

# THE DAILY FREE PRESS.

W. S. HERBERT, Editor and Prop'r.

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## For White Supremacy.

### National Democratic Ticket.

FOR PRESIDENT:  
WM. J. BRYAN, of Nebraska.  
FOR VICE-PRESIDENT:  
ADLAI E. STEVENSON, of Illinois.  
FOR FIFTY-SEVENTH CONGRESS,  
CLAUDE KITCHIN, of Halifax.  
FOR PRESIDENTIAL ELECTOR,  
T. C. WOOTEN, of Lenoir.

### State Democratic Ticket.

FOR GOVERNOR:  
CHARLES B. AYCOCK, of Wayne.  
FOR LIEUTENANT-GOVERNOR:  
WILFRED D. TURNER, of Iredell.  
FOR SECRETARY OF STATE:  
J. BRYAN GRIMES, of Pitt.  
FOR TREASURER:  
GENJAMIN R. LACY, of Wake.  
FOR STATE AUDITOR:  
DR. R. F. DIXON, of Cleveland.  
FOR ATTORNEY-GENERAL:  
ROBERT D. GILMER, of Haywood.  
FOR COMMISSIONER OF LABOR AND PRINTING:  
H. B. VARNER, of Davidson.  
FOR CORPORATION COMMISSIONERS:  
FRANKLIN M'NEILL, of New Hanover.  
SAMUEL L. ROGERS, of Macon.  
FOR SUPERINTENDENT PUBLIC INSTRUCTION:  
THOMAS F. TOON, of Robeson.  
FOR COMMISSIONER OF AGRICULTURE:  
SAMUEL L. PATTERSON, of Caldwell.

### County Democratic Ticket.

FOR SENATE—EIGHTH DISTRICT:  
J. E. W. SUGG, of Greene;  
T. D. WARREN, of Jones.  
FOR HOUSE OF REPRESENTATIVES:  
W. W. CARRAWAY.  
FOR SHERIFF:  
JOHN C. WOOTEN.  
FOR REGISTER OF DEEDS:  
W. D. SUGGS.  
FOR TREASURER:  
JOSEPH B. TEMPLER.  
FOR CORONER:  
R. W. POPE.  
FOR SURVEYOR:  
ELIJAH P. LOFTIN.  
FOR COUNTY COMMISSIONERS:  
B. W. CANADY, A. W. WHITFIELD and D. W. WOOD.

### THE 1908 OBJECTION CONSIDERED.

Quite a number of voters object to the amendment on account of the fear that it may disfranchise some white boys who become of age after 1908. The best answer we have seen, and it is conclusive to our mind, is from the Democratic Hand Book. We copy it as follows:

The fifth section of the amendment reads as follows:

"Sec. 5. No male person, who was on January 1, 1867, or at any time prior thereto, entitled to vote under the laws of any state in the United States wherein he then resided, and no lineal descendant of any such person shall be denied the right to register and vote at any election in this State by reason of his failure to possess the educational qualification prescribed in section 4 of this article: Provided, he shall have registered in accordance with the terms of this section prior to December 1, 1908. The general assembly shall provide for a permanent record of all persons who register under this section, on or before November 1st, 1908; and all such persons shall be entitled to register and vote in all elections by the people in this State, unless disqualified under section 2 of this article: Provided, such persons shall have paid their poll tax as required by law."

Under the provisions of this section all persons who were entitled to vote in any state in this union on the 1st day of January, 1867, or who are the lineal descendants of such persons, can register any time before the 1st day of December, 1908; and when so registered they are qualified voters as long as they live. To entitle one to register under the provisions of this section he is not required to read and write. All that is required of him is that he shall have been entitled to vote on the 1st day of January, 1867, or that he shall be the lineal descendant of such person. It is admitted that this will include all the white men of the State, whether they can read or write or not, and it may include a few negroes, and that under its provisions all white men can register and vote whether they can read or write or not. But in order to register under this section, the persons desiring to avail themselves of its liberal provisions must present themselves for registration and be registered before the 1st day of December, 1908.

Then it follows, as a matter of course, that those who come of age after the 1st day of December, 1908, can not register unless they are able to read and write, and this seems to be a stumbling-block in the way of many who would otherwise support the amendment. They are afraid they may not be able to read

their boys to school, and they are, therefore, unwilling to vote for anything that may exclude their sons from the ballot box. At first blush this objection seems to have something in it, but we are persuaded that upon a more careful study and investigation it will entirely disappear. In the early part of this century such an objection might have had some force in it, but in the closing year of this most wonderful century, it hardly seems possible that any father who loves his boy and wants to see him become something in the world can urge this as an objection. In the early part of the century there was not a steam-engine, a steamboat, a mile of railroad or telegraph or telephone line anywhere in the world. Now they are everywhere. In the early part of the century there were but few postoffices and post-roads or newspapers in North Carolina or any other state, and it took days to get the news from one county town to another, and weeks and months to get the news from one state capital to another. Now the postoffice is found in every neighborhood and the mail passes within short distances of every home. The newspaper has its habitation now in every town, carries the news of the world to every man who desires to receive it. In these papers one may read today accounts of battles fought yesterday in the interior of South Africa and in the far-off islands of the seas. In the early part of the century there were no free schools in the State and but few of any other kind. Now the universities, the colleges, the academies, the high schools and the private schools are numerous, and are sending out their trained thinkers and workers into every section of the State to join the great army of preachers and teachers and workers who are giving their time and means to the education of the children of the State. The graded school is rapidly making its way into every town and the common school is in every neighborhood and within reach of every child. To these the children of the rich and the poor may go and learn to read and write without money and without price. They are free and open to all. In the early part of the century there were but few churches or preachers and to thousands the Bible was a sealed book. Now the church and the preacher reaches and blesses every section and the Bible is finding its way into every home. In the early days of the century men and women lived almost entirely within themselves and upon their own productions. Their tastes were simple and their requirements but few. Their business operations were confined to their own little circumscribed neighborhood and they could get along if they could not read and write. But now conditions are changed. Men and women are no longer content to live upon their own productions. They have been brought in touch with the outer world and their simple tastes have changed and their wants have been multiplied. The old spinning-wheel and the old family loom have given way to the spindles and looms of the great factories, and the plain homespun dresses to the beautiful calicoes and gingham produced by skill and machinery. In the beginning of the century the farmer had no market or trade. What he could not consume he wasted. Now he has easy access to a market and there is a demand for everything he has to sell. Trade and traffic is brisk and competition is sharp, and the man who can not read and write finds himself at a great disadvantage in the midst of this busy, bustling age.

We have made this brief contrast between the past and present conditions to impress upon every father and mother, whose attention may be called to the matter, the absolute necessity of sending their boy to school till he can at least learn to read and write. We are fully persuaded that when the parent fully understands the character and conditions of the progressive age in which the rising generation must live and contend for success, he will see the disadvantage his boy will labor under if he has no education. Conditions have so changed that any thoughtful parent must see after a moment's consideration that he will be doing his children a great wrong to allow them to grow up without being able to read and write. This much, at least, every parent owes to his child. To do less for them is doing them a great wrong. No father or mother can afford, in this day of schools and opportunities, to start their boy or girl out in life without the rudiments of an education. No

During last May an infant child of our neighbor was suffering from cholera infantum. The doctors had given up all hopes of recovery. I took a bottle of Chamberlain's Colic, Cholera and Diarrhoea Remedy to the house, telling them I felt sure it would do good if used according to directions. In two days time the child had fully recovered. The child is now vigorous and healthy. I have recommended this remedy frequently and have never known it to fail.—Mrs. CURTIS BAKER, Bookwalter, Ohio. Sold by J. E. Hood

father or mother can afford, in this day of churches and Bibles, to let the boy or girl grow up without being able to read the word of God. There is a solemn duty resting upon every parent, and it is no answer to this call to duty to say "I am afraid I will not be able to educate my boy, and therefore can not vote for the amendment," when there is a free school within reach of that boy. No parent has a right to harbor these senseless fears. They should be made to give place to a fixed determination to send the boy to school. If the parent or guardian say they are poor and not able to pay for the tuition of their children, we reply that the State has provided a free school, where no charge is made. If they say they need the services of the boy at home, we reply they can surely spare him, if they will, a few hours each day while school is in session. It will only require a few hours daily for a few months for any ordinary boy to learn to read and write. Is it possible that in this age of enlightenment and of schools and of progress there is a father in North Carolina who will stand up and say "I am not willing to spare my boy a few hours each day for a few months to go to school?" We do not believe such a father can be found. But some parents may say we may die and leave our children orphans. To this we reply that some people are so constituted that they are always fearing some evil may happen. Some men are hopeful, while others are always gloomy and on the lookout for trouble. They never see anything bright or hopeful in life. But even in their most gloomy hours and most oppressive fears they can not ignore the fact that, if their children should be left orphans and poor, the State, the Masons, the Odd Fellows, and the church have provided orphan asylums at Oxford, Goldsboro, Thomasville, Charlotte, Barium Springs, and at other points, where these fatherless ones will be cared for and educated. So it does seem to us that no parent has any good cause to fear his boy may not be able to vote because he may not be able to read and write.

But we do not close our eyes to the fact that there is a lamentable indifference in many parents as to the education of their children. To meet and counteract this indifference many states and counties have passed compulsory laws by which any parent or guardian who fails to send the children dependent upon him to school a certain length of time each year, is liable to indictment. We have no such law in North Carolina; but we insist that the proposed amendment, if passed, will serve a better purpose, for we assert that it will be the greatest and most certain incentive to father and son for the education of the boy that human wisdom has yet devised. If this proposed amendment becomes a part of the constitution of the State, we will see no more young men after 1908 who can not read and write. Their parents will find some way to send them to school. Some men will not act in the most ordinary affairs of life till they are compelled to. It seems to be a part of weak human nature to delay and put off. The best of men often need some power behind them to push them forward. This amendment will be the power behind the indifferent parent to push him forward to send his boy to school.

But if the father should fail in his duty to the boy, we make bold to say the boy will not fail in his duty to himself. When the young man of 15, 16, 18 years of age understands that he can not vote when he becomes 21, unless he can read and write, he will find a way to learn that much. No one who has observed public affairs will dare assert that the 18 and 19-year-old young man does not take an interest in elections. The old men may fail to attend public speakings and public gatherings, but the 18- and 19-year-old boy will be there, and when he learns that he cannot go to the ballot box and vote, even after he becomes of age, till he shall learn to read and write, he will prepare himself to meet that requirement if he has to study at night by the torchlight. So we repeat that, if this amendment is ratified, the State will no longer see any of her young men who can not read and write, and we insist that if it had nothing else in it to commend it to the people of North Carolina, this one provision ought to secure its adoption. We therefore earnestly appeal to all such fathers and mothers to lay aside their fears and to vote with us to ratify this amendment. It will, in our opinion, insure the education of their boy.

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