

# ALABAMA BAPTIST.

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## ALABAMA BAPTIST.

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terest to write for terms. This paper has

a wide circulation in Alabama among the

100,000 white Baptists.

Entered at the Post Office at Montgom-

ery, Ala., as second class mail matter.

A professor at Trinity College,

Dublin, overheard an undergr-

duate swearing and making use

of profane language, rushed at him

frantically, exclaiming: "Are you

aware, sir, that you are imperiling

your immortal soul, and, what is

## About the Montevallo School.

(We give below correspondence grow-

ing out of an article published in the

Judson issue of this paper. That article

was written by Rev. A. J. Dickinson,

D. D., who edited that issue. We gave

notice that Bro. Dickinson was respon-

sible for what appeared in said issue. The

publication of President Reynolds' reply

to the article, and the rejoinder of Dr.

Dickinson concludes the controversy in

this paper.—Ed.)

Editor Alabama Baptist: Having

been a supporter and subscriber

to your paper for nearly a quarter

of a century, and a member of the

denomination it represents and a

life long friend of the editor, I feel

that I can ask for space in your

columns to correct some mistakes

which I feel sure were unintentional,

that appeared in an editorial of the

"Judson issue" of August 9th,

concerning the Girls' Industrial

School of Alabama.

I am quite certain you intended

no adverse criticism, but the editorial

as it reads misrepresents the

school, and is very misleading.

For instance, you used these words:

"It (the Industrial School) is a

contribution by the state to help

poor girls to secure an industrial

education which will enable them

to earn a living. So long as it

keeps to its original purpose, it

will receive popular endorsement.

But remember that this school is

attended by two limitations which

take it out of competition with

other female colleges. First, it is

for poor girls. The state does not

purpose to give help to those of its

citizens already able to help them-

selves. If you are able to pay for

the education of your daughter, you

are not eligible to the benefits of

this bequest. Second, it gives only

industrial education in such pur-

suits as stenography, telegraphy,

book-keeping, culinary art, etc.,

which is beyond the province of

other schools to offer. So you need

not send your daughter there and

expect her to get what is commonly

called a liberal education. It is

not within the province of that

school to provide for such a de-

mand, and you will have none to

blame for your disappointment but

yourself, as the law providing for

this school specifies distinctly what

its purposes are."

The above is a copy of the editorial

referred to, and any one at

all familiar with the school will

see at a glance that it is full of

errors and misstatements of the facts

as they exist.

For instance, you say this school

(a counterpart of the Auburn col-

lege) is attended by two limitations

with other female colleges, etc.

The first reason you give for this

remarkable statement is that it is

for poor girls. Now, I am at a

loss to understand why, when the

doors of an institution are thrown

open for poor girls, that it takes it

out of competition with other in-

stitutions. When the state of Ala-

bama sees fit to endow a school for

its daughters, it is passing strange

that it should be criticized for do-

ing so, by characterizing it as a

school for the poor. The truth of

the matter is this: this school has

a patronage that will compare

favorably with any school in the

state. It is true our doors are open

to the poor girls as well as the

rich; no distinctions are made.

The state does not make the re-

quirement that a girl shall be un-

able to help herself before she can

enter. It is open to the richest

and the poorest in the land.

You say, "If you are able to

pay for the education of your

daughter, you are not eligible to

the benefits of this bequest." No

such regulation exists; tuition is

free to all, as it is in the Univer-

sity of Auburn.

The most glaring misstatement

of all is made when you say that

this school gives only industrial

education. It is very true we give

special attention to the industrial

branches, but we are quite willing

to compare our curriculum with

that of any female college in the

as follows: Gilman's Tale of the

Pathfinders and History of the

American People, Pickett's History

of Alabama, McCorvey's Civil

Government of Alabama, Green's

Short History of the English Peo-

ple, and Fisher's Outline of Uni-

versal History.

In all the other literary branches

the course of study is full and com-

plete. In the department of music

we have four very proficient teach-

ers who devote their entire time to

this popular branch. Recitals are

given once a month for the benefit

of the students, and the course is

as thorough, we claim, as at any

institution in the state. We have

twenty pianos, and more to be

added. The school of drawing and

painting is unusually thorough,

and is presided over by one of the

most competent teachers within

our knowledge. In fact, the entire

corps of instructors were selected

by the Board of Trustees from per-

haps a thousand applicants. Yet you

say "that it is not in the province

of this school to give what is com-

monly called a liberal education."

This statement was certainly

made without inquiry as to the

course of study or the advantages

offered by this institution.

I am indeed proud that this

school is looked on as a school

where the "poor girls" can have

the benefits of an education. While

we had the poor with us, we had

others in moderate circumstances,

and even some who were classed

among the rich. We had with us

the daughters of judges, senators,

representatives, bankers, lawyers,

tax collectors, assessors, doctors,

merchants, planters, and we even

had orphan girls, poor girls barely

able to pay their way through

cheap as was the cost. Yet these

with the poor girls all mingled to-

gether, and I failed to see any con-

tinuing influences brought to

bear on account of the poverty of

those who were struggling to equip

themselves for the battle of life.

I regret very much that your

criticism of this institution, de-

signed to be of such great aid to the

girls of our state, should have ap-

peared in the Judson issue of your

paper. Individually, I have al-

ways been a warm friend of the

Judson, and gave it my patronage,

and have not a word to say against

it now. It is a great and grand

school, and will always prosper;

but as president of the Girls' In-

dustrial School, I feel that I would

be recreant to my duty and allow a

partial criticism rest on its name,

should I fail to defend it whenever

it is unjustly attacked. Very truly

Yours,

Montevallo, Aug. 7.

REPLY.

We are greatly surprised at the

above demer to our commendation

of the Industrial School for Girls

which we gave the public in the

Judson issue. We therein stated

that this school was a bequest by

the state to poor girls, to enable

them to secure an industrial edu-

cation for practical purposes. It will

be noticed that the limitations we

cited were from the law creating

that school. The president, in his

demer to our position, complains

that we did not derive our concep-

tions from the catalogue. It did

not occur to us that there was the

wide difference between the statute

creating and defining the sphere of

the school and that actually adopted

by the trustees which the presi-

dent's letter reveals. The presi-

dent may state the facts correctly;

we doubt not that he does. But

this state of things is manifestly

beyond what the statute contemplated.

We beg to quote the statute in

question, as the president seems not

to have given it the attention it

merits:

"Sec. 6. Be it further enacted,

That the said board of trustees shall

possess all the power necessary and

proper for the accomplishment of

the trust reposed in them, viz.: The

establishment and maintenance of a

first class industrial school for the

education of white girls in the state

of Alabama in industrial and

domestic branches, at which the said

girls may acquire a thorough

normal school education, together with

a knowledge of kindergarten in-

struction and music; also a knowl-

edge of telegraphy, stenography,

typography and phonography, and

type-writing, printing, book-keep-

ing, indoor carpentry, electrical

construction, clay modeling, archi-

tectural and mechanical drawing,

sewing, dress-making, millinery,

cooking, laundry, house, sign and

fresco painting, home nursing,

plumbing, and such other practical

industries as from time to time

they may be suggested by experi-

ence, or tend to promote the gen-

eral object of said industrial school,

to-wit, fitting and preparing such











