

in the field (by private subscription, if necessary) who will make a success of enrolling and teaching adults in an evening school. 'Tis old but true that "nothing succeeds like success."

To you who are pioneering adult education work I would like to give a resumé of the status of State and local support and leadership at the present time in some States.

South Carolina has the most comprehensive and far-reaching State program among the Southern States at the present time, and this proves my statement that competent leadership is the key to success, for when Miss Gray took charge of this work in 1919 they had been receiving financial support from the Legislature for three years and the funds had not been touched—not even been wasted in effort, much less utilized to advantage—all for the want of a leader.

Their State financial support has increased from \$5000 to \$45,000 in nine years and local support has grown from indifference to the employing of special teachers for work in mill towns partly supported by mill executives. Active coöperative support is gotten from every available source—bankers—savings accounts for adult pupils; American Legions—scholarships to summer opportunity schools; State University—publicity through University of South Carolina News; Federated Clubs—assistance in publishing Bible story readers; individuals—prizes, use of cars, etc.

A leader is a person who knows how to use to advantage, so as to get results, every offer for coöperation. In South Carolina when the bankers say: "We endorse the work of the Illiteracy Commission and pledge ourselves to support this program," Miss Gray says, "Thank you. We would like to have the banks start savings accounts for all adults who learn to read and write." The State Federation of Women's Clubs passed a resolution pledging their members to do all that they could to further the work. "All that they could" happened to be assisting in publishing Bible story readers. In fact, every person who offered support was given a job by a leader who had her program so outlined that she knew what she needed and could use. Promised support becomes active support only at the demand of the leader.

Mississippi's plan should be interesting to those who are just beginning a program of illiteracy eradication and adult education. They are absolutely in the chrysalis stage. No laws, no leader, no appropriation—"no nothing"—except the determination of those who understand the need to establish such a system. Theirs is, to begin with, a two year program—one year State organization and the second year actually beginning and teaching schools for adults. They expect during the first year to perfect a county committee with local sub-committees in each county in the State. This committee shall be made up of a county superintendent of education, Parent-Teachers Association member, Federated Club member, president of county teachers association, county health officer, minister, business man, editor of the county paper, and member board of supervisors. The duties of this county and local committee shall be to locate illiterates, secure teachers, arrange time and place, enroll adult pupils, and secure any funds by individual donation necessary for books, etc.

Most States have gone through such a stage. I would not presume to throw cold water on the plant, for, as a beginning, it is absolutely invaluable and almost necessary. It checks up on conditions; places the needs before the people; arouses citizens to their responsibility in the matter; and serves to determine three important points without which there can be no permanent organization—first, that there must be a head, a leader; second, where we expect to get the support and how much we shall need; and, third, just where to begin the work on an intensive scale—for the conclusion of every State organizer to whom I have talked is that the ultimate end is intensive work. Some States work from a county program out, while others from a State program in. Either plan is satisfactory, we can carry in mind all along that intensive county work is necessary at one time or another. We have used the latter plan and the greatest difficulty we have encountered is in losing State interest when we begin to localize.

Briefly summing up, let me say then that the ultimate aim for adult education is that it shall become a permanent part of the public school system. The Nation is striving for this in a Federal Education bill; each State is pushing forward to this end through State legislation and coöperative public

sentiment; many localities have already attained the goal and are having regular night schools for adults with as long terms as the regular day schools.

The idea of giving each and every person a chance for all the training that he needs is new in the history of civilization. Before there will be the proper support for such work, the need of it must be shown and the results in personal happiness and economic progress must be proved.

Leadership is the keynote to success in this unique program. A leadership which can persuade the classes to give the necessary aid and a leadership which can persuade the masses to make use of the aid after it has been given; a leadership which has the enthusiasm to launch such a program and the practical knowledge and persistency to complete it.

Support has been forthcoming where it has been sought. The people are in a mood to be convinced that the world needs trained people in every job and profession. Too long we have accepted poor labor because of the excuse "I didn't have a chance to learn"; too long have we endured small enrollment and still smaller average daily attendance in our day schools because illiterate parents underrated the value of an education; too long have our charitable and correctional institutions had to care for those whom education and training would have saved from such a fate. Adult education is being accepted by the business, the religious, and the social worlds in whatever sections of the country it has been introduced. Adult education is here to stay because America still believes in the principles on which it was founded—liberty and justice for all.

PROCEDURE AND METHODS OF ATTAINMENTS

Notes from Address by Miss Wil Lou Gray,
Supervisor Adult Schools, South Carolina

TO ORGANIZE a county, city or town the problem in South Carolina is much the same. The question is not "How can it be done," but "Can it be done." The procedure of the state official in charge is to go directly to where the work is needed and appoint the teachers necessary, also a committee among those interested to interest the nativeborn, conduct a teacher's institute for the benefit of the teachers, and secure proper equipment and material in advance.

It should always be well to select from among the teachers those who are liked by all, as the very qualities which have endeared them to the town or city will continue to have influence in the classes.

Lastly, there must be of course publicity and registration. This is entirely dependent upon the enthusiasm and popularity engendered by previous activities. The opening evening may see an influx that is difficult for the teachers to handle, or a disappointing registration. One never can tell until the last moment.

The work in South Carolina is progressing mightily and the interest of the people is proportionate.

PROGRESS OF ADULT EDUCATION IS RAPID

Notes from Address by Miss Frances K. Wetmore,

THE QUESTION of permanency in the public school system of our work is assured. It is no longer a question of what we should do. This can be along three lines:

1. There are new centers of work—twenty of them.
2. There are new phases of work.
3. There is great impetus within the various groups interested.

We have had mother's classes, industrial classes, classes in hotels, in stores, in offices, in restaurants, and in railroad yards where light and steam have been provided for cars wherein classes were taught. These cars were switched near to the work places of the men.

The reaction of the pupils has been wonderful and inspiring. Our teachers are helping mightily, and our courses in training and methods are continually open. Education is at present for all those who need to be educated.

Absolute right is the first governor, or every government is an impure theocracy.
—Emerson.

They do not easily rise whose abilities are repressed by poverty at home.
—Juvenal.