

What then must be the result if, through prejudice or because of a short-sighted policy, we cramp the minds and thus pervert the morals of one-half of our laborers? What, if instead of energizing this mass of muscle by an active brain, we withhold the influences of education? What, if instead of developing those moral sentiments which counsel temperance and frugality, we give the low vices a chance to grow in the rank soil of ignorance? Will the State become any richer by such a course? Will it be more desirable as a home? Will the poor-tax and jail-tax be lessened? Will property be more valuable, or shall we be more honored because we have kept a portion of our people *down*? These are questions for citizens of Maryland to ponder. They have a very significant claim upon our thoughts. They involve our interests and even our dignity as a civilized and progressive community of intelligent and liberal-minded men. They are directly, intimately connected with the education of the colored persons who are among us, who intend to remain with us, and whose services we need; the services of every one of them, and even of more; for the cry from all sections of the State is that labor is scarce, and industrious workmen can find prompt and abundant work.

Other reasons may be urged why Schools ought to be opened for colored children. These people for many years have been to us faithful servants, they have tilled our fields, and worked in our dwellings, performing acceptably all those duties which increase the convenience and comfort of social life. They have been our hewers of wood and drawers of water. Generation after generation has followed our bidding and helped to earn for us what we possess. In our homes their kind hearts have attracted the love of our children, and the faithful nurse is remembered with affection and treated even with respect. Now that they are free and provide for themselves; and this by no act of theirs, but by our will; our duty is to educate them, to give them knowledge enough to know how to provide for themselves. Grant them at least this much of the inheritance, that they may be able to take care of themselves and their families, and become valuable members of the community. This we owe to the colored people. To educate them is our duty as well as our interest.

The Constitutional provision by which the School money is divided according to population, without regard to color, I think imposes upon us a legal obligation to educate all children, without reference to caste, class or condition: and therefore in framing the bill which was presented to the General Assembly, I considered it my duty, as under the Constitution, to provide separate Schools for colored children, just as I would for any other class that I found in the State which could not mingle with the white children.

Money is appropriated and therefore ought to be used for colored Schools. According to the Constitution, all the money received from the 15 cent State tax is divided by the total number of persons between five and twenty years, white and black. Thus, one dollar and sixty-eight cents per year was apportioned to each person, and that sum multiplied by the total population between five and twenty years, gave the amount received by each County. Charles County, for instance, has