

the same thing over again. And always the expectation that it will be different tomorrow. Nothing is so tiresome as a kaleidoscope, though it never repeats itself.

Fortunately there are two pursuits that never pall—making money and making love.

Henderson had a new object in life, though the new one did not sensibly divert him from the old; it rather threw a charming light over it, and made the possibilities of it more attractive. In all his schemes he found the thought of Margaret entering. Why should it not have been Carmen? he sometimes thought. She thoroughly understood him. She would never stand in the way of his most daring ambitions with any scruples. Her conscience would never nag him. She would be ambitious for a career for him. Would she care for him or the career? How clever she was! And affectionate? She would be if she had a heart.

He was not balancing the two. What man ever does, in fact? It was simply because Margaret had a heart that he loved her, that she seemed necessary to him. He was quite capable of making a match for his advancement, but he felt strong enough to make one for his own pleasure. And if there are men so worldly as not to be attracted to unworldliness in a woman, Henderson was not one of them. If his heart had not dictated, his brain would have told him the value of the sympathy of a good woman.

He was a very busy man, in the thick

of the struggle for a great fortune. It did not occur to him to reflect whether she would approve all the methods he resorted to, but all the women he knew liked success, and the thought of her invigorated him. If she once loved him, she would approve what he did.

He saw much of her in those passing days—days that went like a dream to one of them at least. He was a welcome guest at the Arbusers, but he saw little of Margaret alone. It did not matter. A chance look is a volume; a word is a library. They saw each other; they heard each other. And then passion grows almost as well in the absence as in the presence of the object. Imagination then has free play. A little separation sometimes will fan it into a flame.

The days went by, and Margaret's visit was over. I am obliged to say that the leave-taking was a gay one, as full of laughter as it was of hope. Brandon was such a little way off. Henderson often had business there. The Misses Arbuser said, "Of course." And Margaret said he must not forget that she lived there. Even when she bade her entertainers an affectionate good-by, she could not look very unhappy.

Spring was coming. That day in the cars there were few signs of it on the roadside to be seen, but the buds were swelling. And Margaret, neglecting the book which lay in her lap, and looking out the window, felt it in all her veins.

[TO BE CONTINUED.]

## THE SOUTH AND THE SCHOOL PROBLEM.

BY ATTICUS G. HAYGOOD.

**B**EFORE the late war there was not in the Slave States of the Union any general or efficient system of education for the masses of the people. How different was the conception of the subject that then had favor from the American doctrine of the "common school for the elementary education of the children of all the people at public expense," is indicated by the phrases that in many parts of the South in the old days described the schools carried on for short periods with public money: they were "poor schools," or "free schools," according to the fancy of the locality where the poor things existed. They were for white children

whose parents were too poor to provide even the most rudimentary education. Very naturally they were despised by the very people for whose benefit they were conducted. Negro children were not considered in these meagre plans for the education of the children of the poor.

With reconstruction came to the South the common school, one of the best issues of the revolution. With the new order the American doctrine of the common school was sure to prevail. If the Southern people had been left to themselves it would have come, but Reconstruction brought it sooner than natural evolution would have developed it. The financial

break-down that, in the South, followed the long and exhausting war, as well as the social and political disruptions, made anything like an effective school system for several years impossible. But the principle was recognized; the common school was anchored in the reconstruction constitutions. So much the South owes to the carpet-bag governments; they did not give to the Southern people common schools, but they began them. The overruling providence that, in wondrous ways, "saved a remnant alive," brought out of that period of Southern history the beginnings of common-school education for the children of all the people—a blessing that can never depart from them.

It was natural that the interest of Southern white people in the common school suffered semi-paralysis at the beginning; State laws forbidding the education of the black people had just been repealed, and the white people paid nearly all the taxes that supported schools open to both races. That the common school held its place after the white people had regained control of their affairs shows how rapidly and deeply the roots of conviction as to its utility and necessity had gone down into the Southern mind.

It was in the logic of events that the common school, if it existed at all, must offer its advantages to both races. It was certain that sooner or later all distinctions in the systems of public education adopted by the Southern States growing out of race, color, or previous condition of servitude would disappear, with the single exception, also certain, that the two races would not be taught, at public expense, in the same schools. No system of public schools requiring the races to be taught together could have been begun, much less maintained. As one man, the Southern people said, "We will have separate schools or no schools." As to the two races involved in this question of public schools the difference is this: the negroes do not wish mixed schools; the white people will not have them. Doctrinaires could not settle such questions; they had to be settled on the ground by the people most concerned in their right settlement.

The common school has not only had to win its way in the face of hostile tradition; it has not only had to contend against the mistaken economy that refused enough money to do thorough work; it has not only suffered from the

real poverty of the people; it has been handicapped by the popular prejudice against negro education, and by the reluctance of the white people to maintain schools for two races while only one race bore nearly all the burdens. But the common school holds its place, steadily gaining ground, while as late as 1884 there was in only two States, Maryland and Kentucky, discrimination against the colored schools. There is none, as I am informed, in 1889.

If it shall appear that any real progress has been made in public education in the South during the last ten years, it will, to say the least, be encouraging for the future. Every Southern State has a system of public schools. As "systems" there is little to say against them; they are modelled after the best in our country. The leading features are copied from the most approved systems in the Northern and Eastern States. That the great majority of the public schools, outside the cities and a few larger towns, are inefficient and altogether unsatisfactory is conceded on every hand. The Southern people in the rural districts, where most of them live, and the small villages, have now reached the most difficult and discouraging period in the development of the common schools. They have greatly interfered with private schools, but have not yet taken their place. It is the country and village school that is now being considered; the larger cities of the South, without exception, have thorough-going systems of graded schools; hundreds of the larger towns and a few of the richer counties are following the example set by the cities.

The common school in the South concerns, for the most part, the village and rural population. The urban population is small, though it is now fast outgrowing the old proportions. Of 560,281 children of school age in Georgia, 490,270 do not live in towns and cities. The case of Georgia as to the distribution of the children of school age is the case of the South.

In the statements and illustrations that follow in this paper "the South" is considered as including Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Arkansas, Tennessee, and Kentucky. So far as the grave questions growing out of race problems and other conditions characteristic of the South are concerned, Delaware, Maryland, West Virginia, and

Missouri are not Southern States. What of the common school in the States here considered as making up the South?

The term is short, the average being in 1883 for all these States (substantially unchanged), in days, 81.6; the average for the Union in 1883 was 119.63 days. In many instances private subscription enables the teacher to "keep school" longer than the three or four months that make up the State's term.

The school buildings are, as a rule, inferior. They are without modern appliances; most of them have what their fathers had—rough benches, a few elementary books, and a good supply of hickory switches. A small number have wall maps, cheap globes, or charts of some sort. Many lack the cheapest blackboards. The text-books used by the children in these schools are such as are used in other portions of the Union.

The salaries paid the teachers will indicate, to some extent, the quality of the public schools. Texas is already better off than her sisters; her more than fifty millions of acres of school lands promises for the future an endowment for public education unmatched in the world. The average monthly salary paid teachers in the rural districts in Texas, 1888, was only \$39 04. In other States it ranges from \$20 to \$30.

Many of these schools are much better than these poor salaries indicate; the struggle for bread has driven many, especially women, who come of families once rich, but broken down by the issues of war, to school-teaching, and in log houses, on pitiful salaries, some of the best school-work is done. But some of these schools are worse than the lowest salary would indicate.

Outside the cities and more progressive larger towns the Southern people are not yet educated to the point of taxing themselves for the education of their own children; with many the specious objection that "one citizen should not be taxed to educate another citizen's children," as if feeding, clothing, and educating a child belong to the same category, still has force; in every Southern Legislature are obstructionists of the worst possible Bourbon type, who devote themselves to saving the people from spending their own money for their own benefit. Nothing proves the sore need of education more than the influence exerted by such men.

But throughout the South there is promise of better things. The subject of education, especially the education of the masses, is everywhere a matter of earnest discussion. Teachers, editors, candidates for office, preachers, farmers, mechanics, white and black people, all classes, are discussing the subject. How wide-spread this awakening has been is illustrated by the interest shown in the subject by the country press. When a Southern county town weekly, depending for life chiefly on county advertising, takes an abiding interest in a matter of general concern, it is proof that the people are beginning to be aroused. The South is beginning to awake to the perils that lie but partially concealed in the ignorant classes, both white and black, that make up so large a part of the population. It is time to awake; there is reason to be alarmed when the tenth census reports in the twelve States under consideration in this paper 332,733 white voters and 886,905 negro voters as "unable to write." If in a union of States like ours, which binds all into one, this alarm should not extend to States more fortunate than these twelve Southern States, it would indicate an indifference to common interests and common dangers more alarming than ignorance itself.

The illiteracy brought to view by the census of 1880 is simply appalling, but comparison with the census of 1870 shows just enough gain to stimulate zeal and inspire hope. Including Delaware, Maryland, the District of Columbia, West Virginia, and Missouri, the percentages of illiteracy are as follows: 1870, white illiteracy, 19.4 per cent.; in 1880, 16.6 per cent.; 1870, colored illiteracy, 88.9 per cent.; 1880, 78.9 per cent. These figures show the status of persons "twenty-one years and upward." The gain is real, not imaginary, but when we consider the swift movement of our times, it is slow; when we consider the material recuperation of the Southern States since 1870—to say nothing of the amazing development of the resources of the whole country—this gain upon illiteracy in the South is small and disappointing. Nor should we forget that the census reports on illiteracy are always rose-colored when at their worst. There is enough education in the country, or at least knowledge of its lack, to make people ashamed to confess illiteracy.

Candor compels the sorrowful admis-

sion at this point that Georgia leads the procession of illiterates. In 1880 Georgia returned a greater number of persons "ten years old and upward" as "unable to write" than any State in the Union. In a total population, "ten years old and upward," of 1,043,840, there were whites 128,934, and negroes 391,482, total 520,416, who could not sign their names. Alabama shows a total of 433,447 "unable to write"—whites, 111,767; colored, 321,680. In white illiteracy Tennessee leads with 216,227, with Kentucky close by with 214,497.

What are these States doing to educate their illiterate hosts? Detailed statements as to all of them would extend this paper beyond reasonable limits. A few illustrative statements must suffice.

Take Georgia to begin with. The figures for 1887 are used, the returns for 1888 not being all in hand when this statement was prepared. The entire sum raised in Georgia in every way by the State and by cities and counties under local laws for 1887 was \$795,987 26. Of this sum the cities and counties, under local law and for local use, raised \$302,477 74. But of the whole school population of 560,281 there are 490,270 who do not live in such cities and counties as made special provision for their children—that is, Georgia, for her children not helped by local taxation, expended in 1887 considerably less than \$1 for each one of school age.

During the last twelve months the State of Georgia has done more thinking on the subject of illiteracy and popular education than during twenty years past. The subject has filled the papers; it has been a leading topic in not a few Church Assemblies. The two Georgia Conferences of the Methodist Episcopal Church South, after stirring debate, delivered their minds upon the Legislature in favor of six months' public schools.

The General Assembly during the winter session gave unwonted attention to the subject. Public education was never so earnestly or so ably discussed by a Georgia Legislature, and an act was passed almost unanimously providing four months schools for 1889, and five for 1890. It means six months public schools for white and colored children in 1891.

Alabama has taken an advanced step, adding to the appropriation of 1888 \$100,000. In every one of these States are indications of awakening.

To return to the question, "What are these States doing?" a few general statements must answer at this time. The total amount expended by Tennessee for public education in 1887 was \$1,023,893 23; by Arkansas, 1888, \$901,190 58; by North Carolina, 1888, \$691,188 20; in Kentucky, for 1886, the "Auditor's estimate of the total net resources of the white and colored school fund was \$1,042,899 18; by South Carolina, total expenditures for public education for 1885, \$549,857 69; by Virginia, 1887, \$1,535,289 11; by Texas, 1888, \$2,007,808 94; by Florida, 1888, \$484,110 23—and there is no more creditable showing made by any Southern State.

Putting all together, taking the exact figures in the latest reports, and the best possible estimates based on preceding reports of late years, these twelve States have expended upon the public-school systems since the war the sum of \$122,497,219 59—a stupendous amount of money, considering the conditions of life and business in these States since April 9, 1865.

One of the tables in the tenth census makes a grouping of States that places Missouri among the "Western States," and Delaware, Maryland, and the District of Columbia in the "Middle States," placing West Virginia among the "Southern States." In this table the total "valuation of real estate and personal property" of New York was \$2,651,940,006; of the thirteen Southern States here grouped together, \$2,370,923,269, or nearly \$300,000,000 less than the total for New York. These figures do not fairly indicate comparative ability to raise the sums needed to meet the expenses of government. In 1880 in all the Southern States there were barely 2000 persons holding United States non-taxable bonds, and they were holders of small amounts, while in New York alone there were 14,803 holders of such bonds, and it is almost certain that three of these persons held larger amounts than all the Southern holders put together.

To me it is clear that the soundest political and business economy has indicated that the Southern States should have expended more of the comparatively little they had in the education of the people, but it is not discreditable that the tenth census shows a total expenditure for public education in 1880 by New York of \$9,936,662, and by these Southern States, for 1880, of \$7,812,693. And in considering what the census tells us on all these

subjects, it should be remembered that the expenses of government in the South are met, for the most part, by something more than half the people.

This paper would be incomplete if we were to omit all mention of higher education. Most of the colleges and universities suspended and crippled by the war have been re-established. Of them all, scarce a dozen have anything like adequate endowments. In no country are there as many thoroughly capable and devoted teachers doing college work on as small salaries as these Southern institutions can show. There is not in the entire South one woman's college sufficiently endowed to lift it above the perils that come with the fluctuation of patronage. Most of the Southern colleges lack the appliances that modern investigation and modern methods make necessary for the best work.

One striking and inspiring fact should be mentioned here to the honor of the Southern faculties; notwithstanding poverty, the work of the colleges is far broader and much better than before 1860. The courses of study are not only more thorough, they are more liberal, and more in harmony with the best thought and best tendencies of our times.

Of true normal school work there has not been much in the South outside the splendid work done in the best of the higher institutions for the negroes. But the need of normal schools is more and more realized; the influence of the Peabody fund is being felt in every Southern State; every well-trained teacher aided by this foundation, so wisely and patriotically administered by trustees and agents, goes forth an incarnate argument for normal school training. The Peabody Fund has accomplished incalculable good in another way; it has put a great premium on local enterprise, and so has done more than anything known to me to foster sentiment in favor of local taxation for local needs.

A marked feature in recent discussions in the South as to education has been toolcraft in connection with training in books. Georgia has stepped ten paces in front, and has established a technological school of high grade in the city of Atlanta, placing at its head a man eminently fitted for his work, the Rev. D. I. S. Hopkins, the late president of Emory College. Mississippi has established at Columbus a school

for girls that unites industrial training to education in books. The success of the experiment has challenged attention throughout the entire Southern country.

In this connection it should be said that the higher institutions for negro youth in the South have almost without exception introduced industrial training as part of the course of study. The late John F. Slater, of Norwich, Connecticut, in 1882 gave one million dollars, as he said, "to aid in the Christian education of the lately emancipated race and of their descendants in the South." Mr. Slater desired that the interest of the money he gave should be used to make more efficient the work of schools established by others. It was intended to help as many, and to help them as rapidly, as possible, so as to help them truly. So in carrying out the founder's wish those institutions have been aided that were known to do such work as made their students good teachers, and the agent was instructed to "prefer those schools that joined to instruction in books some form of industrial training." The result is that every important school for negro youth in the South has adopted industrial training, and with the most beneficent and every way gratifying results.

The most unique and altogether wonderful chapter in the history of education is that which tells the story of the education of the negroes of the South since 1865.

The friends of the negro's education really began during the war. The work was taken hold of with a vigor the world never saw before as soon as hostilities ceased. The government expended through the Freedmen's Bureau large sums; Northern benevolence poured many millions of dollars into the South to teach, enlighten, lift up, and better christianize the emancipated people. Presently most of the Southern States began to make appropriations of public money to institutions that best prepared colored men and women to teach in the common schools. The churches of the North organized great societies to raise money and carry on the work of education among the colored people. Counting all the higher schools, whether called universities, colleges, institutes, or seminaries, there are about one hundred and fifty able to prepare men and women to teach in the common schools, some of them fitted to do thorough college work. In these institutions, working on small salaries, I have met many

times men and women "of whom the world is not worthy," graduates of the foremost schools in America—Harvard, Yale, Princeton, Colby University, the University of Boston, University of Michigan, Oberlin, Wellesley, Vassar, Mount Holyoke, and the best of them all. Among these teachers some of the best are colored men and women who were taught during the first decade of this great Christian experiment.

There has been some prejudice excited by the over-naming of the institutions established for the colored people. Many are called "university," but not one does university work, nor is there now occasion for such work; many more are called colleges, but the least part of the work they do is college work. I had occasion to look carefully into this matter. In 1888-4, in the schools receiving aid from the "John F. Slater Fund," there were employed 303 teachers, and enrolled 7273 students. They were in colleges, universities, institutes. An actual count, as the catalogues classed the students, resulted in the following conclusion: "The percentage of the whole number engaged in classical studies, the higher mathematics, and other college studies, and studies preparatory to admission to the college classes, was less than five per cent. of the whole number." The ninety-five in each hundred were learning just what they should have been learning; they were fitting themselves to be intelligent men and women, and to teach in the public schools for their people. The president of one of the best of these institutions tells me that "more than 1000 of his former students have taught in the public schools."

In connection with some of the best of these institutions are professional schools. The negro preacher has abundant opportunity to use his gifts. The negro lawyer has not much encouragement. The negro doctor is rapidly winning his way. There are three really admirable medical schools for colored men in the South: Medical Department, Howard University, Washington city; Meharry Medical College, Nashville, Tennessee; and Leonard Medical School, Raleigh, North Carolina.

No people were ever helped so much in twenty-five years, and no illiterate people ever learned so fast. The most painstaking and long-continued investigations justify me in making the following state-

ments, using the round numbers nearest the actual facts:

1. There are in the South, in 1889, 16,000 common schools conducted by colored teachers; in these schools about one million colored children receive elementary instruction from three to four months per annum at public expense.

2. Not less than two millions of the colored people can at least read.

3. In higher education the best ones succeed as well as other people with the same sort of preliminary training.

4. The African churches in the South are fired with commendable zeal to do what they can in the education of their people. In some enterprises they have done notably well, justifying the firm persuasion that some day they will be capable of conducting their own institutions.

5. The introduction of industrial training into all the leading institutions for the colored people has been an unmixed blessing. It has helped scholarship, discipline, and the building up of self-reliant, self-maintaining manhood and womanhood.

6. There is a growing friendliness toward the cause of negro education. Grants of money are made with less reluctance; the States and cities are putting every year larger sums in the work of educating the negro, and those who teach him are beginning to receive something like Christian recognition.

7. The white churches of the South are beginning to move in the actual work of teaching the negro. What they have begun they will carry on.

8. There is substantial progress. Investigation in every available direction, with the best helps I could get from the highest official sources in each of the twelve States specially considered in this paper, led to these results, comparing 1882 and 1888: Total colored school population, 1888, 2,057,990, an increase from 1882 of fourteen per cent.; total colored enrolment for 1888, 985,522, an increase of thirty-four per cent. This is hopeful; the gain in numbers at school is relatively more than the gain in the population.

Comparing the case of the white people with the case of the negroes in these respects, we find: For 1888, total white school population, 3,383,618, an increase from 1882 in six years of nineteen per cent.; total white enrolment, 1,997,558, an increase of thirty-seven per cent.

9. What the higher-grade institutions

for colored people now most need is endowment sufficient to secure for many years to come thoroughly efficient instruction.

I conclude this review of a very broad field with a condensed statement of the sources of revenue for carrying on this vast undertaking, the education of a race. Into this cause have gone the following amounts:

Freedmen's Aid Society (Methodist).....	\$2,225,000
Baptist Home Mission.....	2,000,000
Presbyterian Home Mission.....	1,542,746
American Missionary Association.....	6,000,000
The different women's societies.....	500,000
John F. Slater.....	1,000,000
Daniel Hand.....	1,000,000
Other individual gifts.....	1,000,000
Quakers and others.....	500,000
Total.....	\$15,767,746

By the States, in aid of normal schools and in maintaining the common schools, the following amounts:

Alabama.....	\$3,404,293 24
Arkansas.....	3,409,110 00
Florida.....	349,000 00
Georgia.....	2,702,276 00
Kentucky.....	1,362,873 00
Louisiana.....	2,150,000 00
Mississippi.....	7,136,800 00
North Carolina.....	2,441,062 00
South Carolina.....	3,000,000 00
Tennessee.....	2,358,000 00
Texas.....	4,064,259 00
Virginia.....	4,500,000 00
Total.....	\$37,377,673 24

More and more this disproportion will increase. It costs much more to maintain 16,000 public schools, although with short terms and low salaries, than to conduct many more colleges than have been established or will be needed.

To make these 16,000 schools what they should be requires more money than the Southern States can at this time furnish.

DECATUR, GEORGIA, *March 30, 1889.*

AGATHA'S COAT OF ARMS.

BY FLORENCE E. WELD.

I.

AT one side of the library table sat a stout, florid, gray-haired old gentleman; at the other, a tall, slender, graceful young lady. Her morning dress was tight in the sleeves, high in the neck, long in the train. Her abundant hair towered high in a golden mass on her shapely head, and fell low over her white forehead.

This elegant young lady was opening, with a business-like air, a large blank book. She drew within convenient reach a bronze inkstand with its bristling grove of pen-holders.

"Now, papa, attention!" said she. "Please put down that stupid newspaper, and tell me all you can about your family. The least particular is of great importance."

"It's easy done," replied the old gentleman. He obediently folded his morning journal, and stretched his slippers feet out on the fender. "That's easy done, my dear; it's short enough not to ink your fingers much taking of it down. You and Dick are forever harping on your 'blood,' but I couldn't ever see much sense in it. I can't see what exactly you've got to make it out of. But, it's all

right—all right, dearie. Fact is, I never had interest enough to look into the matter. Now let's see. I can tell you grandfather's name and father's and mother's; then I guess I've got to the end o' my rope, and 'ain't told you anything new either."

"No, no, papa! Surely you have heard and remembered something of Alexander Graystone, Mrs. Dorothy, and the old General?"

"No, I haven't. Father's name was Charles; his father's, Leonard; and my mother's was, as you already know, Aggie—was Betsy Pooley—what might be called a leetle grain common, I s'pose."

The young lady colored.

"Grandmother, of course, belonged to an aristocratic family," said she, proudly. "But, dear, I thought, if we should talk the matter over quietly together, that you might be able to recall a little more than those three names. Take, for instance, your grandfather, Leonard. Did you ever see him? If so, what impression did he make upon you?"

"Why, now you speak of it, I do have a dim recollection of seeing him once, and—"

"Oh, how interesting! How did he look?"

"He was a big man, and he had long