COUNTY SCHOOL EDITION

Section Two

The Dillon Herald.

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ADULT EDUCATION IN DILLON COUNTY

The year '15-'16 saw the first adult work ever attempted in the schools of Dillon County. Three were established in different sections of the County and were taught three nights in the week for six weeks by the regular tachers. The remuneration was very small for their services. The results were splendid; so good, indeed, that since then fifteen other schools of like nature were held and men and women of varying ages were taught to read and write. In the short time that the schools ran, what each individual felt was most needed, was stressed. Reading, writing, and "figgering" were most sought after. One old lady wanted to learn to read so she could use the explanationson her patterns in sewing. She and her son went to school together. After a number of these schools, commencements were held and they were truly inspirations for more and greater night school work. Medals were awarded and the joy and pride they brought to the winners were wonderful to behold.

In the year 1916, a parade was arranged Field Day with a float from each school. One of these floats represented a night school and was drawn by the night school men. Were they ashamed that they were the men who bent over their childish tasks night after night? Not so, rather were they proud that they were the men who had used opportunity when opportunity presented itself and were saying so to the thousands of people who saw them parade through Dillon's streets. One of these men was heard to say that he would not take a thousand dollars for what he learned and he started in the Primer.

Last summer when the "Lay By" Schools were fighting their noble fight against illiteracy, Dill n County felt that on account of the tobacco crop, such schools could not be held in the rural districts. Some work was done though during the campaign. A teacher was placed in each of the two mill villages for the month of August. Ninety two were enrolled, fifty four being taught to read and write. Individual work was done also at this same time throughout the County. Besides the fundamentals, Domestic Science was taught also.

So much has been accomplished in the work, that it wa sdecided to put on special all time teachers during the months of January and February. Seven of these teachers were employed. In four other communities, the day teachers held classes three nights in the week. Quite a number of the men wanted to learn to divide, and to see them struggling over this with untiring zeal was a lesson to every man and woman in this State who could help with this warfare for kowledge and was not doing so.

The work with the all time teachers was both day and night. At night, they met with all who could come to the school building for two hours; the beginners three times a week and the more advanced twice. In the day, they went to the homes of as many as found it impossible to get out at night, hoping in this way to reach all.

The following clippings from the reports of the special teachers will give to the public an insight into the work. They will show the crying need for workers where men and women in this home land are yearning for enough education to read their Bibles or write to their absent children. This is their birth right as American citizens.

"These are very interesting people to teach and seem quite anxious to learn. The men are all farmers and profess to be dreadfully handicapped by their inability to "figger', as they express it. The women want to be taught "letter writing" and "spelling". I have not been able to get them out to school at night on account of the little ones, so I go to the homes to teach them. Most of my pupils are interested in their school work. One mother who had learned to read and write since I came told me a few days ago that she was so excited over knowing how to spell and read that she went to bed repeating her spellin lesson and woke next morning still spelling. These men and women ranging in age from twenty to sixty are making an effort to accomplish that which they failed to get in youth and I feel that it is quite a privilege to be numbered among the workers who are helping in the fight against illiteracy."

2. "The adult schools are run along the same lines as other schools, except that we necessarily have to leave off a great many frills that usually go along with first and second reader classes. "Life is real, life is earnest" to the night learner. We have to make every minute count. We travel a straight Roman road that is labeled Three R's with just enough fun, biography, illustrative anecdotes and pleasantries thrown in to make the pupils feel that though there may be no royal road to learning, there is certainly an interesting and worth traveling one.

To me the most interesting feature of this work, aside from the gratification of seeing nightly improvement—is the pupils' reasons for coming and the unexpected ideas and purposes to which they sometimes give expression. When I met my class the first time, my oldest pupil said, "I am going to learn to sign my checks in a running hand. I'll gladly come for two months just to learn this one thing.' This desire has be ngratified and many more, and notwithstanding the fact that he is forty one years young and the father of a large family, he has already secured a teacher to coach him after night school is over---for he wants to go to college.

My oldest matron has seen a half century go by. She could read very well and write and spell some, but figures to her were a sealed book. She is striving to learn she says, that she may help four little children and be able to direct their studies intelligently. Who could find a better reason?

Last week I asked how they would like to organize a club to bring themselves together after school. Not any too much enthusiasm was manifested until one young man said, "I have a suggestion to make. We want you to come back and teach us in August. Eight of us are willing to give you five dollars a month and you would have to teach only three night, a week. We think you could live on this—we hope so." Knowing how little money these boys have to call their own—for they are still in their teens—the offer was a princely one and the compliment one I shall always cherish.

Another feature of the work is my "step class". They are above the third grade, but wished to learn arithmetic, reading, and spelling. I enrolled them with the understanding that I would give them only such time as I could spare—the crumbs, as it were that fell from the children's table. I wouldn't be without this class now for anything. They are working as hard as the others for attendance buttons.

The trustees too must come in for a word of apreciation. Without their advice and assistance we would be like ships without rudders. They do not quite qualify for perfect attendance buttons, but they certainly do for perfect co-operaion.

We are planning now for our commencement—for no real school closes without public exercises. If willingnes to take part is any sign of future greatness or progress, I am sure that before long, this school will be heard from."

3. "When I was sent to begin work, the trustees told me that my coming was of no use, for they were confident that not even one person would attend such a school. They said that they kew that there were a few illiterates and near illiterates in the district but no one could reach them they were sure. However, inspite of this discouragement, I made a canvass of the district the following day and told of the school for adults and of the community meeting to be held at the school house the next night. Two of the trustees were with me when the canvass was made; and by the time we had finished it, they were thinking differently about several things. They realized that the school was going to be very popular. They found that there were not a few but many who needed to go and they believed that those who needed to go were going.

Our community meeting was a most enthusiastic one. There were about fifty people present, and the meeting must have been very inspiring, for every one was so interested afterwards in the work of the school.

A class of women came in the afternoons and a class of men at night. Some of the men who came every night were the hardest to get interested in the school. One old man told me that he did not want to come, for he did not want me to know how little he knew, and the first night he was right nervous, but afterwards he enjoyed it thoroughly. Another told me one night during the second week of school that he did not believe that a school like that would be worth anything to any one as old as they, for he had not believed that they could learn. He said, however, that now he would always work for a school like that for it was the best thing that had ever come to such people as they were. He was so proud of his first figures, that he would sit and look at them and say over and over, "The first 'figgers' I ever made! Who would'er thought I could'er done it?" All of the beginners were so interested in their names, and were so proud of their being able to write them without a copy.

Besides the reading, writing, spelling, and arithmetic, we studied the Sunday School lesson one night out of the week; and the classes learned most of the Twenty Third Psalm and several quotations from the classics.

I have never seen such enthusiasm over any kind of school work as these people showed, and it was a real joy to work with them."

4. "I am in a tiny mill village away from the county seat and almost a mile from the station. I have enrolled thirty seven pupils, forming the minto two classes, beginners and more advanced. Three evenings a week are spent with the beginners and two with the more advanced class. On Saturdays, I instruct any who come for work on Sundays, I teach pupils in Sunday School. In the afternoon, I meet the women who can leave their homes an hour or two and then go to the homes of those whose babies prevent them from coming.

One mother who could read fairly well, could not write one word. Now she is writing to family, friends, and her teacher—wonderful perservance: "Writin' sure do save tickets on the train and makes you feel nearer your folks somehow.' '

I find after several weeks work here, that many books are being read at home, wives are teaching their husbands and I believe the ground is at least being broken for a great harvest in the future.

By far the most appreciative pupil here is a young mother who has had two weeks' instruction. We work two hours or more every afternoon —this woman can write her name well—with character, make her letters and figures, knows how to measure goods, spells seventy five words, and has read forty pages in her reader. Two weeks ago, she did not know a word. It is her chance and she has learned how to use it. She knows the "taste of knowledge" and is going to get all she can. "I don't want my children to outlearn me too far", she says.

The sentiment of the people is clearly shown in the above clipings.p In the few schools we ran in January and February, four hundred and fifty one were enrolled, ninety of whom were taught to read and write. This work has a deep meaning, for as one of the ninety said, "you are opening up a new life to me". We hope that this is only the beginning of a wonderful campaign for a literate Dillon County. We appeal to every citizen of the County for their co-operation. Soon there will be a call for a "sign your own name" movement to the signers of the Democratic Club Roll. See to it that your school district comes out one hundred per cent. strong, that no man has to touch the pen. The answering of this call together with your whole hearted end avor in the fight against illiteracy is a privilege accorded you. Will you help?

Mamie McLees.

FLOYDALE INDUSTRIAL SCHOOL.

FORK ADULT SCHOOL.

PART OF THE ADULT SCHOOL AT HAMER MILL.

Dillon County Federation of Women's Clubs.

The spirit of the community betterment had taken a deep root in the minds of our women, so in 1915, some one conceived the idea of bringing the individual clubs together in order that all might benefit. The Dillon Civic League agreed to issue a call for all clubs to send representatives to meet at the County Court House on a certain Saturday in October. As a result, fiften delegates were present and the Federation was organized. The growth has been marvelous and has far exceeded the expectations of all concerned. Mrs. E. C. Major of Latta was elected the first president. She was succeeded by Mrs. Clarence McLaurin of Minturn, who in turn was followed by Mrs. R. P. Hamer of Hamer, Mrs. L. Cottingham of Dillon was elected the ensuing year and is now president of this organization. We meet twice a year in various sections of the County We discuss topics relating to home, school, and community. We have been instrumental in bringing about much legislation that has proved beneficial to the county at large. We contribute $100.00 yearly to the State Loan Fund and expect hereafter to keep one of our own county daughters in school somewhere. Of the forty three clubs that compose this organization. The aims and reports at the meetings have been an inspiration to all to do better. The topics discussed by able speakers of our own state and North Carolina have give food for thought to many of us.

From a mere handful this body of noble women has grown until it now often numbers four and five hudred with a goodly sprinkling of interested men.

Words are inadequate to express the far-reaching results and untold good accomplished by our Federation through co-operation. We have had the unbounded support of teachers, preachers, County Supt. of Education Supervising Teacher, and Demonstration Agents. A desire to attend these meetings has reached the remotist corners of every district and we have found the fourth leaf of the clover called, "Love" and through this our work for humanity, unselfish and true; we've also found in many hearts the loveliest works where this four leaf clover grows.

Mrs. John Hargrove.

Let South Carolina Secede from Illiteracy. Do Your Bit.

The State Department of Education and The Illiteracy Commission intend to wage an intensive campaign during the next two months for the purpose of teaching every voter in the state to write his name. If this is to be accomplished we must have the active support of every literate voter in the State, therefore it is most necessary that each County Convention not only pledge cooperation but give it. Any assistance you can give will be genuinely appreciated.

The true governing body of South Carolina is the State Democratic Convention. In the forty six County Conventions to be held May 3rd there will be expressed the governing opinions that will direct the State for the next two years. The August primary will simply be the individual expression of these views.

The enclosed resolutions are sent for your examination, in the hope that they may be considered by your Democratic County Convention. Personally and officially, I shall be grateful for any view you may care to express or any cooperation you may help to secure.

Yours respectfully,
J. E. Swearingen,
State Supt. of Education.

WHEREAS, education is the best safeguard and the surest guarantee of Democratic government and American institutions; and

WHEREAS, the rules of the Democratic Party ad the Law of the State require the signing of the club roll by each voter in order to safeguard and protect the primary; and

WHEREAS, too large a percentage of these signatures in 1914, and again in 1916 were marked with a cross, thereby indicating a lack of foundation training among the voters as well as fundamental weakess and neglect in our public school system conditions which ought not to have existed and which can and should be remedied:

NOW THEREFORE, BE IT RESOLVED by the Democratic Convention of the County,

FIRST, That every white Democrat should be able to write his own name on the roll of his local club in order that the minimum number of signatures may have to be signed otherwise. Every voter unable to sign his own name and read his own ballot ought to be given an opportunity to learn how to read and write before the end of 1920.

SECOND, That the public school improvement of recent years needs to be strengthened by the immediate adoption of an aggressive and progressive policy of free, universal adequate education.

THIRD, That every school district is hereby urged to increase its local school tax or to vote such a tax at once. The State should provide more liberal appropriations to guarantee a minimum term of seven months, better salaries for teachers, and thoroughly modern and efficient schools, especially in the country.

Co.	Enrolled	No. Making Marks	Percentage	Yr.
Abbeville	2,707	357	13.2	1914
Aiken	4,533	1,011	22.2	1914
Anderson	8,400	1,902	22.6	1914
Bamberg	1,533	165	10.8	1916
Barnwell	2,673	346	12.9	1916
Beaufort	789	36	4.6	1916
Berkeley				
Calhoun	1,046	86	8.2	1916
Charleston				
Cherokee	3,080	754	24.5	1916
Chester	2,410	345	14.3	1916
Chesterfield	3,863	1,091	28.2	1916
Clarendon	2,156	371	17.2	1916
Collecton	3,060	439	14.3	1916
Darlington	3,500	432	12.3	1916
Dillon	2,429	627	25.8	1916
Dorchester	1,783	271	15.2	1916
Edgefield	1,722	155	9.0	1916
Fairfield				
Florence	4,418	804	18.2	1916
Georgetown	1,668	337	20.2	1916
Greenville	10,825	2,362	21.8	1916
Greenwood	3,238	338	10.4	1916
Hampton	1,806	350	19.4	1914
Horry	4,260	886	20.8	1916
Jasper	583	75	12.9	1916
Kershaw	2,586	645	24.9	1914
Lancaster	2,999	752	25.2	1916
Laurens	4,395	760	17.3	1916
Lee				
Lexington	4,805	829	17.3	1916
Marion	2,154	365	16.9	1916
Marlboro	2,670	677	25.4	1916
Newberry	3,476	455	13.1	1916
Oconee		907		1914
Orangeburg	4,870	697	14.3	1916
Pickens	4,211	967	23.0	1916
Richland	6,872	763	11.1	1916
Saluda	2,220	320	14.4	1916
Spartanburg	11,216	2,792	24.9	1916
Sumter	2,561	354	13.8	1914
Union	3,343	645	19.3	1914
Williamsburg	2,488	419	16.8	1916
York	4,715	914	19.4	1916

*From Report of State Superintendent of Education.

"As essential to character formation, to the welfare of the American people, and to the promotion of a national habit, we urge that the present national program of thrift instruction, and the sale of Thrift and War Savings Stamps become a permanent part of the public school procedure"—Resolution adopted by the Department of Superintendence of the National Education Association March 1, 1919.

It has been said that the South Carolina School Improvement Associations have rendered the highest type of voluntary co-operation for the cause of education. Schools in South Carolina have been developed in local community improvement, or county conscious plans, and in statewide undertaking; and in each development the School Improvement Associations have played heir part.