# EDUCATIONAL NEEDS OF BOTH RACES

## Was Vigorously Discussed At Conference of Education In The South.

Nashville, Tenn,. April 10—The educational needs of both races were discussed at length at the thirteenth annual session of the Conference on Education in the South, held here last week. In the discussions on the Negro, Oswald Garrison Villard, editor of the New York Evening Post, declared that the Negro was the greatest asset of the South, and W. D. Weatherford, a prominent Y. M. C. A. official, who spoke on "The Training of the Negro," made a plea for better schools for the race and declared that the standard of living of the great mass of Southern colored people must be raised.

The Fish Jublilee Singers charmed the large audience at the concluding session last Friday afternoon by singing old Negro melodies.

Robert C. Ogden, of New York, was re-elected president for the thirteenth successive time. Others elected were: Walter H. Page, editor of the World's Work, vice president; William A. Blair, treasurer; Dr. Holils B. Frizzell, president of Hampton Institute; Clarence Poe, Harry Hodgson. A. P. Bourland, George J. Ramsey, J. H. Kirkland, J. H. Hinnemon, J. Y. Joyner, J. B. Aswell, S. P. Brooks, A. A. Murpree, and Joseph Cook, executive committee.

"Primarily, let me say,' said Mr. Villard, "that in no field of the Southern educational work is their greater need of co-ordination and supervision and control as in this particular one. No one knows how many rural schools for Negroes there are. Dr. Dillard, of the Jeanes Rural School Fund Board gas, listed about 150 Negro schools and colleges but there are many others, some, no doubt, worthless;others are placedwhere thereis no pressing need for them; still others have only pitifully ineffective beginnings where the necessity for them is tremendous; some are simple frauds upon the public; others exist only on paper and make a handsome living for canvasers who play upon the beneficence of the North.

"When the Stokes fund was created it seemed as if the appeal of this opportunity must be compelling, but as yet its trustees are not interested. Finally, there was organized three years ago, and now in process of careful organization, an ambitious society, the National Association for the Advancement of Colored People,l which has determined if no one else enters the field, it will beg means to do this great work to the general public.

"We need the best braines that the colored people possess in this work, stimulated by the best training, to assume the proper leadership for the little struggling heart breaking factories for the turning out of honorable American citizens of swarthy skins.

"Finally, let me impress upon you particularly you, my friend of the South that for every dollar invested in one of these school you will withdraw thousands. The Negro is the South's greatest asset. Not its rivers, nor its water powers, nor its natural resources compare with the worth to it of its colored people, without whose labor King Cotton, still the corner stone of the Southern prosperity, would topple from his throne.

"It is not placing it in the highest ground to point out to you that the new science of scientific management alone dictate the compulsory education of every Negro as of every white child. That policy is folly under which in Wilcox county, Ala., there was expended in 1910 but $3,339.70 for the education of 10,758 Negro children, while $30,-612.75 was spent on 2,000 white children,only about $15.50 per capita for white children and but 32 cents a heaa for colored children. Who will dare say that it is a square deal for either race? Who will dare say that is is fair play for the Negro. Who will dare say that the country that spends 32 cents a year a piece in the education for certain of its children deserves to reap any other harvest when those children are grown up than one of ignorance, idleness, crime and viciousness."

In the course of his address Mr. Weatherford said:

"Many years ago the South as a section deliberately settled the question that it would give training to the Negro. Various States in the South began establishing public schools for Negres about 1870, and by 1875 a constructive policy was in the making. In spite of this fact, however, there are still many individuals in the South, not a few of whom are influential politically and otherwise, who stand squarely opposed to any adequate training for the Negro Still a larger number are indifferent, and comparatively few white people are aggressively giving themselves to a policy of thorough training for the Southern Negro. It would seem as if the time has now arrived when we of the South as a united people should deliberately set ourselves to a constructive work in Negro training.

Must Educate Race.

"There are many reasons why such a policy must be followed at the present time—the first of which has an economic bearing. The greatest and most pressing need of the South today,economically speaking, is for a trained and efficient force of labor. and the lack of such a trained laboring class is retarding the progress of the South at the present time more than any other single influence. Inasmuch as the Negro is almost our only source of labor, the only way to have an intelligent laboring class in the South is to give the Negro such training as will make him efficient.

"The average employer of the Negro laborer at the present time complains that the Negro cannot be induced to work regularly, that he will labor for only three or four days and will be idle the remainder of the week, living off the wages already secured. According, therefore, to the testimony of those who are less favovrable to the Negro, the greatest handicap of our laboring class in the South is that its wants are too few. These wants can be spuplied from half time labor, and consequently it is impossible to get many Negroes to work full time. In order to meet this situation, the standards of living for the Negro must be raised. He must be made to want better homes, more comforts, some reading material, better food, better clothes. To this end there must be a raising of standards through the better training of the masses of Negroes.

Again, we must set ourselves definitely to a policy of aggressive training because the ignorant Negro is a menance to the health of the entire community in which he lives. An ignorant and untrained Negro is very much more apt to be filthy and unhygienic in his habits than is the Negro that has at least an elementary training. The prevalence of typhoid, tuberculosis, hookworm, and other diseases which are such a present menace to the entire South can never be greatly lessened until the Negro is taught the meaning of sanitation and cleanliness. For the sake of self-preservation, therefore, we in the South are bound to train the Negro.

"Still again, the ignorant Negro is far more frequently a criminal than is the better trained Negro. It is a common saying that to educate a Negro means to make him a criminal. The facts do not bear out this statement. Dr. Booker T.Washington has asserted again and again, and so far as I am able to learn his assertion has never been controverted, that there is not and never has been a graduate of Hampton or Tuskegee or a number of other leading schools in the South put behind penitentiary bars. This is almost a startling fact when it is taken in connection with the additional fact that 67 per cent of the Negro criminals today are illiterate and of the remaining 33 per cent, the majority have no real training.

Ignorance is Costly.

"If the South wants to be free from a fearful crime, it is none too soon to deliberately start on a more deffinite plan of Negro training. Last of all, one ought to say that, regardless of the economic improvement, to give definite attention to this great problem.

The men are discouraged, that they fill the weight of this great very fact that some ignorant mass pressing upon our Southern life, is all the greater reason why a group of broad minded educators should honestly face and heroically a meeting like this. "In order that we may undertake a more aggressive policy four definite lines of improvement are demanded. First, among those stands the need of a more attractive school equipment. The log school house for the training of Negro school children is still greatly in evidence. South Carolina has 1,777 school buildings for Negroes, the average costs of the building and grounds being $246.-88 When one remembers that this includes all the buildings in the cities, one sees that the average school building is the newest hut. South Carolina does not stand alone in this regard. I visited a large cotton plantation in Kansas recently where the plantation owner showed me $90,000 worth of gathered cotton ready for the market, where there were hundreds of Negro children from families, yet when I drove to the Negro school house, a half mile away from the headquarters of this plantation, it was such a place as is fitted for the housing of horses and cattle. The annual report of education in one of the States in the South, speaking of the buildings, says: "The Negro school houses are miserable beyond description. They are usually without comfortable equipment, proper lighting or sanitation. In most cases they are a serious reflection on our civilization.

"The next great thing in an advanced policy is for a larger amount of money to be spent on the colored children. One State in the South annually spends $12.62 on every white child enrolled and $1.71 a year on every Negro child enrolled. At the rate of $1.71 a Negro child would have spent on its education in twelve years of school life $20.52, which is very far less that what is spent annually on the children of many of our Northern States.

"I am quite aware that the South has done heroically in the years that are past and that out of its poverty it has contributed to Negro training in the South since the year 1870 perhaps one hundred and ninetyfive million of dollars. I am aware also that the fact of a double school system, which is absolutely necessary under the conditions of Southern life, has put a burden upon the Southern people heavy to be borne. The heroic and courageous manner in which educators of the South have stood for advancing policies is to be highly commended, but while one is glad to see these thing, it is impossible to pass over in silence the fact that the Negro child does not have and never has had a fair chance for training. The funds are all too meagre to give such a chance.

"The third great need of the Negro school is a new type of curriculum—a curriculum not modeled after the curriculum of the white child altogether, but suited to the environment of the Negro child. In the last year's time I have visited personally, I suppose, a hundred Negro schools in the country. I have rarely ever gone to one of these schools and heard a group of Negro children reading, that the incongruity of the whole course has no impressed itself upon me. The Negro child uses a reader prepared by a white man, in which all of the pictures are of white children and all of the stories concerning white heroism, and yet we wonder why the Negro has no race pride and why the Negro is not interested in building up the life of his community. Why should the Negro child be forced into the same mold as the white child? Why should his books not tell him something about the trees and bird and the crops in the midst of which he lives? Why should he not read something about the heroic members of his own race? Why should he not come to know the poetry of Phyllis Wheatley or Paul Lawrence Dunbar—Negroes of pure African blood, and poets whom any race should be proud to have produced?

I am not pleading for any less effective training or any less thorough text books, but for a training and a text book system that is fitted to the needs and the environment of the Negro child. Here is a chance for some educator to do for the Negro race that for which they will forever rise up and call him blessed.

"The fourth great need of the Negro school is better supervision. Supervision for all rural schools has been poor, indeed, but supervision for Negro rural schools has been almost entirely wanting. I have met county superintendents who did not even know the location of all the Negro schools in their county. I cannot give a better presentation of the needs of supervision than to use the words of Prof. Tate in his last annual report: 'During the year I have visited many schools in which three hours demonstration work and practical suggestion would double the efficiency of an earnest but inexperienced teacher. The education of the Negro in South Carolina is in the hands of the white race. The white trustees apportion the funds, select the teachers and receive the reports. The county superintendent has the supervision of these schools in his hands. We have expended this year $349,834.60 in the support of Negro schools. I never visit one of these schools without feeling that we are wasting a large part of this money and are neglecting a great opportunity.

"One thing that is supremely needed in the South is to convince the Southern white man that Negro training really pays. If one he can be convinced that to give a Negro training does not make him less efficient, does not make a fool of the Negro, but on the other hand makes him more sober, and more industrious, more lawbiding and altogether a better citizen, then fairminded men of the South will rise to meet this need."

### Snow Hill Notes.

Snow Hill, Md., April 10—Mrs. Celia Dale and Mrs. Georgia Purnell have gone to Baltimore to visit friends and relatives.

Miss Helen Henry has returned from Baltimore.

Miss Hattie Martin and Mrs. Morgia Franklin are home from Philadelphia.

Miss Clara Cottingham, of Philadelphia, is home.

Mr. John Brown is home from Wilmington, Del.

The adept mystic entertainment, given at Friendship Friday night by Mr. F. L. Henry and sister, was a success.

Mrs. Mary Queen Henry has returned from Salisbury, Md.

Mr. Sydney Robins is on the sick list.

Mrs. Georgia Corbins is home from Philadelphia.

Miss Maggie Henry, of Berlin, is visiting Miss Maggie Tingle.

### Denton Happenings

Denton, Md., April 11,—Splendid Easter programs were rendered in the local churches Sunday.

Mr. Arthur Braynt, a student at the Delaware State College, spent the Easter holidays with his father, Rev. J. G. Bryant.

Mr. Joseph Wayman and Miss Tolson, both of Ridgle, Md., were the guests of Miss Ida Bailey, Sunday.

Miss Cornelia Fountain has returned from a visit to Baltimore, and Miss Della Bailey is back from a trip to Atlantic City.

Mr. Charles Boston and Miss Viola Horner are on the sick list.

### Winchester Notes.

Winchester, Va. April 11—The Easter exercises held by the Sunday School of St. Paul A. M. E. Church and the egg rolling at Mt. Carmel Free Baptist Church were largely attended.

Revs. P. M. Esklick and R. J. Butt are in Hampton, Va., attending the sessions of the Virginia A. M. E. Conference.

Miss Emily Smith and Mr. Samuel Lemon were the prinpcipals in a pretty wedding Monday. The ceremony was performed at the bride's residence, 918 S. Main street, Rev. A. P. Mann, of John Mann M. E. Church, offiiating.

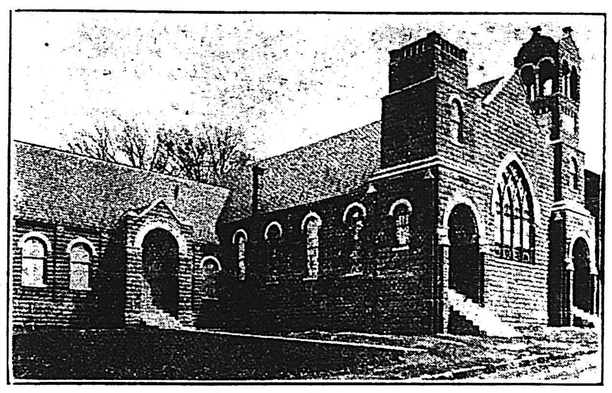
The wedding march was played by Mrs. Fletcher. Lessie Finley was flower girl; Georgie Smith, ribbon bearer; Mrs. Lucy Coleman, Johnstown, Pa.; maid of honor; Miss Ethel Carter, bridesmaid; and Mr. Joseph Fletcher, best man. The ushers were Messrs. William Briscoe, Joseph Beunt, and William Dikes were the ushers and Master Joseph Fletcher ring bearer.

Mrs. Lola Valentine is visiting her aunt, Mrs. Fannie Esklick.

Mr. Duvall Evans has returned from a visit to Atlantic City and Mrs. Harriett E. Bell has returned from a visit to friends in Harrisburg, Pa.

At the annual election of the parish of St. James P. E. Church, Messrs. D. W. Queen, Solomon DeCoursey, George A. L. Anderson, Walter S. Emerson, Robert H. Pennington, Edward Stokes, Sr., William E. Young and Herman J. Smith were vestrymen. Heber G. Outerbridge and George A. Anderson were elected church wardens; Walter S. Emerson, registrar; Robert H. Pennington, treasurer; Solomon DeCoursey, delegate to the Diocesan Convention, and Walter S. Emerson, alternate delegate.

## NEW EBENEZER A.M.E. CHURCH, Hagerstown, Md.



## NEW CHURCH TO BE DEDICATED

**Great Work Accomplished by Rev. David Johnson During His Pastorate**

(Special to The Afro-American Ledger.)

Hagerstown, Md., April 8—Rev. David Johnson has succeeded in erecting one of the handsomest church eidfices in Hagerstown. The interior walls are beautifully designed and stenciled, elevated floors, the benches being arranged in a semi-circle and has a seating capaicity of 700. The choir gallery is in the rear of the pulpit, and the large pipe organ from Mother Bethel, Baltimore (formerly used) will be installed in a few days. The exterior is built of concrete block and the windows are of opalescent Cathedral glass. Rev. Johnson is exceedingly popular among his people and upon several occasions quite a number of white people have attended his church.

Easter services were held in the new edifice. On Easter Monday night the members of the church presented their pastor wth a handsome Prince Albert suit of clothes.

A series of services to continue one month ha been arranged for the dedication, June 16th to July 16th. A white minister with his congregation is programed for an evening service. Special trains from Baltimore and Washington will be run to Hagerstown on the dedication day, June 16th.

The cost is something over ten thousand dollars.

The parsonage is also being painted and renovated. The church has passed a resolution inviting the 1913 session of the Baltimore annual conference to meet there.

REV. DAVID JOHNSON
The successful pastor of Ebenezer Church

### Teachers Association Meet.

Selma, Ala., April 10 — The thirty-first annual session of the Alabama State Colored Teachers' Association, held here last Thursday and Friday, attracted teachers from all parts of the State.

The discussion embraced rural schools, high school work, manual training, and the problems peculiar to the work of colored public schools. Dr. Booker T. Washington was the principal speaker at the session Thursday night.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The Wangdoodle Comedian
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