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The Education of The Masses
R.H.W.

Mr. President, Mr. Principal, Ladies and Gentlemen and Fellow
Students.

I am glad Dr. Hill told you that story. I was going to ask some
one to please smile. This is a happy occasion, A brighter November morn-
ing I never saw. The sun is shining, the birds are singing, and all the
world is rejoicing with us because we are seventy years young to-day. I
came to you with hearty greetings and good wishes from the East Carolina
Teachers Training School, now in her seventh year.

The subject assigned to me to-day is one Dr. McIver talked on up
to his death, Dr. E. A. Alderman has given the best of his life to, Commis-
sioner Claxton has advocated ever since he caught the spirit in North
Carolina, Superintendent Joyner ^{is constantly} ~~has lost most of his hair~~ advocating, and
the lamented Aycock gave his life to, and yet others must take up the theme
and advocate it until every man, woman and child in North Carolina believes
in the Education of The Masses.

This subject, the Education of The Masses, is close to my heart.
This means the education of all the children of all the people. We can
never have a real democracy until all the children of all the people com-
posing the democracy are given the foundations of an education.

The stability of our Government depends upon an intelligent citizen-
ship. If ignorance and superstition are not completely blotted out of our
civilization our form of Government will remain the world's great Governmental
experiment. Blot these two out and our Government will become the world's
great model in state organization.

There is a distinct difference between Individual liberty and
Political liberty. The women in our Nation enjoy Individual liberty in a
marked degree, but they have not yet been given Political liberty in all of
our states. They are protected by the laws in person and in property, but

they have not been given the ballot. Suffrage is not a right *co-extensive* with citizenship and never should be. (I am not going to discuss woman suffrage. My theme to-day is neither for ^{it} nor against it.) The privilege of the suffrage should be granted by the state only to those who have that intelligence that will enable them to exercise their political freedom for the best interest of the state. As the intelligence of the voting public is increased the stability of the Government will be insured. Ignorance on the part of the voting public is a menace to the Government. Therefore, I repeat, the stability of our Government depends upon an intelligent citizenship.

The material prosperity of our people depends upon universal education. The wealth of any community is dependent upon the type of citizenship in that community. Anything, therefore, that improves the citizenship increases the wealth of the nation. Our natural resources are worthless until intelligence lays hold of them and turns them into human utilities. The young child may grow up in ignorance and become a public charge, or intelligence may be applied in his education and develop a self-supporting and wealth producing citizen. If the work of this school, and it does, takes those who have physical handicaps and by teaching them changes them from public charges to wealth producers, then this is one of our state's productive industries. It is, viewed from a cold blooded dollars and cents stand point, a good business proposition. And this is only one of the many duties the state owes to its young citizenship. The schools of North Carolina are the great wealth producers of our state. Our material prosperity is dependent upon universal education.

Morality is dependent upon the true education of all the people. The man ⁱⁿ ~~of~~ ignorance can not see his obligations to his fellowmen. True education will make the individual realize his obligations, his duty to his fellow-beings, and after all, that is what we mean by morality and perhaps also what we mean by culture. David Starr Jordan says, ^{rc} The best element in

Culture is to be able to put yourself in the other man's place. When education fails to make the one taught see his duty to those with whom he associates, then it falls far short of its true function. Without this moral development the individual becomes a trained machine and not a developed human being. "Am I my brother's keeper?" and the answer, "What hast thou done? the voice of thy brother's blood crieth unto me from the ground" has been ringing into the human ear from the time the Lord spoke to Cain about his immoral life. What hast thou done? If nothing for your suffering fellow man, then his blood crieth to God from the ground. Am I my brother's keeper? The very foundation of a republic answers this question for each of us. I am. And this is morality. Our moral safety, therefore, depends upon true education of all the people.

Intellectually the world to-day is only in her infancy. When old Abraham turned his back upon the Chaldeans and left Ur and went out into the world to find a "City which hath foundations, whose builder and maker is God", he was only looking to the future. He was breaking away from the ignorance and superstitions of his day. But in his most visionary moments he never dreamed of a civilization such as we have to-day.

When the first steam railroad was built men said it was not true, that the thing was not possible. They even proved by mathematics that an engine could not be so constructed as to carry a train of cars. To-day, we have our palace cars and railroad travel is so easy, convenient and cheap that San Francisco is closer to Raleigh than Richmond was a few years ago.

When the first message was sent by the Morse system of telegraphy, indeed, it was "What hath God wrought", and men said it was not true. Even in my day I have seen school boys looking for the hole in the wire through which the message went. When the telephone was perfected men said it was not so, impossible-- but to-day the whole world talks over the wire.

Then came the flying machine and men said it is impossible. Yet, to-day in war, men fight thousands of feet in the air, and fathoms under

the sea as well as on land and water.

Only a few days ago a man standing upon a hill in Virginia, called to his friend in Paris, and behold another friend in Honolulu heard the call and recognized the voice of his friend Webb. We are only in our infancy in the world's advancement. Now, all men talk and God hears, some day God will talk and all men hear.

In Abraham's time an education was not so essential. To-day, it is impossible to amount to anything without some learning. Human happiness depends upon individual enlightenment. You can not enjoy the cartoons, the funny paper, not even Mutt and Jeff, without what was a liberal education, a generation ago. Universal education must come if we are to prosper.

As human society is now organized, instead of helping all who are born into this society to become the best possible of his type, we have a great vortex into which we are constantly pushing helpless babes and unfortunate youths, and then we are spending much of our time in pulling them back. Ignorance and superstition pushing them in and intelligence and sympathy are pulling them out. Many of these we have before us to-day are blind because of ignorance and superstition. Many of the boys in the Stonewall Jackson Training School are sent there because human society is not properly organized. Many of the feeble minded in the school at Kinston are sent there because of ignorance and superstition. In all of these institutions many might have been saved and should be saved in the future. What a curse to our civilization is ignorance and superstition! What a blight to our State! It is a mill stone around the neck of North Carolina, but it shall and it will be loosed and our people made free. Free to work out a greater destiny for our State. Free to work out a fuller individual life for each citizen. Free to make better men and better women and better homes. Free to become God like and to live the fullest life.