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Freedmen's Bureau

Mississippi Assistant Commissioner, Letters Received, Entered in Volume 2, R, Jan. 1866–Feb. 1867, Part 3

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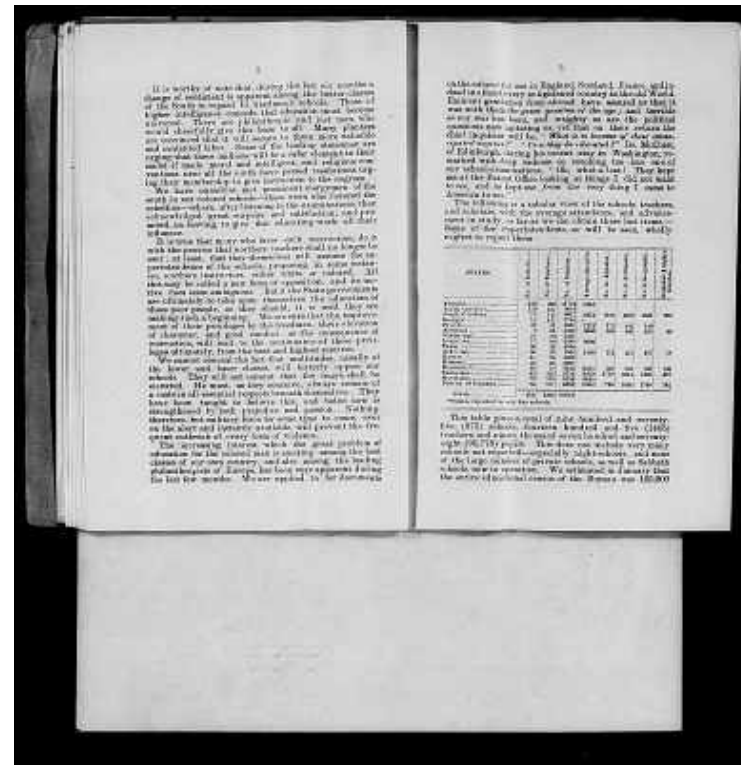
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We have ourselves met prominent clergymen of the south in our colored schools - those even who favored the rebellion - where, after listening to the examinations, they acknowledged great surprise and satisfaction; and promised, on leaving, to give this educating work all their influence. It is true that many who favor such instruction, do it with the proviso that northern teachers shall no longer be sent; at least, that they themselves will assume the superintendence of the schools, proposing, in some instances, southern instructors, either white or colored. All this may be called a new form of opposition, and its motive does seem ambiguous. But if the State governments are ultimately to take upon themselves the education of these poor people, as they should, it is well they are making such a beginning. We are sure that the improvement of their privileges by the freedmen, their elevation of character, and good conduct, as the consequence of instruction, will lead to the continuance of these privileges ultimately, from the best and highest motives. We cannot conceal the fact that multitudes, usually of the lower and baser classes, still bitterly oppose our schools. They will not consent that the negro shall be elevated. He must, as they conceive, always remain of a caste in all essential respects beneath themselves. They have been taught to believe this, and belief now is strengthened by both prejudice and passion. Nothing, therefore, but military force for some time to come, ever on the alert and instantly available, will prevent the frequent outbreak of every form of violence.

The increasing interest which the great problem of education for the colored man is exciting among the best classes of our own country, and also among the leading philanthropists of Europe, has been very apparent during the last few months. We are applied to for documents

[[9 columned table]]



STATES. | No. of Schools | No. of Teachers | No. of Scholars | Average
attend'ce | No. in Alphabet | No. in Arithmetic | No. in Geography |
Grammar & higher branches

Virginia | 123 | 200 | 11784 | 8951 | | | |
North Carolina | 119 | 135 | 9084 | | | | |
South Carolina | 75 | 148 | 9017 | 6574 | 1725 | 4689 | 2631 | 222
Georgia | 79 | 113 | 7792 | | | | |
Florida | 38 | 51 | 2663 | 1212 | 172 | 445 | 180 |
Alabama | 8 | 31 | 3338 | 3065 | 850 | 841 | 253 | 49
Mississippi | 50 | 80 | 5407 | | | | |
Louisiana | 73 | 90 | 3389 | 2093 | | | |
Texas | 90 | 43 | 4590 | | | | |
Arkansas | 30 | 28 | 1584 | 1209 | 172 | 217 | 497 | 18
Kansas | 15 | 24 | 1500 | | | | |
Missouri | 38 | 46 | 2698 | | | | |
Kentucky* | 35 | 58 | 4122 | 3215 | 165 | 258 | 196 | 136
Tennessee | 42 | 125 | 9114 | 6279 | 1719 | 3214 | 1249 | 478
Maryland | 86 | 101 | 8144 | 5645 | | | |
District of Columbia | 74 | 132 | 6552 | 5004 | 799 | 1895 | 1768 | 182
Total. | 975 | 1405 | 90778 | | | | |

*Studies reported in only five schools.

This table gives a total of nine hundred and seventy-five (975) schools, fourteen hundred and five (1405) teachers, and ninety thousand seven hundred and seventy-eight (90,778) pupils. This does not include very many schools not reported - especially night-schools, and none of the large number of private schools, as well as Sabbath schools, now in operation. We estimated in January that the entire educational census of the Bureau was 125,000

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