NEW-YEAR'S GREETING.

We begin to-day the fourth volume of the "Freedmen's Record." In looking back over the pages of the last three years they are bright with the record of hopes fulfilled. The freedman has amply justified all that we believed and expected of him. We look forward to the coming year as "big with fate" for him and for us. Our pages will show how we have met the great duty to him, to which Providence has called us. Did we stand alone we might tremble before such opportunity and such duty; but, with the sympathies of humanity in our work, and the blessing of God upon it, why should we doubt that it will go on prospering until our pledge is fulfilled, and the freedman is free by education as well as in name. We invite all who are interested in our work to aid us in circulating our paper, and in forwarding the work to which it is devoted.

HISTORY OF THE FORMATION AND ACTION OF THE EDUCATIONAL COMMISSION FOR FREEDMEN, NOW NEW ENGLAND BRANCH FREEDMEN'S UNION COMMISSION.

In January, 1862, Mr. E. L. Pierce, special agent of the Treasury Department, charged with the duty of visiting and reporting the plantations and laborers at Port Royal, S. C., wrote to Rev. J. M. Manning, of Boston, urging him to rouse the philanthropic people of New England, to send out teachers and help to the eight thousand unfortunate colored human beings within our lines, in South Carolina.

A regular meeting of persons interested in the subject, was held at the house of Mr. Manning, on Feb. 4, and adjourned to Feb. 7, when a constitution was adopted for the society, and officers elected. The object of the commission was defined to be "the industrial, social, intellectual, moral, and religious improvement of persons released from slavery in the course of the war for the Union."

The only qualification required of the laborers in the work, except general fitness for the task, was undoubted loyalty to the Federal Government.

Hon. John A. Andrew, then Governor of the State, was the first President.

The several business committees entered on their duties, and on the 3d of March, 1862, less than four weeks from the organization of the commission, thirty-one teachers and superintendents, nominated by the society, and accepted by Mr. Pierce, sailed from New York to Port Royal.

Money was easily raised by private subscription, as the enterprise awakened great
enthusiasm. The work of the society during the first year, included the superintendence of labor on the plantations, and the encouragement of industry and thrift among the people; but this work was soon assumed by the Government, and the superintendents of the society passed into its employ. It is not the least of the services rendered by the society that such men, already acquainted with the people, were on the ground to fill these positions.

A large number of persons applied to go out as teachers, and to the superior character and ability of those obtaining the desired opportunity of going, much of the after success of the work is due. Four, however, went with the first party, and three volunteers, who served without pay.

The Secretary of the Treasury authorized an allowance of transportation, subsistence, and quarters to the teachers.

Of course, the work was at first various in character, and no systematic reports could be returned. The teachers were obliged to give more time to the encouragement and instruction of the people, in the duties and habits of industry and civilized life, than to regular schools. Still they at once established schools where opportunities offered for them, and never lost sight of the New England doctrine, that a free school system is the only sure support of free institutions.

In March and April, twenty more teachers were sent out. In July, the charge of the Islands was transferred from the Treasury Department to that of War, and Brig-Gen. Rufus Saxton, was appointed Military Governor. He gave the most cordial support and assistance to the society, and greatly aided the teachers in their work. Seventy-two teachers were sent to Port Royal the first year. Four other teachers were sent to Craney Island, Norfolk, and Washington. Four young men of the highest promise,—Francis E. Barnard, Samuel D. Phillips, Daniel Bowe, and William S. Clark, died in the service.

The Committee on Clothing and Supplies, expended, the first year, $5,306.93 on clothing, blankets, agricultural tools, and seeds, &c., besides forwarding a large amount of goods received from other places. These goods were mostly forwarded by Government, free of charge to the society. It was estimated that over twenty thousand dollars' worth of goods were sent. Reports and circulars, with extracts from the letters of teachers at Port Royal, and elsewhere, were printed and largely circulated.

(See First Annual Report of the Educational Commission for Freedmen. May, 1863.)

The money for carrying on the work of the society, was at first obtained by voluntary subscription; but as the great extent of the work revealed itself, it was decided to attempt organizing the interest of the community with branch societies, which, by the payment of a certain fixed sum into the treasury, were entitled to adopt a teacher, who should correspond with them, and thus keep alive the interest in the work.

In 1864, the ladies of Roxbury proposed to establish an auxiliary in their county, to support a Norfolk county teacher. They soon found, however, that Roxbury could support more than one teacher; itself, West Roxbury immediately afterwards organized; Dorchester, Cambridge, Milton, and other towns, followed their example. In January, 1865, there were 34 branch societies. Now there are about 70 societies supporting teachers, with a large number who raise a smaller amount.

Among these societies are several formed in churches of various denominations, but the adopted teacher, often a member of a different church; showing the thorough conviction of our society, that sectarian distinctions have no place in the great work of public education.

The different societies working for the freedmen, had long felt it to be desirable that they should be united in some closer union.

The first meeting of the American Freedmen's Aid Union, was held in New York, on the 9th of May, 1865. This was a union between the New York, Pennsylvania, Maryland, and New England Societies, for the purpose of a mutual arrangement in regard to collecting funds, to locating
teachers, and furnishing supplies of books, clothing, &c.

In August, 1865, the societies centreing at Pittsburg, Cincinnati, and Chicago, united with the Freedmen's Aid Union, forming the American Freedmen's Commission.

Subsequently, in the autumn of 1865, a further union was proposed between the Freedmen's Aid Union, and the American Union Commission, a society also laboring at the South, but supporting schools for whites as well as for freedmen. After several meetings and much debate, this union was effected, and a new name given to the society,—the Freedmen's Aid and Union Commission, and afterwards shortened into the Freedmen's Union Commission.

The only important change in the constitution of the society, was a clause providing that the schools and supply depots should be open to applicants, without distinction of race or color." A special junction was made by the New England Society, with the New England Refugees' Aid Society, a branch of the Union Commission established in Boston, who paid ten thousand dollars into the treasury, while the New England Society took their white schools in Virginia, and North Carolina, for the remainder of the year.

Instructions were then issued to all teachers, to admit pupils of both races freely into their schools. Practically, however, the schools remain very much as before, a few white children occasionally come into them, and all shades of intermediate color are found there; but prejudice still keeps the poor white away from a school to which colored children are admitted.

Finally, in May, 1866, all the societies, both in the East and West, having no sectarian connection, united in a National Society, under the name of the Freedmen's Union Commission, and the new England Society took for its official name, the New England Branch of the Freedmen's Union Commission.

(See Report of Annual Meeting, in Freedmen's Record for May, 1866. Report of Meeting, Record for June, 1866, at Cleveland, Ohio.)

At the close of the school year, July 13, 1865, the Teachers' Committee invited all present and former teachers and officers, and members of branch societies, with their friends, to a social levee. It was a delightful occasion, and has been repeated on the two successive years. The teachers have told the story of their work, and various friends have addressed the meeting. A slight collation has been given to the guests. The expense of this entertainment is always borne by individuals, without drawing upon the treasury of the society.

The first of January, 1865, the publication of a regular monthly journal was begun, and it has continued regularly ever since. The first name chosen was the "Freedmen's Journal," but finding another paper issued under the same name, it was changed to the Freedmen's Record. This paper has been the official organ of the society, and has been filled with letters from teachers and superintendents; reports of meetings; lists of teachers and of auxiliary societies, and such original matter written by the officers of the society, as seemed likely to interest the public in their work, or to give information and suggestions to the teachers. It has been supplied gratuitously to all the teachers, to the officers of the auxiliary societies, to many applicants, and to strangers, asking information concerning the work of the society. It has been sent to regular subscribers at one dollar a year.

Besides this, the society has printed a hand-book for American citizens, containing the National Constitution, Declaration of Independence, Emancipation Proclamation, and a compilation of parliamentary rules, with a few important historical dates. It has been sold to the freedmen at the cost price of eight cents.

For the first year no salaries were paid, except to teachers. It was then found necessary to enlarge the work, and a salaried secretary was engaged to attend to the collecting business. Finding the labor of writing too great for the Secretary of the Teachers' Committee,—who for
many months gave almost her entire time to the office duties, a female clerk has been employed, and for the last two years an assistant treasurer and clerk. These three are now the only salaried officers of the society. Mr. Chapin devotes his time to raising funds by forming branch societies, arranging lectures, &c. Mr. Wallcut is at the office to receive and pay out money, and to attend to other necessary business, as printing, &c. Miss Forten is the clerk of the Teachers' Committee, and keeps a regular journal, and conducts the ordinary correspondence of that committee.

The General Committee meet once a month. The Teachers' Committee meet every Wednesday, and some member of the committee visits the office each day to see applicants, or to give necessary instructions in any business coming up between the meetings.

The Clothing Committee take charge of receiving and forwarding supplies.

✓ By the close of the war, and the establishment of the Freedmen's Bureau, a great change took place in the operations of the Freedmen's Societies. Instead of being confined to a few localities occupied by our forces, the whole country was opened to us; but the country was so unsettled, that our teachers could not safely live outside of military protection, and from the discontinuance of rations and transportation, the expense of supporting a teacher was nearly doubled. But the people came up nobly to the work, so that in answer to the urgent call, we sent out 180 teachers, and at the Annual Meeting, April 12, 1866, reported 10,000 pupils, under instruction.

✓ These were in the District of Columbia, and the States of Maryland, Virginia, North and South Carolina and Georgia. In Maryland our work has always been in connection with the Baltimore Association for the Improvement of Colored People. We have paid the salary of the teachers, and they have taken charge of the schools.

Many and various cases of distress have received attention. In February, 1865, Gen. Saxton and others sent an earnest appeal for help for the negroes liberated by Sherman in his triumphal march through Georgia. Seven thousand dollars in money, besides clothing and supplies, were raised for them in a short time.

At the close of the third year of work ending April, 1865, the society reported fifty-four teachers employed by them, of whom forty-five were women. The work was mainly confined to South Carolina, Newbern in North Carolina, Norfolk in Virginia, and Washington, D. C., and vicinity,—points occupied by our forces, which gave military protection to teachers.

By the capture of Charleston, S. C., in March, 1864, that city had been opened to us. Mr. James Redpath, having been appointed Superintendent of Education, we sent out, at his request, a corps of teachers, with Mr. Wm. F. Allen as their head.

On the 14th of April, 1865, the colored children of Richmond were gathered into their churches to give their names as scholars. The Secretary of the Teachers' Committee, Miss H. E. Stevenson, was fortunately in Norfolk at the time of its capture, and immediately started for Richmond with two able teachers, who went to their work at once. This has ever since been a point of great interest to us, and we have now there several day schools and an Industrial School, and furnish a principal to the Normal School established by the New York branch.

As the work advanced the society saw the importance of bringing greater order and method into the schools. As far as possible they have been arranged in different grades, and regular monthly reports of attendance are required. The aim of the society is to pave the way for a good free school system at the South, open alike to all races and colors, and supported by all for the good of all. The New England district school has been the model, with such modifications as the very different circumstances imperatively demand.

It has therefore been their policy to employ teachers living at the South, as far as they could procure suitably qualified persons, and by bringing them into relation with northern teachers, improve their education and give them better methods of
teaching. This policy has been largely and judiciously carried out, especially in South Carolina, under the able management of the Superintendent of the Bureau there, Mr. Reuben Tomlinson. In April, 1867, we had four southern teachers in Virginia, one in North Carolina, thirty-one in South Carolina, and four in Georgia. All teachers of the highest grades of schools are instructed also to pay especial attention to such pupils as show a desire and aptitude for teaching, so as to fit them as rapidly as possible to take their part in the work, — and Normal classes or schools are established at Richmond, Charlottesville in Virginia, and at Columbus in Georgia.

We have had some instances of outrages on the part of the white people; but as we have kept mostly under the shadow of the Bureau, they have not been very numerous.

The destruction of Mrs. Croome's school at Clumford's Creek, N. C., the attack on Miss Wood's school at Warrenton, Va., the destruction of the church in Norfolk, and of Mr. Busbee's school-house at Snow Hill, N. C., are the most important instances.

During the war, teachers were sent to some of the negro regiments, at the request of their officers. While the Fifth Cavalry Regiment were in camp at Readville, a number of volunteers went thither to teach them. They were exceedingly interested in the work, and many of the men made good progress. Teachers were also sent to Gen. Wild's regiments at Norfolk and Point Lookout.

In May, 1866, a meeting of Teachers' Committees from the different societies was held in Boston, at which various questions of mutual interest in regard to salaries, books, &c., were discussed.

The minimum salary of teachers was fixed at $35 per month, which is the lowest which this society has paid to northern teachers. Some teachers have had a thousand dollars per year, which is the highest sum paid.

It was also agreed that no difference between teachers, as regards salaries, should be made between male and female.

In regard to discipline, this society, in its instruction to teachers has this clause: "Corporal punishment is strongly objected to, and its use is regarded as an evidence of incompetency in the teacher. Every such punishment must be recorded in the monthly report, and reasons given therefore."

The Morris Street School in Charleston (now the "Shaw Memorial School"), under Mr. Arthur Sumner's care, is the largest and most thoroughly organized school for freedmen under the care of this society. Until the present year it has occupied the finest of the old public school buildings in that city, and the attendance has been from 800 to 900. Mr. Sumner has had charge of it for two years, with the assistance of a corps of northern and southern teachers.

For the year ending April 5, 1867, the Teachers' Committee reported a hundred and thirty teachers, and over eight thousand pupils. These were mostly in Maryland, Virginia, South Carolina, and Georgia, with a few in North Carolina, the District of Columbia, and Florida.

The objects aimed at for the coming year were thus stated:
1. A systematic organization and grading of the schools.
2. Thorough training of all pupils in the elementary branches.
3. A careful preparation of the best pupils for Normal classes.
4. Normal instruction and the employment of pupils in teaching, as far as possible.
5. Engaging southern white and colored teachers in this work.
6. Enlisting the co-operation of the people in the work of supporting the schools to a still greater extent.
7. Keeping carefully in view our ultimate object of paving the way for a free school system at the South, sustained by their own people, of and for all classes and races.

The schools were re-opened in October, 1867, with between eighty and ninety teachers, in Maryland, Virginia, North and South Carolina, and Georgia.
It rather belongs to the American Freedmen’s Union Commission and to the Bureau to speak of the good accomplished, than to one of its branches. So many and various agencies have united in the blessed work of elevating the negro, that it is hard to measure out the merit due to each; yet those who started the project of educating him, and have personally aided in sending out 600 teachers and educating 30,000 pupils, may well feel a deep gratitude to God for the noble opportunity he has given them.

**EXPENDITURES OF SOCIETY.**

To May 14, 1863.

" April 21, 1864 . . . . $18,550.02
" March 23, 1865 . . . . 28,822.69
" April 12, 1866 . . . . 73,550.73
" April 5, 1867 . . . . 75,778.71

**CLOTHING AND SUPPLIES SENT IN.**

To May 14, 1863, estimated . . . . $20,000
" April 21, 1864, " . . . . 28,000
" March 23, 1865, " . . . . 20,000
" April 12, 1866, " . . . . 70,500
" April 5, 1867, " . . . . 9,000

The falling off in the amount of supplies the last year was due to the fact that there was less need in that department of the work.

**NOTE TO EXPENDITURES.**

As this is called the New England Society, it is but justice to say, that the greater part of the work has been done in Massachusetts and Vermont. When the union was formed, Connecticut was given up to the New York branch; and Maine, New Hampshire, and Rhode Island having had State organizations of their own, have done but little for this society.

The American Missionary, and sectarian organizations, have also been channels through which much of the charities of New England have poured.

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**FIVE HUNDRED DOLLARS FOR AN ADOPTED TEACHER.**

The Teachers’ Committee have always been ready and glad to answer verbally, or by letter, any questions that have been asked in relation to adopted teachers; but they have felt of late that a clear and full statement in print, of the understanding with which the Commission receives money for support of adopted teachers, would be useful, both as saving time, and as lessening the chance of any misunderstanding on the part of the more newly formed branch societies.

The payment of $500 for support of an adopted teacher, entitles the branch society to have its teacher (or a satisfactory substitute, in case the adopted teacher resigns or is withdrawn for good cause) retained in service during the school year, for which payment has been made. The usual school year is from nine to ten months, according to location, climate, and other circumstances.

The Commission makes the engagement with the teacher, and reserves to itself the right to determine all questions of location, salary, allowance for travelling expenses, rent, &c., &c. It is, of course, responsible to the teacher to fulfil the agreements which it has made, but its responsibility to each branch society goes no farther than the retaining of its teacher for the time for which payment has been made.

The branch societies, by their right to vote at the Annual Meeting, have a general control over the whole work of the Commission, but it is understood that the officers of the Commission are, in order to promote the efficiency and harmony of the work, entrusted with the exclusive right to determine all questions as to the use of money, location of schools, and other business affairs. In practice the officers of the Commission are most glad to receive suggestions and advice from branch societies, and to comply with their wishes so far as may be consistent with the general plan; they simply wish it understood at the outset, with whom rests the decision of any doubtful points that may arise. It should be here said that the relations between the Commission and the branch societies, have always been, almost without exception, most cordial and satisfactory. The older branch societies have paid a large amount of money into the treasury of the Commission, and with scarcely an exception, seem to have been wholly
satisfied with the use made of it, and with the practical working of the arrangements concerning adopted teachers. It is in order that our relations with the more newly formed branch societies may be equally cordial, that we are desirous to cut off all possibility of any misunderstanding.

It should be distinctly understood that the five hundred dollars, paid by a branch society for support of its adopted teacher, is not received by the Commission as a special deposit, to be kept separate from the other money of the Commission, and out of which the salary and other bills of the adopted teacher are to be paid from time to time, the balance, if any, being subject to the order of the branch society. The money is received as a contribution to the treasury of the Commission, in consideration of which the Commission agrees to maintain the adopted teacher for the school year, whether the actual cost of the teacher shall be more or less than five hundred dollars. The actual cost of a particular teacher depends partly upon the money value of the teacher's services; but, also, very considerably upon the location of school, the amount the freedmen can raise towards its support, the incidental aid that can be obtained from the "Freedmen's Bureau," and other variable circumstances. The cost of a particular teacher is, therefore, made up of items, the amount of which cannot be determined until the close of the term of service.

The arrangements concerning adopted teachers, have been made upon the idea that the branch societies would, in general, much prefer to agree to raise each year a definite sum for education of the Freedmen, than to undertake the support of a particular teacher without knowing beforehand what the cost would be. If all the branch societies, now supporting teachers, would agree to contribute the exact cost of their teachers, it is probable that, at the end of this school year, the treasury of the Commission would be in better condition than under the present arrangement; in other words, we are by no means confident that the teachers now adopted, can be maintained through the year at an average cost of $500. The Commission does not guarantee the support of adopted teachers for the sake of gain to its treasury. It does it because it seems the most convenient and satisfactory method for carrying out the desire of the people of New England to educate the freedmen. We believe the present plan tends to the keeping up of old branch societies and the formation of new ones, as no other plan would. Without branch societies the Commission could not hope in the future, for any length of time, to accomplish much. A large part of the money now collected by branch societies, would be lost to the Commission, or if collected at all, would be consumed by cost of travelling agents, who would have to be paid for collecting it.

The Commission has fixed upon five hundred dollars, as the sum for which it will guarantee the support of each adopted teacher, because it has been found for some time past that the total expenditure of the society divided by the number of teachers, gives about $500 as the average cost of each teacher. It cannot be ascertained until the close of the school year, whether the average cost of each teacher has been more or less than $500. Any considerable falling off in the aid received from the "Freedmen's Bureau," would at once carry the average cost of teachers far above that amount.

It should be remembered that, if the adopted teachers at any time cost less than five hundred dollars, the balance is not lost or wasted, but is used with care and economy to increase the number of unadopted teachers. If the average cost of the adopted teachers this year shall exceed five hundred dollars, the deficiency will be made up out of the direct gifts to our treasury; if the average cost shall be less than five hundred dollars, the surplus will be used to extend the work of education.

The amount of money raised by the Commission during the financial year, ending April 5, 1867, was $31,378.55; in addition to the $39,820.09 paid in, on account of adopted teachers. The whole of this amount, together with a large par
The Freedmen's Record,

of the money paid in since April 6, has been expended for the support of the schools. The cash now in the treasury (December 18), is a little over $10,000, but as many of the branch societies have paid in money in advance, the obligation assumed by the Commission to support their adopted teachers, paying their salaries monthly, requires the reserve of about $10,000. The Commission, therefore, although nominally with a large balance in its treasury, is in pressing need of contributions for the support of its unadopted teachers. The finances of the Commission are managed, first, with a view to its ability to meet all its obligations under any circumstances; secondly, with the object to extend its usefulness as widely as possible.

LETTERS FROM TEACHERS.

Charleston, S.C., Dec. 4, 1867.

Miss Stevenson:

My Dear Friend,— I take the liberty of writing to you again, to ask if you know of any one who will pay a small yearly sum of money for another student going to Oxford, Penn., in February.

John Grimke, the brother of Archie and Frank Grimke (already there), is going at that time, and has no means at all. He is as smart, intellectually, as they are. I think fifty dollars for the first year, and twenty-five dollars per year after that, would get him along, with what I can beg in other directions; or if I can get only the fifty now, to get him an outfit, I will trust the future for the rest.

You know so many wealthy and benevolent individuals, and as you embrace the world in the broad love of your own heart, I have dared trouble you again. I know there are some people who prefer a definite charity, like this, to that of a more general nature.

But, to start with, let me beg you, if your hands are already overtasked, to take not a step in the matter.

Archie, the brother of John, is, I think, the pride of Mr. Rendall. He has sent us his grade of scholarship. In Latin, he stands 96, and in Greek, 99; the standard being 100. In a class of 38, he is No. 1. Very good, Miss Stevenson, for a slave boy, who was hidden in a garret two years, during the war, lest his rich white brother should sell him.

Charlie and John recite to me daily, in anticipation of Oxford; and I drive them up with Massachusetts speed and accuracy, that their minds shall work easily there.

We are having much earnest inquiry respecting the late South Carolina elections. The Southerners do not desire a Convention, and when the returns came slowly in, they said it was a matter of great gratification that there would be no Convention. However, the daily increase of 5000 and 10,000, has somewhat silenced them, and to-day the returns are 59,000, while only about 4000 more are needed.

There are many curious incidents connected with the voting. One old man, when asked what he was voting for, said he was voting for "Christ, his country, and the Yankees!" I was paying a short visit in the country on that day, and rode down to the polls, to see the people. Peaceable and happy, the great crowd was waiting outside the door of a small white building, or stood around in knots under the most magnificent live oaks I have seen. We could scarcely drive under their low, broad-spreading branches, from which their long silvery drapery of moss almost swept the ground, and trailed over our hats and carriage. The blood-red sun hung low in the west, and touched everything with crimson, as if to remind us all of the terrible sacrifice by which this glorious day had at last dawned upon this down-trodden race.

A feeling of awe crept over me; this seemed holy ground, and the whole great assembly in the presence of Him who worketh wonders!

Very truly yours,

A. F. Pillsbury.

Charlottesville, Nov. 30, 1867.

My Dear Mrs. Cheney,— Our schools are all well filled, and prospering finely. I have one great cause of discouragement. Some of my best scholars, and those I have worked hardest with, for want of pecuniary means, have been forced to leave school. This I regret very much, not only on their own account, but on mine, as I am ambitious that the school should not fall below its standard as a Normal School.

The places of those who have left are more than filled by graduates from the other schools; but they are young, and though very promising, not sufficiently matured to be teachers,
however far advanced they may be. As we cannot admit into our schools half of those who would like to attend, we take great pains to scatter the seeds of instruction, disseminated in school, by encouraging each scholar to teach parents and brothers and sisters at home. I often enquire, "How far has your mother got along?" and receive the reply, "She can spell 'right smart' in the Primer." Little Bella Gibbons went several months in succession, when school was out at night, to the University, to teach a servant there, who has now gone to the North. I suppose she was preparing herself to graduate. They are strongly impressed with the idea that it will not do to be unable to read and write in Yankee land. Bella is about twelve years of age, but very small for that. You can see her in the photograph, standing by me; and then, if you please, look over my shoulder, and you will see a dear little girl, with a bare neck, who is the one who gave me the reply above, when I questioned her as to teaching her mother. Her mother was a free woman, and the "rounds" yet, and must go every day, or cold weather will overtake me and them.

Piedmont, Va., Dec. 3, 1867.

Dear Madam,—Mrs. Shacklett gave me a most hearty welcome, as also Mr. Shacklett. I feel very happy in their home; it is a very beautiful place, though much spoiled by war, this Piedmont. I have already seen some of the colored people about the school, they appear quite pleased to think an English woman would come so far to teach them. They are very earnest in the wish to buy a piece of land and put up a strong school-house; but they will need some little assistance in order not to delay, for time is running on. I think I have raised them one good friend, a lady whom I was introduced to in Millsbury, Mass., as I passed through, by the station master, Mr. Harrington, who kindly took me to his house, and gave me a good luncheon; and another gentleman came and took my trunk to the cars, there. I have also to acknowledge the kindness of the purser of the steamer "Electra," on my passage to New York; he took great trouble for me, as also the police-officer at the Providence Depot; in short, I received much kindness, attention, and good feeling, all through my very cold journey. I have written to that lady for her assistance. If she can get me help, I feel certain she will do so. Mrs. Shacklett is a northern woman, and a brave one too, for they kept open house for the northern men all the time of the war although surrounded by foes.

Yours sincerely,

HELEN JEWEL WARREN.

CHARLESTON, Dec. 10, 1867.

My Dear Mrs. Cheney,—Yours of the 6th I have just received, and hasten to answer it. I have been waiting to hear from you, the reason why I have not written sooner.

Hope you will excuse my writing, for I am very tired, having walked a great distance to visit my children. You see I have not been the "rounds" yet, and must go every day, or else cold weather will overtake me and them. I enjoy the walks much. I start with my little pupil from school, give him, or her, a piece of wheat bread, and sometimes a bit of meat, both a great treat to them; then I go to their homes and find out the circumstances of the family. Now, the child feels very much pleased by such attention; so does the parent. I have not found many wealthy ones yet.

And, I may as well tell you here, that clothing is much needed (petticoats and shoes particularly); something warm. For the boys, pants and jackets; shoes, also. We have a very good assortment of shirts and chemises; but no petticoats or boys' outside clothes. I think my children make progress every day. I enjoy my school as much as ever. The tax has given me some trouble. The first of the month I felt, discouraged; but am feeling better about it now. The colored people are very poor; and all that wish for work cannot obtain it. Some, I suppose, are lazy, like every other class. So, please send us all you can, and as soon as you can, for the cold weather is here. About the tax—I have one little girl who could not bring her tax. I went home with her, found her mother picking over cotton, which she had picked up from the rail track. I asked her how much she would receive for the lot she had. She said, "five cents." All she had earned that day. Her husband had no work. She said, "be-
cause he would not vote right." Her child brought the tax the next week. They come to school, if they possibly can get to it. I send the letters, and hope you will think them worthy your notice. I did not dictate them; only told the children I wanted them to write to the ladies who sent us here; and let them write just as they pleased. They all commence a letter with, "I take this opportunity of writing you a few lines." These children are young; and, considering the time they have been in school, have done well. At the close of the year, I can, perhaps, show you something better. You shall hear from some of the boys next month, if you like. I have some smart boys. For instance, asking the meaning of the word stale, which happened to come up in the lesson one day, one little fellow said, "Miss Woodbury, I know it means a newspaper a day old." I suppose he had heard of stale news. To-day, speaking about their former condition, and their being slaves, one bright little girl says, "Miss Woodbury, were you ever a slave?" I told her we never had slaves where I came from.

Truly yours,

C. M. Woodbury.

A PUPIL'S LETTER.
Charleston So Ca December 10 1867
Dear Ladies—I have taken this opportunity of writing you these few lines hoping that they may find you as well as it leaves me at this present time. I thank you very much indeed for your kindness to us and for sending such kind Teachers to learn us to read write to spell and do every thing to learn us and I thank the Teachers for their kindness and I Love my Teacher very much I think if I was by her I would not let a fly to touch her I love her so much and I try to be a good girl every day and my teacher have been round to see my mother. the roses are sweet the violet are red and so are her.

I Now will Close my letter By Saying god be with you all

Sarah Susan Wain Wright
C M Woodbury My Teacher
[Age 9 years.]

LETTERS FROM NATIVE COLORED TEACHERS.
Cheraw, S.C., Nov. 31, 1867.

Very Honored Madam,—I am happy to inform you that the school of which I have charge is in a prosperous condition. Agreeable to instructions from Mr. Tomlinson, the school was organized on the 1st of October, with about seventy pupils, and from constant accessions have been augmented to one hundred and forty. The children continue to make fair progress in their studies, and evince a hearty appreciation and profound gratitude for the inestimable privileges which they enjoy educationally through the generous efforts and disinterested philanthropy of their New England friends.

Truly, the invaluable friendship bestowed, should live green in their memories; and their posterity, for generations to come, appreciate with lively feelings of gratitude the pioneer work of your association which is working so happy a change for the future of their race.

It is gratifying to state that the parents generally manifest a disposition, as far as their limited means will allow, to aid in the education of their children; but their condition being very little or no better than the preceding year, prevents them doing much.

In many instances their unimproved condition can be attributed to injustice on the part of the planters, and in other instances to the mere pittances allowed for their labors, together with failure of crops. Indeed, their condition is pitiable, and should cause the stony hearts of their oppressors to relent. God grant so to change their views and prejudices that they may emulate the disinterested generosity and Christian motives which actuate the Puritan descendants of New England in the elevation and moral civilization of an unfortunate and oppressed race. The election in this district passed off very quietly. It gives me satisfaction to state that their deportment was indeed creditable, commanding the respect and admiration of all true lovers of right and justice. In the exercise of their maiden right, I can with propriety assert, that the colored voters of Chesterfield district have nobly vindicated their title to the great boon conferred by a just and impartial Congress. When we take into consideration the embarrassed and depressing circumstances under which they labored, together with the evil influences brought to bear upon them, I think their conduct deserves consideration.

The pupils of the Newton School tender their heartfelt gratitude for the inestimable privileges extended them, and hope, by strict attention to their studies and good deportment, to merit the kindness bestowed.
cept my grateful thanks for favors received. May robes of spotless purity, and crowns of undazzling brightness be the portion of each when your Christian labors here on earth shall end, is the earnest prayer of

Yours humble servant,
HENRY L. SHREWSBURY.

CHARLOTTESVILLE, Dec. 2, 1867.

Mrs. E. D. Cheney,

Dear Madam,—In view of the condition of my race and our surroundings, considering that we are yet in the dark, without education, homes, or money, we cannot be too grateful for the aid of our friends in the North, who have done so much for our present and future happiness. When I look back upon my situation two years ago, I scarcely knew the letters; that gives me great encouragement to learn and also to teach others. I think we can learn, if we try.

My school is still making fine progress. My pupils are improving in reading, spelling, and arithmetic.

During the past month, eight of my scholars have left school, who were not able to support themselves and come to school; others have filled their places.

Yours, truly,

PAUL LEWIS.

FREEDMEN'S SCHOOLS IN GEORGIA.

The report of the Superintendent of Education for Georgia, submitted in June last, shows the whole number of Freedmen's schools in that State to be 232, with 235 teachers and 13,263 scholars. No longer ago than October of last year there were only 48 schools, with 63 teachers and 2,755 scholars. The figures show an increase in seven months of 184 schools, 172 teachers, and 10,508 pupils. The schools in existence in October were located in 20 counties, while those reported now are situated in 93 counties. The freedmen entirely support 104 schools and the same number of teachers, and 45 other schools are partially supported by them. The Freedmen's Bureau supports 44 schools and 50 teachers, and northern societies sustain 84 schools and pay the salaries of 78 teachers.

CONTRIBUTIONS BY FREEDMEN TOWARD SUPPORT OF SCHOOLS.

During the past month the Freedmen have contributed $4,453.96 toward the support of a part of the schools, (less than half), under this society. We expect to report a much larger amount after hearing from all our schools. In some places the people are so extremely poor that they are unable to procure necessary food and clothing, and cannot aid in supporting the schools; but we find a universal willingness on their part to do all that lies in their power.

LIST OF TEACHERS NOW IN SERVICE.

MARYLAND.

<table>
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<tr>
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<th>Station</th>
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<td>Cumberland</td>
<td>Somerville</td>
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<tr>
<td>Sarah E. Foster</td>
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<td>Harrison T. Fletcher</td>
<td>Williamsport</td>
<td>East Stoughton</td>
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**NORTH CAROLINA.**

- Sidney A. Busbee: Snow Hill, Raleigh, Members of King's Chapel.
- Elizabeth A. Philbrook: Raleigh, Portsmouth, N.H.
- Caroline C. Haley: "

**SOUTH CAROLINA.**

- Carrie S. Lincoln: "
- Maggie Wyne: "
- Kate Niles: "
- Clara F. Woodbury: "
- Mary A. Upton: "
- Jane Weston: "
- Ellen M. Jones: "
- Augusta Sawyer: "
- Marion D. Stuart: "
- Sarah F. Woodworth: "
- Ellen A. Gates: "
- Frank Carter: "
- Louisa Dibble: "
- Elizabeth H. Botume: Beaufort, South Carolina.
- Fanny S. Langford: "
- A. Jane Knight: Edisto Island, South Carolina.
- Catherine A. Cogswell: Summerville, South Carolina.
- Mary A. Hosley: "
- Jane B. Smith: Sumter, South Carolina.
- Thomas C. Cox: Florence, South Carolina.
- William Perronneau: Lynchburg, South Carolina.
- T. K. Sasoportas: Orangeburg, South Carolina.
- W. J. McKinlay: "
- Henry Frost: Kingston, South Carolina.
- Henry L. Shrewsbury: Cheraw, South Carolina.
- Timothy L. Weston: "
- Henry E. Hayne: "
- J. B. Middleton: "
- John A. Barre: "
- James Hamilton: Society Hill, South Carolina.
### GA \vspace{1em}

**Mary A. Fowler**  Columbus  Foxboro'  Dorchester & Milton

**Sarah C. Barnes**  Concord  Columbus, Ga., F. A. S

**Mary R. Kimball**  Salem, Mass.  Sa' m. Mass.

**Evelyn E. Plummer**  New Bedford  N. Attleboro'

**Helen M. Leonard**  N. Attleboro'  mingham.'

**Harrison Leland**  Jonesboro'  Waltham

**Caroline F. Sinclair**  Jonesboro'  Waltham

**Annie P. Merriam**  Columbus  Worcester  Miss Hellen Porter.

### VA \vspace{1em}

**Esther H. Hawkes**  Port Orange  Manchester, N.H.  Second Church, Boston

### AUXILIARY SOCIETIES SUPPORTING TEACHERS.*

<table>
<thead>
<tr>
<th>Town</th>
<th>President</th>
<th>Secretary</th>
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<td>Adams (North), Mass.</td>
<td>Mrs. D. C. Bagley</td>
<td>Miss Mary E. Carter</td>
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<td>Amesbury and Salisbury, Mass.</td>
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<td>Miss C. A. Phinney</td>
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<td>Miss Lilian Clarke.</td>
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<td>Mrs. Wm. Endicott, Jr.</td>
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<td>Boston (Arlington-st. Church)</td>
<td>Mrs. Henry Grew</td>
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<td>Boston (Dr. Adams's Church)</td>
<td>Mrs. A. Wilkinson</td>
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<td>Boston (Mayhew Society)</td>
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<td>Boston (First Church)</td>
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<td>Miss Kate A. Harris.</td>
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<td>Edward L. Pierce.</td>
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* The Officers of Auxiliary Societies are requested to notify us of any errors in these lists.
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<td>Montpelier, Vt</td>
<td>Mrs. E. Bicknell</td>
<td>Mrs. A. R. Reed</td>
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<td>Miss Anna C. Lewell</td>
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<td>Miss Emily Greene</td>
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