It is well situated, and has four good rooms. The school has suffered from a frequent change of teachers, but the most advanced class was doing well in all its studies. All the teachers were working earnestly, but with some loss of power, from a want of thorough classification in the school. We arranged the grades in the different rooms according to the proficiency of the pupils. Many of the leading colored people expressed a warm interest in the school, and promised to exert themselves for its support another year. The Trustees of the school building are men of position and property, and the city has paid the rent of the teacher's home during the last year. It seems a favorable place for a good Normal work, as the people are less oppressed by poverty here than in many places. We propose to continue the school if the people agree to pay a proper proportion of the expense.

We next went to Atlanta to consult with the officers of the Bureau in regard to the work in Georgia. We here visited the schools of the American Missionary Association, who are doing a large work, the schools being among the very best. They have several different grades, from a primary school up to a normal class, fitting for teachers. We were particularly pleased with the primary school. The teacher showed great skill in varying the exercises so as to keep all the little ones actively and usefully employed without weariness. The Normal class consisted of strong, intelligent looking young men and women, and showed the results of thorough and patient drill. They performed difficult combination exercises in arithmetic with great promptness and accuracy. Yet we could not but regret that more time had not been given to general instruction in practical subjects, such as physiology and the elements of natural science. The difficult
"The Freedmen's Record" is the organ of the New-England Branch of the Freedmen's Union Commission, lately New-England Freedmen's Aid Society, and is published by the Executive Committee.

All communications for or relating to the "Record" should be addressed to C. L. Forten, 8 Studio Building, Boston; and must be accompanied by the name and address of the writer.

REPORT OF THE COMMITTEE APPOINTED TO INSPECT THE SCHOOLS.

We started in April for a tour of inspection of the schools supported by the N. E. Branch. We reached Savannah on the 7th of April. Our own Society has no schools here, and the schools of the American Missionary Association were not in session, though we had the pleasure of seeing some of their teachers. We visited a Catholic school, the only one which we saw. It was taught by two French Sisters of Charity, who had been in this country only two years, and could speak our language imperfectly. One could not but respect the religious zeal and obedience which had sent these women across the ocean to work under such great disadvantages. We saw only one of them. She had a sweet, kind, intelligent face, but it was a hard task for her to bring into order the little undisciplined flock before her. She did her best with stick in one hand and Catechism in the other, but the littleurchins were rolling on the floor, laughing and shouting, and caring as little for one as the other. They receive children of all sects, but all must learn the Catechism of the Church. The writing was the best feature of the school. Doubtless these children will learn to read and write, but it is a pity that so much devotion could not be aided by better methods and a broader purpose.

At Columbus we found a good school-house, built by the Bureau, on land given by the city. It is well situated, and has four good rooms. The school has suffered from a frequent change of teachers, but the most advanced class was doing well in all its studies. All the teachers were working earnestly, but with some loss of power, from a want of thorough classification in the school. We arranged the grades in the different rooms according to the proficiency of the pupils. Many of the leading colored people expressed a warm interest in the school, and promised to exert themselves for its support another year. The Trustees of the school building are men of position and property, and the city has paid the rent of the teacher's home during the last year. It seems a favorable place for a good Normal work, as the people are less oppressed by poverty here than in many places. We propose to continue the school if the people agree to pay a proper proportion of the expense.

We next went to Atlanta to consult with the officers of the Bureau in regard to the work in Georgia. We here visited the schools of the American Missionary Association, who are doing a large work, the schools being among the very best. They have several different grades, from a primary school up to a normal class, fitting for teachers. We were particularly pleased with the primary school. The teacher showed great skill in varying the exercises so as to keep all the little ones actively and usefully employed without weariness. The Normal class consisted of strong, intelligent looking young men and women, and showed the results of thorough and patient drill. They performed difficult combination exercises in arithmetic with great promptness and accuracy. Yet we could not but regret that more time had not been given to general instruction in practical subjects, such as physiology and the elements of natural science. The difficult
exercises in arithmetic and the subtle analysis of grammar may be valuable as showing that colored pupils can do whatever white ones can, but they will be of little service to these young men and women in their work as teachers of district schools. Atlanta is a new city, almost rebuilt since the war, and has more of the activity of a Western town than any other of the Southern cities. There is so large a Northern element here that teachers do not have the opposition to contend with that is found elsewhere. The colored people are more prosperous and hopeful than in many places. They are turning their thoughts very much to buying land and building houses. It was encouraging to learn that the American Missionary Association are about closing their orphan asylum, finding but few who need this charity. We should have said that Columbus has already reopened its public schools for white children. We visited one which seemed to be orderly. The method of teaching was old-fashioned, but careful. We were rather coldly received by the teachers, so that we could not learn much about the school in the short time we could give to it.

At Charleston we gave much time to the Shaw School, examining it critically and carefully. The school-house is convenient and pleasant, and the teachers have a comfortable home directly opposite. The most remarkable feature of this school is the influence of the principal, felt throughout all the classes in the perfect order, and admirable methods of teaching, which we saw nowhere surpassed. Another interesting feature of the school is the employment of Southern teachers. We found these bright, pleasant girls, who have gained much from experience in the school, and are now good class teachers. Such an example is valuable as serving to promote good feeling among the whites, and as providing for the future needs of the school. Through Mr. Sumner's exertions, one of his former teachers has just graduated at a Massachusetts State Normal School, and is now ready to return to his aid.

We also visited the old Morris Street building, now occupied by a colored school, supported by the city. This school is regulated with the utmost military precision and order, and the instruction is methodical, though dry and technical. There is a hardness in their way of screaming out their exercises in concert, which is very unpleasant. Still we do not doubt that this school is as good as any of the public white schools. We were very much pleased with some of the teachers.

We could give only a moment to the American Missionary school. It is the most advanced in the city, and is undoubtedly a fine one. An arrangement exists between all but two of the colored schools in Charleston, not to receive pupils who have left each other's schools without sufficient cause. It is an excellent plan, and will do much to prevent rivalry between different societies, as well as to check the great evil of irregularity in schools.

A week at the Sea Islands was hardly sufficient to see and hear all that we wished, but our visit was full of interest and gratification. It was delightful to find that our teachers at Old Fort Plantation were not cut off from all social life, but received many kind attentions from the Union families at Beaufort. Too much cannot be said of the value of their work. They are like a good providence to the people, caring for all their wants, and leading them gradually upward. They resolutely guard against pauperism, and encourage habits of industry and self-reliance, by giving out their clothing only in payment for work. The work is done on the school-house grounds, and re- dounds to the advantage of the people in a threefold manner. The people have been very poor, but having their little ten-acre lots secure, and having at last learned to plant corn for food first of all, they are now beginning to rise above starvation, and to increase their home comforts. The school is as thoroughly well taught as if the teachers gave their exclusive attention to it.

We also visited with great interest the school on St. Helena, taught by Misses Towne and Murray, and supported by the Penn. Society. This is the oldest school which has remained under the same teachers, and it shows the good results of continued instruction. The school on Mr. Eustis's plantation has had many difficulties to struggle with. We hope the Bureau will give it some help next year, and that the people will be able to attend more regularly.

On leaving Charleston we began our tour
through the schools of South Carolina. We found the school at Summerville doing very finely. The location is not good. It is in the midst of a pine wood, and in long rains the water settles around the building so that the way is entirely impassable. The teacher is very isolated here, finding no sympathy from the whites. There are some bright, intelligent colored people who feel her value. She has had a good influence, as well outside as inside her school. We shall continue this school if the people contribute according to their means for its support.

The schools in eastern South Carolina were established mainly by Rev. B. F. Whittemore, while an agent of the Bureau, and we were anxious to visit them faithfully, especially those taught by colored teachers. In a few instances where the schools were off the track, we sent for the teachers to meet us, so that we saw all of them. We were surprised and delighted at the excellence of these schools. They are mostly taught by young men who were free before the war, and who received their education in a private school in Charleston. The order in the schools is very fine. In some of them the exercises are conducted with military precision. The instruction is careful and thorough, although not varied by as many general exercises as we might wish. We were sorry to see dictionary lessons forming a regular part of the school exercises. We regret also the use of corporal punishment in these as in many other of our schools. It is hard to fetter the action of a teacher who is contending with the great difficulties of organizing and teaching such a class of pupils, but the success of many teachers shows that they can be managed without the rod, and we believe it to be specially important that this relic of the days of slavery should be banished from their homes and their schools. These teachers need only to learn the best methods of teaching—and will, we hope, take a leading part in the future education of the State.

At Darlington, Camden and Sumter, the teachers are from the North, with former pupils as assistants, and the schools are doing a good work.

The work in South Carolina is especially promising. The State is a vigorous and energetic one, and many able men are taking part in its government. Such men as Mr. Tomlinson, Mr. Whittemore, Mr. Cardozo, and others who are well acquainted with the subject of education, and know what is necessary for a good public school system, are doing their utmost to secure this blessing for South Carolina. A school board is formed with one of our former teachers, Mr. Jillson, at its head and with superintendents for the different counties. We met some of these superintendents, who seemed very earnest to advance the cause of education for both colored and white. They are discussing the propriety of holding Teachers' Institutes, which would be a very valuable means of spreading information in regard to the management of schools. A school bill was offered in the last legislature, but from difference of opinion in regard to its provisions, and other causes, it failed to become a law. All those interested in the subject begged us to aid them by keeping the schools in full operation, at least one year longer, when they hoped they would be adopted by the State. We strongly recommend to the Society to do so. The Bureau has promised to put school-houses in good order, and to build new ones in important localities, and if we can put good teachers into them, they will have a great influence on the future character of the schools.

We turned aside from our own work to visit the school at Newbern supported by the New York Society. We here found traces of the early work of our valued teachers, Bessy and Anne Canedy. The school is a good one, and the advanced class shows an unusual degree of natural brightness and general information.

At Wilmington, too, we paused to see the white schools under the care of Miss Amy Bradley. It was interesting to compare her pupils with those of the colored schools. We failed to see any difference in the intellectual attainments, between these and the other schools we had visited. Under Miss Bradley's admirable instruction and fine moral influence they have made rapid progress, but there is a great disparity in the physical condition. Instead of the chubby, happy faces we had seen elsewhere, bright with the morning light of freedom, these children looked sad, sick, and lower in moral than in physical organi-
through the schools of South Carolina. We found the school at Summerville doing very finely. The location is not good. It is in the midst of a pine wood, and in long rains the water settles around the building so that the way is entirely impassable. The teacher is very isolated here, finding no sympathy from the whites. There are some bright, intelligent colored people who feel her value. She has had a good influence, as well outside as inside her school. We shall continue this school if the people contribute according to their means for its support.

The schools in eastern South Carolina were established mainly by Rev. B. F. Whittemore, while an agent of the Bureau, and we were anxious to visit them faithfully, especially those taught by colored teachers. In a few instances where the schools were off the track, we sent for the teachers to meet us, so that we saw all of them. We were surprised and delighted at the excellence of these schools. They are mostly taught by young men who were free before the war, and who received their education in a private school in Charleston. The order in the schools is very fine. In some of them the exercises are conducted with military precision. The instruction is careful and thorough, although not varied by as many general exercises as we might wish. We were sorry to see dictionary lessons forming a regular part of the school exercises. We regret also the use of corporal punishment in these as in many other of our schools. They are mostly taught by young men who were free before the war, and who received their education in a private school in Charleston. The order in the schools is very fine. In some of them the exercises are conducted with military precision. The instruction is careful and thorough, although not varied by as many general exercises as we might wish. We were sorry to see dictionary lessons forming a regular part of the school exercises. We regret also the use of corporal punishment in these as in many other of our schools. It is hard to fetter the action of a teacher who is contending with the great difficulties of organizing and teaching such a class of pupils, but the success of many teachers shows that they can be managed without the rod, and we believe it to be specially important that this relief of the days of slavery should be banished from their homes and their schools. These teachers need only to learn the best methods of teaching—and will, we hope, take a leading part in the future education of the State.

At Darlington, Camden and Sumter, the teachers are from the North, with former pupils as assistants, and the schools are doing a good work.

The work in South Carolina is especially promising. The State is a vigorous and energetic one, and many able men are taking part in its government. Such men as Mr. Tomlinson, Mr. Whittemore, Mr. Cardozo, and others who are well acquainted with the subject of education, and know what is necessary for a good public school system, are doing their utmost to secure this blessing for South Carolina. A school board is formed with one of our former teachers, Mr. Jillson, at its head and with superintendents for the different counties. We met some of these superintendents, who seemed very earnest to advance the cause of education for both colored and white. They are discussing the propriety of holding Teachers' Institutes, which would be a very valuable means of spreading information in regard to the management of schools. A school bill was offered in the last legislature, but from difference of opinion in regard to its provisions, and other causes, it failed to become a law. All those interested in the subject begged us to aid them by keeping the schools in full operation, at least one year longer, when they hoped they would be adopted by the State. We strongly recommend to the Society to do so. The Bureau has promised to put school-houses in good order, and to build new ones in important localities, and if we can put good teachers into them, they will have a great influence on the future character of the schools.

We turned aside from our own work to visit the school at Newbern supported by the New York Society. We here found traces of the early work of our valued teachers, Bessy and Anne Canedy. The school is a good one, and the advanced class shows an unusual degree of natural brightness and general information.

At Wilmington, too, we paused to see the white schools under the care of Miss Amy Bradley. It was interesting to compare her pupils with those of the colored schools. We failed to see any difference in the intellectual attainments, between these and the other schools we had visited. Under Miss Bradley's admirable instruction and fine moral influence they have made rapid progress, but there is a great disparity in the physical condition. Instead of the chubby, happy faces we had seen elsewhere, bright with the morning light of freedom, these children looked sad, sick, and lower in moral than in physical organi-
The marks of scrofula were almost universal, and everything gave the impression of a worn-out, effete race, expiating the sins of a long line of ignorant and vicious ancestors. And yet teachers and residents said, "Oh, if you had seen these children when Miss Bradley came here,—the change is wonderful!" Indeed, we know no stronger proof of what love for and faith in humanity will accomplish than may be found here. But a thorough reformation and improvement in North and South Carolina must begin very radically, even with the food of the people. They cannot rise much in the social scale until they ask for something better than "bacon and collards" to eat. A varied agriculture, giving them a finer diet, is needed to build up brain and muscle which will compete with the other civilized people of the Union. But judging from our observation, there is more danger of the white race dying out physically than the black.

At Raleigh we have only one school. We found, however, a delightful harmony here between the teachers of different societies. Our teachers are doing a good work, as much in the Sunday school and by their moral influence upon the people, as by the day school. We attended a concert of the Sabbath school, and were struck by the large number of able, vigorous young men who were present. They were very dark. Raleigh is a beautiful city, and its climate and productions began to remind us of New England once more. We were sorry to hear that the Normal School established by the Episcopalians with large help from the Bureau is not doing a work equal to the need. Raleigh seems exactly the place for a Normal school, and we were preparing to start one here, when this was established. Here, as everywhere, we felt the great evils of sectarianism in this work, and we wished that all could forget theological differences, and work together for a public school system.

The schools in Richmond have been so often visited, that we need not describe them in detail. The Normal School maintains its high reputation, and is as nearly perfect as we could expect such a school to be. We noticed here with pleasure the introduction of map drawing, which we saw nowhere else but at Balti-
one of the teachers. The exercises in the school were very good.

We did not visit Louisa Court House, as, owing to the illness of the teacher, the school was not in session; but we had the pleasure of meeting at Richmond Miss Chase’s young assistant, who made so favorable an impression at the festival. He is one of those who desire to continue their education at the North.

Mr. Pratt’s school at Orange struck us very favorably, and his pupils spoke of him with great gratitude and respect. Mrs. Pratt, too, seemed to be exerting an excellent influence in the school, and was teaching the girls to sew. Mr. Pratt’s fearless position in politics, and his determination to stand by the colored people in making their labor contracts, have made him very unpopular with the whites of his district, but we believe it is an unpopularity that does him honor.

The school at Culpepper was small, owing to the season. Many were away at work. The school-house is large and convenient. The school was orderly, and the teaching good.

The Baltimore Normal school keeps up to its high standard of excellence. We did not see it under favorable circumstances, as it was the day on which the soldiers’ graves were to be decorated, and the pupils were anxious to leave early. The exercises in arithmetic were especially good, and there is a beautiful spirit and a high morale pervading the school which is worth even more than its intellectual success. The pupils expressed great pleasure in the library which had been sent them, and when we asked them what kind of books they would like in addition, they said, “Poetry, History and Travels.”

One of our objects in this tour of inspection was to decide what schools to give up if our funds should prove inadequate to support them all another year. With one single exception we could not make up our minds to give up any. All are doing so good a work, all the pupils are so eager to learn, and so implored us to send “Miss Mary” or “Miss Jenny,” or whoever their teacher was, back to them, that we have not the heart to advise the Committee to refuse. Some changes will be inevitable, but we hope to increase rather than diminish the number of the schools.

Still, we do think the time is rapidly approaching when the schools should be adopted by the towns and states in which they are situated, with only a little help from the North. They will undoubtedly deteriorate at first, as they have done in Baltimore and Washington, but this period must be passed through, and it is as well to begin it soon. It will be very important to keep up the Normal Schools under Northern teachers for some time to come. This will secure a good influence upon the people, and furnish a model in school methods. To prepare for the relinquishment of the schools, we advise the Society to carry out strictly and fully the policy of requiring the people to contribute a fair share towards the expenses of the school, and to make the continuance of the teacher with them conditional on the fulfilment of this duty. We had frequent opportunities of advising the people, and never failed to urge upon them the importance of this measure, both as enabling the Society to support the schools, and as educating them to self-respect and independence.

We regret that many of the school-rooms are still destitute of the usual appliances for teaching. We wish to see all our schools provided with wall-maps and charts for oral instruction, but these are not furnished from the funds of the Society, and the pupils cannot be expected to do more at present than to pay for their text-books.

Wherever we went we asked the teachers what they specially wanted, promising to report their needs, in the hope that kind friends would appear to supply them. In one single instance we were told that a barrel of clothing would be most welcome, as the people of that town were very poor; but generally the adopted teachers said they would rather have what would benefit their schools than more clothing. The most frequent request was for wall-maps, and while we do not believe that a brilliant recitation of map questions—a mere naming of rivers, mountains and towns, with which the pupils have no associations—is studying geography, we think maps are an invaluable aid, and pity those teachers who are forced to do without them.

Primary charts and tablets always before
the eyes of the children are constant instructors; and copying from them will furnish the occupation which little children so much need "to keep them out of mischief," and out of discipline too, while the teacher is engaged with older classes.

Frequent oral instruction from the teacher, whether incidental to the class lessons, or in the form of general exercises to relieve the routine, is very important. But such instruction should always be accurate, even on minor points, and teachers' memories often fail, so that we regard an Encyclopædia, or, if not that, Worcester's Unabridged Dictionary, a most valuable gift.

We wish each of the Christmas boxes sent out this year might contain a copy of Hooker's Child's Book of Nature, Mace's History of a Mouthful of Bread, Mrs. Tenney's Pictures and Stories of Animals, one of the little Books of Songs with Motions for Primary Classes, or a book of directions for such simple gymnastics as are practised in our Public schools.

Nothing would come amiss that will serve as a reference book for the teacher, or as entertaining and useful reading for the pupils. There is no literature yet in their homes, and we should be glad to have the nucleus of a circulating juvenile library in every school-house.

We had great pleasure in distributing the trunkful of gifts which we carried, and would thank the many friends whose kind contributions enabled us to leave with each school some reminder of our visit. One of Mr. Prang's chromos, or photographs of Garrison, Phillips and W. L. G. St. L. W., given by Mr. Marshall, or a picture from the miscellaneous collection offered by Mr. Whipple and Mr. Black, are the first adornments of many a rough, bare school-house. The smaller presents of books, pencils, tablets, &c., were eagerly welcomed by the children, to many of whom a lead pencil is a great treasure. The suits of new clothes carried for Scipio, the blind minister, who, through the patient labor of one of our teachers, now rejoices over his Bible in raised type; and for poor John King, who, without hands, writes better than many of us, were received with "a thousand thanks" and a "God bless you," which we gladly convey to the generous tailor and the kind lady who solicited the gifts.

Our tour was one of great satisfaction. We found abundant reason to be thankful for the opportunity of good that has been given us in the past, and to be hopeful for the future. We found the people abundantly grateful for what they have received, full of hope and courage, striving to improve their condition, and to fulfil their duties as free citizens of the Republic. We found much that was sad and suffering in their condition, it is true. With freedom new temptations came, and if they can vote like the white man now, they can also drink and smoke like him. They are ignorant and narrow in their religious views, and full of prejudices on all subjects. All this any one who knows human nature should expect. We failed to see any great difference in moral or intellectual power between them and white people. But under the circumstances we do not believe any race on the globe would have conducted themselves better, or made more rapid progress than they have done.

It was beautiful to see, too, how our charity had been twice blessed. The lives of the noble men and women who have labored long in this work, under such difficulties and discouragements, have been enriched and beautified, until a glory seems to shine about them; or, as the negro woman in Richmond said, until "we know you by the heavenly light in your faces when you look at us." Cold must be the heart that does not warm to the gladness and warmth of feeling with which they welcome any one from the North. "We knowed de Lord came in with de Yankees," and "We felt o' kin to de Yankees," were their frequent expressions. We, too, "felt akin" to them, and repeated anew the grand text, "The Lord hath made of one blood all nations of men to dwell together in unity."

E. D. Cheney.
L. Crocker.

TO THE TEACHERS OF THE N. E. BRANCH
FREEDMEN'S UNION COMMISSION.

The Teachers' Committee have long been aware that the many admirable teachers of this Society, in their isolated and independ
positions at the South, with no school committee to advise or interfere, have tested their own theories of teaching and discipline, developed many original methods, and gathered rich stores of experience.

These results are of too great value to continue longer the special treasures of individual teachers, and therefore the Committee desire to call them together before they return to their work in the autumn, and give opportunity for a free discussion of their ways and means.

That the meeting may take some definite form, and the teachers be prepared to give expression to their thoughts, the following topics are suggested for consideration, with the hope and expectation, however, that they will compare freely their experiences, and seek advise or suggestions on any subjects relating to schools.

It is earnestly desired by the Committee that all teachers, North or South, who cannot attend the proposed meeting, will send to the office, before the 15th of September, answers to these questions, with such remarks on other points as may occur to them.

Teachers who may not return to the work are urged to give the benefit of their past experience.

QUESTIONS FOR DISCUSSION.

1. Means used to secure good discipline, and create a high moral tone in a school.
2. Methods of exciting an enthusiasm for study, and teaching pupils to think.
3. Arrangement of daily programme. What studies should come early in the session? Why?
4. Best time for attending to the business of a school, giving general directions, roll call, &c.
5. How often should the mental tension and physical weariness of pupils be relieved, and in what ways?
6. What simple physical exercises can be introduced?
7. Is the time allowed for recess to be counted as gain or loss?
8. How do you secure good ventilation?
9. Does the teacher do the greatest good to the greatest number by insisting upon regular attendance and good classification of the irregular elements that make up the Southern schools, or by considering largely the special wants of individual pupils?
10. How secure promptness, accuracy and attention during recitations?
11. Is raising of hands in classes objectionable or desirable?
12. Can elementary schools aim at imparting general information without sacrificing thorough and constant drill in the elements? If so, how?
13. Suggest varied and useful occupations for primary classes when not reciting.
14. Best methods of teaching Reading to obtain clear articulation and good expression.
15. Best methods of teaching Spelling and a correct use of language. How far does the study of the dictionary as speller and definer promote this?
16. What does the study of geography include beside a brilliant recitation of "map questions?"
17. When are exercises in mental arithmetic to be discontinued?
18. Is the rapid and correct solution of problems in mathematics sufficient test of the thoroughness of pupils?
19. How teach Notation, Numeration, Addition, Subtraction, Multiplication, Division and Fractions?
20. How teach writing?
21. How and when introduce Singing?
22. Has the teacher as teacher a right to disregard physical or mental laws? If not, why?

The meeting will be held at the Rooms of the N. E. Women's Club, No. 3 Tremont Place, September 22d. Lunch at 1 o'clock, P. M. Meeting to begin punctually at 2 o'clock, P. M.

Voted, To pay the railroad fare of teachers for the ensuing year who are not obliged to pass through Boston in transit, but will come to attend the meeting.

TEACHERS' FESTIVAL.

The Welcome Festival for the returned teachers was held at the Parker Fraternity Hall, July 1st, and, as usual, gave great pleasure to the teachers and their friends who assembled to meet them.

The hall and ante-room were well filled at
an early hour. Col. T. W. Higginson pre¬
sided with his usual grace and happy humor.
Three young ladies presented each of the
teachers with a bouquet of fragrant flowers,
and Col. Higginson claimed the privilege of
counting among past and present teachers of
Freedmen, Wm. Lloyd Garrison, Sam'l J. May,
John F. W. Ware, J. T. Sargent and J. G.
Whittier, who were present on the platform.
The presence of the venerable poet gave a
great charm to the meeting, and his name was
greeted with loud applause. Indeed, few poets
are so well known among the freedmen as the
author of Barbara Frietchie, the Port Royal
Boatmen's Song, and the Emancipation Song,
written for the children of St. Helena I.
Addresses were then made by Wm. L. Gar¬
rison, B. F. Whittemore, of South Carolina,
J. F. W. Ware, of Baltimore, and others, and
by a few of the teachers,—Mr. H. T. Hartwell,
of the Baltimore Normal School, Miss Sarah
Chase, of Florida. Mr. Poindexter, a pupil
and assistant-teacher in Miss Lydia Chace's
school at Louisa Court House, made a few
remarks, which by their simplicity and good
language, pleased all. Here was a living
proof of the results accomplished.
Miss Edmonia Lewis, the gifted young
sculptor of mixed African and Indian blood,
who has just returned from Italy, was also
present, and received a bouquet and a warm
welcome.
An appeal was made by Mrs. Cheney for
the Charlottesville school-house, and one hun¬
dred and forty dollars pledged on the spot.
After which good deed the chairman allowed
all parties to go up and partake of the ice
cream and cake prepared for them. The
company lingered even longer than usual,
loth to separate, and teachers and committee
are already beginning to talk about the prop¬
riety of an earlier and longer session next
year.

SEVENTH SEMI-ANNUAL REPORT ON SCHOOLS
FOR FREEDMEN.
BY J. W. ALVORD.
Maj. Alvord's report, as usual, is full of val¬
uable statistics and excellent suggestions. He
gives a review of the educational work for
Freedmen in all the Southern States, showing
the progress that has been made during the
last year. His summary is full of encour¬
agement, though he does not think we have
reached the goal of our labors, but that the
work ought to be carried on for a few years
more, or much that has been accomplished will
lose its effect. We must remember that this
report is dated January 1st, and does not,
therefore, cover the most important portion
of the school year. We are glad to find, how¬
ever, that during the usual vacation many
schools were continued. He reports in all the
States during the vacation period,—

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Teachers</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day &amp; Night Schools</td>
<td>802</td>
<td>908</td>
<td>35,905</td>
</tr>
<tr>
<td>Sabbath Schools</td>
<td>521</td>
<td>2,124</td>
<td>34,082</td>
</tr>
<tr>
<td>Total</td>
<td>1,323</td>
<td>3,032</td>
<td>69,987</td>
</tr>
</tbody>
</table>

This is an important point to be gained, as
many of the children can attend school better
during the summer season than at any other
time. Still it is impossible for our Northern-
teachers to remain and teach throughout the
year without serious injury to their health.
Many of these schools were, as is said by the
superintendents of the States, taught by the
colored people themselves, and were of little
value. When a State system is organized,
probably a summer and winter school will be
held in the rural districts.
The increase in the work during the last
three years is as follows, from January 1st,
1868, to January 1st, 1869:—

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>330</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>2,494</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupils</td>
<td>3,415</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The consolidated report, which is worthy of
careful study, shows that Virginia and Ken¬
tucky have the most schools, next comes North
Carolina and Louisiana, while Florida has
only 16, and Missouri and Kansas together
have the same number. It is evident from
this report that no State is fully supplied
with schools, while in many the provision is
totally inadequate.
The number of white pupils in all the
schools is 584. It is always difficult to draw just conclusions even from such statements. The teachers report differently; some counting those white who have only a small portion of African blood, and others only the pure white.

The whole cost for educational purposes paid by all parties during the six months, was $936,735.89. The average attendance is reported as equal to that of white schools throughout the Northern States. 26,293 pupils have paid tuition amounting to $57,741.98. This sum has been paid by 80,656 pupils, of whom 75,852 had been slaves up to the time of the war. 914 of the teachers are colored. These facts speak for themselves as to the energy, industry and desire for education among this people. This sum by no means represents all they have done, as in many cases they have built or repaired school-houses, or furnished the board of the teacher besides this amount paid as tuition.

We have noted many interesting extracts, which we shall give to our readers as space permits.

EXTRACT FROM MAJ. ALVORD’S REPORT.
The schools in this department have, for the last six months, been conducted on the same plan as heretofore, with the exception of those in Washington and Georgetown. These have mostly been transferred from the bureau to the city authorities. This transfer, however, has been gradual, and extending over a much longer period of time.

The public fund for the education of colored children of the district is expended by a separate board of trustees, appointed according to a law of Congress, by the Secretary of the Interior. These trustees have their own superintendent, and their schools, under circumstances of some embarrassment, have done well. They are all included in our report.

Night schools.—It is to be regretted that the excellent system of night schools, formerly in operation under the supervision of the above trustees, was entirely suspended during last winter. The adult population, especially young men employed during the day, but able to study evenings, have complained bitterly of this neglect. A few night schools have, however, been carried on, mainly by the Unitarian societies; and we learn that other voluntary arrangements are in progress to renew and extend this system of night instruction.

Only poor schools permitted.—The school officers in West Virginia seem willing generally that the colored people should have schools, but are not disposed to put them under white teachers; at least not those from the North. They will employ poorly fitted colored teachers, and be satisfied with very indifferent schools.

Injustice.—The colored people are dealt with unjustly in many cases, and our agents have been able to give but little assistance in this respect. The great remedy is the ballot. The whites are friendly in a certain way; they want the negroes to stay in the country and work, and keep in their subordinate places, but are suspicious of Northerners who come to teach, advise or help the freedmen. I excited popular indignation in Romney by an evening’s talk, such as I am accustomed to give in other places, and was threatened with violence, but experienced no harm.

The colored people in West Virginia are increasing in numbers and intelligence. The new colored school building in Charlestown contains the finest hall in the place.

HOWARD UNIVERSITY.
We have just received a copy of the Catalogue of the Howard University, Washington, for the years 1868–1869, by which we learn that there are 172 pupils (most of whom are from the Southern States) in the whole school,—including Normal and Preparatory, College, Law, and Medical Departments. There is also an Agricultural Department which, “besides furnishing practical instruction and healthful exercise to the students engaged, assists them in defraying their own expenses. Many of the students employ a part of their time, after study hours, in working in this department, and receive a given sum per hour for the time so spent. Lectures on agriculture are delivered weekly and instruction calculated to combine theory with practice is given.”

“The financial condition of the University is satisfactory; no debt now exists to cripple its energies or retard its progress. The build-
ings and the land are paid for. What the Institution chiefly needs is the means of enlarging its operations into completeness, according to its plan; the endowment of professorships and scholarships."

From an interesting account of the exercises at the second anniversary of the University, published in the "Washington Daily Chronicle," we take the following extract:

Mr. Shadd, a youth of sixteen, read with such grace and earnestness, and his production was received with such enthusiastic applause, that we insert it entire:

FOUR MEN OF OUR TIMES.

The great struggle of might against right, which has been going on in the country for the last third of a century, has brought to the surface many a choice gem, which, under other circumstances, would never have revealed its lustre to dazzle the world. The late war for the life of the nation and for liberty produced many a hero whose name will appear on the page of the nation's history. We will speak briefly of a few of these representative men.

First: the "persevering man." In a nameless hovel in the State of Maryland, about fifty years ago, the birth of a being was chronicled. It was good news to the mother, because a "man" child was born into the world; good news to the proprietor of the plantation, because one more was added to the list already full of young live stock on the plantation. This new creature was allied to domestic animals, and was often compelled to dispute the rights of the little dog and pig for scraps to appease his hunger. He began life as a chattel, as a thing to be bought and sold, as butchers buy and sell beef and pork. The odds were fearfully great against him; yet God, his Maker, had implanted a spark of divinity in him, and this gave him courage and showed him the way out of his darkness. He hoped great things and went forward. "Onward and upward" his lofty watchword was lifted. The pathway from chattelism to manhood was rough and thorny, yet he dared to walk in it. In the year 1841 a great anti-slavery convention was held in Nantucket, and the chattel, the slave of 1816, was greeted among the sons of men as a type-setter. His extreme youth forbade the hope of much for the future. But diligence and time did the work. Five years passed, and all of his earthly effects were tied up in a bundle, except a few principles which he had inherited from his Scotch ancestors. He entered New York city and immediately applied for a position in a printing office, and obtained a place, although the foreman was far from being prepossessed in his favor. Two years later the printer boy set up for himself, and issued the first number of the Evening Post, price $2 two cents. Ten years after the day in which the white-headed boy entered the Metropolitan city, the New York Tribune began, with 600 subscribers. At the end of the first week the expenditures and receipts stood as follows: Receipts, $92; expenditures, $25. One thousand dollars were borrowed, and the ship was afloat. The rest you already know.

Again: The "victorious man." "Just as the twig is bent the tree's inclined" says the wise saying of old. A boy is sent with a team to the woods for a load of logs. He was told that he would find men all ready to load the logs for him. When he reached the spot the men were not there. As Leonidas, the Spartan, when sent to defend the Pass of Thermopylae, resolved to obey orders, although the host of Xerxes confronted him, so that victorious boy determined to load his logs alone. By mechanical skill he did it, and drove home with his load. The rest you can learn in the history of Forts Henry and Donelson, of Vicksburg, Chattanooga, Richmond and the White House at Washington, and the end is not yet.

Lastly: The "Christian soldier." It has been truly said that it is next to impossible to starve a genuine Yankee. Give him but a jack-knife and a shingle, and he will whittle out something to sell. Place him on a desolate rock in the ocean, and he will soon open communication with the nations. Ralph Emerson has said of the genuine Puritan stock that they were like a cat, which when she falls manages to light on her feet. Send such on a mission and they will make a success of what they undertake. But it is a melancholy truth that the religion of some does not bear transportation. Of this, many a Western emigrant has been a sad example. Many who years ago crossed the plains to reap a golden harvest have made a shipwreck of their Christian hopes. The trial was too great; the tide was too strong. Many a hopeful man went into the army and came out a mere wreck; but that was not true of every one. Some came forth from the war without the smell of fire upon their person. The furnace was heated seven times hotter than was wont to heat, yet they came forth from the furnace purer than when they entered it. This was caused by the presence of a fourth person, one like unto the Son of Man who quenched the violence of the fire. They ceased not to pray and to do their duty as Christian men. In eternity, many will rise up to call them blessed. Such was
the hero of Fair Oaks, Second Bull Run, Antietam, Fredericksburg, and Chancellorsville. Such was the character of the man who took command of the right wing of General Sherman's grand army on his way from Atlanta to the sea. Then comes the great fight of the one-armed general in the cause of freedom, and to secure right to the poor. The end let us pray, that it may not come until the colored men have their rights, and every man sit under his own vine and fig tree, and there be none to molest or make afraid.

EXTRACT FROM A LETTER FROM A NATIVE TEACHER.

FLORENCE, S. C., July 5, 1869.

MRS. EDNAH D. CHENEY.

Dear Madam:—The closing exercises of the School took place on the 30th ult., in the presence of a large crowd of spectators, both white and colored.

The prompt answers of the children to some very hard questions, and the solving of some very difficult problems, brought forth many encomiums from them. All present were delighted with the exercises; even those who erefore have said that the "black man" was not capable of receiving instruction, were convinced to the contrary, and made speeches complimenting the children highly for their attainments, giving them some very wholesome advice, and assured them that they would do all they could for the cause of education, and the elevation of their race.

The prizes came safe to hand in due time, and were thankfully received and highly appreciated.

Thus ends the session of arduous toil, but I ask God to see that my labor was not in vain, and I hope to return with renewed energy and vigor to resume the exercises of other session.

Your obt. servant,

JOSHUA E. WILSON.

TO APPLICANTS.

The Teachers' Committee will close its sessions July 28th. During the vacation Miss Forten will be at the rooms from 10 till 2, to receive applicants and to answer letters. The meetings will be resumed Sept. 8th, after which time all the arrangements for reopening the schools will be made as soon as possible.

We have seen in a private letter a brief account of a grand celebration at Monrovia, which shows that the freemen of Liberia are not behind their brethren on this side of the water in love of liberty and education. The celebration was held on the first of December.

The exercises consisted of singing, reading and prayer, addresses, &c., in the usual Fourth of July style. Among the musical pieces "Let the bright Seraphim," which shows cultivated taste. The Marseilles Hymn was also sung, and the following original composition:

ALL HAIL, LIBERIA.

All hail, Liberia, hail.
This glorious land of liberty shall long be ours.
Though new her name, green be her fame
And mighty be her powers.

In joy and gladness, with our hearts united
We'll shout the freedom of a race benighted—
Long live Liberia, happy land,
A home of glorious liberty by God's command.

All hail, Liberia, hail.
In union strong, success is sure. We cannot fail.
With God above our rights to prove
We will the world assail.

With heart and hand our country's cause defending,
We'll meet the foe with valor unpretending.
Long live Liberia.

We cordially respond to the sentiment of this song, and pray for blessings on the young republic of Africa.
NEW ENGLAND BRANCH
OF THE
FREEDMEN'S UNION COMMISSION,
(Recently New England Freedmen’s Aid Society.)
8 STUDIO BUILDING.

"This Commission is constituted to aid and co-operate with the people of the South, without distinction of race or color, in the improvement of their condition, upon the basis of industry, education, freedom, and Christian morality. No schools or supply depots shall be maintained from the benefits of which any shall be excluded because of color."—Art. II.

Constitution.

President.
Hon. WILLIAM CLAFLIN.

Vice-Presidents.
Rev. J. M. MANNING,
EDWARD ATKINSON.
Rev. EDWARD E. HALE,
Hor. JACOB SLEEPER.
Rev. J. F. CLARKE, D.D.
H. W. HOOPER.
Wm. B. ROGERS.
AND S. PHILBRICK.
WM. HAGUE, D.D.
W. L. FEUZE.
C. R. C. WATERSON.
J. L. BARON HUMMEL.
Wm. LLOYD HARRISON.
Hor. T. D. ELOIT.
Dr. H. L. BOWDITCH.

Maine.
Ex-Gov. SAMUEL CONY.
Hor. I. WASHBURN, Jr.

Rhode Island.
Hon. SETH FADELORD,
JOHN CARTER BROWN.
Gov. A. E. BURBIDGE.
Prof. A. E. CASWELL, D.D.

Treasurer.
EDWARD W. HOOPER, 4 Pemberton Square.

Recording Secretary.
J. A. LANE, 43 Franklin Street.

Auditor.
WILLIAM ENDICOTT, Jr., No. 33 Summer Street.

Executive Committee.
Rev. JOHN PARKMAN, 8 Studio Building.
Prof. E. J. CHILD, Cambridge.
Rev. EKISHA D. CHERRY,
H. W. HOOPER, 4 Pemberton Square.
Hon. MARTIN BRIMMER,

Committee on Teachers.
Rev. JOHN PARKMAN, 8 Studio Building.
Mrs. E. D. CHERRY, Sec'y, 26 Church St.
Rev. CHARLES LOWE,
Mrs. J. A. LANE, 43 Franklin St.
Mrs. E. W. GANREY,
Miss E. CROCKER.
Miss ABBY W. MAY,
Mr. W. M. C. GANREY,
Miss H. H. E. STEVENSON,
Rev. G. H. HEPWORTH.
Rev. A. H. MINER, D.D.
Miss H. H. E. STEVENSON.
Mr. WILLIAM CONNOR.
Mrs. CHAS. G. LORING.
Mrs. EMMA C. ROGERS.
Mrs. GEO. R. RUSSELL.
Miss ANNA C. LOWELL.
Mrs. SAMUEL C. COY.
Henry P. RIDDEN, Esq.
Col. T. W. HIGGINSON.

New Hampshire.
Hon. I. GOODWIN.
T. H. EHRICK.

Vermont.
Hon. C. W. WILLARD.
Hon. A. B. GARDNER.
Hon. LUCY P. POLAND.

Committee on Clothing and Supplies.
Miss ABBY W. MAY,
Miss M. C. STEVENS.
FRANCIS J. CHILD.
DR. SAMUEL C. COY.
CHARLES A. CUMMINGS.
Rev. FRED FROTHINGHAM.
Rev. J. H. CHAPIN.

Committee on Correspondence.
Hon. MARTIN BRIMMER, 48 Beacon St.
WILLIAM ENDICOTT, Jr., 33 Summer St.
E. W. KINGSLEY, 14 Summer St.
C. W. CEDWALLAHER CROFT, 37 Franklin St.
J. L. BOWDITCH, 29 State St.
HAMILTON A. HILL, Esq., 3 Tremont Place.
JAMES J. HIGGINSON, Esq., 40 State St.
EDWARD HARRIS.
HENRY LOOMIS, 18 Burlington, Vt.

Committee on Finance.
Hon. M. H. TOWNSEND, 48 Beacon St.
WILLIAM ENDICOTT, Jr., 33 Summer St.
W. C. ROGERS, 7 Park Square.
CHARLES B. CODMAN, 7 Park Square.
J. L. BOWDITCH, 29 State St.
HAMILTON A. HILL, Esq., 3 Tremont Place.
JAMES J. HIGGINSON, Esq., 40 State St.
EDWARD HARRIS.
HENRY LOOMIS, 18 Burlington, Vt.

Books for Freedmen and their schools should be sent (express paid) to C. L. Forten, 8 Studio Building, Boston, Mass.
Each package should contain an invoice of the contents, and a duplicate copy should be sent above, to C. L. Forten.