

**THE RACES & THEIR  
FUTURE: A PLEA FOR  
THEIR EDUCATION**

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The Races & Their Future: A Plea for Their Education by J. O. A. Clark

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# Races and their Future:

A PLEA

FOR THEIR EDUCATION.

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BY

J. O. A. CLARK, D. D., LL. D.,

EDITOR OF THE WESLEY MEMORIAL VOLUME, AND AUTHOR OF ELIJAH  
VINDICATED: OR, THE ANSWER BY FIRE.

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*Nobisque, liberisque, patrieque, et omnia Deo.*

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## PREFACE.

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This discourse, prepared without notes, was delivered at various places in Georgia. At no time did it contain all in this published address. Now one point would be more or less elaborated; now it might be merely mentioned, or even omitted. Hence its statements were sometimes misunderstood, and incorrectly reported. To place them on record has determined the author to put them into print. But this is not the only reason. Many have urged publication, believing that a wider circulation will result in good. Besides, the author has been invited and solicited to deliver the address in many places to which he cannot go. These considerations, and the assurance that it has accomplished good wherever it has been delivered, have influenced him to give it to the public. The Nannie Lou Warthen, or Sandersville District High School, at Wrightsville, in Johnson county, other High Schools, and schools of lesser grade, received new inspiration from it. It called attention to the neglected whites in the country outside of the cities. The increase of illiteracy among the poorer whites and the rapid growth of education among the

blacks, the very scanty provision for the education of the former and the very liberal provision for the education of the latter—which the facts of the discourse established—aroused a profounder interest in the education of the poor whites of the State. In the hope that this address may direct liberality to them, and that it may lead to the endowment of the Sandersville District High School, and similar schools, and give free education to the poor whites of very poor districts, the author sends it forth, praying the blessing of Almighty God upon all our educational work, upon all the children of Georgia, white and colored.

The author has no thought that all his suggestions will be approved; but this makes no difference, provided the whites now indifferent to education are thoroughly aroused to its importance, and provided the State insures ample facilities for all her children. He is no stickler for specific details; he is for whatever will soonest supply the present need. He has long since learned that the best schemes are often defeated by obstinately adhering or objecting to certain details, which might be surrendered without damage. Losing sight of the main purpose, these are urged or combatted with such pertinacity as to defeat the whole. The greatest obstacle to the cause of education, in many places in Georgia, has been the want of unanimity, and the absence of the spirit of compro-



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mise. Many a neighborhood is without a school, because the patrons cannot agree on its location, its teacher, its books, or its methods of instruction and discipline. Sooner than give up their individual preferences, they will only agree to disagree, though they leave their children to illiteracy and ignorance. A like fault is found in the Senate Chamber and in the Representative Hall of the State. Broad statesmanship is often defeated by sticklers for, or objectors to, some insignificant detail.

J. O. A. CLARK.

MACON, GEORGIA,

January 17th, 1889.

Therefore shall ye lay up these my words in your heart and in your soul, and bind them for a sign upon your hand, that they may be as frontlets between your eyes. And ye shall teach them your children, speaking of them when thou sittest in thine house, and when thou walkest by the way, when thou liest down, and when thou risest up. And thou shalt write them upon the door posts of thine house, and upon thy gates; that your days may be multiplied, and the days of your children, in the land which the Lord sware unto your fathers to give them, as the days of heaven upon the earth.—*Deut. XI., 18-21.*

Train up a child in the way he should go; and when he is old, he will not depart from it.

*Prov. XXII., 6.*

## THE RACES AND THEIR FUTURE.

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No animal comes into the world more helpless than man. Left to himself the infant must soon die. He seems to possess neither moral nor intellectual powers. And yet he has capacities, whose development is the work of education. This development cannot be defined by metes and bounds. It may go on indefinitely here and hereafter. But we may have some conception of the development of the moral powers, when we consider the difference between the worst and best of the human race—between the blood thirsty Nero and the cruel Caligula and the philanthropists Howard and Wilberforce, between the traitor Judas and the apostate Julian and the Seraphic Isaiah and the beloved St. John. And we may have some idea of the possible development of the intellectual powers when we suggest the difference between the helpless, pining infant and Sir Isaac Newton. And yet, when Sir Isaac compared his own knowledge with the unknown and the knowable, he likened himself to a child sporting on the beach, gathering here and there a few bright pebbles, while the great, unfathomed, exhaustless ocean of truth lay stretched out in limitless space beyond. When we conjecture the possibilities of the human soul restored to the image of God in knowledge, righteousness and true holiness; when we remember the dominion which God has given to man over the works of his Almighty hands, we can