

Let us also endow the female institutions, to the end that higher education for young women may be as cheap in the State as for young men, and as cheap as it is anywhere else.

CROATAN NORMAL SCHOOL.

I call attention to the report, in its proper place, of the Trustees and Principal of the Normal School for the Croatans. These people seem to be so much divided, from causes stated, that the school is not as effective as it ought to be. I respectfully suggest that, inasmuch as the appropriation of \$500 is annual, the Assembly pass an act allowing the State Board of Education to exercise their discretion as to future expenditures for this school.

The school was provided for by chapter 400, Laws 1887, which was amended by chapter 60, Laws 1889.

THE NEGROES.

I cannot do better than in part repeat what I said in last report about the negroes. There is much opposition to public schools in the State, and in the South generally, because of the small amount of the taxes paid by the negroes. The opposition is intensified by the belief, that is more or less prevalent, that education spoils the colored people as laborers, to their own damage and the damage of the white people. It is said that when you "educate a negro you spoil a field hand."

On this point it may be said with truth that the negro's sudden freedom and citizenship, for which he was unprepared, the privileges of education, and all the new experiences he had at and soon after the war, including much bad leadership, completely turned his head, so to speak. Forced labor to him had, during slavery, been his peculiar hardship. In his ignorance he thought the new conditions, and especially the privilege of education, were to relieve him

from this curse of labor. The old negroes went earnestly to work to learn to read. They failed, but attributed their failure to lack of early opportunities. But they resolved that they would secure education for their children, and with this special end in view, *the escape from manual labor*. The present generation of younger negroes has been educated too much with this purpose in view, and, because of this wrong idea, it is true that a smattering of education to many of them has caused idleness and laziness. If education is to be given them in any liberal sense by the State they must show a much higher appreciation of it. They must recognize it not as a means of relief from labor, but as a help to successful labor.

Many of their best teachers are striving now, by precept and example, to correct these wrong ideas as to what education is to do for them, and my earnest advice to school committeemen is that they do not employ teachers who are above manual labor. A man or a woman who depends upon the money he can make by teaching a three or four-months school per annum, and will not apply himself to some useful labor during the balance of the time, is not fit to direct the education of children, and should not be employed to teach.

The colored people must not lose sight of the fact that manual labor is the lot of almost all people, white and colored, and that this is now and will be their lot to a larger degree than that of the white people, because of the peculiar conditions and circumstances that surround them. The destiny of the negroes of the United States is in their hands, with the powerful help of the white people as they may show themselves worthy of it. Let them pay their taxes and show that education does not spoil them as laborers, at least to any greater degree than it does the whites, but that it does add to their efficiency as laborers and to their usefulness as moral and upright citizens, and all the help they need that the State can, in her financial condition, reasonably afford will be extended them.

(The white people must not lose sight of the fact that it is the labor of a country that makes its wealth, and that, therefore, the education and elevation of the children of the laborers is a proper charge upon the property of any country) If we did not have the negroes we would have some other poor people, whose children would have to be educated in the public schools. But, whatever may be said about educating the negroes, we cannot afford not to improve our educational facilities, whether we consider our financial condition and progress, or the perpetuation of our civil and religious liberties.

(If it is said that we are too poor, then I reply that the way to get rich is to educate our people intellectually and industrially, so that they may be able successfully to apply labor to the development of our many resources. The history of the world points out this way, and we cannot fail if we walk in it. With good schools in the country districts there will be less incentive for the country people to crowd into the cities and towns to educate their children, much of the discontent and restlessness will disappear, and better success will attend their labors.)