

Howard University Studies in History

Volume 1

Issue 1 *The Founding of Howard University*

Article 2

6-1-1921

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Recommended Citation

Dyson, Walter (1921) "EXTRACTS FROM THE OFFICIAL REPORT ON PUBLIC EDUCATION IN THE UNITED STATES TO THE MINISTER OF PUBLIC INSTRUCTION OF FRANCE BY M. HIPPEAU.," *Howard University Studies in History*: Vol. 1: Iss. 1, Article 2.

Available at: <http://dh.howard.edu/hush/vol1/iss1/2>

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and has now 5 day schools, with 14 teachers under its care. It is nearly ready for occupation, on I Street near 20th, a school house with two rooms, capable of accommodating 100 pupils, with which is to be connected, in an adjoining building, an industrial school for teaching sewing; also a store house and kitchen for the purpose of dispensing clothing and food to the needy.

The Philadelphia Friends Freedmen's Association commenced at the same time and has two schools with five teachers. This Association has just completed a fine large school edifice with living rooms for 12 or more teachers at a cost of \$6,000, a most valuable acquisition to our city. It is located on 19th Street west, near the northern part of the city.

The Scotch Covenanters have one day school with two teachers.

The African Civilization Society maintains one school. And the American Baptist Missionary Association has one school.

The American Missionary Association has recently established four day schools with ten teachers, having in their day and evening sessions over 1,000 pupils. These make a total of 20 day schools and 44 teachers. At an average of 150 each they will accommodate the 3,000 children between the ages of 6 and 17 which were enumerated in 1860; but it is believed that not more than one-third of them are now accommodated. There are 5 evening schools besides those of the Volunteer Teachers' Association. In this enumeration the school at Mason's Island (now Analostan), Arlington and Geisboro are not included. (Washington Chronicle, November 12, 1864.)

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EXTRACTS FROM THE OFFICIAL REPORT ON PUBLIC EDUCATION IN THE UNITED STATES TO THE MINISTER OF PUBLIC INSTRUCTION OF FRANCE BY M. HIPPEAU.

Ecoles Pour Les Enfants De Couleur (Colored Schools).

Nothing, in my opinion, reflects more honor on the United States than the zeal which the government and private associations displayed during the most terrible periods of the great war of secession to assure to the negroes of the South the means of existence and to create schools for them and their children.

The extraordinary events which resulted so unexpectedly in the emancipation of the slaves of the South, and which have subsequently led to the acquisition by them of the title and civil and political rights of citizens, caused also the creation in every State of a freedmen's bureau, and these bureaus, organized with that promptitude and marvelous spirit which characterize all enterprises in which a great national interest is taken, immediately began to organize all over the South schools for people of color. Before the attention of Congress was called to this point a great number of private associations had been formed in the different States for aiding the freedmen. Multitudes of men, women, and children, flying from slavery, followed in the wake of the northern armies, imploring aid from the soldiers and offering their services.

It was the women who responded with the most alacrity to the call made for

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teachers of schools founded for colored children in all cities in which the victorious army of the North had replanted the flag of the Union.

It would be impossible to convey an idea of the energy and friendly rivalry displayed by the women of America in this truly Christian work. In the year of 1862 public meetings were held in New York, Boston, and Philadelphia, and soon were formed, under the double influence of humanity and religion, the "Association for the Aid of Freemen," and the "Missionary Association" in New York; the "Committee of Education" in Boston; the "Societies of Education" of Philadelphia, Cincinnati, and Chicago. Special periodicals were established to publish the results achieved by each of these societies, to announce the voluntary donations collected by the committees, and to publish the letters and reports from all the different places wherein the protectors of the blacks were exercising their beneficent functions. In one year 1,500 schools for colored pupils were opened. No sooner had the northern army captured a new city than a host of devoted teachers, of both sexes, also entered it. In incorporating Negroes into the northern armies the Union generals formed regimental schools for them.

Sherman in Georgia, Banks in Louisiana, and Howard in Tennessee, evinced, in forwarding this great work of humanity, no less interest and energy than in the prosecution of the war.

And it should be here stated, to the honor of a race so long disinherited, so long condemned to degradation, to brutality, to ignorance (a law of the South punishing with death anyone convicted of teaching a slave to read or write), that no spectacle could be more touching than that offered by these helpless, unfortunate men, old and young, women and children, as eager to rush to the schools established for the regeneration of their minds and souls as to the places where they were provided with food and shelter. Never did a famished man pounce more eagerly upon food placed before him than did these poor fugitives upon the bread of knowledge, a sublime instinct causing them to regard education as the first condition of their regeneration.

The beneficent Peabody consecrated five millions to the schools of the South. A single association, the American Missionary Association, received more than 45,000 francs per month; but this sum was insufficient to alleviate to a great extent the vast amount of physical and moral suffering which existed. Congress gave forty-five millions of francs to the Freedmen's Bureau, the presidency of which was confided by Lincoln to General Howard, who had lost an arm in one of the latter battles of the war. What this bureau has accomplished since the day of his installation is incredible. The unfortunates out of whom men and citizens were to be made required all kinds of assistance. They not only needed schools, but hospitals; and these latter were established for them. From 1861 to 1866, nearly four hundred thousand freedmen had filled the forty-eight hospitals created for them, and in which twenty thousand souls succumbed to misery, fatigue, and wounds received in fighting for the cause which assured to their race liberty and independence.

Such was the devotion of the men and women occupied in the education of children, that the number of schools increased so rapidly (there were four thousand at the commencement of 1868) that more teachers were required than the North and West could supply. The generals and superintendents of the Freedmen's Bureau partially supplied this want by creating normal schools for the blacks, and by confiding to them as soon as they acquired the rudiments of reading, writing, and arithmetic, the responsibility of communicating their knowledge to others. Admirable pupils, they became excellent professors. They themselves were then able to found schools. God knows at the price of what sacrifices and what privations. In 1868 they supported at their own cost twelve hundred

schools, and owned three hundred and ninety-one school buildings.

One fact alone goes to show the importance attached by them to education. In 1863, Louisiana had schools enough, supported by taxation, to furnish instruction to 50,000 freed persons. Pressing needs having caused the abolishment of the tax, they were at first disheartened, but they soon regained their courage. They held meetings. Already they were paying, like the whites, a tax levied for public instruction, but which was employed entirely to sustain schools for the whites, and from which the blacks were excluded. Notwithstanding this injustice, they demanded to be authorized to furnish a special contribution for the education of their children, and, at the same time, were willing to pay the general school tax, and maintain their own schools themselves. In a few years the emancipated race had already elevated itself to the level of the civilizing race.

Surely the American people are entitled to admiration and thanks for the generous ardor with which they have lavished their gold and employed their noble and powerful initiative in giving to their new brethren all the advantages which accrue from education.

I was fortunate enough to be able to collect evidence which corroborates the statements just made, and, on arriving in Washington, after a visit to Mr. Henry Barnard, the Commissioner of Education, and his zealous secretary, Mr. Angerer, I hastened to pay a visit to the illustrious organizer of the Freedmen's Bureau, General Howard, and his worthy colaborer, Mr. Eliot. It was in Washington that the first schools for the children of freedmen were established. The schools are of all grades, and the general is even constructing large, beautiful edifices for a college and a university. I was full of the memories of the most flourishing schools in the East, and I was well qualified to judge for myself of the differences in intellectual aptitudes of the two races. I must say that I have been unable to discover any. All the teachers, both male and female, that I have consulted on that point are of the same opinion.

My opinion of the intellectual aptitudes of colored children is shared by men of good faith who have, like me, visited the schools of the South. An English traveler, Dr. Zincke, in an account of his travels in America, says: "I must confess my astonishment at the intellectual acuteness displayed by a class of colored pupils. They had acquired, in a short space of time an amount of knowledge truly remarkable; never in any school in England, and I have visited many, have I found the pupils able to comprehend so readily the sense of their lessons; never have I heard pupils ask questions which showed a clearer comprehension of the subjects they were studying."

What I saw at Oberlin confirmed entirely the opinions I had formed by my visits to the schools of the South. This remarkable institution is educating a large number of colored students. I found fourteen young colored girls in the most advanced class, and they appeared in no way inferior to their white companions. In 1868 the degree of A.B. was conferred upon fifteen young men and ten young women. The principal of the institution, in an address to the students, stated that in literary taste and philological ability these colored pupils were unexcelled by any of their white fellow graduates. The opinion of the professors at Oberlin is that there is no difference in intelligence manifested by the two races. In a Greek class of twenty-seven pupils of both races, instructed by a young lady of twenty-five years, daughter of one of the professors of the college, a young colored girl translated, with exactitude, a chapter of the first book of Thucydides. The Negro race constitutes nearly a fifth part of the population of Oberlin and one of the professors assured me that the most peaceable, well-behaved, and studious citizens of that place belonged to the colored race. They are associated with the whites in all business and social relations, and no animosity is exhibited by either.

The white man there is no more disturbed at sitting beside a colored man in the municipal council or on the Committee of Education than in an omnibus or at a restaurant table. This fair treatment of the blacks, however, is by no means universal, but every day weakens the repugnance which has hitherto constituted an insuperable barrier between the two races.

(Appendix to Report of Committee of Congress on Education, pp. 21-23; Howard University Documents, 1867-70.)