-two authors most frequently mentioned were not only the names of Charles Dickens and Shakespeare but John Galsworthy, Nathaniel Hawthorne, Thomas Hardy, Charlotte Bronté, Eugene O'Neill, James M. Barrie, H. G. Wells, Jane Austen, Rudyard Kipling, Thornton Wilder, James Fenimore Cooper, Emil Ludwig, John Erskine, Thomas Nelson Page, and others equally as prominent. Does this look bad for the recreational reading of any group? Why did Dr. Moore not tell the complete story of the recreational reading of teachers college students as actually reported? Was he not attempting to make out a bad case against them? Was it not Shakespeare who said long ago: "The devil can cite scripture for his purpose"?

A search has been made to find data relative to the reading habits of the students of liberal arts colleges, but except for two or three rather insignificant studies of what freshmen read, there appears to be no literature on this subject. This would indicate that the teachers of liberal arts colleges do not know what their students read, and further that they have not shown sufficient interest in the matter to make an investigation as has been made for the teachers colleges.

It is extremely doubtful that an investigation of the recreational reading of students of liberal arts colleges will reveal interests any different from the interests of those attending teachers colleges. While we have no information on this point, we do have very good information relative to the reading abilities of college students in a representative state university, viz., the Indiana University. Dr. William F. Book of that institution in 1927 gave the students two types of reading tests to determine how well college students could read. He says: "The results of both these tests clearly showed that the ability of college students to do these two types of work—plain reading and mastering an ordinary reading assignment—was far too meager to enable many students to do satisfactory work. Marked individual differences in the ability to do these two types of reading were found among all groups of college students. In fact, the ability to read of most of the students tested was found to be so deficient that we have little right to expect them to succeed with their academic work until this deficiency is made up."

If this is true, what of the "intellectual interest" of these students? We wonder what those students of the university read who have not mastered the mechanics of reading? Would this not be a good subject for a doctor’s thesis in the department of English at Indiana University?

Since Professor Moore has drawn rather freely on one of the contributions to education of Teachers College, Columbia University, to prove that teachers college students lack culture and "intellectual interest," it would certainly appear permissible to summon another and somewhat later contribution from that same college to establish the thesis that the students of teachers colleges have as much culture as students of liberal arts colleges and that they know more about teaching when they enter the schoolroom. Miss Margaret Kiely in a very thorough-going study entitled "Comparisons of Students of Teachers Colleges and Students of Liberal Arts Colleges" (1931) says in her conclusions:

"The aims proposed at the initiation of this study included among others the hope of discovering evidence bearing on two long-accepted assumptions:

1. That students in liberal arts colleges are more ‘cultured’ than students in teachers colleges.

2. That students in teachers colleges know more about technical ‘education’ than do students in arts colleges.

.... The comparisons defined in this study fail to confirm the validity of the first assumption but do tend to support the second .... Despite sharp distinctions in economic and social background, despite presumably significant distinctions in mental power, the professional students and the arts students of the particular institutions studied give evidence of equally broad and varied cultural experiences."

"The question," says Miss Kiely, "Do students in professional schools know more about the theory of education than do students in arts colleges?" is answered much more definitely than is the question relating to culture. So far as acquaintance with the fields of educational theory, scientific method, professional background is a valid measure of one's knowledge of teaching, the professional students have a decided advantage over the arts students."

The trouble with many men in the arts colleges is that they are unaware of what has taken place in these modern teachers colleges. Without investigating their validity, they accept assumptions of long standing as facts. These assumptions may have been true originally, but something has happened in American education within the last quarter of a century. Some college professors have not been aware of the changes.
A recent comprehensive study made by Doctor W. C. Jones of the comparative success of approximately one thousand teachers representing the product of teachers colleges and colleges of liberal arts reveals that the advantage is greatly in favor of the teachers college graduates. This investigation is one of the Peabody contributions to education. Doctor Jones says:

"The purpose of this study was to determine the status of teachers trained in state teachers colleges, as compared with those trained in liberal arts colleges, with reference to (1) positions held, (2) salaries, (3) enrollment of schools taught, (4) classification of accrediting relations of schools taught, (5) the amount of transiency, (6) tenure, (7) membership in state educational associations, and (8) the amount of graduate work completed. The study included five hundred thirty-three graduates of state teachers colleges and four hundred sixty-nine graduates of liberal arts colleges, a total of one thousand two teachers who received their baccalaureate degrees from a group of selected colleges in Missouri and Texas during the school years 1924-1925 and 1925-1926. These graduates were inexperienced in the field of teaching at the time of graduation, they received certificates from certifying agencies in Texas and Missouri, and entered the teaching profession at the beginning of the school year following date of graduation. The professional careers of these teachers were traced over a period of five years.

"The study shows that the status of teachers who graduated from state teachers colleges as compared with the status of those who graduated from liberal arts colleges is briefly as follows: A larger percentage of the graduates of state teachers colleges become leaders in the teaching profession as indicated by promotions to superintendencies, principalships, and supervisory positions; their annual salaries and salary increases are higher; their transiency is less; their tenure is longer; their professional interest as measured by membership in state educational associations is greater; and the percentage doing some graduate work is slightly larger than that of graduates of liberal arts colleges. The pupil enrollment of the schools taught by the two groups is approximately the same. The percentage of teachers holding high school positions in high schools of the highest rating in the state was smaller for the teachers college group in Missouri, but slightly higher in Texas.

"This study of the professional careers of one thousand two teachers shows that the graduates of teachers colleges are achieving more in the teaching profession in terms of leadership, salaries received, continuous service, and professional contacts than are the graduates of liberal arts colleges. In other words, the teachers colleges are contributing more to the professional equipment of teachers than are the liberal arts colleges."

It has long been a maxim that those who live in glass houses should not throw stones. We should like to inquire of Dr. Moore if he has ever heard of the results of the Carnegie Foundation Study in Pennsylvania. We recommend to any critic from the arts colleges of the teachers colleges that before he begins to hurl stones he read in the November, 1931 issue of North American Review, Dean Max McConn's article on How Much Do College Students Learn? He will also find interesting reading in the Annual Report for 1930 of the Carnegie Foundation for the Advancement of Teaching. Keep in mind this is a study of the product of the liberal arts colleges. The Pennsylvania Study contained over three thousand new-type tests and was given in five three-hour sessions during five half-days for the purpose of finding out what college students learn. "The questions were prepared, however," says Dr. Learned in the Carnegie Foundation Report, "by experienced university teachers with the avowed purpose of testing such knowledge as one would expect to find increasing from year to year both within and without the limits of formal courses. The examination is believed to offer a fair measure of the permanent increment, the effective accumulations, attributable to a student's desire really to assimilate the ideas that constitute an academic education as

<table>
<thead>
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<th>Intelligence test</th>
<th>50</th>
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<td>218</td>
<td>211</td>
<td>221</td>
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<tr>
<td>Spelling</td>
<td>31</td>
<td>31</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td>Grammar</td>
<td>30</td>
<td>31</td>
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<td>Punctuation</td>
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<tr>
<td>Vocabulary</td>
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<tr>
<td>Mathematics</td>
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<td>52</td>
<td>51</td>
<td>49</td>
</tr>
<tr>
<td>General culture total</td>
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<td>235</td>
<td>302</td>
<td>239</td>
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<tr>
<td>General science</td>
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<td>87</td>
<td>86</td>
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<tr>
<td>Foreign literature</td>
<td>58</td>
<td>64</td>
<td>69</td>
<td>68</td>
</tr>
<tr>
<td>Fine arts</td>
<td>56</td>
<td>55</td>
<td>59</td>
<td>60</td>
</tr>
<tr>
<td>History and social studies</td>
<td>81</td>
<td>81</td>
<td>80</td>
<td>79</td>
</tr>
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</table>
contrasted with the urge merely to possess a degree as the result of having secured credits in a sufficient number of semester courses.

The results of this investigation can best be illustrated as shown on p. 589, by presenting one of the tables showing the scores for the four classes in one of the six colleges which gave the tests to all their students.

Commenting on these results, Dr. McConn says: "To get the full effect of this table, compare the Senior column with the Freshman column. There is nowhere any substantial gain. In the English total and in mathematics there is even a steady falling off, except that the seniors seem to stage a partial come-back in English in the final year."

The article in the *North American Review* quotes Dr. Learned of the Carnegie Foundation as follows: "The intelligence tests reveal approximately uniform mental ability as one would expect ... English shows a loss in total score of more than six points, and that loss is not merely in the mechanics of English, where some might consider it excusable, but in literature and even in vocabulary, where it goes to the very core of the educational purpose. The peak of literary knowledge, both of words and of books, is apparently reached in the freshman year; fifty-three per cent of the college seniors tested in English literature and vocabulary stood lower than the median freshman."

It may be concluded by some that this is not a typical college. But in Pennsylvania there were six colleges that gave tests to all their students. What were the results in the other colleges? Again we quote: "The general aggregate of score in the six institutions finds very similar conditions: Senior scores slightly higher, but everywhere enormous overlapping and variability." There were in these six colleges about seventeen hundred candidates for the B. A. degree.

In view of the above conditions which have been discovered in colleges of liberal arts, is it becoming of their professors to attack other types of colleges? Have they not enough to do to clean their own stables? Shall we call the kettle black? The third point of attack by the author of the article on "The Menace of the Teachers Colleges" may be summarized as follows: The teachers colleges have encouraged public education for which the public had little or no desire and which the people cannot afford. The teachers colleges plead guilty to the charge that they have encouraged public education. So has the state university. Do the liberal arts colleges wish to deny the masses educational opportunities? If they perform their function, do they not also wish to promote public education?

The growth of the public school system and the faith of the American people in popular education should be a sufficient answer to any question regarding the demand of the masses for the benefits of education. We assert that the masses do desire knowledge or there would never have been a public school system such as this country has willingly supported.

Is too much money being spent on public education? Our critic of the teachers colleges assumes there is. We admit this question is debatable, but so long as the Nation's tobacco bill is about the same size as its educational bill; so long as we spend $2.61 for candy, chewing gum and theater tickets for every dollar spent for schools, so long as our total bill for all articles and amusements in the luxury class is four or five times what we expend for public schools, we should not be greatly concerned as to whether the Nation can maintain its system of public schools. "Do these facts indicate that we overvalue education —that we invest more in the education of our children than we can afford?"

"It appears," says H. Gordon Hayes in his book on "Our Economic System" (1929), "that only about four per cent of the total economic energy of the people of the United States, not counting the people enrolled in schools, is devoted to this (education) purpose." Is this too much for the Nation to spend on the education of its 30,000,000 children and young people? We shall leave our reader to draw his own conclusion.

The last poisoned arrow hurled by Professor Moore is that the teachers colleges have produced an over-supply of teachers.

Are there too many teachers available? In some states there may be an over-supply of well trained teachers, but in many others there is no surplus of well educated teachers. Let us use Kentucky as an illustration. On July 1, 1931, there were approximately 24,000 certificates in force. Of these, 13,000 were issued on less than one year of training above high school. About seven thousand of these certificates were issued to people who were not even high school graduates. It is an interesting fact that Kentucky has granted only about 11,000 certificates based on two or more years of college education. There are approximately 17,000 teaching positions in the State. If we consider only those who have two or more years of college adequately prepared to teach, Kentucky is in need of six thousand teachers. There is an actual shortage of well educated teachers in Kentucky and in many of the other states. There are plenty of people holding low-grade
certificates who are legally certified but actually are far from being qualified. It is estimated that there were not less than 100,000 children in Kentucky attending schools last year that were taught by teachers who have not yet graduated from high school. A similar condition exists in many other states.

Let us examine more closely the source of this over-supply of teachers? In most states, teachers' licenses are issued on the credentials furnished as evidence of preparation for teaching. In one state during 1931, there were 9071 certificates issued. Of this number, 3160 were granted to students of the five colleges of education, which had an aggregate attendance of 7500, and 5911 to the students of the private liberal arts colleges with an aggregate attendance of about 4000. How did it happen that the students from private colleges received more certificates than those colleges had students in attendance? The only explanation is that hundreds of their former students who lost their jobs applied for teachers' certificates, and that because of the low standards for entrance to teaching in that state, they secured the certificates.

A critical analysis of the present over-supply of teachers will reveal that thousands of people of some college education in other occupations lost their positions and turned to teaching to help them over the period of the depression. Many state departments of education can bear testimony to the fact that former engineers, medical students, law students, salesmen, stenographers, et cetera, are attempting to meet the minimum requirements for certificates with the hope of persuading some board of education to employ them during the present emergency.

Let us assert again that there are not too many well prepared teachers in this country, but that there are too many people with mediocre education and native ability who hold licenses which permit them to "keep school."

If the liberal arts colleges persist in agitating and making an issue of the problem of teacher-training, is it not probable that the public may turn over to those colleges specifically designated by the duly-elect representatives of the people the entire responsibility for the education of teachers? It should be understood by the friends of the liberal arts colleges that this controversy originated in the arts college. No teachers college nor leader of these institutions has ever attempted to challenge the right of colleges of liberal arts to make their contribution to the training of teachers. Have the liberal arts colleges forgot-

ten what has happened to them in other fields of activity? They have been relieved of the responsibility for the preparation of engineers, lawyers, journalists, agriculturists, business administrators, and home-makers. Are they seeking further relief that they may pursue "their aim of enriching the student's capacity for life"?

BIBLIOGRAPHY

5. Kiely, Margaret: "Comparisons of Students of Teachers Colleges and Students of Liberal Arts Colleges." Bureau of Publications, Teachers College, Columbia University, pp. 142-144.
Program

Southern Commercial Teachers’ Association

SEVENTH ANNUAL CONVENTION

November 29-30, 1929

THE READ HOUSE
CHATTANOOGA, TENN.
PROGRAM

SOUTHERN COMMERCIAL TEACHERS' ASSOCIATION

Seventh Annual Convention

November 29-30, 1929
THE READ HOUSE
CHATTANOOGA, TENN.
SOUTHERN COMMERCIAL TEACHERS' ASSOCIATION

The Southern Commercial Teachers' Association was organized in Atlanta during the Easter holidays in 1922. Since then the following meetings have been held:

- Chattanooga, November 27-28, 1922.
- Birmingham, November 29-30, 1923.
- Atlanta, November 30-Dec. 1, 1924.
- Chattanooga, November 27-28, 1925.
- Asheville, November 27-28, 1926.
- Atlanta, November 24-26, 1927.
- Chattanooga, November 29-30, 1929.

Membership

"Membership in the Association shall consist of Commercial Teachers in all classes of schools teaching Commercial branches, including Universities, High Schools, Parochial Schools, Normal Schools, and Business Schools, as well as the Principals of Commercial Departments and the owners and officers of business schools."—Constitution, Article 3, Membership.

Dues

The dues are Two Dollars per year.

OUR ADVERTISERS AND OUR EXHIBITORS

Be sure to spend some time in examining and inspecting the exhibits. What our exhibitors have to show is useful information and well worth knowing.

Read what our advertisers have to offer. Favor them with your patronage. Mention that you saw their advertisement in the S. C. T. A. Convention Program.

IMPORTANT NOTICE

Read This Page Carefully. Keep the information in mind and save money for yourself and for the rest of us.

REDUCED FARES ON THE RAILROADS FOR THE SEVENTH ANNUAL MEETING OF THE SOUTHERN COMMERCIAL TEACHERS' ASSOCIATION

The railroads comprising the Southeastern Passenger Association throughout the territory covered by our Association have authorized for the annual convention of the S. C. T. A., reduced fares on the Certificate Plan.

The Certificate Plan rates have also been authorized from territories served by the Trunk Line Association, Central Passenger Association and the Southwestern Passenger Association. Selling dates of tickets, Nov. 25-30; validation dates, Nov. 28-30; last honoring date, Dec. 4, 1929.

Persons attending this meeting and dependent members of their families traveling with them should buy regular full fare tickets to Chattanooga and get certificates from the ticket agents. Ticket agents are supplied with blank forms for this purpose. Do not take an ordinary receipt unless the ticket agent is NOT supplied with certificates.

When you arrive at the Read House in Chattanooga, go to the desk of the Secretary-Treasurer and deposit your ticket or receipt. The Secretary will have all necessary details attended to and you may get your certificate on the last day of the convention.

After these certificates are validated by the Secretary-Treasurer, and the joint agent of the railroads, they will entitle the holders to a reduction of one-half of the regular fare returning by the same route traveled in going to the convention.
OFFICERS
Southern Commercial Teachers' Association
President . . . . . . . E. L. LAYFIELD
President, King's Business College,
Raleigh, N. C.
Vice-President . . . CHARLES M. GRAY
Senior High School,
Savannah, Ga.
Secretary-Treasurer . MRS. M. B. MILLER
Wheeler Business College,
Birmingham, Ala.

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Dean, Dept. of Business Administration,
Mercer University, Macon, Ga.
Secretary
MISS ADDIE HAISFIELD
Commercial High School,
Griffin, Ga.

PRIVATE SCHOOLS DEPARTMENT
This department will hold its session jointly with that of Region No. 5 of the National Association of Accredited Commercial Schools, and will be in charge of Mr. Willard J. Wheeler, President, Wheeler Business College, Birmingham, Ala., and Dr. J. L. Harman, Vice-President, and Chairman, Better Business Committee of National Association of Accredited Commercial Schools, Bowling Green Business University, Bowling Green, Ky.
CHATTANOOGA COMMITTEE ON ARRANGEMENTS

C. W. EDMONDSON
Edmondson School of Business, Chattanooga, Tenn.

C. W. PHELPS
Department of Business Administration
University of Chattanooga
Chattanooga, Tenn.

W. P. SELCER
Chattanooga High School
Chattanooga, Tenn.

W. A. PRICE
Central High School
Chattanooga, Tenn.

SISTER MERIAM
Notre Dame Academy
Chattanooga, Tenn.

FRANK MCKENZIE
Mountain City Business College
Chattanooga, Tenn.

PROGRAM

THANKSGIVING—THURSDAY,
NOVEMBER 28, 1929

The Treasurer and her assistants will be on the Mezzanine floor of the Read House on Thursday afternoon to register all persons on their arrival and to receive membership fees. It will greatly help, however, if these fees are mailed to her before the Convention. See inside back cover for membership ticket to be filled out and mailed. Upon registering, members of the Association will receive the Convention badge as an evidence that they are members of the Association and that their dues for the current year have been paid.

The Executive Committee will hold its annual business meeting Thursday evening.

There will be an informal reception in charge of the Local Committee, at the Read House, general headquarters for the convention, Thanksgiving evening for the members arriving in Chattanooga Thursday.
FRIDAY, NOVEMBER 29

8:30 A.M.—Registration, mezzanine floor, Read House—By Secretary and her assistants.

9:30 A.M.—General Meeting, Read House Assembly Room.
C. W. Edmondson, Chairman, Local Committee, in Charge.

Group Singing—Led by ________________________

Invocation—Dr. Edward Burns Martin, Pastor, First Methodist Episcopal Church.

Addresses of Welcome—
For the City of Chattanooga—Mr. C. J. Kellerm, Secretary, Chamber of Commerce.

For Educational Institutions—Dr. Alexander Guerry, President, University of Chattanooga.

Response for the Association—Mr. J. Murray Hill, Vice-President, Bowling Green Business University, Bowling Green, Ky.

President’s Address—Mr. E. L. Layfield, President, King’s Business College, Raleigh, N. C.

Address—“What Business Expects of Commercial Education”—Prof. J. H. Shields, Head, Accounting Department, Duke University, Durham, N. C.

Address—“Static in Commercial Education”—Mr. W. W. Renshaw, Gregg Publishing Co., New York City.

Address—“Objectives in Teaching Accounting”—Mr. J. F. Sherwood, South-Western Publishing Co., Cincinnati, Ohio.
...The...

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READING continuous, thought-containing discourse, and WRITING
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Address—“Growing Responsibilities of Education for Business”—Dr. J. O. Malott,
Specialist in Commercial Education, United
States Bureau of Education, Washington,
D. C.

Appointment of Committees and Announce-
ments

Visit Exhibits, 12:00-12:30, Foyer, Read
House.

12:30—2:00—

Luncheon—In Charge of Local Committee,
Ball Room.

Tickets ($1.00) for this luncheon must be
secured from the Secretary before 10:00
A. M., Friday.

Address—“The By-Product Profits of Steno-
typy”—Mr. Charlton Shell, LaSalle Extension
University, Stenotype Division, Chi-
cago, Ill.

2:00-2:30—Visit Exhibits in Foyer, and In-
formal Conferences.

2:30-4:00—Public School Section.

Parlor E.

Chairman, Dr. C. B. Wray, Dean, Depart-
ment of Business Administration, Mercer
University, Macon, Ga.

Secretary, Miss Addie Haisfield, Commer-
cial High School, Griffin, Ga.

Private School Section and Region 5, Na-
tional Association of Accredited Commer-
cial Schools.
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In September, 1928, the State Board of Education of Idaho readopted the Palmer Method for all schools of the State for a period of six years. The Palmer Method has already been the State-adopted system in Idaho for twelve consecutive years.

Early in 1929 the Textbook Commission of the State of Oregon readopted the Palmer Method for an additional six-year period.

The Textbook Commission of the State of Utah has likewise readopted the Palmer Method for a period of six years.

Write to the nearest office for full information on these and other Palmer Method adoptions. Interesting statistics of the growth of the Palmer Method are available on request.

Free examination copies of Palmer Method texts will be gladly sent to teachers, supervisors, principals and superintendents. Full information on Palmer Method teacher-training service, Palmer Method awards and Palmer Method publications is always available on request to nearest office.

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Parlor C.

In Charge Mr. Willard J. Wheeler, President, Wheeler Business College, Birmingham, Ala., and Dr. J. L. Harman, President, Bowling Green Business University, Bowling Green, Ky.

4:00-5:30—General Meeting, Assembly Room.


Address—“Fundamentals in Business Training”—Mr. Charles G. Reigner, The H. M. Rowe Company, Baltimore, Md.

7:00 P. M.—Annual Association Banquet. (Informal.)

Tickets ($2.00) should be secured from the Secretary before 10:00 A. M., Friday.

Toastmaster—Dr. Clyde W. Phelps, Department of Business Administration, University of Chattanooga, Chattanooga, Tenn.

Address—“Making a Greater Success”—Mr. Hugh T. Gratz, Lecturer, Louisville, Ky.

SUNDAY, NOVEMBER 30

9:00 A. M.—General Meeting.

Group Singing.

Address—“A Survey of Business Education”—Mr. J. W. Baker, South-Western Publishing Co., Cincinnati, Ohio.
Our Publications Are on Exhibit at This Convention
—and you are invited to inspect them.
A representative is here to serve you in any way that he can.

20th CENTURY BOOKKEEPING AND ACCOUNTING—Baker.
BOOKKEEPING AND ACCOUNTING—McKinsey.
FUNDAMENTALS OF ACCOUNTING—Sherwood.
BUSINESS ARITHMETIC—Curry and Rubert.
BUSINESS ENGLISH—Ross.
COMMERCIAL LAW—Peters and Pomeroy.
FUNDAMENTALS OF SALESMANSHIP—Walters.
BUSINESS SPELLER—Peters.
20th CENTURY TOUCH TYPEWRITING—Lessenberry and Jevon.
BUSINESS WRITING—Leslie.
RAPID CALCULATION—Smith.
BUSINESS ADMINISTRATION—McKinsey.
FACTORS OF ECONOMIC GEOGRAPHY—Staples and York.
FUNDAMENTALS OF ADVERTISING—Rowse and Fish.
METHODS IN COMMERCIAL TEACHING—Miller.
GENERAL BUSINESS TRAINING—Crabbe and Slinker.

SOUTH-WESTERN PUBLISHING COMPANY
CINCINNATI, OHIO

Address—“Measuring Stenographic Ability”
Mr. J. E. Bathurst, Head, Department of Education, Birmingham-Southern College, Birmingham, Ala., and Consulting Statistician, Bureau of Personnel Administration, Washington, D. C.

Address—“The New Commercial Education”
—Dr. Frances Moon Butts, Chairman, Committee on Social Adjustment Through Commercial Education, World Federation of Education Associations, McKinley High School, Washington, D. C.

Address—“Some Problems of the Commercial Teacher and Their Solution”—Dr. J. L. Harman, President, Bowling Green Business University, Bowling Green, Ky.

11:30 A. M.—Briefly and in the order named:
Report of Executive Committee.
Report of Committee on Resolutions.
Secretary’s Report.
Treasurer’s Report.
Election of Officers.
Nominations for Next Convention City.

12:30-2:00—Luncheon.
Tickets ($1.00) should be secured from the Secretary before 10:00 A. M., Saturday.
The Luncheon Meeting will be in charge of Miss Alice V. Wylie, Office Training School, Memphis, Tenn.

A Round Table will be conducted, and Miss Wylie will be assisted by Mr. Charlton Shell, and by Miss Elsie Price, of the Stenotype Division, LaSalle Extension University of Chicago, Ill.

Adjournment.

2:00-4:00—Seeing Chattanooga. In Charge of Local Committee.
Automobile rides will be made to many of the principal places of interest and scenic wonders in and around Chattanooga.
HOTEL RATES

READ HOUSE:
Special rates have been made to our Association as follows: Double bed-room with bath, two persons using double bed, $4.00 per day, or $2.00 per person; twin bed-room with bath, two persons to room, $5.00 per day, or $2.50 per person. On single rooms with bath our regular rates of $3.00, $3.50 and $4.00 will apply.

HOTEL PATTERN:
Single Room—$2.00-$2.50 without bath.
Single Room—$3.00-$5.00 with bath.
Double Room—$3.00 without bath.
Double Room—$5.00-$8.00 with bath.

ROSS HOTEL:
Single Room—$1.50 without bath.
Single Room—$2.00-$2.50 with bath.
Double Room—$2.50 without bath.
Double Room—$4.00 with bath (double bed).
Double Room—$4.50 with bath (twin bed).

GRAND HOTEL:
Single Room—$1.50 without bath.
Single Room—$2.00 with bath.
Double Room—$1.00 without bath.
Double Room—$3.50 with bath.

PARK HOTEL:
Single Room—$1.50 (connecting bath).
Single Room—$2.00-$2.50 private bath.
Double Room—$2.50 (connecting bath, two beds).
Double Room—$3.00-$3.50 private bath.
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When received the Secretary will sign ticket and return it as a receipt for your 1929 dues.

Send this TODAY and save time enrolling when you arrive.

Southern Commercial Teachers' Association

THIS CERTIFIES

THAT

OF

is a Member of this Association for the year November 1929 to November 1930.

__________________________________________

Secretary-Treasurer

Receipt No.___________
PUBLIC SPEAKING

Cong. BEN JOHNSON

AND

PROF. J. L. HARMON

Will Address the Voters at

Court House in Springfield

SATURDAY, OCT. 23, 1920

AT 7:30 P. M.

On The League of Nations

WOMEN ESPECIALLY INVITED
Jackson, Miss.,
Feb. 8, 1927.

Dear Peyton:

We have your letter in regard to "taking voice" from one of the "prof's" there, and are rushing reply by air-plane mail.

Yes; by all means, take that course. How many times have I heard that mighty voice of yours roaring in stentorion tones to the children to come down to breakfast and wondered if its magnificent possibilities could not be utilized in some practical or esthetic way. Now, if that prof thinks he can harness that calliopeion dynamo and adjust a broadcasting apparatus that will "syncopate" without too much static, why, tell him to "hop to it". He not only has our permission, but he has our sympathy in that undertaking.

I presume his business is insured? I understand that the great pianists have their fingers insured; the great dancers carry insurance on their feet; great vocalists have their voices insured, &c.; so I presume that this prof carries auditory insurance. If he does not, it might be well for him to take out a policy. However, do not let it leak out that he is about to undertake this extra-hazardous risk, as he would certainly be rated up.

Incidently, we take off our hats to the B.B.B.U. as the greatest inspiration of the day. Any school that can "spring" a student from lethargic indifference to lofty ambition, that can change a spirit of shrinking retirement into one of bold initiative, convert a bashful swain into a dashing "Valentino", transpose stumbling feet into pedalic rhythm, and create a desire to charm the musical world with a voice hitherto unsuspected of such possibilities -- in the course of one short semester -- should be classed as an "inspiration", not a college. We are lost in wonder and admiration, and reverently take off our hats to Prof. Herman and his faculty!

Hastily,

DAD.

From:

See answer immediately. Following: J.L.F.
Dr. D. W. Jones,
407 Edwards House,
Jackson, Mississippi.

Dear Dad:

Your lavish generosity fills me with emotion, so much so that my throat, which throbs to bring out "such soft, sweet notes as musician's cunning ne'er gave the enraptured air", is now off its trolley pole. A grateful heart tries to express itself audibly but the expressions are only a series of swallows. My Adam's Apple, which was so poised before I received your appreciation of the discovery of my voice, has been set in motion by your beautiful eagerness to have me rush to the professor for lessons, and now it goes up and down like the valve end of a suction pump. I am overcome. Happily, my hands can write the warm words that are sticking in my gummed-up throat. If we were together, I could only look up and wigwag my feelings to you, but being separated, I am permitted to write on and on. Had I known in my high school and college days that my heart might become so involved over your joy in the discovery of my musical talent, I could have turned my attention to Keats and Shelley and Shakespeare, thus preparing myself for this happy day, marred only by my inadequacy to properly thank you.

My professor has not been told of your willingness -- even eagerness -- to have me trained to a faultless standard, because I am yet unable to put my vocal organs into their accustomed musical condition. The poor fellow must wait until my wilful spirit subdues my flood of emotions. Being the son and not the father, I am sensible of my inability to measure your appreciation of my dormant art. I join in the sentiment of the son who always congratulated his mother on his own birthday, and congratulate you and Mother upon having such a son as I. You are constantly showing your pride in me, but your last outburst is as beautiful and sincere as Andy Gump's happiness over Uncle Bim's recovery. It is great to bring satisfaction to one's father, but to bring distinction to him is yet greater. But the poor professor is waiting for my presence and you and the South are waiting for my song, while I am consuming priceless minutes in trying to immortalize my feelings because of my father's sacrificial interest in my promise as a prima donna. I must not keep him waiting and I must not longer deprive the public of my lyrical voice. "Cider or no cider", static or no static, the concentrated talents of the
Joneses and Lewises are now about to start upon a course of training, thanks to the bigness of the heart of the father, Doctor Dudley W. Jones. With Professor Cassaday at one end, with a daddy saying "Hop to it" at the other end, and an inspired and ambitious genius in between, the net results ought to be as rich as when Mark Hopkins sat on one end of a log and Garfield on the other.

Someday, when my speech returns, I shall tell Mr. Harman and his staff of your charming tribute to the inspiritional qualities of his institution, but they will only becomingly pass the tribute along to me by saying, "It's all in you, Caruso, Junior, it's all in you."

Your unsung son who won't remain so,

[Signature]

Peyton.
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The expanding commercial course, the recognition of higher standards, and the development of newer methods of presentation—all require that schools shall use modern textbooks. For schools which desire books written in accordance with the newer ideas in commercial education, we recommend the following:

20TH CENTURY BOOKKEEPING AND ACCOUNTING. The textbook which uses the equation approach, thus enabling the teacher to stress reason as well as memory.

20TH CENTURY TOUCH TYPEWRITING. Published two years ago and already used in over 1800 schools.

COMMERCIAL LAW, by Peters and Proehoy. A textbook which recognizes the recent changes in commercial law made through legislative action.

GENERAL BUSINESS TRAINING, by Crabbe and Slinker. This textbook provides excellent foundation material for the later study of advanced commercial subjects.

FUNDAMENTALS OF SALESMA NSHIP, by Walters. A textbook which develops selling skill through the use of laboratory projects.

Let us give you complete information about the above textbooks.

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Department of Business Education of the National Education Association

Program

Atlanta, Georgia
July 1 and 2, 1929
Department of Business Education

President: Paul A. Carlson, State Teachers College, Whitewater, Wisconsin.

Vice-President: Mrs. Frances M. Butts, Business High School, Washington, D.C.

Secretary: A. B. Opfer, West High School, Minneapolis, Minnesota.


First Session
Monday, July 1, 12:15 p.m.
Biltmore Hotel, Georgian Ballroom

Annual Luncheon Conference with the Atlanta Chamber of Commerce

Presiding: Paul A. Carlson, President, Department of Business Education.

1. Address: “Caveat Mercator”

2. Address:
Philip H. Alston, President, Atlanta Chamber of Commerce.

Second Session
2:00 p.m.

“Business Education for a New World”

1. Business Education on the Junior College Level
Harold G. Shields, School of Commerce and Administration, University of Chicago, Chicago, Illinois.

2. The Secretary in Modern Business
Frank H. Hamack, College of Business Administration, University of Washington, Seattle, Washington.

3. Whither Business Education?
J. L. Harman, President, Bowling Green Business University, Bowling Green, Kentucky.

4. Significance of Recent Research Studies in Commercial Education
J. O. Malott, Specialist in Commercial Education, Washington, D.C.

5. Discussion led by
C. B. Wray, Dean, School of Commerce, Mercer University, Macon, Georgia.

Third Session
Tuesday, July 2, 2:00 p.m.
Biltmore Hotel, Arcade Room

Presiding: Clark E. Harrison, Chairman of Local Committee, Atlanta, Georgia.

“New Techniques in the Teaching of Business Subjects”

1. New Techniques in Junior Business Training
L. L. Jones, Baldwin-Wallace College, Berea, Ohio.

2. New Techniques in Bookkeeping and Accounting
C. M. Yoder, State Teachers College, Whitewater, Wisconsin.

3. New Techniques in Typewriting

4. New Techniques in Shorthand
Miss Addie Steinheimer, Commercial High School, Atlanta, Georgia.

5. College Entrance Requirements and the High School Commercial Course
John A. Anderson, Pasadena High School, Pasadena, California.

Discussion Led by
W. C. Lowe, Principal, Commercial High School, Atlanta, Georgia.

Business Meeting and Report of Committees.
In the late afternoon of an early autumn day back in the nineties, Lewie Harman tied his mule to a Bowling Green hitching post. With an empty telescope and an open mind he entered the portals of the Southern Normal School and Business University, and, professionally speaking, has never departed therefrom. Thus, Allen and Warren may both be pardoned for claiming Lewie as a native son.

For thirty or more years Lewie Harman has been identified with America's greatest school of business and has been its "Skipper" since 1921. He joined the Rotary Club in 1921 and since that date has caused secretaries in many states to mail back to his home club his record of regular Rotary attendance, from Rhode Island to California and Lakes to Gulf.

Today, Lewie is a leader of State rank in educational, civic and social matters. The prominent positions that he has held in his field, both in Kentucky and in the Nation, are too multiple to add up. (See "Who's Who In America".)

Lewie is widely known throughout the entire South as a Lay Leader in the Methodist Church. He is greatly interested and active in club life, barring only "night" clubs. He loves dogs and hunting, being an expert marksman—so he told the author. He knows how to fish, but does little of it. He knows how to ask questions, and does much of it. He plays golf, and—poorly. He is peculiarly fascinated by old graveyards, and keeps a diary. He is a Trust officer who is trusted. He reads much and speaks more. Lewie Harman loves his city and is doing active service right now in helping to make Bowling Green the "City Beautiful".

Lewie keeps open house at his beautiful home on upper College Street, where he lives with his wife and son when his public activities will leave him to the simple life which he loves.
In assuming that the public school forces in our respective communities can and should cooperate with our private schools, as the subject suggests, it must be presupposed that the private schools in those communities have first made cooperation possible and desirable.

The public school belongs to the public; the private school, to the individual. The public school is a governmental institution—fundamental, democratic—and it is here to stay as our universal system of education. But those responsible for the growth and destiny of the public schools learned years ago that it could render no great service without first becoming a standardized system of education and without setting up for itself periodically higher and higher standards, keeping pace with the country's development and meeting the demands of an increasingly complex civilization. The private schools—and we may say more explicitly, the private commercial school—in its growth and expansion has had to look not alone to public favor, but to private gain as well. Thus our problem is at once made more difficult of solution. The most powerful force in America today is public school education; but I do not believe that this great force, from the Commissioner at Washington to the City Superintendent at "Bedrock", is as a unit in any way antagonistic to the private commercial school. I do not believe that public education is usurping the field of the private commercial school except as the private school fails in its responsibility to develop and protect its field. Some of us in private school work believe that the policies of the public school are gradually grinding us out of business, while others of us feel that we are enabled to do a greater service and make more money, largely because of the cooperation of the public school forces in our territories.

Twenty years ago, we caught the occasional unhappy prophecy that the private school would be no more by the end of the next decade. That ten years passed away and we saw our courses lengthened, and our work made more thorough and I believe we developed a broader conception of the responsibility of the commercial school in the field of education. But again we heard these same alarming prophecies and another ten years has passed. Today we find that the private commercial school has made more progress, has gone further toward fixing itself as a permanent branch of general education within the past ten years than in any period within its history, and I believe this healthy condition is very largely due to our activities along one general fundamental line, but we have only begun. Within the past ten years the vanguard in our ranks has been out front grappling with the most difficult problem that faces private commercial education today—the problem of standardization.

There is not a business school association in this country or an individual commercial institution of any note, that is not lending itself to the solution of this, the most vital problem that has ever faced our profession. We speak of cooperation—public school with the private school. This means that the private commercial school, not in some communities but in every community, must be made a part of the collective action in pursuit of the common well being. We can take genuine pride today in the fact that there are scores of private schools in America.
whose professional standing is comparable to that of the best public school systems in the country.

If I correctly understand the program of the National Association of Accredited Commercial Schools, their forces today are being concentrated on the complex and difficult problems of standardization in the field of private commercial education. The National Commercial Teachers' Federation and like associations are bending their efforts toward the same end. Thus far, our results are not shown in any appreciable degree other than through the arousing of public sentiment within our own ranks and without, as well. The extent to which standardization may be applied in the private commercial school field is yet a very debatable question. I am not setting up here any finished plans for standardization as affects courses, faculties, degrees, accreditation, and such other vital phases of the problem that must in time, however, be met and finally reckoned with by our profession; but I am rather advocating here the fixing by some process, legal or otherwise, certain fundamental standards embracing financial responsibility, professional worth, a minimum equipment, acceptable location, a guarantee bond for permanency, etc., standards that must be met before the term "business college" can be legally assumed by any individual or set of individuals. Oklahoma has similar legislation. The term "business college" in that state has to an extend been standardized. It may have some ill effects but the good will in the end outweigh the bad. In New York the term "accreditation" may no longer be used at will. In a southern city a business school was opened the other day by a former city employee who not long ago was indicted for embezzlement, whose guilt was accepted and whose father reimbursed the city in order to defeat the penitentiary.

Recently I called on a business school in the East whose advertising had interested me. The sensational advertising of this business school proprietor had attracted attention across the country but his business associates in his own block did not know his location. When I worked my way up a rather uncertain route, I found the "president's offices" to be a desk in the operating room of a moving picture show. The president was away looking after oil operations and two young, poorly equipped teachers were in charge.

Today there is not a city of fifty thousand people in this country that has not been exploited in the name of the "business college". One day not so long ago an official of a good school, of long years of honorable growth and service, called upon a prominent man in the city of Grenada, Mississippi. He said, "I am looking for people interested in a business course." The man replied, "You don't want to come here. We have had all our fill of business colleges." Taking the school official to the front door, he pointed to a ramshackle building across the street whose windows were closed and nailed, whose doors were barred, but which still bore in box-car letters the name of a defunct business college. The proprietor had gone into the community, without professional standing, with unknown reputation, without financial responsibility, and proceeded to organize a business school and sell his scholarships. After some weeks' work, when he had fully "fleeced" the city, he announced an opening date, employed a weakly poorly trained little teacher, put her in charge of his students, and the vulture flew on to his operations in another city. This school proprietor remarked, 'For nearly half a century my school had been striving to render an educational service in my state. Men of stand -
ing and fine influence, teachers imbued with the spirit of educational
service, had labored in the cause of my institution through forty years
of honorable growth, but within the twinkling of an eye, my school was
brought down to the standard which this transient pedlar of business
education had fixed for the "business school" in that town.

We ask, "To what extent can public schools cooperate?" I believe
that conditions are germane to the question. No man today can set up
a high school, in any community, according to his own standards. The
public school man knows that the high school cannot be established
until it has met legal requirements which, of course, fix its status
in its community and in the entire profession. The public school pro-
fession won its fight for this standard. Today they may expect us to
wage the same fight and achieve the same victory. The public school
man has a right to look to us to cure the deplorable conditions detailed
above. Our progress has been slower than it ought to have been and it
is in part due, in my opinion, to the fact that all too frequently we
business college people look upon the term "standardization" as applied
to a teaching staff of certain scholarship, drastic changes in our
courses of study, etc., forgetting that there are laws of moral con-
duct, general educational qualifications, and certain professional
obligations that are even more pertinent to our needs than some of
the other phases of standardization.

"To what extent can the public schools cooperate?" To an unlimited
degree, when we are able to define a business college for the public
schools; when the public school superintendent may know the standards
upon which the business college may establish itself in his town.

We must face the fact that with all our growth and strength, we are yet
powerless to prevent irresponsible transients from leasing vacant rooms,
renting a half-dozen second-hand typewriters, announcing an opening
date, striking off sensational advertising, launching mail campaigns
on letter-heads bearing such superlatives as "largest, best equipped,
most modern school of commerce in——etc., and proceeding to de-
fence the phrase "business college" in that community. Public school
standards have been made rigid and fixed through legislation. In
some localities, where this experiment has been made in the private
school field, it has not been altogether popular but it remains a
fundamental necessity; the process may be painful at first to some of
us, disastrous to others, but whenever this country recognizes the
greatest good for the greatest number, it is as sure to come as the
night follows the day.

We ask, "To what extent can public schools cooperate?" I am holding
that as we make progress in the direction indicated the public school
can and will find ways and means of cooperating. We will yet come to
the encouraging conviction that the public schools are not antagonistic
toward us; that as we show an inclination to follow fundamental prin-
ciples in education, they will gladly lend their sympathetic support
and assistance in our efforts to accomplish this ideal objective.

In addition to the above, I mention but two specific ways in which the
public school can cooperate with private school:
FIRST:

THE PUBLIC SCHOOL CAN CONCEDE TO BUSINESS TRAINING THE PLACE IT DEMANDS IN OUR EDUCATIONAL SYSTEM.

Approximately one hundred years ago the private commercial school made its entry into the educational field of America. You know your history. The trades were then in ill repute. Throughout all this century, we have carried, in constantly diminishing degree fortunately, this traditional prejudice against our type of training. Today, it is being rapidly absorbed. We, ourselves, have been responsible for keeping some of it alive by advocating commercial training as against some forms of higher education and by indulging in the unwise and unprofitable practice of drawing contrasts that were, of course, favorable to us. We will promote our own growth by advocating our type of education in the future, not as against other forms of higher education, but as a fundamental part of any well rounded school career.

SECOND:

BY RECOGNIZING THAT THE PRIVATE COMMERCIAL SCHOOL IS A PART OF THE EDUCATIONAL FORCES OF ITS COMMUNITY.

If the private school is doing a standard type of work, it deserves, and will have, this recognition. If it is not doing standard work, which embodies high scholarship, thorough courses, proper professional and ethical relations; then it does not deserve to stand within the pale of educational respectability. Two important component elements of education are time and money. If the public, whether school people or otherwise, must stand by and see these two valuable elements dissipated in some unworthy private school, it should and will react against that so-called institution. As a result, we find such imposters within our ranks today who are not even mentioned in polite school society in their own communities. They bring down the average of your good school even though the breadth of the country may separate the two and we are again reminded of the inevitable need of some form of standardized system of private commercial education. This is an old condition about which we have talked much and done little in former years; but, happily today we are making progress.

The very nature of the private school profession, under present conditions, develops leadership. We must not only promote professional growth and development in our private schools, but we must at the same time show ourselves possessed of some business acumen. Ours is a dual responsibility. Our institutions must be kept solvent or there can be no professional or scholastic growth. This burden, the taxpayer carries for the public school man. Every successful, growing business school today must have behind it a private school official of courage, of some power, and considerable leadership. The maze of competition, financial management, accreditation, standardization, etc., through which your successful business school proprietor of today has had to fight his way has produced a type of private school executive clearer in vision and more determined in purpose, whom I believe to be fully equal to the problems in this period in our history—this period which is presenting the most formidable challenge that has ever been handed to the private commercial school.
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Program

Twenty-third Annual Convention

National Commercial Teachers' Federation and Allied Associations

HOTEL STATLER
CLEVELAND, OHIO

Dec. 28, 29, 30 and 31
1920
Mr. Nahm, I am giving you a few facts concerning our school, some of which you may be able to use in your statement here Saturday morning. I want the editors to get the right impression of our institution. I am frank to admit to you that I want this impression to be very definite and very deep, because they are likely to say something about us in their papers and I want them to say the right thing.

This school was established in 1874. It now enrolls about 1500 students per year. I think we have enrolled students from all the states and they have been here from several foreign countries. Last year 31 states were represented in our student-body.

We have courses short and long. The short ones for those who want to become stenographers and bookkeepers quickly and the long ones for those who wish to become accountants and high-grade commercial teachers.

About a year ago we were put on the accredited list of the University of Kentucky with the rank of junior college. So far as we have been able to determine, this is the only private business college in America that enjoys such an educational rating. We are members of the American Association of Junior Colleges. We are accredited by the State Department of Education. We are members of the National Association of Accredited Commercial Schools, one of our managers being a member of the Board of Governors of that body.

In a little less than a year one or all of the managers of our institution have attended eleven ranking educational meetings for the purpose of keeping themselves well informed regarding the advancement of commercial education.

We give particular attention to debating. (You know all about it.

Colleges and high schools of this and other states highly respect our work. We have a welcome among their students because they know we encourage higher education and never disrupt their organization by inducing students to leave their work.

I give you the names of a few of our most prominent graduates:

Walker D. Hines—you know all about him.
Charles I. Dawson—Attorney General of Kentucky.
Thomas Dawson—Clark of Supreme Court of U. S.
V. V. Boatner—President of a railroad.
Julian Potter--
W. P. Kincheloe--Head of Federal Reserve Bank, Louisville.
Arch Davis, Vice President Citizens National Bank, Louisville.
Oscar Hinton--Mining expert, New York.
Thad Lively--Chief Claim Agent, L & N Railroad.
Anna Campbell--Commercial Teacher, Oakland, Calif.
And many commercial teachers in nearly all the cities of America.

We, of course, shall appreciate all you say of our standing here
at home and the standing of our students as well.

It is mighty fine to have a friend who will accommodate and it
is still finer when you can tell him just what to do.

Respectfully,

[Handwritten notes on the page]
ticket
students printed
visitors band
orchestra play
Yell
Welcome of the Student
Orchestra
Norman
York
Still
Announcement
Do you remember anyone by this name, a former student at B.U. who registered at the Neil House with the Va. delegation. Hope to see you.
SAFEGUARDING THE FUTURE OF THE PRIVATE COMMERCIAL COLLEGE

By H. E. Barnes
Barnes Commercial College
Denver, Colorado.

(Delivered at Dallas, Texas, on April 26, 1930, at the Third Annual Convention of the Southwestern Private Commercial Schools' Association.)

Chairman and Friends:

I see my time is already up, but I assume that you want me to take a little time anyway, and the subject on the program is the subject on which I spoke at the National Convention in Chicago. It isn't my thought to speak on that same subject here. My paper at that time was published in the School Journal of New York. I might say in passing, it is a very excellent paper and everyone of you, of course, should read it if you haven't done so.

I do want to refer to just one point in the paper that I think perhaps will be of interest to you if you have not read it. I gathered some figures in my own state, Colorado, (particularly my own city of Denver) showing: first, the number of children and youths, 6 to 21, in the city, and second, the number that were attending the public schools. And when I subtracted one number from the other, I was rather surprised to find that there were forty per cent of the children and youths of Denver that were not in the public schools. Now, we know that most of the children in the public schools range in age from 6 up to at least 16. That particular group is well covered. Therefore, the forty per cent must consist largely of those from 16 to 21. These figures ought to be interesting figures to the private business schools. From that group, our college recruit their enrollment. After deducting that number you will still see that we have a very large number in every city that are of the age eligible for our work.

I thought I would speak today for just a little while on what you might term THE FACTORS THAT MAKE A GOOD SCHOOL. I came down here because I was intrigued by the number of school men in your Association. Of course, I know Texas was a large State, but I didn't know you had so many school men down here, and I am very greatly pleased to see this splendid representative group here today. I think you are to be sincerely congratulated on what you are doing. I think you are working along the right line in meeting once a year and talking over your problems, and getting acquainted. It seems to me it is the finest thing in the world to do.

I came down here to see how the Association organized, how it operated, and to get all the points I could. Goodness knows, we all need points. It is a little bit like the small boy who was very much interested in raising a penful of pigs. They absorbed all of his
attention. A neighbor on the way to work, used to stop and chat with this boy almost every morning. They would exchange the courtesies of the day, and the neighbor said one day to the boy, "Well, how are all the little pigs doing this morning?" "Oh, they are coming along fine," the boy said, "How are all your folks?"

I came down here to find out how all your folks are.

There are two types of schools, the service school and the mercenary school. The service school is thinking all the time how much it can give. The mercenary school is thinking along the lines of how much it can get.

The first type of school does not look upon its job simply as a money making plan, but rather as a trust or responsibility. Sometimes I marvel at the success of the private business school in the face of the mercenary men who have thrived on this field. It certainly shows the needs—the value of the service we are rendering—and I think that is a comfort thought to any good school man. When you stop to think of the trust that parents put in us in sending their sons and daughters to us, it means many times all the interest they have in life. These boys and girls come to us with ambition, with purpose, yet like putty in our hands, ready to be molded. Why, I tell you there is no opportunity so great, it seems to me, as there is in the hands of the private school man.

I wonder if you noticed in some of the Educational Journals yesterday that a comprehensive census was taken. It covered a very wide field of the most efficient type of student; or rather, the most efficient students from different types of schools. It showed that students from the private business schools ranked highest in English. Did any of you see that little notice? I think that is highly complimentary to the intensive type of work we are doing.

I put down as a first factor in a good school RIGHT ENVIRONMENT. That means, of course, location, and it means the building. It means those things that make a school right in atmosphere for the teacher and for the student. Some schools think they have to be right in the center of things. We used to be located on ______ Street, the very center of the city of Denver.

Our place was sold and it was necessary to move from that location. We built up on Glenarm, about seven blocks farther up; five blocks up and two blocks over. We did it with a good deal of fear and
trembling for we thought we were moving out from the center. Well, it didn't hurt us a bit. We have a good location, a good building, and we moved in line with the growth of the city, and today we are located about where the real center of activity is,—at least it is growing that way very rapidly. I think when it gets too thick around us, we may move again.

You know, there was one very good school man that was making very slow progress and couldn't figure out what was the matter with him. One night he had a fire—a real fire—and burned everything up. Well, he had some insurance. He took that money and re-equipped a new school, new furniture and nicely arranged it. His school went ahead by leaps and bounds. I saw a very nice school, Brantley-Draughon's School. I think I shall go home and scrap some of my old furniture I started with twenty-five years ago. I would hate to have Brother Reed come up and see me until I get that done.

There are a lot of things about a building, it seems to me, that are very important; heat, ventilation, and the matter of arrangement of rooms. It has been my fortune, good or bad, to go from coast to coast twice the last two years. I have enjoyed it. I have visited a lot of schools, and I can't help but feel more and more that this matter of environment, of building equipment, is vitally important. Watch your floors, your shades, your desks, your waste paper boxes, your lavatories, and your entrance. A short time ago I went into a school. It wasn't a very bad school. The arrangement was pretty good, but the entrance was anything but attractive. Students have to judge a school by what they see. If every business college in America was moved into one town, grouped building after building, what kind of a looking town would we have? Stop and think it over. Really, gentlemen, we would have a good many shacks and we would have a few good buildings. A lot of us are just handicapping our work by not giving attention to this detail.

Two weeks ago I was back East, and I stopped to visit the Norman school in Baltimore, the Baltimore Business College. Some of you know Mr. Norman—a splendid fellow. His school is just as clean as a pin. I couldn't find anything wrong anywhere. There wasn't a scratch on the walls, a speck of paper on the floors, or anything else. Now he may have had a special cleaning before I got there, but there wasn't anything to indicate that it had been especially cleaned. Everybody told me that it is the way Mr. Norman does. He has everything clean.

I think we have got to give a little more time to our janitors. When I go back to Denver I am going to visit my own school. I suggest that you all do the same thing. Walk into your school Monday as though you never had seen the place, and walk in just as critically as you know how. You notice the entrance, the sidewalk in front of the entrance, the glass in the front doors, and then you go on up stairs, and don't go right to your desk. Just go and walk around like a book
agent or typewriter man, and size the whole thing up and see what changes ought to be made.

Do you know what Henry Ford said when someone asked him, "What would you do with a business that was failing, what would you do with it?" He said, "The first thing I would do with it would be to clean up the dirt," The man said, "What do you mean by dirt?" "I mean everything that isn't necessary to the proper conduct of that business. Anything that is in the way, anything that has accumulated that isn't being used, is dirt, and I'd clean it up, hide it away. Just keep the necessary tools to work with."

I have talked on this a little bit longer than I will some of the other subjects.

Second, I have put down RIGHT STANDARDS. This is the second factor. Now under this heading, of course, there are Rates, Admission Conditions, and most important of all are DEFINITE COURSES OF STUDY that lead somewhere, that have terminals just the same as they have beginnings. I think the trouble with many of our schools is that we start our pupils nicely, but we don't finish them nicely. They kind of drizzle out.

I know a great big school in Nebraska, I understand on good authority, that last year they had nineteen graduates. I visited that school and I know they have at least five hundred students in attendance and they sell life Scholarships. Now, what is the matter? There is something wrong with their program—something unfair to those pupils. Your pupils come to you with the intention of finishing their courses. If they do not, they should be talked into it, and they should be sold on the idea of becoming a finished product. I would study out my courses very carefully with that thought in mind, of having my courses definite, having the last day's work just as definite as the first day's work.

In my own school I make it a policy to present diplomas every Friday. I think it is a very fine idea because it continually keeps in the minds of students that they are supposed to graduate. We will have this year approximately 350 graduates. I think that is a good percentage. It isn't as large as I hope to make it. I hope to bring it up to eighty or ninety per cent. We are not giving out diplomas promiscuously. Our students are working harder for diplomas today than they have ever done before because our standards have been raised. I think we are a little bit too easy—we are too anxious to get business. Let the "poor business" go. Don't take in people that can't succeed. It hurts you; it is a drag on you. I tell you honestly I think that we private school men have hurt ourselves by doing too much of that. Go after the product that can bring success. Be frank with them, it will pay you in the long run. Did you ever stop to think of the secret of clubs and universities? What is the secret of the Rotary Club and of the Lions Club? The secret is that everybody can't get in. That is one of the troubles with our churches. Some times I think if
our churches were organized on that basis and you couldn't get in, a lot of you would want to get in. It seems to be human nature.

You have heard of the Moser School in Chicago. I have visited that school. No one who is not a High School Graduate can enter the Moser School. I don't know that I recommend that idea at all. It is the right one for him in Chicago, because he has a tremendous number of High School graduates in his own territory. I figured up with him the other day, and I found he doesn't register any more from Chicago than I do from Denver; so I don't feel so badly about that. But he plays up to that point, and it works with him. "Only High School Graduates Admitted"--some people came out and announce that, and then don't live up to it. Moser has about eight hundred pupils in school right now, about a month ago, and they are there. I saw them, and I never saw a finer group of girls in my life. Why it looks as though he had them all selected, hand picked. It is a wonderfully fine group of girls that can go out and make a success. Another factor, of course, is that he only registers girls—he doesn't take boys. He has fitted a school adapted to his particular locality.

We must study our own locality and our own problems. There is no set rule in running a school. It can't be done. We must caution our solicitors if we have solicitors. Somebody has called us "The Scavenger of Education." We have been; too much of it. We must raise our standards.

The third point I want to make is RIGHT MORALE. A lot of us are spending so much time getting business that we are not giving our thought and energy to taking care of the business after it comes. Keep up a happy atmosphere in school. One school man said to me, "If I walk around through my school and I am greeted with a smile everywhere I go, I know my school is all right." Try it. Take time next Monday or Tuesday and walk around through your school and see how you are greeted by your students. Do you have a smile of welcome everywhere you go? That is a fine way of testing whether you have the right morale or not. I tell you some of us probably make a good many promises. Read your own catalogue and see whether you are living up to those promises. See if the performance measures up with the promises.

Some school men will spend $100 for advertising more quickly than they will spend $1 for school spirit, and I think the one is perhaps just as valuable an investment as the other as far as returns are concerned. You know you can buy a sandwich at a Hot Dog stand made up of buns sliced in two with a piece of "meat" in the middle; or you can go down to this hotel here and you can order a sandwich and the crust is cut off the edge, and there is a lettuce leaf and butter on both sides, the ham is sliced just right and there is a pickle and an olive beside the plate. You just ENJOY that sandwich. Now, gentlemen, they are both sandwiches, and there is just that much difference in schools. You can't always tell it from the catalogue. You can tell it from the Morale inside the
school. Give to your people--GIVE, GIVE, GIVE to them--and they will go out and bring in the students to you.

One more point along this line. I believe that it pays to divide responsibility. Too much of us carry all the responsibility ourselves. Divide it with your teachers. Divide it with your students. If you want student parties and student activities put it in the hands of students to work up. You can't pull a picnic. Let your students pull the picnic, or a party, or a social. Too many of us are afraid to let the responsibility out from our own hands. And then there are some of us that don't know how. Make a study of it. I believe in giving my students the very best I can give in music. I spend money for music. I want the best singing in Denver, and I have them. I want the best speakers in Denver, and I have them. It just "tones" up the school. It is just like a rain after a dry spell. The students go back to their work with an appetite. I believe in Alumni. I believe in having at least one fine, big picnic every summer. Study your own locality, your own problem, and work out something that works with you.

The fourth point I want to make is RIGHT PUBLIC RELATIONS. We have got to spend more time sowing and not try to reap all the time. I asked a successful manager one day, "How do you happen to keep such a fine flow of business?" He said, "Mr. Barnes, I work upon my job as a gardener in a garden--I try to have my garden planted so that I have some crop that is ripening all the time." I think many schools make the mistake to pull business in September, possibly in January, and a kind of feeble effort in the summer. Now you know, every one of you, that you can just as well take pupils every Monday. Why not be frank about it. For five years I have used the slogan, "New Classes Every Monday." I put it on my bill-board, in my catalogue, and in my advertising, and I am getting a remarkably uniform flow of business through the year. It takes time to do it, but I believe it pays. I have a certain number start in every Monday--my program is worked that way--I start a new class in shorthand every Monday. I had nine last Monday. It works better. They finish more evenly. The volume of calls comes along about the same. You all know that. RIGHT PUBLIC RELATIONS.

I know a school that has this slogan, "Highly Accredited Education," and I happen to know that man never goes to a single public school meeting. He never goes to a convention of this kind. It's a mockery. He is advertising something that isn't so. Come to your conventions; go to your National Conventions; get acquainted with the public school people, the college people; and then finally, know your town.

In coming down here I happened to go on a line I hadn't been traveling on and I saw a lot of factories I didn't know were in Denver at all.
I am going to find out about that. I am going to write them and I am going to get them to call on me for bookkeepers and stenographers. Help on your "drives." Help your community. Some of you are doing that in a fine way. Some of you are not. I believe it pays.

And then fifth, and I don't need to more than mention it down here, because here is the finest spirit I have seen for a long time. RIGHT PROFESSIONAL REFERENCES. It seems such a silly, foolish thing for private schools am to everlastingly knock each other and try to tear each other down. Some people think that is the way to build business, to pull the other fellow down. It is all wrong, and I want to point to Baltimore again. There are three business schools in Baltimore, and they all happen to belong to the National Association. They meet about once a month and talk over their problems and their troubles. They go back and they run their schools in a fine spirit, and they are all making money. Every last one of them are making money, and I could name city after city where the other thing is working out, where they never meet, they never compare, they do everything they can to get business away from the other fellow, and they are not making money. They are hurting themselves. They are hurting the private business schools. Take time to establish relations with the public schools and colleges and with your competitors. Fight for your Craft.

That leaves me this final word, and that is one reason why I am working with the National Association. I believe that they have graduated from a selfish Association to one that really is trying to help all of the private schools, whether they are interested or not. I feel some times that a private school that thinks, "Oh, I don't want my competitors in this Association" is dead wrong, because if your competitors come in then they are under the same rules and regulations that you are and you will feel better to a man. If they aren't they wouldn't be happy in the Association and wouldn't stay in.

Thank you, very much, gentlemen. I have enjoyed so much meeting you, and I have gotten already a lot of pointers and I shall go home and try to make the Barnes School a Better School.

Reported on the Stenotype by
P. G. Vander Linden
Instructor of Stenotypy
Metropolitan Business College
Dallas, Texas
OUR CHIEF
President Frank L. McVey
2. Numbers.
   1. 1893
      (a) Business
      (b) Shorthand
      (c) Telegraphy

   Typewriters.
   1. Smith Premier 3
   2. Densmore 9
   3. Remington 20
   4. Remington 35
   5. Remington 50
   6. Underwood 86

   Demand.
   1. 1893 none
   2. Gradual increase
   3. $60.00 per month against $40.00

   Faculty.
   1. 1893 - Regular
   2. 1894 (Absent)
   3. Beasley, Ashley, Bass, Willis, McSwartz, Ashley, Morris, Martin
### Earnings

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<tr>
<th>Year</th>
<th>Time used</th>
<th>Standing</th>
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<tr>
<td>1893</td>
<td>Students have earned $540,000</td>
<td></td>
</tr>
<tr>
<td>1894</td>
<td>&quot;</td>
<td>1,056,000</td>
</tr>
<tr>
<td>1895</td>
<td>&quot;</td>
<td>1,380,000</td>
</tr>
<tr>
<td>1896</td>
<td>&quot;</td>
<td>1,500,000</td>
</tr>
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<td>1897</td>
<td>&quot;</td>
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<tr>
<td>1898</td>
<td>&quot;</td>
<td>1,440,000</td>
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<tr>
<td>1899</td>
<td>&quot;</td>
<td>1,470,000</td>
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<tr>
<td>1901</td>
<td>&quot;</td>
<td>1,350,000</td>
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<tr>
<td>1902</td>
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<td>600,000</td>
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<tr>
<td>1906</td>
<td>&quot;</td>
<td>420,000</td>
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<td></td>
<td><strong>Total:</strong></td>
<td><strong>$15,636,000</strong></td>
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5. Where our students are: New York City, Brooklyn, Chicago, San Francisco, St. Louis, and every state and city. Here read from Simmons.
WARREN COUNTY

Boy Who is Getting Handsome Salary On Cuban Railroad.

A Lakeland (Fla.) paper says:

"Willie Simmons left on Tuesday for Cuba, where he goes to take a position on the Cuba Central Railway, of which Mr. Hugh Simmons is trainmaster. The latter's rapid rise has put several of our boys in the notion of trying their fortune on the island. Willie is one of our best young men, steady and reliable in his habits, and, with his brother to coach him, doubtless will make rapid success."

These are both Warren county boys, sons of Uriah Simmons, who moved from this county to Florida several years ago. Hugh Simmons went to work for a Florida railroad company and was soon advanced to the position of a conductor. Later he went to Cuba and last November was promoted to the position of trainmaster. He gets a salary of $5,000 per year and is sure to win still further deserved promotion.

Instructions to Judges.

Mark on a scale of 100. Do not grade the first speaker too high; leave a margin to grade other speakers above or below as they may appear to deserve. Feel at liberty to change your grades as the contest proceeds and you get new light by contrasts.

On account of the great difference in the age and development of the contestants, you will equalize the grades on "Voice" by making the minimum 65 and the maximum 80. "Memory" is the ability to recite without hesitation. "General Effect" includes right conception of the piece, sympathy with the sentiment, inflection, attitude, facial expression, and everything else which makes an address telling. After each judge has found his averages, they will then make up the final averages on the blank furnished.

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<th></th>
<th>Voice</th>
<th>Pronunciation</th>
<th>Gesture</th>
<th>Memory</th>
<th>General Effect</th>
<th>Average</th>
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<td>75</td>
<td>80</td>
<td>89</td>
<td>100</td>
<td>70</td>
<td></td>
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Subject
I. Ancient Conditions
   a. No organized altruism
   b. Not much of the spirit in literature
      Damon and Pythias
      David and Johnathan
   c. "An eye for an eye"
II. Christ Spirit
   a. Back of every great movement is a great spirit
   b. The Church and social conditions
III. 19th Century
   a. Sixty-nine societies
   b. Name done of then
   c. Thought never dies
Yes, We're Serving Kentucky

Come take a look at old K. U.
In nineteen twenty-four
It's wearing clothing made for you—
The tailoring is poor;
But its classic halls are all chock full
Of students from back home—
Two thousand strong and growing fast,
And everything's a hum.

Chorus
Yes, we're serving Kentucky,
We're serving Kentucky to-day
Of course it sounds funny
That service costs money
But Kentucky is willing to pay.
What we need's about ten million
To make room for Kentucky's children
But now it's
Yes, we're serving Kentucky
We're serving Kentucky to-day.

We have a mighty President,
His leadership is grand—
He's known throughout the length and breadth
Of this united land.
The deans and teachers all we prize;
The Governing Board is great;
But the greatest thing we emphasize
Is service to the State.

Alumni all should get to work
To make Kentucky shine,
And everybody boost the State—
Come in, the water's fine.
Don't knock, 'twill never do, you know—
Be loyal sons and true;
For forward this old State shall go
And lead by Old K. U.

—Author still at large.

Program

Annual Alumni Banquet
OF THE
University of Kentucky

HOTEL SEELBACH,
Louisville, Kentucky

Thursday evening, April 24, 1924

Preceding Officer
MR. LEW J. SANDMANN, Attorney-at-Law,
Louisville, Kentucky

Toastmaster,
HONORABLE W. C. WILSON, Commissioner of Public Works,
City of Lexington and acting Alumni Secretary
Between The Courses

1. The presiding officer will rise, smile, make a short speech presenting the toastmaster, sit down, but continue smiling.

2. The toastmaster will swallow his soup, smile, make a serious speech on Greater Kentucky or something of the kind, and then take charge of the program. He also will continue to smile.

3. The toastmaster will present Wickliffe Moore, the official magician of the University. He will give some mysterious performances just to illustrate what higher education can do for a man.

4. The toastmaster will also present Tom Young and Wickliffe Moore, official cartoonists of the University. They will illustrate higher education in the realm of art.

5. When the toastmaster is good and ready, he will present the University of Kentucky Glee Club, led by Professor Carl Lampert, Head of the Department of Music at the University. (The Glee Club is accustomed to applause.)

The Speeches

1. The toastmaster will finish his speech on Greater Kentucky.

2. An address by Honorable McHenry Rhoads, State Superintendent of Public Instruction.

3. An address by President Frank L. McVey, University of Kentucky.

4. An address by Honorable W. J. Fields, Governor of Kentucky.

IMPORTANT NOTICE

1. In order to enable the guests to enjoy the dinner, the menu was not printed.

2. Don't worry about the K. E. A. program this evening—we'll be out at eight o'clock.

3. The speeches will not be more than ten minutes long. (You may now give applause.)
CONFERENCE BANQUET
OF THE
Rotary Clubs of Kentucky

Monday Evening, May 11th, 1931
Seven O'clock

HOTEL IRVIN COBB
PADUCAH, KENTUCKY
**MENU**

Celery

Olives

Half Grapefruit, Maraschino

Filet Mignon, Mushroom Sauce

Green Asparagus, Drawn Butter

Potatoes Au Gratin

Combination Lettuce and Tomato Salad, Russian Dressing

Wafers

Assorted Rolls

Brick Vanilla Ice Cream with Strawberries

Cake

Salted Nuts

Demi Tasse

---

**PROGRAM**

**TOASTMASTER**

JAMES G. WHEELER

Paducah

Group Singing led by

Oran B. Theiss

Conference Song Leader

Introduction of John T. Metcalf, District Governor who will introduce prominent Rotarians.

Address

Irvin S. Cobb

**TRIO**

W. C. Landfeal
Elliot Mitchell
John Elliott Williamson

Baritone
Basso
Tenor

"From Kobe to Cairo"

Col. Bob Roberts

Augusta Tilghman High School Orchestra

Floyd Burt, Director
Christmas 1929—

Our Own Dear:

It has been a lot of pleasure to select this and still more pleasure to give it to you. How happy we are to have you well and with us this Christmas! You grow more precious and more necessary to us as the years pass. "Pack up your troubles in your old kit bag and smile, smile, smile."

Your two lovers and your two

Lewies

J. Lewie Harman, Sr.

J. Lewie Harman, Jr.
READY-CUT

ZOO

DO NOT

FEED THE

ANIMALS
This was done by Lewis Harman, Jr.
Christmas, 1926, when he was seven years and eight months old.

L. Harman, Jr.
My "1927" Christmas Rhyme for You

'Tis not today, as now it seems 'twas, on yesteryear
   Somehow no pretty word—not one—flows from my pen
Yet Christmas is—and yours, I hope—as sweet, as dear
   Enriched is it, one year, of trials, of joys, since then.

Today, therefore. I'd send not words, but pretty bud
   An emblem of His love—besides my own esteem
An Evergreen, the choicest gift, if I but could
   Not from the florist's shop, but from Life's garden green.

I'd plant a pot of Faith within the soil of Time
   And nourish it with Life's experience each day;
I'd watch o'er it with care that it might grow sublime
   And never once grow tired, or weary, or astray.

For oft Experience is lean, there grows but weeds
   Again 'tis so severe with it e'en Faith can't cope
Yet usually it just exactly meets its needs
   And then the flower I'd send—bright flower of Hope.


david A. Walker
President

NORTHEASTERN SCHOOL OF COMMERCE
PORTLAND, OREGON
DRAKE Colleges buy 600 Remingtons!

It is the largest order ever placed with any typewriter company, by a private school.

Remington—the unfailing ally of teacher and student for half a century—continues as the pace-maker in individual sales volume. More important than the mere sale of 600 Remingtons in a single order, however, is the fact that Remington Rand Business Service has exactly met the demands of this careful customer.

Remington Demand Grows

"Commercial education and the Remington typewriter have progressed hand in hand," declares Harry C. Spillman, educational director of the Remington Typewriter Division. "As business schools have expanded, the demand for Remington Typewriters has increased and now comes the largest order ever placed in the business college field—600 Remington 125's. This record demand comes from the Drake Colleges of New York and New Jersey, one of the oldest and now the largest chain of business schools in America."

In the handling of this record order, Mr. Spillman acknowledges the valuable assistance of E. H. Schuneman of the Typewriter Division at the Newark offices, who is a fellow Rotarian with Mr. W. C. Cope, president of Drake Colleges.

On the same day that the order for 600 typewriters was placed, Mr. Spillman received an order for six typewriters from the high school at Scottsville, Ky., his boyhood home. The telegram reproduced on this page explains why this request for six Remingtons shared in the enthusiasm occasioned by an order just 100 times as large.

Is Careful Buyer

Mr. Spillman emphasizes the fact that an institution of this size and character would quite logically place an order for 600 typewriters only after carefully comparing typewriter values and service. These particular machines in school service will be required to give a good account of themselves under strenuous student use, day and night, over a period of three years.

"The typewriter selected by Drake's also must be the typewriter of public demand, as hundreds of students must graduate annually and articulate quickly with business," Mr. Spillman continues.

"In a like manner, Remington Rand can serve schools everywhere. Whether the requirement is for many typewriters, or only a few, students may be made happy, proficient and immediately acceptable to the better business opportunities by training them on Remington Typewriters."
## ACCOUNTING MACHINE DIVISION

### 100% Club – Aug. 16-31, 1929

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<td>H. A. Graham</td>
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## The “Nearly” Club – Aug. 16-31, 1929

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</tr>
<tr>
<td>G. D. Phares</td>
<td>Dallas, Texas</td>
<td>94</td>
</tr>
<tr>
<td>M. O. Berry</td>
<td>Baltimore, Md.</td>
<td>91</td>
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<tr>
<td>W. B. Roehrig</td>
<td>Louisville, Ky.</td>
<td>89</td>
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<tr>
<td>J. J. McDonough</td>
<td>Boston, Mass.</td>
<td>85</td>
</tr>
<tr>
<td>H. Crozier</td>
<td>Boston, Mass.</td>
<td>85</td>
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<tr>
<td>V. A. Erwin</td>
<td>Kansas City, Mo.</td>
<td>84</td>
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<tr>
<td>H. A. Stevens</td>
<td>Los Angeles, Calif.</td>
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<tr>
<td>E. F. Ingalls</td>
<td>Portland, Oregon</td>
<td>83</td>
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</tbody>
</table>

## Powers New Customer Club – Aug. 16-31, 1929

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
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</thead>
<tbody>
<tr>
<td>L. E. HARLAND</td>
<td>Chicago, Ill.</td>
</tr>
<tr>
<td>E. E. WHITE</td>
<td>Boston, Mass.</td>
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</tbody>
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## Powers “Repeater” Club – Aug. 16-31, 1929

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
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</thead>
<tbody>
<tr>
<td>W. L. SCHWENKER</td>
<td>Chicago, Ill.</td>
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</tbody>
</table>
We Couldn't Dodge It

BOWLING GREEN, KY.,
October 30, 1914.

To the Editor:

I received, last Friday, the issue of your paper which contained a report of the Fourth Annual Teachers' Meeting.

I thank you, again and again, for the space you gave to my address and for your courteous notes. I am deeply grateful.

I congratulate you upon your enterprise, for I never saw even a large city paper make a more complete report of a meeting than you made of the one a little more than a week ago. You evidently went to considerable expense to do the business, but I have always known Springfield to be a town of unusual worth, and I am glad that many of my friends have recently had opportunity to spend a while there and to become the recipient of your hospitality and attention.

Allowing you for sending me this note, I am, very respectfully,

J. L. HARLAN.

Patriotism Dominant Note

At Cherry Club Banquet

300 Students and Graduates of Western State Normal Meet.

The second annual banquet of the Cherry Club by nearly 300 students and graduates of the Western Kentucky State Normal School in honor of the school's president, Prof. H. H. Cherry, at the Seaboard last night, became a patriotic and preparedness rally, moved by the stirring addresses of President Cherry and Col. W. A. Colton, commanding the First Kentucky Regiment.

The auditorium of the hotel was crowded with the diners and the excitement which followed the banquet was opened by the invocation of the Rev. J. M. Price, a student of the Southern Baptist Theological Seminary, and graduate of the Normal School. As the chairman of the club, Dr. Colton, introduced J. L. Harman, of Bowling Green Business University, as toastmaster. Answering to the toast, "Standing by our President," A. J. Kimmell, dean of the Normal School, showed how this phrase embodied loyalty to the country, institutions, the traditions, and ideals of the republic.

C. W. Ball, principal of the Ashland School, Lexington, Ky., yielded his response to the toast, "Strict Accountability of the Good Citizen," to Col. Colton, who used the text as an inspiration to denounce the slackness. He declared that all citizens in the near future must realize the force and strength of preparation, because since it is not expected that Kentucky will be an "hour glass" and not "draft horses." As the toastmaster, Colton, W. G. Fuller, E. E. Smith, Claude Spurlock, W. E. Hill, and Kandy Singleton, present students of the Normal School, gave minute talks of patriotic fervor. Miss Mary Edmondson of the local schools talked on "America's Part in the War." The speech of Cherry, superintendent of the Bowling Green city schools, declared that the greater the nation's needs, the greater the strength of the people. The solution of the problem, he said, had been well worked within the existing institutions.

In concluding the speaker drink toasts to America's mother, her homes, her churches, her schools, her soldiers, and the men making the supreme sacrifice for our country and to her fearless Knight of Humanity, Woodrow Wilson.

A feature of the evening was the patriotic music by the First Regiment Band, led by Director Currie, which was added two violinists, Miss Nell Gallagher, assistant concert master of the Cincinnati Conservatory of Music.

Banquet of Centre Alumni.

Gov. Stanley was the principal speaker at the annual dinner of the alumni of Centre College in honor of Dr. William A. Garnett, president of the college, held last night in the red room of The Seaboard. Twenty former students of Centre were present, and both the Governor and the beloved educator were warmly received.

Gov. Stanley spoke, representing the alumni at large, of his alma mater, and reminded them of incidents of college days he predicted that the sons and daughters of old Centre would be found in the vanguard of patriotic service during these times when the supreme citizenship is demanded.

Andrew W. Hemm, Louisville, president of the association, presented Judge Samuel W. Wilson, Lexington, as toastmaster, C. C. Nagle, Danville, represented Royal city alumni of the college. Other addresses were made by Gladstone Wysall, a present student; "The College, an Undergraduate Sees It," and Dr. William A. Garnett, president; "The College, Another Point of View."

Eastern Normal Banquet.

Preparedness for the home, the school, the nation was the keynote of the banquet of professors students and alumni of the Eastern Kentucky State Normal School held last night at the Hotel Henry Watterson. President J. J. Coates acted as toastmaster and introduced the following, who responded to toasts: Eastern Superintendent Ora L. Adams, Harrodsburg, Ky.; "The Selective Draft," and President Garnett, Richmond, Ky.; "The Spirit of '76," and President Garnett, Richmond, Ky.; "Survival of the Fittest," and Leila E. Patridge, Richmond, Ky.; "The Man Who Has the Hope," J. H. Wood, Burlington, Ky., and "Woman—She Hath Done That!—She Could," W. B. Dampier, Bluefield, O.
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Plaid
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Scotch
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Schaffner
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Marx,
Wellworth,
R. & W. and
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Overcoats
and
Rain
Coats
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inclu ding
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Balamanacian
Overcoats
for
the
young
men.

Clothing
Men's
Suits
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including
the
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Tartons,
Plaids
and
Scotch
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Hart,
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and
Marx,
Wellworth,
R. & W. and
Prat
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also
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largest
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of
Overcoats
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Coats
ever
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this
city,
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large
line
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Balamanacian
Overcoats
for
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young
men.

Boy's
Suits
and
Overcoats
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and
Raincoats
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also
some
beautiful
Balamanacian
Over
for
boys.
Suits
and
Overcoats

$3.00
to
$15.00

UNDERWEAR
Underwear
for
the
whole
family
in
Union
Suits
and
two
piece
gar-
ments
in
Cotton
Wool
and
Wool
Mix
Materials
in
the
following
prices:

Wellworth
Suits
and
Overcoats
7.50
to
15.00

Wells
Suits
and
Overcoats
$18.00
to
$35.00

Immense
Showing
of
Woman's
Suits
and
Coats
Expressing
the
Ladies
Ideas
in
Models
Fabrics
and
Colors

Black
and
Col ored
Cloth
Suits
$20.00
to
$30.00

Blk
and
Col ored
Novelty
Suits
18.00
to
25.00

Blk
"    Serge
12.00
to
20.00

Blk
"    Astrachan
Coats
15.00
to
30.00

Blk
"    Novelty
12.50
to
25.

Blk
Hindu
Lynx
15'
to
20

Blk
Cloth
Coats
10
to
20

Zibaline,
Bocle,
Fancy
Mixture
and
Fancy
Chinchara
Coats
for
Misses
and
Chil-
dren
at
Right
Prices

Men's
Heavy
Work
Clothing
Hats
and
Caps
Men
and
Boys
Shoes

Copyright
Hart,
Schaffner
&
Marx

Prices

Men's
and

Silks
and
Serges

Plain
and
Figured
Silk
Poplins
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Messaline
Silk,
black
and
colors

Roman
Stripes
and
Plaid
Silks

Muslin
Unde-
rew

Women's
Muslin
Gowns
Women's
Outing
Gowns
Children's
Gowns
Women's
Skirts
Women's
Woolen
Dresses
Children's
Muslin
Dresses
Women's
Flannel
Gowns
Women's
Flannel
Hosers
Women's
Crape
Kimona

Women's
Silk
Hose,
black
and
col ors
Women's
Labee
Hose,
black
and
col ors
Women's
Wonder
Hose,
guarantees
Women's
Pull
Florish
Hose.
Of the teachers' association to be held at Oak Hill Saturday, Oct. 5, 1912. 10 a.m. Devotional exercises. Bro. I. Stovall. Welcome address. W. A. Erwin.


Make an outline of facts of nature that children may be taught in school. How teach this subject without crowding the course? Miss Nettie Depp.

Should agriculture be taught in the public schools? Prof. J. L. Harmon.

How teach composition in primary grades? Ernest Stovall, Miss Lizzie Hinton.

Show how language work may be correlated with real life. Prof. U. G. Hatfield.

How treat the dull pupil? Misses Edna Morehead and Lula Rigby.

Can Domestic Science be taught in the rural schools? How? Miss Pearl Turner.

What can a teacher do to secure sanitary conditions on school premises? Miss Alice Moore, Lear Meadow.

What is right aim in education? Prof. J. L. Harmon.

Typhoid fever, cause and prevention. N. S. Shaw.

Is there danger of causing children to dislike history by too much memorizing? Willie York, Herschel Moore.


What is the value of teaching physiology in rural schools? B. H. Cook, Misses Mollie Stenson and Effie Sears.

The public is cordially invited to attend. B. H. Cook, Chairman, Effie Sears, Sec'y.
GRADUATING EXERCISES

Hartford High School

Wednesday Evening, May 18, 1921

PROGRAM

Invocation ....................... Rev. T. T. Frazier

Chorus ........................ High School Girls

Septet ........................ Misses Marks, Stevenson, Carter, and Pirtle, and Messrs. Walker, Taylor and King

Address ........................ Prof. J. L. Harmon

Chorus ........................ High School Girls

Presentation of Medal .......... Prof. J. F. Bruner

Presentation of Diplomas ...... Prof. J. F. Bruner

Benediction ...................... Rev. T. T. Frazier
Dist. Educational Meeting
At Olmstead, Ky.
Saturday, November 3rd.

The Democratic Nominee for Superintendent of Public Instruction, Prof. McHenry Rhoads and Prof. J. L. Harman, of B. G. Business University, will deliver addresses, as will several others. The P. T. A. will serve lunch

The programme follows:

10:00. Appropriate opening with Scripture reading and music.
10:15. Some needs for High School entrance, several discussions led by Miss Annie K. Gill and Supt. Annie M. Wiley
10:40. Address by McHenry Rhodes, of Lexington, Ky.
11:30. What the community has done for my school? General discussion led by Miss Louise Dawson.
12:00. Noon.
1:00. Music.
2:00. Address. F. C. Grise, member faculty of the Western Kentucky State Normal.
2:45. Business session.
3:15. Adjourn

Everybody Is Cordially Invited To Be Present
METCALFE COUNTY HIGH SCHOOL
TENTH ANNUAL COMMENCEMENT

MAY 2, 1924

Class March .......................................................... Mrs. Ford

Invocation ............................................................ Rev. Joyner

Welcome Address .................................................... Eva Pedigo

Class History .......................................................... W. Kinnaird Mann

Valedictory ............................................................. James L. Salmon

Address ................................................................. J. L. Harmon

Presentation of Diplomas ........................................... Supt. Avery Sartin
GRADUATION PROGRAM
Tompkinsville High School Class,
Friday Evening, May 18,
Auditorium, 7:30

Invocation......................Harvey W. Riggs
Salutatory......................Hattie Lee McMillin
Piano Solo......................Mrs. J. M. Hagan, Jr.
Class President's Address......James Philpott
Class History...................Winburn Swann
Oration.........................Class Flower......James Burnette
Violin Solo.....................Blanche Evans
Class Poem......................Mary T. Chism
Class Prophecy..................Eva White
Piano Duet......................Martha Hill, Elizabeth Bryant
Class Will.......................Mary C. Marrs
Valedictory.....................Wilbur Chism
Quartette
   Martha Hill, Elizabeth Bryant, Mrs. J. M. Hagan, Jordan White
Class Address..................J. L. Harmon
Presentation of Diplomas......J. E. Bryant
Benediction.....................J. H. Swann
GRADUATION PROGRAM
Tompkinsville High School Class,
Friday Evening, May 18,
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Violin Solo ........................ Blanche Evans
Class Poem ........................ Mary T. Chism
Class Prophecy .................... Eva White
Piano Duet ..................... Martha Hill, Elizabeth Bryant
Class Will ....................... Mary C. Marrs
Valedictory ........................ Wilbur Chism
Quartette ............................ Martha Hill, Elizabeth Bryant, Mrs. J. M. Hagan, Jordan White
Class Address ........................ J. L. Harmon
Presentation of Diplomas ........ J. E. Bryant
Benediction ....................... J. H. Swann
Lewisburg High School

Thursday, May 17th.

GRADUATING EXERCISES

Humoresque .......................... Rachmaninoff
Felt's Orchestra

Invocation

Barcarole ............................ J. Offenbach
Felt's Orchestra

Answering the Call .................... Mary Hunt

Heart Fancies ........................ Johnson
Felt's Orchestra

From Thread to Cable .................. Clarence Carson

The Trail of Long Ago .............. Felts' Orchestra

Address to Graduates .............. Pres. J. L. Harmon

Suppose the Rose Were You ........ Felts' Orchestra

Presenting the Diplomas ............. By Principal

The News-Democrat Print
Annual Commencement

Browns C. H. S.

May 20, 1925

March - H. S. Orchestra
Invocation - Rev. G. W. Dame
Overture - "True Blue" - H. S. Orchestra
Musical Number
Address - Pres. J. L. Harmon
"Magic Fire" - H. S. Orchestra
Presentation of Diplomas - M. L. Mann
"Delightful" - H. S. Orchestra
Benediction - Rev. G. W. Dame

DINNER CONFERENCE
National Association of Accredited Commercial Schools

Fruit Cocktail
Hearts of Celery - Green Olives
Cream of Celery

Filet of Sea Trout Joinville

Grilled Breast of Capon Colbert
Candied Sweet Potatoes
Small Peas

Chiffonade Salad

Fancy Formed Ice Cream
Petits Fours

Demi-Tasse

FRIDAY, OCTOBER TWENTY-SECOND

Graduation Exercises
Ghent Christian Church
May 26, 1926, 8 o'clock

Program

March - "Men of Ohio" - Henry Fillmore
Ghent Orchestra
Invocation - Rev. O. C. Omer
Serenade - "Organ Echoes" - Al Hayes
Salutatory - Edna Grifin
Overture - "Determination" - Al Hayes
Ghent Orchestra
Valedictory - Ruby Herrell
Violin Solo - Mildred Schirmer
Address - Professor J. L. Harmon
Presentation of Diplomas - Miss Schirmer
Overture - "Zenith" - Harold Bennett
Ghent Orchestra
Benediction - Rev. C. B. Jackson
Alumni Banquet

Tuesday Evening, May 25, 1920
Eight O’Clock
FIRST PRESBYTERIAN CHURCH

Taylor
Haynes
Cuthbertson
Stone
Williams
Cherry
Menu

FRUIT COCKTAIL

CREAMED CHICKEN

RICE CROQUETTES

CHEESE DRESSING

PEAS EN TIMBALES

ROLLS

ICED TEA

TOMATO SALAD

MAYONNAISE

WAFERS

STRAWBERRY SHORTCAKE

WHIPPED CREAM

MINTS

Toast List

Toastmaster: Mr. J. L. Harman

The Class of 1920 . . . . . Miss Dorothy Gadd

The Alumni . . . . . . . Mr. Earl D. Rabold

The Faculty . . . . . . . Miss Virgie Rone

The High School . . . . . Miss Sarah Skiles

Bowling Green . . . . . Miss Mandane Ennis

Kentucky . . . . . . Miss Julia Frances Doyel

The United States . . . . Miss Leola Eshman

The Nations of the World . . . Miss Mary Witt

SONG
Mr. J. L. HARMAN SPEAKS AT CHAPEL

Mr. J. L. Harman, President of the Bowling Green Business University, Bowling Green, Ky. was the honored speaker at Chapel Thursday morning.

The program was put on to acquaint the students with the advantages of attending a school which is a member of the National Association of Accredited Commercial Schools. Mr. Harman, who as chairman of the Better Business Committee and member of the Board of Governors, represented the board and spoke on "What the National Association Is Doing for the Advancement of Commercial Education." He won his audience from the start with his wit, enthusiasm and earnestness. He is a man of broad vision, spontaneous enthusiasm, and a profound understanding of his fellows. His audience was quick to respond to his magnetism and cheered him to the echo.

Other features on the program were the singing of the Accredited Schools Song, which was composed by Mrs. Miller; reciting the pledge, composed by Mr. Croft; a vocal solo by Mr. Armstrong; and remarks by Mr. A. M. Bruce, of the Massey Business College. Several students also took part in the program. Sara Wheeler read the Standards of Practice of the National Association of Accredited Commercial Schools; Eloise Lahan gave a short biography of each member of the Board of Governors; Lawrence Daniel spoke on "The Aims and Purposes of the Association"; Everett Martin spoke on "The Advantages Offered a Student by a School Which is a Member of the Association." The students acquitted themselves with honor and were congratulated by all for the excellent program they presented.

Editor's Note:

"It was the editor's privilege to be a student in Mr. Harman's classes for one year, and as a student's tribute to his teacher, he wishes to acknowledge the influence this gentleman has had over his life. One cannot sit at the feet of a sage without having his mind quickened and his life enriched, and thousands on thousands of young men like myself have drunk from the fountain of knowledge from this inspiring teacher and moulder of character."

* * *

PERSONALS

Miss Lucille Sawyer has accepted a stenographic position with Ingersoll-Rand Co.

Miss Lucy Hollifield is doing stenographic work temporarily for Mr. R. P. Hemphill, Empire Building.

Miss Margaret Kinbrough has been placed in a stenographic position with the Anderson Realty Co., in West End, and will continue her work in the Night School.

Miss Mary Chilton Anderson has accepted a position with Jenison & Co. to become effective April 3rd.

Miss Pauline Parker supplied as stenographer and bookkeeper two weeks for the Bankers Associates, of Ensley, during the regular stenographer-bookkeeper's illness.

Miss Frances Hipp accepted a position with the Fairfield Laundry at Ensley but gave it up to return to school and continue her work.

The College placed Miss Jewellene Davis with the Dora-Dean Company.

Miss Lenora Davis (19-27), now attending Judson College, was a pleasant caller the past week. Miss Davis reports that she has been using her stenographic knowledge to good advantage in the president's office.

* * *

WHAT THE WORLD'S LEADERS TELL YOU

F. W. Woolworth, Multi-millionaire founder of 5 and 10 cent stores:

"Every business man should have a first-hand knowledge of accounting methods. Most of them do; in fact, a great many of the country's most successful bankers and business executives started as bookkeepers. The education I obtained at a business college did me more good than any classical education I might have received."

Thomas A. Edison, Wizard of Electricity:

"College education, as given at present, is impractical for business purposes."
Commencement Program

Burgin High School Building

Wednesday, May 27, 1925
8 P.M.

March—"Army Reserve"
Music—"The Serenade" Schubert Orchestra

Invocation Rev. E. L. Ockerman
Salutatory Miss Elizabeth Mayes
Valedictory Miss Annie Lou Proctor
Music—"March Militaire" Schubert Orchestra

Oration—The Nobility of Life—Harry Guthrie Dunn
Music—"Slip Horn Stuff" Orchestra

Address Dr. J. L. Harmon, of Bowling Green, Ky.
Music Orchestra

Presentation of Diplomas—Mr. Chas. B. White, Secy. Board of Education
Music—"Spring Song" Orchestra

Benediction Rev. E. L. Ockerman
Music by Stanford High School Orchestra
Programme

FOR SENIOR COMMENCEMENT

Clinton High School

Thursday Night, May 18th—Eight O'clock

Introductory—Principal Bert R. Smith

Valsep Arabesque .............................................. LACK
--Angelo Martinetti

Valedictory....................................................... Miss Ruth Boone

Presentation of Silver Loving Cup on Behalf of Jewell Bros.—Earl Jewell.

Pan Pipes a Twilight—Serenade ................................ BLISS
--Mrs. Smith, Mrs. Bittick, Miss Porter.

Address—Prof. J. L. Harmon
President of Bowling Green Business University.

Capriccio ....................................................... CYRIL SCOTT
--By Lutenia Porter

Presentation of Diplomas—Principal Bert R. Smith.

COMMENCEMENT EXERCISES

—OF THE—

Gamaliel Graded School

At Gamaliel Christian Church, Wednesday,
March 24, 7:30 P. M.

PROGRAMME

Invocation ....................................................... Dr. R. F. Crabtree
Salutatory ....................................................... Lorene Turner
Valedictory in behalf of Grades ................. Bedie Rich
Class Prophecy ............................................... Mary Evelyn Hayes
Vacation Song by School.
Commencement address,
Dr. J. L. Harmon, President Bowling Business University
Song, America
Presentation of Diplomas ......................... H. T. Gibson
COMMENCEMENT EXERCISES

OF THE

Gamaliel Graded School

At Gamaliel Christian Church, Wednesday,
March 24, 7:30 P. M.

PROGRAMME

Invocation Dr. R. F. Crabtree
Salutatory Lorene Turner
Valedictory in behalf of Grades Bedie Rich
Class Prophecy Mary Evelyn Hayes
Vacation Song by School
Commencement address,
Dr. J. L. Harmon, President Bowling Business University
Song, America
Presentation of Diplomas H. T. Gibson

DEBATE

State Teachers College vs. Peru College
Bowling Green, Monday, April 28, 8 P. M.

Music

Subject: Resolved that the United States should at once enter the League of Nations as it is now constituted.

Speakers

Affirmative

J. S. Brown
J. F. Tanner
Parks Gray

Negative

Geo. C. Robbins
Porter M. Grey
Rolla R. Craft

Music

Decision of Judges

Transcribed notes: "I was a judge."
Graduating Exercises

Louisville and Jefferson County Children's Home
Eight o'clock
Tuesday Evening, June 3, 1924
CHAPEL

Music......................................................................................................................... Band
INVOCATION........................................................................................................... Rev. John Lowe Fort, D. D.
Music......................................................................................................................... School
Lincoln's Gettysburg Address....................................................... (eighth grade) Paul Flanagan
Bivouac of the Dead............................................................................................... Lillian Hughes
Music...................................................................................................................... Glee Club
(a) Sweet Day is Softly Dying
(b) My Sunshine
Ships at Sea...................................................................................................... (fifth grade) Frances Ware
Prayer for Today............................................................................................... (fifth grade) Gladys Gillis
Music...................................................................................................................... Seventh & Eighth Grade Class
(a) A Merry Life
(b) When De Shadders Spread Around
How Did You Die?.................................................................................................. Victor Butz
Little Orphan Annie........................................................................................... (third grade) Hazel Fanton
Music......................................................................................................................... Seventh & Eighth Grade Girls
O Swallow Swift............................................................................................... Seventh & Eighth Grade Girls
Little Boy Blue...................................................................................................... James Hay
Where Are You Going?........................................................................................... Tommy Keith
Music......................................................................................................................... Seventh & Eighth Grade Class
Sweet Genevieve................................................................................................. Seventh & Eighth Grade Class
ADDRESS............................................................................................................... J. L. Harman,
President, Bowling Green Business University
Bowling Green, Ky.
Music......................................................................................................................... School
PRESENTATION OF DIPLOMAS................................................................................. Judge Harry E. Tincher,
Jefferson Co. Juvenile Court
BENEDICTION........................................................................................................ Rev. John Lowe Fort, D. D.

MISS AMELIA SEILER, PRINCIPAL
MISS GRACE DEPPE, DIRECTOR OF VOCAL MUSIC
MR. GEORGE GRAY, DIRECTOR OF BAND