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RULES RELATIVE TO THE EXPENDITURE OF APPROPRIATION FOR PUBLIC NIGHT SCHOOLS FOR ADULTS.

1. ORGANIZATION—Teachers are permitted to organize classes for illiterates provided permission is first secured from local Trustees and County Superintendent of Education.

2. TEACHERS—Only teachers holding a valid first or second grade teacher's certificate, may organize a school.

3. ENROLLMENT—Pupils must attend three meetings to be enrolled. Only pupils above fourteen are permitted to enroll. Each class should enroll twelve pupils. Where the enrollment is above twenty-four and the average attendance at least sixteen the class should be divided and a second teacher employed. If the teacher gives as many as twenty lessons to an adult illiterate in the home, that pupil may be included in the report as one enrolled with perfect attendance.

4. TIME—Day classes and night classes may be organized in accordance with the needs of the locality, the preference of the people or the judgment of the teachers.

5. TERM—The minimum is twenty meetings on twenty separate days. The maximum term is seventy-two meetings on seventy-two separate days. Day teachers doing this work may teach ONLY on alternate nights, but special teachers may teach on consecutive nights for five nights a week. No teacher can be paid by the State for more than five days per week. The length of the daily session for one class may be from one hour to two hours and a half.

6. SALARY—White teachers will be paid \$1 per hour, provided the enrollment is at least twelve with an average attendance of six. Smaller enrollment or lower average attendance will be paid proportionately; however, no teacher will be paid who has an enrollment of less than six.

Colored teachers are paid at the rate of ~~50 cents~~ ^{\$1.02} per session of two hours.

7. PAYMENT—Payment for the work is made four times a year in April, in June, in October and in December. Reports must be filled out and filed *promptly* at the close of the adult school. The State Superintendent of Education will not be respon-

sible for reports sent in either by the teachers or the County Superintendents later than two weeks after the close of school.

Three copies of reports must be made out, one to be filed with the State Superintendent of Education, one with the County Superintendent of Education and one with the District Trustees. The money is forwarded by the State Superintendent of Education to the County Treasurer to be credited by him to the County Board fund. The County Superintendent will pay the teacher directly from his office; therefore it is not necessary for the District Trustees to sign the pay warrant, although they must sign the application or report.

TEACHERS WILL BE NOTIFIED WHEN THE MONEY IS SENT FROM THE STATE OFFICE.

8. COURSE OF STUDY—Emphasis should be placed on reading, spelling, arithmetic and writing. No work above the fifth grade should be offered in schools for illiterates. Classes above the fifth grade cannot be accepted for State aid.

9. SPECIAL TEACHERS—Where the teacher gives her entire time to the work of adult teaching the State will pay \$1 per hour for not more than five hours per day—time divided among morning, afternoon and night sessions. The classes should enroll twelve pupils each. If fewer than twelve, the pay will be in proportion. Every special teacher must be approved in advance by the State Department of Education.

For systematic work in a few selected localities the State will pay \$50 per month to a regular adult teacher for a minimum term of two months and a maximum term of nine months, provided the locality will contribute an equal amount, which will be deposited with the County Treasurer.

For further information apply to Miss Wil Lou Gray, Supervisor of Adult Schools, Columbia, S. C., or to the County Superintendent of Education.

J. E. SWEARINGEN,
State Superintendent of Education.

Columbia, S. C., December 20, 1920.

To the Teachers Interested in Adult Work:

South Carolina must secede from illiteracy. There are thousands in our State who, in their own words, are saying: "I would love to know how to read and write, but I ain't never had no chance, and am ashamed now," or "I am too old; I can't learn nothing." Will you answer a call to service by organizing a school for adults?

The following suggestions are given in the hope that they will be helpful:

1. Visit your Trustees and interest them in assisting you to organize a class. Call to your assistance the ministers, the Red Cross workers, and other public-spirited people in the community. Don't be discouraged if some will not fall in line, but rather be determined that you will prove to them the possibilities of success.

2. With the aid of the trustees take a district census of illiteracy. Make calls in a personal way and get information indirectly. This question will usually get the reply you wish. "Did you have good school advantages when you were young?" Tell them that you are trying to get every person in your district to be able to read and write. Appeal to their community pride and patriotism. It is a duty they owe their country. Let them know that you will organize a class for illiterates only, if a sufficient number can be secured. It is for those who haven't had a chance. Make them feel that they are just now having the opportunity which should have been theirs years ago. Insist that they come to the first meeting and bring some one with them.

3. Ask certain persons to be responsible for getting certain illiterates in school.

4. Have announcement of opening made in church, in lodges and all public meetings. Advertise by placing attractive posters in stores, in mills, etc. Enlist the help of the storekeeper, the superintendent of the mill, etc. Get them to talk for the school. Make the success a matter of community pride.

5. With the aid of trustees or a committee of women see that

the school building is ready for the opening, clean, with comfortable seats. Arrange to have refreshments at first session. Each week ask a public-spirited family to send in something to eat during the session. The organized Bible class or the Missionary Society could be responsible for this.

6. Provide a bulletin board, placing thereon posters, cartoons and bits of news. After the school has opened encourage the pupils to bring pictures, etc., for the board.

7. Let the first meeting be a session of the Community School, when the entire neighborhood is welcomed for an evening of civic instruction, discussion of public events and entertainment. See that every person in the district is given a personal invitation to attend.

Program for Community School might be as follows:

1. Devotional Exercises Minister
2. Community Sing Conducted by Choir Leader or Musician
3. An Explanation of the Purposes and Plans of the Adult School Teacher
4. Need of an Adult School Trustee or Invited Speaker
5. Call for volunteer speeches from the floor, pledging attendance. (Ask speakers beforehand to respond.) Decide time and place of school.
6. Local Happenings A Grown-Up
7. Social Hour. (The teachers and trustees should speak to everyone, and make them feel at home. If conditions are favorable, refreshments could be served. In many instances the County Home Demonstrator would be glad to have the Club girls serve light refreshments, materials being donated.)

8. The first night. See that every illiterate in your district has had a personal, verbal invitation to come. You might also send a note. Ask certain persons to bring friends. *Have no one at this session but adults who are going to come to school, except trustees and those who are going to help.*

Plan in detail your program. Know before you go to class just what and how you are going to teach. Begin and close

promptly. It is better for pupils to leave desiring to come back, rather than worn out.

Open with Bible reading, singing, and read for a few minutes some good story of achievement. With pupils set up some standard for the school.

- (a) Work for enrollment of every person who cannot read and write. Every pupil enrolled taught to read and write.
- (b) Attendance for term at least 75%. Announce that Perfect Attendance Buttons will be given by the State to all pupils who attend every session.
- (c) Strive for cooperation from all community forces.

In order to classify pupils, the first night give some very simple work in arithmetic to those who have gone to school before. For instance, have a number of sheets containing simple examples in addition, multiplication, subtraction and division. Give these to all pupils who have been to school, and while they work them start your beginners' class to writing figures. You will find during this arithmetic how your pupils can work, then classify them into sections, not grades. It will probably be necessary to have two classes of illiterates and two classes of near-illiterates, for every pupil seems to have a different ability. Don't take into your school anyone over fifth grade, and if illiterates can be secured it would be best to concentrate on illiterates. If illiterates cannot be secured offer special courses for a limited time to advanced pupils. For instance, a course in arithmetic, in civics and history, in English, in spelling and in letter writing.

9. If pupils drop out look them up and encourage them to continue.

10. Program:

Opening Exercises	10 minutes
Reading (English)	35 minutes
Phonics or Spelling	20 minutes
Writing (letter writing)	20 minutes
Arithmetic	25 minutes
General Topics	10 minutes

(a) *Opening Exercises.* Strive to open and close each session with a new and interesting thought. For opening exercises teach from the blackboard each night one verse of the 23rd Psalm, using the board for script, then Bible for print. After six nights have a beginner read entire Psalm or class read in concert. One night each week teach Sunday School lesson, another discuss current events, another read a hero story (Child's World Reader, Book 5, contains excellent stories for this purpose). Pupils enjoy humorous selections, for instance, "Mrs. Wiggs of the Cabbage Patch," or "William Green Hill and Aunt Minerva." At the close of the session spend a few minutes memorizing a famous poem or quotation.

(b) *Reading.* The Federated Clubs have presented to the adult pupils a Bible Story Reader, a book prepared in primer form especially for adult illiterates and near-illiterates. ~~A free copy for each pupil may be secured, as long as, the first edition lasts, from the office of the Supervisor of Adult Schools. After this supply is exhausted~~ copies may be secured from R. L. Bryan Co., Columbia, S. C., for fifty cents.

In teaching beginners the following outline is given as suggestive:

Talk to the pupils about the story to be read. Read the story to them. Read for the pupils the first sentence. Have the pupils read sentences as a whole, then call on separate pupils to read sentences. After the lesson has been read have pupils read several sentences or the entire lesson. Discourage from the first simply calling of words. When the entire lesson has been read, teach pupils to recognize word groups and individual words. Do this by means of the blackboard, charts and perception cards made especially from text. From the words learned, teach phonics showing pupils how they can build up vocabulary. *Drill—Drill—Drill!*

Assign new lesson according to outline just given and never say, "Take the next lesson." A well taught lesson is a well assigned lesson. Call attention the first night to capitals and punctuation. Urge pupils to discuss subject matter because each lesson should convey new ideas. Review every night. Teach pupils to read

calendar, their county paper, the Sunday School lesson, advertisements, etc.

(c) *Phonics*—Do not teach spelling to beginners. Teach sound value of letters in accordance with suggestions in the Elementary Manual, pages 24, 25, 26. Constantly teach phonics in connection with the reading lesson. Order Embecco Phonetic Drill cards, Milton Bradley, Atlanta, Ga. They are excellent aids in word building.

Spelling. Teach formal spelling only to pupils who can read simple prose. For beginners' spelling use Hunt's "Modern Word Book." The One Thousand Words Commonly Misspelled, found in the back of Arnold's Mastery of Words, should be taught to advanced pupils. Assign lessons carefully, always calling attention to the difficult letters. Teach pupils to study only words which they can't spell. Have written as well as oral spelling, giving definition of unusual words, and using them in sentences. Whenever a word is misspelled in letter writing, write it on the blackboard and teach. Read carefully the discussion of spelling in the Elementary Manual, pages 53, 83, 99. Teach the use of the dictionary and urge every pupil to own one. The Winston Simplified Dictionary is unusually good.

(d) *Writing*. Teach pupils to write names. When a copy is first given them separate the letters so that pupils will learn the letters which make up their names. Show pupils how to connect letters of name. Have pupils to trace letters until they have an idea of form. Even then it will be well to make a number of copies by writing with a hairpin or thorn on cheap paper, for the pupils to practice on while at home.

Teachers who follow a special method of teaching writing get more rapid and better results than those who simply teach writing by having pupils to copy. Study carefully some teacher's manual and follow directions. The manual published by The Practical Drawing Company, Atlanta, is excellent. Spend much time in letter formation. Demonstrate on the board, give mental pictures of letters, call attention to special characteristics, then have entire class follow your directions, all working at the same time on the same thing. Strive to get team work.

Stress clear letter formation but at the same time rapidity in writing.

A writing book has recently been prepared especially for adult beginners called "Writing and Composition". This book not only teaches writing but at the same time teaches capitalization, punctuation, paragraphing, pronunciation and spelling. Excellent type letters are given. The book is published by B. F. Johnson Publishing Co., Richmond, Va.

Stress the writing of letters. Drill on correct forms of business and social letters. Teach pupils to write checks, money orders, etc.

(e) *Arithmetic*. Section 1. Teach pupils to write to 100. Drill first with one and two digits on multiplication, subtraction, addition and division. This number can gradually be increased but be careful never to discourage pupils by giving too large numbers. Use simple examples connected with everyday life.

Section 2. Teach what the pupils desire. Base all examples on everyday life. Prepare all work before going to class so no time will be lost. Constantly give drill on multiplication, division, addition and subtraction.

(f) *General Topics*. During this period discuss with the pupils any interesting topics which you think worth while. Encourage pupils to ask questions about miscellaneous subjects, for instance, the cause of seasons, day and night, etc.

10. Write the State Department of Education for Elementary Manual and follow suggestions for teaching the common branches.

11. Have a Community School session once a month, where the public is invited to join the regular pupils for an evening of civic improvement. Have spelling matches, debates, lectures, etc. Invite members of the various State Departments to address community meetings.

Keep accurate records of attendance in register. The report calls for the name, age, grade and nights present of every pupil enrolled.

I want to have a permanent, changeable exhibit of night school work in my office. I would be delighted to have a specimen of the work of each pupil taught to write and figure. These specimens should contain the age of pupils and nights attending school, so that the results may be judged comparatively. This exhibit will be shown at different conferences and used as a means of advertising the work. If possible, send some pictures of your school at work, of perfect attendance pupils, etc.

Have some pupil to write an account of the school to the newspaper, also have a pupil who has learned to write, write a letter to the paper, stating that fact and urging others to take advantage of going to school now. I shall very much appreciate a copy of the paper containing articles.

Perfect Attendance Buttons will be given to all pupils who attend every night. As soon as you know the number required write for them, so that they can be awarded on the last night of school.

Have public closing exercises at which time you can display pupils' work. Let a night school pupil preside. Have a short debate or several three minute talks. These can be by pupils of Adult School or Community School. Have arithmetic and spelling matches by pupils of Adult School, the words having been previously assigned. You might have in addition to this spelling match a more difficult one for the entire community.

Let me urge you to study the report blanks carefully and mail to this office not later than two weeks after the close of your school. Give all information asked for on the applications. It is necessary in furthering the work that full records of accomplishments be given. The payment of claims has in several instances had to be delayed some days because the information given on the reports was not full. Be careful that the data given does not conflict. File applications *promptly*, according to regulation.

With best wishes for great success, I am,

Yours sincerely,

WIL LOU GRAY,

Supervisor Adult Schools.

Approved and issued by

J. E. Swearingen,

State Superintendent of Education.

BOOKS FOR ADULT PUPILS.

1. *The Bible Story Reader*—Written for adult beginners. Books may be obtained ~~without cost as long as the present edition lasts, from the State Department of Education upon request. After that~~ from R. L. Bryan Co., Columbia, S. C. Pr. 50 cents.
2. *Robinson Crusoe Primer*—The R. L. Bryan Co., Columbia, S. C.
3. *Country Life Reader*—Books I and II—The R. L. Bryan Co., Columbia, S. C. Pr. 45 cents and 50 cents.
4. *Stories of Great Americans for Little Americans*—The R. L. Bryan Co., Columbia, S. C. Pr. 60 cents.
5. *Child World Readers*—Books IV and V—The R. L. Bryan Co., Columbia, S. C.
6. *Writing & Composition for Adult Beginners*—B. F. Johnson Pub. Co, Pr. 30 cents.
7. *The Winston Simplified Dictionary*—John C. Winston Co., Philadelphia, Pa. Pr. \$1.10.

HELPS FOR TEACHERS.

1. *The Elementary Teachers' Manual*—State Department of Education, Columbia, S. C. Free.
2. *Haliburton's Teachers' Manual*—The R. L. Bryan Co., Columbia, S. C.
3. *Embecco Phonetic Drill Cards*—Milton Bradley, Atlanta, Ga., Pr. \$1.50.
4. *School Life*—A Semi-monthly Publication—Bureau of Education, Washington, D. C. 30 cents per year.
5. *Community Americanization*—Bulletin, 1919, No. 76—Bureau of Education, Washington, D. C. Free.
6. *Federal Citizenship Textbook*—U. S. Department of Labor, Division of Citizenship Training, Washington, D. C. Free.

7. *Geographic News Bulletin*—National Geographic Society, Washington, D. C. Free.
8. *Bulletins from Metropolitan Life Insurance Co.*, New York—Free.
9. *Report of Supervisor of Adult School*—The State Department of Education, Columbia, S. C. Free.
10. Teachers should have their names placed on the mailing list of South Carolina University, Columbia, S. C.; Winthrop College, Rock Hill, S. C.; Clemson College, Clemson, S. C.; The State Board of Health, and other like agencies so that they will receive bulletins and papers issued from these institutions.

