

OFFICE OF
Superintendent of Public Instruction.

Raleigh, July 16th, 1890.

Hon. Elias Carr,

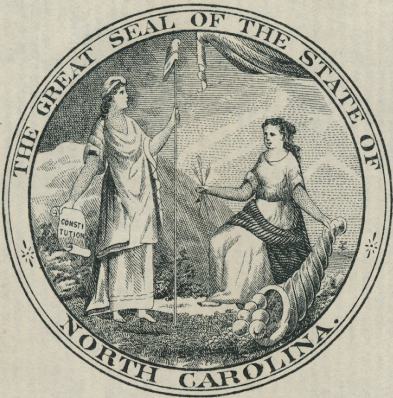
President of the Farmers' Alliance,

Old Sparta, N.C.

Dear Sir :-

I do not know what your view is as to public education, but I trust it will not be considered improper for me to express some thoughts on that subject to you as the head of the Alliance in this State. Evidently the farmers of our State are more and more recognizing the necessity of better educational facilities for their children.

1. The education of the masses of the people never has been and never will be accomplished except by the State. Without the education of the great body of the people, the State cannot prosper and keep pace intellectually or materially with other States that attend to this duty more liberally and effectually, if indeed her liberties, civil and religious, can be preserved.
2. In the very nature of the case the country districts are more dependent upon the general public school system than are the cities and towns. I need not elaborate this thought.
3. Ignorance in individuals has always meant and will always mean some kind of slavery to intelligence.
4. Ignorance in communities and states has always meant and will always mean some kind of slavery to the more intelligent communities and states.
5. Ignorance in different classes that make up a community and state has always meant and will always mean some kind of slavery to the more intelligent classes of that community or state.
6. If these statements are true, and I do not think they can be doubted, our State must do more for public education or she must suffer the legitimate consequences,



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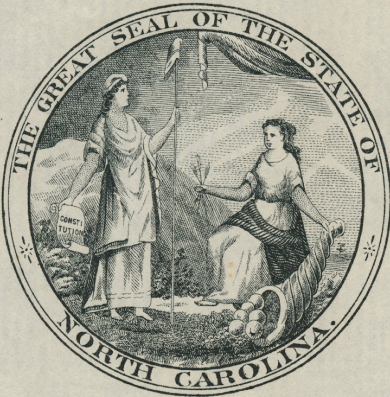
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which are some kind of slavery to somebody else. As the great body of the people of the State are farmers, they are specially interested in seeing better educational facilities; and as they constitute so large a part of the voters, in them lies the power to apply the remedy.

7. I beg to present the following table that shows what the Southern States are doing for public education, really and comparatively:

States.	Total population estimated in 1889.	Total school Revenue.	Amount per capita of total population.	Average No. of days schooling per annum.
Maryland,	1 041 392	\$1 828 178	\$1 76	190
Virginia,	1 724 058	1 558 353	90	119
W. Virginia,	733 443	1 234 578	1 68	102
No. Carolina,	1 730 460	700 000	40	63
So. Carolina,	1 124 123	430 669	39	72
Georgia,	1 726 029	751 662	44	65
Florida,	371 560	484 110	1 30	139
Kentucky	1 866 241	1 754 107	94	95
Tennessee,	1 811 709	1 023 893	57	77
Alabama,	1 579 912	712 808	45	79
Mississippi,	1 259 783	839 797	67	84
Louisiana,	1 162 242	514 270	44	89
Texas,	2 234 157	2 778 172	1 24	116
Arkansas,	1 214 961	901 191	74	
Missouri,	2 490 567	4 357 636	1 75	105
Total	22 070 653	\$19 769 444	Avr. 89.	Avr. 99.
Northern States-	37 399 977	\$102 685 808.	\$3.01.	
United States-	59 470 630	\$122 455 252	\$2.05	



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this table

In brief, it shows that we spend for public education only 40 ¢ to each man, woman, and child, or about \$1.20 to each person of school age--between 6 and 21; while the average in the Southern States is 89 ¢ to each man, woman, and child, or \$2.67 to each person of school age. That is to say the public education force in North Carolina so far as the money is concerned is less than one-half the average in the Southern States; and less than any one Southern State except South Carolina.

Further, so far as length of school term is concerned, we have only an average of 63 days, which is less than any Southern State, and much less than the average in the Southern States, which is 99 days. Look at these figures:

40 ¢ in N.C. per capita on the whole population.

89 ¢ in the Southern States per capita on the whole population.

\$2.05 in the United States per capita on the whole population.

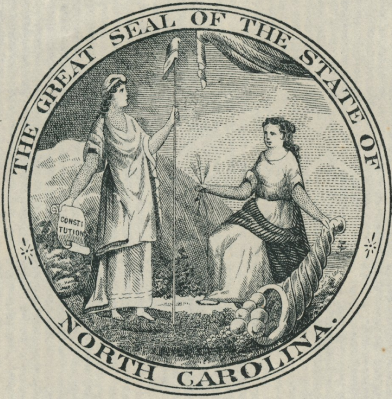
\$3.01 in the Northern States per capita on the whole population.

These figures are not absolutely correct, but they approximate very nearly the exact truth. I cannot analyze them to mean anything but some kind of slavery to other communities and states, and I think they show conclusively some necessity for an immediate increase in the school fund.

B. Of course you know very well that I am not complaining. This is the peoples' business, but as their Agent in the great matter of public education I feel that it is my duty to give them all the facts and information that I may have. In further pursuance on this line of policy, it may not be out of place for me to state that the negroes in the State pay, I think, about one-half of the school money expended on them, that is to say \$120,000. Of course the proportion varies in different counties. Any one can see how it is in his own county by calling on the Register of Deeds and County Supt. Pub. Inst. In this estimate I include not only what the negroes actually pay on their polls, but a fair proportion of fines, forfeitures and penalties, and of liquor license. On the subject of the education of the negroes I have been forced to the conclusion that they are not much, if any, more burden on the property of the State than other poor people would be who would take their places on farms if they were gone. Besides, others who come would go into the school rooms with our own white children.

I have addressed you this communication for such use as you may think proper to make of it. My main purpose is to do what I can to get the farmers and the

on the part of North Carolina



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Farmers' Alliance to see this question as it is. To that end you may publish it if you wish or use it in such way as you think best to bring it to the attention of the State Alliance.

I shall hold myself ever ready to give any information in my power and to work conservatively for such increase of our school facilities as the people may be able to bear. I know that the schools cannot be made satisfactory without more money.

Very Respectfully,

S. M. Fingen

Dict.

Supt. Pub. Inst.