THE NEW EDUCATION IN THE NEW SOUTH.

By A. D. MAYO

During the past five years the writer of this paper has been occupied, in the school months of each season, with journeyings in the cause of education through fifteen of the Southern States of our Union. He has observed their systems of education ; visited schools, public, private, academical, and collegiate, for both races ; those supported by endowments from the North, but especially those established and conducted by the Southern people themselves. Through the great kindness of teachers, school authorities and the people in all the States visited, he has been able to obtain a large amount of reliable information concerning the present condition of educational affairs in this portion of the country. From the observations and experiences of those deeply interesting years have come the opinions and expectations to which the fair-minded reader is invited, in the following statements concerning *The New Education in the New South.*

Almost one hundred years ago, young Thomas Jefferson drew up a scheme for the education of the people of Virginia, which, had it been adopted, would have changed the history of that and of every Southern State and the Nation. He proposed to emancipate the slaves and fit them, by industrial training, for freedom ; to establish a free school for every white child in every district of the colony ; to support an academy for boys within a day's horseback ride of every man in the Old Dominion ; and to crown all with a university, unsectarian in religion, elective in its curriculum, teaching everything necessary for a gentlemen to know. This plan received the indorsement of many of the most eminent men of the day, and exalts the fame of Jefferson as an educator even higher than his reputation as a statesman.

But in vain did he and his faithful friend, Joseph Cabell, urge this wise policy upon the colony and the State. Old Virginia was not prepared for such an advance upon the aristocratic ideas of that day, and rejected the entire plan for a whole generation. At the end of that long debate, the State, in 1819, adopted the head of the scheme, and called the old, disappointed statesman from Monticello to lay the corner-stone of the University of Virginia. The academical system

was left to depend on sectarian religious or private enterprise for support, and a feeble and unpopular system of free instruction, for poor white people, "dragged its slow length along" till the breaking out of the late war.

Every other Southern State followed the example of Virginia, and in all the aristocratic educational policy of old England prevailed. The children of the superior classes were instructed, often expensively, at home and abroad, and promising youth from the poorer classes assisted to obtain an education. But the common white people were left to fall away into ignorance, and the colored folk were almost wholly untaught. Such was, virtually, the status of education in the South till the breaking out of the great war. The chief exception to this condition was in several of the larger cities of these States, which had established and supported a creditable system of public schools, for white children, several years before 1860.

But the grand conflict of sections, so long threatened, came at last, and for ten mournful years the battle of arms and of reconstruction through provisional governments and political estrangement went on. It closed with the utter defeat of the attempt to divide the States, and with such a complete prostration of the leading class, that brought on the war, as never has been known in modern history, save, perhaps, in the overthrow of the nobility ih the French revolution. Of course, the whole educational system of the old South was left prostrate. In 1865, outside a few establishments, every college and academy in the revolting States was simply a pile of buildings, even if so much was spared. Their endowments were gone; their teachers dead or dispersed; the foremost people too poor to send their children from home to school; and five millions emancipated slaves, wholly untaught, and several millions of poor white people, deplorably ignorant of letters, were flung upon society.

During the war and the ten years following various attempts were made, by the government of the United States and people in the North, for the instruction of the freedmen and the more ignorant portion of the white people of the Southern States. All these efforts were honestly made and carried on with as much success as could be expected under the circumstances. During the period of provisional governments, from '65 to '76, a system of free, popular instruction for both races was attempted in all the revolting States; and, spite of great difficulties, some important results were obtained. The masses, white and colored, were for the first time really waked up to a strong desire for education. So, when the leading class, returned to political power, from '70 to '76, they confronted a popu-

lar demand for the common school impossible to resist. It is probable that, from 1861 to 1876, not less than $50,000,000 were expended by the North and the nation in these experiments; although a portion of this sum was levied from the people of the South.

The grand result of this effort was a considerable number of good school buildings erected by the U. S. government; perhaps a hundred schools for the colored people, supported by northern churches, which have since developed into important agencies, especially for training teachers; a general awakening of interest and a fertilizing of the ground for the effort that was to come.

But no people can be educated without its own hearty co-operation; and not till about 1870 (curiously enough, the very period of the great revival for popular education in England) did Virginia lead off, followed, in due time, by all the sixteen Southern States, in the final effort for the education of the masses of both races. New Virginia now took down the free school for white and colored and the industrial training school for the freedmen, proposed by Jefferson a hundred years ago, and, to-day, the State of Jefferson is doing everything proposed by him in what was regarded his visionary scheme in the old time; supporting the free common and the high school for both races; subsidizing the State University of Virginia; and contributing to the support of the famous normal and industrial school for colored students, at Hampton.

This movement has gone on until, to-day, every Southern State, by the deliberate action of its own people, without compulsion from without, has established a system of free education for children of both races, and indorsed the whole American idea of the support of the secondary and higher instruction by the Commonwealth. In some of these States the school laws need amendment; but the poorest of them is a system which, if faithfully administered, would destroy the curse of illiteracy which now vexes that portion of the country.

At the same time the old colleges and academies have been largely restored, and many new ones established, with large attendance of students. The secondary and higher education was never in so hopeful a condition through the South as to-day; although none of these schools are suitably endowed, and most of them are hindered by trials and discouragements such as even the New Northwest has never known.

This long neglect of popular education, with the subsequent interruption of superior training during the school-life of one generation, is now felt most keenly, when these States have actually girded

themselves for the grand work of educating their children and youth, and placing themselves among the foremost communities of modern times. The colleges and academies are really inaccessible to multitudes of the best families. The free school system for elementary instruction, in some of the border States, has had a gratifying success, and is improving everywhere. But in two-thirds of these commonweaths the child of the laboring man cannot expect over three months of school instruction during the year, and even this is obstructed by a scattered population, habits of vagrancy among children, and the indifference of ignorant parents. Of course, the amount of money that can be appropriated for education in a country just rising from utter prostration is comparatively small; and the masses of Southern people have not yet learned the indispensable necessity of local effort to supplement the aid of the State. The majority of public school teachers, though faithful according to their light, have had poor opportunities for training in their art, and are not paid enough to encourage them to unusual effort.

Enough to say that now, when the South is being awakened to its duty, and is taking in hand the mighty work of educating its own people, its leading classes find themselves involved in a vast and wide-spread ignorance, with all which that signifies in a republican government. There are now, in sixteen Southern States, 4,000,000 white and nearly 2,000,000 colored children and youth of school age, of whom not one-third can be said to be in any effective school. Seventy per cent. of the negroes, over ten years of age, are illiterate, and, in North Carolina, one of the oldest of these States, nearly one-third of the whites are in the same condition. And illiteracy, in a land like ours, has an ominous and perilous meaning. Southern illiteracy means, that, in sixteen States, is massed an army of ignorance that, in any great emergency, under skillful leaders, in league with the barbarism of our great Northern cities, might contest the political supremacy of the republic. Perhaps the worst feature of popular ignorance is, that in every form of society the barbarism of a numerous lower class is a temptation to despotism, dishonesty, and general demoralization in the higher class that no set of men, however distinguished by honorable descent, culture, or religious privilege, was ever yet known to resist. Especially does this law hold in American communities, where sometimes a quarter, a third, possibly a half of the voters, from their ignorance and general unfitness for good citizenship, must be at the mercy of the superior orders of society.

There is nowhere a more devoted band of workers than the better class of teachers and school officials in these sixteen Southern States. Indeed, it may be said that in no country, at present, is the teaching force, especially of women, drawn from a social class relatively so high; while the school officials are certainly equal in character, honesty, and fidelity to those of any part of the country. But all experience shows that even faithful teachers and zealous officials, in a country like ours, cannot succeed without the hearty support of the majority of the people. The development of the common school sentiment in all these States has been remarkable in the past ten years, and every State is now fully committed to popular education. But, owing to the impediments I have mentioned, there is this difference between the position of the teacher in North and South.

When the Northern schoolmistress steps into her little red country schoolhouse upon the hills, or the prairies, she has behind her the intelligent determination of the people, the support of all professional classes, largely the sympathy of the church, the good will of society, the aid of the press, the popular lecture, the village library-and a reading habit largely diffused among "all sorts and conditions of men." And, thus sustained, she moves on her work, if competent to appreciate its magnitude, like a gallant ship, sailing into port with "a fresh breeze and a flowing sea," favored by all the forces of nature and backed by the mighty energies that now propel our national life.

But when the Southern country schoolmistress steps upon her platform, she too often stands, an isolated missionary, in a community without libraries or habits of reading; with poor access to an influential press; in some cases with the professional class not in full sympathy, and the ignorant class constantly interfering with her best work. And she is like a vessel beating about amid the fogs and storms and shifting sands of our dangerous northeastern coast, always in peril, and at any moment liable to be sunk by collision or overwhelmed in a stormy sea.

But all things are possible to any commonwealth of American people, when once determined to achieve a great result for the elevation of man. It is one of the most dramatic points of our history, this persistent way in which the idea of Jefferson clung to the progressive people of his own State, until, at the end of a hundred years, it came forth even more beneficent and powerful than was conceived by its founder. The omens of encouragement are now many and cheering, as I am happy to testify, after the most free and thorough examination of the educational movement through these States.

The first omen of good is the fact that the people of the whole

South have taken the decisive step toward the free schooling of every class, and have indorsed, in full, the American idea that the State is bound to aid in the education of its people. I undertake to say that no people in human history has made an effort so remarkable, all circumstances considered, as the people of the South during the past fifteen years, in what they have already done for the schooling of their children. In many of their cities the public schools will compare favorably with those of other parts of the country. Their reviving colleges and academies are mainly in the hands of able and devoted teachers. Their schools for girls are improving, and there is a great deal of interest in the higher education of women. Their teachers, as a body, are doing more good work for less pay than any class of their profession in our country, and not unfrequently are making sacrifices which amount to absolute heroism in their devotion to their work. I have just come from the State of South Carolina, where I have seen the largest audience-rooms in a score of her principal towns and cities crowded with their best people, to listen to addresses on public education. And, generally, there is no topic of public speech or private conversation that now seems more generally interesting and even electric, through great portions of these States, than this. Last year the Southern States paid no less than $17,000,000 for the education of their children and youth of both races; probably five or six millions for the schooling of people who were held as property twenty-five years ago. And when one has seen the actual condition of the Southern people, as I have witnessed it, he can understand that $17,000,000, down there, represent countless millions in our wealthy, prosperous, and powerful North.

Another fact, full of encouragement, is found in the good quality of the native Southern stock of white people, and the capacity for good educational training by the great majority of the children, even of the poorer classes. Outside a few localities, it is almost entirely composed of one of the best in the world for educational purposes. The percentage of recent ignorant foreign immigration is remarkably small, and the great mass of the white people, educated or uneducated, is of British and German descent, and will respond most readily to good educational efforts. Beside, we must remember that the South, beyond the Alleghenies, has given to all its people a training in life closely resembling that of the Northwest, and that out of the labors, toils, and achievements of the last half-century in the Southwest has emerged one of the most vigorous populations in the world, educated in all ways, except in the training of letters, which it has now made up its mind to take in hand. As a consequence,

the white children of the South, when properly handled, are remarkably good subjects for schooling by the beautiful new methods that are everywhere prevailing in all good schools.

The two millions of *colored children* and youth of school age are in nowise a discouraging material for the schoolmaster. To all depreciation of the colored American citizen there is this decisive answer: No people, since the dawn of history, ever got so far out of the woods of Pagan barbarism in two hundred and fifty years as the colored people of the United States. In that time they have learned the three great lessons of American civilization,—continuous and profitable work, the English language, and the Christian religion. Their youth now enter upon the race of knowledge, far behind the white child, with his inheritance of a thousand years of training, but yet with the sympathy of the whole world, and such an opportunity for advancement on every hand as was never offered to a race of freedmen since the world began. The chief danger in the schooling of the colored people is no longer from the hostility of the white man, but from the crude notions of education in their own race, which are constantly baffling the efforts of those who most have their good at heart. When the colored pupils in Southern schools have thoroughly learned God's eternal law, to begin at the beginning and "make haste slowly," the great work of their final enlightenment and cultivation will have fully begun.

Another most cheering sign in the educational skies of the South is the great number of young women, daughters of the best-known families, who are now becoming teachers in all the schools. The war itself, and the years that followed, have been the great women's university in all these States, calling forth the energies of thousands who otherwise would have lived in thoughtless ease, and inspiring among large numbers of the younger women a most affecting enthusiasm for the best culture, and a willingness to devote themselves to the teaching of the most ignorant and needy in their States. I find everywhere these young women teaching for the smallest compensation, in little schools of both races, making great sacrifice to obtain the education upon which their hearts are set, and coming to the front in a thousand ways which are changing the whole face of Southern society. So wonderfully has Providence brought the highest and best culture of the land in contact with the most needy; as if all things conspired to second this new revival through these vast areas of the republic.

In short, if we look at what has *not been done*, on the shadowy side of this problem of Southern education, we may stand almost appalled

at the magnitude of the work; and this is the view which the mass even of friendly people at the North too often take of the situation in the South. But the man who goes among these people and looks in the faces of the children and youth, feels the spirit prevailing among their better sort of teachers and schoolmen, and notes the widening and deepening flow of the school sentiment in every State, forgets these discouragements and comes back to prophesy for the good. For here, as in every region of life, the Southern people are showing that they are Americans in the highest sense, in that they despair of nothing they believe worthy to be done, and yield to nobody in their desire to come to the front in all the elements of the highest civilization of modern times.

And now the question forces itself on us: What can the Nation and the Northern people do for the South at school?

The time to help a people is when it begins to help itself. Even with the South not yet aroused to its own highest interest and duty in this respect, every consideration of public policy, of enlightened self-interest, and national prosperity would demand that the people of the North and the national government should come to the rescue and help in the work. But, now that the South is awakened with a mighty motion through all its vast areas, conscious of its own great need, and through its representatives in the government makes its desires and interests known, every motive of patriotism, of philanthropy, of Christian fellowship comes in to enforce the obligation.

I have no words to waste on any man or party holding off in this emergency, on the pitiful plea that the Southern people should be left to do this work alone. It was one thing for the old States of the North to gradually develop their systems of popular instruction, through a century, in which they, with all their imperfections, led the world in the general intelligence of their people. It was a much easier problem for the new West, out of munificent public endowments of land and a constant stream of private beneficence from the East, with a flood of the most vigorous young people setting in from the whole world, to establish, in one generation, the splendid arrangements for schooling the masses of which they are so justly proud. But, surely, the man who demands of the Southern people, in their present condition, the effort necessary to establish a good country district school of six months in the year, with suitable free elementary graded schools in the towns, and normal instruction for teachers, in addition to the support of the secondary, higher, professional, and industrial education, in a way to overcome the terrible illiteracy of the country in a reasonable time, and aid in the develop-

ment of intelligent industry and the solution of the most embarrassing of race problems, must either have a very inadequate notion of the work to be done, or a desire to visit the offences of the fathers on the children ; or he must be one of those "strict constructionists," in college, congress, or court who would save a doubtful interpretation of the Constitution, even though a commonweath slid down to perdition. I believe constitutions were made for men, and I further believe this American Union will hold together only while a public necessity, in the most remote corner of the land, is felt to be the public obligation of the whole American people.

Time will fail to more than hint at four vital points in which the people of the North can speed this great revival of universal education in the Southland.

First, this object can be served by the effort to obtain from the general government a generous grant for national aid to elementary education, which, for a limited time, under wise administration, shall help the people to establish the common school in every district of that vast area.

Second, by generous and judicious donations of money like those of Peabody, the Vanderbilt family, Corcoran, Seeney, Slater, Mrs. Hemenway, and many of our Western philanthropists, for the building up of secondary and collegiate schools for white and colored students. Here the one condition to be observed is, that it is better to strengthen a good institution already on the ground than experiment on new enterprises. For a generation the South can be greatly helped in this way.

Third, by encouragement and generous help, by our best Northern educators and national aid, in the training of teachers for all sorts of common schools. The South does not need an invasion of second-rate or invalid teachers from the North, or, indeed, any great addition, numerically, to its own teaching force. It has admirable material, of both races, for competent teachers. But it needs facilities for training these young people in normal schools, institutes and good educational reading ; and, in this way, a great lift can be given to the good cause.

Fourth, the South needs industrial schools of several kinds. 1. Schools of housekeeping, to train a class of good colored servants and instruct thousands of girls of both races in the art of skilled home making. 2. Schools of agriculture, to reconstruct the ignorant labor that so retards the development of this country, so favored by nature. 3. Schools of mechanics, like the excellent manual training schools now rising in all our Northern cities, to develop a

class of skilled workmen and workwomen and aid in the progress of the higher manufacturing interests, which must be cared for in the near future. The most serious disability of the South in its material development is uneducated and unskilled labor, and its future power and glory in this direction must all pass through the schoolhouse door.

In all these ways, for a generation to come, the South will be the great educational mission-field for our country, and nowhere in the world can money and personal effort bear richer fruit than in aiding the noble army of faithful educational men and women in these sixteen States, who are now bearing the burden and heat of the new American day.

But laws and statesmen, however beneficent, in our Republic, only represent the soul of the popular will ; and, far greater than even this pecuniary assistance from the government or private aid, would be the power of a mighty awakening of Northern sympathy to go forth and respond, with all its heart, to the rising interest for the children in the South. After all our cold-blooded theories of social forces, the sovereign power in America to-day is the sentiment of the American people. It was a sentiment that, twenty-five years ago, drove North and South into four years of horrid war which almost rent in twain the nation's heart. And it is a sentiment alone that can bind up the wounds of war and bring our children into blessed accord as citizens of the one republic that shall dominate the future of mankind.

There are times when the highest obligation of great masses of people, of whole States, is the cultivation of neighborly good feeling, and the expression of every kindly impulse that stirs the heart. To-day, every teacher in the North, every school-man, every man and woman of culture, every family of wealth and leisure whose travels lead it through this region, every patriot, should rise up with a word of welcome to greet this movement in behalf of the six millions of children and youth in our States of the South. The place to look for hope and cheer in these States is not facing the sundown, pondering the angry clouds that still obscure the setting of old day, but to face the sunrise and read, out of the glowing faces of the children, the young people, their teachers, the young fathers and mothers, the prophecy of the glorious day to come.

I never felt the reality of the New Republic more than on one bright, breezy day in summer, the invited guest of a boat crew of Wellesley College girls, taken out for a turn on Wauban Pond. In that crew of a dozen young women every section of our Union was

represented. The commodore was from Georgia; California sat at the helm; Ohio and Massachusetts were "solid" at the centre; New York proudly stood by the flag-staff; and the Dominion of Canada rode as a contented "dead-head;" while the fairy boat flew across the blue waters as sped by the power of a single arm. Oh, if young New York to-day would rise up and look in the face of young Texas; if Wisconsin, so proud of her New Education, would make a long arm and shake hands with Florida, the work of instructing the children would grow apace.

No man can predict the wondrous power of the awakened sympathy of a people like ours in its resistless ebb and flow across the continent. Out of this personal contact would come a thousand streams of practical helpfulness which would refresh a myriad of school-houses, encourage multitudes of teachers, and make education possible for thousands to whom it now seems but a dim and distant hope.

In the limestone hills that overlook the little city of San Antonio, Texas, two crystal rivers burst forth and pour themselves through the town, blending their waves beyond its limits. But everywhere through the city, the streets and the public and private grounds are intersected by little canals that circulate the pure waters from home to home; so that every great man's garden may have a daily shower from a group of fountains, and every poor woman's rose-bush may be baptized by the crystal spray; and everywhere, by day, the eyes of all men may behold the gleam of waters, and through the darkest night the music of running streams shall lift a gentle harmony upon the slumberous air. And thus should go forth the all-comprehending and swelling tide of peace and good-will for the children, sweeping down from our northern hills, till the remotest mountain recess, the wildest cane-brake, and the loneliest spit of sea-sand is stirred by a new throb of the love that shall make us one.

I am aware that when I speak in this way I run the risk of jarring on the rasped and wearied patience of thousands of our wealthy people who are now worn out by the incessant application of all sorts of impecunious and irresponsible applicants from the South, and other thousands of the broken-down class from the North, for money to build up some educational enterprise. Of course, a great part of this importunity must be put by. Especially should our benevolent northern people refuse to encourage the persistent effort of a large portion of the southern colored clergy, and a corresponding class among the white people, to build up a church system of elementary schooling. The South must rely for many years on the efforts of the

religious bodies to develop its secondary and higher education. But all good and sensible people, of all sects and no sect, should unite with the State and local authorities to establish the common school for the masses, of both races, up to the age of fifteen. Every religious body that tries to handle the elementary education, even of its own children, will either leave them untaught or involve itself in hopeless financial bankruptcy. It is not wise to encourage sporadic and intermittent efforts to school special classes, by Northern missionaries, save in exceptional cases. In general terms, one hundred dollars given to the public school authorities, in any Southern locality, under suitable conditions, will do more for the elevation of the colored and poorer white children than twice the sum invested in sending a stranger to open a rival school in the place. Wealth has not only its obligation to give, but to give wisely, and often to supervise its own beneficence. Already thousands of dollars are virtually thrown away in the South by kindly people who give carelessly or yield to importunity. Our philanthropic people owe it to themselves and the country, not only to give, but to exercise the greatest discretion in their giving. An endowment to any school that has really succeeded, and can show the right to exist, is always in order.

But I am aware that the great appeal in this case should be pressed, with all the force of eloquence, on the thousands of our well-to-do people, who are now spending money in ways that no thoughtful Christian man or women can approve. No country in the world is now growing so rapidly in wealth, and the power that comes thereof, as the northern States of this republic. Our cities and villages are crowded with homes of comfort and the palaces of families who are living in the enjoyment of all the blessings of modern life. The money expended in any northern State, during the present summer, above all reasonable demands for elegant living and needful recreation, would build a school-house, support a teacher, and wake up the love of knowledge in thousands of little school districts between the Potomac to the Rio Grande. If there is a nobler use of wealth I know not where it is, than for our people to give of their abundance to the children through all these States.

The other day I stood upon the pavement in New York, admiring the beautiful fronts of the magnificent houses erected by the families of the Vanderbilts for their private homes. As I looked, somehow those walls were transformed, and those exquisite portals seemed like open gates to the green park that overlooks the city of Nashville, and I saw once more the spacious campus of Vanderbilt University, with its stately buildings, its homes for professors, its rare collections, its

gathering crowds of students, representing a gift of $2,000,000; one of the broadest foundations ever laid in any land to ennoble a family name.

One evening, in Boston, I was looking at a famous picture, by a great master, in the drawing-room of one of those admirable women whose names have already become household words among the children of our southern States. As I looked, the faces of the pictured saints and martyrs vanished, and the frame became an open casement, through which I once more beheld the Tileston schoolhouse, for poor white children, in Wilmington, North Carolina, amid its broad, green lawn, shaded by the twinkling foliage of the water-oaks; its teacher's home, embowered in May roses; and grand old Amy Bradley standing by the cabinet organ in the lower hall, at the opening hour; while, down every staircase, from every room, rolling out through the open doors, flowed the tide of harmony in the children's morning song; and the wayfaring man leaned over the outer gate, and poor and rich and high and low bowed their hearts in worship together a moment, on their way to another day of toil. Oh, if every man and woman to whom Providence has given a palace in our fair northern realm would consecrate an "annex" for the children down South, how soon would God's new kingdom come and God's will be done in our beloved land!

But now I may be met by some incredulous hearer, who says: "Why call upon us to help a people who are not yet in that condition of reconciliation to the North and the Nation which can alone give an assurance that our gifts will not be perverted to the future estrangement of the sections and the imperiling the peace of the Union?"

I reply: I do not here discuss the points at issue between political parties, as they bear on the present attitude of the southern people. But I am prepared to say, after a careful observation of political and other tendencies, in all the States east of the Rocky Mountains, within the past five years, that, whatever of the old unfriendliness to American institutions or dangerous political methods may exist in the South, there are several causes of peril to the republic in our own northern States of equal magnitude, requiring equal patriotism and wisdom for their management. Within the life of my children our proudest northern States may call for sympathy and aid on Virginia and the Carolinas, in emergencies that appeal to the solid conservative American habit of thought and public administration. Indeed, in the swift-coming issues of the future, every state and section may be called, in turn, to come to the front and

save the Union, as the North so grandly did a generation ago. Now my faith has never been shaken that the only way to prepare any portion of this Union to meet such peril, or to perform its ordinary duties, is to give its children and youth the full benefit of our American system of universal education,—that training of the heart, the head and the hand, through our varied national agencies, which shall send forth every new generation competent to meet the demands of common life or rise to the emergency of any perilous hour.

And I urge our people of the North to their duty in this momentous question of southern education, because I *know* that the southern people have well begun this work for themselves, and only need our thorough sympathy aud aid for its fair advancement. I could fill pages and volumes with incidents of personal experience to confirm what I say. Let me close this paper by one true story of what I saw in the very heart of the old Southland.

More than twenty years ago one of the bravest of the young commanders in the national army, Col. Shaw, of the City of New York, fell, at the head of his brigade of colored soldiers, in a desperate assault on Fort Wagner, during the siege of Charleston. He was buried with his men, and his body was never found. After the close of the war the families, in New York and Boston, connected with the fallen soldier, built a schoolhouse in Charleston for colored children, established the Shaw School and for several years supported it as a private beneficence. Some five years since the use of the building was granted to the public school authorities of the city, on condition of the support of the school as a part of the general system of instruction. Later still the building was virtually given to the city, and all the funds of the corporation passed over for its enlargement; and now one of the public schools of Charleston bears the name of the New York colonel who died, at the head of his black brigade, forcing the entrance to that beleaguered city.

Last April, for the third time, I visited the city, the guest of its government; this time for the sole purpose of speaking to, and advising with, the colored people. And I saw that nowhere in this country is there now a more thorough and honest purpose to give these people a fair elementary education than in the city that first threw out the flag of revolt and shotted the first gun turned against the Union in '61. There are several large schools, supported from the North, which were visited. But the most interesting of all were the two great free schools, containing 2,000 colored children, many of their teachers representing the old respectable families of the city, No portion of the public school system receives more cordial and

careful attention than this from the able superintendent, the patriotic and energetic mayor, and the school board, whose president is the former secretary of the treasury of the Confederate Government.

My last visit was to the Shaw School, now a collection of several hundred children, with white and colored teachers; the principal, like the city superintendent, an officer in the Confederate army. After suitable inspection I was invited to the great hall to listen to some exercises by the higher classes, prepared, as I understood, for their coming commencement exhibition. The first was a recitation, by a hundred of the older pupils, from Longfellow's "Building of the Ship:"

"Sail on, O Ship of State!
Sail on, O Union, strong and great
Humanity with all its fears,
With all its hopes of future years,
Is hanging breathless on thy fate!
Our hearts, our hopes, are all with thee,
Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o'er our fears,
Are all with thee,—are all with thee!"

Then, a boy as black as night, George Washington by name, was summoned from his seat to recite a pathetic poem, "The Dying Soldier." It didn't need comment to show for what cause that soldier died; for the poem was a most touching story of peril and suffering, even unto death, for the saving of the Union. As the soldier neared his end, he called to his companions for one more of the old songs of the village Sunday-school; and the whole body of children took up the theme and sung, with a pathos only heard in the tones of the freedmen, the dying refrain. The soldier breathed his last with a prayer for his country; when the entire crowd sprang to their feet and, led by their teachers, pealed forth,—

"The Star Spangled Banner, O long may it wave
O'er the land of the free and the home of the brave!"

Two weeks later I stood at the other end of South Carolina, in the thriving town of Chester, in another colored school, supported by Northern funds, for the higher and industrial education of colored youth. Beside me was the excellent State Superintendent of Public Instruction. We stood in the halls of a great plantation house and overlooked a broad estate, on a beautiful hill-top, now owned and used for this end. That estate, in 1860, was held by the largest slaveholder in northern South Carolina, and here was the official of

the State, bidding God-speed to the new work of uplifting to which it is consecrated to-day.

If South Carolina *is* disloyal to the Union, and if the southern people *are* trying to turn back the march of events, these are surely strange ways for its accomplishment! So is it in all the fifteen States which I have traversed;—and so will it be, more and more, in proportion as you and I, the northern people and the Nation close up with our brethren and sisters of the Southland in a union of hearts and heads and hands in the great, good, children's cause.