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WASHINGTON, NORTH CAROLINA, SEPT. 19, 1916.

HOW MAY STATES RECEIVE RETURN FOR THE MONEY SPENT ON EDUCATION?

James H. Dooley, of Virginia, has prepared a most interesting article on the above subject. It is an article which we know will be enjoyed and appreciated by everyone of our readers. We reproduce the major part of it:

For several hundred years after the conquest of Europe by the barbarians, education, as we generally understood the term, was confined almost entirely to the Catholic clergy, and to the sons of the rich who attended schools and colleges conducted and taught by the clergy. Latin was the language of the church. Greece and Rome were for its clergy the storehouses of all learning, eloquence, art and science. In all the schools their chief aim being to master the beauties of the classic authors, and all the students being in pursuit of the same kind of education, they were divided into classes, and all pursued identically the same studies.

This system has been handed down from generation to generation, from nation to nation, and so generally prevails throughout Europe and America, with some variations, that any proposal of a radical change will inevitably meet with violent opposition. The system may not be so very objectionable for children at private schools where the expenses are paid by the parents, and the vast majority of the scholars may be presumed to be in pursuit of what is generally termed a polite education. But when the system is applied to the public schools, and more especially to the public schools in the Southern States, I respectfully protest that it is a huge and most expensive mistake. The public schools are supported by taxes levied alike upon the property of those who have children and those who have none.

A State has no constitutional right to take the property or the money of A to benefit B or the children of B. The sole ground upon which taxes can be levied upon the property of A to educate the children of B is that it will benefit the State by making the children more valuable citizens. That being the law the most important question for the State to consider and determine is, what sort of education will make them the most valuable citizens. Above all, in the Southern States, where we are overshadowed by the dark cloud of an ignorant, tariffless race, who constitute the bulk of our laboring population, the question, what sort of education will most enhance their value as citizens, surpasses, in my judgment, all others in importance.

The one thing absolutely necessary for every creature in this world is food, good and sufficient food. Civilized people get their food by cultivating the earth. Farming is, therefore, the most important of all industries. It is the foundation of the wealth and prosperity of every country. By economical and proper cultivation, the productivity of every acre of land in North Carolina will be doubled, trebled, even quadrupled, and the wealth of the State proportionately increased. I venture to say that in this country, particularly in the Southern States, there is no industry in which brains and education are so sadly needed as in this greatest and most important industry of farming.

Consider the situation in the South. On the one hand, we have a great extent of territory; some rich, some poor; a large proportion of it, once rich, now impoverished by wasteful, careless, even destructive cultivation. On the other, we have millions of ignorant, thriftless negroes, who live upon the land, and for whom and for their children and their children's children there is no other outlook but to cultivate, live upon and get their living out of the soil. The object of State education should be to make of these people valuable citizens.

How can the State best get value for the millions of money it annually expends upon the education of these millions of children? By our present inefficient and wasteful methods, the Southern States are annually raising crops to the value of about two thousand millions of dollars.

If the children were taught at the public schools to cultivate the lands with the economy and improved methods used in France or Belgium, we could speedily increase our crops to six thousand or even eight thousand millions annually. This would be getting some value for the State's money. What value does the State get for it under the present system of schools for negroes? They are not taught to do any work by which they can add to the general wealth of the Commonwealth, nor does the sort of education which they receive improve their morals or diminish the criminal expenses of our government.

For more than forty years, while the public schools for negroes have been growing, the criminal expenses of North Carolina have been expanding still more rapidly, and it is today almost impossible to hire a man, white or black, who knows anything more than the commonest rudiments of agriculture. Every country school in the Southern States should have attached to it a farm of not less than twenty acres, which the children, especially the negroes, should be taught to cultivate economically and according to the best methods. They should be taught the value and the proper use of the different fertilizers, how to use them, how to improve and build up worn-out lands and all the business of managing a farm. The average crop of cotton throughout the Southern States is four-tenths of a bale to the acre. It has been demonstrated over and over again upon the model farms, established by the United States Government, that by proper culture more than a bale of cotton to the acre can be raised. So with all other crops.

The lands of the South are capable of producing an almost unlimited quantity of cotton, corn, oats, rice, fruits, truck and other valuable crops. All that is needed is proper cultivation of a kindly soil.

If the children in the country, white and black, were taught to cultivate the land scientifically and economically, the South could supply food for the whole United States.

The tremendous migration of the farming population to the cities is a fact which threatens seriously the future welfare of the nation. It will surely sap the vitality, the morals and the reproductiveness of both races. Goldsmith, commenting on this condition of things in England, said 150 years ago:

"A bold peasantry, their country's pride,  
When once destroyed, can never be supplied."

The drift of population from farm to city is due principally to two causes: First, to the kind of education which the children do receive, and second, to the kind of education which they do not receive.

We have probably in the State of North Carolina half a million children attending country public schools.

Under the present system they are all, in city, town and country, required to study identically the same books; therefore, to acquire exactly the same knowledge and ideas. Their minds all receive the same bent and grow in the same direction. What they learn has the tendency to make them desire to leave the impoverished land and their wretched, unattractive surroundings. Their imaginations are inflamed by the glare and glitter of the unknown. *Omne ignotum pro mirifico est.* Their minds are awakened to the belief that beyond the narrow, monotonous life of the farm there is a bright and beautiful sphere, where the brilliant lights, the thronging multitudes, the markets, the churches, the theatres, furnish a never-ending round of parade, excitement and amusement.

In California, near the Pacific Ocean, there is a grove of live oaks, all of which are growing in the same direction and bent towards the

ground. This curious growth was caused by the strong winds, always blowing from the ocean. Such also is the effect of the strong wind of education. If you give to our country children precisely the same education as you give city children, an education best adapted to city life, their minds will grow in the same direction as the minds of city children, they will have the same desires, and if they can, they will gravitate towards the same kind of life. Especially is this true of the negroes, many of whom think that in order to demonstrate and enjoy their freedom they must change their homes and mode of life. On the other hand, they are taught nothing by which the impoverished lands can be restored to fertility, by which they can acquire money, or by means of which they may render their country life more attractive.

We should have for them a system of education adapted to the instruction of children in all things which pertain to the development and improvement of country life. Its aim should be first and foremost to teach them how to manage the farm economically and how to cultivate the land to the best advantage. In addition, their studies should tend to interest them in things pertaining to the country. They should be imbued with the love of nature, of bird life, of animal life, of the grand forests, the majestic mountains, the rippling streams, the manifold beauties by which they are surrounded, and from which the poor little city children are excluded. Sooner or later, and the sooner the better, something of this sort must be done to stop the depopulation of the farms.

Already we find our population and its consumption of food have so rapidly increased that exports of grain have almost ceased, and prices have advanced more than one hundred per cent. We formerly raised a surplus which was sold to Europe for several hundreds of millions of dollars. Now we raise little more than we consume. If the drift from the farm to the city continues much longer, we will soon raise less than we consume, and will be in the condition of England.

Such a system of education is peculiarly suitable for the Southern States, because we are essentially an agricultural people, and it is the only probable solution of the negro problem.

The Town Gossip

I WENT

TO THE revival  
AT THE Baptist church  
LAST NIGHT,  
AND I enjoyed it,  
ESPECIALLY THE singing.  
AND I would  
HAVE LIKED to join  
IN THE singing,  
BUT I felt  
KINDER SCARED,  
AND I attended  
A REVIVAL in Texas  
SOME TIME ago,  
AND THEY put me  
IN THE choir.  
AND I stayed there  
UNTIL THE director  
FOUND OUT  
WHAT WAS the matter  
WITH THE choir,  
AND THEN he told me  
THAT I had  
A WONDERFUL voice  
AND OUGHT not  
TO BE straining it.

SINGING AT revivals.

AND I quit.  
AND LAST night  
I STARTED  
TO JOIN in  
ONCE OR twice,  
BUT EVERYTIME  
I OPENED my mouth,  
THE FOLKS near me  
WOULD LOOK around  
KINDER SUSPICIOUSLY  
AND I quit.  
AND IT'S always  
BEEN THAT way.  
AND I remember  
THAT WHEN I used to  
TRY AND sing bass  
IN THE quartettes  
AROUND TOWN,  
THEY'D ALWAYS quit  
AFTER THE first song  
AND HUNT  
FOR SOMEONE else  
TO SING that part.  
AND I can't understand  
WHY FOLKS  
ACT THAT way.

CLASSIFIED ADS.

LOST, STRAYED OR STOLEN: Out of Hodman pasture, 1000-pound light red Jersey cow. Horns cut off. My name on tag in right ear. Also one young bull calf with name tag. James A. Mackney. 9-18-16c.

WANTED: GOOD SECOND HAND safe, medium size. Address Ficklen-Webb Tobacco Co., Washington, N. C. 9-18-16p.

WANTED: FURNISHED HOUSE-keeping rooms convenient for three adults. Address R, care of Daily News. 9-18-16c.

WILLS-MISH VINEYARD IS NOW open for the reception of visitors, three miles from town, river road. Admission price 20 cents. Per basket 50 cents. 9-16-16c.

MR. B. L. SUSMAN, PRESIDENT OF Washington Horse Exchange Co., is in St. Louis, where he is buying two car loads of horses and mules. This stock will arrive by express next Friday. 9-18-16c.

AND HERE lately  
I'VE BEEN trying  
TO LEARN  
HOW TO yodel.  
BUT SOMEHOW  
OR OTHER,  
SOMEBODY ALWAYS starts  
IN TALKING  
AFTER I'VE sung  
THE FIRST few notes  
OR ELSE  
THEY ASK me  
SOME QUESTION  
THAT I'VE got to answer,  
AND THEN,  
I HAVE to quit  
YODELING.  
AND I get  
A LOT of pleasure  
OUT OF my singing,  
BUT I'M beginning  
TO BE afraid  
THAT OTHER people  
DON'T.  
AND I can't see why.  
I THANK you.

FAMILY AVOIDS SERIOUS SICKNESS

By Being Constantly Supplied With Theford's Black-Draught.

McDuff, Va.—"I suffered for several years," says Mrs. J. B. Whitaker, of this place, "with sick headache, and stomach trouble."

Ten years ago a friend told me to try Theford's Black-Draught, which I did, and I found it to be the best family medicine for young and old.

I keep Black-Draught on hand all the time now, and when my children feel a little bad, they ask me for a dose, and it does them more good than any medicine they ever tried.

We never have a long spell of sickness in our family, since we commenced using Black-Draught.

Theford's Black-Draught is purely vegetable, and has been found to regulate weak stomachs, aid digestion, relieve indigestion, colic, wind, nausea, headache, sick stomach, and similar symptoms.

It has been in constant use for more than 70 years, and has benefited more than a million people.

Your druggist sells and recommends Black-Draught. Price only 25c. Get a package to-day. N. C. 43

WANTED: OFFICE WORK AT night. Address, "Night," care of Daily News. 9-18-16c.

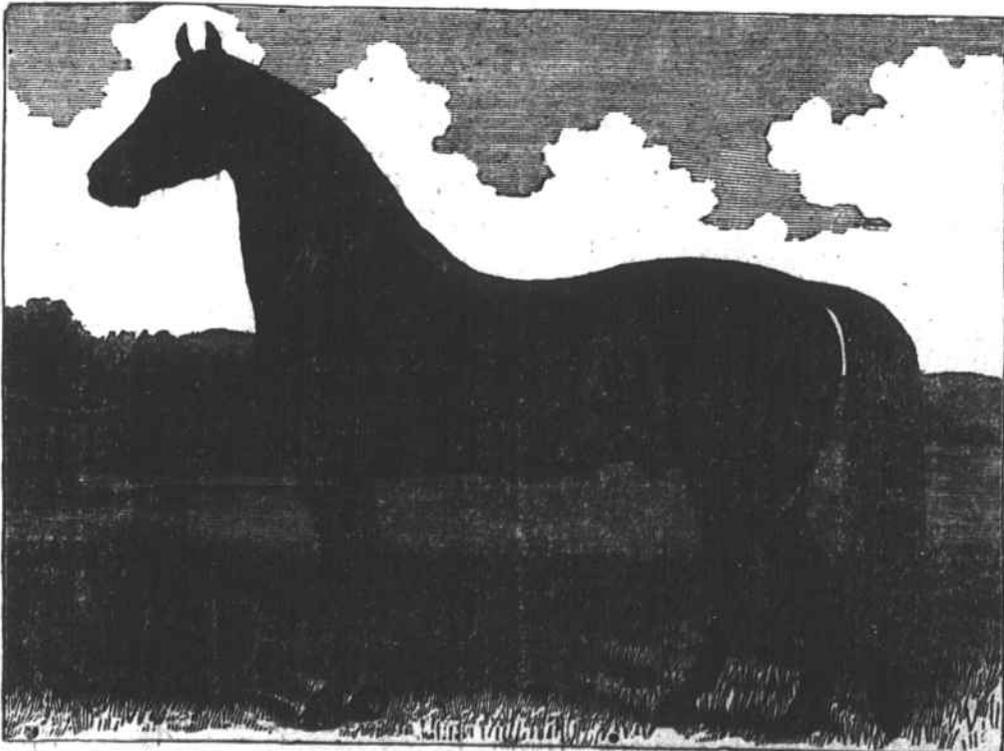
FOR RENT: TWO ROOMS ON EAST Main street. Good location. Phone 84 J. 9-18-16-dh.

FOR SALE: DRY WOOD CUT Short lengths. S. R. Fowle & Son's mill. 8-4-16c.

WANTED—GUM, LOGS OF GOOD quality, 10 inches and up of small end. Pamlico Cooperage Co. 9-4-16

NOTICE. A contractor is wanted to build a room 24x30x12 feet to the school building in Piney Grove district, six miles from Washington. Plans and specifications are in the hands of the County Superintendent and A. C. Widmeyer, Secretary of Committee, Washington, N. C., R. F. D. No. 4, to whom bids may be submitted. Building must be finished by November 1, 1916. W. G. PRIVETTE, County Supt.

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Washington, N. C.