

ten; (2) the child must learn to write so as to be able to communicate with his fellow men; (3) the child must learn to count so as to be able to handle the extraordinary multiplicity of the world's things. To read, to write, to cipher—this is the program and the only program of the first four years of a child's school life. The neglect to do this work then means, in practically all cases, the fatal crippling of the child. This program of study is a matter of technique and difficult technique. It must be learned early and thoroughly or it may not be learned at all. It must be carefully drilled in and be made second nature to the child.

Whenever any persons, country or age seek to substitute for this work anything else, they are either themselves deceived or deliberately deceiving. Other things may appear in the program of the primary school but they are simply subsidiary to the main program and designed to make the main program more easily acquired. Play, for instance, is there as a matter of health and recreation; moral habits are always to be indirectly acquired in home and in school, but the technical business of the primary school is to teach the child to read, to write and to cipher.

No vocational training has any place in a primary school. Any attempt to turn the primary school into a place for teaching trades or teaching agriculture or teaching housework as such is absolutely wrong and should be fought bitterly by every advocate of democracy and human uplift. This does not mean that for recreation or as discipline little children may not sew and wash dishes and cultivate school gardens, but this work must not be vocational—it must be simply a means of interesting the child in this main work of learning to read, to write and to cipher.

The next four years of grammar

grades are also mainly the carrying out of the work of the first four years, teaching the child to read for information as well as exercise; to write for self-expression as well as for mere communication; and to reason more clearly with mathematical correctness. It may be necessary at some times and places that a child from ten to fourteen be compelled to take some vocational work for self-support, but no country as rich as the United States or as enlightened can afford to make this necessary. It is becoming more and more fixed in our national thought that it is the business of a nation to educate a child up to fourteen years, that is through the grammar grades; and in addition to the three R's and the geography, history and language study that go with them we should add nothing to the curriculum which is not primarily for the helping of these students in this main work either directly or indirectly through inciting interest and correct habits of health and application.

After fourteen there comes an entirely different question—whether the child is to be trained directly for self-supporting work, as most children should be, or whether his talents are sufficient for him to be trained to greater service by longer methods of education.

NATIONAL AID.

THE nation will face after this war a tremendous and righteous demand for national aid to common school training. We must no longer allow our educational system to be a thing of shreds and patches and especially so far as colored people are concerned we must get rid of the menace of ignorance. Colored children under fourteen years must have good schools to which they can go and are compelled to go. Anything less than this is unworthy of the Land and the Day.

On the boards which control the administration of funds for the colored public schools the colored race must be represented. They must have a voice in their own education.

PHILANTHROPY.

THE Negro race in America owes a mighty debt, first, to that army of teachers that followed the emancipating hosts of the Civil War and taught the colored people until they were able in a measure to teach themselves; secondly, to the many millions of people, some rich and some poor, who now for a half-century have been giving monies to support Negro education. It is not strange that the time is approaching and practically is upon us when the stream of financial help from this source is beginning to cease. We must frankly face the prospect that after the war when new calls for help and rehabilitation pour in from all sides and ask aid and succor from an impoverished world that the flow of Northern wealth to Southern colored schools will definitely diminish.

This is natural. No system of higher education for twelve million people can expect to be supported indefinitely by charity. If turning from individual donors we look to the great educational boards, foundations and endowments there is little to hope for. For the most part these foundations are either such as are hard-pressed for funds, as in the case of the church boards, or have ideas with regard to the education of Negroes with which thinking Negroes do not agree.

What, then, is the future of higher education among Negroes to be? Three universities, Howard, Fisk and Lincoln, are probably upon an assured basis; the last two by reason of small endowments, the first because the Negro vote in the United States will probably insure continued appropriations by Congress. Three universi-

ties, however, are ridiculously inadequate. We may then turn to those colleges under the control of the various denominational boards.—The Congregationalists can, if they wish, use enough of their endowment funds to support Talladega and Straight as higher institutions, and they may do so. The colored constituency of the Methodist Episcopal Church will probably compel the maintenance at a fair state of efficiency of some schools like Claflin, Bennett and Clark. The Baptists are in a more debatable condition. Their Negro constituency has for the most part withdrawn to itself and is supporting its own schools, leaving the white Baptists with a small Negro constituency to support schools like Morehouse, Shaw and Virginia Union.

SELF-HELP.

NEGRO universities and schools of higher training have got to be supported by Negroes or, for the most part, they will not be supported at all. If we black folk want college training for our children, we have got to furnish it out of our own pockets. This is a harsh conclusion and in many respects an unfair burden. If men were wise and if sociology were a science, it would be easy for Negroes to show the people of the United States that the safest and greatest investment that this country could make of a thousand millions of dollars during the next decade would be the establishment of a series of Negro universities and higher technical schools throughout the United States. But the nation does not see it and it will not see it for one hundred years. Human beings today have been educated to the point where they recognize the need of philanthropy for the hungry, the cripple, the grossly ignorant. Many have been educated also to see the just demand of philanthropy for the diseased, the weak and the half-trained. Beyond