

T H E

ADDRESSES AND JOURNAL OF PROCEEDINGS

OF THE

NATIONAL EDUCATIONAL ASSOCIATION,

SESSION OF THE YEAR 1873,

AT ELMIRA, NEW YORK.

PUBLISHED BY THE ASSOCIATION.

PEORIA, ILLINOIS:
N. C. NASON, PRINTER, ADAMS STREET, CORNER HARRISON.
1873.

S

as receiving the benefit of the Congressional land-grant it may be difficult to say. Certainly not all of them. But any deduction that needs to be made on this account is much more than made up from other sources. The Illinois Industrial University, for example, is set down as having 194 students in the "Agricultural and Mechanical Colleges," or departments, and 381 all told. But here, in estimating the number of students who are receiving an education by the aid of the Congressional grant (and that is the real question in each case), we should include the entire number 381, for the reason that all the funds of this institution have been accumulated on the basis of that grant, and directly in consequence of it. The same is true in several other instances.

It is a distinct fallacy, too, not to put it too strongly, to convey the implication that the usefulness of these institutions is to be tested by the question how many of their students are studying "agriculture," or how many "farmers" they have turned out. The true test is indicated by the terms of the act Congress of 1862, which terms are generally repeated in the state laws relating to these institutions. In establishing these institutions, Congress declared its design to be to provide a "liberal and practical education for the industrial classes, in their several pursuits and professions in life"; and to this end the institutions were to teach, not necessarily manual farming, but "subjects related to agriculture and the mechanic arts." It is the more important to note this, because the fallacy mentioned is partly suggested by the misleading name "Agricultural College," and lies at the bottom of the popular misapprehension as to what any institution of learning aims to do, or can do. The enemies of the colleges perfectly understand this, and are therefore likely to repeat the fallacy until the good sense of the public makes them ashamed to do so.

G. W. ATHERTON.

RUTGERS COLLEGE, New Brunswick, N.J., August 9th, 1873.

Hon. J. C. GIBBS, of Florida, was then introduced, who read the following paper on

EDUCATION IN THE SOUTHERN STATES.

The future of the American nation is a subject of profound interest to considerate men. The present life of this nation is so interwoven with the future destiny of the entire human race, that there is no form of government or society on the broad face of this earth that may not and will not be affected for good or evil, in the most positive sense, by the history and acts of the people of these United States. The distinct mission of the people of these United States is to give to the world a system of government in which is shown the largest possible personal liberty for individual development compatible with national safety. The mission of this nation is as distinct and emphatic as that of Israel of old. With the birth of every nation destined to live, to endure, is a grand cardinal idea, a living thought, breathing in the full sunlight of the fervent hearts and vivid imaginations of a chosen few, who are lifted by a divine afflatus beyond the ken of mortal vision, and are prepared to do or die in the advocacy of the idea, the grand thought, that glimmers and glows in their consciousness like a precious jewel in the burning sun. This idea—this

living thought—marks every stage of the nation's life, from its incipient steps down to its last stage of decadence. The Jewish government was a theocracy; its mission, to teach the world that GOD, **JEHOVAH**, is Sovereign King, Lord, Emperor, of all the earth; and from the day that Israel crossed the Red Sea down to the present moment, prosperity or adversity has been their lot, as they adhered to or departed from the grand idea that underlies their mission, and is the very corner-stone of their existence to-day. So with these United States: our mission is to make room for liberty, make room for the development of the individual; and nothing but contention and bloodshed can and will mark every national departure from the national oath thrown to the world with our national symbol, in 1776, in which we declared certain truths self-evident in relation to individual development. The entire world understands that here, in these United States, the largest personal liberty may be enjoyed; we have for a hundred years been inviting to come to us, from all parts of the earth, those who are sighing and longing to develop every faculty that God and Nature has implanted in their being.

Are not the duties of American citizenship high and responsible? The nation's sacred honor is pledged to make room for the struggling millions of the earth, and with an abiding faith in the strength of republican ideas and institutions, we say, Come to us and we will do you good, for the LORD hath given to us a goodly inheritance. We are here to-day as builders, reconstructors, to examine carefully one of the great foundation-stones of the temple of our liberties—national intelligence! We are here to learn what the opportunity, what the means, by which the entire nation may learn and correctly apply the principles and doctrines of 1776. There is undoubtedly a vast pressure upon this corner-stone, National Intelligence, but we report that it is in fair condition and very nearly level! It will bear an almost unlimited pressure for the next fifty years. Some time ago it slipped from its resting-place upon Virtue, and caused much unpleasantness; but the people raised it with the strong lever of Justice, and then blocked it with the Reconstruction Acts of Congress, and it is able to-day to bear the strain of 25,000 more school-houses in the late rebellious states of our Union, because there are 3,000,000 in a strictly illiterate condition, and the public mind is largely conscious, by the experience of the last ten years, what may result from ignorance and arrogance in a country professedly free. We are here to-day to ascertain what has already been done, and what is now in progress, and what we may reasonably expect in relation to the future. Justice and equity demand that the magnitude of the educational wants of the Southern States, and its intrinsic importance to the whole country, be laid before the public mind, from time to time, that men every where may understand that the education of the mass is indissoluble from a healthy condition of free government.

The exact measure of an American citizen is his usefulness to his country, his God, the world. Other nations may have a different standard of measure, but here on Columbia's soil, the birth-place of **WASHINGTON**, **HANCOCK**, **JEFFERSON**, and **LINCOLN**, usefulness will be the recognized standard measure of a man.

We are here to-day from the distant State of Florida to say what we are

doing to train up men and women, irrespective of race or color, who shall add lustre to the glory of our common country by those sterling virtues of manhood and womanhood that constitute true greatness, whether they be found in the palace or hovel.

It might have been inferred in 1867 and 1868, without violent supposition, that Florida would have been one of the Southern States in which reconstruction would be most difficult, because more than three-fourths of her existence as state and territory had been blasted by a long and continuous Indian war, and before she could recover from the barbarizing effects of savage warfare she was cast into the seething, boiling caldron of secession, only to be withdrawn by the strong hand of Federal power, suffering and distracted in all her interests. But the sound sense of a majority of the people of Florida, colored and white, saved this state from many of those terrible political blunders that constitute crime in the highest sense when the life and precious interests of a state or nation are swinging over a vortex of ruin and misery. Georgia, Texas, Louisiana, and others, furnish much food for thought in this direction for reflecting minds.

There was, prior to the war, in this state and other states of the South a system of education that was called public, but it failed in all the essential features of a public-school system. Slavery had much to do with its failure. It has been said to me, by parties who had opportunities of knowing the exact truth, that these institutions were regarded as pauper institutions, and the wealthy would not send their children, and withheld largely moral and material support. As society was constituted in the days of slavery, the rich white man had very little interest in the poor white man, and fierce animosities existed by reason of the sharply-drawn lines of class distinctions that are not explained by saying lines of demarcation always exist between wealth and poverty. Slavery divided the whites into two classes, and kept them apart, inculcating the idea that they had no interest in common. I have heard them give expression to their estimate of the class to which the supposed offender might belong, after an interchange of incivilities, in language somewhat deficient in beauty, but not in force. During moments of unpleasant excitement, the words "ricocrat" and "cracker" take on additions hardly fit for polite ears, and then flash out and fly around like blue lightning. The brutal influence of slavery was in many respects barely secondary in its effects upon the poor whites to that of the slave. In many parts of the South it is regarded as an insult to say "You are a poor white man." The freedmen give birth to the same thought in two sententious words: "Poor buckra!" expressive to their minds of dirty personal habits, shiftlessness, laziness, want of energy and force, stolid ignorance, dishonesty, and, worse than all to the southern mind, moral and physical cowardice. It expressed even more than this—jibe, jeer, pity, contempt; and even the slave standing in the midst of his shackles would say, Here am I—poor, wretched, ignorant, disheartened, outraged in all that is dear to man by legalized enactments, with no hope between this and the grave—superior to you, a white man, born free, but without hope, without aspiration. Have not the poorer class of the whites strong reason to be staunch Union men, and stand by the old flag unflinchingly? The horrors and tyran-

nies of ku-klux organizations will be impossible when the poorer class have access to the common schools.

The Ninth U.S. Census shows the following condition of literacy and illiteracy in eleven states, in round numbers:

	School Attendance	Can not Read.		School Attendance	Can not Read.
Virginia	153,000	439,000	Mississippi	39,000	291,000
Georgia	77,000	418,000	North Carolina	65,000	339,000
Alabama	77,000	369,000	South Carolina	41,000	265,000
Arkansas	62,000	111,000	Texas	65,000	189,000
Louisiana	51,000	257,000	Florida	18,000	71,000
Maryland	105,000	114,000		<u>753,000</u>	<u>2,863,000</u>

This is truly suggestive, and the inquiry is pertinent: Have we not a missionary field at our very doors?

The resources of Florida for educational purposes may be stated as follows: 85,714 acres of land granted by Congress for the support of two seminaries, one east and the other west of the Suwannee river. These lands were selected and appraised by the agents of the state, and approved by the Department at Washington.

Also, the 16th sections granted by Congress to the state for general educational purposes, amounting to 704,692 acres. Of the seminary-lands 46,000 acres have been sold, leaving unsold 39,000 acres. Of the school-lands 110,000 acres have been sold, leaving a balance of near 594,000.

Section 4, Article 8, of the Constitution of 1868, declares that the interest of the common-school fund shall be applied exclusively to support a uniform system of common schools.

The proceeds of all lands that have been, or may hereafter be, granted by the United States for educational purposes.

Appropriations by the state.

The proceeds of all lands or other property that may accrue to the state by escheat or forfeiture.

Donations by individuals for educational purposes.

The proceeds of all property granted to the state where the purpose of such grant is not specified.

All fines collected under the penal laws of the state.

Such portions of the per-capita tax as may be prescribed by law for educational purposes.

Twenty-five per cent. of the sale of public lands which are now, or may be hereafter, owned by the state.

A special tax of not less than one mill on the dollar of the assessed value of all property in the state—assessed \$32,000,000.

In addition, each county is required to raise by annual tax for the support of common schools a sum not less than one-half the amount apportioned to such county from the income of the common-school fund.

The cash expenditure for the year ending September 30, 1872, is as follows:

The interest on the common-school fund apportioned among the several counties amounted to \$15,784.53. The warrants sold for about 60 cents, which realized \$9,470.80. From the defective character of the returns, it is not

possible to state with precision what amount the several counties received from the one-mill constitutional tax. The amount may be estimated at

about	\$75,000.00
Peabody Fund.....	7,350.00
Private contributions.....	10,000.00
Interest on school fund.....	9,470.80
	<u>\$101,820.80</u>

This, divided among all the children in the state, is at the rate of \$1.64 per child.

The school fund proper is.....	\$231,785.56
The seminary fund.....	82,817.37

Fifty thousand dollars appropriated by the legislature for schools in 1868 is not added in this account, as some informality existed at the time of its passage, and it remains unpaid. The legislature at its next session will be requested to make a final disposition of the above \$50,000.

The population of Florida, in round numbers, is 200,000. There are 62,870 children between the limits of school age, 4 and 21. Of this number 18,000 are in school, on an average, four months in the year. There are 400 schools, with an average of 45 pupils. The census of 1860—*ante bellum*—shows that Florida had in her schools 4,486 pupils, at an expense of \$75,412; and this stands in strong contrast with the fact that to-day Florida has 18,000 pupils in school, at an expense of \$101,820.80; fully four times as many pupils, at an increase of only 33 per cent. over expense of 1860. There are 71,000 persons in Florida who can neither read nor write, and out of this number about 19,000 are white and 52,000 colored.

There are many reasons for believing that this dense cloud of ignorance is rapidly dissolving. The desire on the part of the colored people to obtain a knowledge of letters is truly astonishing; and this desire is sustained by persistent effort. If I were to say half that can be truthfully said on this point, I would subject myself to the charge of extravagance and exaggeration by many persons. I know of some marked instances of individual progress, such as would put to blush some that can boast of an educated ancestry for three generations past. But the point that is particularly worthy of note is the widespread general desire on the part of the colored people to learn. The only solution I can give of this state or condition of mind among the colored people is, that God has suddenly waked up this entire people to a consciousness of duties and responsibilities that neither themselves nor others had the least thought or expectation of a few years since. The illiteracy of the South appeals strongly to every Christian heart and mind throughout our broad land.

A good bishop, during the reign of MARY, was imprisoned in the Tower of London for his earnest advocacy of religious freedom, and day after day his parishioners came and bowed upon the pavement outside the prison-wall, far below the window of his prison-cell, so that neither party could see each other from their respective positions, waiting the benediction of this good man. At stated hours during the day, high up the rugged wall, from the iron-bound window of his prison-cell, could be seen, by the weeping crowd below, only the two extended arms of the good bishop between the iron bars of his prison-window, pronouncing benedictions upon his troubled flock in the name of the

Most Holy Trinity. How strong the appeal of those two outstretched arms from that prison-window in favor of religious toleration! How often have men in all parts of the civilized world, for more than a hundred years, asserted the justice of that appeal for religious toleration by those two outstretched arms from that prison-window! But how much more powerful the appeal that is made to you to-day, by the outstretched hands and sighing hearts of the 70,000 of your own countrymen in the State of Florida, to be delivered from the prison-house of ignorance, poverty, suffering, crime! I stand here, to-day, appealing to you in behalf of those 70,000 persons, white and colored, who, through no fault of their own, are firmly bound by the shackles of ignorance and poverty to-day; by reason of your fault and my fault, when we said, What has the North to do with slavery? and lent the use of our ships and money to carry on the African slave-trade, and by national compact agreed to rob Africa for twenty years, and called it a lawful business. Our sin has found us out! God smote us, and to-day, in memory of the loved dead on both sides of the contest, with streaming eyes and quivering hearts, let us bless the hand that smote us, and teach our children, to the latest generation, the grand and greatest lesson of the war, viz : The Fatherhood of God and the Brotherhood of Man!

The colored Methodists and Baptists have taken preliminary steps to establish two institutions of learning for the training of religious teachers. And as we remember the humble beginnings of some of our most distinguished institutions of learning here in the North, we thank God and take courage, knowing that the good work will be carried on after we have quit this mortal life by men with more able minds and larger means, but no more earnest and sincere than we are to-day. "What!" says the carping critic, "are you laying the foundation for colleges and universities for a people not yet ten years out of abject chattel slavery and in the midst of poverty? Give them the common school in perfection, and when you have done that it will be time enough to think about universities and colleges." One moment, SOLOMON, only one moment, if you please. How are we to have good common schools in Florida without these higher institutions of learning? We are sending daily to the North, West and East for competent teachers, and the supply is not equal to the demand. Our great want is competent teachers, and we are compelled in many instances to use material that under more favorable circumstances would be rejected at sight.

On the 20th day of March, 1872, in accordance with the law establishing the Florida Agricultural College, approved February 17, 1872, Hon. CHARLES BEECHER was chosen President, and Hon. W. D. BLOXHAM Vice-President, and a Board of Trustees organized. Within the past three months the agricultural scrip given to Florida by Congress has been sold for 90 cents, and we have in hand \$81,000 to commence this new enterprise. This State Agricultural College will possess advantages in relation to all tropical and semi-tropical productions possessed by no other college in the United States. The flora and fauna of the tropics will be its great specialty. Our arboretum will of necessity challenge the attention of the Bureau at Washington, and be made by judicious foresight and action a blessing to the entire country. South Florida is below the frost-line, and offers in this direction large inducements for the loca-

tion of this college. Those rare and precious tropical and semi-tropical plants that stimulate the wonder and admiration of the botanist in higher latitudes so intensely, here riot in rich profusion in the open air. In relation to health, and particularly pulmonary complaints, Florida is unsurpassed by any state in the Union. It is a fact worthy of note that more than 50,000 persons visited Florida last winter seeking the benefit of the genial, balmy influence of the climate, and to escape the rigors of the cold in the North. The census of 1860 shows that the deaths from consumption in the different states of the Union were as follows, during the year ending May 31, 1860: In Massachusetts, 1 in 254; in Maine, 1 in 289; in Vermont, 1 in 404; in New York, 1 in 473; in Pennsylvania, 1 in 580; in Ohio, 1 in 679; in California, 1 in 727; in Virginia, 1 in 757; in Indiana, 1 in 792; in Illinois, 1 in 878; in Florida, 1 in 1,447. Not one native Floridian in 3,000 dies with consumption. Nine-tenths of the deaths that occur in Florida from consumption are persons who have delayed their coming into the state until they were in the last stage of the disease.

There are some 15,000,000 acres of land belonging to the United States, and 10,000,000 acres of state land, all subject to homestead entry at from 75 cents to \$2.50 per acre, in quantities not exceeding 160 acres. Twenty dollars will, under the homestead law, secure 160 acres of land, and much of it is among the most fertile lands in the South. Nearly 7,000 homestead entries have been made since the close of the late war. Florida, from its geographical position and a coast line of 1,000 miles, and an extent of territory 12,268 square miles greater than the State of New York—whose area is 47,000 square miles, while Florida has 59,268 square miles—must become wealthy and powerful among the states of the Union, because it is the gate-way of commerce between North and South America, and the West Indies.

The present financial condition of Florida is not what the friends of order and progress desire, but it is by no means what it has been represented, either through carelessness or political animosities. It is a fact worthy of note that the joint committee appointed by Congress, under the resolution passed in March or April, 1871, to inquire into the condition of the late rebellious states, reports the state as having increased its debt \$13,000,000 in four years of carpet-bag rule, and its entire debt at \$15,000,000, and the credit of the state ruined beyond redemption. The fact is established beyond the shade of a doubt by the last United States Census, that the debt of Florida is a little over \$2,000,000; \$9,000,000 less than the Congressional Committee report of increase in four years. The census shows that Florida ranks as the 35th state in respect to total indebtedness, and that Delaware and West Virginia alone have less than Florida. Florida ranks the 33d in regard to population, Nebraska and Delaware ranking 34th and 35th respectively. The census shows that the tax on the assessed value of the property of Florida is \$85.00 on every \$1,000. The total assessed valuation of the entire property of the state is \$32,480,843; total indebtedness, \$2,185,838; population, 187,748. Our liabilities, according to the population, amount to \$2.60 per head.

If CICERO were living in our day, he would probably burst forth with his indignant but sorrowful protest: "O, the times! O, the customs!" while we in good round Saxon exclaim, "LORD, how this world is given to lying!"

Concerning the moral honesty and intelligence of those states which have attempted to blot out the system of free schools within the past three years, by solemn acts of their legislatures, I will say nothing; for such acts stamp the intelligence of those several legislatures to be about equal to a Florida gopher or mud-turtle, which lives in darkness the greater portion of its existence. There are some acts that indicate wickedness and stupidity to such an extent that, for the credit of our common humanity, we remain silent. Happily, no such acts disgrace the statutes and laws of Florida.

During the last four years we have had some local disturbances, but as a general statement we have had an impartial administration of law, and the civil power of the government in this state is more cheerfully obeyed than in any other south. It is my deliberate opinion that the people of Florida have but little to complain of, in view of attending circumstances since the war, and whenever a reasonable complaint has been made by any class to the federal or state governments, there has been a large disposition to give justice and show fair play between man and man. During the last presidential contest, republicans and conservatives, white and colored, traveled the entire state, each showing up the misdeeds of the other in terse language, oft times more forcible than beautiful, and yet not a single conflict ensued.

Notwithstanding the prolonged cry that has from time to time been made about carpet-bag governments in the South, the governor, two-thirds of the supreme court, and four-fifths of the other judicial and executive officers, were native citizens of Florida, or citizens before the war, and the legislature has been very equally divided between republicans and democrats, with a large preponderance of native citizens.

Florida has 23 newspapers, and issues annually about 700,000 copies; 420 church organizations, and 390 church buildings—many of them very rude. The different counties supported 147 paupers, at a cost of \$10,000. The same year (1870) the convictions for crime were 335. The general conduct of the colored people of the South since the war has been admirable. The entire outdoor manual labor of the South is done by the freedmen. I do not think that more than 10 bales of cotton out of every 5,000 bales are the result of white manual labor. Texas has a larger white working element in the field than any other southern state, chiefly Germans.

Perhaps the best measure by which to estimate the thrift, prudence, pluck, forecast, endurance and self-control of the newly-enfranchised citizen is in the returns of the National Freedmen's Savings Bank. The Act of Congress incorporating this bank was approved March 3, 1865, and this approval is said to have been among the last official acts of that hero, martyr, saint, ABRAHAM LINCOLN. The total amount of deposits received, from the organization of the company to October 1, 1871, six years from the opening of the first branch bank, is \$25,977,435.48; total drafts during the same period are \$22,850,928.47, and amount on deposit last March, \$4,203,784.74. For the purpose of an approximate idea of what was the proportion of white and colored depositors, I addressed a note to one of the cashiers of a branch bank that received on deposit, for the month of January, 1873, \$12,154.54. He replied, we have 1,000 depositors, and about one-fifth are white. The largest amount deposited in any one year is that end-

ing May, 1873, \$90,000. The largest amount on deposit at any one time was \$45,000. This bank is in Leon county, and the population is 15,000. I regard the National Freedmen's Savings Bank as a great educational institution, doing its work silently but surely, exerting a strong conservative influence wherever these branch banks are successful. The history of the Freedmen's Bank is a pledge given by the newly-enfranchised citizen to the friends of liberty, law and progress, the wide world over. Here is a crushing answer to all the malignant abuse of shallow-pates for the last fifty years. Nine years ago these people did not own so much as the hair on their heads; indeed, a great many of them were in the condition of "Old Uncle Ned." To-day, by their actual toil, they have saved and placed on deposit this amount of money. If \$4,000,000 have been saved by the freedmen in seven years, what may we not reasonably expect in twenty years—aye, in fifty years?

If there is a particular class of persons in this country that deserve the everlasting gratitude of the American people, and a vote of thanks from both Houses of Congress, for valuable services to the nation, it is the "school-marms," the teachers of both races in the distant South. Many of them, without fee or hope of reward, have given their most noble efforts to bring peace and good-will to the South by means of the common school. Many have endured bitter persecutions of scorn, bitterness, slander, ostracism, scourgings, and in some instances life itself has been sacrificed in this work of love—men and women who believed in their inmost souls the words of the Divine Redeemer: "Inasmuch as ye did it unto these the least of my disciples, ye did it unto me." "When I was sick, ye came unto me; when I was hungered, ye gave me bread; when I was in prison, ye visited me." And here, to-day, in the name of the people of Florida, of every class and condition, I thank every teacher that has crossed MASON and DIXON'S line with the high and holy purpose of bringing peace and good-will to the South. May the blessing of the poor, and of him that was ready to perish, rest upon them and theirs to the latest generation.

The miserable consequences growing out of slavery still rest upon the country in many particulars, and at least two generations must pass before they are obliterated; still, there is much to encourage faithful persistent effort to enlighten the masses in the South, and give permanence to republican ideas and institutions by means of the school-house. The bitterness growing out of the late war is past, and all parties want peace and quiet, that business may resume its natural channels. The social condition of the colored people is rapidly improving; the blessings of homes and home comforts are increasing. It is a fact that intemperance does not exist to any considerable extent among the colored people. Many of those things that shock good taste and good morals, which a few years ago were so prevalent, have passed away; but they still preach and pray, sing and shout, all night long, in defiance of health, sound sense, or other considerations supposed to influence a reasonable being.

The four millions of newly-enfranchised citizens demand, in the name of justice and the nation's solemn contract, that our national schools of learning be free to all classes of citizens, without distinction of race or color.

The conduct of the colored troops during the late war at Wagner, Honey

Hill, Nashville, Port Hudson, New-Market Hights, Dutch Gap, and many other hard-fought battle-fields, does not by any means justify the action of many of the students at West Point and Annapolis toward the colored young men who have been sent to those institutions upon the plighted faith of the nation. Have these young gentlemen forgotten that only a few years since the only persons throughout the entire South who ventured to bring food and drink to famished Union soldiers, many in the last agonies of death, were the colored people, and that a black face was the only sure sign of a staunch friend? Does the conduct of the young men at Annapolis give assurance that they ever will be as useful, brave and true to the dear old flag as ROBERT SMALL, commander of the Planter? It is my deliberate opinion that the capacity for future usefulness to the army or navy of the young men who, directly or indirectly, aided in this persecution, is about equal to the capture of an Indian's breech-clout, or a squaw's mush-stick in lieu of her petticoats, and the active use of their legs whenever danger may threaten their precious persons. I am for putting down rebels with an iron hand, whether they are in the North or the South. It is not to be supposed for an instant that these young goslings, with a stripe down their leg and a spur on their heel, can defeat the nation's purpose; but I call the attention of the managers of those institutions to the fact that they add neither grace nor glory to their several departments.

We leave this beautiful city, Elmira, with its wealth, culture, and charming hospitalities, in a few hours, with this impression stamped indelibly on our mind, viz: That no amount of effort expended, no amount of money applied, no amount of talent and genius called into exercise, can so surely bring peace, good-will and prosperity to the South, as that amount of effort, money, talent, expended for the education of the whole people of the South, without reference to race, color, or previous condition. And in the spirit of the thought of the sainted LINCOLN, may we all go forward in the path of duty, with malice toward none and charity for all, doing our whole duty as GOD may give us light and opportunity.

Fairchild, of Berea College, Ky. Southern people are divided into three classes: rich, poor whites, colored. The rich had no interest in the education of the masses during the days of slavery; they did not care for education of poor whites. One-fourth of the people in Kentucky over ten years of age can not read. I include colored people. Counties most destitute of education are most destitute of colored people. There are twenty counties in which more than half are unable to read.

Last winter, in a trip through six mountainous counties, I found but one good school-house. All others were log houses. Half of them were destitute of doors and windows. In the best school-house there were windows, but no glass, no sash. The teachers would not be able to secure certificates at the North. The scholars have no reading-matter of any kind at home. In many regions no newspaper is taken. I promised a Sunday-school library at least to any district that would arrange to maintain one. Many applications came. I sent the books and received letters of warm thanks. The work has grown beyond my ability to meet it. Children learn to read and then have nothing to read. Libraries will stimulate them. In one district, where they always