

## SEDALIA WEEKLY CONSERVATOR.

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EDITOR.  
MANAGER

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Think for Thy-Self one good thought;  
And know it to be Thine own.  
'Tis better than a thousand gleaned  
From fields by others sown.

—anon.

## Editorials

Thanks, many thanks to the teachers' Institute for their scholarly and timely contributions, for this issue.

Criminals should feel the arm of the law, whether they be of the Caucasian or any other race. Let the law's prerogative keep them ever in the right.

Are we to have another winter? We certainly hope, not until our coal-sheds shall have been filled.

We are heartily in accord with the Sedalia Daily Democrat, when it remarks that, Sedalia must not depend upon a-

ny individual corporation or rail-road for her life and progress, but, rather upon the individual energies and thrift of her enlightened citizenship.

Why all this noise about President Roosevelt? He is of that stamp of Americans who are fearless when they feel and know they are right.

He knows his duty and performs same as the worthy Sovereign all the people.



## Does the Journalist and Teacher Seek the Same Result?

No two agencies, in our American civilization, wield greater influence, over the masses of intelligence than the Journalist and the Teacher. Both, we believe seek, identically, the same result. They labor to reach the same goal—progress; Their aspirations are based upon the future, shaping its destiny.

The Journalist and Teacher seem to concentrate their energies to accomplish three great results, namely, the development of true Americanism. The total annihilation of racial and intro-racial prejudice and primarily, to build Christian Character.

Both of these agencies seek to instill into the minds of our youth the high and noble ideals of true citizenship, a citizenship that only an American can enjoy, in America their work is performed by educational means and what educational elements surpass those of the Journalist and Teacher? None.

Should they stop, at the mere implanting of present American principles, then work would fail to accomplish its true mission in the advancement of civilization. Because many principles of Government as now held by our people wrong, Un-Christianlike and almost, yes, quite barbarous. While we have many things and conditions that are indicative of our Christian enlightenment and culture, yet running parallel with virtuous elements are some very gloomy and direful environments, namely;—Lawlessness, as seen in Kentucky and other states, citizens shot from ambush by cowardly villains. The slaves of appalling ignorance; mobbery, as is in evidence in all sections; and their insatiable greed that has taken hold, in a measure, of all America. These depressive conditions must and does concern the Journalist and Teacher. If our land is to be ever rid of them, racial and intro-racial prejudice must be annihilated. For, may not all these instances of violence be traced, to prejudice existing between members of different races or to members of different conditions of society in the same race.

The greatest and most difficult result to be obtained by these agencies, is the building of true manhood character—character that accords to all an equal chance, before the law, in the world of opportunity and fair play. Should the press and school fail to build the proper kind of character, our destiny is sealed and we shall be read of in future as a nation possessing boundless resources—agricultural, mineral, manufacturing, commercial, educational but wanting in character. Hence we failed to give to earth just returns for splendid powers and opportunities

## The Personal Influence of the Public School-Teacher.

We indicated, in a recent editorial on the teaching of morals and religion in public schools, that, better than text-books and recitations in ethics, was the personal influence of the teacher. The patrons of the schools rightfully demand that the teacher shall be such a man as they wish their boys to become, such a woman as may be an example and ideal for their girls. Such teachers can not come from school systems under the political demagogues or saloon influence; and so we insist on their freedom from any such entangling and debasing alliance.

There is nothing which should give true Americans a warmer glow of pride than to think of the magnificent host of men and women in our public schools who, by their high character, their consecration to their work, their application to the most exacting standards of their profession, their love for and devotion to youth, are making themselves the most potent factors of a civilization advancing on right lines to sublime ends. What they are doing is incalculable in the amount of its good. The schoolteacher deserves a recognition, a respect, almost a reverence, which will put him right beside the self-sacrificing and conscientious pastor. In both callings mercenary motives must necessarily be absent. Certainly pecuniary rewards in the shape of salary can tempt seriously neither the pupil nor the desk. But if momentary considerations are to sway one, the inducements are even more with the clergy than with the schoolteacher to-day.

If ethics are to be taught, it must be by the teacher whose life illustrates the theories propounded. We know what a test of character the average schoolroom must be—what temptations to loss of self-control, what exasperations to worn-out nerves, what trials to even heavenly patience. Nevertheless, there must be endurance, and the will and spirit must keep poise and serenity. What will be the effect on a roomful of discerning children, if, after a lesson on some exalted virtue, the teacher loses herself and becomes irascible and insulting, calling the dull and provoking pupil derisive names, and ridiculing honest failures? What will be the effect if the pupils detect a low grade of refinement and courtesy? All the books and lectures in the world will go for naught. There will be the same instant repudiation of the teacher that a congregation gives to a preacher who, however angelically he may discourse, himself lives on a sordid and selfish plan. In each case the inconsistency of hypocrisy is swiftly detected and exposed.

The best instruction comes to all of us, rather by unconscious imitation and absorption, than by rote. The moral atmosphere of high-minded souls warms and lights us. Just as the actual Christian life is more influential than any word or testimony, however pathetic or positive, that can ever be spoken "in meeting," so the teacher's practical example is more potent than all exhortation. In this she resembles both the parent and the preacher. Children absorb thru all the sensitive, outstretched tentacles of their sympathetic natures, and they are soon saturated with their teacher's individuality for good or evil. No technical training, no normal school course, no pedagogical proficiency, no post-graduate instruction in "child nature," no tricks of teaching, no knack of passing examinations, can ever make amends for fundamental faults of character and lapses into the low aim and poor perfor-

## George R. Smith College.

Rev. I. L. Lowe, D. D., Ph. D., President.

CALENDAR FOR  
1903—04

Fall term opens Sept. 22, closes Dec. 11. Winter term opens Dec. 14, closes Feb. 19. Spring term opens Feb. 22, closes April 28.

The purpose of the College is to give a thorough, practical Christian education. It cares for the health and physical training, provides for refined social culture, gives careful attention to morals and manners, and aims to lead the student to a personal religious life.

The work of the College is divided into six general departments.

I. Primary and Grammar Grades, providing a thorough drill in the elementary branches.

II. Academy or College Preparatory, with Classical, Scientific, Biblical English, Normal and Commercial courses.

III. Art Department—Drawing, Painting and Decorative work.

IV. Music Department—Vocal and Instrumental Music, Theory and Harmony.

V. Industrial Department—Sewing, Dressmaking, Cooking, Domestic Economy, Mechanical Arts, Agriculture.

VI. College of Liberal Arts—Complete elective courses leading to the several academic degrees.

## Work and Self-help.

A number of students boarding in the College are permitted to earn some part of their expenses by work in the building or on the grounds, provided they are willing and efficient. Liberal pay is allowed for all work done, but employment will not be continued to those who fail to do their work satisfactorily. Most students earn in this way \$2.00 a month; some earn larger amounts. Application for work should be made to the President in advance of coming.

A large number of students find employment in homes in the city, sufficient to meet expenses of board and tuition. The call for young ladies for these positions is always greater than the supply. Application for such employment should be made in advance through the President of the College.

As far as possible we endeavor to safeguard those working in the city, but cannot be fully responsible for those outside the building. Only young men and women of established habits and character can be allowed this privilege of out side residences.

In case of minors this may be granted only on the written request of parents or guardians.

## Expenses.

Board and room for four Weeks \$8.00  
Tuition — — — — 2.00  
Use of laundry — — — — .50  
Music, Instrumental or Vocal for four weeks, two lessons per week — \$2.50  
One lesson per week — — 1.50  
Use of instrument per month — .50  
Use of typewriter in Commercial department, per month — — .50  
Rooms are lighted, heated, furnished with bedsteads, mattress, pillows, two quilts, mirrors, bowl pitcher and lamp. Students furnish for themselves, sheets and pillow case, extra quilt and blankets, slop bucket, lamp chimneys, matches, soap etc.

A reduction of 50c per month is made from the tuition of candidates for the Ministry, and children of Ministers.

All bills are payable in advance the first of each school month. Money for students' expenses should be sent directly to the President of the College. Sent by draft, P. O. order, express order or registered letter to—

Pres. I. L. Lowe,  
Sedalia, Mo.

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formance. We need a good many more Christian teachers—that is, teachers with the Christianity of Christ pregnant in them. It is a pity that our present highly articulated systems of public instruction have crowded out the men and women—for lack of technical pedagogical training—of the stamp of Garfield and Harriet Beecher Stowe, who used to spend some years in the schoolroom after college graduation.

There is nothing that will make our young people enthusiastic for righteousness, zealous for a vitalized goodness, desirous of broad and inspiring religious truths and experiences, like daily contact with a pure, good, Christ-like teacher, ever aspiring after the best and finest things. If, with reference to works of art, we are appropriately exhorted to—

"Dwell with these and lose  
Convention, since to look on nobler forms  
Makes noble thro' the sensuous organism  
That which is higher."

with how much greater reason shall

we urge our youth to learn the fine art of living beautifully by copying beautiful lives!

—Western Christian Advocate

## Blind Boone's Special.

Blind Boone, the Negro pianist, went from Kansas City to Columbia, in a special train Thursday over the Wabash. While playing in Nebraska he had received word that his wife had taken suddenly ill. He hurriedly cancelled his engagements and took the first train for home. Arriving at Kansas City Thursday morning, he found that he was too late for the ten o'clock train over the Wabash, and rather than wait till evening he went to the Wabash office, laid on the counter \$200 and called for a special train. One coach and an engine was hastily provided, and in a few minutes the way was being cleared for the Blind Boone special as it raced to Columbia, taking the Negro to the bedside of his sick wife. —Surgeon General.