

THE ELDORADO SUCCESS

THE PERIL OF TEXAS

The Situation.

1. Texas ranked 39th among the States of the Union at the last printed report of our schools.

2. Since that time, during last year, Texas lost one-third its men teachers and one-fourth of its women teachers. Four-fifths of the teachers that quit were among the best teachers. The teachers are still quitting, the rural schools especially.

3. Two thousand schools and class rooms in Texas last year had no teacher at all, the schools were closed and some of the children were crowded into other 'already over-crowded' class rooms, while the bulk of those in the country simply roamed the roads and fields with no school at all.

4. Many of the schools that did keep open had to take as teachers young school-girls in their teens, utterly unprepared to teach. 400,000 boys and girls in Texas were taught last year by inexperienced girls who, in most cases, had not even a high school education themselves. The schools in the large cities are now in fairly good condition, but the schools in the small towns and rural districts are as a rule in a desperate condition; in many cases, they are worse than they were twenty years ago.

5. The Governor and legislature, seeing the peril to our State, voted directly out of the State Treasury last spring four million dollars extra for the public schools. This was to help the schools tide over the storm until the people could provide a regular and efficient way to support good schools. This extra money had come into the treasury unexpectedly from the development of oil wells in the State and on State lands. It was a pure accident that this loose money was in the treasury, and there is no probability of such a thing happening again. This extra support ends with this year.

6. While the action of the Governor and legislature has helped in many cases, the condition of the schools in the greater part of the small towns and rural districts is still pitiful and certain to grow worse if adequate and permanent plans of support are not found at once.

The Cause.

7. The cause of this deplorable condition is plain. The State, as a State, has done well by its schools. Texas ranks tenth in the Union in support of its schools out of the State Treasury. But an out-of-date and undemocratic provision in our constitution prevents the local communities in Texas doing for their schools even what they may unanimously want to do. Texas is therefore 44th among the states of the Union in local support of her schools. Only one other State in the Union forbids a tax of more than 50 cents on the hundred dollars of property valuation for school



THEY SHALL NOT PASS!

purposes. Texas is therefore at the very bottom of all the States in the Union in the limit its constitution now sets for local support of schools.

8. The constitution permits the large cities to vote such local support for their schools as their citizens choose to vote. The constitution, therefore, permits the inhabitants of the cities to vote themselves good schools if they desire to do so, but forbids the citizens in small towns and in the country voting themselves the kind of schools they desire and their children need. Hence, the Texas children in our large cities have good schools, while the Texas children in the country and in small towns have, as a rule, very poor schools or no schools at all. That is unfair, unreasonable, and inexcusable. It retards the prosperity and the civilization of the whole State.

The Remedy.

9. The constitution must be changed to allow the citizens of any district, whether town or country, to vote such support for their public schools as they see fit. That is the first step. This amendment places no tax on anyone, it does not even compel anyone to vote a tax later. But it does make it possible for every district in Texas to decide for itself what support it will give to its own schools.

Absolutely no sensible reason can be offered for voting against this amendment. The prosperity of the State and the welfare of our children demand that every right thinking man and woman go to the polls, rain or shine, on November the second and vote for the Amendment to Section 3 of Article VII of the Constitution of the State of Texas.—The Better Schools Amendment.

OUR OPPORTUNITY

By Annie Webb Blanton

On November 2nd, at the general election, a constitutional amendment will be submitted, which simply allows all school districts to vote whatever tax they feel they need for school purposes. This does not mean that taxes will be increased in any given community, but does allow the people in that community to increase the school tax later if they so desire. It is purely a local option measure.

Two things are of vital interest in Texas today—first, to keep the young people on the farm; second, to give them every opportunity that any Texas child may enjoy. Statistics show that, as a rule, the leaders of every community are those who have had good educational advantages. Education increases the earning ability, and greatly adds to the enjoyment of life.

In the past, rural communities have been compelled to take such teachers as they could secure. A teacher whom a city school will not accept is not a fit teacher for a country child. Our country schools must have better teachers and longer terms.

Good rural schools will do many things for Texas. First, they will help the future farmers to raise better crops and better stock. Second, they will stimulate interest in farm affairs. Third, good schools add to the selling price of every farm in that school district. Very few people will pay a high price for a farm if there are no school advantages. Then vote for the educational amendment, because "The educated mind is the greatest producing agency in the world, without which fertile soil, timbered land and mineral deposits are so much useless material."

THE ISSUE OF THE HOUR BEFORE TEXAS

"A great national election looms large just ahead; three men from three parties are running for Governor of Texas; a new legislature is about to be created—each and all of these are great issues in their way, but the issue of the hour before Texas, is the carrying of the School Amendment at the November election. Whether Cox or Harding is elected, the United States will weather the International Storms which now beset her; Texas might get along politically even if an out-of-the-regular candidate were elected, but if the school amendment fails she will be hit a blow which will retard her progress for years to come. Say what we will, the Public Schools are the saviors of democracy—there can be no such thing as a government of the people and by the people for the people without public education."

TEXAS

**First in Size! First in Agricultural Productions!
Third in Production of Oil! Seventh in Wealth!**

39th in Education

In Local Provisions Made for Education, Texas is practically at the Bottom of the List of States

Help Lift Texas from the Bottom!

WORK FOR THE BETTER SCHOOLS AMENDMENT NOW!

Vote for the Amendment November 2nd!

THE SHAME OF TEXAS

FIRST IN SIZE! - - - FIRST IN AGRICULTURE!
39th IN EDUCATION!

Mothers of Texas! Will you stand for that? Fathers of Texas! Will you stand for that?

THE NEW WOMAN POWER—WHAT ARE YOU GOING TO DO WITH IT?

For seventy years mothers struggled for an equal share with fathers in determining conditions under which their own children should be reared.

They petitioned, they begged, they wept, they prayed, they became militant in the despair of one hour, and as clinging vines in the hope of another; but to no avail. Yet when war was declared they faithfully, even feverishly, engaged in Red Cross work, Liberty Loan work, anti-vice work; they knitted, they sewed, they stinted and saved, and when the innumerable "drives" were on, they tramped the highways and byways regardless of dust, and heat, or wind and rain. Many of the most timid made speeches before all kinds and conditions of audiences; and then they hid their aching hearts with smiles and cheering words as they bade farewell and Godspeed to the brightest and bravest of the land who, everywhere, were rushing to training camps and flying fields, and crowding to the rails the relentless, never-ending procession of eastward bound troop trains.

They proved in part what Mathew Arnold once prophesied: "If ever the world sees a time when women shall come together purely and simply for the benefit of good of mankind, it will be a power such as the world has never seen."

Their demonstration could not be complete, however, because they had not then been granted a voice in their own government which declared war, and planned the means of carrying it on; nor were they apprised of many conditions that have later been revealed.

But now, woman's opportunity is here. You cannot plead ignorance, for you have stood dry-eyed and horrified at the revelations of the war department regarding the social evils when you learned that "the most terrible waste of manhood in modern warfare is not on the battlefield."

You have learned of the diseases and degeneracy and broken hearts and homes that result from these evils.

You have learned that 800,000 of the sons of American mothers were found "physically unfit."

You have been confronted with the shocking conditions of under-nourished children, of unnecessary blindness, and idiocy, and lunacy, and infant mortality.

You have witnessed the unholy profiteering in food and clothing.

You have learned that one out of every seven children born in your country dies in its first year, and that 300,000 of these little ones die of preventable diseases, before they are five years old.

You have gathered up the broken bodies of your sons from off the fields of war, and you have learned that illiteracy, inexcusable, skulking illiteracy, is fundamentally responsible for all this chaos of ills, and that out of every six native-born illiterates in America five live in rural communities.

The challenge is to you, the mothers and conservers of the race. The seventy-year fight has been won. You now have equal voting powers with men.

What are you going to do about it? Not in Russia, or in Mexico, or in Maine, or even in Oklahoma, but right here in our own Texas, on November 2nd, when the educational amendment which is a first step toward elimination of these evils, is to be voted upon, and the ballot will be in your hand?

At a county fair recently held in this State the demands of the fat cattle and registered hogs and thoroughbred pigs and chickens were so great that the Fair Association found it impossible (?) to furnish either room or consideration for the needs of the children, many of whom, sad to relate, were neither fat, nor registered, nor thoroughbred.

But the Better Schools Campaign has a real live chairman in that particular county; so she found a pleasant and convenient location just outside the sacred stock reservation, erected a large, roomy tent, decorated it with a big sign, and banners and posters, furnished it, supplied all comers with ice water and literature, and started a line of talk that furnished the directors with food for prolonged and serious speculation.

Someone was talking some time ago with a Texas man and said: "Yours is a great State. Why, do you know that if Texas should turn over in her sleep El Paso would fall east of Atlanta?"

The prompt reply of the Texan was: "Yes, that is true, but Texas never sleeps."

All Texans talk this way. Let us show by our votes on November 2 for the Better Schools Amendment that Texas is not asleep when it comes to education.

MOTHER GOOSE IN TEXAS, 1920.

Texas, Texas, have you any kale?
Yes, sir; yes, sir; got it by the bale.
Plenty for the auto,
Lots for silken socks,
But none for the schoolhouse
Where goes our Goldilocks.

There was a little man and he had a little vote
And his whole upper story was dead, dead, dead.
As he went to the polls he saw a little school,
And he hit it right over its head, head, head.

There is a little man and he has a little vote
And his whole upper story is live, live, live.
He loves the little school, and when November comes
For the Better Schools Amendment he will strive,
strive, strive.

Little Miss Peaches
In a little shack teaches,
Twenty-four classes a day.
No help they provide her,
The roof fell beside her,
Yet she and the kids have to stay.



WHICH ROAD WILL YOU SEND YOUR BOY?
TO HIS DESTINY DEPENDS ON YOUR VOTE NOVEMBER 2.

Colonel House says that his chief diversion in Paris was to corner a Frenchman with, "Now in Texas—" Such tales as he did tell of Travis and Bowie and old Sam Houston, and of how the Texans fought that their children might have the rights of free men, among which, as chiefest of all, was placed the right of public education.

Suppose, now just suppose, that several Frenchmen, having taken it into their heads to see for themselves the country of which the Colonel boasted, were to tour Texas for the next few months.

The following conversation would probably ensue if they were asked their opinion of Texas:

"Is not Texas a magnificent state?" you ask.

"It has great possibilities," they reply.

"Her resources as yet are practically undeveloped," you boast.

"Especially her human resources," they add.

"Our cotton crop alone is worth more than \$400,000,000."

"How much are the children worth?" The question is embarrassing and you hasten to change the subject.

"Did you see our cattle on a thousand hills?"

"Yes, but we wondered at the cattle sheds on the campus of your University. Why?" Not being able to answer why, you again side step.

"If you are interested in co-operative undertakings," you begin, pompously, "you no doubt would like to know of the Hog Association that has been organized in one of our counties. The farmers of the county have put \$75,000 into the business of learning how to raise hogs, and are paying a man \$1,800 a year to teach them. That's what I call progress."

The Frenchmen do not appear greatly impressed.

"This \$1,800 man," they ask, "he is a trained expert?"

"Oh, no. Just a practical farmer."

"Curious," they remark.

"What is curious?" you demand.

"Why, we were told," they explain, "that in the county you mention the highest paid school man receives only \$1,500."

At the implied criticism you lose your temper and exclaim: "You talk like a lot of school teachers."

And the Frenchman riled in his turn retorts, "And you act like men untaught. Does the experience of Europe mean nothing to you? Can you not see, will you not consider that Bolshevism is a force of fire? Do you think we came to America on a pleasure trip? We came as desperate men seeking help. We had hoped to find in American democracy the divine fire with which to fight the fire that is ravaging us, but your democracy seems to be only a phosphorescent light. Be not deceived. The torch your fathers lighted burns not without fresh fuel. Your children are even now stumbling in the darkness, and if they fall, what matter your cotton, your cattle, and your hogs? Your only hope lies in the school. What of your schools?"

There's some faithful woman
Who's teaching for you;
The kids are so trying
She scarce knows what to do.
Don't make her eat soup
Without any bread,
And wear clothes so shabby
She'd rather be dead.

Tom, Tom, the Piper's son,
Left the school and away he run.
He run to stay
That very day
The teacher had starved and blown away.

"Ill fares the land to hastening ills a prey
Where wealth accumulates and men decay.
Princes and lords may flourish or may fade;
A breath can make them as a breath has made;
But a bold peasantry, their country's pride,
When once destroyed, can never be supplied."

WHAT LEADING CITIZENS OF TEXAS THINK OF THE AMENDMENT.

"No more important campaign for promoting the welfare of the people residing in the rural districts of Texas was ever undertaken in this State." (Extract from long interview.)—Hon. R. E. Thomason.

"It is the plain and patriotic duty of every citizen of Texas who has at heart the interest of our free public school system, as well as the welfare of the oncoming generations of the Lone Star State, to enthusiastically support and vote for this amendment to Section 3 of Article VII of the Constitution of Texas.

"No political or class distinction should be made when considering our educational problems; every person entitled to cast a vote November 2, 1920, should vote for this betterment, or, may I more correctly say, this opportunity for the betterment of our free public schools."—Hon. George H. Slater, President Texas State Federation of Labor.

"I am heartily in favor of the adoption of this amendment. In my opinion it would be a tragedy sad and criminal for the amendment to fail. Our Rural School System has all but collapsed; it must be resuscitated; the remedy is simple—more money in school enterprise. The profession of teaching must be established on an enduring financial basis, or else it will never have the schools we must have, in order to do justice to the children of Texas; whom God has committed to us as guardians.

"Our Democratic form of Government in which each individual exercises a part of the sovereign power will falter and ultimately fail unless the individual units, or a controlling majority, are enlightened so as to be equipped mentally and morally to properly exercise this power of Government.

"Ignorance is the poisonous atmosphere in which Anarchy, Bolshevism and all other 'isms' antagonistic to our system germinate and flourish. The ignorant and un-enlightened mind is utterly helpless to defend itself against the preachments of those who would utterly destroy our form of Government, and who are continually, through their propaganda, disturbing the peace of our country. I am heart and soul for the amendment and shall do everything within my power to put my county, Hunt, over in good shape."—Hon. Ben. F. Looney.

WOMEN AND THE NOVEMBER ELECTIONS.

Any person who is twenty-one years of age, who has lived in Texas one year and six months in the county in which he or she offers to vote or, if a native of a foreign country, who has declared his intentions to become a citizen of the United States six months before the day he expects to vote, shall be permitted to vote on November 2, 1920, provided he or she has a poll tax receipt for the year 1919.

Men and women who have all of the above qualifications, but who did not pay their poll tax by February 1, 1920, may vote in the November elections and all other elections prior to February 1, 1921, if they secured a 1919 poll tax receipt during the period from October 6 to October 26, 1920, provided by the last Called Session of the Thirty-sixth Legislature.

This poll tax receipt was issued according to the laws governing poll taxes bought prior to February 1st next preceding a regular election. In cities of 10,000 or over it must be gotten in person at the courthouse or office of the tax collector. In small communities it may be issued through an order to an agent.

Besides the election of a President of the United States and all state officials from Governor down, the question of an amendment to the State Constitution called the "Educational Amendment" comes before the voters of the State for decision. The carrying of this amendment is believed to be the beginning of the solution of our shortage of school teachers and our closed schoolhouses. All, regardless of party affiliation, feel alike on the matter of the education of the children. (See statements from candidates for Governor.)

THE BALLOT.

The entire ballot is printed on one sheet, a column being allowed for each party which has complied with the statutes governing and regulating party nominations. In addition, the law requires a blank column to be provided, for the use of those who wish to write in the name or names of independent candidates for any office from Governor down. In voting a "straight ticket" a line is drawn entirely through each party column from the top to the bottom, except the one for which the elector is voting. In voting a mixed ticket each candidate's name is scratched except those for whom the vote is cast. For instance, if an Independent candidate for judge and a Democratic candidate for attorney are chosen, all other candidates for judge in each column except the Independent column is scratched and every other candidate for attorney except the Democratic candidate is scratched.

THE CANDIDATES.

Hon. Pat M. Neff of Waco, is the Democratic candidate for Governor of Texas.

Hon. John Culbertson of Wichita Falls, is the Republican candidate for Governor.

Ex-Senator T. H. McGregor of Austin, is the American Party candidate for Governor.

Little Boy Blue, come blow your horn,
School won't open next October morn.
Where's the trustee that looks after the school?
He forgot the amendment—the silly old fool.

VOTE FOR THE BETTER SCHOOLS AMENDMENT
NOVEMBER 2ND

The Success Supplement, Oct. 29-20

DISTRICT COURT NOV. 15.

The next regular term of the Schleicher County District Court will convene Monday Nov. 15, 1920.

Grand Jury.

J. R. Alexander, W. W. Barber, L. L. Tisdale, J. T. Burler, T. G. Chaney, G. C. Crosby, C. S. Chick, D. E. DeLong, Brice Dabney, H. M. Freund, A. M. Freeman, Oscar Gibsor, C. H. Hensel, Jess Koy, Lee Williams, W. H. Williams.

Petit Jury.

Sam E. Jones, Roy Andrews, J. B. Montgomery, C. A. Graves, S. A. Ramsey, Hebert Gregg, W. E. Bruton, F. E. Brazelton, M. W. Jones, Bud Baker, L. L. Ball, Paul Nixon, B. E. Moore, J. E. Jones, W. O. Alexander, R. J. Hill, R. A. Evans, J. W. Burk, O. L. Hopkins, John H. Jones, J. E. Hill, O. E. Conner, W. F. Meadow, Rex McCormick, Geo. M. Brown, J. M. Choate, G. W. DeLong, J. E. Garvin, G. S. Bodine, A. J. Atkins, Ben Hext, C. R. Keeney, W. A. Davis, J. F. Cloud, W. F. Edmiston, E. P. Cochran.

LOCALS

Fresh bread for sale at Ben's.

When you buy a Tire buy a Standard make of Tires, so you get protection.

Highway Carage.

Mr. and Mrs. J. M. Evans returned Monday from an extended visit to Devine, Mr. and Mrs. Clarence Evans returned with them.

School Tablets, lots of them at W. H. Parker's, close prices and a good bargain.

No paper mail from Saturday until Wednesday and the campaign at its best.

For Sale, Rambouillet Rams and Angora Billies, good stock and Priced to sell.

Frank Murphy.

DALLAS THE DAILY TIMES HERALD **FIRST SECTION**
WEATHER—East and West Texas, Sunday Fair
 VOL. XLIV NO. 247 DALLAS, TEXAS, SUNDAY MORNING, SEPT. 13, 1920 FIFTY-SIX PAGES PRICE, FIVE CENTS

SEES GERMAN SCHEME IN SHIPPING BOARD DEAL

SEEK SECOND MAN IN VENDETTA CASE THINK GERMANY GALVESTON MARTIAL LAW ENDS SEPT. 30

COX OUTLINES HIS PLAN FOR Wilson Search Check For \$500 To Boost Democratic Fund WOULD CONTROL PANAMA CANAL Yanks Light Wire To Put Out Blast: Is Badly Shocked WALL STREET BOMB MYSTERY

Know The Straight of it

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		One Year	_____ \$2.50

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Subscription to the Times Herald taken at The Success Office.

Mr. and Mrs. J. D. Ramsey carried their son Herrin to San Angelo last Thursday and had his tonsils and adenoids removed, returning Friday in a new Dodge, they were accompanied by Miss Lucile Sprouls.

We visited San Angelo Friday and found that City making preparations to entertain the big crowd that will attend the Big Fair this week.

The Fair started Tuesday and will close Saturday night, if you fail to go the loss is yours.

PHONE 98.

Clothes Ordered, Altered,

Cleaned Pressed and Dyed.

HATS CLEANED and BLOCKED

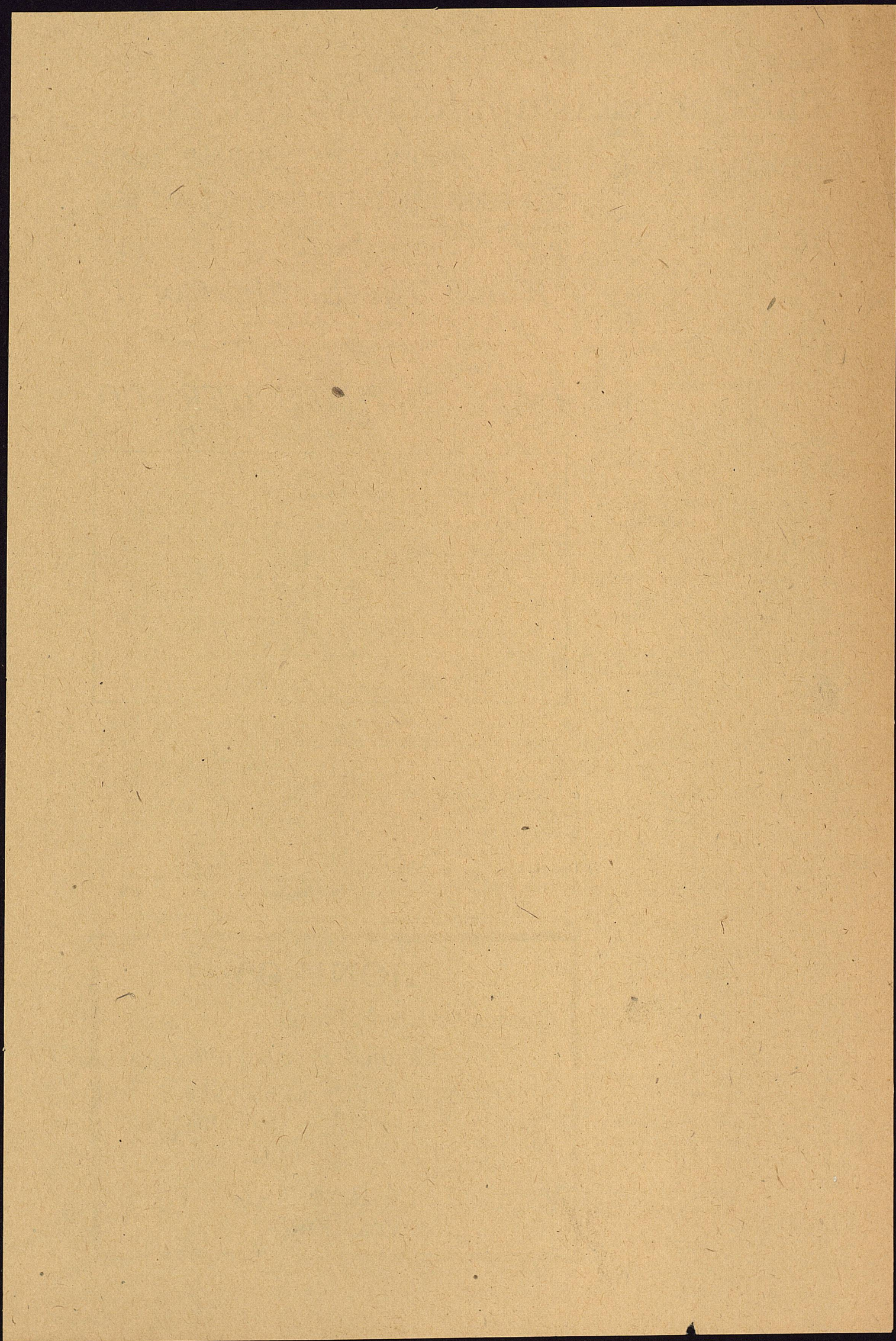
Ladies Work a Specialty, Prompt Service is our aim. Our Works and fits Guaranteed. Suits Called for and Delivered.

PHONE 98

L. I. BRANNAN

PHONE 98

TAILOR.



THE SHAME OF TEXAS

FIRST IN SIZE!

FIRST IN AGRICULTURE!

39th IN EDUCATION

Mothers of Texas! Will you stand for that?

Fathers of Texas! Will you stand for that?

WHICH IS YOUR CANDIDATE? STAND BY HIM.

ARE YOU A DEMOCRAT?

See what Pat Neff says:

"As a citizen of Texas I always have been, am now, and shall continue to be interested in the promotion of the cause of education. The education of the masses of the people being, in my opinion, our best safeguard against socialism, bolshevism, and anarchy; and our best guarantee of sound, democratic government and industrial prosperity.

"I believe all our public schools, rural and urban, as well as institutions of higher learning, should be adequately financed, and wisely and economically administered. I am particularly interested in the country public schools of Texas, upon which the farm girls and boys are largely dependent for educational opportunities. I want to see Rural High Schools established at suitable points in the rural sections of the state, so that our farm girls and boys may attend good high schools in the country, organized and conducted under rural environment. This is the means of stepping the rapid movement of the people of the country to the city. Such rural high schools should also be made social centers for all the people, being common property of all the people of the community. I shall vote for the proposed amendment of the Constitution at the general election, because the said amendment will give the right to the people of the rural communities of Texas to provide financially better support of the public free schools for the education of their girls and boys."

ARE YOU A REPUBLICAN?

See what Culbertson says:

"Were it a choice between my winning and the winning of the educational amendment, I would choose the latter."

ARE YOU A MEMBER OF THE AMERICAN PARTY?

See what T. H. McGregor says:

"I favor the educational amendment; will vote for it, and will ask my friends to vote for it."

DECLARATION BY THE GOVERNOR OF THE STATE OF TEXAS.

The Better Schools Campaign has for its purpose the adoption of the proposed constitutional amendment to remove the present limit on local taxes for school purposes.

The adoption of this amendment is of utmost importance to the public schools and the people of the State, the very life of the schools and the benefits of an enlightened citizenship depending upon its adoption.

Now, therefore, in line with the policy pursued throughout the course of my administration, I, W. P. Hobby, Governor of Texas, urge all loyal Texans to exert every possible effort in bringing about the adoption of the proposed amendment and in order to give greater publicity to this all important subject, I hereby designate the week of October 24-30 as Better Schools Week in Texas.

Throughout the week of October 24-30, the people of cities, towns and rural communities are urged to assemble in mass meetings for the discussion of the proposed amendment. Newspapers throughout the State are requested to give publicity to the purposes of the amendment and to advocate the cause of its adoption for the betterment of education in their daily and weekly editions.

Let all loyal and public-spirited citizens respond to this call to the end that the constitutional shackles be stricken from public education and the schools of Texas take a higher rank among the schools of the nation.

In witness whereof, I have hereunto signed my name and caused the seal of State to be hereon impressed at Austin, Texas, this 5th day of October, A. D. 1920.

W. P. HOBBY,

Governor of the State of Texas.

By the Governor:

EDWIN SPENCER,

Acting Secretary of State.

A PRAYER FOR TEXANS.

God of our fathers, we thank Thee:

For our heritage received from heroes;
For our cattle plains and cotton fields;
For our hard-working, clear-seeing citizenship;
But most of all, O God, we thank Thee
For our children.

God of our fathers, we pray Thee:

That we shall be true to the ideals of Texas heroes;
That we shall be free from greed and from inordinate passion for possessions;

That we shall be trustworthy to neighbor and to state;

But most of all, O God, we pray Thee:

That we shall be generous and just to our children, teaching them the faith of Texans, providing for them out of our poverty or out of our wealth such homes and schools that all the children of Texas in the country and in the city shall have equal opportunity.

God give us courage to put our children first.

TUBERCULAR SOLDIERS.

It seems impossible to believe that our own Texas soldiers, sailors, marines, and nurses who contracted tuberculosis while in the service of their country have not been cared for, but such is the case.

"He that's ungrateful, has no guilt but one; all other crimes may pass for virtues in him."

There is rapidly growing up among the women of this generation, a kinship of motherhood that will bind all women of all creeds and classes together in one insoluble fighting unit, prepared to use their newly acquired power to the end that the ignorance, and misery, and waste, and mutilation of the lives that they descend into the shadows of the valley of death to make possible, shall forever cease.

Why not disfranchise citizens who stay away from the polls unless on account of conscience or physical disability?

"No man or woman is educated until he or she is able to earn a living. Society demands that each individual in normal physical condition shall render it a service for which it rewards the individual in turn by at least food, clothing, and shelter. With additional service to society, additional rewards are forthcoming. Vocational education consists in preparing one's self for this service."



THE STORY OF ONE DECLARED TO BE AMERICA'S GREATEST WORLD WAR HERO.

Recently a woman visitor to Austin who is nationally noted for her brilliancy and broad altruism was appealed to, to furnish some point, some incident or illustration that would certainly bring home to the hearts and minds of Texas men and women the enormity of their neglect in discriminating, as they do, against the children of the State who reside in rural districts.

"You might travel the world over and you could not find a more impressive argument for any cause than you have for the educational amendment right here in Travis county, in the history of your four-times decorated world-war hero, Albert Simpson," she replied.

And here, in brief, is one of the most thrilling and remarkable stories of the world war—the story of a Texas boy whose citation reads:

"Through his bravery and skill the advance of the Huns was checked and the day was saved by the covering of a retreat, one of the most difficult and daring of all military operations."

On the memorable day in question, Albert Simpson was in charge of a machine gun squad at Somme-Py, France.

His squad, with the rest of the army, had retreated twice after severe punishment from the Huns, but when ordered to retreat the third time, a cry went up, "Texans will not retreat," and as the American division swept back, he and his machine gun squad of eight men, all told, lunged forward, and were at once surrounded by the enemy. Almost immediately an explosion occurred, and when the smoke cleared away, the heroic little squad had been reduced to one.

Left alone, and cut off from any possible aid, Simpson made his way to a German fox hole, and arrived safely, only to find it inhabited by eight German officers. Using two hand grenades, he killed seven of the men, bayoneting the eighth after entering the dugout.

Being powerfully built, he partially supported a machine gun thus left at his disposal, but on a broken tripod, and made ready, with his own ammunition, and that of the enemy, to give battle.

He did not have long to wait. The Germans began storming the dugout, first in single file, then in double file, sometimes upright, and sometimes crawling. On and on they came. Would the line never cease? How much longer would his ammunition last?

Still they came, and the deadly fire of the machine gun continued mowing them down.

Captain Cunningham speaking to Travis county people since the war said that when the American division went back to reconnoiter preparatory to again making an advance, the officers were astounded at the sound of the lone machine gun barking incessantly, and that no conclusion could be reached in regard to it, as the Americans were positive the Germans had no opposition at that point.

At the close of two hours and ten minutes, to be exact, the Huns

Give the Country Schools a Chance by Marking Your Ballot Right

FOR the amendment to Section 3 of Article VII of the Constitution of the State of Texas, providing that the limitation upon the amount of school district tax of one (\$1.00) dollar on the one hundred dollars valuation shall not apply to independent or common school districts created by general or special law.

~~AGAINST the amendment to Section 3 of Article VII of the Constitution of the State of Texas, providing that the limitation upon the amount of school district tax of one (\$1.00) dollar on the one hundred dollars valuation shall not apply to independent or common school districts created by general or special law.~~

were driven back, and Major Pharr advanced on the dugout and jumped into it. Imagine his consternation when a revolver was thrust against his chest by a giant of an American doughboy, standing in a stooping position, half supporting a German machine gun.

After convincing Simpson that he was not another enemy, the major asked him if he did not wish to be taken to the rear at once. "I am a little tired," the Texan responded.

Captain Cunningham and others estimated the number of victims of Simpson's fire, lying within range, at between 1,000 to 1,500 Germans.

"I did not try to estimate them," Simpson replied when asked the approximate number. "I wanted to forget what I saw when I came out of that hole."

He wanted to forget, but the nations of the earth remembered. He was awarded the Italian War Cross, a Distinguished Service Medal by Great Britain, the Croix de Guerre by France, and the Distinguished Service Cross of his own America.

Captain Cunningham declares that when the records are cleared he will be revealed as America's greatest hero.

But what honor is due his native State for Albert Simpson's heroic acts?

What had Texas provided for him in the way of mental, moral, or physical training?

When people of Austin and Travis county finally learned of his deeds, despite his native modesty and reserve, they raised a sum of money with which to reward him, but he had slipped away.

Then came a call for Albert Simpson, of Travis county, to receive the Decoration of the King of Italy. A determined search for him was made and he was found on a load of charcoal, near Bee Caves, coming in from his mountain home. Anxious to do all in their power for the big, stalwart hero, he was questioned:

"What can we do for you? What do you want more than anything else in the world?"

And what do you suppose was the answer given by this young Texan, who bore on his chest the war decorations of four of the proudest nations of the world? "An education," he bashfully and haltingly declared.

But his time for obtaining that which he coveted was past. The people of his native State were too late in realizing the enormity of their crime in not providing educational advantages for him and thousands of like caliber who reside in the rural districts of Texas, where the schools are so poorly supported that the children have not even a "fighting chance" to develop into the strong, courageous, dependable men and women their State so badly needs.

BEAT THIS POEM IF YOU CAN.

One of the most interesting things in the recent campaigns in the cities for better schools has been the fine work of the children themselves. In Dallas and other places the children have, under the general guidance of their teachers, spent their afternoons after school in calling on neighbors and urging them to come out and vote for the school bonds or for whatever was before the people. Some of the older boys and girls have made four-minute speeches at the movies, written articles for the local papers and even made soap-box speeches on the busy street corners.

The rural school teachers should by all means encourage the country children likewise to go to their neighbors and plead for a better chance in life. It is a hard heart indeed that can resist the earnest pleading of a bright-eyed boy or girl for a better chance to prepare himself for usefulness in the world.

Below is a poem dashed off by a little boy in a California public school in the midst of a hot campaign there for better schools. Doesn't he deserve a chance?

"The day is hot, and so am I
To think that any tight-wad guy
Would try to save a bean or two
On Better Schools for me and you.
It's hard enough to come all day
And crack your brains, and stop your play
Without being herded in a shack
That almost fell down ten years back,
Or taught by teachers, kids or green,
Who're ugly, ignorant, or mean.
So come, all voters, young and gray,
And put it through on election day.
Forget you're tired, forget you're busy,
Walk, run, or come in your tin 'Lizzie!'
If you never voted before in your life,
Come this time, and bring your wife."

INDUSTRIAL EDUCATION.

"Vocational education is the opponent of things narrow and cramped. It looks with impatience on the boy in the machine-shop who knows how to run a drill press, but to whom the planer, shaper, and other machines are sealed books. It would take a boy and make him a mechanic knowing the why and the wherefore of mechanics, the reasons why each tool does what it does, as well as understanding the way in which it does it.

"It would open to a boy and girl the recesses of knowledge out of which modern industry has sprung and on which it depends. It would make them reasoning workers. Its purpose is to make men and women flexible in their working powers and to take the rigidity out of toil. It is a human force, sympathetic and virile, leading the mind to express through the hand the character and spirit of the worker."

ENGLISH SCHOOLBOYS ON EXAMINATION.

After twice committing suicide, Cowper lived till 1800, when he died a natural death.

Much butter is imported from Denmark because the Danish cows have a greater enterprise and superior technical education to ours.

The courage of the Turks is explained by the fact that a man with several wives is more willing to face death than if he had only one.

To all of which we may add an American schoolboy's recent statement: Patrick Henry said, "I rejoice that I have but one country to live for."



VOTE FOR THE BETTER SCHOOLS AMENDMENT NOVEMBER 2ND

Do You Want Your Children to Have A 39th Rate Chance in Life?

SCHOOLS A PAYING INVESTMENT FOR THE STATE

MASSACHUSETTS SPENT \$13,889,838.00 OR \$38.35 PER PUPIL ON EDUCATION.

TENNESSEE SPENT \$1,628,313.00 OR \$4.68 PER PUPIL ON EDUCATION DURING THE SAME YEAR.

THAT YEAR MASSACHUSETTS CITIZENS PRODUCED ON THE AVERAGE \$144 EACH MORE THAN DID TENNESSEE CITIZENS, OR A TOTAL OF \$403,969,824.00 MORE THAN TENNESSEE.

IF MASSACHUSETTS GIVES 12 MILLION DOLLARS MORE TO SCHOOLS AND HER BETTER EDUCATED CITIZENS PRODUCE 403 MILLION DOLLARS MORE PER YEAR, HOW MUCH PROFIT DOES THAT STATE MAKE ON HER INVESTMENT IN EDUCATION?

EDUCATION IS NOT A CHARITY BUT THE BEST PAYING INVESTMENT

EDUCATION INCREASES PRODUCTIVE POWER.

MASSACHUSETTS GAVE HER CITIZENS 7 YEARS' SCHOOLING

THE UNITED STATES GAVE HER CITIZENS 4.4 YEARS' SCHOOLING

TENNESSEE GAVE HER CITIZENS 3 YEARS' SCHOOLING

MASSACHUSETTS CITIZENS PRODUCED PER CAPITA \$260 PER YEAR

CITIZENS OF THE UNITED STATES PRODUCED PER CAPITA \$170 PER YEAR

TENNESSEE CITIZENS PRODUCED PER CAPITA \$116 PER YEAR

IT PAYS THE STATE TO EDUCATE

WHAT FOUR YEARS IN SCHOOL PAID

WAGES OF TWO GROUPS BROOKLYN CITIZENS

WHEN 14 YEARS OF AGE	THOSE WHO LEFT SCHOOL AT 14 (YEARLY SALARY)	THOSE WHO LEFT SCHOOL AT 18 (YEARLY SALARY)
16	\$200	0
18	\$250	0
20	\$350	\$500
22	\$475	\$750
24	\$575	\$1000
25	\$600	\$1150
	\$688	\$1550

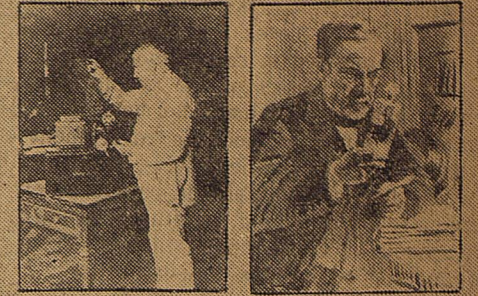
TOTAL SALARY 11 YEARS \$112.50

TOTAL SALARY 7 YEARS \$7337.50

NOTICE THAT AT 25 YEARS OF AGE THE BETTER EDUCATED BOYS ARE RECEIVING \$900 PER YEAR MORE SALARY, AND HAVE ALREADY IN 7 YEARS RECEIVED \$2250 MORE THAN THE BOYS WHO LEFT SCHOOL AT 14 YEARS HAVE RECEIVED FOR ELEVEN YEARS' WORK

IT PAYS TO CONTINUE YOUR STUDIES

THE STATE THAT FAILS TO EDUCATE



"THE EDUCATED MIND IS THE GREATEST PRODUCING AGENCY IN THE WORLD. WITHOUT WHICH FERTILE SOIL, TIMBERED LAND AND MINERAL DEPOSITS ARE BUT SO MUCH USELESS MATERIAL."



"THE STATE THAT FAILS TO EDUCATE DOOMS ITS CHILDREN TO INDUSTRIAL SUBJUGATION BY THOSE FROM STATES THAT EDUCATE. MORE THAN ONCE HAVE NATIVES LOST THEIR LAND FROM LACK OF EDUCATION."

SHALL WE PREPARE OUR CHILDREN TO HOLD THIS LAND?

EVIDENCE.

"Has Jim come home from school yet, Mary?" asked his mother.
"I think so, ma'am," said Mary. "The cat's hiding in the cellar."

It is the drum major who grows pompous, the great general is simple and unaffected as a child.

A colored man was brought before a police judge charged with stealing chickens. He pleaded guilty, and received sentence, when the judge asked how it was he managed to lift those chickens right under the window of the owner's house when there was a dog in the yard.

"Hit wouldn't be of no use, Judge," said the man, "to try to 'splain dis thing to you at all. Ef you was to try it you like as not would get yer hide full o' shot an' get no chickens, nuther. Ef you want to engage in any rascality, Judge, yo' better stick to de bench, whar yo' am familiar."—Presbyterian Witness.

THE MONEY VALUE OF EDUCATION TO THE STATE AND TO THE INDIVIDUAL.

Now and then one sees a man with high education who has made a complete failure as a business man, and on the other hand there appear many men who without education have accumulated large fortunes. This fact has led many men to believe that education has very little money value.

Of course, education has many other values and could justify itself even if it had no money value, but before coming to a conclusion about the money value of education one ought to look at the matter in a large way. Some few people may have such failings as to be unable to make money, with or without education, and a few others may have such exceptional natural ability that not even the handicap of a lack of education can hold them down. The real question is what help does education give the average man or the usual run of men and women?

If you take whole nations and compare those that are educated with those that are not, the conclusion is plain. For instance, going back to normal times before the war, how could you account for the fact that Germany, with rather poor natural resources grew so much more vastly greater natural resources than Germany. Russia's which had a vigorous and talented race of people and population was over 95 per cent illiterate while Germany had the most complete school system in the world. This difference in wealth-producing power of the educated and uneducated nations cannot be explained by the differences in race, or climate, or natural resources. In sunny France, swampy Denmark, hilly Scotland, mountainous Switzerland, or wherever there is good school system and education there is great efficiency in industry and great wealth is produced each year. On the other hand, in sunny Spain, frozen Russia, centuries old Turkey, or in Mexico with her matchless natural resources, wherever there is no education or little education, there are great poverty and little wealth.

Even in our own nation, it has been shown by Dr. Dabney and Dr. Ellis that the power to produce wealth in any state is in direct proportion to the amount of education given the citizens. The figures given in the chart above show that Massachusetts has given her children two and a third times as much education as Tennessee gave hers, and that Massachusetts' citizens produced two and a third times as much wealth per year as did the citizens of Tennessee.

Massachusetts, with slightly smaller population than Texas, has nearly twice the accumulated wealth. Wisconsin and California, both young States like Texas and each with only two-thirds our population, have over four billion each of accumulated wealth while Texas has less than three. Both these states have given nearly twice as great support to their schools as Texas has been giving and have as a result a correspondingly better educated population, able to produce and conserve more wealth.

The advantage to each of the education of all is admirably brought out in the following paragraph from

Mr. Clarence Poe: "You prosper just in proportion to the prosperity of the average man with whom you are brought into business contact. If the masses of the people are poor and ignorant, every individual, every interest, every industry in the community will feel and register the pulling-down power of their backwardness as inevitably as the thermometer records the temperature of the air. The merchant will have poorer trade, the doctor and lawyer smaller fees, the railroad diminished traffic, the banks smaller deposits, the preacher and teacher smaller salaries, and so on. Every man who through ignorance, lack of training, or by reason of any other hindering cause, is producing or earning only half as much as he ought, by his inefficiency is making everybody else in the community poorer."

The effect of education upon the general success of those who have it, and its effect upon the money earning capacity of those who have studied in the public schools have both been studied carefully. A study was made in 1900 of the amount of education possessed by the eight thousand men and women who were regarded as the most successful and noted in the United States. As is shown on the chart at the right, only 31 men and women in all America, out of five million with no schooling, had been able to win notable success. Out of 33 million with a common school education 808 had won notable success; out of only two million, with high school education 1245 had done so; and out of one million with college education 5768 had won notable success.

A study of those working in Massachusetts factories showed that school-trained boys surpassed the shop-trained boys, and by the time they were twenty-five years old were earning on the average \$900 more per year. A study of girls made by Florence Marshall in the north and one by the State Department of Labor of Texas in Fort Worth both showed this same greatly superior earning power of the girls who had education.

Studies have been made of the salaries received afterwards in business by those who graduated from the schools and those who quit early from the schools of Springfield, New York, Minneapolis, Lake Geneva, Wis., Beverly and Lowell, Mass., Milwaukee, Rochester, Newark, Brooklyn and other places. In every case it has turned out that the productive power and the salary earned by the boys increased directly in proportion to the amount of schooling they had. The chart above shows that in Brooklyn the boys who were given good schooling till they were eighteen earned in the first seven years after they left school \$2250 more money than the boys who left school at twelve years earned in the next eleven years.

The boy or girl who goes out into the struggle of life now with little or no education, starts under a handicap, with chances more than fifty to one against him, in competition with the boy or girl who has a good education; and the parent who fails to help provide the needed public schools for his child is guilty of condemning his own child, to that unequal hopeless contest for life.

THE SENSIBLE COURSE.

Jimmie giggled when the teacher read the story of the Roman who swam across the Tiber three times before breakfast.

"You do not doubt that a trained swimmer could do that, do you, Jimmie?" teacher demanded.
"No, ma'am," answered Jimmie, "but I wondered why he didn't make it four times and get back to the side his clothes were on."

It was one of those rare occasions when a famous lawyer had lost a case, and he wasn't feeling very happy over it.

"Your profession doesn't make angels out of men, does it?" said a medical friend teasingly.
"No," retorted the lawyer, "that's one thing we leave to you doctors!"—Pearson's Magazine.

Teacher (to boy whose excuse she had found to be a forgery): "But what does your mother say to such dreadful lies?"
Boy: "She says I take after father."

EVERY DAY SPENT IN SCHOOL PAYS THE CHILD NINE DOLLARS

\$9.02 \$\$\$\$\$\$\$\$\$\$ \$9.02

HERE IS THE PROOF:

UNEDUCATED LABORERS EARN ON THE AVERAGE \$500 PER YEAR FOR FORTY YEARS. A TOTAL OF \$20,000

HIGH-SCHOOL GRADUATES EARN ON THE AVERAGE \$1000 PER YEAR FOR FORTY YEARS. A TOTAL OF \$40,000

THIS EDUCATION REQUIRED 12 YEARS OF SCHOOL OF 180 DAYS EACH, A TOTAL OF 2160 DAYS IN SCHOOL.

IF 2160 DAYS AT SCHOOL ADD \$20,000 TO THE INCOME FOR LIFE, THEN EACH DAY AT SCHOOL ADDS \$9.02

\$9.02 \$\$\$\$\$\$\$\$\$\$ \$9.02

THE CHILD THAT STAYS OUT OF SCHOOL TO EARN LESS THAN \$9.00 A DAY IS LOSING MONEY, NOT MAKING MONEY

\$9.02 \$\$\$\$\$\$\$\$\$\$ \$9.02

DISTINGUISHED MEN OF AMERICA AND THEIR EDUCATION

WITH NO SCHOOLING OF 5 MILLION, ONLY 31 ATTAINED DISTINCTION

WITH ELEMENTARY SCHOOLING OF 33 MILLION, 808 ATTAINED DISTINCTION

WITH HIGH-SCHOOL EDUCATION OF 2 MILLION, 1245 ATTAINED DISTINCTION

WITH COLLEGE EDUCATION OF 1 MILLION, 5768 ATTAINED DISTINCTION

THE CHILD WITH NO SCHOOLING HAS ONE CHANCE IN 150,000 OF PERFORMING DISTINGUISHED SERVICE. WITH ELEMENTARY EDUCATION, HE HAS FOUR TIMES THE CHANCE. WITH HIGH-SCHOOL EDUCATION, 87 TIMES THE CHANCE. WITH COLLEGE EDUCATION, 800 TIMES THE CHANCE.

WHAT IS YOUR CHILD'S CHANCE?

TEXAS SHALL NOT REMAIN 39TH IN EDUCATION!

We Love Our Children

We will Do Our Duty by Our Children

We will work for the Better Schools Amendment now

AND VOTE FOR THE AMENDMENT ON NOVEMBER 2ND