STEADY ADVANCE IN EDUCATION

High School Record of Miss Catherine D. Lealtad.

BEST STUDENT IN HER CLASS

Daughter of Rector Alfred H. Lealtad Achieves the Honor of Being the Valedictorian of the June Graduating Class In Mechanic Arts High School, St. Paul, Minn.

By N. BARNETT DODSON.

So far this year the record of young Afro-Americans in our high schools and colleges has been as equally satisfactory as in other years. Students in schools of university grade on the whole have made high averages. Notably among such institutions are Atlanta, Howard, Shaw, Lincoln and Fisk universities. In the high schools of Boston, Brooklyn, Baltimore, Washington, Dallas, Tex., and a few other large cities high efficiency in class work has been attained.

In making up the June graduating class in the Mechanic Arts high school in St. Paul it was found that Miss Catherine Deaver Lealtad, daughter of the Rev. Alfred H. Lealtad, rector of St. Philip Episcopal church, had made the best record of any student in the class. She has stood at the head of her class almost constantly for three years, and, according to the custom followed for many years, Miss Lealtad will be the valedictorian of her class next June

In speaking of the rule of the school in this respect, Professor Weltbrecht, principal of the Mechanic Arts high school, is reported as saying the student showing the best record shall have that honor, and the second best shall be the salutatorian. It is simply a question of brains, not color. There is an average of about fifty white to one colored student in the school. Marcellus L. Countryman, whose father is counsel for the Great Northern railroad, stands second and will therefore be the class salutatorian.

Miss Catherine Deaver Lealtad belongs to a family of educators. She is the great-granddaughter of John Stewart Stanley, who was a schoolmaster of note many years ago in Newbern, N. C. Many of the free colored people in slavery days—B. K. Sampson and members of the well known Harris, Laryes and Alston families—received their first education at the Newbern school. The mother of Charles W. Chestnut was also a pupil of the same school. John Stewart Stanley's younger brother with his family migrated to New York and Ohio in the early 50's Another brother of Mr. Stanley also came north about ten years prior to the younger Stanley. Their children and grandchildren have taught school north and south for many years.

MISS CATHERINE D. LEALTAD.

Miss Lealtad's mother was for many years a successful teacher in the public schools of Cleveland, O. The late Miss Kate Stanley, a cousin of Miss Catherine Lealtad, was one of the first colored teachers in public schools of New York. Mrs. Harriet Merrill Brown and Miss J. H. Burress of the same family stock are among the public school teachers of New York at the present time. Dr. V. Morton-Jones, M. D., a cousin of the Lealtads, is a successful practicing physician in Brooklyn and also a worker in many good movements for racial advancement.

The Political Fight In Arkansas.

In fourteen counties of the state of Arkansas the colored citizens of voting age outnumber the white. In some of the counties the proportion is said to be four colored to one white. For the purpose of defeating the "grandfather clause" of the proposed amendment No. 11 to the state constitution, which is to be voted upon at the fall elections, they are organizing leagues in every county.

Liberian Affairs Satisfactory.

His excellency Daniel Howard, Liberia's new president, is getting a firm grip on the affairs of the government and has thus far demonstrated his ability as a thoughtful leader. President Howard attributes much of the present satisfactory condition of the republic to the interest which the United States has taken in Liberia's welfare.

MAN OF WIDE INFLUENCE.

Work of the Rev. Dr. W. R. Palmer as Minister and Educator.

Newark, N. J.—One of the most influential as well as scholarly pastors in the M. E. connection is the Rev. Dr. W. R. Palmer, pastor of the St. John M. E. church in this city. During his pastorate he has made a notable record, and the church has had a steady growth. It is one of the strongest churches in the M. E. connection in the east. Dr. Palmer has been pastor of the St. John church for the past two years. He is a former pastor of this church, and after his removal to another charge there was a unanimous request for his return.

The St. John M. E. church wields wide influence in the spiritual life of the city. It is located in a central section of the city, in close proximity to the various car lines. The church is well organized and has a membership of about 300. The church is conducted along the institutional plan, and its broad policy has done much for the development of the moral and spiritual life of the community.

During Dr. Palmer's pastorate in the city, off and on for the past twenty years, he has been an active worker in many good movements for uplift among our people. He is a man of scholarly attainments and a preacher of considerable force and eloquence. He was born in Charleston, S. C., and educated in the public schools of his native city. He then entered Avery Normal institute in Charleston and later went to Howard university, from which institution he graduated. He took his theological training at Drew seminary, in Madison, N. J., and graduated in 1889. He began his pastorate at the Centenary M. E. church, in Charleston, where he remained four years. He then went to Emanuel church in Sumter, S. C., where he remained two years, making a great record.

Besides Dr. Palmer's wide ministerial career, he has figured notably in educational work. For three years he was professor of Greek literature at Clafflin university, in Orangeburg, S. C. He also held the chair of pedagogy at the state college in South Carolina, was president of Mission City college in Birmingham, Ala., and for two years was adjunct professor of Greek and history at Howard university. As an educator Dr. Palmer stood in the forefront and was well known in educational circles. This long experience in educational work gives him an unusual preparation for his ministerial duties.

PROGRESSIVE LAW SCHOOL AT HOWARD UNIVERSITY.

This Department May Be Moved From Its Present Site.

Such careless misstatements as to the School of Law of Howard university in Washington, have been circulated as the result of an article recently printed in a Washington paper from a young attorney who might easily have had access to the facts that the following statements giving the true situation have been sent forth from the offices of the university.

First.—No definite steps whatever have been taken looking to the removal of the School of Law from its present site. A committee of the board of trustees has merely been appointed to inquire into the feasibility of the removal of the school to the campus and to report its findings to the board. The appointment of the committee is based on the fact that the school has now grown to such proportions that its present facilities are utterly inadequate to the future enlarged growth that is confidently expected. Any plan for removal would contemplate the sale of the present valuable site and the erection of the most eligible site available on the campus of a modern, up to date building, with large assembly room and lecture halls, greatly enlarged library space to meet the needs of the growing library and other needed facilities.

The new $300,000 law school at Columbia, as well as the new building at Harvard, is located on the campus of the institution. This would bring students into the atmosphere of university life, giving them the facilities of the Carnegie library, access to college classes, etc. This is the modern tendency. However, all parties interested will have a hearing before any recommendation even is made to the board. This is not likely to be made before 1913, as no offer has been received for the present building.

Second.—The present administration has greatly enlarged the facilities of the school. At much cost an additional large lecture room occupying the second floor has been fitted up, thus relieving the library room from law classes. About $2,000 or more in cash has been expended in law books during the last five or six years. An assistant librarian has been appointed in order to render the library available for students throughout the entire day and evening.

Third.—The standards of entrance have been raised to include a four years' high school course or its equivalent, thus elevating the character of the school and giving new dignity and strength to the graduates from this department of the university. Even under the advanced standards the attendance now surpasses all previous records, and the quality of the student body has been elevated. Competent judges of the recent public moot court held in the university chapel state that the conduct of the case, in legal skill and knowledge of the law displayed surpassed the record of previous years

PROVISIONS OF THE PAGE BILL

Senate Measure Which Aims to Equalize School Funds.

WOULD BENEFIT BOTH RACES

Section Three Eliminated at Suggestion of Southern Senators Should Be Reinserted Before the Document Is Finally Voted Upon—Importance of Retaining Main Features Shown.

Washington. — A measure of far reaching consequences to the future of material aid to public education is embodied in senate bill No. 3, now waiting action on the calender of the United States senate. The bill was introduced by Senator Carroll S. Page of Vermont and is entitled "A bill to co-operate with the states in encouraging instruction in agriculture, the trades and industries and home economics in secondary schools, in maintaining instruction in these vocational subjects in state normal schools, in maintaining extension departments in state colleges of agriculture and mechanic arts and to appropriate money and regulate its expenditure." As originally drawn by Senator Page, the bill contains the following provision:

Section 3. That in states where separate schools and departments of schools and colleges are maintained for the colored race the allotment of money for the encouragement of instruction in the aforesaid vocations shall be in proportion to the population of the two races respectively and whether the districts for agricultural secondary schools for the two races are coterminous or not coterminous their total number shall be determined by the number of districts permissible under this act.

The bill as reported from the committee on agriculture and forestry does not contain this provision. The provision which directs that an equitable portion of the moneys appropriated shall go to the colored schools was stricken out at the suggestion of Senators Hoke Smith of Georgia, Ellison Smith of South Carolina and John L. Bankhead of Alabama. It is of the greatest importance that this provision be reinserted in the bill before it passes the senate.

The state schools of the higher grade for Negroes in the states represented by the senators objecting to section 3 of the Page bill get practically no support from these states, but are being supported out of the Morrill fund from the United States, and even this is not equitably distributed. In proof of this statement the following figures, taken from the annual report of the experiment stations for the year 1909, are cited in relation to state schools for Negroes and whites in Alabama, Georgia and South Carolina, the three states whose senators object to the distribution of public funds "in proportion to the population of the two races." The state school for whites in Alabama has permanent funds and equipment valued at $758,470; the school for Negroes at $132,652.

The state school for whites in Georgia has values of the same kind amounting to $1,280,866, the school for Negroes $58,649. The state school for whites in South Carolina has funds and equipment valued at $1,185,581 the school for Negroes $254,550. The Negroes of Georgia are 46 per cent of the population. Georgia received from the treasury of the United States in aid of colleges of agriculture and mechanic arts $35,000 in 1909. The Negroes' share of the money, if distributed "in proportion to the population of the two races," would have been $16,100.

What he receives in lieu of the land script fund of 1862 is $800. In Georgia, therefore, in 1909 the Negro should have received of funds of national source $24,100. He actually received but $19,666. Georgia maintains eleven congressional industrial high schools for white people at public expense, but not one for colored people. The United States government spent $11,000 for agricultural experiment stations in Georgia in 1909. Practically none of it was expended in the interest of colored people. There are in Georgia seventy two federal agents stimulating agricultural interests among the white farmers and only two among Negro farmers.

These facts and figures tell their own story. From them it can readily be seen that section 3 is a very important provision of Senator Page's bill for the Negro and ought to be reinserted when the bill comes up for consideration on the floor of the senate. It will not be inserted unless public sentiment shall make itself felt to this effect. The colored people of the country and especially those in the south should become active among themselves and among the white friends of the race in and out of congress to insure the reinsertion of section 3 in the Page bill.

Baltimore Conference Delegates.

Among the delegates from the Baltimore conference to the general conference of the A. M. E. church, which will be held in Kansas City, Mo., in May, are the Rev. Dr. John Hurst, who is the present financial secretary for the denomination; Rev. A. L. Gaines, Rev. C. H. Murray, Dr. D. G. Hill, Rev. P. J. Jordan, Rev. C. H. Stepteau, Messrs. J. Frank Blagburn and Thomas J. Hilliard. Dr. Hurst and Rev. A. L. Gaines are candidates for bishop and editor of the Christian Recorder respectively.

SUNDAY SCHOOL.

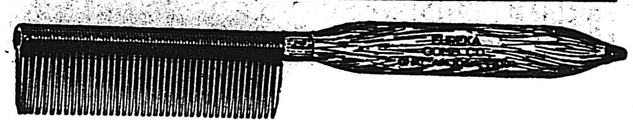
Lesson III.—Second Quarter, For April 21, 1912.

THE INTERNATIONAL SERIES.

Text of the Lesson, Mark iii, 7-19. Memory Verses, 14, 15—Golden Text, John xv, 16, R. V.—Commentary Prepared by Rev. D. M. Stearns.

The first part of this lesson is found in Matt. xii, 15-21, as well as in Mark, and the record of the choosing of the twelve is found in Matt. x and Luke vi and in our lesson verses. Our meditation is upon the record as found in the several gospels. When Jesus knew that they had determined to kill Him He withdrew with His disciples to the sea. When people resist the gospel and will not hear of our Lord Jesus our instructions are to let them alone and withdraw from them (Matt. x, 14; Acts xiii, 46; II. John x, 11). As then multitudes followed Jesus because they needed what He had to give, so there are multitudes now hungering for they know not what, but it is Himself they need. In those days they heard what great things He did, and they came to Him from all parts, even from Tyre and Sidon, as well as from beyond Jordan, and He healed them all and cast out unclean spirits (Matt. xii, 15) and charged the healed ones not to make him known. The crowd so thronged Him that He bade his disciples to bring Him a boat that from it He might be able the better to teach them. We are vessels also, and He desires from and through us to make the glad tidings known, but few seem willing to give Him the vessel. The quotation from Isa. xlii, 1-4, in Matt. xii, 15-21, must be understood in the light of the context, and thus it is plain that the bruised reed and smoking flax represent His enemies, whom He might easily break in pieces, but the time is not yet. Compare II Kings xviii, 21. Some see in the reed and flax a suggestion of the weakness of His own people with which He will not deal severely. That phase of the truth is found in Heb. iv, 15, 16, but here we are pointed onward to the time of judgment upon His enemies, and after that the winning of the nations to Himself through Israel, now meekness and submission and suffering, and then the glory.

Luke vi, 12, 13, tells of His spending all night in prayer to God and then, when it was day, of His choosing twelve of His disciples, whom He named apostles. I often wonder if we understand prayer as practised by Him. Think of our prayers, a few moments of confession and petition, and contrast this "continued all night in prayer to God." He had nothing of sin to confess, so it must have been an all night of communion with His Father concerning the things of the kingdom and concerning these men whom He was about to set apart specially for Himself. Verse 13 of our lesson says that He called unto Him whom He would and they came unto Him. On the last night before he was crucified He said to them, "Ye have not chosen me, but I have chosen you and ordained you, that ye should go and bring forth fruit and that your fruit should remain." When he called these men He had in mind not merely the few years of ministry in a mortal body, with much weakness and failure on their part, but He saw the kingdom and the twelve thrones on which they would sit ruling the twelve tribes of Israel (Matt. xix, 28; Luke xxii, 30). It was not the time to talk with them of that; but, though He did speak of it before He left them, He also said, "I have yet many things to say unto you but ye cannot bear them now" (John xv, 16; xvi, 12). He called them that they might be "with Him." He wanted them not only in His company, but to be wholly one with Him, seeing things as He did, having His mind about things, as far as such mortals could; but oh, how they failed, and how we fail, and how we must grieve Him by our unbelief and our own thoughts instead of His! He wanted them with Him that He might send them forth to preach and to heal. Whom He blesses He desires to make a blessing to others, and He has left us here in His stead, saying to His Father, "I am no more in the world, but these are in the world." He also prayed that through us the world might believe and know (John xvii, 11; xxi, 23). He not only prayed for the apostles, but for all who should believe on Him through their word (John xvii, 20), so we are included in His prayer, and He ever liveth to make intercession for us. In the order in which we have them in our lesson, the one who denied Him is first, and the one who betrayed Him is last, and it is the same in Matthew and Luke, while the order of the others varies just a little. It must be for a purpose that the weakest and the worst begin and end the list, the one a true disciple, one of the inner three, and after Pentecost used more than either of the others; the other a devil. Yet infinite wisdom did the choosing, and His way is always perfect, so we are dumb and can only wonder that He ever chose us, "chose us before the foundation of the world that we should be holy and without blame before Him in love" (Eph. i, 4). With the exception of Peter and John, how little we know of any of them! Philip and Andrew are to the front, not in the most favorable light, at the feeding of the 5,000; James and John desire first places in the kingdom; Thomas is the last to believe in the resurrection, yet He loved them all.



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