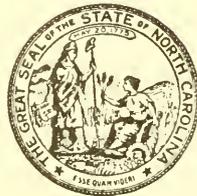


REPORT OF DIRECTOR
SCHOOLS FOR ILLITERATES
OF
1918-1919 and 1919-1920



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SCHOOLS FOR ADULT ILLITERATES IN NORTH CAROLINA

Outline of Origin and Development of Plans for Teaching Adult Illiterates in North Carolina

1914-1915.—Moonlight schools.

1. Vounteer teaching force.
 - (a) Teachers in day schools.
 - (b) Workers from various religious and fraternal organizations, women's clubs, societies, etc.
2. November 1915 designated "Moonlight School Month."
 - (a) Enrollment of about 10,000 in about 1,000 schools.
 - (b) Special assistance given by Jr. O. U. A. M.

1916-1917.—Practically no work of teaching illiterates.

1. Wave of volunteer efforts subsides as high tide of popular movement recedes.
2. Real teachers not financially able to devote sufficient time to work.
3. Lack of organization.

1917-1918.—Legislature appropriated funds for teaching adult illiterates.

1. \$25,000 appropriated annually for two years.
 - (a) Rules and regulations made by State Board of Education relative to expenditure of appropriation.
 - (b) County, community, or other agency to duplicate State fund in each instance.
 - (c) State Director of work appointed and organization begun August, 1917.
2. Community schools for adults organized.
 - (a) Schools taught in 30 counties.
 - (b) 5,326 enrolled for period of at least one month.
 - (c) Teaching force for most part regular day school teachers paid according to enrollment and average attendance of illiterates as per rules and regulations of State Board of Education.

1919-1920.—Schools for adult illiterates a part of public school system.

1. Legislature of 1919 makes schools for teaching adult illiterates a part of public school system of North Carolina.
 - (a) Appropriation: ("The State Board of Education is authorized to provide rules and regulations for conducting schools to teach adult illiterates, and such schools when provided for shall become a part of the public school system of the State and shall be supported as is provided for other public schools of the State." 5607, p. 63, School Law).
 - (b) Funds provided: ("The county board of education shall, upon direction from the State Superintendent of Public Instruction, provide annually in the county school budget, unless otherwise provided, a sum necessary to teach the adult illiterates in accordance with such rules and regulations, and a like sum shall be appropriated from the State public school fund." 5609, p. 63, School Law).
2. Community schools for adult illiterates 1919-1920.
 - (a) Schools taught in 66 counties.
 - (b) 10,050 adult illiterates enrolled for a period of at least one month.
 - (c) 5,324 above third grade standard enrolled and taught in community schools for adults 1918-1920.
 - (d) Average age of 15,276 adult illiterates enrolled and taught in 1917-1920 is 27 years.

3. Teachers for community schools and for scattered illiterates.
 - (a) Whole time teachers employed.
 1. County organizers and directors of work.
 2. Special teachers who give whole time to work, teaching a series of schools, going from one community to another.
 3. Special teachers employed by school boards as part of teaching force.
 - (b) Part time teachers employed.
 1. Community workers who teach illiterates in their homes.
 2. Day school teachers who teach evening classes of illiterates or teach individuals in homes or elsewhere.
 3. All others who teach illiterates in groups or otherwise.

The above outline is for the purpose of giving concrete information concerning the origin and development of North Carolina's plan for teaching her adult illiterates. These stated facts and figures suggest merely the foundation plan upon which we hope to build a system of instruction by means of which every normal adult illiterate in North Carolina may be taught at least to read and to write.

Special conditions in North Carolina have made this particular phase of education necessary. The citizenship of North Carolina has had no great interest in public education else this overwhelming number of native born illiterates would not be possible today. This lack of interest has tolerated poor schools with poor teachers, short terms with long courses of study, while year after year hundreds of boys and girls have stayed out of school because they had no faith in it, or left school because, being poorly taught, they lost faith in themselves. Teaching illiterates is an easy problem once they are willing to be taught; but it is no easy task to restore to these long neglected ones their lost faith in themselves. This takes a persistent, optimistic worker with never failing tact and enthusiasm; one who is able to establish a personal relationship between teacher and pupil. Reading, writing and arithmetic have been called the tools of learning. If the pupil is taught the mastery of these simple tools, and is at the same time inspired with the will to do, there is no task impossible for him, nor will there be any problem finally too difficult for him to solve. We believe it is not too late to reach thousands of illiterates and near illiterates who have passed beyond the reach of day schools. No discussion relative to North Carolina's vital need for this phase of educational work is necessary other than the overwhelming fact that probably at least one-fourth of the State's total population of white adults and three-fourths of negro adults are either illiterates or near illiterates.

North Carolina is not merely a tract of land with proscribed metes and bounds, a land of towering mountains, fruitful valleys, limpid streams, rolling hills and fertile plains. Rather is North Carolina a composite State whose vital parts are the mental, moral and spiritual attributes of all her people. Together with the outstanding attainments of a few must be measured the mediocre achievements of many and apparent failures of many more before an average standard of any citizenship may be established. North Carolina, therefore, may not expect to raise the standard of her citizenship any appreciable extent so long as the contributions of a part of her citizens are minimized by the inability of the other part to make any contribution. The fact that many illiterates in North Carolina have been considered successful

is a tribute to native intelligence and initiative and is a conclusive argument against needless waste of time and energy that must be used by such a one in overcoming his handicap of illiteracy.

North Carolina recognized the need for elementary adult education and undertook the task of working out its problem before the draft and women's suffrage attracted popular attention to the appalling truths concerning adult illiteracy. In 1914-15 a great volunteer teaching force, organized and led by Dr. James Yadkin Joyner and supported by various educational, fraternal and religious organizations, went out into all sections of the State and gathered thousands of illiterates into schools and taught them. This is known as the "Moonlight School Month" in North Carolina and carried the work safely beyond the experiment stage and established the teaching of adult beginners as a worth while project. W. C. Crosby, who checked enrollments and results of this "Moonlight School Month," estimates the number who did the month's work as outlined at about 50 per cent of the enrollment. This was a splendid showing but it lacked that continued effort necessary to give the adult beginner sufficient power and self-confidence to reach out beyond the need of a teacher.

There are two generally approved methods of organizing and developing classes or schools for teaching adult beginners. The one proceeds with a wholesale organization of a large number of classes with a large number of teachers. Out of all this it is hoped that some portion of the work will prove sufficiently worth while to become permanent. The other method plans as far as possible to assign individual workers to a particular territory. These workers make a careful analysis of social conditions and from time to time adjust their plans of teaching to fit these everchanging conditions. The first method always makes a more brilliant showing, especially if it has had much loud type advertising. The second method insures more permanent and worth while results. We have used this second method more and more during the past three years. The need for this method was recognized and provided for by the Legislature of 1917. Money was appropriated that paid teachers might afford to render continued service and complete well planned work which might not be done by volunteer workers.

Now that the Legislature of 1919 has made schools for teaching adult illiterates a part of the public school system we are planning to use almost entirely the second method of procedure. Of course, we do not propose to abandon all kinds of publicity. A certain kind of publicity is necessary—the helpful kind that makes each citizen recognize in the illiteracy of his community a problem not only altruistic but economic, the kind that turns indifference into alert personal interest, the result of which is probably the greatest factor in the product of education for adult illiterates. This kind of advertising can best be done by the press since more than any other agency it moulds and changes public opinion. Teachers and other school officers, together with the ministers in the State, might be the next best agents of this kind of advertising if only they would become sufficiently interested to inform themselves that they might discuss the subject intelligently. After a teacher has with the help of various agencies gathered together her group of illiterates and taught them, and has possibly taught scattered ones in the homes of the community, the ones taught become the most successful of all agencies for advertising the work.

The following is our plan for organizing and conducting community schools for the purpose of teaching adults:

I. Purposes of the Community School:

- (a) To provide primary instruction for those more than fourteen years old in the community, who, for various reasons, have never learned to read intelligently or to write a readable letter or to use figures in solving simple, every-day problems. (This class according to our definition is "illiterate," and State funds for teaching adult illiterates may be used for teaching these according to prescribed rules.)
- (b) To provide further instruction to any others more than fourteen years old in the community, who for various reasons, have not completed subjects usually taught in primary and intermediate grades.
(This class is not considered "illiterate," and State funds for teaching adult illiterates may not be used for these, but it is considered well worth while to reach them, both from the standpoint of helping them, and because illiterates may be reached more easily by a school that provides for other adults in the community.)
- (c) To provide programs by means of which may be taught needful community subjects, such as Community Civics, Health, Thrift, Homemaking, Gardening, etc.

II. County and Community Workers:

- (a) To employ whole-time workers for the county. These workers to be paid one-half by the State and one-half by the county. The business of these workers would be to organize and direct community schools for adults in cooperation with the county department of education. These workers would do actual teaching in as many centers as possible and in addition would supervise the work in other community schools.
- (b) To secure the services of a few wide-awake teachers in each county who are teaching in regular day schools. These teachers may organize community schools for adults and conduct them in connection with their day schools, giving two nights each week to the community school. The teacher will be paid liberally for this work according to enrollment and average attendance.
- (c) To cooperate with welfare workers and other employes in towns and in mill villages in the promotion of community schools or other organizations in which primary and intermediate grade work may be taught to adults, and also other subjects peculiar to the needs of the particular community.

III. Ways of Organizing the Community School:

- (a) Make a survey of the community with reference to the following:
 1. Number of families and members over fourteen years in each family and in about which grade in the regular school each member would be classed.
 2. Living conditions.
 3. Industrial conditions.
 4. Likes, dislikes, and wants of the people.
- (b) Plan two or three nights each week for regular class work, and an occasional night for a program that will entertain and at the same time stress some community need, such as "Health," "Thrift," "Civics," etc.

(This special program would be for all the people of the community and should be continued throughout the whole year. With proper leadership, this meeting would be used as a clearing house for live subjects that need to be studied in each community. This will also tend to develop much needed community leadership and offers a means of putting community thought and sentiment upon a sane basis, rather than that of distorted hearsay methods which often obtain among the uninformed.)

- (c) In connection with community schools, or where there are no community schools, scattered adult illiterates may be taught in their homes or other convenient places. This takes care of the ones who can not or will not attend schools. Two dollars from the State and two dollars from the county or local funds will be paid to the teacher for each adult illiterate who is given as much as one month's work.

IV. Reports, Texts, Vouchers, Etc.

- (a) All necessary report blanks are furnished free of charge by the State Department of Education and may be secured at the county superintendent's office, or by making direct application to the State Department of Education.
- (b) The work of teaching adult illiterates is a part of the public school system of North Carolina, and all requisitions for aid from the State fund for teaching illiterates must be approved and signed by the county superintendent of schools. Upon receipt of satisfactory reports of at least one month's work, together with the requisition for aid from the county superintendent, a warrant for the State's part of the teacher's salary will be made and mailed to the teacher through the county superintendent's office.
- (c) Suggested texts for use of adult beginners are: "A Bible Story Reader," North Carolina State Department of Education; "A Country Life Reader," Book 1, B. F. Johnson Publishing Company, Richmond, Virginia; "Writing and Composition Book," B. F. Johnson Publishing Company, Richmond, Virginia. Arithmetic taught should result in a working knowledge of numbers as applied to simple everyday problems. Other subjects taught and texts used should be selected according to the needs of pupils. For more advanced sections "Standard Short Course for Evening Schools," American Book Company, New York, is recommended as a text since in it is combined all the elementary subjects.

Records for community schools reported from December, 1919, to December, 1920, give the following facts:

Counties reporting work	52
Total number of schools taught (one month's duration).....	272
Total number of teachers.....	184
Total monthly enrollment of adult illiterates.....	5,580
Total average monthly attendance of adult illiterates.....	3,716
Average age of adult illiterates taught.....	27
Total amount spent by State for teaching.....	\$8,023.50
Total amount spent by counties for teaching.....	6,583.50
Total amount private donations for teachers' salaries.....	1,440.00
Average cost of teaching illiterates each.....	2.87+

Outstanding work is just now being done in community schools in Asheville and Buncombe County under the direction of Mrs. Elizabeth C. Morriss. As a result of the untiring efforts of Mrs. Morriss, Buncombe will probably not only continue and enlarge the usefulness of her community schools, but will cause other counties to follow her lead in this particular phase of education work. Miss Eva Edgerton and Miss Maude Worley, who have recently been employed as whole-time assistants to Mrs. Morriss, are both excellent workers who will do much to continue Buncombe County in the lead in community school work.

Roanoke Rapids has five teachers who visit and teach in the homes of the mill villages during the day and teach classes of adults at night. These teachers are employed as are the regular teachers in the day schools. This splendid piece of work at Roanoke Rapids was made possible by the

interest of Superintendent E. J. Coltrane and the mill officials. Much of this interest was due to the efficient pioneer work of Miss Hattie Ross who began working in the village last year.

Wilmington has also recently undertaken a well planned piece of city and county wide work. This work is being directed by Miss Anita Waldhorst, who has the close coöperation and support of Superintendent W. A. Graham and his corps of teachers. Gaston County is planning to take up the work the first of the year through the agency of Miss Nell Pickens and several community workers who are already employed by various mill communities. Gastonia also has one whole-time worker employed by the city school board. Mecklenburg is opening community schools in and around Charlotte under the direction of Miss Mary Matthews. Johnston County has had unusually successful rural community schools taught by Miss Pearl Justice, who is continuing the work there. Other successful whole-time workers now in the field are: Miss Eva Myatt, Miss Lillian DeVane, Miss Annie Will Siler, Miss Louise Alford, Miss Edith Stafford.

We are convinced that this big job of teaching adult illiterates and near illiterates will succeed in direct proportion to the number of efficient whole-time workers employed and to sympathetic and intelligent support given the work by citizens in general, and by school people in particular. One great hindrance to the work has been a lack of suitable texts for this class of pupils. Coöperating with South Carolina we have recently published "A Bible Story Reader" which we propose to use as a reading text for beginners. "A Writing and Composition Book" prepared chiefly by Mrs. Elizabeth Morriss and now being published by B. F. Johnson Publishing Company, will probably fill the greatest need we have had for a text for busy and unprepared teachers. This text will serve not only as a copy-book for pupils, but as a lesson plan for teachers in teaching writing and English composition.

Rules of North Carolina State Board of Education relative to paying for teaching illiterates more than fourteen (14) years old:

1. Schools with Enrollments of Ten or More Illiterates.

- (a) A maximum of \$20.00 may be appropriated from State Funds for this purpose for teaching ten (10) illiterates for a period of twelve (12) sessions. Each session shall devote at least one and one-half hours to actual work of teaching illiterates.
- (b) If monthly report at the close of twelve (12) sessions shows an attendance more than ten (10) who were enrolled as illiterates, \$4 additional for each additional pupil in average attendance not exceeding twenty (20) may be appropriated.

2. Schools with Enrollment of Less Than Ten Illiterates.

- (a) If any school does not make an enrollment of ten (10) illiterates, the teacher may teach the required twelve (12) sessions and report to the county superintendent of schools, who may combine this short enrollment with another or others from this county, thus making the required number ten (10).
- (b) A maximum of \$20 may be appropriated from State funds for this purpose for teaching this combined enrollment of ten (10) illiterates, each teacher receiving a pro rata part based upon reported enrollment. No bonus may be appropriated for average attendance of more than ten (10) illiterates in a report made up of combined enrollments.

- (c) Individual illiterates may be given twelve (12) lessons in their homes, and reports may be made by the teacher and payment made to the teacher in the same way as provided for combined enrollments.
3. Two copies each of all reports relative to schools for illiterates shall be made by teacher of school. One copy of each shall be filed in the office of the county superintendent and one copy of each in the office of the Director of Community Schools for Adults in the State Department of Public Instruction, Raleigh, N. C.
 4. No voucher to pay any teacher may be issued from this fund until teacher's monthly reports of school for illiterates, together with summary of each pupil's work for month, are made out on blanks furnished for this purpose and approved by the county superintendent of schools and filed, one copy of each, in the office of the county superintendent and one copy of each in the office of the Director of Community Schools for Adults, in the State Department of Public Instruction, Raleigh, N. C.
 5. The county superintendent shall fill out certificate blanks furnished him, stating length of school term, number of illiterates enrolled, and source of money duplicating amount of money asked for from the State fund for teaching illiterates. He shall mail these certificates, together with the reports, as required by the State Board of Education in Rule 4, to the office of the Director of Community Schools for Adults, in the State Department of Public Instruction, Raleigh, N. C. Upon receipt of these reports and certificates vouchers will be made out and mailed to the superintendent for distribution to the teacher.
 6. These schools for adults need not be in session on consecutive days or nights. The sum of twelve (12) days or nights constitutes one month, and under the law no apportionment of funds can be made for a school maintained less than one month. A teacher may continue the school after the first twelve (12) sessions and may receive the same pay upon the same conditions for each succeeding twelve (12) sessions as for the first twelve (12) sessions.
 7. The amount of money appropriated from the State fund for teaching illiterates must, under the law, in each instance be duplicated by county, local, or individual funds.

As a part of this report we are publishing three recent newspaper articles. These articles are splendid examples of three types which are most helpful and necessary to the work of organizing and conducting community schools. For newspaper articles such as these, and for continued aid and encouragement from friends of our work, and, most of all, for the numbers of self-written messages of appreciation and good cheer from pupils no longer illiterate, we are most grateful.

Asheville Adult Night Schools to be Put on Permanent Basis

AVERAGE ATTENDANCE OF 102 PERSONS AT CLASSES IN ASHEVILLE AND VICINITY,
MAINTAINING A RECORD EQUAL TO ANY SUCH INSTITUTION IN UNITED STATES

ADULT SCHOOL ATTENDANCE

<i>School</i>	<i>Persons</i>
West Asheville	22
Factory Hill	31
Ashton	30
Home Classes	30
Swannanoa	30
Pea Ridge	20
Factory Plants	30
Continuation	24
Total average attendance.....	102

Average adult night school attendance in Asheville and vicinity of 102 persons, believed to rank with record averages maintained by similar schools throughout the United States, which demonstrates interest being shown in the schools here, has caused directors of the night schools to plan for permanent institutions, Mrs. Elizabeth C. Morriss, director, announced last night.

Arrangements for placing the seven adult night schools on a permanent basis are now being worked out, and in all probability will have been completed within the next several weeks.

The continuation school is an institution opened only two weeks ago, under the auspices of the Asheville Business and Professional Women's Club, and is a school that accepts pupils "graduated" from the adult night schools.

Pupils who enter the adult night schools, in general, are illiterate. They are taught studies similar to those taught in the public schools from the first to the fourth grades.

While many of the students can pay for their books, and insist on doing so, there are many pupils who are unable to purchase books. To these persons all books are furnished by the school from a fund of \$275 donated by the Federation of Women's Clubs. Readers, spellers, and copy books are provided. Primary histories, also are available, these books having been contributed by the Daughters of the American Revolution.

Miss Maude Worley is assisting in the city night schools, and Miss E. Edgerton is in charge of the institutions located elsewhere in the county.

Letter writing and reading, mainly newspapers and the Bible, constitute the teaching creed of the schools. With this as a teaching foundation, if the pupil is progressive, other studies are easy.

Figures given in the table above represent average attendance. Home classes, mentioned therein, are classes that are conducted in the pupil's homes. Such students have found it impossible to attend the regular night schools, but are nevertheless anxious to learn, so this method of teaching has been adopted.

Negroes, too, are given the privilege of attending the adult night schools. There are three colored schools, one at Catholic Hill, with an average attendance of 18; another, the Hill Street school, attendance 20, and the third, Buffalo street, with an average attendance of 22 pupils.

Members of the Business and Professional Women's Club have offered to assist night school officials in teaching the various classes, it was also announced. Teaching cooperation in all probability will be included in the plans calling for placing of the schools on a permanent basis.—*The Asheville Citizen*.

Abolishing Illiteracy

Two happenings in recent times have disclosed the very unpleasant fact that there are many grown people in North Carolina who can neither read nor write. The first was the conscription or draft system and the other was conferring the right of suffrage upon the women of the State.

Many of us knew before that there was much illiteracy in our State. Certainly those who had ever paid any attention to educational statistics knew it, but even they did not realize the extent of our misfortune until the draft and woman's suffrage brought it home to them.

According to reports, about one-fourth of the young men between 21 and 31 years of age who were called to follow the flag were found upon examination to be illiterate. When the time came to register for the election just passed, the fact developed that thousands of white women in North Carolina were unable to read the constitution and to qualify as voters. According to the census of 1910 there were in North Carolina 291,497 persons over ten years of age who could not read or write. Of this number 107,563 were males of voting age.

The figures show very plainly therefore that there is much illiteracy in the State and entirely too much if the commonwealth is to reach its proper development. Illiteracy is a brake upon the wheels of progress, it is a

hindrance to the intellectual and moral development of the race, it is a barrier in the path of all right endeavor, it is an obstacle that must be removed.

The census of 1910 showed that in Carteret County there were 1,695 persons over ten years of age, mostly white, who were illiterate. This constitutes a percentage of 16.7 of the whole population. It can be seen that we people of Carteret County are confronted with the cold, hard, disagreeable fact that a considerable percentage of our population is absolutely illiterate. As to how many are in the twilight zone of illiteracy and knowledge we have no idea.

The statistics do not show that Carteret County is much worse off in the matter of education than her sister counties, in fact she is better than some. Edgecombe and Robeson counties, with a percentage little over 27, were in the worst condition of all and there were a number of them that went over 20 per cent. The average for the State in 1910 was 18.5 per cent.

Now the question is what are we going to do about it? We may feel pity for the counties that are worse off than we are and take a little consolation that we are not so bad, but that will not excuse us if we do not try to improve matters at home. Fortunately there is a remedy.

Schools for adults or "moonlight" schools as they are frequently called, point the way to eradication of illiteracy. Under the laws governing public schools, funds are available from the State, county and local revenue for moonlight schools. If the people here desire to maintain such schools and thus wipe away the stain of ignorance it is in their power to do so and at once. The records for 1919-20 show that 8,342 adults in North Carolina were enrolled in schools. Of these 4,280 were white and 4,062 were colored. This year the number will be substantially increased of such pupils.

Adult schools ought to be started in every part of Carteret County where the population is thick enough to maintain them. They should be begun in January and run through the winter months. Communities like Beaufort, Morehead City, Harker's Island, Cedar Island, and Portsmouth can sustain such schools and they ought to be the first to set the example.

The Beaufort News is deeply interested in this matter and stands ready to help in any way it can. We call upon our public spirited citizens all over the county to join with us in a movement to abolish illiteracy in Carteret County by the end of the coming year.—*The Beaufort News*.

Community Schools

For three years North Carolina has realized that a Commonwealth owes to its citizens schools. Education is clearly not a process which ceases automatically when one reaches the age of fourteen and goes to work, or when one completes the high school course and goes to college. Education, to be sure, is not merely a process of books and schools. But the work of the school makes possible the greater education, the education of the full life, because it aids in the adaptation to, and modification of, one's material environment and in the unfolding of one's spiritual and aesthetic being.

So long as there are in our State men and women who have not had the opportunity of going to school or who, given the opportunity, have not been made to avail themselves of it, the State can neither give nor receive the best in service, even with a steadily improving system of colleges and training schools. Intelligent, native-born Americans have grown up without a knowledge of the tools of expression, without a genuine understanding of the government of which they are a part. In a certain army camp class, during the great war, the only man who could explain what being an American citizen means was a young Greek, and he could do so because, having been considered a "problem" he had been taught in an "Americanization" school.

In many rural communities, home demonstration agents, farm agents and public health officers are hampered because some of the people, no matter how deeply interested in the improvement of their stock, their crops and their children, can not read bulletins and illuminating papers. Industrial

managers bewail the lack of skilled mechanics, when the skill required depends largely upon the ability to use a rule or to calculate the bricks in a wall. That so many of our people have succeeded, in spite of their handicaps, have made prosperous farmers and business men, good wives and mothers, is an earnest of the still unrevealed possibilities which await the touch of enlightenment. Native intelligence, keen insight into human nature, have given many Americans success, although their inability to use the fruits of the experience of others has made empiric methods necessary.

The tools of learning are simple, reading, writing and arithmetic. With the mastery of these, and the will to do, anything is possible. We say "mastery" advisedly, for the person who reads haltingly so that there is no pleasure in it, or writes with such difficulty that it is a task, can not be said to have command of his tools. To insure that mastery, New Hanover County, in common with the rest of the State, is organizing night and afternoon classes for all those over 14 years in age who have not done, or can not do, the equivalent of fourth grade work. A man may be an experienced workman, quick at mental arithmetic, and yet incompetent to write a letter. A woman may be an excellent housekeeper and yet be unable to read recipes for canning food or directions for the care of the sick. Another may be eager to read his Bible by himself and not have to wait for Sunday and the minister. Another may be able to read, write and calculate, but all so haltingly that he realizes that he must learn more. For every one of these, there will be classes, part of the public school system, taught by trained teachers, under the same conditions which prevail in the day schools for children. Where attendance upon these classes is impossible, teachers will go to the homes. Every accommodation will be granted to the ambitious and the thoughtful who, recognizing their disadvantaged position, are eager to fill the gaps in their equipment.

New Hanover County is rounding out its school system by furnishing education to all who need and want it. The life of the community will soon respond to this development, and hope and strength will be given to minds and souls now cabin'd, cribb'd, confined, bound by deprivations from which they should be rescued.—*The Morning Star, Wilmington.*

Respectfully submitted,

ELIZABETH KELLY,

Director of Community Schools for Adult Illiterates.

December 20th, 1920.