3-1898

UA96/1 Southern Educator, Vol. II, No. 2

Southern Normal School

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

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

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

In the seasons in stasis, and good in everything!"

But educationally applied, what are the fundamental principles of Normalism? What do the disciples and advocates of Normal Schools claim as their merit? Before answering these questions let us first note the material with which a teacher has to deal, day by day, and year by year. Let us also investigate the proper functions of a school. If a gardener is given a plant to cultivate and bring to the highest stage of development, he first studies its nature, its adaptation, and its requirements, and then proceeds to care for, strengthen, nourish, and train the tiny form. So should one do who has entrusted to his care and keeping, that priceless jewel, the human mind; that which, by the proper care, may become of so much worth to the world, and which, by cruel neglect and indifference, may become more worthless than the stunted, gnarled and distorted trees of the forest.

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

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

Instead of developing the powers of the mind, too often children, ten or twelve years are taxed to retain an infinite number of facts until, if we were but permitted to turn on the Catholic roads and gaze within, instead of finding the trichotomy in regular symmetrical beauty, we should find rather a lumber room, where the good and the bad, the priceless and the worthless areuddled together in one incongruous mass. But by the normal methods we not only acquire knowledge, but we digest it, assimilate it, make it our own and reproduce it. While by the old college method the pupil was required to acquire a vast amount of facts, the old college method considered the pupil as a sponge does water; in normal schools instead of the teacher lecturing to the pupil, the pupil inquires, subject his mind to the teacher and the class, and is strengthened by meeting the arrows of criticism that fall like deadly shot about him, if he has not thoroughly studied his theme.

Thus he not only knows, but he is enabled to tell what he knows; and is not alone by what he knows, but by what he makes the world feel and know, that we are judged.

It should ever be so. What is the use of acquiring information if we never use it for the pleasure and profit of ourselves and others? How often we hear it said of one, "He knows it, but he cannot tell it." Is it any wonder? For he does not know it except in the words of another; and has the time ever been when one knight could don the golden spurs and richest mail of another and ride forth to victory?

When one of the characteristics of the teacher was to inspire a feeling of awe and reverence among his pupils, when their reason for anything was "Ipse dixit," he, himself, the teacher said so, then, proxy lectures, flowing hair, and priestly robes could be tolerated, but the days of Pythagoras are numbered with the past, and the work of the teacher of to-day that, "God sends into every age, to do his work, and he will help you!" our hearts and our hands, our time and our talents, our principles and our purposes to that ultimatum.

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

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

B Y A. W. MELL, BOANOKE, MO.

D uring a session of the Southern Edu-

cational Association held at Mobile, Ala.,

the official of the United States So-

matic and Principal Central Grammar

School, Jacksonville, Fla., and under

the personal direction of Mr. C. H. S.

mals have taken editorial notice of this

remarkable paper. Its utterances are

timeless and bear the prophetic stamp of

true statesmanship. While dealing

mainly with the educational side of this

problem question, its conclusions

elements, a superior and an inferior race.

race. By way of introduction we find:

"At the risk of provoking a good natured

smile from some of our esteemed north-

ern brethren, I cannot refrain from con-

fessing, in passing, that in one respect we

are not very far wrong, namely, in that wherever he or

her interests are concerned, we have been

brought to the hard task of taking care of our

sympathy rather than our common

sense. In the matter of attempting to

convey to our ambitious, eager and quick

mind one is not sure but that we have been doing

him a grievous kindness and paying him

the supreme compliment. I say this

more freely and frankly because when you have heard me through you will be

able to notice the way I have avoided any

prejudice for which the statement might

seemingly afford ground."

The distinguished writer lays down his

prefix and reaches his broad alternative

conclusions. "Stripped, then, of all

minor considerations this is the conclu-

sion that confronts us. We have here

a great political and social whole made

up of two variant and incompatible social

elements, a superior and an inferior race

bound together into a civic unit, to work

out, if possible, a common destiny."

In Latin and Greek, learn to translate by translating,

using the Grammar as a guide and

reference book and not as a text-

book, whose every rule, exception and idiom must be memorized.

If United States History is to be

studied do not confuse the pupil by

a list of questions so arranged that the

laws of association can never be applied to them, but take the

long method and explain the origin, the rise and growth of our

government, so that it may appear as it is -- an interesting drama

wherein the great men of our

public were real actors.

In Mathematics it is not the low,

but the why we want. In short,

the underlying rule of normality is "to master the principles," so that when you enter the school of life you may be able independently to investigate, analyze and synthe-

tize. It is a truism that we enter into the real

work; and one of the leading features of normality is to

train pupils to learn by their own

exertions.

So if Kentucky is to have live, prominent Catholic teachers and

physicians and lawyers, merchants and farmers, 

chiefly as an act of grace and grapple with the great problems of

life and come off victoriously, let nothing but the highest

train the youth in the principles of

normality, yes naturalism, and our

institutions must be made ex-

tensive with the cause we serve.

MARION, KY., 1898.
This well, that it will not matter. It is an unknown quantity whose value time alone can determine. In the great economy of the universe I believe he has a high and honorable mission to accomplish. In this work, whatever it may be, the leaders of the negro must be negroes. But as the race further advances along the great highway of civilization, we can, out of our riper judgment and broader experience, greatly assist him, and by every law of right and justice, we owe him this assistance."

**ABOUT THE TEXT-BOOK.**

There is no objection to using a good text-book in bookkeeping, provided it is used in the right way, and not made the all-in-all of the student's work. Bookkeeping and the practice of business must, like other arts, be actually practiced in order to be learned. While engaged in this practice, a student may be helped in many ways by a good manual of bookkeeping and business. This should be conformed to the student's work, and contain helpful discussions and suggestions regarding office customs and devices for lessening or making easier the accountant's labors. The book may also contain outlines for examinations and occasional "quizzes" upon the student's work. No advocate of the actual business method objects to a good text-book properly used, and, in fact, all actual business schools make constant use of a text-book in the way above suggested.

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

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

Dear young lady reader, are you dependent upon your own efforts? Is the future in your own hands? Then the first duty to yourself and to your loved ones is to so educate yourself that you can earn a respectable and adequate living. And if today you are independent, so far as money and home is concerned, that is no sign you always will be. Thousands before you, have been as secure, and those same thousands are now toiling for a daily living as you may have to toil erever more years, shall roll around. There is no use in our deluding ourselves with dreams, life is here and has to be met, and the only honest way to meet it is full-faced. True, your fashionable friends may shrug their dainty shoulders and elevate their precious noses at the thought of your taking a course in a business college, but it may be helpful to remember that if misfortune should come, those same fashionable friends would not provide your bread and butter nor contribute to your comfort in any way; you then would have to rely on yourself. Your hands are unskilled, life is tough, and it is not a pleasant picture in the making of delicate embroidery; your brain dull and confused, except as it is aching with this new anxiety and the despair which stands there staring you in the face. Now what are you going to do? God only knows.

But, dear friend, there is no use for any such condition of affairs coming to you or any one else. If you have health, an earnest heart and willing hands, there are hundreds of places open to you where you can earn a competence for your own support and for those dear ones who may be, more or less, dependent upon you; but it will require the training of those hands, the discipline of that mind. This the business college supplies, and its doors are standing open to you, inviting you to enter and there prepare for life's great possibilities; there you will find yourself with that which cannot be taken from you, for the time of need.

Ah! fathers and mothers, toiling early and late to maintain those daughters in idleness, and teach them the fashionable requirements of the age, what greater cruelty than your indulgence! What folly like your folly in thus rearing your daughters in luxurious idleness? They tell us that there are Chinese fathers who put out the eyes of their daughters as a daily living as the age, that which greater cruelty than your indulgence! What folly like your folly in thus rearing your daughters in luxurious idleness? They tell us that there are Chinese fathers who put out the eyes of their dainty daughters and enable them to earn a comfortable and honorable living.

The education and training that is needed is not that which makes our workmen's, artisans' and farmers' boys into doctors, preachers and lawyers, but that which will make them expert workmen, skilled mechanics, successful business men and good farmers. This is a practical age, and it is growing more and more so, and in order to be a success in it, our boys must attain a certain skill and possess certain qualifications. The professions have been over-crowded, much over-crowded, for the past twenty-five years, and yet the higher colleges and universities keep on grinding out an overflow of degree graduates, ninety-nine per cent of whom fail in their profession which has cost them several years of hard study and in many cases a small fortune. A man to be a success nowadays as a preacher, doctor or lawyer must be one in five hundred. He must possess indomitable spirit and courage. He must have learning way above his fellows. He must be the best in his invocation in his community. Specialized training and knowledge, in the many other callings, will in ninety-nine cases out of a hundred, result in success. To be a good farmer, a skillful mechanic, a successful merchant, may not be as

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

STUDY IN FAILURES.

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

With about 355,000 manufacturing concerns in the country the failures for the first half of 1895 were 1,254, or 3.5 in every 1,000. In 1894, with substantially the same number of concerns, the failures in the first half were 1,501, or about 4.2 in every 1,000. But with about $38,000 traders the ratio of failures was 6.4 per 1,000 in both half years. Thirteen thousand, the death rate, the sort of failures, is near twice as great in trading as in manufacturing. But when magnitudes of failur- ies are considered the case is different. Treating for convenience all failur- ies of firms failing as defaults, the amount for every firm in manufacturing averaged in the first half of 1895, $113, and in 1894, $92, as a preac- her, lawyer or doctor, yet you can be as happy and contented, and can do as much good in the world as they. The chances of failure in "high-toned" professions are countless—success seldom comes before middle age, and, in most instances, after. Therefore, it behooves every young man and woman to take a course of business training, such as is offered by a first class Commercial College, where, at small expense, such knowledge and training can be had, that is sure to command employ- ment wherever business is done. In every walk of life can be profita- bly utilized the knowledge obtained, and the young man or woman who thoroughly understand accounting, commercial cal- culations, business law, writes a good hand, is a shorthand writer, and can operate the typewriting machine, is independent, and can offer in the first half of 1894. But the trading defaults averaged only $14 for every trading firm in the first half of 1894, the average being not half the average in manufactur- ing.

The failure rate in each kind of business and in separate sections is peculiarly instructive. While manufacturing concerns are few, and mainly confined to saw mills, grist mills and the various mechanical shops, the rate of failure is very low, particularly in the South, and in the Southeast and the Western States beyond the Mississippi. But it is larger in Eastern and Middle States, where most of the manu-

facturing concerns in competing lines are found, and still larger in Pacific States, because of the greater risk and more venturesome spirit which the prominence of miner- ing induces. In trading failures are relatively more numerous, at

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

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

LESSONS BY MAIL.

If you can't come to school, do the next best thing by taking a course in penmanship by mail.

There is no reason why you cannot learn to write an elegant hand in this way. We have taught many students and have had good results. This is what one of them says, after four lessons:

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

E. Crane,
Tamaroa, Ill.

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

Address,
Harry S. Ashby, Pennmen,
Bowling Green Business College and Southern Normal School.

MEN WANTED.

Give us men! Strong and sound ones! Men whom highest hopes inspires, Men whom parent honor fires, Men who tremble self beneath them, Men who make their country wretch them As her noble sons, Worth of their own age! Men who never shame their mothers, Men who never fail their brothers, True, however false are others, Give us men, I say again, Give us men.—BISHOP OF EXETER.

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

The Business College is in session the entire year.

$24.00 PAYS FOR BOARD AND TUTORING—everything furnished—for the entire business term of eight weeks.

SOUTHERN EDUCATOR, MARCH, 1898.

LESSEONS IN PENMANSHIP.

BY W. S. ASHBY.

NUMBER ONE.

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

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

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

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

MATERIALS.

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

POSITION.

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

MOViEMENT.

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

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

Now, after getting the correct position you are ready for business. Take the first exercise allowing the arm to roll freely but keep the fingers quiet. Count 1-2-3-4-5-6, 1-2-3-4-6; making one revolution for each count. Use plenty of speed. You should make 120 to 160 down strokes per min. After mastering this exercise take up the next one, and so on until Plate No. 1 has been finished. When you come to the compound curve, count 1-2-3, 1-2-3, etc. Be patient and systematic. It is only careful practice that counts.

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

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

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

The greater portion of the ancient world was left to answer these questions unsaided, and we, who have the advantage of twenty-five centuries of speculation and direct relation from God are bound to admire the magnific­ent conceptions of these primitive minds in their attempts to rise from the chaotic ignorance to the light of universal truth.

It is the insatiable thirst for knowledge, his desire to know his origin and destiny, and to understand his relations to the mental and physical world of which he is a part, have caused this great activity in the realm of metaphysical speculation.

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

Nothing definite is known of speculative thought among the Egyptians; but since they established and maintained a civilization, which in some respects at least, the world has never been able to reach since, and in view of the fact that they were denied the light of revelation, it can not be doubted that they established some system of philosophy to answer the mind's eternal longing to know.

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

The influence of the philosophies of these two countries upon Greek thought can never be known. The light of history is too dim to show the vital relations between, and perhaps the identity of, Egyptian, Chaldean, and primitive Grecian philosophies which many believers to exist. The oldest philosophy of which mount, brought on the conflict between theology and reason which gave rise to great systems of thought, that were strengthened, purified and to some degree unified, becoming broader and deeper until in the age of Aristotle, speculation reached that degree of excellence that justly deserve the name of philosophy.

The essential principle of the school of Miletus was materialism. They failed to "look through nature to nature's God", but to the power of reason and their modes of operation on matter, seeing that by some unknowable process the elements became vital and united with all life, these early philosophers concluded that within these, hidden in some mysterious way, was that power which they styled the "Great First Cause."

While Pythagoreanism held sway over Grecian thought, it failed to throw off the garb of doctrine, and destiny, and mystery, and make everything consist of matter and makes everything consist of intelligible forces or laws of nature manifesting revelation because they are bound to admire the magnific­ent conceptions of these primitive minds in their attempts to rise from the chaotic ignorance to the light of universal truth.

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

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

Protagoras committed the gross error of making the individual the object of his study and failed to understand the universal principles of humanit y, right understanding of which is necessary to these ideas of universal principles into the one great, "Idea." At this age, when criticism superseded the philosophy of nature, the Athenian mind reached the height of its development. Each of Olympian gods, which were the creatures of imagination, and the heroes of legend, was a personification of some attribute of mind or phase of character. But this system of mythology, the most splendid product of creative imagination the world has known, together with the materialism of primitive philosophy, weakened before the keen penetrating investigation of the Attic mind. Cultured in the heritage, the Greek delighted in the beauty of the legends and the myths of godslike heroes, told in the rhetorical language of the poets. Eager in his philosophical researches, he carefully considered every theory of the materialists; but his mighty genius exposes alike the fallacies of one and the falsity of the other. A few of the doctrines set forth by the materialistic philosophers of ancient Greece have crystallized in modern physics, but by far the greater part of these ideas as universal principles into the one great, "Idea."

"If one were in the habit of being taught. The tuition for the special 

FACULTY OF THE SOUTHERN NORMAL SCHOOL AND BOWLING GREEN BUSINESS COLLEGE

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

$24.00 PAYS FOR BOARD AND TUITIION—EVERYTHING FURNISHED—FOR THE TERM OF EIGHT WEEKS.

DON'T FAIL TO READ THIS.

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

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

A. The one who does not smoke cigarettes.

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

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

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

A. Always the one that is economical.

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

A. The one who does not play cards.

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

A. The one who did not drink at all. Any young man who drinks the demand cannot be supplied. There is plenty of room at the top of the ladder—good places and good prices, but incompetent and unworthy young men are running over each other for bread and meat at the bottom of the ladder.

THE SUMMER TERM.

The Summer Term of eight weeks begins June 7, 1898. A general review of all the common school branches will be given during this term. Special emphasis will be put on the State Teachers' Course besides most any of the higher literary branches will be taught. The tuition for the special eight week's term will be $8.00 and board at $2 per week will make $16.00, which will amount to $24.00, for the entire cost of 8 weeks.
The above picture represents the new home of the Bowling Green Business College. The building is a new structure, which has just been completed, and is most modern in every respect, being heated by steam and lighted by gas and electricity. The Business College occupies the entire third floor, which is divided into compartments suitable for Business College work.

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

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

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

Nothing but a high-class work done. The individual who shows his work has the privilege of taking any literary branch, or branches, taught in the Southern Normal School without extra cost.

THE NEW NAVAL BUILDING.

SOUTHERN EDUCATOR, MARCH, 1898.
OF THE SOUTHERN NORMAL SCHOOL AND BOWLING GREEN BUSINESS COLLEGE.

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

The Commencement and Reunion will begin on Wednesday, July 7, 1898, and continue three days.

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

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

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

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

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

The banquet will be given on Friday evening, July 9th, at which time toasts will be heard from the different members.

Arrangements are being made for the six day exercises.

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

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

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

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

$25 will pay for the Southern Educator one year. Send it in.

SOUTHERN EDUCATOR, MARCH, 1898.
EDUCATIONAL ASSOCIATION.

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

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

ADVANTAGES FROM AN EDUCATIONAL STANDPOINT.

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

RAILROAD ARRANGEMENTS.

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

HOTELS AND PUBLIC CONVENIENCE.

Washington is well supplied with excellent hotels and boarding houses so located as to suit the convenience of visitors. The Executive, the two Houses and the Library of Congress are veritable three coordinate branches of our Government. Profit will be found also in Smithonian Institution, the National Museum, the Smithsonian Institution, the National Art Gallery, and the Universities and schools which serve to bring all these public resources into the line of direct educational work. The natural attractions of Washington, which has been aptly styled the "Paris of America," will be thoroughly appreciated by those who attend the convention.

REVIEWED RATE

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

SPECIAL LOW RATES FOR 1898 AND 1899.

Rates of Tuition in the Southern Normal School.

Charges for tuition must be paid in full, with one week's notice of the term of weeks.

In Elocution only, per term of weeks—$10.00.

In Elocution, when taken in connection with a Normal Course, per term of weeks—$10.00.

In Art, per term of weeks—$10.00.

In Music, per term of weeks—$10.00.

Twelve weeks' scholarship, $18.00.

Boarding.

Same rate of board charged in Normal and Business College.

Good Table Board, $5.00 per week.

Excellent Furnished Rooms, 40 cents per week.

State Board and well-furnished rooms, $1.00 per week.

$2.00 Per Week.

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

ARE YOU GOING TO THE NATIONAL EDUCATIONAL ASSOCIATION?

If You Are, Take the B. & O. R. R.

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

Safest, Fastest, Truest Train in the World are the Royal Blue Lines... TRAINS BETWEEN New York, Philadelphia, Baltimore, and Washington, running via B. & O. R. R.

All trains destined from end to end, hauled by steam, without stoppages of any sort, the entire train and all the baggage and express by Pullman's anti-derogating device, and operated under perfect black smoke system.

The Cleveland & Ohio Railroad maintains a complete system of well-equipped express trains between New York, Cincinnati, St. Louis and Chicago, equipped with Pullman Pullman Sleeping Cars, running through without change of trains.

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


LOWEST PRICES PROMPT SHIPMENT. Special attention given to mail orders.

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

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

**ENTER NOW.**

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

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

**POINTED PARAGRAPHS.**

**DISCIPLINE.**

Every noble act or work completed follows as the result of a contest between contending emotions. What a grand, sweet sense of triumph comes with the accomplishment of laudable purposes! What a reactionary blessing upon the doer! It is a stern hand that has been laid upon the shoulders of the great. No man has ever achieved greatness save that he has passed under the severe hand of discipline, the need of which is expressed in all the different phases of success.

It is the work of the teacher not only to provide disciplinary forces in the education of the child, but to direct the child's energies so that they may successfully meet the greatest strain put upon them. Careful guardianship must be exercised by the teacher over the spirit of the child that it be kept adequate to the task imposed upon it.

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

The greatest educational forces are those operating unseen and silently. The teacher often makes a great bluster about discipline, and thinks when he storms and slashes right and left he is accomplishing great wonders. He is doing but little save beating the air. Let him aid the silent forces of the child's nature in accomplishing successfully every laudable undertaking, moral and intellectual.

“Phoenix” is the name of a fabled bird which was said to flutter to the fire and be consumed to ashes, and ere the ashes were cold, rise out of them with greater beauty and vigor. Such is the virtue of discipline. He is weak who sits down and weeps over defeat or adversity, and he is strong who, Phoenix-like, rises out of the ashes of failure, stronger and more beautiful in mind and character than before.

Many teachers fail in discipline because they do not know what discipline is. They fail to recognize in it the broad principle of development, but seem rather to think it consists in throttling the buoyant spirit of the child. Give the child obstacles to overcome and encourage it to overcome them and you will be a successful disciplinarian. Let it have the pleasure which comes only with successful conquest.

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

**OUR STUDENTS’ SPECIMENS.**

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

**ATTEND THE SUMMER SCHOOL**

$24.00 pays for board and tuition, everything furnished for the entire Summer Term of 8 weeks.
THE ACTUAL BUSINESS
As Taught in the Bowling Green Business College.

WHAT IT DOES FOR THE STUDENT.

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

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

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

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

The actual business or "learning by doing" method of business training everywhere commends itself to enlightened common sense. What better can be desired for learning anything requiring skill and dexterity, than actual practice under expert direction? That is the whole sum and substance of the actual business training adopted by this school. We simply train our students to do and do business just as they would do these things in real business life. We do not try to make accountants of them by merely having them copy bookkeeping records and learn long rules and definitions from a textbook, after the manner of the old-fashioned schools. Our school is a busy commercial community, where every kind of actual business transaction is performed and recorded. Our students do business at the bank and wholesale offices, and among one another, from the day that they enter school. While all that they do is intelligently discussed, and needful principles are not neglected, we recognize in all our work that accurate and ceaseless practice is the very bone and sinew of successful business training. In adopting this system of training, we are only carrying out the basic maxims of accepted educational science.

ABOUT DOING BUSINESS.

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

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

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

DON'T WAIT.

Now Is The Time.

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

Calendar, 1897-1898.
First term opened September 7, 1897,
Second term opened November 16, '97,
Third term opened January 18, '98,
Fourth term opened March 29, '98,
Fifth term (Summer) will open June 7, '98.
"The Special Summer Term will open June 7, 1898 and continue eight weeks. It will pay any one desiring a special course during the summer to take advantage of the Summer term.

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

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

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

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

Send us 25 cents in stamps for one year's subscription to the Southern Educator.

E.G.M. Cormack's Opera House
Drug & Store.
Pure Drugs, Toilet Articles, Perfumery, etc. Prescriptions carefully compounded.
Car. Main and College, Bowling Green, Ky.

E. M. Murrell's Drug Store.
Furnish Pure Drugs, Fine Stationery, Toilet Articles of All Kinds at
George J. Wilson's New Big Drug Store.
G. M. Crow's Opera House.

Prescriptions carefully compounded.
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F. M. Murrell's Drug Store.
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Prescriptions carefully compounded.
Car. Main and College, Bowling Green, Ky.

Prescriptions carefully compounded.

GO TO

MALLORY & BARCLAY
With Your Prescriptions
For accuracy and competency, we dispense HAW ROOT BITTERS for Dyspepsia (Your patronage solicited) 444 Main Street.

Spagnardi & Bro.
Confectioners.
Opp. Manual Hotel, Best kept Fruit Store in the City.

TEACHERS WANTED!
UNION TEACHERS' AGENCIES OF AMERICA.

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

There are thousands of positions to be filled. We have over 8,000 vacancies during the past two years—more vacancies than teachers. Unsurpassed facilities for placing teachers in every part of the United States and Canada. One fee required to nine offices.

Address all communication to Saltsburg or Pittsburg, Pa.
THE SUNSET LIMITED ANNEX

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

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

ADVANCING PUPILS.

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

ATTEND THE SUMMER SCHOOL:

$24.00 pays the board and tuition, everything furnished for the entire Summer Term of 5 weeks.

---STUDENTS!---

For Comfort When Traveling
Purchase Tickets Reading over the

MISSOURI PACIFIC R'Y.

Direct line from St. Louis to Kansas City, St. Joseph, Omaha, and all points West, or the Iron Mountain Route from St. Louis or Memphis to Little Rock, Hot Springs, Texarkana, Dallas, Ft. Worth, Houston, San Antonio, El Paso, Old and New Mexico and California.

PULLMAN BUFFET SLEEPERS AND
Free Reculing Chair Cars on all Trains
Write for rates and particulars.


A STRAIGHT DEMOCRATIC NEWSPAPER

THE OFFICIAL ORGAN OF DEMOCRACY IN KENTUCKY.

For the Free Coinage of Silver.

For the Democratic Nominees.

The Interest of the Masses.

For all the News all the Time And

Absolutely Correct Market Reports

Daily and Sunday, per year . . . $8.00
Daily alone, " . . . 6.00
Sunday, " . . . 2.00
Weekly, " . . . 1.00

Teachers are desired as agents, and a liberal commission will be allowed.

THE DISPATCH,
Louisville, Ky.
SUCCESS.

Whether your life shall be successful or not, is a question which must be answered by yourself alone. It cannot be done by proxy. Temperance, frugality, honesty, and economy, accompanied by a strong determination and perseverance, will bring you to the goal of success and prosperity. Nothing else will. "The longer I live," said Powell Buxton, "the more I am certain that the great difference between men, between the feeble and the powerful, the great and the insignificant, is energy—insensitive determination—a purpose once fixed, and then death or victory. That quality will do anything that can be done in this world; and no circumstances, no opportunities, will make a two-legged creature a man without it. The path of success in every man's life is not that which comes by accident, for "lucky hits" often turn out to be very unlucky in the end. Disappointments and difficulties may fall to your lot, but do not let them crush your determination to succeed. George Stephenson worked fifteen years on the improvement of his locomotive before achieving his decisive victory. William Cobbett mastered English grammar when a private soldier on the pay of sixpence a day, and judgment is set in the earth; men who will stand for the right if the heavens totter and the earth reels; men who will tell the truth and look the world and the devil in the face without whistling for it and joy without shouting to bring it; men in whom the current of everlasting life runs still and deep and strong; men careful of God's honor and careless of man's applause; men too large for sectarianism and too strong for political cabals; men who do not strive, nor cry, nor cause their voices to be heard in the streets, but who will not fail nor be discouraged till judgment is set in the earth; men who know their message and tell it; men who know their duty and do it; men who know their place and fill it; men who mind their business; men who are not too lazy to work nor too proud to be poor; men who are willing to eat what they have earned and wear what they have paid for; men who know Whom they have believed; men whose feet are on the Everlasting Rock; men who are not ashamed of their hope; men who are strong with Divine strength, wise with the wisdom that cometh from above, and loving with the love of Christ—men of God!"

--Fowell Buxton, "Trumpet Blasts"

"The greatest of these is love, and we have not as yet received the perfect love which casteth out fear."--1 Cor. 13:13

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

WANTED.

The list of men who have overworn whose feet are on the Everlasting hills, men who are willing to eat what they have earned and wear what they have paid for; men who know Whom they have believed; men whose feet are on the Everlasting Rock; men who are not ashamed of their hope; men who are strong with Divine strength, wise with the wisdom that cometh from above, and loving with the love of Christ—men of God!"

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

Be it yours, my young friend, to

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

JOE BURCH, Proprietor.

BEST GOODS. LOWEST PRICES.

Shoes and Furnishing Goods.

PROPRIETOR.

P. C. CAIN

THE LEADING

PHOTOGRAPHER!

FINE ARTISTIC WORK

A SPECIALTY.

932 State St., Bowling Green, Ky.

MRS. A. H. TAYLOR

Bowling Green, Ky.

Fashionable and Modiste.

Shoes and Furnishing Goods.

PRICES.

Prompt and careful attention given to all orders. Special attention to

WEDDING OUTFITS.

Send for samples and estimates.

G. A. Lamb, Bowling Green, Ky.

Capacity 125 to 150 suits a week.

Mr. and Mrs. J. R. J. H. P. Smith & Co.

Subscribers-Book Publishers, of Nashville, Tenn., in this

issue of the Educator. They come to us highly recommended, and judging them by the company they keep, they

justly deserve our sincere commendation. The fact that high grade work as

Dr. Lofoten's "Harp of Life," Talmage's "Trumpet Blasts" and Webster's Inter-

national Dictionary appearing among the

list of their publications is sufficient

proof of this statement. The offer indicated

in this issue, to secure a copy of the $5.00 edition of Webster's Interna-

tional Dictionary, is the most liberal and practicable that has ever come under

our observation. These publishers also offer profitable employment to students

during vacation, and we can but believe that business relations established with

We beg to call the attention of our

readers to the attractive advertisement of

J. R. Florida & Co., Subscribers-Book

Publishers, of Nashville, Tenn., in this

issue of the Educator. They come to us highly recommended, and judging them by the company they keep, they

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BUSINESS A PROFESION.

The occupation of the merchant is recognized as being as much a profession as that of medicine or theology. To master the intricacies of business and conduct it successfully requires as careful a preparation and training as for any other profession.

Formerly the particularly bright sons of the family were encouraged by the fond parents to prepare for one of the professions, but those who were not so fortunate were expected to go into business, on the supposition that it did not require such a high order of ability to make a success. It is not so now. It requires the brightest minds and the strongest intellects to make a success in the fierce competition which rules in every department of business. In this connection the New York Commercial Bulletin says:

"The idea is prevalent that merchanting is a thing that can be taken up when other vocations fail, and that it only needs a fair degree of push or smartness, or perhaps a genius for speculation which does not hesitate to accept any risk. It need be said that nothing is further from the truth, and that those who are tempted to accept the delusion are morally certain, sooner or later, to repent of their folly. The mercantile profession is to be studied as one should study a language or medicine. There were no more bills for young men. Banking institutions, business establish-ments and great importers are calling for young men, but they must be men who have studied, that is, who have applied themselves, and have had training to do the work."

Dr. Chauncey Depew made the following statement:

"In the olden time there was no intermediary which taught the young man or woman the methods of business. Today the young man who graduates from a literary college and who enters business without going through a business school is enormously hampered in his progress in life."

Actual Business Activity.

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

Hon. John Wanamaker thus expressed himself:

"Let me say to you that a young man who starts in such a field as this (commercial life) will stand but little chance of success without thorough and fruitful business training. The days of chance are gone. The mercantile profession must be studied as one should study a language or medicine. There were no more bills for young men. Banking institutions, business establishments and great importers are calling for young men, but they must be men who have studied, that is, who have applied themselves, and have had training to do the work."

The Inland Educator

A MONTHLY MAGAZINE FOR THINKING TEACHERS.

One Dollar Per Year—Twelve Numbers.

TERRE HAUTE, IND.

Fresh, original, practical articles. Touches all phases of the teachers' work. Leading articles often illustrated. A model of typographical excellence. For free sample copy.

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