

Stamping Out Illiteracy Through Adult Education in Oklahoma

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(Special for The United American)

Object: Adult Education through Moonlight Schools, Opportunity Schools, Night Schools, Adult Schools to teach the 56,864 people over ten years of age, reported by the 1920 Federal Census to live in Oklahoma and not able to read or write.

THIS IS the problem with which the Oklahoma Illiteracy Commission has been wrestling since it dawned on the citizenry of this great state that its neglected children of a recent past when public education was less of an issue of common concern than it is today, should be given a chance to acquire a primary education and sufficient intelligence to assume a responsible position as citizens of this commonwealth and of our nation.

The objective can be attained, if the citizens of this great state answer wholeheartedly to the call of duty. If the adult education program receives continued public support the census report of 1930 will show little illiteracy in this state and the star that represents this commonwealth in the field of blue in our national emblem will shine with brighter light in silent testimony of a higher standard of citizenship in Oklahoma.

This past year, with no salary, our teachers enrolled and taught four thousand five hundred adults. For this coming year, the American Legion has pledged itself to finance two hundred and fifty six-weeks sessions. The Parent-Teachers-Associations have pledged themselves for seventy-seven schools. State Superintendent M. A. Nash is writing boards that are financially able to include money for night school in their regular budget. We hope to have ten thousand enrolled during the coming school year.

The importance of extending this educational work in Oklahoma will be presented in all of the states' eight summer teachers' training schools.

At a meeting of the Oklahoma Adult Education Commission on May sixteenth at Oklahoma City the work was reviewed and the plans for the school year of 1925 - 26 were given special attention.

The Commission reviewed certain phases of the work and decided among other things to ask certain men of wealth in Oklahoma to adopt the adult schools of a whole county, several districts, or in some cases perhaps a single school district, financing such schools and accepting reports from them.

The Commission suggested that the State Department of Education ask School Boards, financially able, to include \$36 for adult schooling in the regular school budget.

The name of the Oklahoma Illiteracy Commission has been changed and this body will in the future be known as the "Oklahoma Adult Education Commission."

The unanimous decision made by the commission at its May meeting, pledging every member personally to teach no less than one illiterate at as early a date as possible and thereby help to redeem at least one illiterate person to a literacy enabling such person to pass the test, is an apt illustration of the public concern in

adult education that is sweeping over the state of Oklahoma. It is thought that this action by the members of the Commission will have an effect upon the citizenry at large to cause many to follow the example set by the members of the Commission.

A higher standard in citizenship will be brought about in Oklahoma, as elsewhere, in proportion to the progress that can be made in destroying illiteracy through adult education.

TEN POINTS OF PROGRESS IN NEW YORK STATE PROGRAM, 1915 - 1925

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field. The recognition of these has been a part of the work.

Pageants in Buffalo, Rochester, Syracuse, Albany, culminating in that great festival of "America's Making" in New York City in 1922 have borne their part in translating the program.

IMMIGRANT EDUCATION—AN INTEGRAL PART OF THE NEW YORK STATE PUBLIC SCHOOL SYSTEM

The last and great "high spot" in New York state is one that eludes a "write up." It is that attitude of the public school authorities and the general public which recognizes Immigrant Education as an integral part of the Public School program.

Governors and legislators have never failed the Education Department, in helping it to render the best possible service to the foreign-born.

Such expressions as the following, show "there's a reason" why the state has a place in achievement in Adult Education.

WHAT GOVERNOR ALFRED SMITH OF NEW YORK SAYS OF ADULT EDUCATION

I have continually advocated the extension of part-time, evening, Americanization and vocational classes. In my judgement, nothing is more indicative of the stable and sterling character of our citizenship than their interest in the improvement of those of mature years who because of circumstances over which they had no control were deprived of early opportunity for education.

(From annual message to Legislature, January, 1925.)

LIFE'S SUCCESS

If I can live to make some pale face brighter, and to give

A second luster to some tear-dimmed eye,

Or e'en impart one throb of comfort to an aching heart,

Or cheer some wayworn soul in passing by;

If I can lend a strong hand to the fallen, or defend

The right against a single envious strain,

My life, though bare perhaps of much that seemeth dear and fair

To us of earth, will not have been in vain.

If you want your child to be a success, place responsibility on him. It will increase his confidence in himself. It will give him self assurance, ability, and leadership. Designate some special task for your child today if you ever hope him to become a leader in later life.

— A. I. U. Magazine.