

DEBATING LEAGUE A SUCCESS

Four Eastern Kentucky High Schools Battle for Victory in Berea College Chapel Monday Evening

Loving Cup Goes to Richmond Team

The Eastern Kentucky High School Debating League closed its first season Monday night, May 1st, with a grand tournament at Berea. Interest ran high in the four winning teams that came from their districts to compete for the championship of Eastern Kentucky.

All of the teams represented in the tournament showed unusual ability in meeting the argument of their opponents. It was a tilt back and forth, not in mere word slinging, but in earnest attacks upon fundamental points.

On the same evening of the debating tournament was held an oratorical contest to determine the champion orator for Eastern Kentucky. Mr. Easton Elliott, of Pikeville High School, Miss Edith Eastin, of Stanton Academy, Mr. Herbert Rollins, of Pineville High School, Mr. George Bruce Miller, of Somerset High School, and Mr. Will S. Gilbert, of the Model High School, Richmond were the speakers.

NORMAL NEWS

April 28 the Normal senior class went on an all-day trip to Boonesboro. Dean and Mrs. McAllister and Professor and Mrs. Groves were the chaperons.

After arriving in Boonesboro at 10:50 o'clock, the dinner was cooked and served on the bank of the Kentucky river.

There were many interesting things to be explored before leaving, so the class lost no time as it went to each nook and corner to learn about the early pioneer, Daniel Boone.

To those who had not been there before, the dam and locks were of great interest.

We are glad to announce that A. J. Russell of the Normal School won first place in the Oratorical Contest which was held at Union College, April 28.

Miss Thelma Waldron won third place in the Declamation Contest. Congratulations to Miss Waldron and Mr. Russell.

Prof. and Mrs. Leo Gilligan went to Barboursville with Miss Waldron and Mr. Russell.

JUNIOR BASEBALL ATHLETIC LEAGUE

Foundation Juniors won over Academy Juniors by a score of 12 to 5.

DECLAMATION CONTEST

There will be a declamation contest in the College Chapel on Saturday night, May 6, at 7:30 o'clock. The contest will be held between the four boys' literary societies of the Academy. The speeches will afford a delightful variety of sentiment, the first speech plunging into the mysteries of the universe and humanity, followed by speeches of patriotism and chivalry, and the last speech closing the program with a plea for a deeper religious aspiration.

"SPEAK TO MY PEOPLE ABOUT POETRY"

Our good friend, Edwin Markham, in the introduction of his last speech to us during his short stay in Berea, used the following words:

"Your president said to me in parting 'Speak to my people about poetry.'"

Very casual words, you may think, to merit this article. But let us think about them for a moment.

Notice our president said, "Speak to my people." He did not say, "to the students," but "my people."

Is this not a reminder to us that there is a man who has the controlling threads of this college in his hands and that this man, who has been with us so short a time, loves and cares for us as "his people"?

Some lines of poetry go, "There is a tide in the affairs of men, which, taken at the flood, leads on to fortune." Permit me to take this opportunity to express the "tide" of my emotions. For my part I am made to feel my littleness, my egotism, my pin-headedness. Many a time I have gone about the campus pitying myself because of imaginary misfortunes while I was enjoying the benefits of the efforts of our president.

It is my sincere wish that the "flood" of my "tide" of emotions may wash upon the fields of thought of my comrades and that they may take it with the end that it may "lead" them to a worthier appreciation of our mutual friend, William James Hutchins.

Hominy Grits

"THE FORK-ED DEER"

By Alison Baker

O, I was born among the hills And dragged up by the hair—I wasn't raised, but roved around And grew up everywhere.

I've traveled up and down the land From Florida to Maine—I've seen the Georgia Darkies dance Among the sugar cane; I've seen the rich folks bored and sad When dame and cavalier Shook fancy rags to fancy tunes— But not to "Fork-ed Deer."

I've worn the khaki 'round the world, And heard the famous bands Of fifty nations play their tunes In fifty foreign lands; I've danced among the dancing folks In every hemisphere, But never yet have heard a tune To touch "The Fork-ed Deer."

I've heard the famous Violins Who play for kings and queens—I've lived thru hours of classic noise, But don't know what it means! I've seen a great musician smile And wipe away a tear To think that he had never learned To play "The Fork-ed Deer."

I don't know where the fiddlers go, Nor why they ever die! But if there is a place where they Are gathered by and by, I hope to go where they have gone And when I wake to hear An angel band a billion strong Strike up "The Fork-ed Deer."

GRADED SCHOOL

Principal Bowman, of the Graded School, took his seventh and eighth grade pupils to Boonesboro Tuesday for a picnic, which was very much enjoyed, alike by old and young since some of the parents went along. John Miller was invited to assist in making the day one to be long remembered by the pupils. Dinner was served on the ground and the afternoon was spent boat riding and fishing.

BASEBALL

Monday, May 1, Normal won over Foundation 11 to 1. Academy-Vocational game, score 13 to 6 in favor of Vocational.

BEREA COLLEGE CELEBRATES HUNDRETH ANNIVERSARY OF GENERAL GRANT

Professor Dodge Delivers Principal Address

The following is a part of the address delivered by Dr. LeVant Dodge in College chapel last Thursday at the celebration of the hundredth anniversary of General Grant. We are sorry that the lack of space does not permit publication of the address in its entirety:

U. S. GRANT—A GREAT AMERICAN

"General U. S. Grant is one hundred years old today. For sixty-three years of this time he was an inhabitant of this grand earth. For the past thirty-seven years he has been a citizen of a lovelier land. On this centennial occasion, under the auspices of the Grand Army of the Republic, his career is being celebrated and his striking personal qualities emphasized all over our country."

"When a nation's popular ideal is an ambitious warrior, we naturally expect to find among the masses a pride in military glory which easily leads into a passion for conquest. But if the objects of a nation's pride are eminent for the possession of the nobler qualities of public spirit, pure patriotism, unselfish regard for others, and devoted loyalty to the loving father of us all, the upward trend of individual sentiment soon becomes manifest. And so it is a blessing to have old and young, the humble and the exalted, dwell with appreciation upon the lives and characters of those who, in church or state, have been public benefactors."

"America's heroes have not been bloody conquerors, grasping plutocrats, or low sensualists. Fortunate are we that the two men whose lives are most studied and whose memories are most revered are such patterns of lofty virtue as George Washington and Abraham Lincoln. While they 'rest from their labors' their works do follow them, as a constant force making for the uplift and ennobling of our people."

"Among the other prominent actors in the great drama staged in this western world, the one whose hundredth birthday we now observe stands forth conspicuous. Born and reared in Ohio; educated in the National Military Academy at West Point; toughened to actual warfare in Mexico; struggling with poverty in Missouri; rapidly rising to the rank of the greatest military commander in the world, while a citizen of Illinois; for eight years, at Washington, President of a now united country; in his retirement journeying through the principal countries of Europe, Asia and Africa, as the honored guest of scholars, princes and emperors; ending his days in the Empire State; his bones resting in that splendid mausoleum in New York, the metropolis of the world—he may truly be said to belong to the whole country. Here was a career eclipsing the wildest flights of fancy, as recorded in fiction."

"The coming of the great rebellion roused and inspired him. He had found his job. Beginning as Colonel of an Illinois regiment, the logic of continued success, advanced him, in a bewildering way, thru the successive grades of Brigadier General, Major General, Lieutenant General, and finally to the previously unknown rank, created especially for him, of simply GENERAL. Now he was in command of all the armies of the United States, operating in regions far apart, but henceforth according to the plan of this one supreme military genius. While other commanders, on both sides, sometimes failed, Grant never!"

"It was the logical sequence of events that, at the first opportunity after the war, a grateful people should make this greatest Captain of his generation their Chief Magistrate. It would be folly to claim that this was the place for which he was best fitted. His greatest work was already done. The wonder is that a man who had been so indifferent to politics, who had voted in only one presidential election, who never before had been a candidate for an elective office, who but eight years before had been driving a span of horses in hauling wood from his farm to his city customers, could for a moment feel at home in the presidential chair. His administration was not brilliant; but it was honest, patriotic, firm, and largely satisfactory. He was chosen for a second term by a larger vote than had been given to any previous candidate. And, stranger still, after being out of office for a term, during which time he toured the world, he was so

emphatically the leading national hero that, in the convention of the dominant party, it was not until the thirty-sixth ballot that the popular movement to extend his presidential service to twelve years met defeat.

"In mature years he became an earnest member of the Church of Christ. After his retirement he invested his means in the banking firm of Grant & Ward. It was utterly wrecked by his partner who managed it. Grant addressed himself to hard literary work in the attempt to pay off the firm's obligations. His memoirs were completed, in great physical agony, when unable to speak. This was only four days before his death, which occurred on July 23, 1885. His heroic life will be an incentive to noble endeavor so long as our country shall endure."

MORE COMPETENT TEACHERS FOR ELEMENTARY SCHOOLS

Some of the best rural schools in America are found in the mountains, in fact, the Farragut School, 15 miles below Knoxville, has been pronounced the very best consolidated school in the United States. Its course of study is made to meet the needs of the people who patronize it, and its teachers have not been spoiled with long years of systematized and conventionalized teachers' courses. When they look at their job they don't see a cut-and-dried system to perpetuate, but they see a lot of real live farm boys and girls who are to be trained to make a good living, build up a better neighborhood, and be happy and contented on the farm.

And those who have travelled widely over the mountains know that all sorts of schools are found from the best down to the poorest. And all sorts of teachers are found from the highly efficient down to those who are dangerously near ignorant.

There are something like 20,000 elementary schools in the region, enough to train every child if only all the 20,000 were manned by capable teachers. Such teachers are not available for all schools because there are not enough training schools for teachers. And the number is further diminished because some of normal schools—there are nearly 20 in the mountain—are woefully slow in giving teachers the kind of training that will enable them to teach the kind of school the neighborhood needs.

Hundreds and hundreds of schools do not attract children because they have nothing to give. And a lot of them don't have anything worth while because they didn't get the right sort of training in the training schools.

There are a few things that every student in a normal school in the mountains ought to get.

1. He ought to have a course in woodwork. Any teacher who goes out to teach a country school without the ability to use common tools is only half prepared.

2. Weaving and needlework. Unless every young woman who graduates knows how to weave and sew she is badly handicapped for the best work.

3. Fruit culture and elementary agriculture. This should include the methods of preserving fruits and vegetables for winter use.

4. Care of children. When nursing courses are put into all normal schools and all students are required to take them the ills of childhood will begin to grow fewer and less serious.

5. Recreation for the open country. No student should ever be permitted to graduate from a normal school who has not had thorough training and practice in playground work.

6. History of the Anglo-Saxon peoples. The people of the mountains have a great heritage, and they should know what their forefathers and kinsmen have done for the world.

7. Courses in practical problems of citizenship.

It matters not whether these things are or are not required by state law; the normal school that gives its students such training will render the largest service to the people.

About 60 percent of parents in the open country in the mountains have had no training beyond the 5th grade. Teachers and educators are responsible for this. Only about 6 percent of parents have had any training beyond the 8th grade. This condition will not change materially until a lot of reconstructing is done in the teacher-training business of the mountains.

—John F. Smith

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CANFIELD BUS LINE

Table with bus schedules: Lv. Berea (7:45 a.m., 11:15 a.m., 3:30 p.m.), Lv. Richmond (8:30 a.m., 1:30 p.m., 8:00 p.m.), Sunday (Leave Berea 8:15 a.m., Leave Richmond 7:30 p.m.).

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