

attitude the child for the man, and the health and future happiness of this child are sacrificed to present gain.

This question is one that has had to be met in every manufacturing country and in every instance it has been found to be the part of wisdom, looking both to the mental and moral uplifting and the material advancement of the people, to prohibit the labor in mills of children of tender age. England, France, Germany, and all the principal manufacturing countries of Europe, and all the manufacturing States in the North in our own country, after thorough investigation and long experience, have decided in this manner. The question is a new one in the South only because the South has within very recent years developed into a manufacturing section.

The manufacturing industries of the South in the near future will be compelled to meet strong competition from the people of other sections of the globe, particularly from the far West. In order to meet this competition they must have skilled and intelligent labor, and this can only be secured in the operatives of the future by the education and the preparation of the children of the present. And the children of the present cannot be educated and prepared for their duties and for moral citizenship if they are required to labor in the mills during their tender years.

The question is demanding a solution, and the part of wisdom is to solve it now. For the longer it is left alone the more difficult of solution it becomes. This question was discussed by you at your last session and in one branch of your body defeated by a large majority. Final action, however, was postponed by a continuance of an ill in another branch.

After careful and thoughtful consideration it is my opinion that it is a duty which we owe to humanity and the citizenship of your State to protect their children by prohibiting their labor in our manufacturing. If the parent does not feel sufficient interest in his own offspring to look after his best interests and to prepare for the high duties of good citizenship, then it is the duty of the State to step in and assert its authority by taking care of the life and the health and the happiness of these helpless little ones. I realize that it is a perplexing question where the authority of the parent ends and the duty of the State begins, but in a question of such vital importance should not the commonwealth and its citizenship should in the parent's home. No child under twelve years of age should be permitted to labor in the manufacturing of this State, unless it be necessary for the support of a sickened mother. If you should adopt such a measure, however, at least one year should be given to the parents of force in order that all parties may adjust themselves to the new conditions.

**EDUCATION.**

It is a principle now well recognized, that the safety of the government itself requires that it give its citizens the opportunity to fit themselves for an intelligent discharge of their duties to the State. Our form of Government itself, in which every citizen is a ruler, and every ruler a public servant, depends for its preservation upon the enlightenment of the great body of our people—their education and instruction in the "great elemental truths which elevate the mind and purify the heart of man" and which render him capable of self-government. Subsequent events have proved the truth of the sentiment expressed by Washington at the very foundation of the Government, that "it is substantially true that virtue or morality is a necessary spring of popular government. Promote them as an object of primary importance. Institutions for the general diffusion of knowledge, by general participation as the structure of a Government gives force to public opinion, it is essential that public opinion should be enlightened."

Public opinion depends for its enlightenment very largely upon the facts of common schools, and the efforts of the State should be directed principally to the improvement and perfection of its system of common school education, for it is to the common schools that the great majority of the children must look for their education. This should not interfere with our system of higher education, but the first duty of the State is to prepare the great majority of its citizens for the intelligent use of the functions of citizenship. The ideal system is one properly articulated from the common school to the high school, the college and the university. "It is of little use for a republic to have higher institutions of learning producing men of wisdom and power unless it has also a system of general, nay, of universal, education producing popular respect for wisdom and power. The university at the summit, reaching as high as human intelligence can go, the common school at the base, spreading as wide as human nature itself, and between them the best attainable system of grammar schools and high schools and academies, and spreading out from them an ever-developing organization of technical and professional institutions—these are the defenses of the republic."

But it is of little or no use to have an adequate system of free education unless it be taken advantage of by the children of the State. The attendance upon our common schools is not as large as it should be. No child should be allowed to grow up to meet the high duties and responsibilities of citizenship without at least having acquired the rudiments of a good education. And yet many of the children of this State are permitted to come to the years of maturity without being able to read or write, either because the child cannot see for itself the advantages, or the father is wilfully negligent, or himself ignorant of the necessity of an education. There is no greater enemy to the welfare of society and to Republican institutions than ignorance, and the duty of the State is to require the child to take advantage of the education provided.

The question of compulsory education has agitated the minds of educators throughout the State for the past few years. Various public addresses on this subject have been made and at nearly every teachers' association in the State the question has been discussed. It would seem

that the majority of our best educators advocate the system of compulsory education.

The objector to compulsory education will urge that every parent has the right to determine what education shall be given his own child and that the State has no right to interfere in the affairs of the family. When a contagious disease invades the State no question of this kind is raised, but the State takes measures to stamp out the disease and asks not for permission to establish a quarantine against the spread of the malady. The two cases are similar. Ignorance is the worst of diseases and the State has the right to require that the children shall be brought up in such a way as to make the best possible citizens. It is also urged that the cost will be too great. The State is now spending more than a million dollars on the education of its children and the proper position is that every child of school age should reap its share. But the greatest objection which is urged to compulsory education in the South is the ever-present negro, and the fear that if he is educated he cannot be controlled. The fallacy of this argument is patent to every thoughtful man. It is a fact known and recognized that in this State at present, in proportion to the number of negro children than whites receiving the education provided. The negro is here to stay, and to educate him rightly will be to benefit him in his position and of benefit to him and to us. To leave him without an education is but to make him a tool in the hands of the designing and a curse to society. It is but suicidal not to require the white children of the State to attend the common schools for fear the negro children will receive the same advantages. This argument means that we should let the white children grow up in ignorance in order that the negro may not learn.

In this age there are many problems which confront us and must be solved. Education is the solution. We must educate not one here and there, but every child in the State.

A compulsory law at the beginning would probably have to encounter difficulties in its enforcement, but the time is ripe for something to be done, as every one must admit when he considers the percentage of enrollment to the children of school age, especially in the rural districts.

All the principal countries of Europe, in fact all the principal civilized countries throughout the world, and two-thirds of the States and Territories of our own country, have adopted some system of compulsory education. In many of the other States it is being applied and urged.

According to the Census of 1890 the percentage of whites in South Carolina over twenty-one years of age who could neither read nor write was 15.65; of negroes 65.23. In 1900 the Census figures show the percentage of whites 12.6, and of negroes 54.7. These figures need no comment. The percentage of illiteracy among the whites has decreased in ten years 3 per cent., the negroes 10.53 per cent.

The following data, showing the States of the United States that have compulsory education laws and how long the school laws of various States and Territories, and from letters from their various governors and superintendents of education:

Alabama—16 weeks, 12 consecutive	Illinois—16 weeks, 12 consecutive
California—two thirds term, 12 weeks consecutive	Indiana—12 consecutive weeks 8 to 14
Colorado—12 weeks, 8 consecutive	Iowa—12 consecutive weeks 8 to 14
Connecticut—full term, 7 to 14	Idaho—12 weeks, 8 consecutive
Delaware—12 weeks, 8 consecutive	Michigan—16 consecutive weeks 8 to 14
District of Columbia—full term, 7 to 14	Minnesota—12 consecutive weeks 8 to 14
Florida—12 weeks, 8 consecutive	Mississippi—12 consecutive weeks 7 to 14
Georgia—12 weeks, 8 consecutive	Montana—12 weeks, 6 consecutive
Idaho—12 weeks, 8 consecutive	Nebraska—two thirds term, 8 to 14
Illinois—16 weeks, 12 consecutive	New Hampshire—full term, 8 to 14
Indiana—12 consecutive weeks 8 to 14	New Jersey—20 weeks, 8 consecutive
Iowa—12 consecutive weeks 8 to 14	New Mexico—12 weeks, 8 to 16
Idaho—12 weeks, 8 consecutive	New York—full term, 8 to 16
Illinois—16 weeks, 12 consecutive	North Dakota—12 weeks, 6 consecutive
Indiana—12 consecutive weeks 8 to 14	Oregon—12 weeks, 8 consecutive
Iowa—12 consecutive weeks 8 to 14	Rhode Island—12 weeks, 8 consecutive
Idaho—12 weeks, 8 consecutive	South Dakota—12 weeks, 8 consecutive
Illinois—16 weeks, 12 consecutive	Tennessee—12 weeks, 8 to 14
Indiana—12 consecutive weeks 8 to 14	Utah—16 weeks, 10 consecutive
Iowa—12 consecutive weeks 8 to 14	Wisconsin—28 weeks, 7 to 13
Idaho—12 weeks, 8 consecutive	Vermont—28 weeks, 8 to 15
Illinois—16 weeks, 12 consecutive	Nebraska—two thirds term, 8 to 15
Indiana—12 consecutive weeks 8 to 14	Minnesota—full term, 7 to 14
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