In presenting the plan of this work for the betterment of the negro in Georgia, it is of interest to know something of the man whose thought it was and who has been quietly working toward its accomplishment for about seven years.

It is a vision full of possibility, of great practical value to both races, many thoughtful people are already giving it attention, and many others will see the sanity of the plan and give it their support.

Sam P. Harris was born in Athens, Georgia, 36 years ago. His grandfather, whose name he bears, was a slave in a wealthy family, and “hired out” his time and served the public as an honest, self-respecting shoemaker. It was sometimes the case that slaves who had learned a trade or were especially skilled in any line, hired themselves from their owner and so were free to follow their respective vocations. His grandson was educated in the Athens City Schools and in the Atlanta University. On his return from the Atlanta training, was made principal of the Athens Colored High School.

In the first years of his work in Athens, he was organist in the Jewish Synagogue and pianist at the Opera House. During five years he was given private work in their respective departments by Profs. Hooper, White, and McWhorter, of the University of Georgia, and Prof. D. L. Earnest of the State Normal School. In order to be present at the illustrated lecture course given by Prof. Earnest to the Summer School, he showed the ingenuity born of strong purpose by qualifying himself to assist in manipulating the stereopticon, thereby making his presence essential, and thus preventing any possibility of prejudice. He then took the entrance examination at University of Chicago and had a summer course there. He afterwards received the degree of Master of Arts from one of the leading negro colleges of the South.

As indicated above, Samuel Harris has the racial love of music, besides talent and unusual training, having had lessons from Dr. Fischer, at one time teacher of music in Lucy Cobb Institute. At the inception of his industrial work, many difficulties were encountered, lack of sympathy, and lack of funds available to such purpose, being to the forefront.

Strange but true, the proportion of the City School fund applicable to negro education, could not be diverted to industrial lines, and so this de-