

LC 2802
• G4 W7

A

BRIEF HISTORICAL SKETCH

OF

NEGRO EDUCATION IN GEORGIA,

BY

RICHARD R. WRIGHT, A. M.,
PRESIDENT GEORGIA STATE INDUSTRIAL COLLEGE
FOR COLORED YOUTHS.

SAVANNAH, GA.,
ROBINSON PRINTING HOUSE,
1894.

LC 2802
. G9 W7

*Entered according to Act of Congress, 1894,
by Richard R. Wright,
in the Office of the Librarian at Washington, D. C.*

ROBINSON PRINTING HOUSE.

LC 2802
G4 W7

CONTENTS.

	PAGE
PREFACE.....	7
Words of Commendation.....	8
INTRODUCTION.....	11
NEGRO EDUCATION IN GEORGIA.....	15
First Negro School in Georgia.....	16
Clandestine Schools before the War.....	18
First Colored Teachers after the War.....	21
Short Sketch of the Various Educational Agencies.....	22
The Military Educational Bureau.....	23
Freedmen's Bureau.....	24
The Early School Houses.....	25
Expenditures for Education by Freedmen's Bureau.....	26
Other Influences.....	27
The Peabody Fund.....	27
First Aid from Southern White People.....	29
Freedmen's Savings Bank.....	29
PUBLIC SCHOOL SYSTEM.....	30
The Public School System of the State.....	30
The First Public Schools.....	31
First Ten Years.....	32
The Second Ten Years.....	33
The City Public Schools.....	33
The Savannah System.....	34
The Atlanta System.....	34
The Augusta System.....	35
The Macon System.....	37
The Georgia State Industrial College.....	38

Contents.

MISSIONARY AND DENOMINATIONAL INSTITUTIONS.....	39
Atlanta University.....	39
Educational Institutions of the M. E. Church.....	41
Gammon Theological Seminary	41
Clark University	41
Haven Normal Academy.....	42
La Grange Academy.....	42
Baptist Work.....	42
The Baptist Seminary.....	42
Spelman University.....	43
The African Methodist Episcopal Church	44
Morris Brown College.....	44
Payne Institute	45
The Presbyterian Work.....	45
Haines Normal and Industrial School	45
The Methodist Episcopal Church (South)	45
Paine Institute.....	45
The Deaf and Dumb Institute.....	46
The State Teachers' Association.....	46
REVIEW	49
None Very Rich or Very Learned.....	51
As Eager for Education as Ever.....	51
More Reliable and Business-like.....	52
Not Being Over-Educated	53
The Demand for Trade-Education.....	54
The Slater Fund	55
The Conclusion	56

TO THE
STATE TEACHERS' ASSOCIATION OF GEORGIA,
WHICH ORGANIZATION HAS DONE SO MUCH TO ENCOURAGE
THE CAUSE OF EDUCATION IN THE STATE,
THIS LITTLE MONOGRAPH
IS RESPECTFULLY DEDICATED WITH SENTIMENTS
OF THE HIGHEST REGARD,
BY ONE WHOM THE TEACHERS HAVE HONORED
WITH THE PRESIDENCY OF THEIR BODY.

THE AUTHOR.

LC 2802
.G4 W7

PREFACE.

This monograph is the first fruit, or the cullings of the first fruit, of researches made by the writer with reference to Negro Education in Georgia. It was written in compliance with a request from Dr. Curry last May for a "concise but a verifiable statement of what has been done since 1861 for Education of Negroes in Georgia." It is proper to state that in the investigation of this subject, I have consulted many books and dozens of pamphlets and periodicals, using as authority, wherever obtainable, only official documents. I have also consulted by letter, or in person, such persons as I thought would be likely to give me information.

As to clandestine schools before the war, I consulted Rev. Alexander Harris, an eminent Baptist minister, aged 75, who himself was a pupil in these schools; Rev. James M. Sims, aged 70, who was a pupil and teacher; Rev. James Porter, (Bermuda Island) who was a teacher before and after the war, and many others who are recognized as intelligent and reliable men. The authorities on this period were white as well as colored men. Among the white may be mentioned the eminent Georgia historian, the late Col. C. C. Jones, Jr, State School Commissioner Bradwell, Superintendent W. H. Baker, of the Savannah city public schools, and others.

As to the educational work under the Federal Army, I consulted Gen. John Eaton who was appointed by Gen.

Grant as Superintendent of the schools established by military authority. At the suggestion of Gen. Eaton, U. S. Commissioner of Education, Dr. W. T. Harris, sent me copies of the school records at Washington, D. C.

I am indebted to Senator Sherman and to the Secretary of the United States Senate, for copies of the school records of the Freedmen's Bureau and especially to Gen. O. O. Howard, the Superintendent of the Freedmen's Bureau, for a true copy of the record of the schools established by that Bureau under his superintendence. As to the American Missionary Association's school work I sought and received several communications from Dr. M. E. Strieby; for the Methodist Episcopal Church, from Dr. J. C. Hartzell; for the A. M. E. church work, from Bishop W. J. Gaines, D. D., and others; for the Baptist Church, Dr. C. T. Walker, Dr. E. K. Love, Prof. W. E. Holmes, Pres. Sale and others.

As to the public school system, I am indebted to State School Commissioner Bradwell for reports of that department.

A statement was received from each president of the colleges named in this work. I am indebted to Judge Crisp, Speaker of the House of Representatives of the United States' Congress and also to Senator Gordon for valuable documents relating to my subject. I am also indebted to Gov. Northen, Dr. H. B. Adams of Johns Hopkins University, Dr. W. E. Boggs, Chancellor of the University of Georgia, Superintendent Evans, of Augusta, for valuable suggestions.

I am especially obligated to State School Commissioner Bradwell, Prof. W. H. Crogman, Hon. P. W. Meldrim, Dr. J. L. M. Curry, Pres. Horace Bumstead and Dr. W. H. Ward of *The New York Independent*, who did me the honor to read the monograph in manuscript. I have taken the liberty to subjoin a few sentences from their notes:

WORDS OF COMMENDATION.

Hon. S. D. Bradwell, S. S. C., writes: "I have read your manuscript with a great deal of interest. It is written with a great deal of care and shows much research on your

part. * * * I consider it a *valuable contribution to the literature pertaining to Negro education and development.*"

Hon. P. W. Meldrim, Chairman of the Commission for the Georgia State Industrial College, writes: "The perusal of your paper has been a matter of great pleasure to me. I have been *so busy* that I have delayed reading it and have just concluded it—*every word has been read.*" After making several very valuable suggestions Maj. Meldrim continues: "I have *no criticism* to make except to say that the paper is a most *excellent* and *valuable* one."

Hon. J. L. M. Curry, LL. D., Agent of the Peabody and Slater Funds, writes: "I think it well that you should print the sketch. It is exceedingly well written and contains valuable information."

Pres. Horace Bumstead, D.D., Atlanta University, writes: "I have read your paper with much interest. It seems to be consecutive and logical, judicial, dispassionate and fair and not cloudy—as a whole."

Dr. William Hayes Ward, Superintending Editor of *The New York Independent*, writes: "I was so much interested in the subject that I read it through, which is really surprising, and it appears to me to be a very valuable history which I hope you will publish."

The commendations written above are extracts from letters of some of the most prominent literary men to whom I submitted my manuscript before printing it.

In conclusion, I will state that I have given in this paper only a few of the many facts collected for a larger and more important work on the NEGRO IN GEORGIA, which I hope to give to the public in a more substantial form.

As a claim to the indulgence of those who may read this brief sketch of a most important subject, I may say that, although I have had from my busy and exacting school duties but a few leisure hours of many months to devote to this work, yet I can give the assurance that I have faithfully endeavored to state only that for which I had good authority and have set down naught in malice.

R. R. W.

INTRODUCTION.

I am requested to write a brief introduction to the little monograph whose proof-sheets are now lying before me. The request for this service grew out, I suspect, of the very cordial relations which have existed between the author and myself from the days of our early manhood, when we sat and recited together. Possibly, too, it had occurred to him that one whose life had been so largely spent in the classroom could not fail to welcome and encourage any movement or effort likely to interest the public in the cause of popular education. But be this as it may, the task seems laid upon me to introduce this little work to its circle of readers, which, it is to be hoped, may be both large and appreciative.

First, however, I hasten personally to acknowledge my indebtedness to President Wright for tracing with such care and candor the history of Negro education in the State of Georgia. Surely nothing short of love for his race and a desire to do it needed service could have prompted him to this undertaking, especially when cumbered with the cares incident to the building up of a young institution. This effort on his part is another of those hopeful indications of a growth of self-respect and self-confidence among the colored people. The Negro is feeling more and more the effects of Christian education. More and more he is beginning to realize that, under God, he has a mission in the earth; that, maugre all gloomy forebodings and disparagements from unfriendly

sources, he is capable of being something and doing something. In short, the thought is dawning upon him that he will some day have a history that will not be altogether devoid of interest and merit. This consciousness of innate ability and worth is manifesting itself in a desire on his part to preserve a permanent record of all that relates to him. Not twenty years had elapsed after emancipation when a comprehensive history of the Negro race was written by a black hand, and published by one of the most reputable publishing houses in the city of New York. Since then many minor attempts have been made to "write up" the history of ecclesiastical bodies composed of Negroes, and to sketch the lives of "men of mark" in the race. The writer has often wished that some Negro with the time and talent might feel it his conscientious duty to do for the whole race in America what President Wright has so cleverly done for a part of the race living in Georgia. Indeed, a mere collation of the facts and incidents connected with the educational progress of the Negro, north and south, would be as interesting, if not as thrilling, as any chapter in *Uncle Tom's Cabin*.

But I am admonished to be brief. The reader must peruse the pages of President Wright for himself. In doing so he will find not only much valuable information; but also a spirit of candor and impartiality pervading the whole work. Credit is given to whom credit is due; honor to whom honor. The North, the South, the East, the West—all who have contributed towards the education of the freedmen and their children have received due recognition. Probably, no part of the little work will be more interesting to the readers of this generation than that which deals with the efforts and ingenious methods of the Negro, even while in slavery, to secure a knowledge of books. The whole story, indeed, is told in a style simple, direct and free from pretension.

Before closing it might not be out of place to say a few words about the author himself, whose life has not been destitute of interest and incident. His parents were South Carolinians, but came to Georgia in 1853, where, in the town of

Dalton, on the 16th of May, 1855, Mr. Wright was born. Working on the farm in his early boyhood, he was immediately after the war sent to school in Cuthbert, where he was at the time living. Subsequently, on the removal of his parents to Atlanta, he enjoyed the privilege of the city schools, and in course of time was graduated from the college course of Atlanta University.

Immediately upon graduation he returned to Cuthbert, and was made principal of the Howard Normal School, which position he held four years. In 1878 he called the first convention of Negro school teachers ever assembled in Georgia, and was for three years President of that body. When in 1880 it assumed the name of the Georgia State Teachers' Association he was again elected President. In the same year, 1880, he was called to the principalship of the Ware High School, in Augusta, the first and only colored high school ever established in the state, and supported by city funds. For ten years Mr. Wright remained at the head of this school, or until he was called by the state to organize the Georgia State Industrial College, over which he now presides. He is also Vice-President of the Board of Trustees of Atlanta University. By request, he represented, in 1881, the work of the American Missionary Association, at its annual meeting in Worcester, Mass. Since then he has spoken in Chicago and several other large cities of the North and West.

Besides his services to education President Wright has been called upon to mingle a little in politics, state and national. He was a member of the National Republican Convention that nominated Garfield; also a member of the one that nominated, and of the one that renominated Harrison. In one of the National Conventions he served on the platform committee with Gov. McKinley, who, by the way, is a warm friend of his.

For ten years President Wright was editor of an influential newspaper, and wrote for others, being once a regular correspondent of a Democratic daily.

In his home-life he has been blessed with the companion-

ship of a cultured and industrious helpmeet, originally Miss Lydia Elizabeth Howard, of Columbus, Ga., but now the proud mother of six promising children.

Such, in brief, has been the life and career of the little black, bare-footed boy who, shortly after the war, when Gen. Howard, addressing a school in the city of Atlanta, asked the question: "What shall I tell your friends in the North?" instantly replied, "Tell them we are rising." The poet Whittier, hearing of this, immortalized it in verses of which the following is a stanza:

"Oh, black boy of Atlanta, but half was spoken;
The slave's chains and the master's are broken,
The one curse of the races held both in tether,
They are rising, all are rising, the black and white together."

W. H. CROGMAN.

Clark University, Feb. 27, 1894.

NEGRO EDUCATION IN GEORGIA.

The purpose of this monograph will be to trace very briefly the educational history of the colored people of Georgia for the past thirty years. Extremely interesting must such a task be when it is understood that the history of the American Negro is the history of a race struggling amid environments and against difficulties such as no similar nation in all history has had to meet. It is pretty generally agreed that the Negro in America introduces a problem without a parallel. His history is unique. Properly given in all its phases the narrative would teem with incidents and achievements almost romantic. This sketch, however, must necessarily be so brief that scant justice can be done the Negro's own individual efforts or those of the magnificent agencies which aided in achieving the acknowledged wonderful progress which has already given to him some foothold and standing among all people.

The surrender of Gen. Lee was the occasion of the total collapse of the social and industrial features of the old Georgia progress. Society among the white people for the time was thrown into an almost chaotic condition, but it was for a moment only. They understood how to cover a rout, to gather the demolished fragments and to re-form.

But how was it with the Negro? Had he ever any conception of society, of voluntary order? Had one-tenth of one per cent. of them ever looked inside a book or saved a dollar?

Their ignorance was equalled only by their poverty. Improvident and totally helpless, the freedman was well-nigh friendless. Considered by many as property illegally taken from those among whom his lot was to be cast hereafter as a citizen, he was looked upon as an intruder in the body politic. Hindered, rather than helped, by those whom he knew best; confused by his new surroundings, and with his intellectual and moral abilities subjects of misunderstanding and doubt on the part of his friends, the Negro of Georgia was sent forth in 1865 to develop character, to get education and money and thus prove himself worthy the freedom which was thrust upon him. In short, he was to maintain himself as a freeman and citizen in the midst of his old masters who had enjoyed centuries of civilization. That it was a great task all will acknowledge; that under its environments it was a feat fraught with much doubt few will deny. But while his condition was pitiable, it was not hopeless. Under slavery, he, though a simple child of the shovel and hoe, had developed a faith in God which was abiding and had obtained a working knowledge of the English tongue. These were his sole stock in trade, but they were very valuable. To understand, then, the difficulties which the Negro has overcome and to estimate the progress which he has made in the past thirty years, his condition at emancipation must be borne steadily and faithfully in mind.

FIRST COLORED SCHOOL IN GEORGIA.

The starting point for colored schools in Georgia was Savannah. They had a romantic beginning. During the latter part of December, 1864, in the splendid old mansion of Mr. Green, a British subject, the magnificent residence now owned by Maj. P. W. Meldrim, the efficient Chairman of the Commission for the Georgia State Industrial College for Colored Youths (the first state institution established for colored youths in Georgia), was held the first conference of white and colored men ever convened in Georgia to consult and devise

as to the ways and means of educating the Negro. It was a distinguished and notable gathering and should ever be held memorable. Secretary of War Stanton was the leading figure of that gathering. Gen. Wm. T. Sherman and several of his generals and aides were present; the colored committee consisted of eight or ten leading colored ministers of Savannah. I repeat, it was a notable gathering. For the first time in the history of the commonwealth, colored men, as freemen, met with white men to plan unmolested for the intellectual development of their race. Secretary of War Edwin M. Stanton, was astonished at the wisdom and tact of those untutored black sages. Rev. Garrison Frasier made the presentation. He was a splendid specimen of humanity. His speech was a marvelous piece of untrained eloquence. At this distance of nearly thirty years, the few survivors who heard it declare that it has not been surpassed for tact, wisdom, good sense and eloquence. It carried the day. Secretary Stanton observed that the men's replies to his questions were so shrewd, so wise, so comprehensive, that he believed that they understood and could state the principles discussed as well as any member of the Cabinet.

That was a great day (or night, for it was at night) in Georgia. Almost exactly a hundred years before in this same city were enacted laws which made it a penal offense to teach the Negro to read or write. Now these laws were to be annulled and the doors of the school houses and places of learning were to be thrown open forever. No marvel that the Negroes could be eloquent at such a time and on such a theme. Fortunately for history they were the right men. They were the picked men of the race in Georgia. Garrison Frasier, Alexander Harris, Charles Bradwell, John Cox and William J. Campbell were venerable men of great native ability and would have attracted attention in any assembly. All except one of the leading white men of that conference have long since been gathered to their fathers, and only three of the colored men survive at this writing: the Rev. Alexander Harris, the venerable leader of the movement, Rev. Charles Bradwell and Rev. Arthur Vardell.

Those venerable fathers accomplished their purpose. It was decided to have the schools opened at once for all colored people who should apply. The time was set for examination of such as felt competent to teach. A number of colored men and women applied. (The colored citizens in Savannah were greatly encouraged and assisted in their efforts to establish these first schools by Rev. James Lynch, of the A. M. E. Church, an educated colored man who afterwards became Secretary of State for Mississippi.) This was during the latter days of December, 1864. Early in January, 1865 (the following week), came to their aid Rev. J. W. Alvord, Secretary of the American Tract Society, Boston. Mr. Alvord had done business in Savannah a number of years before, and was somewhat familiar with the surroundings. He and Rev. James Lynch examined the teachers. It was the first time in the history of the state that a colored man and a white man had examined teachers with reference to their ability to teach. Ten colored persons were found competent. It was very difficult to find buildings in which to locate the schools. Strange to say, one of the most available places obtained was the "old Bryan Slave Mart," which had recently served as the pen from which, perhaps, the relatives of many of these same people had been sold. Only the bars which marked the slave stalls were knocked down so that there might be more space for the improvised seating. To this and other places secured for school purposes there flocked the freed people of every age and color eager for that book learning, the deprivation of which, as they thought, made the Negro so dependent, and the possession of which made the white man so independent and so powerful. The scene was picturesque. To some it was as pathetic as it was picturesque. There was the emancipated Negro, an ignorant people, as it were, like a poor blind Samson, in quest of sight. Such was the beginning of colored schools in the new era of Georgia.

CLANDESTINE SCHOOLS BEFORE THE WAR.

Perhaps, it may be well to call attention to and explain the astonishing fact that there could be found a few, or rather, for

that early period, so many colored men and women capable of beginning the school work even at the A B C point. This was due to many influences, open and secret. Among the favoring influences, first, was the fact that many humane masters taught their slaves, and others winked at the violation of the law which forbade the teaching of slaves and permitted their children to instruct a favorite slave to read and sometimes to write. Men, now high in authority in educational matters, taught their slaves to read and write, thus rendering themselves liable to be punished as violators of the law on the statute book. The Christian instruction of the slaves was encouraged and directed by many Christian bodies. Indeed, in the Act permitting the introduction of slaves, Christian training was enjoined upon the slave masters. Rev. C. C. Jones, father of the late historian Jones, and Rev. Josiah Law, both among the most distinguished ministers of the state, were engaged to devote their time to this work. Again, it is known that when slavery, at first prohibited, was finally introduced into Georgia in 1749, many of these slaves came from South Carolina. As in 1744 a Negro school was opened in Charleston it may be inferred that some of these slaves must have brought with them to Georgia a knowledge of reading and writing. The Charleston colored school was still in a flourishing condition in 1752 and was taught by an educated Negro, likely from England. Although it was for free Negroes only, many slaves, who even then hired their time, sent their children to this school. In time other schools were opened and a number of colored persons from Savannah and Augusta, Ga., sent their children to Charleston to be taught. According to tradition some of these students returned and opened schools in Savannah and in Augusta. No one, however, was lawfully permitted to give book instruction to slaves, even in any one of the three R's. Whatever was done in this way was done clandestinely, and if discovered, was sure to get its author into trouble. There were, nevertheless, several schools for colored children clandestinely kept in Augusta and in Savannah. Another class of teachers was the poor whites who eked

out a miserable living by clandestinely teaching free Negroes and slaves. Their schools were very peculiar. Some of them might well be denominated, not "old field schools," but "old chip schools" and "old tailor shop schools." When some aged, impecunious white lady would agree to teach the children of free colored people and the children of such slaves as had hired their time, the children were said to go to her house to "pick up chips." They were busily engaged in this work when an officer was likely to be around.

The most noted of these clandestine schools for colored children was taught by a colored man in Savannah. It was opened in 1818 or 1819 by a colored Frenchman named Julian Froumontaine, from Santo Domingo. Up to 1829 this school was taught openly; for before that date the laws of Georgia did not forbid the teaching of a free person of color. In referring to this prohibitory law, in justice, it ought to be admitted that the requirements of the "institution of slavery" were such that it would have been unwise to undertake to maintain the system of slavery and run the risk of having the slaves read such literature as began, then, to be circulated by abolitionists. It is proper, also, to add that many slaveholders did not share this fear, and were willing in the face of slavery, to give their slaves elementary teaching in reading and writing. After December 22, 1829, it was thus made a penal offense to teach a Negro or free person of color to read or write. Hence, from that time all Negro schools were clandestine. Froumontaine's school, however, flourished under him for more than fifteen years. It laid the foundation of the educational work among the colored people of Georgia. Several of his pupils clandestinely taught schools down to the beginning of the war.

The colored teachers who were employed to teach the schools in Savannah, the first in the state, were they who had been taught in this clandestine way. At least two of old Julian's pupils still live at Savannah.

LC 2802
• 64 W7

THE FIRST COLORED TEACHERS AFTER THE WAR.

The first schools in 1865 were taught at Savannah by the colored teachers, as has been said, in such places as could be secured, as the "old Bryan Slave Mart" and the basement of the First African Baptist Church. The enrollment was over 500. The teaching was, of course, of the most crude and elementary kind. The height of slavery-time education was to read the commonest print and to be able to write a "pass." One such Negro in the community was a wonder to his fellows, and often a cause of consternation to the average slaveholder. It is safe to say that there could not have been in all Georgia at the emancipation many who were not wholly illiterate. Outside of Savannah, Augusta and Columbus there were, it is said, not a dozen colored people able to read and write, and in the country places, perhaps not one. This statement is based, so far as possible, upon a thorough investigation, and is made to show the almost unbroken and unrelieved illiteracy and ignorance which reigned over Georgia at the emancipation.

*See
74
17*

The American Missionary Association soon took charge of the feeble effort referred to above. Mr. Alvord, who accompanied Sherman's army on its entrance into Savannah, and had charge of the first schools, called to his assistance W. T. Richardson, Supt. of the American Missionary Association's Educational Work. Mr. Richardson was at once reinforced by the Rev. Mr. McGill, a native Georgian white man, who had charge of a corps of American Missionary Association teachers. The colored teachers had already taught for about three months when the schools were turned over to these white teachers under the American Missionary Association. The Association teachers continued the schools in the "old Slave Mart," and had schools in the Wesleyan Chapel and the Oglethorpe Medical College. May 1, 1865, the schools were transferred to the Massie school building, now used for white children; it was a great improvement on their old quarters. This Massie school building was, however, used only a short time for colored youths.

These were the first schools in Georgia. Later, in the same year, 1865, schools were established in Athens and at other points; but it will be necessary to trace their history along certain organized lines. An account of the work of the American Missionary Association will be taken up again as that Association is still actively engaged in educational work in Georgia.

SHORT SKETCH OF THE VARIOUS EDUCATIONAL AGENCIES.

It will be seen that in 1865 there were at work for the educational advancement of the colored people several agencies. Among these may be named the independent attempts of the colored people themselves; the army whose educational efforts resulted in so much good to the freedmen; the Freedmen's Bureau and the different charitable organizations.

From 1865 to 1871, when the state school system was established, is a period wholly dominated by these educative influences and agencies mentioned above. Although it was a period in which the system of education for the freedmen was rudimental, when Webster's blue-back was the principal text, it was the most important, the critical period in the history of Negro progress. It is difficult to comprehend the utter poverty and disheartening ignorance which enveloped the colored people at the beginning of the period under discussion. They began without any adequate amount of food, clothing or shelter; a vast majority without the least conception of a school or a home. Their exertions to obtain food, clothing and shelter certainly greatly retarded their efforts for book learning. They did not know how to make contracts or agreements for wages. Consequently they worked the first year for a bare subsistence; with a few exceptions their first possessions outside of food and clothing were bought during the second year, and consisted of oxen and old mules and farming implements. They began to rent lands in the third year, and in the fourth to buy land. This was the rule; there were exceptions. To fully understand the educational advancement of the first decade would require a thorough knowledge

of the colored man's progress and achievements as a free laborer; for the labor question and educational problem are as Siamese twins—inseparable.

THE MILITARY EDUCATIONAL BUREAU.

The most powerful of the agencies which helped the freedman to accomplish as much as he did during the period described, were the army influences. Gen. Grant and Gen. Sherman were the chief promoters of this army influence; they were active in their efforts, not only for the education of the colored people, but to get them started on the race and business of life. What they accomplished in this direction was marvelous. In teaching the Negro how to labor for money, the army superintendents and the Bureau officers under the authorities referred to, did a work for which they ought to have the gratitude of the nation. Without this teaching the schools would have been in vain, if not impossible. They began the work of education, first, all along the Atlantic coast, and then wherever the Federal Army got a foothold. As early as 1861 schools were opened at Hampton, Va., near the spot where the first slaves were landed in 1619. In 1863 there had collected at one place in Mississippi so many colored people, eager to be taught, that Gen. Grant called to the charge of this work Gen. John Eaton, who afterwards was made U. S. Commissioner of Education. Gen. Eaton served the freedman from 1863 to 1865. He had under him at one time as many as 770,000 people. The work which Gen. Eaton did for the colored people was truly wonderful. One of the most creditable and noteworthy features of his work was the fact that the colored people paid out of their own earnings for their education under him nearly a quarter of a million dollars. The termination of Gen. Eaton's educational work among the freedmen was the end of the army influence and the beginning of the Freedmen's Bureau influence.

Gen. Rufus Saxton, with headquarters at Beaufort, had charge of Negro affairs in Georgia, and was of course, the earliest immediate authority in the work of their education in the state.

FREEDMEN'S BUREAU.

March 12, 1865, Gen. Saxton and other military superintendents were relieved, and Gen. O. O. Howard, Commander of the Army of Tennessee, was made Commissioner of the Freedman's Bureau which, besides other responsibilities, was to have charge of the educational work of the four million freedmen. He appointed as his assistant Commissioner for Georgia, Gen. David Tillson with headquarters at Augusta. Gen. Tillson appointed sub-assistants or agents throughout the state. Rev. J. W. Alvord was made inspector of schools, etc. Thus was inaugurated a pretty complete system of education and the work was now to be vigorously pushed forward.

During the first year there was established as many as thirteen new schools in different places outside of Savannah. Although these schools were supported mainly by northern charity and the Bureau, it is creditable to the colored people to state that they contributed largely of their labor and money to the support of these schools. The reports for 1866 showed 79 schools and 7,792 pupils. It was thought that there were, at that time in Georgia, not less than 3,000 pupils that could read, who six months before did not know their alphabet. The progress was as rapid as it was commendable. Very marked were also the influences which were brought to bear upon the moral improvement of both children and parents.

It is needless, perhaps, to record in an article of this length, that this was a time of much misunderstanding and opposition on the part of the native whites, with reference to the education of the freedmen. It was a new and a strange thing for them to see white teachers instructing Negroes. In many places, as in Griffin, teachers of colored people, were insulted or run off, and school houses burned. Notwithstanding this opposition on the part of some, there were many liberal-minded white Southerners who favored and encouraged the cause of education among the colored people. Thus, year by year, the cause grew stronger and the number of schools steadily increased.

During the next year, 1867, the number of schools was decidedly larger than that for the preceding year. Gen. Lewis the Superintendent of Education under the Freedman's Bureau, reported December, 1868, 194 regular day and night schools with 250 teachers and 8,145 pupils. Besides these there were 500 other pupils in 10 schools under 10 teachers, making a total of 8,645 regular pupils in 204 schools under 240 teachers.

The school record for 1869 shows a great and gratifying advancement over that of 1868. In addition to the number of schools already reported, there was now at Atlanta a high school, or training school for teachers, with 65 pupils, and 17 graded schools in other parts of the state.

The results for 1870 were equally as gratifying. It is reported that there were 17,519 pupils in the day and night and Sabbath schools of this year. As many as 5,017 pupils paid tuition to the amount of \$6,827.29, an average of \$1.36 per pupil. The pupils were classed as follows: in alphabet, 1,144; in spelling and reading easy lessons, 3,760; in advanced readers, 2,640; in geography, 2,782; in arithmetic, 3,419, and in higher branches, 469. Average attendance in day schools, 6,940; 85 per cent. of the total number enrolled. The colored people during the year 1870 sustained wholly or in part 163 of the schools and owned 37 of the buildings in which the schools were conducted.

THE EARLY SCHOOL HOUSES.

It may not prove uninteresting to write here the facts with reference to the early school houses of this period. These were in the most dilapidated condition; indeed, could hardly be called houses. The first so-called school house at Cuthbert, Ga., in 1865, where the writer first entered school, scarcely had one of its sides covered or weather-boarded. It was about 20 by 30. It had not more than 10 or 12 benches made of rough puncheons and, of course, without backs. This house was packed as tightly with dusky children as a sardine box. The pupils were aged from 6 to 70. The next school

house, where the writer matriculated at Atlanta, was an abandoned box car. Truly, almost any shelter, as old cribs or fodder houses, or no shelter except trees or bush arbors, served as school houses for colored children in those days. Wherever some Yankee lady was lucky enough to get the frame work of a school house, she nailed up an old army blanket, or the like, to the windy side of the house and taught as if she were in one of our modern school houses.

But this state of affairs did not continue. Better school houses were built yearly. In three years from the beginning of schools in Georgia, there had been erected in different parts of the state very many comfortable school houses, a few of which are in existence to-day. The Freedman's Bureau operated as a chief influence for about six years. Under its direction, with the co-operation of the American Missionary Association, there were purchased or erected school houses, not counting those in the principal cities, in Albany, Thomasville, Cuthbert, Camilla, Andersonville, Bainbridge, Americus, Waynesboro, Quitman and other places. The erection of these school houses had a wonderful effect upon the colored people. In four years from the establishment of schools in Georgia the colored people had purchased lands, had commenced farming, were living in houses of their own and were indeed owners of hundreds of dollars worth of property where in January, 1865, they did not possess a dollar. The Freedman's Bureau furnished in all 26 buildings for school purposes. It is difficult to find the record of the cost, dimensions, material, etc., of more than 65 buildings erected, of which the Bureau owned 14, the Negroes 10, and other parties 41. Two were of brick and the remaining 63 of wood; size 18 by 24 to 40 by 100; value, from \$100 to \$25,000; average size 40 by 52. The total cost of these schools was \$163,259.08.

EXPENDITURES FOR EDUCATION BY FREEDMEN'S BUREAU.

Beginning March 12, 1865 and extending to August 31, 1871, the Freedmen's Bureau expended for education in the South five million dollars. Of the five million dollars fully \$306,000

went for educational work in Georgia during the six years. Dr. Mayo thinks that not less than 50,000 colored people learned to read and write under the Bureau teachers, but it is a demonstrable fact that not more than 4,000 of these were residents of Georgia. Yet the educational condition of the state at the close of the school year in 1870 was extremely encouraging. Compared with the educational condition of the colored people when the first schools were established in January, 1865, the showing is remarkable, especially so when all the facts are considered.

OTHER INFLUENCES.

Before, however, the account of this period is closed, it is proper to speak of the many other agencies which aided in accomplishing what 1870 recorded. While merely the names of some of these organizations can be mentioned here, they, nevertheless did valuable service. The Catholics had entered the field with the St. Joseph Sisters, specially trained for African Missions. They operated principally in Savannah, and later, these or other Catholic Sisters opened schools in Washington, Ga., and at Augusta. Besides the American Missionary Association, the Baptist Home Mission Society and Freedmen's Aid Society, many individuals and small societies had begun work in various parts of the state. Thus together with the large charitable institutions, one after another rendered aid in the work, as it were, of setting a race on its feet. Out of the colored Educational Association of Savannah, organized in 1865 grew, also, many local efforts among the colored people themselves for their own education.

The African Methodist Episcopal Church was, however, the first distinctively Negro organization to contribute to the work of education in Georgia. A more definite account of the work of many of these organizations will be given later.

THE PEABODY FUND.

What will next be described may be styled the subsidiary and secondary, but no less indispensable, efforts of this period. As has already been intimated there were many potent influ-

ences at work for the education of the Negro. Among these many agencies none was at the time more successful and beneficial than the Peabody Fund. This fund was the gift of Mr. George Peabody a native of Massachusetts and, perhaps, the greatest and most successful philanthropist of ancient or modern times. In 1866 this noble benefactor of the human race set apart for the education of the people of the South, without regard to color or nationality, two million dollars of his vast fortune. He afterwards increased this magnificent sum to three and one-half millions. As early as 1867 the venerable Dr. Barnas Sears, agent for this Peabody Fund, came to the rescue of the schools for colored youths and contributed to this cause through Supt. Lewis \$2,000, which was afterwards increased to \$4,000 annually. This timely aid from the Peabody Fund has been continued down to the present time; lately, as aid to certain institutions and in the maintenance of the Peabody Institutes which are doing so much for the improvement of our teachers. (Dr. Curry, the present agent, thinks that the colored people have been aided to the extent of \$560,000 from this fund.) Dr. Sears was a potent force in the establishment of the early schools of Georgia. By means of the Peabody Fund he rendered material aid not only toward the establishment of our city systems of education, but by his wise advice and earnest counsel, also assisted the establishment of our state school system in 1870. In 1869 or '70 a thousand dollars of the Peabody Fund was contributed towards the current expenses of the schools of Savannah when under the county board, before the regular city free school system was established. It was by this same fund that the Columbus public schools were assisted. Georgia is greatly indebted to the trustees of the Peabody Educational Fund even up to the present time; and in the language substantially, of the superintendent of the city schools of Columbus, who in 1870, appealed for continued aid from this fund: 'Because of that noble benefaction, there has been built, not only in Columbus, but in the entire state, not only by the whites, but by the Negroes as well, a monument to Mr. Peabody's name which

will last while his grateful beneficiaries or their memory and influence endure.'

THE FIRST AID FROM SOUTHERN WHITE PEOPLE.

Another aid to the colored people ought to be mentioned. It was the aid in 1867 from the local authorities or southern whites. This was in the nature of the "poor school fund," a tax levied for school purposes and previously expended for white schools alone. This was the first public educational aid ever given in Georgia to Negroes. Colored schools were thus aided in Augusta, Macon and Liberty County.

FREEDMEN'S SAVINGS BANK.

Still another agency in the education of the colored people in Georgia was the Freedmen's Savings Bank. While it existed it was one of the most powerful agencies in the education of the colored people. The Freedmen's Savings Bank was organized March 3rd, 1866. It had thirty-three branches, four of which were located in Georgia, at Atlanta, Macon, Augusta and Savannah. During the nine years of its existence the total deposits amounted to \$56,000,000 for the entire South.

When it failed it owed the colored people of Georgia \$57,149.38. While its loss entailed great misery on many, it had taught the colored people that they could save and thus laid the basis of the material prosperity which has attended the efforts of the colored people of Georgia. The colored people of Georgia pay taxes now on about \$16,000,000 worth of real and personal property, and have perhaps not less than \$2,000,000 on deposit in the banks of the state and in bonds.

Such were some of the various agencies which were at work during that early formative stage of Negro education. And such and so great was the work of preparing the colored people for the public school system which was inaugurated in 1871.

PUBLIC SCHOOL SYSTEM.

THE PUBLIC SCHOOL SYSTEM OF THE STATE.

The public school system will be the next topic. Although there had been much talk and some legislation on the subject, there had been "no regularly organized system of common schools supported by public taxation in Georgia prior to the Civil War." That there was much need for such a system may be inferred from the fact that before the war, when only white children were entitled to school privileges, Georgia's standing as to the rate of illiteracy, was twenty-third, there being only four states below her. The constitution of 1865, under the provisional government, gave the legislature the power to appropriate money for the "promotion of learning and science" and "for the education of the people" and provided "for the resumption of the regular exercises of the University of Georgia;" but it was not understood to have contemplated the education of the colored youths of the state. The constitution of 1868, however, did provide for "a thorough system of general education to be forever free to all the children of the state."

Nevertheless, the system was not organized until two years later. Meanwhile, in August 1869, at the Georgia Teachers' Association at Atlanta, meeting for the first time, the subject of public education was thoroughly discussed and a plan proposed by which the educational provision of the constitution could be put in operation. The next year their plan was presented to the legislature which on October 13, 1870, adopted

Georgia's present system of public instruction, granting by legislation equal school privileges to all children regardless of race or color. It is a singular coincidence that the passage of this Act was on the hundredth anniversary of a previous Act passed by the Georgia Legislature making it penal to teach a Negro to write or to read any writing. This was a great day for Georgia.

Gen. J. R. Lewis, of the Freedmen's Bureau, was appointed State Superintendent of public instruction and the system was then put in operation.

THE FIRST PUBLIC SCHOOLS.

The first public schools were taught in the state during the summer of 1871. It is needless to say that this beneficent measure was as much needed by the poorer whites as by the colored people. The schools were suspended in 1872 because of the lack of funds to carry them on, but were resumed the following year and have continued uninterrupted to date. They have proved a great boon to the colored people. Without the public schools there could be but little hope of decreasing illiteracy. Not only their poverty, but various other causes conspired against them. When the public schools were put in operation in Georgia there were 545,142 colored people in the state. It has been seen from what is written above that less than one per cent. of them were able to read and write in 1870, leaving ninety-nine per cent. in ignorance and poverty. If any one thing more than another could plead for the establishment of a state system of public schools, this fact was certainly an unanswerable argument. The great difficulty in operating the public schools, among the colored people, was the lack of teachers. In 1865 there were not more than one hundred colored people in Georgia who were capable of teaching a primary school. In five years the number had increased, it is true, but the number of colored persons able to teach in primary schools was considerably less than the demand. There were, perhaps, in all, five hundred such persons capable of taking charge of a primary school such as was

taught in those days. Colored teachers began to teach pretty generally in 1870. The year before, most of the so-called colleges were established, but they were only slightly in advance of our grammar schools now. Their greatest work was the preparation or training of persons for teaching. The total enrollment of colored children for Georgia in their first public schools (1871) was 6,664. From the very best information obtainable it is estimated that of the teachers employed there were between 150 and 200 colored. Few if any stood higher than the lowest grade. But the small number was the index of the tremendous effort that had been put forth by the noble men and women who had spent so much energy of heart and brain in striving to undo the work of many generations, and to do that of many others.

FIRST TEN YEARS.

Year after year the public schools of Georgia have increased in the number of colored teachers and in efficiency. In 1880, after substantially ten years of the free schools, there were enrolled 86,399 colored children. An increase in a decade of 12.96 per cent. These children were confined mostly to the rural districts and were taught in 1,509 schools. In the city public schools there were 7,066 scholars. The colored schools were mostly taught by colored teachers. In the independent elementary schools there were 3,719, and in the colleges about 800; thus making a total enrollment for 1880 of 97,174 besides the possible 800 in the private high schools and colleges. It is difficult to get the exact number of pupils in these private high schools and colleges, but 800 is approximately correct. Not that so many as 800 were engaged in the prosecution of college or even, high grade school studies, for such was not the fact, but that these schools enrolled so many. It is still more difficult to determine the exact number of those engaged at these schools in studying the higher branches. The work of primary teaching was so urgent that, even in 1880, little else was attempted. The public schools ran only three months and were taught during the summer months by young men

and girls who were attending school, yet a good work was done. Under them 43 per cent. of a school population of 197,125 were enrolled in these three months' schools. The children remained only part of the time but did learn something.

THE SECOND TEN YEARS.

In the next ten years the schools became better organized. The grade of teachers and teaching was improved decidedly. The standard and tone were greatly raised. The normal colleges had a higher grade of students and it was easier to determine just what was being done for higher education. The school population, taken in 1888 was 263,893. Fifty-three per cent. of them were enrolled at the public schools in 1890. The length of the school term was increased from sixty to one hundred days or five months. Thirty-nine per cent. of the colored children remained in school during the entire term. This was a decided improvement for the rural districts. Of the 7,420 public school teachers 2,500 were colored, an encouraging gain for the past ten years.

The enrollment for 1890 was 123,220, an increase of over 3,000 for each of the past ten years. In the twenty-four city school systems there were enrolled 14,917 children. The average attendance was very fair. In the private elementary schools there were 10,211 and in the private high schools and colleges there were 1,642 pupils. The entire enrollment for all the schools for the year 1890 was 149,779, out of a school population of not less than 280,000.

The progress in the last three years has been even more marked than at any time previous. A census of the school population was taken last year and the showing is remarkable for its many encouraging features.

THE CITY PUBLIC SCHOOL SYSTEMS.

In concluding this part of the subject an account will be given of a few of the city systems. Savannah and Columbus were the first after the war to begin public schools. They were at first under local or county boards and were for white

children only. In 1872 began the public or free schools proper, open to all children. Savannah was the starting point for the city public school system and most of the other city systems were modeled after her system.

THE SAVANNAH SYSTEM.

The first city public school for colored children in the state of Georgia was opened in Savannah, November, 1872. Several parties presented themselves for examination for teachers' certificates, but the examination was very unsatisfactory, and it seemed very difficult to get competent people to teach. Finally, two colored and two white teachers were engaged for a male and a female school for colored children, thus giving four teachers for the colored children. The enrollment for the year was very small. Today there are two large schools in Savannah under male principals, with a total of twenty-five teachers. There are also under the Savannah city system twenty-one county schools. A grand total of forty-six colored teachers who instructed last year 3,958 children, 1,380 of whom were boys. The Savannah school authorities are exceedingly progressive. Perhaps, no school officer in the state is more courteous toward colored teachers than Superintendent Baker. In many respects this system is at the head of the city systems of the state. Teachers receive better pay under the Savannah system than at any place in the state. The school facilities, however, are not sufficiently ample for the demands; they ought to be almost double. But the great lack is money. This year there has been added a splendid annex to one of their public buildings which will accommodate more schools for colored children.

THE ATLANTA SYSTEM.

Atlanta has the best school buildings for colored children in the state. With reference to them the following is quoted from Supt. Slaton's report: "You have four, full graded grammar schools officered by Negro teachers and supplied with equal accommodations with the white schools. The same course of study, the same curriculum and same laws are given

them as are given the white race. Atlanta has been liberal to her colored population. But with them as it is with the whites, more room is badly needed. I recommend the purchase of a lot and the building thereon of an eight-grade school house ready for occupancy by the first of next September. These Negroes have the same rights before the law as you have, and if they are to have a voice and a vote in making the laws of the land, they must be educated, or republican government will be endangered."

THE AUGUSTA SYSTEM.

The Augusta public schools are among the best in the state and are under one of the most progressive and enterprising superintendents, aided and encouraged by one of the most thoughtful of the boards of education. They have lately erected one of the best school houses used for colored children in the state. Augusta has the distinction of having the only public high school in the state for colored children. It was organized in 1880 and has graduated over seventy students, who are engaged in teaching in that and other counties. The following extracts from Supt. Evans' reports on these points will prove apropos:

"The Ware High School for colored pupils is under charge of Prof. R. R. Wright (since resigned to accept the presidency of the State College). The enrollment of pupils was seventy-one different names though the average monthly enrollment was only forty. The final examination papers were quite creditable, the pupils showing an acquaintance with Latin, algebra, geometry, universal history and other high branches. The closing exercises were held in Market Hall before a large audience of the most respectable members of the colored population. The advantage of the colored high school is found in its furnishing many capable colored teachers to labor in our colored schools. The schools in this county and of other neighboring counties call upon the graduates who leave this school, taking their diplomas as sufficient evidence of

their qualifications, and engage their services in the actual labor of their profession. In this county there are ten graduates of the Ware High School engaged in teaching and others have gone to various portions of the state to labor among their own people. I consider it beyond dispute that our colored teachers should be educated in our midst, that they may properly appreciate the relation of the Southern people, and the needs of the colored children for education. The Ware High School was named for Mr. E. A. Ware, late principal of the Atlanta University, and whose death of recent date was the cause of such universal regret and sorrow in our state. Mr. Ware was doing a noble work in the elevation of the colored people of the south, and by his death his fellow laborers will miss a valuable ally. Appropriate memorial exercises were held in the Ware High School to express the regard of the pupils and teachers of our city public schools for his memory. I can speak for Augusta in the great avidity of the colored children for an education. Every year there is an increasing demand for more seats, and it requires the greatest exertion to prevent the schools being over crowded with children. We have added an increased seating capacity of one hundred and twenty seats this past October. All the primary grades have sixty pupils each; the intermediate and grammar grades have fifty each, and if I should open ten more rooms I have no doubt but that in a few weeks they would be filled with children of the colored classes. This is due somewhat to the widespread desire of the colored race for an education, but it is mainly due in Augusta to the excellence of the teachers in their schools, and to the careful supervision, and present a combination of intelligence and culture that is gratifying. They are required to instill principles of labor, of moral deportment, of good citizenship in to their pupils, so that enlightenment may benefit and not ruin them. Most of the pupils in the colored schools acquire the ability to read, spell, cipher, and to me there can be no question of the advantages to the race that these acquirements bring. A colored boy is of far more service when he knows how to read

and write, can more readily secure work and good wages, and if he has been taught in the proper spirit is certain to become a better citizen. The education of the Negro is yet in its infancy, and it can be hardly expected that it can in every instance be attended with perfect result. No nation has ever gone from ignorance to enlightenment save through generations, and since the law requires and the policy of the nation demands our colored schools, we as citizens, must make the most of them."

THE MACON SYSTEM.

Supt. B. M. Zettler who organized the public schools of Macon in 1873, has conducted the public education in his city with a knowledge and diligence surpassed by no superintendent in the state. When the public school system was begun, there were not more than three colored teachers and no school house, except the Lewis High School which was officered by the American Missionary Association teachers who for the time being were incorporated into the public school system of that city. To-day there are four well graded schools under colored principals who have twenty colored assistants and eleven more teachers in the county, making a grand total under the Macon system of thirty-five teachers. From 710 colored pupils in 1873 the enrollment has reached 2,701. To give an idea of the condition, etc., of the Macon city schools for colored children, the following extracts are taken from Supt. Zettler's report: "As to the matter of the adequacy of schools and seating facilities, I believe that so far as the white people of the city and county are concerned, there was not a child out of school this year because of inadequate accommodations or the accessibility of schools. And with the addition of the Alexander School building which the trustees have placed at the disposal of the board, our accommodations next year will probably exceed the demand for seats in the city schools. For the Negroes, especially those living in the city and suburbs, the accommodations have not been equal to the demand. There should be at least one additional

school in the city for colored children." Thus it will be seen that while Macon is doing a great work in the line of educating her colored population, her school room is sorely deficient. These four city systems are samples of the work done for the colored people in the city schools of the state.

THE GEORGIA STATE INDUSTRIAL COLLEGE.

The Georgia State Industrial College is the sole representative of the state in the higher education of the colored people. It was formally opened October 7, 1891. Addresses were delivered by the Governor of the state, Hon. W. J. Northen, Hon. S. D. Bradwell, State School Commissioner, Rev. W. E. Boggs, D. D., LL. D., Chancellor of the University of Georgia, Hon. P. W. Meldrim, Chairman of the Commission and Mr. R. R. Wright, A. M., president-elect of the College. The College is healthfully located about four and one-half miles from Savannah. It is on an estuary to the Atlantic Ocean and its campus is swept by a salt breeze. Its campus is one of the prettiest in the state. The College owns 86 acres of land, 35 being used for a campus and the remainder for a farm. There are seven buildings. The value of buildings and equipments is \$24,004.63. The annual income is \$14,645.13; \$8,000 from the state, \$6,000 from the Morrill Fund, by the Act of August 30, 1890, and the remainder from fees. The College faculty is composed entirely of colored men. In grade, it is organized to rank with any of the other institutions of the state. There are at present, Industrial, Normal and College departments. These departments are under nine professors and instructors. The school is for males only. The enrollment at present is about 100; no graduates. The principal work of this State College is to prepare men for teachers and to enter the trades. In this way it will fill in the state a felt want. The school is controlled by a Board of Commissioners appointed by the Governor.

MISSIONARY AND DENOMINATIONAL INSTITUTIONS.

The work of the Missionary Associations and the Church Extension Societies covers the period which has just been spoken of and extends down to the present. Indeed, much of the good educational work done would not have been possible without these benevolent and denominational enterprises. This educational work is represented by 21 institutions. Some of these institutions rank no higher than grammar schools while others are in fact Colleges. Three of them—Atlanta University, Clark University and Gammon School of Theology—are endowed by their state charters with the full rights and privileges to which any college is entitled. All the other institutions whether chartered or not rank below these, both in the scope of their work and in the public estimation.

THE ATLANTA UNIVERSITY.

The Congregationalists, through the American Missionary Association whose educational career covers the period already described, established the Atlanta University in 1869. Rev. Edmund A. Ware, virtually the founder of higher education for the Negro in Georgia, was its first president. The University flourished under President Ware for sixteen years and became the leading institution in the state and prominent throughout the union. The University is now as vigorous as ever under President Horace Bumstead, D. D. It is non-sectarian and independent. For fifteen years the state of Georgia aided the University by an appropriation of \$8,000.

This sum of money was given to the Atlanta University in accordance with an "Act to equitably adjust the claims of the colored people to a share of the 'agricultural land scrip fund' set apart by Congress in 1862, for educational purposes." In 1887 the Georgia Legislature ceased to make this appropriation to the Atlanta University, on the ground that, contrary to the policy of the state, the University fostered the co-education of the races. Later, for reasons entirely satisfactory to both parties the American Missionary Association, the mother of the University, ceased to aid it and thus left the institution wholly dependent upon its own resources and efforts. The institution is almost without endowment and is compelled to raise from benevolent sources \$25,000 per annum. Under its untiring President the friends of the University have rallied gallantly to its support. The enrollment for the past year was 504. The University has a handsome campus including sixty acres of very valuable land. Situated on high ground in the western part of the city, its buildings occupy the precise grounds where the Confederate forces in the late war threw up their intrenchments to resist Sherman on his famous march to the sea. It has two splendid four story brick buildings used for dormitories, and an elegant three story building, called Stone Hall, after its donor, used for school purposes and also for a chapel. These buildings are heated by steam from one plant. Besides these, the University has the Knowles Industrial building, employed for the purpose which its name indicates. Its whole equipment, or plant, is said to be worth \$280,000. It has 29 officers and instructors. Since its organization it has graduated from its college department 58, from the normal 191, and from the theological course 3, total 251. This is the largest number of graduates sent out by any one of the seventeen colleges and universities of this class in the U. S., the total number from all those colleges given in the U. S. Commissioner's report for 1890 being 1,542. The institution at present has but two degree courses. Its normal course is perhaps the best in the state as its teachers are in demand throughout Georgia.

Other schools under the American Missionary Association number 18. The most prominent are the Ballard Normal School at Macon, Storrs School at Atlanta, Allen Normal School at Thomasville and Beach Institute at Savannah. The Association's entire property in Georgia at present is valued at \$121,855. It is presumed that its policy is to aid in carrying on educational work at such points as it has churches. The American Missionary Association has done a great work for the colored people in Georgia and of the South. Since 1863 it has spent in mission work, Dr. Strieby thinks, quite \$11,000,000 in the South, and is now spending in the same work over \$400,000 a year for educational work for the colored people of the South. Since 1865 it has commissioned for the educational work in Georgia over 1,000 teachers, and has done a work in the state which cannot be over-estimated.

EDUCATIONAL INSTITUTIONS OF THE M. E. CHURCH.

The next most important denominational work in Georgia is that of the Methodist Episcopal Church. Its educational work has been carried on through the Freedmen's Aid and Southern Educational Society. This Society has under its direction in the State of Georgia the following institutions specially devoted to the education of colored students:

1. *Gammon Theological Seminary* with Dr. W. P. Thirkield president, has lands and buildings valued at \$100,000.00, about one-half of which is now productive. This school maintains a faculty of four, and ranks in character and work with the Theological Seminaries throughout the country. Perhaps, it ought to be added that Gammon has received from its patrons a handsome endowment, exceeding that of all the other colored institutions in the state put together.

2. *Clark University*, Atlanta, Ga., has lands and buildings valued at \$400,000. The land of the institution lies in a body adjacent to the school, and includes about four hundred acres which is rapidly increasing in value. There were employed last year fourteen teachers, and three hundred and seventy-seven

students were enrolled. There is in connection with the school a fine industrial department where several trades are taught with great success. Regular courses of studies are as follows: Collegiate, College Preparatory, English, Normal, Nurse Training and several of the more important trades.

3. *Haven Normal Academy*, Waynesboro, Ga., four teachers, one hundred and seventy-five students. Value of property, \$5,000.

4. *La Grange Academy*, La Grange, Ga., Mr. Jacob Moore, principal, has three teachers, one hundred and fifty students, and property valued at \$5,000.

The Methodist Episcopal Church is evidently expending at present more money for education in Georgia than is being spent by any other church or benevolent organization. It is estimated by Dr. J. C. Hartzel, Corresponding Secretary of the Freedmen's Aid and Southern Educational Society, that there has been spent in Georgia for educational purposes for the colored people, under the direction of the Methodist Episcopal Church, \$1,750,000. This covers, besides the \$500,000 endowment for Gammon, the purchase of all lands for school purposes and the expenditures for teaching and general expenses.

THE BAPTIST WORK.

The Baptist Seminary and Spelman Seminary, at Atlanta, are the most prominent institutions of the Baptists. The first is for males and the second for females. The schools were established by the American Baptist Home Mission Society. The Baptist Seminary was first opened at Augusta Ga, in 1867, and was moved from there to Atlanta. It has one large building used for all purposes, and valued with its grounds at \$60,000. It has a full corps of instructors under Pres. George Sale, A. B. It has no endowment but expects a legacy from which it hopes to realize some \$40,000. Under Dr. Jas. T. Roberts, a very eminent Baptist divine, who served as president for thirteen years, the Baptist Seminary graduated one hundred young men and since then it has graduated seventy-seven, making a total of one hundred and seventy-seven since 1871. Its work is chiefly literary

and theological. Among its most prominent graduates is Prof. Wm. E. Holmes, A. M., Professor of English Language in this Seminary.

Spelman Seminary was organized 1883 under the auspices of the Women's Board of the American Baptist Home Missionary Society. Its first principals were Miss S. B. Packard and Miss H. E. Giles. It has thirty six officers and teachers. Its enrollment for each year is between 800 and 900 girls and women. Spelman has thirteen acres of land, upon which are four frame dormitories, and a frame hospital and three large brick buildings. Mr. John D. Rockefeller was the chief patron of this school. The property is valued at \$150,000 (estimated).

Miss H. E. Giles, the principal, writes as follows :

“ Since the beginning of our school, eleven years ago last April, there have been 93 different people connected with our faculty. Our total enrollment has been about 7,000. In our industrial department we have given certificates to 29 graduates in our nurse training department, to 97 in our cooking and house-keeping department, to 15 in our printing department, and we have instructed many in dressmaking but have given no certificates to them. We are unable to tell how many of them are following their professions.

“ Our work combines both literary and industrial instruction. We consider the two branches of equal importance. Our industrial department includes departments in the following lines of work, as you will see by our catalogue, sent you by this mail:— Housekeeping, Cooking, Washing and Ironing, Sewing and Dressmaking, Printing, and the Nursing of the Sick. It seems to us that the colored people show a growing eagerness for an education.

“ We would like to speak especially of our nurse-training department. We find that our graduates are in constant demand as nurses of the sick, and that they can easily secure in white families \$10 a week. Some of them have been employed this summer in the new Grady Hospital, and have given great satisfaction. The physicians of Atlanta are in cordial sympathy with

this branch of our school, and have given many free lectures to our classes. This is one of our most important and fruitful departments.

We are now in the second year of another department that we consider of untold value to the colored people in the future, a missionary training department. We receive therein graduates of this and other schools and give them two years' training in Bible study, and in everything else that will fit them to do missionary work in this and other lands. They study seven months and then go out, two by two, for practical work in the country. We have now ten students in this department.

"About one-third of the running expenses of the institution are paid by the students.

"The value of our property is \$90,000. Nothing was given us for buildings from the colored people. We have received from colored people for furnishings \$100 to \$200, but there is a society with the school consisting of both white and colored teachers and students which has raised about \$1,000. We have no endowment. We do not think that the colored people give for their education in proportion to their ability. We have thirty-five teachers, of whom three are colored. Our salaries range from nothing, several of our teachers giving their services, to \$800."

Space will not allow an account of the half-dozen or so minor institutions run by the Baptists in connection with their various churches and associations. Suffice it to say that an investigation shows that the Baptists are doing more now than ever to reach their illiterates. The Baptist is the most numerous branch of Christians in Georgia, and as the denominational spirit is very strong among them it is evident that there is a very grave demand for larger and better school facilities than they now possess,

THE AFRICAN METHODIST EPISCOPAL CHURCH

Is represented in the educational work in Georgia, principally by Morris Brown College, Prof. A. St. George Richardson, principal. The college building, the result chiefly of the efforts of that veteran educational worker, Bishop W. J. Gaines, D. D., is a splendid brick structure magnificently situated upon a hill

overlooking the city of Atlanta from the east. It is valued at \$30,000. It has a full corps of instructors. It has graduated, however, since its organization only three students. Besides Morris Brown there is Payne Institute at Cuthbert, and perhaps there are others which are doing a good work. The African Methodists raise more money out of their own people for educational purposes than any other colored organization in the state. The superintendent of their educational work is the able and indefatigable worker, Rev. W. D. Johnson, D. D.

THE PRESBYTERIAN WORK.

The Presbyterian Church has been represented in its educational work among the colored people of the state by the Presbyterian Board of Missions for Freedmen. Since the war this Board has established schools at sixteen different points in the state and has employed 144 teachers, 131 of them being colored. The Presbyterians have now in Georgia only 20 teachers. The value of their property is \$30,000. The Presbyterian Board has spent in Georgia about \$150,000 in all.

Haines Normal and Industrial School, Miss Lucy C. Laney, principal, Augusta, Ga., is the chief representative of the Board. It is a splendid school; has a fine brick building of four stories, heated by steam, valued at \$10,000 (estimated); The faculty has twelve members, The work of the Presbyterian Church among the Negroes in Georgia is now, according to a report from Dr. Payne, its superintendent, "in better condition than at any time since the war. The standard of intellectual ability and training is constantly rising, and moral character is keeping pace with intellectual progress. We have great hopes for this empire state of the south."

THE METHODIST EPISCOPAL CHURCH (SOUTH).

Has at Augusta an excellent institution for the training of teachers and preachers among the colored people. It is Paine Institute, Rev. Geo. Wms. Walker, president. This effort of the Methodist Episcopal Church (south) is, in itself, a great stimulus to the cause of Negro education in Georgia, and will do much to-

ward fostering a kindly feeling between the races in the state. Under the leadership of Bishop A. G. Haygood, D. D., whose kindly interest in the Negro was shown by his publication of "Our Brother in Black," the Southern Methodist Episcopal Church has taken advanced and strong ground in favor of Negro education. Paine Institute is doing and is destined to do great good.

The Deaf and Dumb Institute, at Cave Springs, Rev. Mr. Gordon, principal, and the Blind Academy, at Macon, Rev. Mr. Williams, principal, are institutions of merit, as they are doing good service for their unfortunates. There are many other organizations which are doing splendid service for the Master in reforming this race, but space will not permit an account of them.

THE STATE TEACHERS' ASSOCIATION.

This institution has been in operation with but a single break since the fall of 1877. From 1882 to 1892 its president was the efficient and untiring Prof. Henry L. Walker, Principal of Ware High School, from whose pen is the following account (*Weekly Sentinel*, Augusta, Ga.):

"According to the school report of the State School Commissioner, the number of colored teachers in the state is above 2,000, and these have at different times formed themselves into associational bodies that have not been barren of the best results. The first organization of this kind sprang up out of south-west Georgia, and its first annual meeting was called at Atlanta in 1879, with Prof. R. R. Wright as president. This body numbered about 300 members, among whom were the leading and representative men of the state: Profs. W. H. Crogman, S. B. Morse, G. W. F. Phillips, P. B. Peters, Prof. Scarborough, of Wilberforce, Prof. A. R. Johnson and Augusta teachers, presidents and professors of the Atlanta schools. Gov. Colquitt, Senator Jos. E. Brown, Dr. G. J. Orr and Mayor Hammond were present, and addressed this body. This organization was an instrumentality for the accomplishment of much good. In August, of 1882, the second permanent organization of the colored teachers into an associational

body, was called at Milledgeville, Ga., where State School Commissioner Orr was at that time holding a Peabody Normal Institute. A number of our leading teachers met there, and, in an unostentitious way, united their energies for associational work, with a temporary organization which held until July of the following year, when a permanent organization was effected with Prof. H. L. Walker as President, Mr. B. A. Cowens and Miss M. D. Phillips, Vice-Presidents; Prof. G. A. Goodwin, Cor. Secretary; Miss L. C. Laney, Treasurer, and Miss S. J. Thomas, Rec. Secretary. This organization has continued to grow, gathering momentum year by year, until the present day, when its influence can not well be calculated. During the existence of this body it has met twice at Milledgeville, and once respectively at Macon, Augusta, Savannah and Atlanta, Ga. The hospitality proffered by these cities was unmeasured, and the benefits dispensed by this body have been far-reaching and satisfactory. Dr. Orr, State School Commissioner, never failed to meet with this body and mingle his counsel with its deliberations. The superintendents of the local systems have recognized and acknowledged the importance of this body and lent their presence. In May, 1887, a grand meeting of this association was held in the Capital at Atlanta. The representative men of both races were present; the superintendents and professors of the schools and colleges took part in the debates and discussions. Governor Gordon made the Welcome Address, and the able papers read by our gifted and talented young men and women would grace the intelligence of any section of this country. This meeting showed that for the last twenty years, the colored teachers have been taking deep draughts at the Pierian founts of knowledge."

It may be added that Judge J. S. Hook, when Commissioner, was a strong friend of the teachers and was present at their annual meetings. During the administration of Governor Northen, he and Commissioner Bradwell have attended and addressed every meeting of the Association. The last session of the Association in Atlanta, June 22, 1893, was acknowledged to be the best in its history. The addresses of Governor Northen, Commissioner Bradwell, Supt. Slaton,

Prof. Booker T. Washington, Dr. Mason and others were the ablest and most entertaining ever delivered to our Association. Perhaps, no governor has shown a deeper interest in Negro education than Gov. W. J. Northen, and no State School Commissioner been a more indefatigable worker for the education of all the children than our present Commissioner, the Hon. S. D. Bradwell.

REVIEW.

In concluding this important record of the school operations in Georgia among the colored people, I am necessarily led to refer once more to the public school system, because it gives the most accurate showing of the educational condition of Georgia in the aggregate. For the question now arises, What are the results? What has been accomplished in the past thirty years by all the agencies just described?

The result of the educational work done by the public school system has been to reach, at one time or another, 73 per cent. of a school population of 289,931 (census taken in 1893); leaving an illiteracy among the colored school children of 27 per cent. On an average, taking the figures of 1891, as has been stated, there entered school 53 per cent. of the colored school population of 263,893; 74 per cent. of the white population of 296,388. For 1890 the entire enrollment was 343,750; 134,491 colored. For 1891, 360,268; 140,625 colored. The average attendance of the colored children was 39 per cent. of the whole. The colored people compose 47 per cent. of the population of the state. Thus it will be seen that they lack 8 per cent. of contributing their proportion. It will be seen, however, that the average attendance was only 30 3-5 per cent., less than a third of the colored population. To re-state the situation, taking the returns of 1891 as a basis, 53 per cent. of the Negro population entered school, only 30 3-5 per cent. remained in school the entire time—100 days.

The colored children composed 39 per cent. of the entire enrollment and about the same ratio of the entire attendance. This is not such a record as could be wished, but there are various reasons for the small proportions and irregular attendance of the colored children of the rural districts. In some cases it is due to the lack of school room, and in other cases to the poverty of parents who are unable to feed and clothe their children without exacting a part of the children's services. This calculation does not include the city public school system, where the showing is much better.

The colored people *are indebted to the denominational and missionary schools* for all their higher education, and for their normal school and industrial training. Omitting the Georgia State Industrial College, there are in the state which give higher education, three institutions; normal school training or its equivalent, seven. Besides these ten schools which are all, except one, controlled by church or benevolent associations, there are others of various grades which are doing good work. Seven of these ten schools carry on some class of industrial work; one of them teaches trades.

The results of the various and combined efforts, private and public, for the past twenty-eight years to educate the colored people of Georgia, have been highly successful and gratifying. It is extremely difficult to measure the distance of the advancement or to estimate the weight and quality of the good that has been done. One who does not know the character of the moral lives of the colored people at the emancipation is incapable of rendering an opinion as to the Negro's moral status now. The advancement has been truly marvelous. No people in the world has made greater **ADVANCEMENT IN MORAL AND CHRISTIAN** character. The schools have given them eyes to see themselves as other people saw them, and year after year vice and ignorance have become more odious. In 1865 there was scarcely a Negro home in all Georgia; in 1870 they could easily be counted. Who but the census takers would undertake such a task to-day? Their taxable property of some \$16,000,000 is a guarantee of thousands of comfortable homes in city and rural districts. None have be-

come very rich, but many have made a good start in life. There are over five hundred good business establishments whose affairs are conducted wholly by colored men.

NONE VERY RICH OR VERY LEARNED.

As in material accumulations, none have become very rich, so in knowledge none have become very learned, but many have gone beyond the rudiments. Since the organization of schools the total number of persons from chartered schools has not been more than 634; only seventy-three of this number took the degree of Bachelor of Arts, and only a few others have gone out of the state and completed a course in some northern institution. All told, perhaps, not more than 700 have taken a degree or certificate from any chartered institution, yet, it is a fact that the general level has been raised. No small part of this result has been the practical demonstration of the fact that the Negro is capable of pursuing the higher studies. Nobody, however skeptical at first, now attempts to predict the limit of the Negro's intellectual ability. The reason the number of those having taken a higher education is so small, may be attributed to that belief that the Negro was incapable of successfully pursuing the languages, higher mathematics, etc. Perhaps this accounts for the fact that there were established for Negroes, with one exception, no high school by the city public school authorities throughout Georgia.

AS EAGER FOR EDUCATION AS EVER.

The Negro has fully refuted the notion that his eagerness, directly after the war, for an education, was spasmodic and abnormal. He is just as eager to-day as he was then. The school census for this year shows 289,931 Negro school population, with only 78,889 illiterates, or an illiteracy of 27 per cent. Thus, at present, 73 out of every 100 colored children can read and write. Under the circumstances this is a very creditable showing.

Another result of the twenty-eight years' operation of the public schools among the colored people has been largely to dissipate the feeling of opposition on the part of many, and of doubt on the part of others, with regard to Negro education by

the state. There is today not a single intelligent and progressive white man in all Georgia who opposes Negro education or doubts its expediency. There may be a few yet who believe that the Negro should not have as much education as the white man, but none who say that he should not be given such an education as is afforded by the public schools. Indeed, those who have been in the habit of opposing the Common School system because of the small amount of taxes paid by the Negroes, are rapidly dying out or losing influence in their community. The common verdict in Georgia is that the Negro must and will be educated.

MORE RELIABLE AND BUSINESS-LIKE.

A third result is that the Negro is taking a reliable, useful and honorable place in the business and industrial world. He is becoming an intelligent producer and developer of the resources of this great state. Under the benign influences of the private and public schools of Georgia the Negro is becoming patriotic. He is purchasing land and fixing himself to the soil. Thus he is laying the foundation of patriotism.

Another result must not be omitted. He is becoming more sensitive with regard to discourtesies and insults. His restiveness is the natural result of his increased intelligence and love for his country, in common with others. It will hardly be doubted that he will grow defiant in the face of these outrages if continued. That this defiance will increase in proportion as the lawless outrages increase and finally show itself in kind, presents a threatening and painful situation. But coupled with this is a very hopeful result, in the fact that the increase of intelligence and means among the colored people inspires respect and confidence on the part of the white people. There is now practically no trouble or possibility of trouble between the intelligent and upright colored people and the intelligent and upright white people. This is due to the Christian and industrial education of the past 28 years. It must be evident to all that the solution to the so-called Negro or Southern problem finds its key in what has already been done for all parties by the state and benevolent societies in the way of education in the past 20 years. The hope of the state is in more

schools and more money spent for education. The facts and the situation force the observation that the Negro should not only be given every opportunity the state can afford for elementary education, but should be urged, and, if possible, even forced to avail himself of such opportunities. There are in the state and municipal chain gangs of Georgia 5,000 Negro criminals, exactly twice the number of colored teachers engaged by the state to teach the colored children. Perhaps not 10 per cent. of these can read and write. Does this not suggest an alarming connection between crime and ignorance? Has it occurred to any one to write that, of the persons lynched for rape in Georgia hardly 1 per cent. of them could read and write? While education is not a panacea for crime, it is, nevertheless, in accordance with the fact, that in proportion to the intelligence of the colored people of a given community the number of actual and alleged crimes among that class of citizens is decreased.

NOT BEING OVER EDUCATED.

A careful examination of the statistics and other facts of the history of Negro education in this state clearly shows that the education of the Negro has not, however, extended beyond the most rudimental branches; it is evidently primary and elementary. Of the 2,500 public school teachers less than 500 are of the first or highest grade for teaching the highest of the elementary branches of a common school education.

That 73 persons have been given a college or classical course in 28 years, less than three per year, will not convince many people that the so-called colleges and universities of Georgia are making Greek and Latin scholars out of all their students at a very rapid rate. In view of the facts, the conviction cannot be avoided that there is no reason to discourage higher education among the Negroes in Georgia. There seems to be room for an increased effort in this direction. A close scrutiny of all the educational forces in Georgia reveals the fact that the colored people are sorely in need of broadly educated leaders all along the line. There are no professional schools except those of the ministry in the state. A small number of persons have, however, gone abroad for such

training. There are in Georgia some twenty-five physicians, three pharmacists, seven lawyers and a half dozen newspaper editors; but most of them are men who have not been broadly educated. What Georgia wants most are men who can clearly and wisely state the needs of the colored people, agitators on the right line. If native Georgia young men are discouraged from fitting themselves by a higher and broader education for this leadership, the demand will be supplied from abroad.

THE DEMAND FOR TRADE EDUCATION.

Another thing will be seen by examination, not only of the catalogues but of the work and students, that very little legitimate and genuine trade teaching has been done in these schools. Their work has been mainly normal school work, fitting their students to teach; and they have been unable to supply the demand for teachers. The entire number of persons who have learned in these schools enough of a trade to make them feel as safe in following it as they would in attempting to teach school, is hardly worth speaking of. These facts cannot be ignored. Such a state of affairs is to be deplored and must be remedied. This is the inevitable conviction and assertion of all who have taken the trouble to examine the facts. Nevertheless, it has no doubt occurred to many that this status of industrial training in our schools was, under the circumstances, very natural; for at least primary or elementary education must precede an intelligent attempt to train or develop skilled laborers or mechanics. Again, the law of supply and demand, which is very exacting, had much to do with it. There were places open for 5,000 Negro teachers and 5,000 Negro preachers. This was the army which the schools were called upon to recruit. They met this demand. On the other hand, the places in the line of trades could be and were filled by the old slave time carpenters, blacksmiths, painters and wheelwrights, but these old fellows could not teach school and the majority of them could not hope to climb higher than second-rate preachers. The situation is now changed. The school houses and churches are about half supplied and hence there is about half the demand in Georgia now that there was then for teachers

and preachers. No doubt there is an increased demand for abler and better teachers and preachers, but in the sense meant here, there are not so many places to be filled. On the other hand, the old slave time carpenters are rapidly dying out and leaving their places to be filled by a new set of men. Thus the demand for mechanics from among the Negro race is most urgent and pleading. It may with perfect safety be predicted that this demand will be met and met promptly.

THE SLATER FUND.

One of the signs of the times is that the Slater Fund has been concentrated mostly in this channel. This course is as significant as it is timely. The colored people are now at the point in their intellectual and material development when everybody recognizes the pressing need of more attention to the teaching of trades. While, as some one has wisely said, all acknowledge and rejoice that old Homer's deathless song and all the literature and life of Greece and Rome, and Germany too, are a part of the black man's inheritance, it is the conviction of the thinking colored men themselves that the march of the Negro race toward the better day will be not only along the paths of old learning, but that his pathway to victory must as well lead through the physical sciences, and more largely along the avenues of industrial training and business enterprises. Our schools have hitherto done something in the way of industrial training; but it was mainly manual training; it accomplished but little toward giving a trade. The demands of the times are now for that genuine industrial teaching which sends a young man into the world with an industrial bent; that fits him for his life work; that gives to him a trade by which he can support himself and his, and benefit the world. The colored people of Georgia need some well trained and enthusiastic leaders in industrial education. It is humiliating to record that so far as the fact is known at Washington, D. C., no colored Georgian has taken out a single patent. The colored patentees of the union are credited with some 59 useful inventions, but the Georgia Negro does not appear on the record. He has genius, he has skill. Thanks to the State of Georgia, the Slater Fund, the

Hand, the Peabody and other benevolent means, the opportunity is now presented for the development and training of that genius. Perhaps no other school can come nearer to filling this demand than an industrial school, well equipped and with a liberal curriculum.

THE CONCLUSION.

The colored people of Georgia are under an everlasting debt of gratitude to the philanthropists of the country, North and South, who have done so much to raise them from their low estate. It is difficult to estimate the amount of money that has been spent by the state and different benevolent institution for the education of the colored people. The sum spent since the war must aggregate many millions. In Georgia in 1871, there was spent by the state department for public school education the sum of \$174,107.02; in 1881, \$196,317.53, and in 1891, the total school fund had reached the handsome sum of \$1,144,351.69; or, exclusive of poll tax, \$935,611.09. In 1893, exclusive of poll tax, the State school fund was over a million dollars. Of this fund 30 per cent. is spent for education of the colored people. Of course, Georgia's school fund is too small, by a least a million dollars, for the work which she has to do, but it is idle to complain that the colored people do not receive their pro rata (47 per cent.) of the public school fund; the fact is that a great and grand work is being done by Georgia for the education of the colored population. It is likely that more than a million dollars is expended yearly by the state, municipal and benevolent authorities for the education of the Negro in Georgia. Georgia and the money, the brain and the lives of the brave men and women that have wrought for the past 20 years in our midst, have accomplished results for which the colored people and the country are profoundly grateful.

I cannot conclude this paper without expressing the great hope which I cherish for our race in this country. There are

many and almost ancient ties that bind the Negro to the United States. There are numerous reasons why he should feel as much at home on the American soil as any man of any other nation that treads our shores. The oldest American city was named for one of the most eloquent sons of Africa. Among America's earliest explorers and discoverers some of the boldest, bravest, and most successful of her pioneers as early as 1529 were woolly haired Negroes. From then until now, whether as a pioneer laborer rendering habitable and and prosperous our own Georgia, or fighting the battles of the nation, the Negro has by sweat and blood identified himself with every phase and fiber of American history and life. The hopeful and thoughtful readers who peruse these pages, will see that, though the pathway of the race was not strewn with flowers, it has steadily led toward the light. To-day, thank God, the Negro stands upon higher ground where the light of liberty shines upon him more steadily. Standing upon this vantage ground he has new duties, new responsibilities. In this brighter day the demand is for men of thought and action.

Men of thought, be up and stirring,
Night and day;
Sow the seed—withdraw the curtain,
Clear the way;
Men of action, aid and cheer them
As ye may.
There's a fount about to stream;
There's a light about to beam;
There's a warmth about to glow;
There's a flower about to blow;
There's a midnight blackness changing
Into gray.
Men of thought and men of action,
Clear the way.

Once the welcome light has broken,
Who shall say
What the unimagined glories
Of the day?

*Negro Education in Georg*

What the evils that shall perish
 In its ray ?
 Aid the dawning, tongue and pen;
 Aid it, hopes of honest men;
 Aid it, paper; aid it, type;
 Aid it, for the hour is ripe,
 And our earnest must not slacken
 Into play.
 Men of thought and men of action,
 Clear the way.

Lo, a cloud about to banish,
 From the day,
 And a brazen wrong to crumble
 Into clay !
 Lo, the right's about to conquer,
 Clear the way.
 With the right shall many more
 Enter, smiling at the door;
 With the giant wrong shall fall
 Many others, great and small,
 That for ages long have held us
 For their prey.
 Men of thought and men of action,
 Clear the way.

With the profound wish that the words of this paper may aid in arousing the young men and women to renewed efforts for usefulness, I write

FINIS.