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First Report  
Alabama Illiteracy  
Commission

1916

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FIRST REPORT  
OF THE  
ALABAMA ILLITERACY  
COMMISSION



A SUNDAY SCHOOL SUPERINTENDENT. "THE OLD  
'OMAN USE-TER READ THE LESSON TO ME  
AND I MEMORIZED IT BY HEART."

See pages 44-48.

APRIL 2, 1915—OCTOBER 1, 1916

BY  
WM. F. FEAGIN, Secretary-Treasurer  
Montgomery, Alabama

LC 152  
A2415

ALABAMA ILLITERACY COMMISSION.

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Ex-Governor Wm. D. Jelks, Chairman.....Birmingham.  
Hon. J. B. Ellis.....Selma.  
Mrs. Mary Moore McCoy.....Birmingham.  
Mrs. W. K. Linscott.....Mobile.  
Supt. Wm. F. Feagin, Secretary-Treasurer.....Montgomery.

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Miss Esther R. Foster, Field Agent.....Montgomery.

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MAY 23 1917

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## LETTERS OF TRANSMITTAL

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1. *From the Secretary-Treasurer to the Commission.*

Montgomery, Ala., December 15, 1916.

Hon. WM. D. JELKS, Chairman,  
Alabama Illiteracy Commission,  
Birmingham, Alabama.

My Dear Sir:—I am transmitting to you my report as Secretary-Treasurer of the Alabama Illiteracy Commission, and through you to the Governor as provided in the law authorizing the creation of the Commission. The report embraces the activities of the Commission and of those officially connected with it.

Being the first official record to be published, I have deemed it best to include therein facts relating to the history of the movement in Alabama and interesting phases of the work, as well as the usual features which such a report would necessarily contain.

The splendid co-operation given by those delegated with the responsibility of carrying the work forward deserves the praise of every patriotic Alabamian. As the member of the Commission whose duties have afforded the opportunity of observing this generous and patriotic co-operation, I take this occasion to thank the liberal-hearted citizens of the State for personal and efficient service; women's clubs, commercial, educational and religious organizations for their valued support; and especially those Alabama teachers who have responded so willingly to the call for volunteer workers.

Respectfully submitted,



*Secretary-Treasurer.*

2. *From the Chairman of the Commission to the Governor.*

Montgomery, Ala., December 18, 1916.

His Excellency,

CHAS. HENDERSON, Governor of Alabama,  
Montgomery, Alabama.

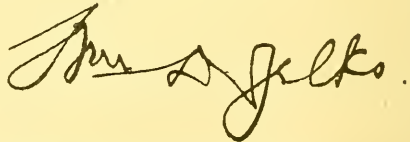
Dear Sir:—In conformity with the act creating the Alabama Illiteracy Commission, I am herewith submitting the secretary-treasurer's report, which embraces the history of the work, the official acts of the Commission from the date of its organization, April 2, 1915, to October 1, 1916, a financial report showing receipts and disbursements, and other data which the Commission believes will be of interest to the general public.

As chairman of the Commission, I desire to express to you, and through you, to the citizens of Alabama, my thanks for the moral and financial support given us in our efforts to organize and conduct the campaign to eradicate illiteracy.

A spirit of appreciation prompts me to say that our duties have been lightened because of the efficient services of the secretary-treasurer, the field agent of the Commission, and members of the Department of Education. Their work has been very effective.

With a full realization of the responsibility with which you have entrusted us, and fully informed as to the magnitude of the task before us, the Commission enters upon the new fiscal year hopeful of attaining even more telling results.

Respectfully submitted,



*Chairman, Alabama Illiteracy  
Commission.*



## Part I.

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### HOW THE MOVEMENT WAS LAUNCHED

**T**HE annual meeting of the Southern Educational Association held in Houston, Texas, November 30-December 2, 1911, gave a delegation of Alabama educators the opportunity of hearing Mrs. Cora Wilson Stewart, county superintendent of education of Rowan county, Kentucky, tell of the remarkable work she and her teachers were doing in the mountains of Kentucky in an effort to remove illiteracy.

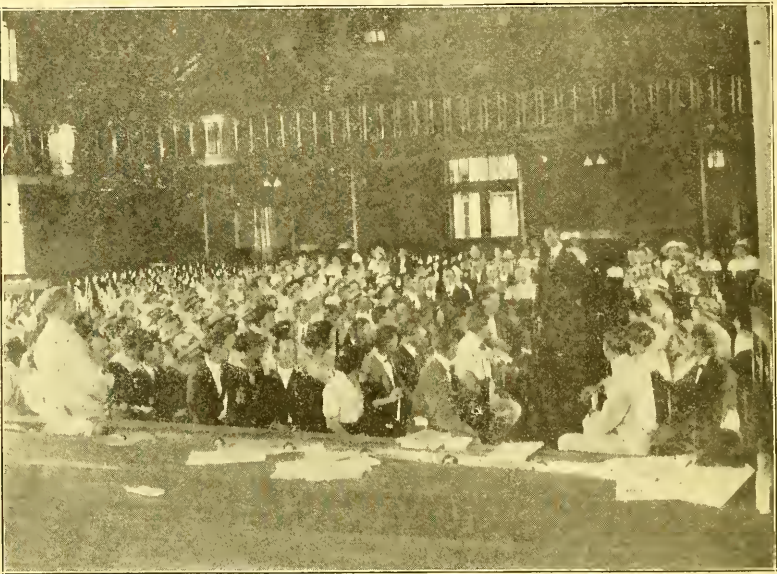
Her story was replete with interesting and pathetic incidents. It appealed to the Alabama representatives, who unanimously agreed to extend to her an invitation to visit the State and address the Alabama Educational Association.

The State Superintendent of Education invited her; she accepted, and on Friday evening, April 5, 1912, spoke to an audience composed of more than two thousand teachers and citizens. Her address was one of the most inspiring ever delivered before the Association. The seed sown in the hearts of the teachers is today bearing fruit in the lives of many of our good people, who, as children, because of circumscribed conditions, were denied the educational privileges to which every child is entitled.

During the spring of 1914 the co-operation of the county superintendents was enlisted in a movement to secure a complete list of illiterate white children between the ages of eight and twenty years. The work was done during the month of July when the biennial enumeration of school children was made. The results were inaccurate in some respects, due to the difficulties necessarily encountered in such an undertaking. However, it served the purpose for which it was intended; it brought the general public to a full realization of the fact that the "mill of neglect" was busy each year grinding out a new crop of illiterates. It did much to stimulate the public conscience to a full realization of the necessity of a compulsory attendance law, which

was enacted by the Alabama Legislature, September 15, 1915. In addition, it created a sentiment favorable to great movements which were about to be projected.

The executive committee of the Alabama Educational Association, at its annual meeting in November 1914, adopted as a campaign slogan for the year, "Illiteracy in Alabama—Let's Remove It," and set apart Friday night, April 2nd, during the 1915 meeting of the Association to be observed as Illiteracy Night.



THE COVINGTON COUNTY INSTITUTE PLANNING A CAMPAIGN  
AGAINST ILLITERACY

The program of the evening was participated in by Dr. P. P. Claxton, United States Commissioner of Education, who discussed general educational conditions in the United States with special reference to illiteracy; Mrs. Cora Wilson Stewart, of Rowan county, Kentucky, who told of the progress of the work in Kentucky; and the State Superintendent, who spoke of conditions in Alabama and outlined definite plans looking to the gradual reduction of illiteracy.

On February 9, 1915, prior to the above named date, a

bill authorizing the creation of the Commission for the removal of adult illiteracy having been passed by both houses of the Legislature, was signed by Governor Henderson.

The act creating the Alabama Illiteracy Commission is here given:

AN ACT

To provide for the creation of a commission for the removal of adult illiteracy in Alabama, to be known as "The Alabama Illiteracy Commission," and to provide for the duties and powers thereof.

*Be it enacted by the Legislature of Alabama :*

1. That there is hereby created a commission to be known as "The Alabama Illiteracy Commission," which shall be composed of five persons, both men and women, including the State Superintendent of Education, who shall be ex-officio member thereof. The commissioners shall be appointed by the Governor and shall be selected for their fitness, ability and experience in matters of education, and their acquaintance with the conditions of illiteracy in the State of Alabama and its various communities.

2. That the members of the commission shall be and are hereby constituted a body corporate with all the powers necessary to carry into effect all the purposes of this act. The commissioners after their appointment and qualification, shall organize by electing from their membership a president and a secretary-treasurer. The secretary-treasurer shall execute a bond to the State of Alabama in a reputable bonding company and in such an amount as the commission may approve, for the faithful performance of the duties of his office and for the proper handling and accounting of all properties and monies which may come into his hands by virtue of his office; provided, that the secretary-treasurer may be removed by the commission and a successor appointed by the commission in its discretion.

3. That it shall be the duty of the commission and it shall have the power to make research, collect data, and procure the services of any and all communities of the State looking to the obtaining of a more detailed and definite knowledge as to the true conditions of the State in regard to its adult illiteracy, and report regularly the results of its labors to the Governor, and to perform any other act which in its discretion will contribute to the elimination of the State's adult illiteracy by means of the education and enlightenment of illiterate persons in the State of Alabama; and the commission shall expend any funds or use anything of value which it may receive in accordance with such regulations as it may from time to time adopt; provided, however, that any or all funds which may come into the hands of the commission shall be expended in keeping with the general purposes of this act.

4. That the commission shall adopt such rules and regulations as may seem expedient for carrying on its business in a manner which shall seem to it most satisfactory.

5. That the members of this commission shall receive no compensation for their services nor expenses of any kind out of the State treasury, but they shall be reimbursed out of any funds which may come into the hands of the commission from other sources for the use of the commission for their actual traveling and other necessary expenses incurred in the performance of their duties.

Approved February 9, 1915.

## THE COMMISSION.

On March 25, 1915, Governor Chas. Henderson appointed the following persons to membership on the Commission:

Ex-Governor Wm. D. Jelks, Birmingham.

Hon. J. B. Ellis, Selma.

Miss Mary N. Moore, Athens.

Mrs. W. K. Linscott, Mobile.

On Friday evening, April 2, 1915, the Commission organized by electing ex-Governor Wm. D. Jelks, chairman,



AN OLD TENANT HOUSE CONVERTED INTO A SCHOOL—HERE, PROF. H. G. DOWLING, OF MONTEVALLO, TAUGHT A SCORE OF ADULTS.—SHELBY COUNTY, NEAR CRESWELL.

and Supt. Wm. F. Feagin, ex-officio member, secretary-treasurer.

The secretary-treasurer was authorized to select in each county at least five citizens to serve as a county sub-commission; to solicit donations for the furtherance of the movement; and to appoint a field agent to travel over the State in the interest of the cause.

The Commission named the first Monday in June as Illiteracy Day and requested the Governor to proclaim it as such and to appeal to the citizens of Alabama to observe it.

## COUNTY SUB-COMMISSIONS.

In the meantime, the secretary-treasurer looked carefully over the field in each county and finally succeeded in selecting members of the sub-commissions. (Exhibit E, pages 115-118.)

The service rendered the field agent by the members of the county sub-commissions had much to do with the success of the work projected by her. However, it should be



THE INTERIOR OF THE TENANT HOUSE SCHOOL NEAR CRESWELL.  
ADULTS AT WORK—SHELBY COUNTY.

said in justice to the cause and to the faithful efforts of the field agent, that there are many counties in the State where neither the officials, who would naturally be expected to be interested in the work, nor the members of the county sub-commissions, who volunteered to assume the responsibility for its furtherance, have taken even a passive interest in the work in their respective counties.

## PROCLAMATION BY THE GOVERNOR.

*Whereas*, the people of Alabama look with pride upon her remarkable record of progress and are moved with a passionate desire to further promote her industrial, intellectual, and moral efficiency; and,

*Whereas*, the realization of this patriotic ambition calls for the promotion of literacy and the elimination of illiteracy; and,

*Whereas*, intelligent effort in this direction requires: first, a knowledge of conditions; second, the organization of the forces who are to perform the work; third, the united and persistent efforts of the workers.

*Therefore*, I, Charles Henderson, Governor of Alabama, in response to the widespread sentiment among our people, as expressed by the Legislature of Alabama, the Alabama Illiteracy Commission and the Alabama Educational Association do hereby set apart and designate the first Monday in June, one thousand nine hundred fifteen, to be observed throughout the State as ILLITERACY DAY, and I appoint and fix this as the time when every literate man, woman, and youth in the commonwealth shall consecrate himself to the service of his State and community, and as the date when the people shall meet, confer, and organize clubs for the banishment of illiteracy in the several communities.

I call upon the teachers in every community, the school improvement associations, the chambers of commerce, the farmers' unions, the press of the State, the ministers, lawyers, physicians, farmers, business men, and all others to lay aside matters of private concern and to heartily co-operate in working out plans for the removal of illiteracy.

With a lofty faith and resolution that Alabama, under the favorable guidance of Almighty God, shall wipe away the black stain, I call on every literate man, woman, and child of every station, community or creed to consecrate himself to this stupendous, though surmountable, task.

Done in our city of Montgomery, on this the fifth day of May, in the year of our Lord, 1915, and the 140th year of our American Independence.

CHAS. HENDERSON,  
Governor of Alabama.

## FACE TO FACE WITH FACTS.

Before attacking the problem it was deemed wise to determine its magnitude. The United States' Census reports for 1910 were carefully studied. Facts and figures were gathered and published in a bulletin entitled "The Problem, The Plan, The Proclamation of the Governor."

The conditions as outlined in the above named bulletin are so astounding that the pamphlet is quoted from as follows:

There are 641,168 persons in our State from the ages of 10 to 20 inclusive, 15% of whom, or 96,406, are illiterate, while from the ages of 21 and over, we have 1,015,070 persons, 26% of whom, or 266,273, can neither read nor write.

If we sort out our white men and women we will find 31,661 males of voting age, and 33,765 mature women who are fettered by illiteracy,

either number approximating the combined adult white male population of our three largest cities, Birmingham, Mobile, and Montgomery.

Based on the 1910 census, only 3,874 of our native white illiterates are city dwellers, while 80,894 of them reside in the country. The town rate is 2.5% and the country rate is 11.5%, but there is no room for a quarrel between the city and the country. In our only city with a population exceeding 100,000, our native white illiteracy is greater than in any city in its class in the country except Atlanta, Louisville, Richmond, and Nashville. There are in Birmingham, Mobile, and Montgomery, respectively, 186, 39, and 33 native white men of voting age who have to have assistance in casting their ballots.

In our four cities of the second class with populations exceeding 10,000 inhabitants, there are 701 native white persons 10 years of age and over who cannot read and write.

There are in our twenty-one cities of the third class with populations from 2,500 to 10,000, in round numbers 2,200 native whites 10 years of age and over, who cannot read and write.

The lowest rate of illiteracy among our native whites is found in Montgomery county, but even there we find 122 males of voting age who cannot intelligently transact any business requiring the ability to read and write

#### SIGNIFICANT FACTS ABOUT ALABAMA'S STANDING IN ILLITERACY AS COMPARED WITH THE 47 OTHER STATES IN THE UNION.

Total population 10 years of age and over.....	47
Total white population 10 years of age and over.....	44
Total native-born white population 10 years of age and over.....	44
Total negro population 10 years of age and over.....	48
Total male population 21 years of age and over.....	46
Total white male population 21 years of age and over.....	42
Total native-born white male population 21 years of age and over....	43
Total negro male population 21 years of age and over.....	48

Wherever we may choose to place the responsibility for such conditions, deplorable and lamentable as they may be, and however we may attempt to shift the burden of the blame, they are a serious reflection upon every man and woman within our borders and a discredit to our State.

#### FIELD AGENTS.

The personal appeals made by the secretary-treasurer for funds with which to inaugurate and carry forward the work were responded to very liberally by a number of citizens. The amount collected totalled \$1,825.55, and was sufficient to justify the appointment of a field agent.

Mrs. E. D. Thames, of Greenville, Alabama, a most estimable woman, of broad experience in club work, who had served several years as president of the Alabama School Improvement Association, accepted the position for a definite period of time. She served faithfully and deserves cred-

it for the inspirational work she did in the state-wide campaign inaugurated.

Following the resignation of Mrs. E. D. Thames, the active duties of field agent were discharged for a time by Mr. J. B. Hobdy, State rural school agent. It is only fair to say that throughout the entire life of the Alabama Illiteracy Commission he has taken an active interest in the work and has rendered invaluable assistance. This is well illustrated by the bulletin entitled "Elimination of Illiteracy in Dale



TALLASSEE ADULT SCHOOL TAUGHT BY PROF. G. WASH HOWELL. SIXTY-FIVE LITERATE AND ILLITERATE PUPILS ENROLLED—  
ELMORE COUNTY.

County," which was not only prepared by him, but was made possible by his own activities.

On December 4, 1915, Miss Esther R. Foster, one of Alabama's strong school women, was appointed to succeed Mrs. Thames. Prior to her appointment she was engaged in public school work as principal of the Howell school in the city of Dothan. She is now serving most efficiently and the work is progressing under her able leadership.



The institute conductors, as they go from county to county holding annual institutes, have assisted materially in bringing the work before the teachers of the several counties of the State.

#### THE FIELD AGENT'S WORK.

The field agent visited a number of county institutes, addressed those present on the progress of the work in the State, and outlined plans for county organizations. She used this opportunity very effectively. Many teachers returned to their respective fields of labor with instructions for organizing and conducting the work and the necessary inspiration to stimulate them to undertake it.

She visited schools in a number of counties, organized and taught a school in Barbour county, and in addition, had much to do with the state-wide organized effort to raise funds for support of the work. In fact, about four months of her time was given entirely to "Button Campaigns" in many cities and counties of the State.

#### PUBLICATIONS.

A great movement looking to the accomplishment of great results in a field "white unto the harvest" in which were engaged many laborers, in a work new to all, created a demand for literature. Four pamphlets have been issued and given general distribution. They are:

1. Literacy and Illiteracy in Alabama—Biennial Census for 1914. Published September 30, 1914. Informational in character. (20,000 copies.)
2. The Plan, The Problem, The Proclamation of the Governor. Published May 10, 1915. A comparative, statistical study by counties. (5,000 copies.)
3. Elimination of Illiteracy in Dale County. Published July 19, 1915. Concrete illustrations of successful work. (25,000 copies.)
4. Exercises for Alabama Adult Schools. Published May 1, 1916. A text on reading, writing, spelling and arithmetic. (10,000 copies.)

## THE TEXTBOOK.

Inasmuch as it had been declared over and over again by those engaged in the work that the lack of a suitable text upon which to base instruction was a handicap, the Commission directed the secretary-treasurer to prepare a textbook for use in the adult schools.

No trouble was encountered in finding a loyal band of experienced teachers who were willing to give of their time and talent to the preparation of a textbook which would



A HOME SCHOOL. MISS ALBA FOLSOM, TEACHER, DISTRICT NO. 46,  
COFFEE COUNTY.

enable the faithful Alabama volunteer teachers to do more efficient service in their labors with those who had grown to manhood and womanhood without securing the elementary tools of learning.

The book is composed of exercises in reading, writing, spelling and arithmetic. The subject matter is fairly well graded and co-ordinated. It contains some supplementary reading which is proving interesting to those in search of knowledge.

The textbook is coming to be generally used in adult schools and is in every way filling the two-fold purpose expected of it: (1) To furnish exercises that contain subject matter more convenient and interesting than that found in primers, school readers, newspapers, hymn books and the like, which, at the time of its distribution, were the only available texts; and (2) to unify the work in the adult schools of the State and make it possible to bring experience to bear in working out suitable subject matter for use in the adult schools.

The book is sold at a uniform price of ten cents, but is given to pupils who are unable to pay the purchase price, or whenever their teachers recommend it. The sales have been comparatively small, yet distribution has been general.

## Part II.

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### BUTTON CAMPAIGNS

**T**HE real work of removing illiteracy was hardly begun before the Commission was confronted with the necessity of securing additional funds with which to finance the movement. The donations made by liberal-hearted citizens had been used and there were outstanding obligations to be met and no funds with which to meet them.

Funds were also needed for the publication of literature; to keep up a growing correspondence; for the purchase of stationery and stamps; to meet the necessary traveling expenses and salary of the field agent who was giving her entire time to organizing and instructing volunteer workers; and to answer a demand for a textbook for use in the schools.

Button campaigns were inaugurated in many cities of the State of the first and second classes, and in a number of counties with the aid of the teachers. The plans for county campaigns were presented during the institutes by institute workers and the field agent.



THE ILLITERACY BUTTON

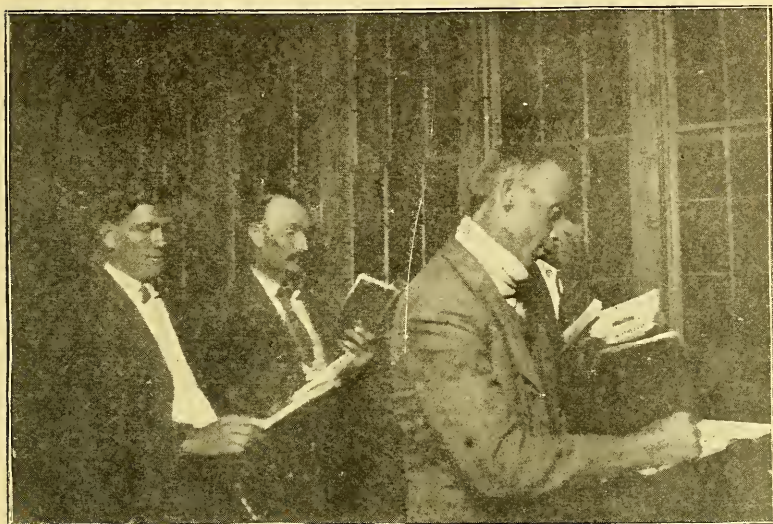
The first city button campaign was conducted in Union Springs. It met with fair success, the proceeds from the sales amounting to \$32.10. The first county campaign was conducted in Autauga county and netted the Commission \$75.00.

## MONTGOMERY BUTTON CAMPAIGN.

The second city campaign was conducted in Montgomery on January 29, 1916. Plans were definitely made and carried out. The following is a general appeal issued by the chairman of the Commission:

To the Citizens of Montgomery:

The Legislature, during the 1915 session, authorized the Governor to appoint a commission to be known as the Alabama Illiteracy Com-



LITERATE ADULTS REVIEWING. THEIR PRESENCE ENCOURAGES ILLITERATES TO ATTEND. MISS GLADYS WAKEMAN, TEACHER. LOCAL, ESCAMBIA COUNTY.

mission, whose duty it is to devise ways and means of removing illiteracy in Alabama. I have the great honor to be chairman of that Commission. My associates are Mrs. W. K. Linscott, of Mobile; Miss Mary N. Moore, of Athens; Honorable J. B. Ellis, of Selma, and Supt Wm. F. Feagin, Department of Education, Montgomery, ex-officio secretary-treasurer.

For a year we have been engaged in a strenuous and successful effort to carry this work into every section of the State. The Commission has been handicapped from the beginning by lack of funds, the Legislature having made no appropriation for the work. Up to this time we have been able to collect a sum equal to our most modest requirements from public spirited and interested citizens of the State. The Commission, however, is living and carrying on this work from hand to mouth.

In behalf of myself and my unsalaried associates and in behalf of the great body of adult illiterates whom our efforts are intended to benefit, I appeal to all civic, municipal and social bodies in the city of Montgomery to give the Illiteracy Button Campaign their enthusiastic support. Let every man, woman and child join hands and work together for this good cause.

The Alabama Illiteracy Commission requests you to rally to its support in its efforts to raise funds with which to remove illiteracy in Alabama.

(Signed) Wm. D. Jelks, Chairman,  
Alabama Illiteracy Commission.

Endorsements of the movement were given by the Mayor of the City of Montgomery, President of the Chamber of Commerce, and President of the Rotary Club.

#### PROCLAMATION BY MAYOR W. T. ROBERTSON.

*Whereas*, the people of Montgomery look with pride upon the remarkable record of progress in our great State and are moved with a desire to further promote her industrial, intellectual, and moral efficiency; and,

*Whereas*, the realization of this patriotic ambition calls for the promotion of literacy and the eradication of illiteracy; and,

*Whereas*, the fund for the furtherance of such work is secured by the Alabama Illiteracy Commission only through voluntary subscriptions and donations;

*Therefore*, I, W. T. Robertson, Mayor of Montgomery, do hereby set apart and designate Saturday, January 29, 1916, to be observed in the city of Montgomery as Illiteracy Day, and I appoint and affix this time when every patriotic citizen shall make an offering for the continuation of this most worthy work.

I call upon the people of all trades and professions to adorn themselves upon this day with the official badge of the Alabama Illiteracy Commission to be purchased of young ladies working under the authority of the aforesaid Commission and under the chaperonage of teachers and club women upon the streets of our city.

Done in the city of Montgomery on this twentieth day of January, in the year of our Lord 1916 and the one hundred and forty-first year of our American Independence.

(Signed.) W. T. Robertson, Mayor.

#### ENDORSEMENT OF THE CHAMBER OF COMMERCE.

To the Citizens of Montgomery:

We, the members of the Chamber of Commerce of the city of Montgomery, endorse the work of the Illiteracy Commission in its efforts to eliminate this blight from our State. In conducting the campaign for the furtherance of literacy and the elimination of illiteracy, it is necessary that funds be secured for this purpose. We understand that Saturday, January 29th, has been set aside as a day when the people of Montgomery will have ample opportunity to contribute to this commendable work.

We, therefore, wish to endorse the movement very heartily and to express our purpose to co-operate in all ways possible toward the success of the campaign on the twenty-ninth, to the end that the slogan, "Illiteracy in Alabama—Let's Remove it," may be a reality.

(Signed.) Clayton Tullis, President.

## THE ROTARIAN ENDORSEMENT.

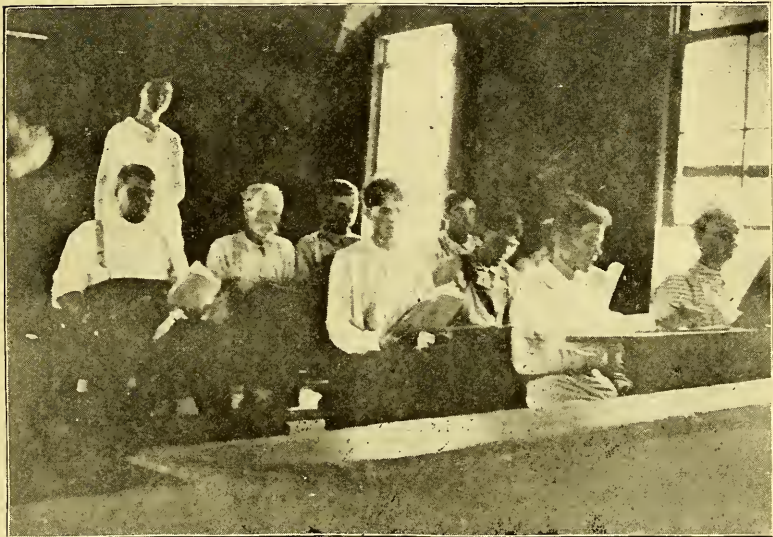
To the People of Montgomery:

Through my connection with the city board of education I know of the splendid educational opportunity offered the children of Montgomery. I am also aware of the fact that in many sections of the State there are those people who were denied opportunity such as we enjoyed, and have, therefore, grown into manhood and womanhood without the ability to read and write.

May I not commend to your assistance the worthy people who are making an effort to give these fellow citizens who were denied the gifts which we are accustomed to regard as the heritage of all, the opportunity to secure, even though in a small degree, the advantages of an education. Should we not rally to their aid on Illiteracy Day, January 29th?

(Signed.) E. J. Meyer.

President Rotary Club.



HARRISON SCHOOL—THIRTEEN ADULTS ENROLLED. MISS WILLERBELL GOODMAN, TEACHER—COFFEE COUNTY.

## OTHER ORGANIZATIONS.

The several women's clubs of the city joined the school forces, and civic and religious organizations and assisted in making a success of the first concerted campaign toward raising funds for the work.

The sellers of the buttons were provided with cards on which were printed appeals in verse, which, because of their originality and the sentiment contained, are worthy of mention.

## THE BUTTON SELLER.

"Where are you going, my pretty maid?"  
 "A button-selling, sir," she said.

"What kind of buttons, my pretty maid?"  
 "Illiteracy buttons, of course," she said.

"Why do you sell them, my pretty maid?"  
 "For love of my native State," she said.

"To whom do you sell them, my pretty maid?"  
 "One to you, I hope," she said.

"How much shall I pay you, my pretty maid?"  
 "As much as you possibly can," she said.

Miss Elizabeth Holmes,  
 Bellinger Hill School, Montgomery, Ala.



"UNCLE ANG" AND "AUNT TANG"—AGES 81 AND 67 RESPECTIVELY. MISS  
 WILLERBELL GOODMAN, TEACHER, HARRISON SCHOOL, TAUGHT  
 THEM TO READ AND WRITE—COFFEE COUNTY.

On the reverse side of the card was printed:

## THE PRICE.

How much do you love your native State?  
 How much do you wish to make it great?  
 How much do you feel the weight of shame  
 That illiteracy should mar its fame?



How much—count it up—to the State do you owe  
For your own schooling some time ago?  
How much do you value your power to read?  
How much of the "Golden Rule" is your creed?  
Alas! you are not a millionaire,  
But pay what you can—it's only fair.

Miss Elizabeth Holmes.

The campaign was a success in every particular. The funds raised amounted to \$1,439.55. The following excerpt is taken from the Montgomery Advertiser of January 30, 1916:

State Superintendent of Education, William F. Feagin, secretary-treasurer of the Alabama Illiteracy Commission, enthusiastically reviewed the strenuous campaign last night when the final count had been made of all returns in at that time and made the following appreciative comment:

"It now appears that our aim for the amount to be realized from Illiteracy Day, January 29, has been attained—namely, a minimum of \$1,000. For this splendid showing I desire to thank all parties who have aided in giving publicity to this most important movement—namely, Woman's College, the Montgomery papers, the mayor, the moving picture shows, the hotels and cafes, the social, civic and religious organizations, the teachers of the city, the club women, the young ladies who worked so faithfully by selling buttons, the high school boys, the city board of education, the merchants who permitted displays, and every school boy and girl who aided the movement in any way whatsoever.

"This was purely a labor of love on the part of the people of this splendid city, and I am sure that those who shall receive the benefits of this work will, in a measure, 'rise up and call you blessed.' Montgomery has nobly set a mark that will enable the movement to gain an impetus which will no doubt result in material profit and arouse a public interest in the other cities in which similar campaigns are to be conducted.

"The success of the campaign cannot be credited to any one person. No individual claims it. It was the result of perfect team work, a well organized piece of human mechanism of many parts. It was Montgomery's success. The kind that always comes to any cause in which Montgomery places its heart.

"Too much praise cannot be given the children of Montgomery. They responded patriotically to the call of their teachers, who had the cause at heart, and they knew how to make an effective appeal. They were assigned to their respective school districts and all worked there until they became intoxicated with the success of their appeals, when many encroached upon the other fellow's territory. This, however, was not objected to by the other fellow, and everything went well.

"Groups of teachers, club women, and young women of the high school and city patrolled the business section, gathering in funds ranging in amounts from ten cents to five dollars. Everybody helped. It was not an unusual sight to see a man with as many as a half-dozen buttons on the lapels of his coat. But who could blame him, when the cause and the charming button sellers were taken into consideration?"

## OTHER CITY CAMPAIGNS.

A detailed account of the Montgomery campaign has been given because it was the first of its kind. However, the splendid co-operation given the movement by the social, civic, educational, religious, and commercial organizations was in no wise greater than that given in other cities of the State.



A SCHOOL FOR YOUNG ALABAMIANS—FIVE TOTALLY ILLITERATE ARE NOW LITERATE. J. T. YEAGER, TEACHER—CULLMAN COUNTY.

Practically every appeal made by those in direct charge of the city campaigns was complied with in detail by those to whom appeals were made. Opportunity is here taken to give official thanks to every co-operating agency, which especially includes the club women, teachers, pupils, and press of every city in which sales were conducted.

The time, place and returns from the city campaigns are given below. The amounts include all funds raised as the results of the campaigns:

October 27, 1915, Union Springs.....	\$ 32.10
January 29, 1916, Montgomery.....	1,439.55
February 12, 1916, Eufaula.....	110.56
February 15, 1916, Huntsville.....	100.56
February 19, 1916, Opelika.....	84.47
March 15, 1916, Dothan.....	150.00
March 18, 1916, Anniston.....	591.84
March 18, 1916, Gadsden.....	264.84
March 18, 1916, Talladega.....	93.46
March 25, 1916, Selma.....	598.50
April 1, 1916, Mobile.....	1,143.81
April 15, 1916, Birmingham.....	2,414.26
May 6, 1916, Tuscaloosa.....	551.46
May 6, 1916, Bessemer.....	330.00
	<hr/>
Total from city campaigns.....	\$7,875.41

#### COUNTY CAMPAIGNS.

The teachers in those counties in the State in which institutes were held during the winter of 1915 and the spring of 1916 were given the opportunity of aiding in financing the cause by instituting button campaigns in their respective school districts. Buttons were offered for sale in many one-teacher schools far away from town and city, and found ready purchasers. Entertainments of various characters were given to assist in swelling the funds being raised for the cause.

The response to the call for volunteers to assist in the county school campaigns was indeed gratifying and gave many splendid examples of the unselfish loyalty of Alabama's teaching force.

The general interest displayed by those undertaking the sale of buttons is well illustrated in a statement made by Mrs. R. L. Faucett, of Prattville, Alabama. The statement was published in one of the Montgomery papers and is as follows:

"Well," said Mrs. Faucett, who, as everyone knows, is the State president of the School Improvement Association, "I never stop talking; I wear my button all the time and it makes a text, and I go wherever a crowd gathers and ask for a few minutes to tell the story.

"I am traveling a good deal now, speaking in two different counties each week before the institutes, and I talk to people on the train.

When I finish telling the story of the work the illiteracy button has to perform before its mission is ended, I sell more buttons. Sometimes I get a dime and sometimes a dollar, but I always sell buttons.

"I go to Sunday school meetings, missionary meetings and club meetings, and everywhere I sell buttons and spread the gospel from the motto printed on them: Illiteracy in Alabama—Let's Remove it."

The city and county button campaigns did not have a more valuable asset nor did the movement for the removal of illiteracy in Alabama have more loyal champions than the traveling salesmen who weekly go into the hedges and



THREE ILLITERATES LEARNED TO READ AND WRITE IN THIS SCHOOL OF TWELVE ADULTS—DYESS SCHOOL, COFFEE COUNTY.

highways of every county. They deserve the thanks of the Commission and of every Alabama citizen for the assistance they gave in the sale of buttons.

#### GENERAL EFFECT OF THE CAMPAIGNS.

Men and women of intelligence above the average being brought face to face with the astounding figures printed

on the button, openly confessed they were ignorant of educational conditions in the State. A desire for information was stimulated, resulting in a general awakening of the public conscience as to Alabama's duty in speedily remedying existing conditions.

The subject of illiteracy was uppermost in the minds of the people; it occupied a prominent place on club programs and was discussed with telling effect from the pulpit. As the light was thrown on the subject, commercial organizations began to realize its economic significance and entered without reservation into the spirit of the publicity movement.

The more striking effect of the campaigns was their general influence in preparing the minds of the people for a frank consideration of the need for better school facilities—a need that could be met only by giving them the right of local taxation. The campaigns truly paved the way for the great local tax victory of November 7, 1916.

## Part III.

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### SUGGESTIVE PLANS OF ORGANIZATION AND WORK

**R**EGARDLESS of the success of the many who have organized and conducted adult schools there are those who have undertaken the work and failed, wholly or in part, either because of a lack of experience as teachers or because they have not had definite plans outlined for them.

The efforts of teachers have unquestionably met with great success; however, it is evident there is a demand for definite plans relating to certain phases of the work, and, of course, suggestions are needed for those volunteers who have had no experience.

The accompanying report of the field agent and plans of teachers give definite outlines for organization and work.

#### SYKES CREEK ADULT SCHOOL.

(Organized and Taught by the Field Agent.)

Having been appointed field agent of the Alabama Illiteracy Commission, I felt the need of more first-hand information and experience than I had; so I requested the Commission to allow me a month in which to teach an adult school. It was my wish to get a story I could call my own. The Commission gladly complied with my request and I soon found myself enthusiastically getting ready to go to Sykes school district in Barbour county.

I had some wonderful experiences in organizing and conducting an adult school at that place and am so glad to relate my story.

Leaving Montgomery on Sunday night, I was at the Sykes Creek school building ready for work by eight o'clock Monday morning. I did not expect to find a house full of people, but as it had been known for several weeks that an adult school would be stated there, and an announcement having been made at church on Sunday before, somehow, I thought I should find just a few.

Upon my arrival I found one man who wanted to enroll just to review arithmetic. I waited thirty minutes and nobody else came; an hour passed and still on one came. A young man who had taught in this community a year before had driven out with me from Clio that morning. I finally said to him, "You know where everybody around here lives, so if you will go with me I will start out to see if I can find somebody to teach." He readily agreed, and we went to see seven families before noon.

In almost every home where we went one of two things was said; either, "I would love to know how to read and



THE SYKES CREEK SCHOOL—BARBOUR COUNTY.

write, but I ain't never had no chance and I am ashamed to go to school now," or, "I am too old, I can't learn nothing."

In one home, after talking to the family for a while, the father slipped out and the mother, seeing that he had disappeared, said, "I can read and write a little, but mighty little; but there is my husband—he don't know nothing and I am just crazy for him to learn to read and write, but he is so shame-faced I do not believe you will ever get him to that schoolhouse." I suggested that she go with him. To this she replied, "I had not thought of that, I believe if I will go he will go, too." Both entered the first day. The

father continued throughout the term and made splendid progress.

In another home we visited, the mother said, "Don't nobody know how I have craved a little learning." The father stated, "I would be happy if you could just teach me to make may name pretty."

I invited everybody I met to a general meeting to be held that night and asked that each one try to get some one else to go. About forty-five attended.

I opened the meeting with a story of the adult school movement in the State and showed pictures of old folks at



THREE OF OLDEST PUPILS IN SYKES CREEK SCHOOL.

work. I spoke of the sacrifice any man or woman has to make to attend school and stressed the fact that it required time and much work to learn to read and write.

Those present seemed anxious for a school to be organized in their district. Many stated they were busy but would attend as often as they could. Nine enrolled that night to begin the next afternoon. To encourage attendance I told them I would have a blank card for each one with his name written across the top and would punch it for every day's attendance with an extra punch for every new pupil brought in.

As a result of this plan, our enrollment the first afternoon was seventeen; by Friday, it had reached twenty-nine,



and by the next Tuesday, thirty-one had enrolled. Of this number, eleven were over forty years old; five over fifty, three of whom were fifty-seven, and the oldest, seventy-one. Eight of the pupils were totally illiterate and seven could read a little but could not write. The others came to study arithmetic and to review subjects they had formerly studied.

In general, I used the same methods and principles in teaching these adults that I used in school. I found, however, that on account of their practical experience they were able to do a great deal more work than the younger pupils.



A FAMILY GROUP—SYKES CREEK SCHOOL, BARBOUR COUNTY—MOTHER ILLITERATE. THE TWO SONS ASSISTED THE TEACHER.

In teaching reading, I used the phonic, word and sentence methods, but also allowed the pupils to learn the alphabet. This was necessary in order that they might begin writing at once. In teaching them to write I let them first learn to make the letters in their names and then write their names. After this, I had them copy short sentences and later write from memory. A great deal of time was spent on letter writing, first copying the form and then composing the letters. I began with some oral problems in arithmetic and made the work more difficult from day to day as they were able to take it.

The pupils were enthusiastic and in earnest throughout the entire term. They often expressed themselves as not being willing to sell what they had learned for any amount of money. The school brought about an awakening throughout the entire community. The people are more interested in the school, in the church and in each other. They are now anxious for another school to be organized.

Miss Jennie Burkes, of the State Department, and Mr. C. O. Patterson, the teacher in the district, assisted me part of the time. Mr. Patterson continued the school for several weeks after I left.

Esther R. Foster.

blis ala  
 Dec 9, 1916  
 dear friend,  
 we are all well  
 we would like  
 to see you come to our  
 school and tell your  
 storey tous I wish  
 I could see you.  
 tell miss jenny  
 burks we would  
 like to see her  
 and hear a story  
 from her  
 J. E. Cox

THIS LETTER WAS WRITTEN BY A FIFTY--SEVEN-YEAR-OLD PUPIL AFTER SIX WEEKS' STUDY. HE WAS TOTALLY ILLITERATE. SYKES CREEK SCHOOL, BARBOUR COUNTY.

## PLAN FOR ORGANIZING AND CONDUCTING AN ADULT SCHOOL.

(By the Field Agent.)

### ORGANIZATION :

- I. Talk to leaders of the community and enlist their interest and co-operation.
- II. A great deal depends upon the personal work of the teacher. Do not, therefore, fail to visit the homes of those who ought to attend school, and by talking to them personally interest them in the movement. Tell what others are doing and let them feel that you have a real interest in their going to school.
- III. Arrange for a public meeting.

#### *Suggestive Program :*

1. Discuss the adult school movement.  
Emphasize the following:
  - (a) The movement as a State movement.
  - (b) Sacrifice grown men and women have to make to attend school.
  - (c) No need for embarrassment, as circumstances kept these older men and women from securing an education.
  - (d) Learning to read and write will require some time and effort.
  - (e) Call attention to the official adult school textbook.
2. Call for expressions from those present as to organizing a school in their district.
3. Decide on time and frequency of meeting.
4. Enlist the interest of the pupils in working up the school by promised recognition in some way; namely, use score cards giving a score to each one for every new pupil or make the one who brings in the the largest number each week leader of his pupils.

### CONDUCTING SCHOOL :

1. Begin work the first day if only one pupil is present.
- II. If more than twelve pupils enroll secure an assistant if possible.
- III. Do not keep pupils at work too long at any one session.
- IV. Endeavor to give pupils something of special interest each day; for instance, a story, read or told, informa-

tion in regard to some current event, recitation or song rendered by some of the pupils in the regular school.

- V. Occasionally invite outsiders to talk to the pupils on some subject that will be interesting and helpful to them. (The county superintendent, county demonstration agent, and others can lend valuable assistance in this way.)



A BARBOUR COUNTY SCHOOL SCENE—R. M. KELLEY, TEACHER.

### PLANS USED IN TEACHING ADULTS.

By Miss Cordie Vickers, Dale County.

#### PLAN I.

1. I concentrated my efforts on teaching reading, writing and arithmetic.
2. (a) In teaching reading I combined the alphabet, word and phonic methods. I found I could introduce more new words at one lesson than I could with children. When pupils could not pronounce I spent a great deal of time on phonics.  
(b) I let the pupils have the books the first day, but gave the first lesson from the board.

3. I had the pupils learn to write the alphabet very plainly before I let them write anything else except their names. I set copies and had them make the words as nearly like the copy as possible. After they could copy reasonably well I let them compose short sentences and write them. I would tell them how to spell the words.
4. I began arithmetic the first day by giving simple oral problems, then drilled on reading and writing numbers of two and three places. I succeeded in teaching the



BETHEL SCHOOL—DALE COUNTY—MISS CORA STEWART, TEACHER.

class simple addition, subtraction, multiplication and division, and how to figure their cotton accounts.

5. I had two spelling lessons a day; I gave words used in their everyday experiences.

## PLAN II.

By H. G. Dowling, Shelby County.

1. I first taught them to write their names. This is what they wanted to do most and it aroused interest. I wrote their names in large letters with each character spaced

- apart from the others. I let them practice on this a while and then gave each a copy with his name written in the usual way. I kept them at this only about thirty minutes.
2. In teaching reading I followed the word method, but used every device I knew to be employed in teaching primary reading.
  3. In teaching the pupils to write I gave copies containing words they constantly used. I taught letter forms, check and receipt forms, and the manner of making out business statements.
  4. The first day I taught the class the value of arithmetic and had them work some problems in their heads. I next taught them to read and write numbers and took up the simple operations. I tried to make the problems connect with the daily interests of the pupils. In fact, I attempted to make all the work as practical as possible.

#### PRISON PLAN OF TEACHING.

At first attention is concentrated upon reading, writing and spelling.

In teaching reading a combination of methods is followed, although the word method is used in the beginning. As soon as the pupils visualize a sufficient number of words to form a reading vocabulary the book is placed in their hands. By combining at this stage the alphabetical and phonic methods with the word method rapid progress is made.

Writing is also taught in connection with reading. Sentences of words already visualized are written upon the blackboard. These sentences are made with the view of being vitally interesting, and, as a rule, relate to the work of the men, their attachments to friends and relatives at home, or to their prospects for the future. As soon as sufficient advancement is made pupils are encouraged to write their own letters.

Spelling is also taught in connection with the reading lessons. For pupils who advance rapidly the Blue Back Speller is used as a text. This can be adapted to a study of phonics, and from a sentimental standpoint, it is well suited to prison needs. Pupils first spell orally and then

write the word. Thus, spelling is taught along with reading and writing.

A school in prison has many difficulties to overcome if it is to be a success. Each man attending school is handicapped, so to speak, by his burden of sorrow. The courses of study must take into consideration just such conditions and be made so interesting that the pupil will forget, for the time being, the shadow which hangs over him and be able to concentrate his mind on his work. For this purpose, the teaching is varied as much as possible; it is sup-



THE PRISON SCHOOL AT SPEIGNER.

plemented by the use of motion pictures, stereopticon slides, and lectures.

By A. A. Strock, Prison Instructor, Speigner, Ala.

#### SUCCESSFUL COUNTY ORGANIZATIONS.

It is not the purpose of this report to make specific mention of the many commendable and successful plans of organization which are known to the Illiteracy Commission. It would, however, be incomplete without some definite example of a county organization.

Systematic plans were outlined and carried out in a number of counties. Special mention should be given the pioneer work in Dale, Shelby, and Barbour counties during

the summer of 1915 and to that done in the counties of Coffee, Madison, and Covington during the summer and fall of 1916.

Because of the definite information in hand and in view of the commendable co-operation given the county superintendent and county high school teachers in their leadership, together with the splendid results secured in the organized effort to remove illiteracy, the plan outlined by Superintendent C. H. Byrd and his assistants in Coffee county is given here for the information of those in search of a definite plan for organizing a county.

#### THE PLAN.

The Coffee county plan is given in part as follows:

Conferences for the discussion and adoption of a general plan for organization for the county were called at Enterprise and Elba. The meetings were thoroughly advertised through the county press and the public was invited. The trustees and teachers of the various school districts were appealed to by letter.

At the appointed time, trustees, teachers, and many citizens assembled. General educational conditions in the State and county were discussed and special emphasis laid on the movement to remove illiteracy which was being carried on in the State.

Unusual interest was aroused when the proposition to organize a systematic fight against illiteracy in the county was made. Teachers and trustees volunteered assistance and pledged their hearty co-operation.

The county demonstration agent and county high school teachers gave valuable assistance to the county superintendent in working out plans. A list of volunteers was made and the work was definitely outlined for certain school districts. The districts designated were those where it was thought the proper interest could be aroused.

The superintendent and his chief assistant, Mr. J. O. Dickinson, were delegated with power to assign the several volunteer teachers to their respective fields. At an appointed time shortly after the conferences, the schools were opened by the teachers.

The wishes of the people of the district were given due consideration in determining the time and length of the school term. Some of the schools were taught for the en-



tire day, others only during certain hours of the afternoon, and the length of term varied from four to six weeks.

The work in a district was not begun until a canvass had been made and meetings of an inspirational nature held. The Superintendent of Education and his assistants attended as many of these meetings as was possible, and during the term of adult school work, devoted practically their entire time to visiting the several schools in operation, holding public meetings until the work was generally stimulated. As the number of enrolled pupils increased, additional teachers were added.

Public notice was given through the county press of the various schools and of the work being done by the teachers, special emphasis being given to any unusual features.

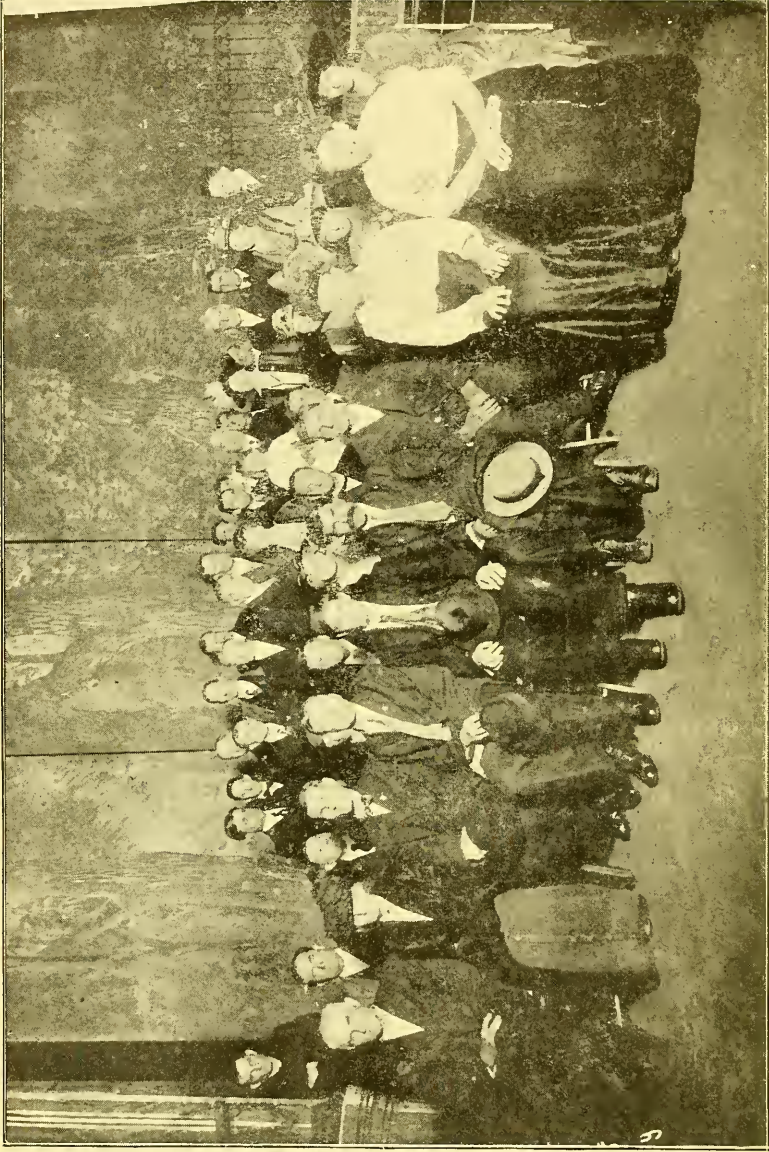
The public in general was urged to visit the schools as an encouragement to both teachers and pupils. This one feature added much to the success of the work that was done.

Many of the schools closed the adult session with special exercises.

It should be said in connection with the above that the people of the several communities gladly took care of the teachers during the session of the schools.



MISS ELOISE HAM'S ADULT SCHOOL—COFFEE COUNTY.




A. E. A. Illiteracy Night, Jefferson Theater, Birmingham. On the front row are adults who were taught to read and write. They were assembled from the farm, the mine, the factory, and the prison. Seated just in the rear of them are their teachers. Standing in the rear are Gov. Chas. Henderson, members of the Alabama Illiteracy Commission, club women, and officers and members of the A. E. A.

## Part IV.

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### A. E. A. ILLITERACY NIGHT

JEFFERSON THEATRE, BIRMINGHAM, ALA., APRIL 7, 1916.

 HE exercises of the evening devoted by the Alabama Educational Association to the subject of removing illiteracy in the State was so unique in character and so typical of the spirit of the movement, it is deemed wise to recall somewhat in detail the events as they transpired.

Below is given a report of the program in part as it appeared in the bulletin of Proceedings of the Alabama Educational Association:

President Thach called the meeting to order after the Boys' Glee Club of the Ensley High School had delighted the large audience with a number of songs.

A song, "We are Coming, Alabama," the words of which were written by Dr. J. H. Phillips, Superintendent Birmingham Public Schools, was thrown on the screen. At the top of the screen appeared the picture of Dr. Phillips, who, in point of service, is one of the oldest educators in the State, and a warm advocate of the movement to eradicate illiteracy in Alabama. The audience stood, and with Miss Virginia Handley leading, sang the song to the air, "Men of Harlech," a Welsh air dear to the author, a descendant of that patriotic people.

Another song used during the evening was Miss Julia Tutwiler's "Alabama," which is known to nearly every school child of the State. As the vast audience beheld her picture on the screen, the memory of the beautiful life of devoted service she gave to her beloved State through a career of educational achievement was an inspiration to those teachers present, to rededicate themselves to the work of removing illiteracy.

An account of the meeting is given by a local paper and is in part as follows:

## "ILLITERACY IN ALABAMA—LET'S REMOVE IT!"

With this terse but expressive slogan, the Alabama Educational Association, at the meeting at the Jefferson theatre last night, gave a tremendous impetus to the campaign to wipe from Alabama the stain of illiteracy. In able addresses the work which has been done and which is planned was outlined to the teachers and other educators of the State, and the practical demonstration of the splendid work being done made a powerful appeal to the audience.

"The Progress of the Illiteracy Campaign," was the subject of the address of ex-Governor William D. Jelks, who is the head of the Illiteracy Commission. He traced the movement of educational reform and advancement in Alabama, naming the educational amendment to



A TEACHER AND HIS TWO HOME PUPILS—MARION COUNTY.

the Constitution of 1901 as the first step forward. The work of the recent legislature and the progress made under the present administration of the Department of Education were pointed out as the second step, and the third will be accomplished when illiteracy is wiped out in the State of Alabama.

"Quite a number of illiterates have been changed into literates during the past year through the voluntary work of the white and colored teachers of Alabama," declared Governor Jelks. "This work is to be greatly enlarged during the coming year. The Illiteracy Commission is now maintaining a highly competent field agent, Miss Esther Foster, and the funds for carrying on the campaign are raised by selling buttons."

Mrs. Charles Henderson, in an able address, told of the part women are playing and are yet to play in this great reform movement. Mrs. Henderson pointed out the influence women have had in all matters relating to educational and philanthropic reform. "But woman needs no eulogy—she speaks for herself," declared Mrs. Henderson, "but I am here to speak of the woman's part in the campaign for the removal of illiteracy from Alabama."

"The influence of women in civic matters and all questions of reform is constantly growing through the various organizations and clubs, there now being over 2,000,000 women in America who are affiliated with these organizations," said Mrs. Henderson.

"The present movement offers a wonderful opportunity for the women of Alabama to render social service to aid in the betterment and advancement of their State and to render a lasting service to the uplift of the people," declared Mrs. Henderson. She closed her address with an appeal to the women of the State to rally to the cause and do their full share in the movement.

Hon. James B. Ellis, member of the Commission, stressed the value of the slogan in the campaign: "Illiteracy in Alabama—Let's Remove It." Mr. Ellis stated that this movement should command the efforts and the resources of the business interests of the State, as the education of the State would have a remarkably beneficial effect upon the material advancement of Alabama in the future. He made an appeal for personal work in aiding the movement.

"The Field, the Work, the Plan," was the subject of a highly interesting and instructive address by Miss Esther Foster, Field Agent of the Illiteracy Commission. She declared that illiteracy was the weakest link in the social chain of Alabama. Miss Foster told of her experiences in the various schools and of her work in soliciting the co-operation of people of all ages and classes. She stated that each county had a sub-commission to look after the campaign and that the county commissioners were organizing for the work during the summer. Miss Foster urged that a complete report of all work done and attempted in furthering the campaign be made to the State Commission.

Under the direction of Mr. J. B. Hobdy, Rural School Agent, a practical demonstration of the importance of the campaign was given. If there were any who doubted the wisdom of the movement, or who questioned the results to be obtained, "Echoes from the Field" convinced them of the practicability of the work. From the schools, from the farms, from the mines and from the manufacturing plants came echoes of the accomplishments of the illiteracy campaign in the State. Old men, nearly three score years of age, told of their great joy at being able to read and write, and convicts from the prison camps were present to testify to the good being done in the campaign. Employees of cotton mills gave their words of appreciation and approval. A most striking demonstration of the good of the campaign was staged before the crowd at the theatre last night.

Mr. G. W. Johnson, of Vandiver, Shelby county, fifty-seven years of age, who had been taught to read and write under the direction of S. P. Williamson, County Superintendent of Education, made a touching appeal to the audience with his statement of how, at his advanced age, he was taught to read and write.

Mr. W. L. Sorrell, of Pike county, fifty-one years of age, who had just learned to read and write, was introduced. He began his remarks by saying, "I am glad I can come to this town or any other town and enforce my name on the hotel list-es." In a few simple words he expressed his appreciation of what had been done for him by his teacher, Miss Clara Sullivan, a Pike county volunteer.

"An Echo from the School," was given by Master Kirkman Jackson, of Montgomery, who delivered a splendid oration on educational conditions in Alabama.

Mrs. Lizzie Clark and Mrs. Mattie Holsenbach, both of Dogwood, who had recently been taught to read and write by Misses Florence and Pearl Thomas and Mary Wooley, were introduced.

Messrs. Pat McGarvin and J. W. Denny, of Langdale, Chambers county, expressed their appreciation of the teaching given them by Prof. W. T. Draper and Miss Emma Wallace, who had recently raised them from the class of illiterates. Mr. McGarvin and Mr. Denny were connected with the West Point Manufacturing Company, which is co-operating with the Illiteracy Commission in this work.

Seated on the stage with the teachers, their pupils and those who took part in the program, were Governor Chas. Henderson, officials of civic organizations of Birmingham, many women prominent in club work, and others.

#### WORDS OF G. W. JOHNSON, SPOKEN AT THE JEFFERSON THEATRE, ILLITERACY NIGHT.

*"Ladies and Gentlemen:"*

"I am slow to think and very awkward spoken; am an uneducated man raised up in the woods right after the Civil War. Three families lived in five miles of us and I was

raised up almost wild, grew up and married quite young; raised eleven children but had ambition enough to give them an education; and the way I managed to give them an education, if there wasn't public schools I hustled around and gave part of my earnings to a teacher



Mr. and Mrs. Johnson.

to teach them.

"It rocked on until I was fifty-seven years old and last summer our county superintendent come to my home. When I come in out of the plantation my wife told me that Mr. Williamson had been there and he wanted to teach a moonlight school.



Their Home.

“ ‘Well,’ I said, ‘What does that mean?’

“She says, ‘He wants to teach the old folks.’

“I says, ‘I wonder now who got up anything like that. ‘Well,’ I says to her, I hesitated a little bit and I says, ‘I am a going.’

“I says to her, ‘When is he going to begin this thing?’

“She told me what day.



En Route to School.

I have to carry?” She gives me a little first reader and a little copybook and a pencil. ‘Well,’ I says, ‘Is this all?’ She says, ‘It is enough for you.’

“I started out and as I started out I thought this: Well all this fifty-seven years is past and I have raised eleven children and the baby boy now in the fifth grade, and here I am, I can’t write my name, and I went on to the schoolhouse. This was as dark to me as midnight and no moon and me blind.



The Schoolhouse.

“I went on to the schoolhouse. Mr. Williamson got things regulated. I told him to write my name. He wrote my name; I begun to make marks around. I improved and in about an hour’s time I could write my name by heart.

“I had learned to write my name and I commenced on the alphabet then, and I soon learned that, and then one

“Nearer the time come the more I studied about it and the anxiouser I was to see the time come. That morning I heard Mr. Williamson was in the settlement ready to commence the work. I does up my little morning’s work, the hour had arrived, I walked into the house, I says to my wife, ‘What will



From the Post-Office.

“What must I do with this?” “Why,” he said, ‘put down one, put down an ought and carry a one,’ and twice two made five and that made fifty and I learnt from that how to add.

“I added up my cotton crop perfectly, then the greatest week of enjoyment that I ever had was going to that school. I thought well of Mr. Williamson always, but he taught us so good and kind that I just naturally fell in love with him before the close of the school.

“In a few days Mr. Hobdy came along and he taken my picture and I was in the fodder field pulling fodder. He told me, ‘Let’s go to the house and take your picture up there,’ and I did so. I tried to get him to let us put on better clothing, but he insisted, ‘Oh, that will do, I am in a hurry.’



“Pulling Fodder.”



“Wrote Him a Letter.”

day Mr. Williamson put down twelve twice and he says, ‘twice two is four, twice one is two, and that makes twenty-four.’ Well, I caught that and I put down then twenty-six with it. I knowed that made fifty, and then I went to add up. I had ten and I called him to me and said,

“A young man accom-

panied him from my house over the mountain to Dunnavant, and when the young man came back he told me that Mr. Hobdy said for me to write him a letter. Well, I got my book and pencil, and I went out under a shade tree where nothing would bother me, and I

carried my capital alphabet with me. I knew that I had to

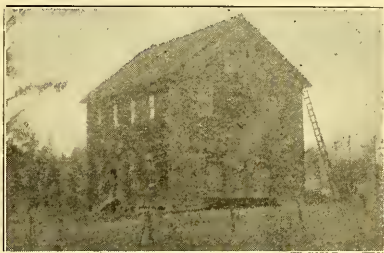
carried my capital alphabet with me. I knew that I had to



start with a capital letter and I was determined to write it myself as I wanted to be honest with Mr. Hobdy, as old St. Paul was in writing the Bible. Well, I sat down and wrote him a letter and I looked over it and I thought maybe because I knowed what it was, nobody else didn't know what it was. I carried the letter to a young man, I says to him: "Do you know what this thing is?"

"I says, 'Can you read this?'  
"He looked at it and he says, 'Yes, sir.' He says, 'That is pretty well done.' He read it.

"'Now,' I says, 'you- put this in the envelope and seal it up for me, and you back this to Mr. Hobdy at Montgomery,' and he did so.



His Church.

Mr. Hobdy answered it and you don't know how proud I was.



"Memorizing By Heart."

"I have been superintendent of the Sunday school, Baptist Sunday school, Vandiver, Alabama, and had to memorize my opening exercises by heart. No money couldn't buy from me what I have already learned, what a great pleasure it is to me. I would be proud I have learnt this if I just knowed I had twelve

months even to live. I trust that we can have another moonlight school in the summer. We are working to that point to try to run a twenty day moonlight school.

"My wife has been a mighty help to me. We trust that the State of Alabama will open her eyes



"My Wife a Mighty Help."



The School Day Over.

and get busy and give us a rural school education and bring us to the front. We trust that they will take us up so we can help develop our industrial sources, build up our schools and churches, build up our barns and industrial sources generally. So I will close, good-bye."

aug. the 21 1915

I write you the first  
letter I ever wrote

of W. Johnson age 57

Walden

Ala

THE LETTER HE WROTE. (See top of page 47.)

#### EXPRESSIONS RELATIVE TO ILLITERACY NIGHT EXERCISES.

The meeting was inspiring. The testimony of living witnesses showed what the adult schools can do and are doing. Illiteracy can and must be eliminated. Let us consecrate ourselves anew to this task. Time, money and effort should not be allowed to *stay* our hand when the liberation of human souls is at stake. In the words of Horace Mann, "We must educate, or we must perish."

Geo. H. Denny, President University of Alabama,  
University.

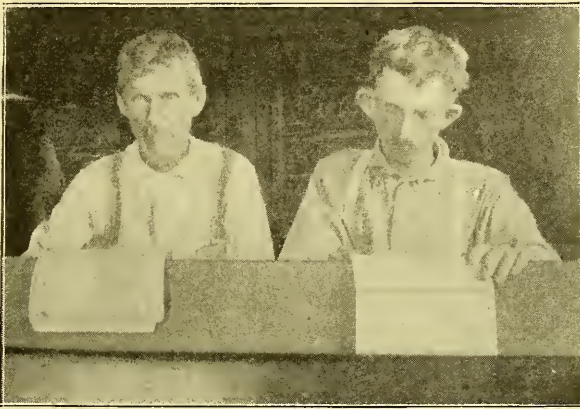
The Illiteracy Meeting of the A. E. A. in Birmingham last April was one of the most impressive experiences of my life. The demonstration given by a half dozen or more adult illiterates, men and women, of how, at an advanced age, they had learned to read and write—had come

up out of darkness into light—profoundly moved every one in that vast audience that packed the great Birmingham theatre from pit to dome. Each case was a human document, demonstrating to the vast audience the eternal possibilities of the human mind. The work of the Illiteracy Commission seems to me the greatest piece of philanthropic undertaking ever attempted in Alabama.

Chas. C. Thach, President Alabama Polytechnic Institute,  
Auburn.

Those of us who saw and heard the exercises Friday night at the Jefferson Theater were thrilled by the pathetic spectacle. Old men and women who had been neglected by the State, the Church and Society, gratefully acknowledged the service of their teachers. Here is an opportunity for us to render a most valuable form of social service.

J. H. Phillips, Supt. of Schools,  
Birmingham.



FATHER AND SON AT THE SAME DESK—BARBOUR COUNTY.

It was my privilege to be present at the illiteracy meeting held in Birmingham last April during the sessions of the Alabama Educational Association under the auspices of the State Department of Education, and I regarded it as wonderfully interesting and instructive.

The thorough practicability and effectiveness of the plan being pursued to teach illiterates to read and write was so manifest in the concrete examples presented to the audiences for demonstration as to leave no room for doubt in the minds of the most skeptical. The effect on every one present was simply electrical.

A. A. Persons, Supt. of Schools,  
Bessemer.

The exercises of "Illiteracy Evening" held during the annual meeting of the Alabama Educational Association in Birmingham in April, 1916, was one full of interest and most unique. The personal reports of many adults, showing their eagerness for an education, were thoroughly convincing that the fight against illiteracy now being waged by the Illiteracy Commission and many earnest workers, men and women, throughout

the State, is bearing fruits abundant, and that with such efforts continued, Alabama will very soon be lifted from the low plane she now occupies educationally.

Mrs. Charles Henderson,  
Montgomery.

I was present in Birmingham last April at the Illiteracy Meeting of the Alabama Educational Association, and my feelings were those of pity and pride: pity for the poor illiterates, particularly the adults; pride in the great educational forces of this State as voiced through its Illiteracy Commission.

The recent Constitutional Amendment, largely the result of the work of your Commission, when coupled with the continuance of same, will bring us out of the shadows of ignorance into added happiness and sunshine.

J. K. Jackson, Vice-Pres. Exchange National Bank,  
Montgomery.

I consider one of the most impressive object lessons of our illiteracy work in Alabama was the night that was devoted to the cause of illiteracy, during the session of the Alabama Educational Association, in Birmingham, Alabama, last April. It would have touched a heart of stone to have seen the men and women arise in the presence of that vast audience and give their testimony of not being able to read and write. Truly, that was a scene that was enough to arouse us all to the sense of the great obligation resting upon us as citizens.

Jas. B. Ellis, Member Illiteracy Commission,  
Selma.

#### GENERAL RESULTS.

Adult schools have been conducted in more than two-thirds of the counties in the State and some work has, in all probability, been done in every county. Definite reports, some of which are incomplete, have been received from forty-four counties. The Field Agent has been faithful in her efforts to secure reports from every county, but in many instances has failed to get any information. Many of the failures were due to the fact that the county superintendents of education, upon whom she relied, failed to collect the proper data during the adult school period. At the time the reports were being collected they were busily engaged in the educational amendment campaign, and immediately thereafter, found themselves confronted with the duty of making and submitting their annual reports.

The accompanying table gives in statistical form a summary of the reports received and represents a minimum of the work done. It does not contain figures from many counties in which schools were conducted, nor does it account for children of school age who entered school for the first time because of the influence of the movement.

According to the biennial census report of 1914, there were 280,598 white children between the ages of ten and twenty in Alabama, 26,259 of whom were totally illiterate. The census figures of 1916 showed 295,572 children of school age, of which number 25,186 were illiterate. From these figures it will be seen that during the time which elapsed between the two reports, illiteracy among white children had been reduced 1,073 or 5 per cent, thereby verifying the claim that the movement would do much to reduce illiteracy among the children of the State by stimulating a better school interest.



MOTHER AND THREE SONS. ONLY THE YOUNGEST BOY COULD READ AND WRITE. OTHER SONS NOW LITERATE. M. B. AND W. H. BRYAN, TEACHERS, COFFEE COUNTY.

The makers of this report are confident the accompanying statistical table represents only a minimum amount of the work actually done. It has been difficult, in fact, impossible in many counties to get the active co-operation of school officials in organizing the work in their respective counties. Many successful schools were taught and much commendable work done, records of which are not contained in this report because results have not come to the office of the Secretary-Treasurer through official channels.

## STATISTICAL REPORT BY COUNTIES

COUNTIES.	Schools Taught.	Av. Length of Term.			Number of Teachers.			Enrollment.			Number Illiterate.			No. Taught to Read & Write.				
		Wk.		Da. Hr.	M.	F.	To.	School.		Home.	M.	F.	To.	M.	F.	To.		
		Da.	Hr.					M.	F.	M.	F.	To.	M.	F.	To.			
Autauga .....	1	6	4	2		1	1	7	5	1	13	4	2	6	3	2	5	
Baldwin .....	2	11	3½	2½	1	1	2	6	6		12	3	3	6	2	3	5	
Barbour .....	8	4	5	4	7	7	14	43	61	3	5	112	39	34	73	18	23	41
Bibb .....	3	8	3	2½	3	3	3	52	9	7	4	8			8	11	3	14
Blount .....	1	3	5	2	1		1	8	5		13	8	5	13	3	2	5	5
Bullock .....										1	1	1	1		1		1	1
Butler .....								4	3		7			6			6	6
Calhoun .....	1	6	4	1½							22			10			8	8
Chambers .....	5	16	3	2½	5	3	8	48	4	1	54	11	2	13	11	2	13	13
Cherokee .....	*																	
Chilton .....	2	6	6	4	2		2	10	15	6	31	3		3	3		3	3
Choctaw .....	*																	
Clarke .....	7	4	4	3	5	5	10	39	23	35	26	14	14	28	9	10	19	19
Clay .....	*																	
Cleburne .....	*																	
Coffee .....	19	3	5	5	3	23	26	205	94	11	7	317	129	67	196	76	42	118
Colbert .....	*																	
Conecuh .....	*																	
Coosa .....	1	14	3	4	1		1	27	15		42	9	4	13	13	7	20	20



## STATISTICAL REPORT BY COUNTIES—Continued

COUNTIES.	Schools Taught.	Av. Length of Term.			Number of Teachers.			Enrollment.				Number Illiterate.		No. Taught to Read & Write.				
		Wk.		Da.	Hr.	M.	F.	To.	School.		Home.		M.	F.	M.	F.	To.	
		Wk.	Da.	Hr.	M.	F.	To.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	To.
Marion .....	1	5	4	5	1	1	13	12	4	5	34	8	5	13	5	2	7	
Marshall .....	9			1½	7	1	27		6		33	27		27	16		16	
Mobile .....	7	13	3	2½	3	5	99	88	18		205	31	11	42	21	11	32	
Monroe .....	*																	
Montgomery .....	*																	
Morgan .....	1	6	4	2	1	4	18	3			21	6	3	9	6	3	9	
Perry .....	1							2			2		2	2		2	2	
Pickens .....	3	4	3	2	2	1	20	10	1	1	32	4	1	5	4	1	5	
Pike .....	1	20	3	3		2	14				14	3		3	3		3	
Randolph .....	3	3	5	8	2	1	28	12	1	1	42	19	11	30	17	11	28	
Russell .....	*																	
Shelby .....	5	4	6	2½	3	4	127	67	2		196	61	18	79	13	11	24	
St. Clair .....	3	8	2	3							55			10				
Sumter .....	*																	
Talladega .....	1	4	3	4	1	1	17	5	2		24	5		5	5		5	
Tallahpoosa .....	1	12	1	3		1	4		4		8			3	3		1	
Tuscaloosa .....	*																	
Walker .....	5	3½	5	5	6	6	18	25	1	2	46	6	4	10	4	2	6	
Washington .....	1	6	2	3	1	1	5	6	1	2	14	5	3	8	4	3	7	



Wilcox .....	*	2	5	2	2	3	5	40	50	15	20	125	45	22	41	86	25	30	55
Winston .....	5	2	5	2	2	3	5	40	50	15	20	125	45	22	41	86	25	30	55
Speigner Prison School.....	1	36	5	2	2	2	2	37	8	8	45	22	22	22	22	22	22	20	20
Totals.....	188						254				3259			1331					879
Decrease in white illiterates 10-20 years of age (Biennial Census 1916) .....																			1073
Negroes enrolled and illiterates taught (page .....											1510								584
Grand total .....											4769								2536

†Record is made here only of illiterates enrolled and taught in the night schools in which 14 teachers taught 740 pupils.  
 \*No report.

## INDIRECT EFFECTS.

1. *On General School Interest.*

Aside from the splendid direct results obtained in instructing illiterate persons in the rudiments of an education, the adult school movement has possibly brought about results along other lines which, in effect, are more far-reaching because of their direct bearing on the educational status of Alabama.

As remarkably effective as the work of removing illiteracy among adults has been, the by-product of the work—



PROF. C. R. CALKINS ASSISTED IN THE DAY SCHOOL AND AT RECESS  
TAUGHT THE BOYS THE RULES OF PLAY. DUNNAVANT  
SCHOOL—SHELBY COUNTY.

its bearing on child life—must be recognized as significant when results are considered.

A stimulus to education in general is always given where these schools are conducted. Parents brought face to face with educational conditions in their own communities have been made to take stock at home, and as a result, there is a better school spirit in the State today than ever before. Such improved conditions are especially noticeable in those communities where adult schools have been taught.

The accompanying excerpts from letters received from teachers of adult schools bear testimony to the effects of the schools in general:

The school was a success because I taught men and women to read and write and because the school aroused a greater interest in all school work. This fall the community is going to put up a two-teacher school house and employ two teachers instead of one. That, in itself, more than pays for the school. The people realize as never before, the great need of sending their children to school and the adult work will make better attendance for the regular sessions. And, above all, I am a broader teacher for having had the experience.

W. H. Bryan, a Coffee county teacher.

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Our regular school opens here September 11th. We expect to have one hundred students the first day. Ours is a three-room school doing two years high school work. We had seventeen students in our illiteracy school this summer. Every one can now read and write in our district.

There were two families in our district we could not interest until we opened our summer school for adults. This put new life in them and these two families will furnish nine students this fall and winter. If our summer school had been a failure in every other respect this would amply pay for all the time and energy we put into it.

W. R. Bennett, a Covington county teacher.

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On a recent visit to Dunnington, where I taught last summer, I found that perhaps the most effective result of the adult school held there a year ago was the stimulated interest in the local school, resulting in a better teacher and more regular attendance. In fact, interest in educational matters in general, I believe, had increased, for on a later visit in behalf of the amendment, I found ready listeners to the appeal for its passage, and it was voted for there by quite a large majority.

C. R. Calkins, a Shelby county teacher.

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Besides these direct results, the patrons became more interested in the regular day school and the progress of their children. Many of them who had been luke-warm upon the subject of education were thoroughly aroused and became some of the warmest and most loyal workers in our district. As a result, we now have one of the best two-room schools in this section of the county and our patrons are enthusiastic and loyal. This, and many other things, we feel are either directly or indirectly the results of our adult school.

Ward Lovelace, a Madison county teacher.

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There are sixty-one pupils in this district; fifty-nine of them have been enrolled. One is sick and there is a satisfactory reason why the other one is not attending. In addition to the fifty-nine, I have enrolled

thirty-two pupils who live in other districts. My total enrollment is ninety-one, not including the thirteen adults.

Surely, the greatest of results to be had from these schools is the stimulus they give to education in general in the communities where they are being taught.

Tillman Riley, a Dale county teacher.

No one knows how teaching this adult school is going to help me in my work this winter. Three families who have not sent their children to school in four years are going to do so when school opens. They are now helping me plan things for the school this winter."

Mary Annie Ham, a Coffee county teacher.



THERE WERE 91 CHILDREN TAUGHT DURING THE DAY AND 13 ADULTS AFTER SCHOOL. PROF. TILLMAN RILEY, TEACHER, ECHO SCHOOL, DALE COUNTY.

The school not only helped the adult population, but it encouraged them to provide more adequately for the public school and the aftermath of the adult school can easily be seen in the beautiful new public school building and the successful teaching force.

John F. Hankins, a Lamar county teacher.

The communities where these schools were taught are manifesting more interest in education. Some of the places asked for schools last summer but we failed to get teachers.

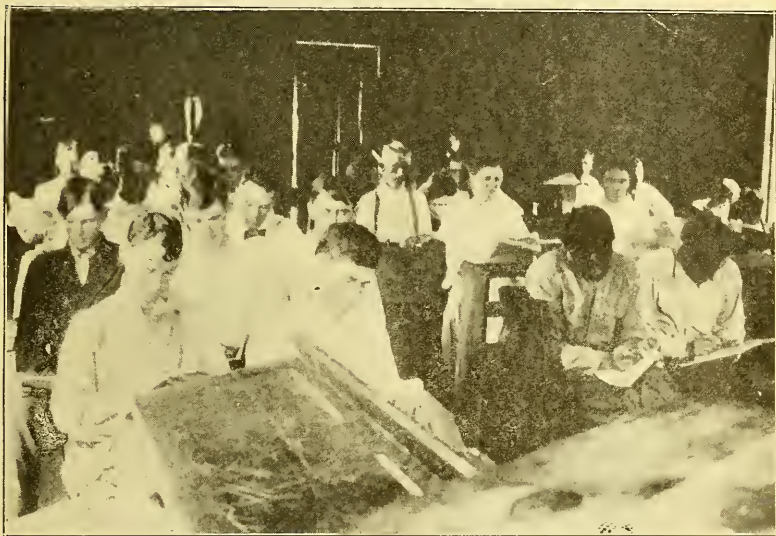
Supt. T. H. Roberson, Franklin county.

The pupils of the regular school took a great delight in helping me with the old folks. Mr. Rye's son has been a great help to his father by teaching him at home. The patrons of my regular school were drawn close together as a result of our adult school work and many pupils have begun studying in the day school.

Stone Crane, a Marion county teacher.

## II. *On Progressive School Movements.*

The general educational propoganda which was carried into the remotest sections of every county acquainting the public with the status of literacy in the State was so effective in accomplishing the object for which it was intended



CRESWELL SCHOOL FOR ADULTS TAUGHT BY H. G. DOWLING,  
SHELBY COUNTY.

that the minds of the people were awakened to the importance of better school conditions in general.

Looking for a remedy for existing conditions, the public was quick to realize that the ratification of the educational amendment would provide the necessary relief, and consequently, a campaign for its ratification was inaugurated under more favorable conditions, because of the illiteracy work.

The enforcement of the compulsory attendance law which becomes effective October 1, 1917, will prove a less

difficult task because of the campaign which is now being waged to remove illiteracy. Parents are being brought to think seriously regarding the education of their children. The enrollment of children of school age in the State for the year 1915-16 shows a decided increase over the enrollment one year ago.

The report of the State Superintendent shows the total school population of 1916, compared with the population of 1914, to have increased 11,509. The same report shows that the enrollment of children of school age in the public schools of the State for the year 1915-16 was 31,991 more than for the year 1914-15. The report also shows the increase in attendance of white children to be 17,879, or 8 per cent greater than for the previous session.

The accompanying excerpts from letters written by those who had much to do officially with the enactment of the recent progressive legislation give evidence of the influence of the work of the Illiteracy Commission in creating sentiment favorable to the new school laws.

I am convinced the publicity campaign conducted by the Alabama Illiteracy Commission prior to the Educational Amendment election, and the work done by the volunteer teachers of the State, had much to do with the ratification of that measure.

I am also convinced that the illiteracy movement in its various phases has created sentiment which will demand better educational facilities for the children of Alabama.

The Commission's work has been well worth the time, effort and money devoted to the cause because of its effect on progressive educational movements alone, even had not such splendid results from actual teaching been secured.

Chas. Henderson, Governor.

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Among the progressive measures advocated by you and enacted into law by the present Legislature, one of the most important in its influence for good is the one creating the Alabama Illiteracy Commission.

The Commission has done a great work, not only in a direct way through the campaign against illiteracy in Alabama, which is the main purpose for which it was created, but indirectly by creating a sentiment favorable to the ratification of the Educational Amendment at the recent election. In my judgment, its influence will be felt more and more, and very perceptibly, in preparing the people of the State for the compulsory attendance law which is to become effective this fall.

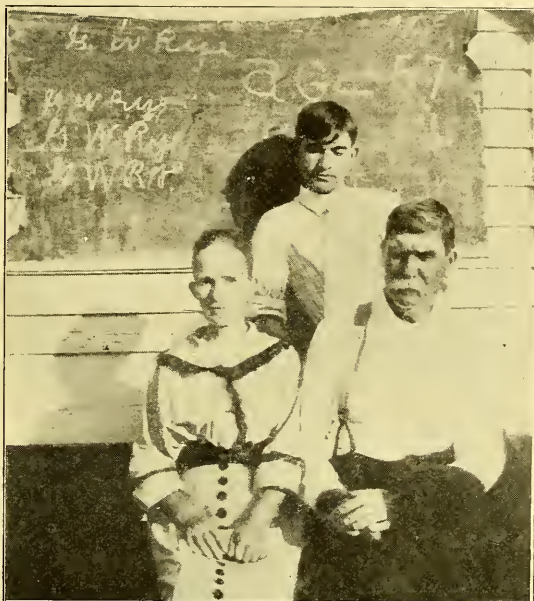
Likewise the work of the adult schools was an enormous help in the amendment campaign, and an influence that will be felt hereafter. All praise and honor be to the men and women whose time and talents have been so unselfishly devoted to this noble work.

I desire to congratulate you and your co-workers upon the success of your labors thus far, and to wish for your continued efforts the fullest measure of success.

Thos. E. Kilby, Lieutenant-Governor.

Now that the Legislature has adjourned and a sufficient amount of time has elapsed for me to think deliberately about the school legislation that was enacted in 1915 and the attitude of the public towards this legislation, as attested by the adoption of the local tax amendment and by the general sentiment toward school progress along many lines, as I have had occasion to observe it, I give it as my candid opinion that much of the quickened feeling and interest now manifested comes from the activities of the Alabama Illiteracy Commission and the work that has been carried on under its direction.

The law creating the Commission was adopted early in the legislative session and undoubtedly had a wholesome influence in preparing legislators and the public for the still more constructive school measures that were adopted when the Legislature reconvened. Likewise, the



ASBERRY RYE, A MARION COUNTY YOUTH, WHO TAUGHT HIS PARENTS.  
THE FATHER'S SIGNATURE ON BLACKBOARD.

enlarging work of the Commission for the removal of illiteracy, which seems to have permeated every county in the State, has enlisted the sympathy and good will of a great number who otherwise would have been indifferent, if not opposed, to recent progressive educational measures.

If I were called upon to explain the reason for the healthful attitude which I have said exists, I would have to say that much of it is due to the feeling that school officials and others who have had a part in the work of wiping out illiteracy inspired in the public, namely, that they were sincere in the desire to render service for its own sake, inasmuch as all they were doing was purely voluntary and with no hope of any financial returns.

I congratulate the Commission on its splendid record and bespeak for it increasing coöperation and sympathy.

A. H. Carmichael, Speaker of the House.

The people generally throughout the State would not, for a long time, have been apprised of the true condition of affairs in Alabama educationally, especially with reference to the great percentage of adult illiteracy as well as the number of children who were unable to read and write, had it not been for the efforts put forth by the Illiteracy Commission in bringing this information home to them all.

In my humble judgment, the day is not far distant when our beloved Alabama will be lifted from her low position, educationally, among the sisterhood of states to the exalted position she should occupy. Already the people are stirred and demanding that every white child shall receive at least the rudiments of an education. They are anxious for the time to come when the compulsory attendance law shall become effective. To my mind it is the most forward step taken by Alabama since the disfranchisement of the negro. I am indeed grateful that the time is not far distant when it will be a crime to rear a child in ignorance.

The State today stands ready to go forward under her progressive educational laws. None of them, with the probable exception of the Educational Amendment, was more important than the one creating the Illiteracy Commission. It was through this Commission and the noble teachers and workers who offered to it their services that the information and inspiration and vision was given to the people, without which the Educational Amendment would not have been adopted.

The seed sown by this Commission and its energetic co-workers will be harvested in the immediate future and throughout eternity to the everlasting credit of the Commission. I am glad my name is connected with the bill creating this Commission, and it is my sincere wish that it be continued and supported until the last vestige of illiteracy has been driven from the borders of this fair state.

Alto V. Lee, Chairman Senate Committee on Education.

It gives me great pleasure to write you of my observations made during the campaign for the adoption of the "Local Tax for Schools" amendment to our State Constitution.

I was agreeably surprised to hear so many men say that they would vote for this amendment more cheerfully because of the good work voluntarily done by the Commission for the removal of illiteracy.

The law compelling the attendance on schools, effective October 1, 1917, was favorably commented upon and all three laws seemed to be associated together in the minds of the voters as parts of one upward movement for better educational facilities in Alabama, and helped materially to secure the adoption of the amendment to the Constitution which is the foundation for all future building of schools.

I heard of two young men, eighteen and nineteen years old, who could not read, but when the work of the Commission was told them, they voluntarily entered school for the first time in their lives and began earnestly to study.

The thing that impressed me very favorably was the feeling in some illiterates that because somebody was thinking of their deficiencies and working to remove them, they must bestir themselves and show their appreciation.

There never has been in all the history of Alabama three pieces of constructive legislation which have been more generally and generously commended than these laws, and none that will have a greater, grander effect upon the upward educational movement among the people.

Sam'l Will John, Chairman House Committee on Education.



## SOME CONCRETE RESULTS.

The work of removing illiteracy has been carried on in country, town and city; in home, school and church; on the farm, in the factory and in mining camps; by teachers and laymen, by children and adults. Wherever organized under heartfelt leadership it has proven a universal movement. There is no better way to impress upon those who are seeking information the real work being done than to give some concrete illustrations.

Typical reports from teachers accompanied by specimens of the work of adult pupils and pictures taken in connection with the schools have been selected for illustrative purposes. They have been taken from various fields of endeavor and should prove of interest to the reader.

## WORK IN THE HOME.

## A Schoolgirl's Experience as Teacher.

Guin, Ala., Oct. 14, 1916.

Miss Esther Foster,  
Montgomery, Ala.

Dear Miss Foster:

I am just a schoolgirl, but I had the pleasure of teaching Mrs. Worshim, a woman sixty-four years old, to write. I enjoyed the work so much I want to tell you about it.

As Mrs. Worshim wanted so much to be able to write before I ever thought of teaching her it was an easy matter to get her interested. Last winter I showed her a copy of the Department bulletin entitled, "The Elimination of Illiteracy in Dale County," that had pictures of people as old and older than she, who were going to school and learning to read and write. This made her more interested than before. Every time I read or heard about any old person going to school I told her about it. This interested her very much.



My Pupil.



Her Home.

The work was begun in earnest about the first of June 1916, when I gave her a copy book. She began to use the book as soon as I gave it to her. She would work with her writing whenever she had time and when I went to her home she would show me her work and I would help her

with anything she did not understand. Mrs. Worshim was at that time confined to the house and her writing was a pleasant pastime; for that reason it was no trouble to keep her interested.

This teaching experience has certainly given me pleasure.

Sincerely,

Marion County.

JULIETTE GREEN.

(See letter, page 107.)

#### WORK IN THE SCHOOL.

New Decatur, Ala., Oct. 17, 1916.

Miss Esther Foster,  
Montgomery, Ala.

Dear Miss Foster:

I am sending you a picture of the family of Mr. J. E. McMillan, all of whom, and another grown son who was not present when the picture was taken, were regular attendants in our summer school for adults.

The persons in the picture are Mr. and Mrs. McMillan, two sons and two daughters, and a little granddaughter. Mr. McMillan, the father, was the only member of the family who was not illiterate.

The family was the nucleus around which we organized our school. While taking the school census for the city I asked for the usual information in the McMillan family, and found that the two girls, whose ages were twenty and thirteen, had never been to school, and that neither could read or write. I asked the girls if they wished to learn and if they would study if I would go to their home and teach them without charge. They answered in the affirmative and then it was that Mrs. McMillan informed me that

she had three sons who could neither read nor write. I asked if she would get them to study; her reply was that if I would be good enough to teach them she would make them.

Upon inquiry as to whether she and Mr. McMillan would study she answered, they were too old. I did not push the question as to their joining the class. I made an engagement to give the first lesson that same afternoon. I then went back to the drugstore and bought the books I wanted



THE McMILLAN FAMILY—NEW DECATUR, ALABAMA. ONLY THE FATHER  
COULD READ AND WRITE—NOW ALL ARE LITERATE.  
MORGAN COUNTY.

them to have and made arrangement to have a blackboard carried to the home.

All four of the men worked in the railroad shops. I made the engagement for 5 p. m., the hour when the employees finish their day's work. I walked into their home and asked all of them to get ready for the recitation they were going to have. "I am going to teach every one of you,"

I said, "including the father and mother." The parents, however, did not really want to join the class. I soon found that they needed glasses and sent them to an oculist and had glasses fitted.

I had set the girls a copy in the morning when I first visited the home, and each had written a whole page while cooking dinner. They were enthusiastic, but the most enthusiastic one, except me, was Mrs. McMillan. She stood by me from the first and said, "Read it Mamie," or, "Read it for him, Charlie," when I called on Mamie or Charlie. She was always ready to help me when it came to getting the co-operation of the family, for she said, "If he is willing to teach you, you ought to be willing to learn." I have never had better co-operation in all my teaching experience and I have never had pupils who were more faithful to perform every task assigned them.

This first lesson was given on Saturday. On Monday I enlisted Mrs. Jones, principal of the Gordon school, and her sister, Miss Augusta Bloodworth. Soon Miss Clutie Bloodworth, another sister, joined us. After two or three lessons in the home we suggested that the work could be more effectively done if we moved to the high school building. To this our pupils reluctantly agreed. It was amusing to hear them tell how they felt on coming to school the first night. They felt "awfully ashamed," they said. However, after the first night this embarrassment wore off and they were always on time. Through the influence of the McMillans and by personal solicitation on my part I increased the enrollment to about twenty, some being boys who worked in the shops and were advanced.

The McMillan girls finished the first grade in the six weeks of the summer work. Their mother read most of the primer and the boys did likewise. We found Mr. McMillan could carry fourth grade work; so we put him in that grade. We had pupils in all grades up to the ninth, many of whom, including a preacher, at the beginning could neither read nor write, but who learned quite a good deal during the six weeks.

Most of the pupils made talks on the last night of the school and many kind words of appreciation were spoken by them for the good we had done them; all wanted the school to continue.

New Deater, Ala.  
Dec 21

Dear Mr. Carter,  
I will write you a letter.  
we are still learning  
I woud like to go to  
School again.

I woud like to see  
Miss Foster. Mr. Carter,  
tell Miss Jones I want to  
see her.

we will never forget you  
for teaching us this  
summer.

Yours truly,  
Maggie Mcmillan

THIS LETTER WAS WRITTEN BY MISS MAGGIE McMILLAN AFTER SIX  
WEEKS' STUDY. SHE WAS TOTALLY ILLITERATE.  
MORGAN COUNTY.

Several teachers other than those above mentioned joined us in this work, among them Miss Zulee Gibson, Miss Marjorie Miller, Mrs. Hiram Roberts, and her little daughter, Miss Lucy Roberts.

I think the most unique thing we did, Miss Foster, was taking Mrs. McMillan to Hartselle to the teachers' institute, where she made a talk and told the teachers how much she appreciated what we had done for her. I could not keep back the tears then. She was very proud of that trip.

Hoping this account will be sufficient to give you the history of the work, that it may inspire others to help remove illiteracy from Alabama, I am,

Yours very truly,  
J. T. CARTER.

Morgan County.

#### WORK BEGUN IN CHURCH.

Montevallo, Ala., Sept. 26, 1916.

Miss Esther Foster,  
Montgomery, Ala.

Dear Miss Foster:

It was in the class discussion in the Department of Education at the Alabama Girls Technical Institute that I first learned something about the extent and significance of illiteracy as an educational problem. The fact that the last Federal Census showed that there were in Alabama in 1909, 362,779 people, men, women, boys and girls, who could not read, took hold of my mind and heart, and the pity of the vast social waste resulting from this great handicap impressed me with a desire to "get out and get under." And so, when the Alabama Girls Technical Institute closed and I went out to Dogwood to spend part of my vacation, I carried with me an incentive of great force in the pledge that our class made to teach at least one illiterate to read and write.

It was at Dogwood in the Sunday School that I came in personal contact with an illiterate, a woman about forty. I noticed that this woman was not a member of a class, and when the classes reassembled, I offered her a song book, but it was refused with an expression of embarrassment and, "I can't read a word." Immediately I asked her if she would like to learn to read and she assured me that she would.

Here I felt was my opportunity. I offered to meet her and all others who wanted to join a class at eight o'clock every Sunday morning.

The next Sunday morning ten adults met me and my sister, who helped me organize the class and get it in working order. The following week, Miss Mary Woolley, an A. G. T. I. graduate, who assisted me in the moonlight school during the month of August, went with me to the homes in the community. I told the men and women about the little class we had over at the church every Sunday morning and



MONTEVALLO VOLUNTEERS. THE YOUNG LADIES WERE ALL PUPILS OF THE A. G. T. I., SHELBY COUNTY.

assured them we should be very glad to have them join. The following Sunday we enrolled eighteen adults, the oldest being about forty, I think.

At ten o'clock I took the illiterates in a class by themselves and there I talked to them on the Sunday school lesson. They all appeared to be very much interested in what I had to tell them.

Just before the moonlight schools were to open in August, Miss Woolley and I again visited the homes of these people and urged them to attend school every day and bring the children, too. I admitted children under fifteen years



A FAMILY GROUP—DOGWOOD SCHOOL, SHELBY COUNTY.

of age with the hope of interesting them sufficiently to insure their attendance during the winter months.

When the moonlight school opened in August we enrolled forty-two men, women and children, the greater number being over fifteen years of age. The class was composed mostly of women as the men were obliged to work. Twenty-two of the number were illiterate, and several of them learned to read and write. All seemed very much interested in their work, and on the last day of school begged for at least one more week.

There was one young man about twenty-two years old who could not learn. He came to school regularly and tried faithfully, but seemed incapable of continued application. He copied his name, if the teacher stood by and guided his hand, but left to himself, scribbled over the page as a child would do. He came regularly and his failure to learn was a disappointment to me and a humiliation to him. I think he was clearly a case of the subnormal.

The work with the illiterates, I believe, aroused a wider interest in education in the entire community. Certainly, it awoke the forty-two illiterates to the need and possibility,



or opportunity, for school for their children. The school this winter has enrolled ninety-four as against thirty, and for the first time in its history has had two teachers.

Shelby County.

Respectfully,  
FLORENCE THOMAS.

WORK IN THE MILLS.

Langdale, Ala., Aug. 31, 1916.

Hon. Wm. F. Feagin,  
Montgomery, Ala.

Dear Mr. Feagin:

It is with a great deal of pleasure I write you the story of our adult school at Langdale, which place, as you know, is a cotton mill town located in the valley of the Chattahoochee river, Chambers county, Alabama.

While teaching at Langdale I became interested in the adult school movement. My sympathy went out to the great number of people in our State who were deprived of the advantages of an education and I made up my mind to do what I could in this great work.

With the assistance of Mr. W. T. Draper and Miss Lottie Blackman, an adult class of mill employees was organized



THE MALE PUPILS OF A MILL TOWN SCHOOL—(MR. W. T. DRAPER, MISS LOTTIE BLACKMAN, AND MRS. EMMA LEE BATES, TEACHERS)—LANGDALE, CHAMBERS COUNTY.

in July 1915. We opened the school to every one who cared to attend and review any branch. A special invitation was extended to those who were illiterate. We taught two nights each week during July and August.

In September we continued with eleven men; four of these men could read a little print but could not write; seven wanted to study arithmetic. We have continued both classes, running one night in the week up to the present time,

Rock-a-bye Baby  
 On the tree-top  
 When the wind blows  
 The cradle will rock  
 When the bough breaks  
 The cradle will fall  
 Down will come baby  
 Cradle and all.

Mrs Tom Blankinship  
 Age 38

DICTION EXERCISE BY A PUPIL OF THE LANGDALE SCHOOL AFTER  
 FOUR MONTHS OF STUDY TWO NIGHTS EACH WEEK. LANGDALE,  
 CHAMBERS COUNTY.

and the four men are reading in the third reader, "Great Americans for Little Americans."

A class for ladies was organized and Miss Blackman had charge of this. She goes to their homes and teaches them at night. One of her pupils, Mrs. Tom Blankinship, age thirty-eight years, who was totally illiterate, has learned to write and has finished the first reader in four months.

These men and women are very enthusiastic in their work and are anxious for the school to continue. We intend to carry on the work as long as such enthusiasm is manifested by the pupils. They feel that this work has greatly increased the interest in our public school.

Chambers County.

Yours very truly,  
MRS. EMMA LEE BATES.

## WORK IN THE PRISONS.

### PIONEER WORK.

The history of the educational movement among the convicts began in 1897. Dr. E. P. Hogan, of Birmingham, who was at that time teaching in Pratt City, was requested by Mrs. R. D. Johnston, a champion of prison reform, to take up the work of teaching the convicts at night.

At a later date Dr. Hogan was appointed by Governor Johnston to take charge of this work among the convicts in the mines at Slope No. 2. He organized them in classes and taught one or two hours each night for two months with gratifying results.

As to the success of this venture in teaching convicts we have the words of Dr. Hogan:

While my experience connected with the work is limited, I always have a mental picture of those men in their eagerness to be instructed. I really think that the school work in connection with the convicts not only gives them opportunities for improvement, but it begets a very wholesome spirit among them. They secure valuable instruction and at the same time have their minds relieved from the monotony of prison life.

I am deeply interested in anything that pertains to the welfare of convicts and I am delighted to know that the Governor and his co-workers have taken active steps toward improving the prison conditions of our State. I think the educational feature cannot be too strongly emphasized.

The late Miss Julia Tutwiler, ever a friend of the State's convicts, did a noble pioneer work at Pratt Mines in Jefferson county. The work of this noble woman is remembered by some of the older prisoners who are still wards of the State. It was through Miss Tutwiler's influence that the companies employing convicts were brought to realize the need of giving them educational advantages.

Following the above mentioned instances, teachers were often employed for work in prison schools.

## ALDRICH MINES.

Another worthy effort along this line was made among the prisoners in the Aldrich mines by Mrs. A. J. Notestine, who, in the summer of 1915, while living at Montevallo, her husband being pastor of the Methodist Church at that place, volunteered her services to teach the prisoners at the mines. While conditions operated against organized school work at night, Mrs. Notestine looked after the interest of each man and inspired the men so that those who were able to read and write were encouraged to teach others who did



SPEIGNER PRISON SCHOOL—THE FIELD AGENT, SPEAKING TO THE ADULT PUPILS—ELMORE COUNTY.

not possess this ability, and thus, a great deal was accomplished in removing illiteracy among the white inmates of the prison.

## WORK AT SPEIGNER.

Dr. W. D. Hubbard was appointed chaplain for the State, and Mr. J. O. Benton was made warden at Speigner in January 1915. The matter of beginning a night school for the benefit of the inmates of this prison was taken under consideration by them and plans were soon made for the organization of the school.

As the opening of the night school approached a number of applicants came in. It was deemed advisable to take only those who were unable to read and write. The school opened the second week in January with twenty-two illiterate pupils.

Inmates who were capable of teaching were pressed into service as teachers, and from time to time others entered. Of course, some few became discouraged and dropped out, but the interest never lagged.

#### PRISON SCHOOLS EXTENDED.

Dr. Hubbard has extended the educational work among the prisoners of the State until now various prisons and camps are feeling the effects of his constructive efforts. The following excerpt relating to his work is taken from an article written by a fellow worker:

Gathering books when possible, going here and there to the various camps and encouraging the down-hearted, enlisting the sympathy of strong men when on the outside, pouring out his soul to them on Sunday on the practical and everyday things of our work, and all the while holding up the new order and higher ideals universally accepted in penal institutions, Dr. Hubbard has thus far been the motive power and inspiration behind the movement.

#### STATE PRISON INSTRUCTOR.

On October 1, 1916, Mr. A. A. Strock was appointed by Governor Chas. Henderson as prison instructor for the State and under his direction the work is now being organized in all the prison camps.

Mr. Strock is an experienced teacher and possesses the patience and sympathy so essential to work of this nature. The State and the prisoners are indeed fortunate in having the prison schools under his supervision.

Speigner ala  
Jan 27, 1910

Dear mother;

I am going to school  
at night and have  
learned to write  
a letter I am not going to  
stop untill I can write  
as well as my teacher  
It is easy to learn  
to write.

John Quick



SPEIGNER PRISON SCHOOL—JOHN QUICK AND HIS LETTER TO HIS MOTHER. HE WAS TOTALLY ILLITERATE.

## Part V.

### LETTERS FROM TEACHERS OF ADULT SCHOOLS

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#### EXHIBIT A.

Prattville, Ala., Sept. 27, 1916.

Miss Esther Foster,  
Montgomery, Ala.

Dear Miss Foster:

At the request of the Autauga County Sub-Commission, I agreed to teach a night school for four weeks, beginning May 22d. We secured the names of as many of the illiterates as we could and visited them, inviting them to the school. They all received us kindly, listened, and said they would be glad to be able to read and write, but very few promised to come.

The first night three pupils were present. Two of them, a man and his wife, could already read and write, but were ambitious to learn more. They proved apt pupils and the man took a great interest in the school; most of the other pupils came at his solicitation. The third pupil was a sixteen year old girl, totally illiterate. She came only four nights, but learned to write and read a little.

The second night two new pupils came—a man and his wife. The man was totally illiterate and when he first wrote his name he called his wife in such a happy tone, "Come, May, and see what I have done."

The third night brought one new pupil—a man forty-three years old with children in the high school. He was a man of much natural intelligence and some property, but had never learned to read and write. After being in school two nights he walked proudly into the bank and endorsed his own check. When I showed them the textbook issued by the Illiteracy Commission he offered to buy one for each person there who was not able to buy one for himself.

A few other pupils came in until twelve were enrolled. One man who entered five days before school closed, said

one night, "I ain't sorry but for one thing, I'm sorry I ain't been coming all the time, but I was just 'shamed to come."

I continued the school for six weeks and of the number who enrolled all learned to read and write but one man and two women. The man came only two nights and the women only one. They had to stop on account of sickness.

Those who were in school tell me they are keeping up their studies to some extent. One woman told me she had let her neighbor have her book, and that she was teaching her husband to read.

I hope the other teachers have had more success with their schools.

Autauga County.

Sincerely yours,  
MYRA BOOTH.

Opp, Ala., Sept. 8, 1916.

Mr. J. O. Dickinson,  
Secretary, Coffee County Sub-Commission,  
Enterprise, Alabama.

Dear Mr. Dickinson:

I am submitting below a report of my adult school work.

I enrolled fourteen, ranging in ages from fifteen to forty-nine. Seven of them did not even know their letters when they began, but can now read and write some. Three of them can read very well and can pronounce any word unless it is unusually hard. They can also work multiplication. The other four did not make such rapid progress, but learned enough to help them read some. They have all done well. Seven of them could read print a little, but could not do much with script. None of them could write much. These finished their books, or most of them did, and did a great deal of other work. One of these was working fractions when school closed.

One of my girls, who did not know anything at all, learned in two weeks to read anything in the first reader, to spell some, to write a very good hand, and to work a little in arithmetic. It was difficult for me to believe such progress possible, even though I was right there to see for myself.

Most of them were eager to learn and they worked faithfully. Several wanted the school to go on, but we decided to close after a four weeks' term and then continue



the work in the winter. Several who did not come to the summer school have promised to come in the winter; so we expect to enroll all the illiterates in the district. All under twenty-one have promised to come to our regular school. One young man who made rapid progress in our adult school has asked me to try to arrange for him to come to our regular school also.



A SCHOOL TRUSTEE AND HIS WIFE. BOTH LITERATE. HE ATTENDED TO ENCOURAGE ILLITERATES.

I feel that this work has helped our school so much. It has stirred the parents and I think the attendance will be more regular.

Sincerely yours,  
MARY ANNIE HAM.

Coffee County.

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Athens, Ala., Sept. 20, 1916.

Miss Esther Foster,  
Montgomery, Ala.

Dear Miss Foster:

I am glad to report our work on illiteracy.

We announced in public that we would begin an evening school for adults and invited all who would to come. On our

opening we had only one, a Baptist minister's wife, who could neither read nor write. She learned as much in one week as the first-grade pupils usually learn in one session. After one week, we had another, a young married lady about nineteen years of age. She, too, could neither read nor write. Both came regularly and learned very rapidly. In four weeks both could read well and write a nice letter. We did individual work in instruction.

Limestone County.

Yours truly,  
A. T. BOTTOMS.

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Vernon, Ala., Oct. 2, 1916.

Field Agent,  
Alabama Illiteracy Commission,  
Montgomery, Alabama.

Dear Madam:

In July, 1915, I organized the first school in Lamar county for adult illiterates. We had school three nights each week and developed much interest. I enrolled twenty-two, whose ages ranged from twenty-one to sixty-five.

At each meeting I gave some simple tests in spelling and reading, usually from the Bible or local newspaper. Some primary work in numbers appealed to part of them. Then we would have some talks by the older men and women who could easily portray conditions during their youth which handicapped them in getting an education.

After about a month, one of the men who could not write his name and did not know one letter from another when he began attending school, could and did fill out a blank check without any assistance, and drew money from the bank.

The school did not only help the adult population, but encouraged them to provide more adequately for the public school, and the aftermath of that illiteracy school can easily be seen in the beautiful new public school building and the increased teaching force.

Lamar County.

Yours truly,  
JOHN T. HANKINS.

Athens, Ala., Oct. 28, 1916.

Hon. Wm. F. Feagin,  
Montgomery, Ala.

Dear Sir:

I take pleasure in notifying you that the county board of education of Limestone county has taken official recognition of the illiteracy adult school movement in the State by adopting a resolution permitting teachers in the regular schools to dismiss their schools at three o'clock in the afternoon on Monday, Wednesday and Friday of each



A GOOD ROAD AND SCHOOL PRIVILEGES LATE IN LIFE, BUT THEY ARE APPRECIATED.

week for the purpose of teaching adults who may desire to enroll for instruction.

I am glad to report to you that our teachers look favorably upon the action of the board and we hope for splendid results in Limestone county during the present school year.

One afternoon a few days ago I drove up to Mt. Roszelle school in district No. 12. I found that the regular school had been dismissed and two teachers were giving an hour to an adult class which numbered five. As I walked into the schoolroom a gentleman looked up from his desk and said, "Colonel, I was not expecting you. I am trying to

learn my A, B, C's." This man was fifty years old. Another person about thirty years old was at the blackboard trying to reduce fractions to a common denominator.

One of the five pupils is chairman of the board of trustees. He is a gentleman of fair education and worth \$25,000. According to his statement, he enrolled and is attending the school to encourage those less fortunate than he, and in this way saves them the embarrassment they might otherwise feel.

M. K. CLEMENTS, Supt. of Education.  
Limestone County.

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Sprott, Ala., Sept. 30, 1916.

Miss E. R. Foster,  
Montgomery, Ala.

Dear Miss Foster:

I am interested in the work of removing illiteracy in Alabama and am giving below my limited experience in the campaign.

A soldier's widow, seventy years of age, in signing for her pension, had to make her mark because she could not write. One day she told me if she had some one to teach her she would learn to write. I offered my assistance. She came for instructions twice weekly and soon wrote her name legibly.

Another middle-aged pupil who had broken her right hand and one foot, found time almost interminable, and her daughter taught her to read. Names are withheld because both are very sensitive.

There are no white children in this community between the ages of ten and twenty who are illiterate, and there is only one white man who has never learned to read and write.

Last summer the committee on illiteracy visited all homes and found only three men and two women who could not read and write. One man had tuberculosis and died during the winter; one was deaf and has since moved away, leaving one still with us. I hope yet to teach him, thereby removing illiteracy in our district.

Very sincerely yours,  
ANNA L. LEVERT.

Perry County.

Lapine, Ala., Rt. 1, July 20, 1916.

Miss Esther Foster,  
Montgomery, Ala.

Dear Miss Foster:

I have been planning to write to you about my school for sometime, but wanted to see further so I could tell you. The rain kept us from meeting one week. I am teaching in a church and had to first order some blackboards; that hindered me some. The place is about two miles from here and every one knows me, of course.

The first night there were only four present. Others came, and now I have nearly thirty.

Four are totally illiterate, two of them old women, and the other two, boys about seventeen or eighteen years of age.



This woman walked three miles to school and took her children each day. She could neither read or write nor even count or make a single figure. She learned to write her name, to count, to make figures, to add fairly well and read fifteen pages in the illiteracy book. The two oldest children had never been to school a day before the adult school opened. Miss Bettie Bennett, Teacher.  
Crenshaw County.

Several can read some but cannot write or figure. I know of others who are coming as soon as they are through work. I am sure they will come.

At first I met them Friday and Saturday nights and found the night proposition kept some away; then I changed to Wednesday, Thursday and Friday afternoons and found

they could come any time I said come. I think this a glorious work. I wish I could use more of my time in this way.

Just here I will tell you of my home work. It may help you in getting others to teach, since some do not feel that they can spare the time. I am keeping house for my father and two younger brothers and do all my work. Father is blind, and sick most of the time. Now, understand I am telling you this that you may state to others that any teacher can teach if a hard effort is made, though sometimes effort is what is needed. Anything that is worth while is worth the effort. We are taught in the Book of all books to "Bear ye one another's burdens," and thus the law of Christ is fulfilled. "He that lives his life for others best obeys his Master's will."

I was almost heart-broken that I did not get to see you and hear you talk when you were at Highland Home.

Any suggestions you may offer will be very much appreciated.

Crenshaw County.

Sincerely yours,  
BETTIE BENNETT.

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Columbiana, Ala., Oct. 6, 1916.

Miss Esther R. Foster,  
Montgomery, Ala.

My dear Miss Foster:

My story is very simple. Our moonlight school organized at Wilton grew for one week with great enthusiasm on the part of the students. Then a woman desperately ill of typhoid fever across the street from the schoolhouse caused its suspension. The church was beside the school; so we could not move there. Though our intentions were good I regard this school a failure because of the above-mentioned circumstances.

It was not so, however, with my prison school at Aldrich. A class of six grew to sixteen, and from that to a Baraca class of forty-eight (every white man in the stockade). This year we had but two illiterates; one is reading well in the little adult textbook and is writing and spelling; the other has reached the third reader. This gives you no notion of the inspiration, the joy of the work. Many of the boys write of continued efforts and study.

I was one of the *many* who had forgotten that Jesus said, "I was sick and ye visited me," and that he said, "in prison and ye came unto me." I know of no work more gratifying in its results than the adult school work. If you can use me next summer I hope you will call on me, even earlier if an emergency arises.

Hoping the approaching season will mean more of joy to you than any you have yet known, I am,

Yours sincerely,

ROSA B. NOTESTINE.

Shelby County.



"ARE YOU COMING TO SCHOOL TONIGHT?" "I HAIN'T MISSED NARRY TIME." ONE OF PROF. CALKINS' PUPILS—DUNNAVANT SCHOOL, SHELBY COUNTY.

Headland, Ala., Oct. 7, 1916.

Miss Esther Foster,  
Montgomery, Ala.

Dear Miss Foster:

Now that I have the time, I am going to give you the story of the adult school I taught in the Deal school district. I haven't so much to tell, yet it means worlds to me and to those who attended.

During a protracted meeting at the church I saw and talked with every one whom I thought would be interested in an adult school. I had it announced that the school would start the following Monday at 2 p. m. and dismiss at 4:30 p. m.

The day came, and when I reached the schoolhouse a short while before two o'clock I found most of the pupils sitting around the edge of the porch fanning with their hats and bonnets. Some of them told me they had been there an hour. We had six pupils the first day and the number increased to ten.

The oldest pupil was a great-grandmother seventy-two years old. She knew her letters but could not read. Now she can read the Bible well. There was another lady, who, at the beginning of the school, did not know a single letter, but during the five weeks our school lasted she learned to read almost any easy print, and at the close of the school wrote and addressed a letter to her granddaughter.

One man, who was a grandfather, wished to spend his time studying arithmetic, so that in buying and selling he would not have to take the other man's word.

I used the textbook issued by the Alabama Illiteracy Commission and the pupils were very proud of their books. In teaching I employed different methods, but found I had to let them learn in their own way. They always wanted to learn the alphabet first, and this they did very quickly.

In reading from the board I first used the word method. I was very careful to select words that would appeal to them. After drilling on these words I would make sentences containing the words and let the pupils pick them out, and in this way they would unconsciously learn other words.

I am now busy with my regular school work, but we have planned to carry on our adult school by meeting at the homes of different pupils on Saturdays. In this way I can be of some help to them, and it is a great help to me in keeping up co-operation between parents and school.

Henry County.

Respectfully,  
CLIFFORD McCLENNY.



## EXHIBIT B.

## EXCERPTS FROM TEACHERS' LETTERS.

Teaching them was very interesting as some of them were witty and seemed to enjoy it so much and all of them were so eager to learn.

I shall never regret my month at Local; it will always be remembered as one of the happiest months of my life.

Gladys Wakeman, Escambia county.

When Miss Foster came to our county to organize the adult work I was engaged in the county superintendent's office. I heard her and Mr. Byrd, the superintendent, talking of the work and of those who were going to teach. I could not stand it any longer, the fire got in my soul and got so hot I had to give up my work there and teach one of the schools. I feel the help I gave these people has been the greatest blessing of my life. I feel happier over the work than anything I have ever done.

Katie Kelsoe, Coffee county.

This man was very proud of his learning and especially of his ability to sign his name. Before he began studying he said he would give anything just to be able to sign his checks and vote. One day just before school was out he met me at the edge of his yard and said, "Do you know what it would take to buy what I have learned?" I would rather part with my black mule. I guess I'll fool some of those fellows next time who are so anxious to mark my ticket. I'll say, No, I'll do my own voting."

W. C. Warren, Marshall county.

Last July I began my night school work here in connection with my regular school. We studied two nights in each week, our place of meeting being in the church near my boarding house.

At first I had five scholars. We grew in number to twenty-five in less than four weeks. I have been constantly at work in this school district, No. 19, for eight months; three last summer and five this winter. We have not failed to meet our moonlight workers but two nights during the eight months day school. You have no idea what a wonderful change has come over this district.

Olive Sterrett, Shelby county.

This school was taught three nights per week. The people worked on their farms during the day and attended school at night. Two of the men, one of them fifty years of age and the other sixty-eight, said they had been signing mortgages on their farms for years and had always signed by mark and not knowing what they were signing; that they were coming to the school in their old age to be taught to read and write that they might sign their own names and read all papers for

themselves. This they could do when the school closed; they could write well and read any book, paper or almost any handwriting.

A Coosa county teacher.

They seemed to be pleased to know they could sign their names. One man said, "Miss Glovie, I am so thankful I can go to Sunday School now and read and be some help there." I feel that my work was appreciated by the neighborhood and that the community is on an upward road to education.

Glovie Atchison Causey, Washington county.



AN APPRECIATIVE PUPIL WITH HER BIBLE. MISS GLOVYE ATCHISON'S PUPIL. CORTELYOU SCHOOL, WASHINGTON COUNTY.

The school was taught at night and the few we enrolled were intensely interested and learned fast. One woman who came every night had a little "soda pop" bottle filled with oil or grease, which she used for a light; she was very poor. All these pupils expressed a desire that the school be continued.

J. O. Looney, Limestone county.

Please let me say I have never done work which I enjoyed more than this. My oldest pupil remarked that if he could only get so he could read his Bible it would give him so much pleasure. I am glad to say he can read it now. He read his first Sunday School lesson in his Bible after he attended this school.

My pupils did very good work; they did work up to the fourth grade.

Ida Harrison, Lauderdale county.

I had one pupil twenty-five years old, just married, and who was farming. He said he wanted to learn to read so he could read "How to fight the boll weevil." I read the chapter on Boll Weevils in Duggar's text book to him. He said he was determined to learn to read. He is now taking a farm paper and reading and studying his business.

W. E. Taylor, Houston county.

I am just delighted to teach these people as they are so interested in their work. They don't care about having any recesses, only want time enough to eat dinner and get some water. They are so interested that they talk about it all the time when they are not studying.

Lena Sanders, Coffee county teacher.



PROF. T. W. SHELTON'S ADULT SCHOOL AT STERRETT, SHELBY COUNTY.

#### EXPRESSIONS OF APPRECIATION FROM ADULT PUPILS.

"I am twenty-two years old and have never been to school before. I just knew my letters. Now I can read and write. I wouldn't take anything for what I have learned."

"Did you see our school report?"

"Yes," replied the superintendent.

"Well," he replied, "I signed it and nobody didn't help me neither," and concluded his remarks with, "I show am proud of it."

"I don't know whether I voted for that man or not. I couldn't write then and my ballot had to be marked, but thank goodness, nobody will have to mark another, for I've been going to school."

---

"I think that 'tis the best thing ever done in this county. You need not think them folks are not learning for they are. I am surprised that they can learn. I am show there'll be lots more in school when they get through laying by. There are lots more round here who can't read and write."

---

"The sorrow of my life is I ain't got no education; I don't blame nobody but myself though. I'd give one thousand dollars, if I just had a liberal education."

---

"Now, about these adult schools, there ain't never been a better thing got up. I went to one last summer. When I started I could add a little, but that's all. I wouldn't take ten dollars a day for what that teacher learnt me. When they start another school for the grown folks, I'm er goin'."

---

"I've made a sacrifice to send my children to school and now I am going to make a sacrifice and go myself. I'll be happy if I can just learn to read and write a little."

---

"This is the best school we ever had taught here; everybody is talking about it." (He referred to both the adult and regular schools.)

---

"My children wanted me to go to school so I could help them with their arithmetic. They said, 'Papa, please go so you can help us.' I went and learnt lots, but they are still ahead of me. I hope you will start another school so I can go again."

---

"'Why are you in school?' was asked of a grandmother fifty-eight years of age.

"'Cause I want to read and write like other folks,' she replied."

---

"When I started to this school I just did know my letters, but I made up my mind, cotton or no cotton, I was going to school until I learned to read and write. You couldn't buy from me what I have learned."

---

"This school is the greatest thing ever started in this country."

---

"'Do you know of others who will attend the school?' was asked of a male pupil.

"'Yes, some of my tenants can't read and write. I want to get them to come and am willing to help 'em out so they can get off.'"

"We through this part of the country will never get through praising Miss Alice (the teacher) for what she has done for us."

---

"This is the last time anybody's going to mark my ticket. I am going to school and learn how myself."

---

"I have read the agriculture book you sent me and I'd like to get hold of another one of the farming papers."



COUNTY LINE SCHOOL—TWENTY-FIVE PUPILS WERE ENROLLED—  
PROF. STONE CRANE, TEACHER—MARION COUNTY.

"I am fifty-seven years old and this is the first school I ever went to. I thought I was too old to learn anything, but I wouldn't sell what I have learned for any price."

---

"I wish I could go to school longer. When I started here I could not write my name and just did know my letters. Now I can read and write."

---

"I wouldn't take anything for what I have learned. All I want is a chance to go again."

## A MADISON COUNTY STORY.

One of the most interesting pupils we had in our night schools was a blacksmith sixty-five years of age, who rode sixteen miles to town and back to buy for himself a copy of Arnold's Primer. I found him in the school one night sitting on the rear seat with his lamp studying on the third page of the primer he had bought three or four days before.

He told me he had reared four children and had sent them to the school he was then attending. I think they had completed the seventh grade work. Mr. Henderson, that is his name, said there was no one at home but him and his wife, and he had made up his mind to go to school long enough to learn to read and write. I am told by his teacher, Mr. J. W. Walden, that he continues to study at night in his home.

I feel that this one case pays for all the work that has been done by all of us in this county, even if this were all.

S. R. BUTLER, County Superintendent.

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## FROM BASKETRY TO LITERACY.

## A BULLOCK COUNTY STORY.

I reached Fitzpatrick the latter part of September 1915, several days before school was to open. One of the first men I met was Mr. Griggs, fifty years old. As he was a cripple, I felt that I should visit him a little oftener than the average man in the neighborhood. One day while discussing with him some current event he told me he could neither read nor write. I saw that I had a golden opportunity. One afternoon I carried a straw basket to his house and told him if he would like to learn to make them I would teach him in the afternoons. He gladly consented and learned to make them with much skill. A number of people in the community bought baskets from him, as well as several members of the Department of Education. All commended him for the neatness and beauty of the baskets.

Having thus gained his confidence I offered to teach him to read and write. He agreed to try. I began with the word method in teaching him to read, and later combined this with the sentence method. After about a month's work I

Linwoodale

Apr 11 1916

Dear Mr Maginn I am  
writing you a letter  
to let you know  
that I have learned  
to read. I am fifty  
years and this is the  
first letter that I  
have ever written I  
have been crippled  
fifteen years and have  
not walked a step  
now I can read and  
also learned to  
make

baskets which I can  
sell and make a little  
money. I can also  
read the bible which  
I like very much  
I am,

Your friend,  
E. G. Griggs.

gave him a copy of Stepping Stones, first book. He read through this in four weeks. I next gave him the Overall Boys, which he completed in two weeks; then I placed in his hands Reynard, the Fox, and it required something like three weeks for him to finish this.

At the end of four months this man had learned to read and write fairly well.

JAS. B. SELLERS.

---

“JOHN.”

A MARSHALL COUNTY STORY.

“Teacher, do you reckon I could learn anything?”

I looked up—yes, up—into the face of a man I had observed standing by the stove of the schoolroom a cold January morning. Until then I had supposed he was a father come to put his little children in school. “Ye did so well by Annie, I thot I’d try if ye wouldn’t mind.”

Annie was John’s twelve year old sister who had entered school in the fall term and already promoted to the second grade. A sixteen-year-old boy of the same family of illiterates had been induced to enroll four days earlier, but this big broad shouldered shambling-gaited fellow was a problem. He paid a part of his matriculation fee and promised the balance should be paid next week when he received his wages for last week’s work. It was pitiful to see him in his special corner pointing with his finger at each word, his head bent over, or to see him watch the little ones handle objects, toys, cards and pictures as if it were all a great big puzzle.

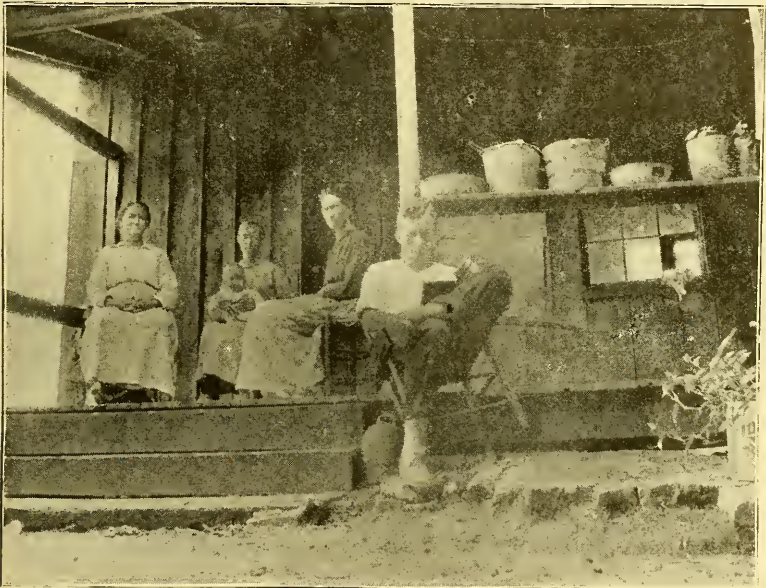
To write was one of his greatest ambitions, and he applied himself so diligently and on every occasion that the men about town learned of it, and to tease as well as test him, as they heard him boasting of his great progress, induced the man who owed him to make the payment with a check, telling him he must sign his name to it. Within one week John did sign his name so well that the check was exhibited to show what he had accomplished.

John, though an habitual cigarette smoker, made remarkable strides in his studies. Within three months he was reading in three classes with a little coaching at recess and after school. He was soon in the second grade number work and took up regular arithmetic problems of the third



grade before the term of five months ended. In the meantime, he had taken the janitor's place and was our regular man of all work about the building, which lessened somewhat the embarrassment of the situation.

However, lessons in books cannot break old habits. One Monday morning John was absent and that afternoon his teacher paused a moment to ask if he was enjoying his vacation, as he worked in the street gang serving a week's sentence for fighting Saturday night. Some said he would not come back, but he did, and the very next week displayed the most artistic parquetry designs and seed work done



"LIVING AROUND AMONG THEM." APPRECIATIVE PEOPLE OF COMMUNITY TAKE CARE OF THE TEACHER.

very effectively with those same clumsy hands that had wielded the pickaxe for a week. His faithfulness continued to the end of the term and there was no pupil in the whole school who had neater work exhibited; nor was there one who had made anything like the progress John had—completing more than two grades in less than five months, though hampered by a dormant brain and the cigarette habit.

MRS. B. T. WOOLLEY, Guntersville.

## BUCK CREEK ADULT SCHOOL.

(A Covington County Story.)

To one who has never yet enlisted under the banner "Illiteracy in Alabama—Let's Remove It," the task may seem insurmountable, but I am persuaded, after a partial survey of the problem and a few weeks' experience in an illiteracy school, that should only the teachers of the public schools be impelled by a patriotic ambition to consecrate themselves to the service of their respective communities, the time would soon be when Alabama could look upon a conquered foe that has, for all these years, made its home in the minds of hundreds of thousands of her brave sons and pure daughters.

In response to a call, or rather an invitation from the Alabama Illiteracy Commission to join in a concerted statewide crusade for the elimination of illiteracy, there was a meeting, held last summer at the courthouse in Andalusia, of several teachers and a few men and women of other stations of life. These, no doubt, had some of the qualifications necessary for the work, such as consecration, application, patience, and determination; for many there were who were asking for a school to teach, while others were avowing a readiness to help in every way possible to get the work started in every district in the county. Before this enthusiasm had time to wane there were organized schools in many communities.

Perhaps the largest of these was the one in the Buck Creek neighborhood, with an enrollment of sixty-five and with Mr. G. O. Parker and me as teachers. Before the opening day of our school there was such interest worked up, that this school for grown-up people, who could not read or write was the principal topic in the homes, along the highways and even at church and Sunday school.

When that opening day came fifteen were there ready to begin work. After a well directed program, we inaugurated plans and a schedule best suited to the majority. We were compelled to have class divisions, as some were not total illiterates, and, too, their ages were from twelve to fifty-seven years. They all wanted to learn to read and write and to perform the simple fundamentals of arithmetic; but all did not want to use the primer. The older ones did not

want to be thus humiliated, and, allow me to say here that I believe to obtain the best results the adults must have suitable textbooks compiled so as to incorporate little big things rather than big little things.

The results of the school were indeed gratifying. It has awakened in those patrons higher ideals and nobler aspirations of life. They seem to be living more; their horizon has been somewhat extended. Especially have they gotten a fuller conception of school life in all its phases. They have been drawn more closely together in their common interests and the school is made more of a social center and a common possession.



COVINGTON COUNTY TEACHERS WHO TAUGHT ADULT SCHOOLS  
DURING 1915.

Again, imagine the real joy that comes into the hearts of not only the pupils for having this fuller life, but, also, that which comes into the hearts of the teachers for having rendered some little service. "He is great who confers the most benefits. He is base who receives favors and renders none. In the order of nature we can seldom render benefits to those from whom we receive them; but the benefit we receive must be rendered again to somebody."

SELLERS STOUGH.

The above story was taken from the Montgomery Advertiser and was published in the columns of that paper during the illiteracy button campaign conducted in Montgomery.

## EXHIBIT C.

## SPECIMENS OF PUPILS WORK.

Enterprise, Ala.

Aug. 22, 1916.

Supt. W. M. F. Feagin,

Montgomery, Ala.

Dear Mr. Feagin,

Our adult school  
will close Friday, after  
a fore week term.  
When I started I could  
hardly write my name.  
Now I can write letters  
you can read it. I can  
read all through my book  
work the most of the  
arithmetic and spell most  
of the words.

I truly wish it could last  
another month I would not  
take any thing for what  
I have learned I feel like if it  
could go on another month  
it would be worth as  
much again as this month  
has been. Our teacher has  
taken so much pains  
with us.

yours truly,  
A. J. Miller

WRITTEN BY AN ADULT AFTER BEING IN SCHOOL FOUR WEEKS. HE  
WAS PRACTICALLY ILLITERATE AT THE OPENING OF  
SCHOOL—COFFEE COUNTY.

Brownville Miss

September 18-

Dear Mr Chandler i was ofod to git  
 your letter i can not write much yet  
 i wish i could see you i lik here  
 for i hav to good hors on a cow  
 an a lot down town. i trie to rite con-  
 ever day, i went to read beten i go to  
 sunday school, i wish you wd  
 will hall

WRITTEN BY AN ADULT ILLITERATE WHO WAS TAUGHT IN HIS HOME. "I WAS 42 YEARS OLD AND REALLY  
 VOTED MY FIRST TICKET YESTERDAY. NO ONE HELPED ME."—S. J. CHANDLER, TEACHER—MARSHALL COUNTY.

a b c d e f g h i j k l m n o p q r s t  
u v w x y z

die fite fire ify

le fite tire my

tis fice time shry

ic hive shine cry

me ric slic try

ilike to go to school

Challane Williams

Challane Williams

ALPHABET AND SPELLING BY A YOUNG MAN AFTER ATTENDING SCHOOL  
ONLY ELEVEN DAYS.—DALE COUNTY.

Look up and not down

He that hath pity

upon the poor

lendeth unto the

Lord

Love is love

A DICTATION EXERCISE—AN ADULT THREE WEEKS IN SCHOOL—  
DALE COUNTY.

$$\begin{array}{r}
 8764 \\
 4321 \\
 \underline{8643} \\
 21728
 \end{array}
 \qquad
 \begin{array}{r}
 7646 \\
 8638 \\
 9767 \\
 \underline{8452} \\
 34503
 \end{array}
 \qquad
 \begin{array}{r}
 3721 \\
 1467 \\
 7862 \\
 \underline{3475} \\
 16525
 \end{array}$$

$$\begin{array}{r}
 812 \\
 467 \\
 \underline{345}
 \end{array}
 \qquad
 \begin{array}{r}
 6324 \\
 4785 \\
 \underline{1539}
 \end{array}
 \qquad
 \begin{array}{r}
 9231 \\
 4756 \\
 \underline{4475}
 \end{array}$$

$$\begin{array}{r}
 9876 \\
 234 \\
 \underline{39504} \\
 29628 \\
 \underline{19752} \\
 2310984
 \end{array}
 \qquad
 \begin{array}{r}
 6747 \\
 256 \\
 \underline{40458} \\
 33715 \\
 \underline{13486} \\
 1726208
 \end{array}$$

*D. R. Wilkerson*  
32 years.

ARITHMETIC EXERCISE BY A BEGINNER WHO, DURING THE NIGHT SCHOOL PERIOD, LEARNED ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION. HE LEARNED TO WRITE AND READ FAIRLY WELL IN THE THIRD READER.



R. 4. Enterprise, Ala.  
 Aug. 16, 1916.

Miss Foster,  
 Montgomery, Ala.  
 Dear Miss Foster,

I am attending an adult school at Pleasant Ridge we are here four or five hours every afternoon. This is my seventh afternoon. We have two more. I could neither read nor write when I started. I only knew one letter. Now I can read and spell some, and you see my writing. I am so glad I can sign my own name when I go to vote again.

Yours very truly,  
 O. R. Adhison.

THIS LETTER WAS WRITTEN BY A 26-YEAR-OLD ILLITERATE AFTER FIVE WEEKS IN SCHOOL—MISS JEWEL RUDD, TEACHER—PLEASANT RIDGE SCHOOL, COFFEE COUNTY.

Mobile, Ala.;

Aug. 1<sup>st</sup> '98.  
 This certifies that Mr. R. P. Payne  
 who has, for the past ten years, been  
 business manager of this house,  
 gave entire satisfaction, and we greatly  
 regret that circumstances compelled a  
 severance of our business relations.  
 Vulcan Iron Co.

W. R. Powell.

DICTATION EXERCISE BY AN ADULT 28 YEARS OLD IN SCHOOL FOUR MONTHS. HE WAS TOTALLY ILLITERATE  
 —MOBILE COUNTY.

$$\begin{array}{r} 4234 \\ +3426 \\ \hline 7660 \end{array}$$

$$\begin{array}{r} 6420 \\ 1238 \\ \hline 2231 \\ \hline 9889 \end{array}$$

$$\begin{array}{r} 3240 \\ \times 2 \\ \hline 6480 \end{array}$$

$$\begin{array}{r} 3468 \\ -2246 \\ \hline 1222 \end{array}$$

$$\begin{array}{r} 26 \\ 12 \\ \hline 31 \\ \hline 69 \end{array}$$

$$\begin{array}{r} 25 \\ +25 \\ \hline 50 \end{array}$$

$$\begin{array}{r} 632 \\ +246 \\ \hline 878 \end{array}$$

$$\begin{array}{r} 8 \\ 7 \\ 6 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 7 \\ 7 \\ 7 \\ \hline 21 \end{array}$$

ARITHMETIC EXERCISES ON THE FIFTH DAY BY A PUPIL WHO COULD NOT READ HIS FIGURES TO TEN WHEN HE BEGAN.—BETHEL SCHOOL, MISS CORA STEWART, TEACHER.

Aldrich Ala

Dec 25. 1916

Dear Mrs. Notestine -

I am writing  
you to let you see how I  
am getting along with my reading  
and writing. Since I have learned  
what I have it has opened my  
eyes to the world if God  
spare me I will live difrent  
the reast of my life.

you are mist by all since  
you went away our  
paraca class is about the same  
Mr. Leonard has taken  
a lot of intrest in teaching  
me Will close for this  
time your friend

Bot 137

J. P. McDonald

ALDRICH PRISON SCHOOL—THIS LETTER WAS WRITTEN TO HIS SUNDAY  
SCHOOL TEACHER BY A MAN WHO WAS TOTALLY ILLITERATE.  
HE WAS TAUGHT BY ANOTHER PRISONER.

(See letter, page 84.)

Guinn Ala

Sept 17-1916

Miss Esther R. Foster:  
Montgomery Ala.

I saw Miss Foster

I will be 64 years old on  
the 7th of Nov. I began to  
try to learn to write this  
summer.

my teacher is Juliette  
Green. She is 16 years  
old. Respectfully,

Mrs. Elizabeth Worsham

EXHIBIT D.

FINANCIAL STATEMENT OF ALABAMA ILLITERACY COMMISSION

FROM APRIL 2, 1915, TO OCTOBER 1, 1916

WM. F. FEAGIN, Secretary-Treasurer,

Total donations or receipts (see pages 109-114 of this pamphlet) .....\$12,822.46

DISBURSEMENTS.

Salaries of field agents and assistants.....	\$ 1,905.00	
Traveling and incidental expenses of field agents and assistants .....	1,484.78	
Printing, stamps, and stationery.....	1,878.90	
Mrs. M. J. Mitchell, Tallassee, Ala., Rte. 3, Box 86 (Error in remittance).....	2.40	
Cuts and engravings.....	89.40	
Drayage and freight.....	2.25	
Office equipment and filing sections.....	142.25	
Telephone and telegraph.....	51.69	
155,000 buttons and designs for various button campaigns .....	1,035.75	
Stenographic help.....	239.35	6,831.77

Balance in hands of Secretary-Treasurer on Oct. 1, 1916.....\$ 5,990.69

This is to certify that I have carefully examined all of the books and vouchers of Wm. F. Feagin, Secretary-Treasurer of the Alabama Illiteracy Commission, from April 2, 1915, to October 1, 1916, and I find them correctly and neatly kept. He has received \$12,822.46 and disbursed \$6,831.77, leaving a balance of \$5,990.69 in his hands on October 1, 1916. His books show in an itemized way all receipts and disbursements, and he has a correct voucher for all funds paid out by him. The records are kept in a well-bound book especially prepared for the Alabama Illiteracy Commission, and all disbursements have been paid by voucher checks, numbers 1 to 161 inclusive. The bank book shows that all donations or receipts are promptly deposited in one of the Montgomery banks.

I wish to commend Mr. Feagin for the business-like way in which he handles the work of the Illiteracy Commission. I do not see how the records of receiving and disbursing the funds of the commission could be improved upon.

*J. T. Gorman,*

Examiner of Public Accounts.

Sworn and subscribed to before me this 10th day of January, 1917.

*Sadie Alexander*

Notary Public.

**BELOW IS AN ITEMIZED STATEMENT OF ALL FUNDS RECEIVED BY THE SECRETARY-TREASURER OF THE ALABAMA ILLITERACY COMMISSION, FROM APRIL 2, 1915, TO OCTOBER 1, 1916**

THIS STATEMENT IS PUBLISHED BY THE COMMISSION AS A SECOND ACKNOWLEDGMENT TO THE DONORS.

1915.			
May	17	J. H. Barr, Birmingham.....	\$ 25.00
		Robt. Jemison, Birmingham.....	5.00
		A. G. Parrish, Selma.....	50.00
		B. J. Baldwin, Montgomery.....	50.00
		Ray Rushton, Montgomery.....	50.00
	24	Geo. Gordon Crawford, Birmingham.....	50.00
June	3	Henry Crenshaw, Montgomery.....	50.00
	11	Southern Assn. College Women, Montgomery Branch (By Miss Della Mohr, President).....	5.50
		A. & A. Scottish Rite, Valley of Birmingham.....	200.00
	22	Council of Jewish Women of Montgomery (By Mrs. Leo Marshuetz) .....	15.00
	25	L. M. Hooper, Selma.....	25.00
		Magazine Club of Montgomery (By Mrs. Frances Hagan) .....	5.00
		Tintagil Club of Montgomery (By Miss Etheldra Williams) .....	7.50
		Mothers' Circle of Montgomery (By Mrs. W. J. El- liott) .....	3.00
	29	Sydney J. Bowie, Birmingham.....	10.00
July	3	John B. Knox, Anniston.....	25.00
	5	King Solomon Lodge No. 460, A. F. & A. M. (By J. S. White, Secretary).....	25.00
	6	Robert F. Ligon, Montgomery.....	25.00
	7	Thos. E. Kilby, Anniston.....	25.00
	12	Sundry collections by Mrs. Thames at institutes.....	6.00
		Cash .....	.05
		John L. Kaul, Birmingham.....	25.00
		Mrs. S. K. Vaughn, Florence.....	5.00
	15	Senator J. H. Bankhead, Jasper.....	25.00
		J. Thos. Heflin, Lafayette.....	25.00
		From a Friend.....	300.00
	16	Sesame Club of Montgomery (By Mrs. C. F. Moritz) W. R. Dortch, Gadsden.....	7.75
		L. B. Musgrove, Jasper.....	25.00
		100.00	
	17	Collections by Mrs. Thames.....	3.00
	29	No Name Club of Montgomery (Mrs. Ormond Som- erville) .....	16.50
Aug.	9	R. E. Steiner, Montgomery.....	50.00
	9	Collections by Mrs. Thames.....	2.25
Sept.	15	John W. Abercrombie, Anniston.....	25.00
		Ira M. and W. E. Patterson, Montgomery.....	1.00
		Autauga County Campaign (Mrs. R. L. Faucett).....	43.00
	30	Jeanes Fund (By Dr. J. H. Dillard, Charlottesville, Va.) .....	200.00
		Miss Maggie Carnathan.....	1.00
Oct.	2	J. F. Slater Fund (By Dr. J. H. Dillard).....	300.00
	18	Harry Herzfeld, Alexander City.....	25.00

		Autauga County Campaign (By Mrs. R. L. Faucett)	21.00
Nov.	10	W. B. Ivey, Evergreen.....	10.00
		Miss Beulah L. Vann, Evergreen.....	1.00
		Miss Margaret Keenan, New Decatur.....	1.00
		Rev. R. P. Cochran, Repton.....	1.00
		Miss Harriette Brogden, Livingston.....	3.00
		Miss Sue Norton, Livingston.....	5.00
		Mrs. Calboun Harrison, Livingston.....	1.00
	28	A. B. Morgan.....	.50
		Miss Sarah E. Luther, Castleberry.....	3.50
		B. A. Strickland.....	1.00
Dec.	1	Bullock County Button Campaign (Mrs. D. J. Paulk)	29.00
	2	Autauga County Campaign (Mrs. R. L. Faucett).....	10.00
	9	Montgomery Federation Women's Clubs (Mrs. Ernest Mayer) .....	25.00
		Miss Gabrella Cox, Coffeetown.....	2.00
		Clayton Tullis, Montgomery.....	1.00
		Bullock County Campaign.....	3.10
	20	Mrs. C. R. Wood, Clanton.....	20.80
		Miss Lucile Preston, Andalusia.....	3.00
	23	Button Campaign Centerville (By J. W. Watson)....	18.15
		R. E. Sessions, Birmingham.....	20.00
	27	Miss Eula Beatty, Coaling.....	2.50
		Entertainment (By Earl M. Hodson, Moulton).....	10.00
		Button Campaign (J. B. Clark, Guin).....	10.00
		Button Campaign (H. O. Sargent, Hamilton).....	16.20
	30	Button Campaign (P. M. Munro, Leighton).....	61.50
		Hester Paterson, Fayette.....	1.10
		Button Campaign (Miss Cora Pearson, Florence)....	17.75
1916.			
Jan.	6	Marion County Button Campaign (J. B. Clark).....	8.75
	17	Geneva County Button Sale (Miss Pearl Sawyer, Hartford) .....	30.00
		J. B. Clark, Guin.....	5.75
		Ila Dean Griffin, Sipsey.....	1.50
		A. S. Hodges, Gurley.....	1.00
		Hardin Bias for Tennie Younger, Stafford.....	1.00
		J. D. Griffin, Ward.....	.50
		J. O. Sturdivant, Odenville.....	10.00
	22	Miss Mary Pinkston, Chesson.....	1.00
		Ollie McElroy .....	1.00
		R. L. Reaves, Fayette.....	21.00
		Miss Lillian Cottle, Andalusia.....	1.00
	24	Phelps-Stokes Fund, New York.....	500.00
	25	B. H. Boyd, Hartford.....	5.00
		Chautauqua Club, Montgomery.....	10.00
		W. M. King, Ragland.....	1.12
		A. O. Campbell, Quinton.....	8.50
Feb.	1	Colored Teachers of Coffee County.....	6.00
		Net Proceeds Montgomery Campaign.....	1,114.33
		Button Campaign Cherokee County.....	6.10
		Button Campaign Walker County (J. Alex Moore)...	22.50
		Button Campaign Winston County (L. J. Howell)....	16.50
	8	Balance Montgomery Campaign.....	53.96
		Entertainment Tallapoosa Co. H. S. (R. E. Hodnette)	25.00
		S. B. Gibson, Principal Pike County High School....	10.00
		Huntsville Campaign.....	100.56
		Magazine Club of Montgomery (Mrs. W. O. Cromwell) .....	5.00
		Button Sale (Miss Ethel King, Evergreen).....	8.40



	Ad Astra Literary Society, Woman's College, Mont.	81.60
14	Colored Teachers of Barbour County.....	14.02
	Button Sale Bibb County (J. W. Watson).....	43.50
	Marshall County Button Sale (Miss Jessie Daniels)	10.00
	C. R. Wood, Clanton.....	8.90
	Button Sale (J. T. McKee, Florence).....	40.05
	Chauncey McCraven.....	5.00
	J. O. Sturdivant, Odenville.....	5.00
	Currer Bell Society Woman's College, Montgomery..	72.20
	Balance Montgomery Campaign.....	9.96
	Eufaula Campaign .....	110.56
21	Governor Chas. Henderson.....	100.00
	Miss Gladys Wakeman, Atmore.....	1.00
	Miss Jessie H. L. Smith, Brewton.....	5.97
	Opelika Campaign .....	70.87
25	Colored Teachers of Colbert County.....	20.36
28	Button Sale (C. C. Moseley).....	10.00
	Entertainment (G. M. Veazey).....	5.00
	Entertainment (J. H. Riddle).....	12.45
	Geneva County Button Sale (Miss Pearl Sawyer)....	6.75
	Taylorville School (Miss Roxie Anna McCreary)....	1.25
	Marshall County Button Sale (C. E. Wilson).....	20.00
	Hurricane School, Tuscaloosa County.....	2.00
	Mrs. R. L. Marchman, Pinckard.....	6.00
	Balance Montgomery Campaign.....	2.50
	Stamps (E. A. Johnson).....	.60
	Stamps (Miss Virginia Winn).....	.75
Feb. 28	Jena School .....	1.00
	Miss Georgina Weatherly.....	1.00
Mar. 2	J. T. Jackson, Russellville.....	1.00
	Button Sale (J. A. Morgan, Lincoln).....	19.20
6	Button Sale Madison County.....	38.65
	Henry County Button Sale (Miss Mabelle Glover)..	2.00
	Dothan Campaign .....	120.00
	Madison County Button Sale (R. C. Johnston).....	6.05
	Highland School, Bullock Co. (Mrs. A. P. Boling)....	12.00
	Escambia County Button Sale.....	1.00
7	Colored Teachers Lowndes County.....	10.50
	Miss Eulalie Penick (Bullock County).....	7.25
	J. O. Bently, Talladega County.....	1.50
	From Several Children, Greene County (W. P. Arch- ibald) .....	.75
	A. S. I. A., Scottsboro (Mrs. J. B. Willis, Treas.)....	27.00
	Miss Millie Jane Mitchell, Tallassee.....	2.40
	E. H. Turner, Fort Deposit.....	8.37
13	From a Friend.....	25.00
	Colored Teachers Russell County.....	25.30
	Button Sale Lee County (Miss Bloodworth, Opelika)	13.60
	J. C. Tidwell, Morgan County.....	6.50
	Miss Alice Reeves, Walker County.....	1.00
	Miss Ella Mae Whaley, Henry County.....	1.87
	Miss Vivian Anderson, Geneva County.....	1.00
18	Tanyard School, Bullock County (G. R. Hall).....	3.00
	Limestone County High School (E. B. Baxter).....	10.00
	Club Women and College Faculty Livingston (Mrs. H. L. Mellen).....	24.00
20	Button Campaign of Gadsden Schools.....	57.10
	Button Campaign Study Club, Gadsden.....	30.44
	Button Campaign Special Groups, Gadsden.....	57.77
	Button Campaign Attalla H. S. (J. R. Kimbrough)..	36.78

	Button Campaign Attalla Public School.....	13.00
	Button Sale Talladega Schools.....	93.46
	Button Sale Tallapoosa County (Miss Carrie Lee Smith) .....	13.35
	Colored Teachers Chambers County.....	11.46
21	Moundville Normal (G. A. Young).....	16.15
27	Miss Julia Lawrence, Gadsden, Rte. 3 (For School)	4.00
	Randolph County High School (H. D. Weathers)....	15.45
	Button Sale Coffee Co. Teachers (J. J. Yarbrough)...	60.75
	Button Sale Barbour County Teachers (A. C. An- derson) .....	45.16
	Button Sale Conecuh County Teachers (Miss Sarah E. Luther, Castleberry).....	56.20
28	Marshall County Button Sale (S. L. Gipson).....	106.25
	Dallas County High School (J. L. Moulder).....	10.00
	Colored Teachers Monroe County.....	10.00
	Button Sale Schools of Oxford.....	36.10
	Button Sale Henry County (J. E. Searcy).....	5.20
	Button Sale Schools of Anniston and Tyler-Noble Society .....	312.53
	Button Sale and Personal Contributions Ladies of Anniston .....	217.56
	Button Sale Woman's Club of Anniston.....	10.60
	Button Sale Chautauqua Circle, Anniston.....	4.10
	Button Sale Matrons' Club, Anniston.....	5.00
	Selma Button Campaign, Including Personal Con- tributions .....	473.45
	Auburn Button Sale (J. A. Parrish).....	50.00
	Button Sale Alabama City (F. Nicholson).....	31.75
	Button Sale Covington County (L. E. Brown).....	19.20
	Button Sale Escambia County (Mrs. Jessie Smith)...	1.13
	Lois Powell (Col.), Tuscaloosa County.....	1.00
	Button Sale Talladega County (G. H. Thigpen).....	33.00
	Button Sale Monroe County.....	8.00
29	Balance Selma Campaign.....	23.15
	Miss Margaret Thomas, Gadsden, Route 4.....	2.00
Apr. 3	First District Agricultural School (J. J. Moore).....	18.75
	West Greene School (Miss Sallie Mae Douglass).....	.75
	Winston County Button Sale (L. J. Howell).....	4.75
	Jackson County Button Sale (C. S. Brewton).....	40.80
	Anniston Campaign (Miss Mary Powell, Blue Mt.)...	3.45
	Quintard School, Anniston Campaign (Miss Pattie B. King) .....	1.50
	Baldwin Co. Button Sale (O. C. Hall, Bay Minette)	21.97
	Colored Teachers Bullock County.....	22.55
	Mobile Campaign .....	848.69
4	DeKalb County High School (N. J. Callan).....	29.57
5	Balance Mobile Campaign (C. F. Vigor).....	164.22
10	Anniston Button Campaign (Woman's Suffrage League) .....	1.00
	Balance Autauga County Sale.....	1.00
	Button Campaign Oakdale School, Mobile.....	5.85
	Button Campaign Marechal School, Mobile.....	2.25
	Button Campaign Leinkauf School, Mobile.....	17.90
	Button Sale Morgan County (J. C. Tidwell).....	2.90
	J. T. McKee, Lauderdale County.....	6.75
21	Madison County Button Sale (W. T. Stevens).....	32.90
	Marion County Button Sale (Miss Vera Stewart)....	1.00
	Selma Campaign (A. F. Harman).....	1.90
	Cherokee County Button Sale (J. A. Johnson).....	10.00

	Opine School (Miss Lillian Seale).....	3.50
	Athenian Club, High School (J. R. Kimbrough).....	32.00
	Baldwin County Button Sale (O. C. Hall).....	23.66
	Talladega County Button Sale (C. W. Reaves).....	4.80
	Talladega Co. Button Sale (Miss Sallie Campbell).....	5.00
	Talladega County Button Sale (J. A. Morgan).....	11.25
	Talladega County Button Sale (J. T. Black).....	10.00
	Mobile County Button Sale (C. F. Vigor).....	21.35
	Mobile County Button Sale (Mrs. Erwin Craighead).....	8.20
	Mobile County Button Sale (Miss Nannie Baker).....	29.00
	Mobile County Button Sale.....	26.50
	Net Proceeds Birmingham Campaign.....	2,155.69
	Culture Club, Birmingham Campaign (Mrs. A. A. Hamilton).....	5.00
	Shakespeare Club, Birmingham Campaign (Mrs. T. O. Melton).....	3.50
	College Club, Birmingham Campaign (Mrs. Wilson).....	1.00
22	Colored Teachers Escambia County.....	19.25
	Students and Teachers of Jacksonville Normal (C. W. Daugeette, President).....	25.00
24	Colored Teachers Houston County.....	20.25
	Mobile High School (Lee Byrne).....	1.20
	Madison County Button Sale (H. H. Esslinger).....	1.00
	Chilton County Button Sale (C. R. Wood).....	.94
	Entertainment (Brandt LaBoon, Abbeville).....	16.30
	Miss Mary Turner, Wylam School.....	.60
	Boyles School (Mrs. E. B. Erwin).....	4.30
May 1	Colored Teachers Greene County.....	9.15
	Bessemer Campaign.....	300.00
	Tuscaloosa Campaign.....	283.35
	Additional Contributions, Mobile Campaign.....	10.25
	Additional Contributions, Birmingham Campaign.....	124.95
2	Additional Contributions, Birmingham Campaign (Mrs. J. D. Matlock).....	50.00
	Martin School, Birmingham Campaign (E. E. Smith).....	.35
	Selma Campaign (J. B. Ellis).....	100.00
4	Contributions, University of Alabama (J. J. Doster).....	200.00
	Elyton School, Birmingham Campaign (A. L. Reese).....	1.00
	Birmingham Campaign (Miss Gertrude McLatchy, Ensley).....	6.40
	Escambia County High School (C. A. Peavy).....	8.60
	Mobile Campaign (Mrs. Erwin Craighead).....	8.40
8	Shelby County Button Sale (S. A. Taylor).....	4.00
	Colored Teachers of Morgan County.....	30.00
	Mrs. G. H. Malone, Dothan.....	30.00
	Baptist Sunday School, Sylacauga (G. H. Thigpen).....	7.00
	A. F. & A. M. No. 200, Sylacauga (G. H. Thigpen).....	10.00
15	Hemphill School, Birmingham (H. P. Burruss).....	4.60
	Barrett School, Birmingham (H. G. Grant).....	7.17
	Powell School, Birmingham (Miss Rosa Strickland).....	5.00
	Forney Reese, Irondale.....	5.40
	Lawrence County High School (J. M. Crowell).....	15.35
	A. G. T. I., Montevallo (T. W. Palmer).....	30.15
	W. P. Archibald, Greene County.....	.45
	Second District Agricultural School, Evergreen.....	4.00
	Colored Teachers of Shelby County.....	15.00
	Barbour County Button Sale (A. C. Anderson).....	20.95
22	Suffrage Association, Tuscaloosa Campaign (Miss Margaret Miller).....	2.50
	Tuscaloosa Campaign (Miss Mary E. F. Searcy)....	28.01

	Stafford S. I. A., Tuscaloosa Campaign (Miss Lucile A. Mastin) .....	15.00
	Kettle Drum Club, Tuscaloosa Campaign (Miss Mary C. Jones) .....	10.50
	High School, Tuscaloosa Campaign (T. L. Grove)....	4.35
	A. G. T. I., Montevallo (E. H. Wills).....	5.00
	Graymont School, Birmingham (J. C. Powell).....	2.70
	Madison County Button Sale (W. P. Fanning).....	1.00
23	Colored Teachers of Perry County.....	18.15
27	Tuscaloosa County Button Sale (J. F. Morris).....	1.00
	Escambia County Button Sale (Miss Korrie Goldsmith) .....	2.50
	Talladega County Button Sale (Miss Lucy Music)..	7.40
	Jackson County Button Sale (H. W. Bennett).....	15.00
	Miss Grace Powell, Exsho.....	.50
	Quest Club, Birmingham Campaign (Mrs. H. T. Miller) .....	10.00
	Robt. Jemison, Sr., Birmingham Campaign.....	1.00
	E. A. Donahue, Birmingham Campaign.....	1.80
	19th Century Club, Birmingham Campaign (L. H. London) .....	9.25
June 3	Colored Teachers of Choctaw County.....	16.00
	Contributions, Alabama Polytechnic Institute.....	208.45
8	Colored Teachers of Coosa County.....	10.10
12	Cherokee County Button Sale (Miss Irene Westbrook) .....	2.60
	Button Sale (Miss Daisy F. Morris, Ensley).....	10.50
	Baldwin County Button Sale (J. S. Lambert).....	9.00
16	Colored Teachers of Pickens County.....	10.00
	Bush School, Ensley Button Sale (Frazer Banks)....	4.05
	Gordon A. Goodwin, Leighton.....	5.00
	Sale Adult Text Books.....	4.20
19	Shiloh School, Button Sale, Banks.....	1.75
	Model School, Troy Normal.....	31.85
22	Colored Teachers of Montgomery County.....	23.85
23	Interest on Daily Balance Illiteracy Fund to June 1, 1916 .....	76.79
	Wilcox County Button Sale (Claude Hardy).....	75.00
July 5	Balance, Button Sale Colored Teachers of Montgomery County .....	10.20
	Colored Teachers of Dallas County.....	20.20
17	Colored Teachers of Mobile County.....	15.25
25	Colored Teachers of Walker County.....	12.70
28	Miss Homera Morgan, York.....	5.00
31	Crenshaw County Button Sale.....	14.50
	Tuesday Morning Club, Tuscaloosa (Mrs. E. T. Searcy) .....	3.00
	Wednesday Club, Tuscaloosa (Mrs. E. T. Searcy)....	3.75
Aug. 9	Colored Teachers of Pike County.....	8.10
17	Colored Teachers of Clarke County.....	10.60
22	Tallapoosa County Button Campaign (Mrs. Nettie L. F. Puckett).....	20.00
	Colored Teachers of Lee County.....	9.00
29	Colored Teachers of Tallapoosa County.....	10.00
Sept. 15	Colored Teachers of Sumter County.....	8.50
	Colored Teachers of Butler County.....	15.50
26	Colored Teachers of Jefferson County.....	42.66
	Colored Teachers of Mobile County.....	8.00
	Total.....	\$ 12,822.46

## EXHIBIT E.

## COUNTY SUB-COMMISSIONS

*Autauga.*

Supt. L. E. Byrum, Jones.  
 H. T. Wallace, Prattville.  
 Judge C. E. Thomas, Prattville.  
 Mrs. R. L. Faucett, Prattville.  
 Mrs. H. S. Doster, Prattville.

*Baldwin.*

Supt. J. S. Lambert, Bay Minette.  
 H. H. Holmes, Daphne.  
 F. F. Earle, Blacksber.  
 Mrs. M. S. Johnson, Fairhope.  
 Mrs. F. S. Brown, Fairhope.

*Barbour*

Supt. J. T. Searcy, Clayton.  
 A. C. Anderson, Clio.  
 C. S. McDowell, Jr., Eufaula.  
 Miss Mamie Winn, Clayton.  
 Miss India McRae, Clayton.

*Bibb.*

Supt. A. W. Hayes, Centerville.  
 J. W. Watson, Centerville.  
 John T. Ellison, Centerville.  
 Mrs. B. F. Roden, Marvel.  
 Mrs. Daniel Hannon, Blocton.

*Blount.*

Supt. John Weston, Cleveland.  
 R. I.  
 T. C. Moore, Oneonta.  
 Wm. F. Maynor, Oneonta, R. 2.  
 John T. Wilson, Oneonta, R. 4.  
 Mrs. M. J. Owen, Oneonta.  
 Miss Carrie Box, Cleveland.

*Bullock.*

Supt. Geo. R. Hall, James.  
 Early Cartledge, James.  
 Miss Juliet Hixon, Perote.  
 R. E. L. Cope, Union Springs.  
 Mrs. D. J. Paulk, Union Springs.

*Butler.*

Supt. C. H. Lewis, Greenville.  
 Mrs. J. D. Stanley, Greenville.  
 J. M. McKenzie, Greenville.  
 W. C. Coker, Greenville.  
 Mrs. H. C. Lazenby, Forest Home.

*Calhoun.*

Supt. H. T. Persons, Anniston.  
 D. R. Murphy, Anniston.  
 Harry Ayers, Anniston.  
 Mrs. Russell S. King, Oxford.  
 Mrs. Ila W. Polhill, Jacksonville.

*Chambers.*

Supt. G. M. Barnett, LaFayette.  
 G. M. Veazey, Milltown.  
 S. H. Oliver, LaFayette.  
 Mrs. D. B. Holderfield, Stroud.  
 Mrs. G. H. Hollingsworth, LaFayette.

*Cherokee.*

Supt. J. H. Blair, Center.  
 C. R. Wood, Center.  
 Jas. F. Burnett, Cedar Bluff.  
 Miss Lillie Matthews, Leesburg.  
 Miss Ida Westbrook, Gaylesville.

*Chilton.*

Supt. W. T. Bean, Clanton.  
 H. C. McDonald, Clanton.  
 W. A. Gullledge, Verbena.  
 Mrs. J. E. Mattison, Riderville.  
 Mrs. T. A. Curry, Clanton.

*Choctaw.*

Supt. W. J. Dansby, Butler.  
 Zack Rogers, Butler.  
 L. M. Mathis, Isney.  
 Mrs. H. J. Bruister, Butler.  
 Miss Neil Mills, Mt. Sterling.

*Clarke.*

Supt. T. L. Head, Grove Hill.  
 M. L. Orr, Grove Hill.  
 C. E. Mathers, Walker Springs.  
 Mrs. J. S. Davidson, Thomasv'le.  
 Mrs. S. A. Stewart, Jackson.

*Clay.*

Supt. W. T. Harwell, Ashland.  
 E. J. Garrison, Ashland.  
 M. M. Eppes, Lineville.  
 Mrs. W. M. Lackey, Ashland.  
 Miss Mabel Jones, Lineville.

*Cleburne.*

Supt. G. B. Boman, Heflin.  
 J. M. Farris, Heflin.  
 John A. Brown, Bell Mills.  
 Mrs. Velma Bridges, Heflin, R.3  
 Mrs. Lucie Turner, Heflin.

*Coffee.*

Supt. C. H. Byrd, Enterprise.  
 J. J. Yarbrough, Enterprise.  
 R. C. Conner, Enterprise.  
 Mrs. Claude Riley, Elba.  
 Mrs. Y. W. Rainer, Elba.  
 R. F. Ray, New Brockton.  
 J. F. Scofield, Elba.  
 G. C. Bowden, Elba.

J. E. Pittman, Enterprise.  
E. J. Murphey, Enterprise.  
T. O. Dickinson, Enterprise.

*Colbert.*

Supt. Joe Walker, Tuscumbia.  
P. M. Munro, Leighton.  
A. H. Carmichael, Tuscumbia.  
Miss Louise King, Leighton.  
Miss Elizabeth Pride, Cherokee.

*Conecuh.*

Supt. R. E. L. Key, Evergreen.  
Miss Sarah E. Luther, Castleb'y.  
F. J. Dean, Evergreen.  
Mrs. W. E. Ivey, Evergreen.

*Coosa.*

Supt. Jef Sox, Rockford.  
Jas. K. Hunt, Rockford.  
F. L. Smith, Rockford.  
Mrs. D. M. White, Goodwater.  
Miss Kelly McLeod, Goodwater.

*Covington.*

Supt. H. J. Brogden, Andalusia.  
J. J. Williams, Florida.  
F. H. Fielder, Andalusia.  
L. E. Brown, Andalusia.  
Rev. Wm. Willis, Red Level.  
E. A. Ward, Gantt.  
Miss Luna Nichols, Opp.  
Mrs. B. C. Stewart, Opp.

*Crenshaw.*

Supt. T. A. Capps, Luverne.  
Geo. S. Clark, Highland Home.  
G. O. Dickey, Luverne.  
Claud L. Rhodes, Highland Hm.  
Mrs. M. C. Ketler, Luverne.  
Miss Bessie Dendy, Patsburg.

*Cullman.*

Supt. D. V. Smith, Cullman.  
H. G. Dowling, Cullman.  
George Stiefelmeyer, Cullman.  
Mrs. W. J. Cottingham, Cullman.  
Mrs. Oscar F. Fischer, Cullman.

*Dale.*

Supt. R. L. Marchman, Pinck'd.  
Marvin Dowling, Ozark.  
W. D. Mixson, Midland City.  
Mrs. J. M. Carmichael, Ozark.  
Mrs. C. S. Daniels, Daleville.

*Dallas.*

Supt. D. M. Callaway, Selma.  
J. L. Moulder, Plantersville.  
Samuel F. Hobbs, Selma.  
Mrs. H. M. Smith, Selma.  
Mrs. B. H. Craig, Jr., Selma.

*DeKalb.*

Supt. J. Valdor Curtis, Fort Payne.

N. J. Callen, Ft. Payne.  
N. S. Davenport, Valley Head.  
Mrs. J. W. Newman, Collinsville.  
Mrs. M. H. Killian, Portersville.

*Elmore.*

Supt. G. H. Howard, Wetumpka.  
W. J. Mims, Eclectic.  
A. Hohenberg, Wetumpka.  
Mrs. Geo. D. Patterson, Tall'see.

*Escambia.*

Supt. W. S. Neal, Brewton.  
C. A. Peavy, Atmore.  
H. H. Patterson, Atmore.  
Mrs. G. W. L. Smith, Brewton.  
Mrs. J. H. Lovelace, Brewton.

*Etowah.*

Supt. S. C. McDaniel, Gadsden.  
H. A. Pettus, Attalla.  
W. C. Griggs, Gadsden.  
Mrs. T. C. Banks, Attalla.  
Miss Diana Bankston, Gallant.

*Fayette.*

Supt. Alex Smith, Fayette.  
R. L. Reaves, Fayette.  
A. M. Grimsley, Fayette.  
Miss Virginia Holliman, Fayette, R. 2.  
Miss Mary Stokes, Kennedy, R. 2.

*Franklin.*

Supt. T. H. Roberson, Russellville.  
E. T. Bolding, Russellville.  
J. E. Hester, Belgreen.  
Mrs. Lillian Vaughan, Russellville, R. 4.  
Mrs. Margaret Broadus, Russellville.

*Geneva.*

Supt. J. W. Steely, Hartford.  
B. H. Boyd, Hartford.  
C. D. Carmichael, Geneva.  
Mrs. W. H. Holloway, Samson.  
Mrs. G. W. Smith, Slocomb.

*Greene.*

Supt. W. P. Archibald, Knoxv'le.  
John McKinley, Eutaw.  
James S. Coleman, Eutaw.  
Miss Margaret Ingram, Union.  
Miss Virginia Winn, Clinton.

*Hale.*

Supt. G. N. Williams, Greensboro.  
R. W. Greene, Moundville.  
J. A. Baxley, Greensboro.  
Miss Mary W. Withers, Greensboro.

*Henry.*

Supt. E. C. Glover, Abbeville.  
D. W. McLean, Headland.  
Robt. Newman, Abbeville.  
J. J. Espey, Headland  
Mrs. W. B. Jeffries, Newville.  
Miss Nellie Price, Abbeville, R.3.

*Houston.*

Supt. J. M. Odom, Dothan.  
C. W. Johnson, Columbia.  
J. V. Brown, Dothan  
Mrs. G. H. Malone, Dothan.  
Mrs. J. L. Crawford, Dothan.

*Jackson.*

Supt. C. S. Brewton, Scottsboro.  
R. P. Wills, Scottsboro.  
Virgil Bouldin, Scottsboro.  
Mrs. E. K. Mann, Stevenson.  
Mrs. Otis Bynum, Scottsboro.

*Jefferson.*

Supt. P. M. McNeil, B'ham.  
C. G. Moseley, Boyles.  
C. B. Glenn, Birmingham.  
Mrs. W. L. Murdoch, B'ham.  
Mrs. Sydney M. Ullman, B'ham.  
Walter Sessions, Birmingham.

*Lamar.*

Supt. E. R. Harris, Vernon.  
E. L. Williamson, Vernon.  
W. A. Morris, Sulligent.  
W. C. Furman, Sulligent, R. 4.  
Miss Minnie Plott, Kennedy.

*Lauderdale.*

Supt. D. O. Warren, Florence.  
Earl M. Hodson, Rogersville.  
J. T. McKee, Florence.  
H. C. Gilbert, Florence.  
Mrs. C. W. Ashcroft, Florence.  
Miss Elizabeth A. Lasch, Flor'ce.

*Lawrence.*

Supt. W. S. Dill, Moulton.  
Judge J. C. Kumpe, Moulton.  
J. M. Crowell, Moulton.  
Miss Ora Sneed, Mt Hope.  
Miss Myrtle Stephenson, Moul'n.

*Lee.*

Supt. J. A. Albright, Opelika.  
J. A. Parrish, Auburn.  
Mrs. C. C. Thach, Auburn.  
Mrs. T. D. Samford, Opelika.  
Noah P. Renfro, Opelika.

*Limestone.*

Supt. M. K. Clements, Athens.  
E. B. Baxter, Elkmont.  
W. T. Sanders, Athens.  
Mrs. Walker Richardson, Ath'ns.  
Mrs. Bett White, Athens.

*Lowndes.*

Supt. H. R. Williamson, Hayneville.  
E. H. Turner, Ft. Deposit.  
S. M. Dinkins, Lowndesboro.  
Mrs. E. D. Scarbrough, Mt. Willing.  
Mrs. J. B. Beers, Ft. Deposit.

*Macon.*

Supt. W. B. Riley, Tuskegee.  
C. C. Slaton, Notasulga.  
C. W. Hare, Tuskegee.  
Mrs. R. H. Motley, Tuskegee.  
Mrs. W. T. Laslie, Tuskegee.  
D. E. Laslie, Tuskegee.  
Dr. B. W. Booth, Shorter.

*Madison.*

Supt. S. R. Butler, Huntsville.  
W. T. Stevens, Gurley.  
Dr. W. S. McCown, New Market.  
Mrs. Francis Tappey, Huntsville.  
Mrs. W. L. Mitchell, Meridianville, R. 1.  
Mrs. Hessie Farley, Madison.

*Marengo.*

Supt. B. F. Gilder, Linden.  
J. L. Gibson, Thomastou.  
B. F. Elmore, Demopolis.  
Mrs. Ernest Lipscomb, Demop's.  
Mrs. E. E. Taylor, Linden.

*Marion.*

Supt. H. W. McKenzie, Hamilt'n.  
J. B. Clark, Guin.  
H. O. Sargent, Hamilton.  
Miss Nancy Donaldson, Haleyville, R. 2.  
Miss Ida Fite, Hamilton, R. F. D.

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## Part VI.

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### WORK OF THE NEGROES AMONG THE NEGROES

The provisions of the act creating the Alabama Illiteracy Commission read in part as follows:

"That it shall be the duty of the commission and it shall have the power to make research, collect data, and procure the services of any and all communities of the State looking to the obtaining of a more detailed and definite knowledge as to the true conditions of the State in regard to its adult illiteracy, and report regularly the results of its labors to the Governor, and to perform any other act which in its discretion will contribute to the elimination of the State's adult illiteracy by means of the education and enlightenment of illiterate persons in the State of Alabama."

#### CENSUS FIGURES.

Clothed with the necessary power and shouldered with the responsibility of a great undertaking the Commission made a careful study of all available material from which correct data might be procured.

The last Federal Census and the biennial school census of Alabama for 1914 revealed the fact that there are in the State 362,779 illiterate persons ten years of age and over, classified as follows:

#### WHITES.

Males, 21 years of age and over.....	31,661
Females, 21 years of age and over.....	33,765
Children, 10 to 20 years of age.....	26,259

#### NEGROES.

Males, 21 years of age and over.....	92,744
Females, 21 years of age and over.....	108,103
Children, 10 to 20 years of age.....	70,247

It will be seen from the above figures that 75.4 per cent of the adult illiteracy in the State is among the negro population and 24.6 per cent is among the whites.

The Commission entered upon its official labors by organizing the forces to remove illiteracy among the whites. However, authority was delegated to county sub-commissions appointed by the State Commission, to inaugurate the movement among the negroes whenever and wherever it was deemed expedient.

The white teachers of the State had hardly taken hold of the great problem before the negro educational workers in a number of counties rallied their forces and without ostentation entered upon the work of removing illiteracy among their people.

#### THE FIRST ORGANIZED EFFORT.

The first organized work among the negroes was begun in the county of Mobile during June 1915, when the sub-commission of that county appointed a committee of negro citizens to look after the reduction of illiteracy among their people. The work was begun in the city of Mobile and later extended into the rural district. A campaign was waged in the entire county.

#### THE MOBILE COUNTY CAMPAIGN.

The method employed in organizing and conducting the adult schools and the results secured therefrom are indeed interesting. The Mobile Register of April 15, 1916, gives in part the official report of E. T. Belsaw, a prominent negro physician, who was chairman of the committee.

The Register's report is given below :

The report of the committee appointed to look after the illiterates among the negroes of Mobile has been received by Mrs. Erwin Craighead, chairman of the anti-illiteracy campaign, through Mr. S. S. Murphy, superintendent of the schools of Mobile, acting secretary of the sub-commission. It is a remarkably well prepared report showing a large amount of work done by the colored people for the illiterates of their race.

"After districting the city and appointing 36 superintendents, one for each district, with instruction that a night school be established in each district, a census of illiterates was made, from which it was determined that the illiteracy average among the males was 65 per cent and among the females 35 per cent; the largest number of illiterates of both sexes being about 30 years of age, the very old members of the race being left out of the calculation. The reason given for so large a number of illiterates is that many were reared in the country, where there were no schools or where they had to work from childhood and had no opportunity to go to school.

"Teachers, pastors of churches, and others, not professional, volunteered to help in the work, and the members of the committee visited the night schools frequently, giving what assistance they could. The expense of lights and fuel during the month of October was borne by the pupils and teachers."

The report says further:

"We found that a large number of the illiterates were too old to attempt to study. Another class of them were ashamed to come and learn, because they did not wish their friends to know that they were unable to read and write. However, we were able to teach in twenty-four schools (some of the districts combined) four hundred nine adults, during the twelve weeks that the schools were in operation. We found 3,642 illiterates in the city, but nearly one-half of these were over the age of 65 years. The oldest person that actually learned to read and write was 73 years of age, but she was an exception.

"All worked faithfully, and there is glory enough in the result accomplished for all."

In the same issue of the Register, the following editorial appeared:

"The report of the work among the illiterate negroes of Mobile by a committee of the leading colored people shows an amount of enterprise and public spirit on the part of the committee and the teachers and others that cannot be too highly commended. Some twelve weeks of night schooling was provided; and 182 illiterates were taught to read and write. While this can hardly be regarded as more than a dent made in the great body of illiteracy, it is at least a dent, and proves that, with more effort, the situation can be mastered.

"Where the whites are interested is in the improvement of the standing of the State. Alabama is ranked third from the bottom in the illiteracy scale, and, as is well known, the bulk of the illiterates are negroes. Mobile, as a white county, ranks high in the literacy scale, but is pulled downward by the colored illiterates that number 8,000. So it is in the State at large; and if there is to be a good showing it must be by the reduction of the number of colored illiterates. Take Greene county as a good example where the population of ten years old and over is 16,268, of which only 69 whites are illiterates, but the illiterate blacks number 6,965. Sumter: school population, 20,785; illiterate whites, 74; blacks, 8,895. Lowndes county, 23,040; illiterate whites, 108; blacks, 10,280. Montgomery, 63,652; illiterate whites, 366; blacks, 15,434.

"The task before Alabama will be less formidable if the educated and progressive colored men and women everywhere follow the example set them by the people of their race in Mobile."

#### THE MOVEMENT SPREADS.

Through the Jeans supervising industrial teachers in many counties of the State where such teachers are employed, information has been secured which justifies the statement that creditable work is known to have been done in the counties of Calhoun, Colbert, Greene, Jefferson, Macon, Mobile, Monroe, Montgomery, Perry, Russell, Tallapoosa, Coffee, and Baldwin.

Much work has been carried on in an unorganized way in many other counties of the State, but the Commission has not received any official data for incorporation in this report.

STATISTICAL REPORT FROM JEANES SUPERVISING INDUSTRIAL  
TEACHERS.

<i>County.</i>	<i>No. Teachers.</i>	<i>No. Adults to Read Enrolled and Write.</i>	<i>No. Taught</i>
Coffee .....	5	89	28
Calhoun .....	1	32	5
Colbert .....	2	60	42
Greene .....	14	104	61
Jefferson (Birmingham)...	8	380	98
Macon .....	12	185	68
Mobile .....	9	58	25
Monroe .....	3	32	7
Montgomery .....	6	25	15
Perry .....	2	26	10
Russell .....	4	51	31
Tallapoosa .....	4	50	6
Baldwin .....	4	9	6
City of Mobile.....	24	409	182
Totals.....	98	1,510	584

AN ILLITERACY BUTTON.

The educational workers among the negroes, observing the success of the white teachers in selling illiteracy buttons, requested that they be permitted to participate in raising funds. After carefully considering the request the Commission deemed it advisable to have made a suitable button to be sold and worn by the negroes. The button bears the likeness of Booker T. Washington, the great leader of his race, together with appropriate inscriptions.

These buttons were handled through negro institute workers who willingly volunteered their services to further the cause among their own people. The buttons are in demand by the teachers and others who are interested in the movement.

## AN OFFICIAL REPORT.

G. W. Trenholm, conductor of negro institutes, in his report on institute work among the teachers, says:

A tremendous impetus has been given to the campaign to wipe the stain of illiteracy in Alabama from among the colored people through the influence of the thirty-five teachers' institutes conducted during the year, the annual meeting of the Alabama State Teachers' Association, the summer schools for teachers, and the yearly session of the Tennessee Valley Teachers' Association. The motto of the Alabama Illiteracy Commission, "Illiteracy in Alabama—Let's Remove It," has become the motto of the colored teachers of the State.

A special period has been given to this work in every institute conducted. At a number of institutes a special meeting was held at night in the interest of the campaign. At the night meetings strong and enthusiastic talks concerning the work have been made by prominent educators.

At the special period given to this work, reports were made by those teachers who had done some work for the Commission, and by teachers were given an opportunity to pledge themselves to the work. Their reports showed that some good work had been done. Some of them taught night schools two or three nights in the week from 7 o'clock to 9 or 9:30. Others taught adult schools two afternoons in the week after the dismissal of the children. Still others did some work in connection with their Sunday school work and in the private homes of the people.

Some work has been done and is being done in nearly every county in Alabama where there is a considerable colored population. Judging from the reports made in the institutes, the best work has been done in Mobile, Macon, Jefferson, and Greene counties. In these counties it seemed that the campaign was more thoroughly organized and more vigorously prosecuted.

At one of the general assembly periods of the Tuskegee Institute's recent summer school for teachers the entire time was devoted to a discussion of the illiteracy work in the State and in showing the teachers how to organize the work. The same thing was done at Birmingham last April in the meeting of the State Teachers' Association. It was also done in the recent meeting of the Tennessee-Valley Teachers' Association held at Decatur. This association has put itself on record to solve the illiteracy problem among colored people in the Tennessee Valley.

I have collected several letters which tell their own story as to illiteracy work the teachers are doing in some parts of Alabama. I am submitting these letters to the Commission.

## LETTERS FROM TEACHERS.

The following letters which are given in part were received from teachers of adult schools by the conductor of negro institutes:

I am teaching in Elmore county and I am trying to do the best I can in the illiteracy work. I have eight of them enrolled and have learned one to write. She said she was sorry she did not have this chance long ago, and one of them said to me today, "Make haste, honey, and learn me some more. We are waiting on you and we will buy your buttons, too."

E. A. Lewis, an Elmore county teacher.

I opened school for illiterates in July 1916 at Mytelene with an enrollment of twenty-four, of which eleven were totally illiterate; the others were fair and meagre.

Owing to conditions, I allowed three hours for a school day and each day seemed to me a blessing from the Divine to help the less fortunate of my race.

I won't try to tell of their eagerness to learn, but enclose a list of names in their own handwriting.

Adonie Smith, a Montgomery county teacher.

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In report of last year we had 18 adults to attend night school. Two learned to read and write their names pretty well; others could read already. I have only two this term; will report more later.

W. S. Jackson, a Lowndes county teacher.

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I am teaching in Autauga county at Kalmia. I organized my illiterate school with six pupils. Now I have twelve and four more have promised to join in a short time. I open at 7 p. m. and close at 9 p. m. I teach four nights in the week. The illiterates are greatly hopped up with the spirit of the work. Couldn't any of them write when I began teaching; now four of them can write very well.

One woman by the name of Martha Cole, age 63, says: "May God blest the idea of the illiteracy work. My mother told me I was so blockheaded until I never could learn anything, but thanks the good Lordie, I have learned how to write my name." The whole community is so glad that the old folks' day has come at last. They call the illiteracy work bringing an opportunity to them. I am doing all I can to blot illiteracy out of the community in which I teach.

Daisy C. Blount, an Autauga county teacher.

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I wish to report to you the work we're trying to do to help reduce the illiteracy in Alabama.

We took an old woman of Antaugaville, Ala., about 55 years, and in about two months taught her to write. She is not perfect, of course, when it comes to the use of capitals and punctuation, but she can write plain enough for any one to read it. She can add and subtract and knows the multiplication table very well. I wish to send you one of her letters in the near future.

I have only one young man in night school, but when I write you again I hope to be able to show you something.

The old woman referred to above says she wants to be able to transact business for her husband. He wants her to practice writing with pen and ink. We will have her use pen and ink when we begin our next session.

Lula M. Hough, an Autauga county teacher.

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The school for illiterates was organized by me during the summer of 1915. This school has continued ever since. The enrollment was ten. Five out of this number learned to read and write, one especially well; she is secretary of her society today.

Isabelle H. Whittaker, a Coosa county teacher.

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Every night we have about 21 grown people averaging 37 years of age. I have some that began in the alphabet and some could not count a hundred, but they are writing and reading at the present time. They were so glad that I taught them until they gave me potatoes and milk.

Mary H. Crusoe, a Pickens county teacher.











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