800 TEACHERS ATTEND ANNUAL MEETING IN HOUSTON.

(Continued from page 1.)

our endeavors in the school is to learn to do the things that we shall have to keep on doing as long as we live."

It is gratifying to me to note the progress that is being made in the state to reach this goal. It must be admitted that at no time before in the history of public education in Texas, has there been such concerted action against the forces of ignorance and superstitution. It has cost us much in order to disclose our true educational status. It had to be done if a remedy was to be applied. It must have been a stupendous task to bring the young men of Texas, together and subject them to the test that would enable us to find ourselves. There can be no doubt that the expenditure in time and money was exceedingly large, but it is equally certain that large dividends are accrueing from the undertaking.

The educational awakening which has followed this disclosure in regard our educational standing is gratifying in the extreme. When it became known that the destiny of our country was largely in the hands of men who were unable to read intelligibly or to write their name it was recalled at the same instance that patriot devotion to country and flag develops in proportion as the principles of government are known and understood, and that the ideals of American citizenship must be formed through persistent study in the public schools, under efficient guidance and instructions.

Investigation has shown that the rural districts are the most neglected among our people. The short term, one teacher schools, with a small house, poorly ventilated, poorly lighted, with no equipment, a third class teacher, with no conception of the mental growth of children, to say nothing of the philosophy of teaching, constitutes a liability, rather than the asset that it should be to the state; for in these both teacher and children, not infrequently become afflicted for life.

I am pleased to inform you that a new day is dawning for these schools.

Let us pause long enough here in association assembled to express our grateful appreciation to the department of education for the creation of the office of State Supervisors of Negro schools, and for the appointment of the present encumbent, supervisor Rogers, to administer the duties of the office. A wise and comprehensive study of the conditions obtaining in these schools constitutes his first official act. The information gathered in this connection was not obtained in his office at Austin, nor is it the result of reported investigation of persons authorized by him, but rather the result of his own observation and experience, growing out of sympathetic personal contact with teachers and pupils at work. Thus, he has been able to ascertain the conditions as they are, as well as the view point of the teachers in charge, looking forward to the permanent improvement of the large number of schools under his supervision.

The problems of the rural schools are many and varied. The problem of teacher shortage, and I mean efficient teacher shortage, not a more shortage of licensed teachers for the rural schools, but a deficit of teachers qualified for the work and consecrated to the duties of profession. This condition is being met by the recommendation of State aid for a large number of teachers who desire to take summer courses in our leading institutions in the South. These teachers are returning to the State with much enthusiasm for their work and a larger vision of community better in its relations to life.

The high cost of living which is an outgrowth of the war and which has persistently held on through the period of reconstruction, is out of all proportions with the salaries paid Colored teachers in this state. Some relief has come from the appropriation of $4,000,000, by the legislature of the state, upon the recommendation of Miss Blanton, State Supt. of Public Instruction. The Superintendent's interest in all for the schools of Texas, has shown itself in the administration of the school laws of the State, as well as in the amount of constructive legislation for the schools, resulting from her recommendation. Nothing can more completely reflect the capabilities of this public servant, nor fix her place among the educators of the age than the manner in which she has handled the school system whose head she so deservingly is. Her last great achievement for the rural schools being the putting over of the better school amendment which was voted on Nov. 2, and over whelming carried. This emancipation of rural schools will stand out as a monument to her achievements and untiring effort for the schools of Texas for all time to come.

It does not require a philosopher, nor a statesman to discover that the local school officials have never given the Colored schools in their districts a just proportion of the funds provided by the State for their maintainence. Perhaps, the most outstanding breach of property, justice, and equity in this regard, is seen in the difference between the character of school houses and equipment of schools for Colored and white children, and the difference in salaries paid teachers in the white and Colored schools for the same kind and amount of work.

The excuses which were once offered for these discrepencies are no longer tenable, nor reasonable in the remotest degree. There is no double standard in prices for the necessities of life. The Colored teachers equipment and preparation for the work costs practically the same as that of the whites, as in many instances it is obtained from the same shops, and not infrequently is the training received in the same schools. The Colored teachers desire the same living conditions as other teachers and should have them as far as equality of salary for equal service will permit.

I would remind you, however, that it will take time to wipe out these inequalities that have been growing for many years. It has required time to fix them; it represents a growth; and hence, its undoing must be evolutionary, rather than evolutionary. Our orchards, our heards, and our folkways and mores, are products of long years of breeding and training. Exercise patience, and ultimately things will right themselves. May I not add that already day is breaking. These incidents will illustrate to my point. Before the committee on Standardization of High Schools the question of minimum salary for Colored high school teachers came up, whereupon Supervisor Rogers openly said: "Make it the same as that for whites." It was done. A suggestion like this from the State Department of Education was unthinkable 10 years ago.

Only last week the United States Commissioner of Education, Dr. Claxton, called a citizens Conference of governors, school presidents, principals and friends to meet in Atlanta, Ga., to consider the education of the Colored people of the United States.

The Federated Council of Church Women which recently held its meeting in Dallas, took a decided stand in favor of justice and fair play in the courts, in matters of transportation, and in provisions for the education of Colored children.

These incidents, I say, could not have happened even a year ago. They are the outgrowth of a more friendly feeling, a better understanding, a larger conscience, and a larger vision of the spirited of the master.

Since last we met, the Department of Education has made a survey of the Colored high schools in the State. The report sent out shows that there are upwards of 34 Colored schools in Texas doing four years high school work. While we must agree that this is not a flattering report, yet it lays the basis for the much needed improvements in this particular phase of our educational work. A comparative study of the Colored schools in Texas doing high school work with that of similar schools in other southern states reveals the fact that Texas has more of such schools than Louisiana, Alabama, Georgia, Mississippi, North Carolina and S. C., combined. This is not intended to minimize the work in other states, nor to maximize our own endeavors, thought that your lot is in no way but rather to stimulate you in the worse than that of our fellows in other parts of the South.

In my opinion the most forward step of any southern state in behalf of its Colored schools was made by our own state when the department of education appointed a committee on standardization of Colored high schools, whose duty it was to classify our schools and to stimulate the aspiration of the small towns and rural schools into qualifying for a standard school.

The report of the committee is now before the department of education, and it remains to be seen what disposition will be made of it. If the recommendations are adopted by the State all schools meeting the requirements of this report will come under the immediate inspection of the state, and thus give tone to the character of work done, as well as increase our effort to maintain our standard. This will also make easy the classification of students who come from the rurals to higher schools in the city, and likewise, those who go from the high school to pursue college courses.

We point with just pride to our state school at Prairie View, and to the great work it is doing in preparing the young people of our race for leadership. We rejoice in that the new needs of this institution are being met by increased appropriations by the legislature, from time to time. A great step in the right direction was taken when college were added to its normal curriculum, thus making it possible for our young people to acquire a college education in a school supported by the state.

Let us not overlook our Christian institutions and the work they are doing for humanity. Nothing can be more essential to our growth than and to the maintainence of a high moral standard among our leaders than our Christian institutions. I believe with Dr. Moore, that religion is the instinctive need by which a man is led to realize his better self, to unite with those who can serve him as guides or companies in that difficult task, and to endeavor to realize together with them what the inner witness prescribes.

Christian education makes easy the ailments of this coveted prize, a realization, of our better selves. I am happy to commend these schools to you, though separate and distinct from our public school system, yet essential to the highest success of every school system in the land.

In conclusion fellow teachers, let us face the future bravely, with higher ideals of scholarship, with a fine spirit of mutual helpfulness one toward the other, with cheerful hearts and willing hands, with active brains, keenly alive to the best interest of the children whom we teach, to the end that the states highest hopes and the people's greateat good may be fully realized.

Finis.

Primary Department.

Mrs. C. J. Harris conducted this department in which Mrs. F. A. Butler, Miss Willie B. Anderson and Miss Monnie Mathew took part. While Miss Edna F. Billups enlarged upon the value of silent reading, Miss Alma Z. Stein also took part. Dr. Dogan delivered a notable address on the new movement and trend of circumstances in better Inter-Racial work of the untaken by southern colleges; and voted three groups.

High School Department.

Prof. W. E. Jones, discussed "What is Expected of the High School Graduate?" "Mathematics in the High School" was handled by Miss Alice A. Smith. Miss Virginia B. Miller presented the "Teacher's Opportunity." Miss Miller from the saying of Dr. Horn, Supt. of Houston schools, that a teacher who complies with the terms of his contract, belongs to the second class, but a teacher who does more, is a teacher of the first class. Dean M. P. Carmichael made "Training of the Efficiency" a subject. Prof. N. A. Banks enlarged on the honesty in Summer normal and county examinations. He placed the teachers on their ability, urging them to prepare themselves in the work of the highest efficiency. Prof. R. C. Lockett used "Cleavage" the basis for his remarks.

Intermediate Department.

Miss M. E. Isaacs conducted this department. Mrs. Zelma C. Callier presented practical demonstrations with a class of children in Geographical model work of paper, wood and clay. "Socializing History" was discussed by Miss Bertha Bell. "Artisans of Mind" was delineated and emphasized by Miss Viola Azlie Webb. Music was a feature in this department in which the Paul Quinn College Choral Club, and Mme. Gertrude Lewis took part.

College Department.

Dean Whitte Jordan managed this department. "Definite Program for Our Children" was portrayed with much information by W. B. Bozeman "The Larger Duty of Negro Colleges" was set forth in an instructive manner by Prof. E. C. Farnsworth. "The Value of Mathematics in College Education" was the task of Prof. R. P. Lee; "Unrest" was the theme of Prof. John H. Talton. The music in this department was rendered by the Paul Quinn Choral Club, the Wiley University students, and the students of Bishop College.

A Musicale By Colleges.

The following Colleges took part in the Musicale Friday night: Paul Quinn Choral Club, Wiley University, Bishop College, Sam Hutson College, Prairie View College, St. Philips Industrial Institute, Conroe College, and the Christian Jarvis Institute. The recitation by Miss Fern is worthy of mention on account of her mastery delivery. The daughter of Prof. LeQuey, a child of seven summers sang with unusual ability for a child of her age.

The Industrial Department.

Prof. T. H. Britton of Dallas was the director of this department, here the work of the hands told the greater story of practical endeavor. In the other departments long academic papers were read dealing with theory, but in this department were exhibited the handicraft from the college, from the rural school, from the city schools and from all the schools the same practical story of doing with skill and brain the work that counts. However papers were read by Prof. R. M. Cathings, Prof. W. P. Terrell and others.

Here the handy work of the children was shown, the walls of the department were decorated with shoes, dresses, models of fancy work, chroceting, quilts, paintings, drawings, delineation works, rafia works, and the more massive constructions of tables chairs, bedsteads, folding desks office furniture and work of every description. This department looked like a regular annual state fair gathered from every part of the state.

The Rural School Department.

This department was conducted by Prof. J. E. Clayton. "The Teacher as a Community Builder in the Rural District" was handled by Prof. A. W. Jackson, while Prof. I. G. Green stressed "The New Day Rural School." The occasion was enlivened by a Select Reading presented by Mrs. S. B. Kay. This ended the program of subjects.

Election of Officers.

L. B. Kinchion, President, Belton; First Vice-President, W. M. Anderson, Smithville; Second Vice President, P. E. Goldthwaite, Waxahachie; Third Vice-President, Mrs. M. J. Sandford, Itaska; Fourth Vice-President, Miss M. L. Perry, Corsicana; Fifth Vice-President, R. M. Cathings, Houston; Secretary, Mrs. F. A. Robinson, Palestine; Assistant Secretary, Mrs. S. G. Kay, Harrisburg; Treasurer, Mrs. A. B. Thomas, Waco; Representative to National Educational Association, former President, E. A. Holland.

Next Place of Meeting.

Dallas was chosen as the next place of meeting.

Committees Appointed:

State of the Country:

J. D. Ryan, A. S. Jackson, W. E. Stamps, W. L. Manning, L. B. Kinchion, A. E. McPherson, T. H. Love, W. H. Wilkerson, Miss L. Walton.

Secondary.

G. W. Jackson, W. J. Smith, Mrs. LeQuey, Mrs. H. G. Neely, Miss M. E. Brown, Miss Virginia B. Miller, W. T. Swanson.

Necrology:

J. A. Kirk, W. H. Henry, F. D. Batts, Miss J. M. Mayfield, Wm. Anderson, Mrs. L. B. Kerr, J. W. Sheffield, H. K. Robinson, E. D. Huff.

Teacher Training:

J. W. Sanford, A. M. Mason, Mrs. M. M. Davis, E. O. King, R. G. Lockett, T. W. Pratt, Mrs. L. B. Cash, Mrs. Evelyn Rayford, Mrs. D. M. Burguess.

State Inter-Racial:

Dr. M. W. Dogan, H. L. Smith, E. L. Gordon, S. W. Houston.

Higher Education.

Dr. J. G. Osborne, L. M. Ferreft, Dr. J. W. Strong, W. L. D. Johnson, N. A. Banks, J. E. Williams.

Recommendations:

E. D. Pierson, N. H. S. Seals, I. Q. Hurde, C. H. McCruder, H. T. Davis, M. D. Jackson, D. T. Dewal, T. A. Taylor, Frank R. Pierson, Mrs. Cummings, M. W. Lawson.

Auditing:

C. F. Carr, W. H. Bradon, A. M. Story, J. A. B. Strain, G. P. Gray.

Distinguished Persons Mentioned.

Prof. R. E. Dennis, Waco; Prof. A. K. Wakins, Sour Lake; Prof. Seals, Tyler; Prof. J. M. Hurdle, Diboll High School; Prof. N. A. Banks, Temple High School; Dean Jordan, Wiley University; Prof. John H. Talton, Paul Quinn, Waco; Miss Lillie J. Burden, Port Author; Miss Virginia Miller, Houston; Prof. I. G. Green, Weimer; Miss Isaacs, Houston; Pres. I. M. Terrell, Houston College; Prof. W. I. McCane, Wharton; Prof. Goldwaith, Prof. Harten, Humble High School; Mrs. L. B. C. Kerr, Bastrop; Prof. Tatum, Beaumont; Prof. Coming, Galveston; Prof. Andrem, Austin, High School; Mrs. F. D. Tatum, Waco; Prof. J. B. Strain, Palistine; Prof. A. M. Story, Austin Deaf, Dumb and Blind Institute; Prof. L. M. Pratt, Prairie View; Prof. J. H. Rowe, Prairie View; Prof. G. W. Buchanon, Prairie View; Prof. T. H. Love, Galveston; Miss D. A. Chambers, Conroe; Prof. Irene Wynne, Chapple Hill; Prof. P. S. Stephens, Hallsville, Prof. J. H. Redd, Jasper; Prof. H. T. Scott, Woodville; O. L. Hufford, Houston; Prof. A. L. Turner, Simpson, Principal High School; Prof. T. T. Pollard, Beaumont, Principal of High School; Prof. W. H. Brandon, Huntsville, Principal High School; Prof. I. Q. Hurdle, Austin, Science; Waldo Matthews, Silsbee, High School Principal; Miss Gladys V. Hurdle, Timpson, High School; Miss Linnie Starks, Timpson, High School; Maggie N. Davis, Crockett; Prof. T. J. Charlton, Beaumont High School; Mrs. A. B. Thomas, Waco; F. A. Robinson, Palestine; A. S. Jackson, Waco; Prof. G. W. Jackson, Corsicana; Prof. B. H. Grims, Houston; Mrs. G. A. Houston, Houston; Prof. W. E. Jones, Navasota High School; Prof. T. C. Ayers, Corpus Christi High School; Prof. B. F. Satler; Miss Hattie M. Boatwright, Corrigon; Mrs. Mattie Freeman, Beaumont; Prof. W. M. Anderson, Smithville; Prof. M. W. Dogan, Wiley University; President O. J. Osbone, Prairie View; Prof. C. F. Carr, Dallas High School; A. S. Jackson, Paul Quinn; Prof. L. B. Kinchion, Belton High School; Prof. Prof. S. M. Houston, Huntsville; Prof. E. D. Pearson, Houston; Prof. J. H. Laughum, Palestine; Prof. J. D. Ryan, Houston High School; Mrs. Portia Washington Pittman, Dallas.

NORTHEAST TEXAS A. M. E. CONFERENCE IS HELD IN MEXIA LAST WEEK.

(Continued from page 1.)

"The State Department, absorbed no doubt by more important questions of exterior policies, or badly informed by its official agents, closes its ears to our protestantations or simply gives right (approval) to the American officials."

After his expression of willingness by the Haitians to-co-operate loyally under the terms of the treaty if the American officials kept to their part of the pact, the President concluded by saying:

"The Haitian Government is under humiliating guardianship for lack of co-operation. Its efforts to collaborate with good will are in vain, disdained and repulsed. It seems that there does not exist between the two governments an analogous contract that the two parties are obligated to respect. The civil administration is more oppressive than the military administration."

Atrocity Stories Exaggerated.

New York, Dec. 2.—Stories of atrocities by United States marines in Haiti have been "grocsly exaggerated," declared Maj. Thomas Turner, for the last fourteen months Chief of Staff to Col. Wheeler in Haiti, on his arrival here. His opinion was shared by Lieut. Walter Farrell, who came back on the same boat after fifteen months' service.

The marines "never killed without cause, and then only to save their own lives," said Maj. Turner. "While the people are talking of indiscriminate killings in Haiti, they might ask the number of decapitated bodies of marines sent back to the United States," added Lieut. Farrell.

In the district of Hinche, where Lieut. Farrell saw service, he said the natives were "absolutely terrorized by bandits," but that "after the marines had gone through a district and beaten the bandits it would again become habitable."

"Although there were times when reprisals would have been justified,' he said. "I do not know of one case in which the situation was taken advantage of."

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9-4-52t

N. W. HARLLEE'S TWO-MINUTE TALK FOR BOYS AND GIRLS.

Labor, the Poor Man's Capital and the Rich Man's Asset Reached Through Unstinted Service.—No Labor is Menial.

Labor Degrades No Man. But Man May Degrade Labor. A Monument Will Some Day be Erected to King Labor.

(By N. W. Harllee.)

Yesterday, boys and girls, I talked about the three little things that formed the triple link in the golden chain of character, but today I wish to talk about two little words in connection with the poor man and that of the rich man. I see when I mention the rich man that your eyes fairly dance in your heads, for every body thinks of the rich, but Abraham Lincoln took note of the common people, and said that God must have loved them for He made so many of them. I am about to talk about Capital and Asset. And if you will give me your attention, I shall connect these two little words, the one with the poor man and the other with the rich man.

Labor is the poor man's Capital and the rich man's Asset. It is honorable to labor. Some day, a monument will be erected to the dignity of labor. There is no disgrace to work with the hands. Provided we work with skill. Labor disgraces no man, the man may disgrace the dignity of King Labor. Heaven has decreeded that man shall eat bread by the sweat of his brow. Shall we wear a badge of labor as a disgrace, or shall we wear it as a crown and symbol, as a jewel of honor? Labor rightly directed is the poor man's capital. The beads of sweat that dilute his face are to be counted as the price of his capital in stock. No labor is meanial. The pick and the shovel, the plow and the hoe, the old wash tub and the wash board are just as honorable as the ink well and the quill in the hand of the soverign lord; the dust cap worn upon the head of the chamber maid is just as honorable as the crown worn on the royal head of the potentate. If we honor the dignity of labor she will both reward and honor us. It is not what we are doing to make an honest living that disgraces us, but the manner in which we do the thing in hand. The porter in a store or the bootblack at his stand folloing their craft and vocation with skill and dexterity are to be counted as soverigns if they do their biddings well. The King will smile on them with the same genial smile that he does for the emperor of the empress, if not in a higher degree. The man in the ditch, the hod carrier, herder of cattle, are just as honorable, if not more so, as the heir to the throne, for it is not where you are and what you are doing, but what you are that must finally count in the world of real activity. The cook, although covered with the odor of the kitchen, performing her duty, occupies a position that is just as royal as the one who occupies the parlor. What a capital has the poor man, destined to labor when he counts the means at hand for advancing his wares.

The man who looks upon any kind of labor as a disgrace, is a fit subject for the mad house. Broad cloth in the palace is no more honorable than the over-alls in the fields, in the shop, and upon the house top. Some times I think we are too proud to do honor to whom honor is due. Hands with corns in them are more honorable than hands some times wrapped in kids. The boy covered with dust and grease in a work shop is more valuable than the boy who stands idle on the street corner wishing for the thing in the show windows. If we are fitted for a position, that position will seek us, but, of course, we are to ring the bell of intelligence to show where we are.

Labor the Rich Man's Asset.

The asset of the rich man is but the price and final result of labor. It may be that he labored for what he has, or it may be that he inherited it. However, it is in his possession, and we must count it as a result of both labor and thrift. Some body toiled for it, either with hand and brain or it would never have been realized. It may have come to the rich man through providence and foresight. However, it was the result of labor. Some day, all labor will have the gilt edge on it as a badge of honor, whether the labor of hands or the labor of both hand and brains.

Whistle And Sing.

I admire the southern black man, because he whistles and sings as he toils day in and day out. I admire the woman who strikes up her tune to suit the motion of her hands gliding upon the wash board, giving the spirit and animation to the work in hand. King Labor decrees that all his subjects shall be cheerful, skillful and honorable.

Service Unstinted.

The object of these paragraphs, boys and girls, are to stress service. Service is the biggest word in our language. Service is in demand everywhere; in shop, in the kitchen, in the church, in the home, nothing counts as efficient service, whatever you are doing. Service is the Poor Man's Capital, the Rich Man's Asset. Service is the one golden rod that turns everything it touches into gold whether in the hands of the poor man or the rich man.

SAVE YOUR KIDNEYS

Your kidneys are intricate reservoirs into which your blood is emptied. They separate the poison from your blood and labor night and day to keep you well. But they have become overburdened from heavy eating, change of temperature, checked perspiration, colds etc., and the whole body suffered. Pain in the lumbar region on either side of the spine, soreness of back, chilliness, pains in the limbs, headache, digestive ailments and heart palpitation are positive indications that your kidneys need immediate attention, and if we do not heed these warnings, more serious consequences may follow. When inflammation of the kidneys results in suppuration, a purulent discharge is evident, causing disorganization, or degeneration Commonly known as BRIGHT'S DISEASE..

Fowler's 10 Drops is a widely recognized kidney remedy. It wonderfully aids Nature in expelling poisons that weaken, restoring sore or painful kidneys to normal healthy action. The price of Fowler's 10 Drops is One Dollar per bottle. It is sold in Dallas by nearly all druggists, also in the following Texas towns: Crandall, Forney, Kemp, Wills Point, Mineola, Big Sandy, Waxahachie, Milford and Italy. If you live away from any of these towns, the very quickest way to get Fowler's 10 Drops is to send us a post office money order, as we pay the War Tax and Postage and send it by return mail. Won't you please tell some neighbor or friend about this great remedy and thus help us to get the news to them?

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Bev-Marie preparations will, positively grow four inches of beautiful hair in six months. A trial will convince the most sceptical, that Bev-Marie is far superior to all other hair preparations. Agents wanted. Sells like 'Hot Cakes.' Liberal commission allowed. Stamp for particulars. Full sized box sent on receipt of price, 50 cents, postage 10c extra. Adress all orders to—

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Sample outfit, 1 Pomade, 1 Shampoo, 1 Temple Oil, 1 Hair Grower, full instructions. $2.00.

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The inventor of this Hair Grower, which is made of sixteen ingredients and containing everything necessary to GROW Hair, prevent Dandruff and Tetter, prevent the Hair from falling out, and keeps it looking very nice at all times; this Hair Grower will not make the Hair sticky, but keeps it soft and fluffy; it makes the Hair awfully nice and straight without pressing, but you may press it if you desire. I guaranteed this Hair Grower to GROW Hair on an average of one inch a month, also to darken gray Hair.

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