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PROF. WINSTON'S ADDRESS.

Before the State Educational Meeting - During Fair Week.

HE DISCUSSED ABLY WITH UNANSWERABLE LOGIC THE NECESSITY FOR POPULAR EDUCATION AND THE SUPPORT OF THE UNIVERSITY.

In response to the request of the Committee on Arrangements Prof. Geo. T. Winston, of the University, presided over the Educational Meeting Thursday night of Fair Week in Commons Hall, and made a brief review of the subject of education and of the entire educational system of the State.

He spoke as follows: It is not for us in North Carolina to doubt the power of the necessity of education; for upon this question judgment is already pronounced by the world. It is for us to decide whether we shall enjoy this recognized instrument of progress, or shall content ourselves with permanent and hopeless inferiority. We shall compete with steam and machinery and educated labor. Almost as cheaply as we haul our crops to the barn, the great rivers of iron are rolling to our doors the golden harvest of the West. We have ceased to supply our own demand for meat and bread and soon we shall be driven from the cultivation of cotton. Unless we speedily avail ourselves of the means of culture that may enable us to change our industrial and economic methods, we shall be crushed by the multiplied forces of the age into a poverty and servitude from which, indeed, we may never hope to escape.

Educated labor is our only hope; education, labor, to handle machinery, work factories, develop mines, utilize timber, revive exhausted lands, and develop in every way to the highest degree, all the advantages that nature has given us. Education is our necessity. Our material prosperity demands it with ever increasing urgency. Our social and political institutions, now threatened by the greatest evils that have ever confronted our people, will not be maintained except by the full development and steady exercise of all our intellectual, moral and physical energies. The next generation will have to bear the burden of the struggle which will tax their manhood to the utmost degree. It is our duty to see that their strength is fortified and multiplied by all the power that education can give.

North Carolina is too poor not to educate. Every consideration of self-interest, as well as of patriotism and philanthropy, requires that she provide for her children a system of education including the highest culture and the best training that the genius of the age has invented.

THE PUBLIC SCHOOLS.

First and foremost in this system is the education of the great mass of people in the public schools. This work is now progressing slowly and with results most unsatisfactory. The average length of the school term is only three months, and the average pay of the teacher is about \$25 a month. The figures speak for themselves, such wages will not secure competent teachers nor will terms so short give pupils more than a smattering of the most elementary habits and receive inspiration from the sensation of intellectual growth.

But the worst is yet to be told. There were in 1888, 1151 school districts without school houses, more than one district in every five; and in thirty-nine districts no schools were taught, of the entire school population not three children in every five put foot inside a school house during that year, and a little more than one in three stayed the full session. It is not surprising in view of these facts, that our State shows a larger percentage of population unable to read and write than any other State in the

Union, save one. I mention this, not to disparage the character of our people, for many things contribute to form character even more powerfully than public or scholastic discipline. The abiding influences of home life, the strong restraints of society, the laws and customs of business, and the ennobling guidance of religion, all combine to mould the character of a people. These forces are strong in North Carolina; and, despite the illiteracy of our people, have kept them pure in social life, brave and patient in adversity, and loyal, not only to the true instincts of humanity, but also to the inspiring truths of religion. There are other communities where public schools have flourished and education has flourished through successive generations and yet vice and crime, unhappiness and misery have so increased therein, that social life, is impure and religious life a mockery. But these things have not come from education. The public schools are in no wise responsible. These results have been reached because those other guardians of civilization, the home, the church, the court house and society, have been false to their trusts. Education is not omnipotent; but still of all the forces that combine to produce the culture demanded by modern life, and to fit a people for the best exercise of their powers, the verdict of the century is that the cheapest, the most easily applied, and the most efficient is education. What contribution to civilization do we export from Spain or Turkey, from Russia, or South America or Africa? What invention of mechanical power? What inspiration to freedom? What lofty ideal of life? For those who look to Germany or Britain or the United States, to the lands of free schools and universal education. Prince Bismarck was great because Germany was behind him; in Egypt or Spain he had been a fanatic or a dreamer.

The human spirit of the age declares that no man is fairly started in life unless he is educated; and governments have come to regard public education not as a charity, but as a source of strength to the State and a right inherent in citizenship along with life, liberty and the pursuit of happiness. Education is the process that prepares a man to become the most that he is capable of being; and surely that state is strongest and greatest in which the most possible is made of all its citizens.

A reasonable increase of taxation will provide the money necessary to make our public schools efficient and popular; to secure a six months term, erect school houses in each district, and provide competent teachers. Let the step once be taken and everybody will wonder why it was so long neglected. Who would have believed twenty years ago that the children of the best people of Raleigh would be enrolled to-day as pupils in the public schools? Who would have believed ten years ago that the Goldsboro public schools would send to the University of the State a pupil who for eight years would maintain the first rank in a large and talented class, and would afterwards at West Point, maintain the same high rank in competition with youths from every state in the Union? The success of the graded school has already illustrated the possible development of the public school.

THE GRADED SCHOOLS.

A graded school is, in reality, nothing but a public school supplied with money and competent teachers. But the limit of usefulness has not yet been reached even in the graded schools. The high school department, which in some has achieved most remarkable results, in others is weak and undeveloped, and still elsewhere has been crushed out of existence by public or private opposition. This department should be fostered and developed in all. The course of study should include not only Latin, as furnishing an indispensable basis for higher literary culture, but also the simpler sciences, in order to develop study of nature; and well equipped workshops should provide opportunities for the development of mechanical talent and for stimulating ambition in the direction of industrial no less than literary and scientific achievement. As early as possible our boys and girls should acquire manual dexterity and be taught to honor manual labor.

When graded schools of this character flourish in all our large towns, and free schools are maintained for six months each year in the rural

districts people will enter upon a grand career of intellectual and industrial power. The Southern intellect, which for nearly a century controlled the doctrines of our country, and the Southern character, which neither victory nor defeat, neither war nor peace has subdued or tarnished, will again assert their power and achieve ascendancy in science and literature, in trade, commerce and manufactures. Let us not be deceived by false prophets who caution us against Yankee methods of education. The Yankee teaches Latin, science, and free hand drawing and manual dexterity in the public schools, not from sentiment or fanaticism, but in order to maintain his literary and mechanical power. Shall we wait for a Connecticut school master to invent us a cotton picking machine? Shall we forever send to the educated laborers of New England the raw materials of wealth that nature has placed in our hands, and allow others by educated skill, to enjoy the wealth that rightfully is ours.

PUBLIC EDUCATION ESSENTIAL TO LITERATURE.

But our humiliation is not ended in lack of material prosperity. Lack of popular education means lack of literature; lack of history, of poetry, of novels, of all that preserves and transmits the intellectual life of a people. A people who do not read will not stimulate authorship. If by accident they produce literary talent, it is crushed by lack of appreciation, or forced to go elsewhere and sell itself to theory, too often seeking profit and honor by dishonoring the land of its birth. Long and bitterly have we paid the penalty of our illiteracy. The story of our State has been told by aliens and enemies with such cunning and persistent calumny that even the virtues of our ancestors have been received by the world as vices.

THE PRIVATE SCHOOLS.

Since the establishment of the graded schools, our best private schools have made decided improvement in the quality of their instruction. At no time in the history of the State has private education been so successful, so profitable, and so honorable as now. Our best schools may not fear comparison with those of other States; and one is bringing into North Carolina over 100 pupils annually from abroad. There will always be people who are able and willing to buy a better culture than the public schools can furnish; and, as the private schools proceed, so will they outlast any system of public education. They are indispensable to the highest culture, and the experience of other States is that they flourish best where the public schools are most efficient.

A NORMAL TRAINING SCHOOL.

The estimation in which teaching and public schools are held in our State, or rather the lack of estimation, is manifested from the fact that the State contains not a single training school for teachers. Our neighbor and daughter, Tennessee, has \$100,000 invested in teachers' training schools; our neighbor, Virginia, has \$180,000 similarly invested, not including the Hampton Institute. The progressive State of Wisconsin has five normal schools and a permanent endowment fund of \$1,000,000, while Pennsylvania, the banner State, has thirteen teachers' training schools, of which the poorest own buildings and grounds valued at \$100,000, and the finest at \$300,000. As long as we practically declare that no special training is needed for teaching, do we not thereby declare that any kind of teaching will do for us? For people who like that sort of teaching, very likely that is the sort of teaching that will be supplied for that sort of people. It is idle to build school houses and lengthen school terms, if the living utilizing power is absent.

A MANUAL TRAINING FOR TEACHERS AND BUSINESS COLLEGE FOR WOMEN.

The establishment of the Agricultural and Mechanical College supplies a useful link in our chain of education; and the intelligent management of that institution strictly along the lines of industrial education will gradually produce beneficial results, effecting a change not only in the spirit of our people, but also in our industrial life. There is in my opinion equally as great a necessity for a manual training school and business college for women, whose girls may be trained in such industrial arts as they are as they are capable of learning in, cutting, fitting and making clothing, in typewriting, telegraphy, stenography, book-keeping, proof-reading and newspaper work generally, as well as in the proper scientific meth-

ods of preparing foods and caring for the sick. We have already, or soon shall have, ample facilities for the higher literary and social education of our girls. What we greatly need is an institution for white girls conducted similarly to the Hampton Normal and Training Institute for negroes and Indians. If the doors of the Agricultural and Mechanical College cannot be opened to both sexes, I conceive it to be one of the highest duties of the State to establish a similar institution for women. The changed conditions of life demand that women shall be fitted for more departments of active work than heretofore; and it is wise statesmanship as well as true philosophy to assist by education any movement demanded by the necessities of life.

OUR COLLEGES.

The good work of our colleges is already a potent factor in promoting the education of our people. The more active of them are rapidly accumulating large endowments; and the magnificent endowment bounty of Maxwell Chambers, Washington Duke, H. S. Bostwick and Julian S. Carr, is proof that men of wealth will give for education with open hand, when they see definite objects to be achieved and certain good to be realized. The time should not be far distant when the doors of the sectarian colleges will be open free to the youth of their respective denominations. May God speed the day! We shall then see a better educated clergy, a more general diffusion of culture and refinement, more liberal views of life and intellectual activity, producing higher ideals of happiness and greater material comfort.

THE UNIVERSITY.

The most important factor, after the common schools, in the educational system of a people is their University; for here should be born the highest culture, the freest thought and the noblest aspirations which the State is capable of producing. It was at the University of Wittenburg that Martin Luther began the Protestant Reformation; it was in the University of Glasgow that Watt invented the steam engine; it was in the University of the City of New York that Morse created the electric telegraph; and it was a university professor who formulated the principles of trade which have already revolutionized industry and commerce scarcely less than the steam engine, and which will yet enable all the nations of the earth by unrestricted commerce, to achieve the brotherhood of man and realize the sublime teachings of Jesus.

A university is an inspiration of all that is best and noblest in man. It guides the enthusiasm of youth into paths of noble ambition. It fills the young heart with the joy of moral and intellectual activity, and drives out the brutality of roidism and rottenness of vice with the inspiration after manly endeavor. Its faith is unbounded in the possibilities of youth; for it knows that the genius and enthusiasm of youth are more potent than the wisdom and caution of age. As each generation of students comes to its halls, it recognizes in the longings of their youthful souls and the energies of their buoyant bodies and the infinite activities of their restless minds, new and untried powers which in the providence of God may yet be enabled by statesmanship, by oratory, by literature, by scientific invention, by philanthropy, or by other exercise of moral, physical and intellectual power, to lift humanity on a higher plain and to leave the world better than they found it.

It is not enough that the internal life of a university be pure and inspiring. It should guide the moral and intellectual life of the State, recognizing and fulfilling its lofty mission as the highest teacher of its people. Its active sympathy and wise counsels and helpful power should be constantly exerted in behalf of educational progress; and its guiding hand or ins, being example should influence every institution of learning in the State, especially should it labor for public education, recognizing it only as essential to full development of the university itself, but also an indispensable factor in popular progress. It should be a leader and not a follower. Whenever its ideals are not loftier and purer and grander than those of men in common life, it indicates its noble sovereignty and becomes a mental.

The over-stimulation of intellectual culture is too apt to produce corresponding neglect of moral and physical training. This is the evil of modern education. It is said that 100,000 students are now at the Universities of the world, of whom one third will die of ill-health from

overstudy, one-third from vice, and the other third will rule the world. The power that is wasted is too great for that which is utilized; and the results achieved are correspondingly deficient in symmetrical adjustment. Character is greater than intellect, and health is the basis of both. Every university should not only maintain well equipped departments of physical culture but should correct vicious habits of life, and inculcate perfect physical health as a noble ideal for youthful aspiration. The development of moral and also of humane instincts should be included in university culture; and a portion of the life of every university student should be devoted to the active exercise of some sort of charity and to the practical consideration of the problems of poverty, intemperance, illiteracy, and of other factors in vice, crime and social disorder.

THE DUTY OF THE LEADER TO THE UNIVERSITY.

Such are the duties of the university to the State. How great therefore is the duty of the state to foster and develop its university! The public sentiment should guard it as a fountain of learning and virtue; the schools and colleges should revere it as the source of the highest literary culture and of scientific progress; the churches should hail it as a coworker in the task of purifying and regenerating life; and philanthropists should recognize it as affording the best and surest instrumentalities for ameliorating the condition of humanity. Each successive legislature should rejoice to examine its work and perfect its equipment. Neither the penitentiary, nor the insane asylums, nor the various asylums for the deaf, dumb and blind, nor all combined are entitled to the same consideration and fostering love from North Carolina as her University.

BENEFACTORS OF THE UNIVERSITY.

But even the State cannot supply a perfect equipment for the university. Private philanthropy must step in to enrich the sacred soil. Much has already been done. With reverence do I call the names of those who have placed upon this holy altar bountiful gifts for the blessing of their people, the names of Gerrard, Smith and Person, formerly, and among recent benefactors of Mary Ruffin Smith, Wm. H. Vanderbilt, Julian S. Carr, James Grant, Paul C. Cameron and Bartholomew F. Moore.

THE NEEDS OF THE UNIVERSITY.

But the culture demanded by the age becomes ever broader, deeper, more complex and more expensive. For more is to be done than has yet been accomplished. The University is alive to the responsibilities of the hour, and her alumni are answering her call for help. Twenty-five thousand dollars were raised at the last Commencement to establish a Chair of History and doubtless ten thousand dollars additional will be provided before the end of the year. The needs of the University are many and great. She has only begun her growth. Her buildings need to be provided with the comforts of heat, light and water demanded by modern life.

They greatly need a building for the Young Men's Christian Association, where the moral and religious enthusiasm of the students may be strengthened by constant association in noble aspirations and useful endeavor and by the confidence that comes from permanent and honorable establishment. Such a building would multiply the moral forces of the university and mark an era in student life. A well endowed professorship of Christian philosophy and culture, filled by a man who would lead and direct the religious thought of the university into ever nobler fields of activity, would produce results so certainly beneficent and inspiring that the Christian people of the State ought to consider it a duty more urgent or more honorable than the establishment of this chair.

Half a dozen professorships are needed to create new departments and strengthen those already existing. Permanent endowments are badly needed for the library and the gymnasium.

An astronomical observatory would be a crowning glory to the scientific equipment of the University and a grand memorial of private munificence and philanthropy.

That the greatest need of the university is a special endowment for the aid of poor students—\$50,000 would establish fifty scholarships and maintain at the University fifty students annually, who are now compelled by poverty to abandon their education. \$50,000 more would establish ten scholarships and support the university annually

ten graduate students who have become inspired with a love of learning and research, and who desire special training beyond the regular course. Specially trained scholars, thinkers and workers is the great need of the South to-day, men who will lead intelligently and bravely in education, in science, in literature, in mechanical invention and in all sorts of social and moral and political reform.

And finally the University must be endowed. A permanent endowment fund of a quarter of a million dollars will be necessary to establish it upon the smallest basis of security. A beginning must be made. It is a matter that concerns the entire State. Men of wealth should remember its necessities. Our own bounty will attract the bounty even of strangers. Let this endowment be raised, and let tuition be practically free to every boy in North Carolina.

OUR EDUCATIONAL SYSTEM IN BRIEF.

Such should be the educational system of the State. Free schools within reach of every child, taught by competent teachers say six months a year; graded schools in the larger towns, with high school departments and with workshops for manual training; private schools and academies furnishing better culture than the State can provide in the public schools; an Agricultural and Mechanical College for young men; a similar institution for young women, unless the Agricultural and Mechanical College be opened to both sexes; a Normal Training School for the special training of teachers; sectarian colleges for boys and girls, stimulating church zeal and directing it in educational channels; and finally as the head of the system a University, where truth and humanity are enthroned above sect and party, where ever noble ideas of conduct and character are moulding each generation into more perfect types of humanity; and where the broadest culture, the freest science, the purest religion and the profoundest philosophy may commingle and blend happily together in harmonious perfection.

The Lesson of Scott's Life.

The inside history of Sir Walter Scott's tremendous struggle during the last seven years of his life has just been given to the public. The whole is told in certain portions of his diary, now published for the first time.

After the failure of the publishing firm with which he was connected, Sir Walter found that he was liable for debts amounting to \$750,000. At that time he was past middle life. He had an expensive family. He had fondly hoped that his working days were over, and that he would spend the remainder of his life in elegant leisure.

Under such circumstances many a man would have compromised with his creditors. Some men would have left the country carrying with them all that they save from the wreck. But Scott was imbued with the high notions of honor and chivalry that were woven into all his poems and romances. It was a bitter fate for his family, and it cut him to the heart to give up comfort and ease and attempt the gigantic task of working out of debt.

The ruined man was equal to the occasion. He lived in the simplest manner, and worked day and night. To his family and friends he made no complaint, but in his daily journal he wrote down his heart secrets. There were times when he felt that he must give up, but honor spurred him on and gave him strength. He produced book after book, and at the end of seven years he was more than even with the world again. Then the giant lay down as helpless as a little child, and died with a happy smile on his face. "My dear," he said to kinsman as he drew his last breath, "be a good man."

In these days when men shrink out of their debts, or failing to do that, blow out their brains, every young man should read the life story of this golden-hearted gentleman. Undoubtedly, some business misfortunes assume the proportions of calamities, and it is not strange that they paralyze the energies of their victims or drive them into

crooked paths. Still a resolute determination to face the worst and make the best of the situation, will nine times out of ten get a good and true man out of his difficulties. When Scott first learned the appalling sum of his indebtedness, he did not think it probable that his family, but he felt that it was his duty to do his best in that direction. Most men when they see their fortunes swept away feel that it is hopeless to begin life again, and yet the plucky ones that make the trial frequently succeed, at least in a moderate degree.

Our youngsters are too reckless in business, and too ready to believe that life is not worth living unless they can seize and hold its golden prizes. Disappointment and debt drive them to despair or to something worse. Let them read this story of what a man of honor did, and profit by its lessons.

Born to Be a Lawyer.

One of Colonel "Bob" Ingersoll's stories is that he found himself alone in his office one day while a young man he was studying law with a firm out West. He was interrupted by the entrance of a raw-boned, sharp-featured country woman, who ambled into the room leading a freckle-faced, watery-eyed ten-year-old boy by the hand. "Air you [the lawyer?]" she began. On being answered in the affirmative she went on to say that she had brought her boy Jim to town for the purpose of binding him out at the "lawyerin' trade."

She was morally certain, she asserted, that Jim was a born lawyer, and that all he needed was a chance. "But, madam," objected the colonel "he is entirely too young to begin to study law." "Too young, indeed," sniffed the found mother, contemptuously; you don't know Jim. He was jest born for a lawyer." Much amused, the Colonel asked her on what grounds she based her hopes for future greatness at the bar for her darling child. "Why," said she, when he was only seven years old he struck work and swore he wouldn't do another lick if he got killed for it. When he was eight he got sassy, and put on more airs than a prize horse at the county fair, and now Law bless me, he jest feeses out everything he can lay his hands on."

Dr. Abernethy has succeeded in raising \$3,000 in two months for rebuilding Rutherford College and will commence work at once.

There are 2,170 sub-Alliances in this State. There are now 96 county Alliances, Dare being the last organized. Secretary Beddingfield says there are about 92,000 members, male and female.

The superintendent of the Silver Valley mines in Davidson county reports the finding of the richest deposit of silver ever found in the South, a large vein of carbonate of lead carrying 70 to 100 ounces of silver and 80 per cent. of lead to the ton of ore.

The Raleigh correspondent of the *Monroe Register* speaks of a novel industry in Duplin county—tube rose farming. There are over 1200 acres in the county in these flowers. There is, says this correspondent, another rather odd industry in Duplin—the caring for choice roses during the winter. The roses are sent when young from the New England Middle and Western States and in this kindly North Carolina soil and air thrive all the winter.

A Washington ice-cream dealer refused to serve two colored women, government clerks, with ice-cream at a private table in his saloon one day last week. Thereupon he was arrested and fined \$25. His counsel took an appeal.

The smallest baby on record was born in Newark, N. J., August 15th. It was a boy baby and weighed but three quarters of a pound. It was a premature birth, but much to the amusement of the doctors, it seems to be getting along all right.