

"HARD NOSE" CASE

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Haney and Gold say that delinquent acts tend to be shared experiences — with companions involved — but not gang experiences. "By far the most common pattern was for delinquent behavior to occur as a 'pickup' game in the company of shifting numbers of friends."

While academic performance in school appears to have little effect upon delinquency among girls, the authors say, boys in Flint tended to be delinquent more seriously and frequently if their grades were poor.

"We can speculate that poor grades foster delinquent behavior in boys because, in this society, the consequences of poor grades are more serious for boys than for girls," they explain.

"School work and delinquent behavior are both 'performances,' and if a boy does poorly at school he may turn for self-affirmation to delinquent friends and delinquent pursuits."

Delinquent behavior may also be an assertion of independence from parents and teachers, Haney and Gold explain:

"The relationship that adolescents have with their fathers is an important correlate of delinquent behavior, but it is not true, as many courts believe, that a stepfather is better than no father at all. On the contrary, both for boys and for girls, being raised by a stepfather as well as the natural mother was conducive to more frequent and more serious delinquent behavior. A plausible but unproved theory is that the stepfather introduces new sources of rivalry and hostility, which outweigh his ability to control the adolescent."

Broken homes do not always produce more delinquent youngsters than intact homes, the authors point out. Boys with delinquent friends and poor grades are often highly delinquent, and girls, too, are influenced by delinquent friends, regardless of home situation.

Most delinquent teen-agers characterized their own friends as being less delinquent than teen-agers in general — a finding that challenges the "delinquent subculture" theory, the article states.

The studies reveal that parents know far more about the delinquent behavior of their children than do the police, but in only five per cent of cases did the parents discuss the matter calmly with the youngsters.

"The mythical American Delinquent," the authors conclude, "casts a shadow over what might loosely be termed the delinquency-prevention industry. He dominates the juvenile courts and obscures the reality important to researchers, law-enforcement officials, social workers, the courts, the media, and the public. As a result, current treatment and prevention programs are, in a word, misdirected."

"Starting with false assumptions about who commits delinquent acts, they aim the wrong programs at the wrong groups. Expensive programs grind away without making progress, operating too far from reality to touch the right lives in the right ways."

"A first step toward improving a system that, despite good intentions and dedication, serves so inadequately, is to put myths to rest. Somewhere beyond The Delinquent is a person with a real problem that is both his and ours."



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THE CORA WILSON STEWART MOONLIGHT SCHOOLHOUSE

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Mrs. Cora Wilson Stewart was superintendent of Rowan County Schools from 1904 to 1912. During this period, Mrs. Stewart often served as a volunteer secretary to illiterate adults in the county. She concluded that instead of reading and writing letters for the illiterate, they should be taught to read and write.

In September, 1911, Cora Wilson Stewart established the Moonlight Schools. The Moonlight School was designed to eliminate illiteracy among the adult population and to afford an opportunity for those of limited education to increase their store of knowledge. Although the secondary goals changed from year to year, the primary goal was always the elimination of illiteracy in Kentucky.

The adults were unable to attend day school, because of overcrowding and their own work responsibilities. To accommodate the adults, the schools were opened in the evenings. The new schools were started on moonlit nights to ensure the adults a safe journey over rough mountain roads. However, the adults were so eager and so earnest that after they started, they would come in the dark of the moon.

The teachers of Rowan County were asked by Mrs. Stewart to volunteer to teach adults at night. Not only did all of the teachers volunteer to teach at night after teaching children all day, they also volunteered to go from door to door to inform people of the purpose of the Moonlight School and to urge them to attend.

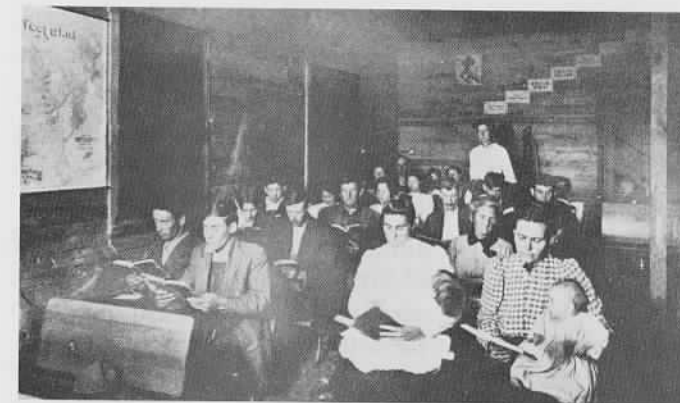
On Labor Day, September 4, 1911, the teachers visited every home in the county, inviting both educated and uneducated to attend. On September 5, the Moonlight Schools opened for their first session.

One hundred and fifty adults were expected; twelve hundred enrolled! This was almost one-third



The Cora Wilson Stewart Moonlight School

of the population of the county. The following year, sixteen hundred adults enrolled in the Moonlight Schools.



They came carrying babes in arms

The course of study for the Moonlight Schools included vocal music, reading, writing, spelling, arithmetic, and four drills.

Vocal Music — Each pupil was taught to sing the patriotic songs and a few hymns from memory and to be able to sing them with the community.

Reading — Beginners were expected to finish *Country Life Reader, First Book*, during the first term of six weeks. Newspapers and bulletins were introduced by the teacher as supplementary reading material.

Spelling — The oral spelling followed the reading lesson and occupied five to ten minutes of the reading period. Most of the spelling was to be written; however, oral spelling was permitted as practice for spelling matches.

Writing — The beginner's class had to write all of the script copies and letters in *Country Life Reader, First Book*, and to write legible letters in correct

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The spelling match

form, address envelopes, write checks and write paragraphs from dictation. Special attention was given to making the signature legible.

The work in writing was done with pencil during the first half of the term with pen and ink used during the last half of the term.

Arithmetic – In arithmetic the beginners were first taught to read and write figures to ten. Teachers were then encouraged to use problems drawn from the daily tasks of the students to stimulate interest. Adding the daily wages of the members of the class, or the wages of one member for a specific number of days was not only more interesting than adding abstract figures but showed the relationship of arithmetic to this daily task.



Arithmetic was a popular study

Drills – Only four drills were presented during a term. The drill course was a selective one based on the community's needs. These four drills were selected from the following: agriculture, home

economics, horticulture, civics, health and sanitation, geography, English, and good roads.

There were no texts in print for adult illiterates in 1911, so a little weekly newspaper, *The Rowan County School Messenger*, was published as a reading text. The weekly paper was edited by Mrs. Stewart and furnished free of charge for the special benefit of the adult students.

The little newspaper dealt largely with local school and community affairs and had a fourfold purpose:

1. To enable adults to learn to read without the humiliation of reading from a child's primer with its lessons on kittens, dolls, and toys.
2. To give them a sense of dignity which comes from being a newspaper reader.
3. To stimulate their curiosity through news of their neighbors' movements and community occurrences.
4. To arouse the adult through news of educational and civic improvement in other districts to make like progress in their own.

Within five years the Kentucky Illiteracy Commission was publishing books for use in the Moonlight Schools by adults.

In December, 1913, Cora W. Stewart wrote a letter to James B. McCreary, Governor of Kentucky, on the establishment of an Illiteracy Commission. Mrs. Stewart requested that the "Commission" be formed by legislative act to study the condition of adult illiterates in our state, to give men and women their freedom from this bondage and to place our State in a better light before the world.

The commission was also viewed by Mrs. Stewart as a means of promoting voluntary effort on the part of teachers engaged in the Moonlight School movement and to provide guidance and inspiration for teachers.

By return mail Governor McCreary endorsed the idea of an Illiteracy Commission. In 1914 both branches of the General Assembly voted unanimously in favor of the bill providing for the Kentucky Illiteracy Commission.

The Commission received its first appropriation of \$10,000 in 1916 which was increased to \$75,000 in 1918.

Illiteracy Commissions were appointed in each county of the Commonwealth of Kentucky.

The moonlight school movement spread rapidly from state to state. In 1913, moonlight schools were

organized in the State of Tennessee, South Carolina and Washington. The second state illiteracy commission was established in 1915 in Alabama.

Although the moonlight school movement spread rapidly from Rowan County to other states, not all schools for illiterates used the name of moonlight schools. Some, after successfully launching the movement under this name, adopted names suited to their peculiar conditions, such as "The Lay-By Schools" of South Carolina, "The Adult Schools" of Alabama, "The Community Schools" of North Carolina and the "Schools for Grown-Ups" of Georgia.

Cora W. Stewart was soon recognized in the United States as the leader in the fight against illiteracy. In 1914, she was invited to Washington to testify before the Education Committee in the House of Representatives in support of HR 2494, The Illiteracy Bill. At the time of Mrs. Stewart's testimony, the illiteracy bill, which requested an appropriation of \$10,000 to study the condition of illiteracy in the U.S., had been "permanently delayed" in the House.

In 1919, Mrs. Stewart was appointed chairman of the Illiteracy Commission of the National Education Association, and she held regional conferences throughout the country. In 1923, she became chairman of the World Illiteracy Commission, and presided over conferences in Edinburgh, Geneva, Toronto, San Francisco, and Denver. In 1926, she was made Director of the National Illiteracy Crusade with headquarters in Washington, D.C. In 1929, President Hoover delegated the Secretary of Interior to appoint a National Illiteracy Commission with Mrs. Stewart as executive head.

Cora Wilson Stewart was one of the most interesting and dynamic speakers in America. She lectured in every state in the Union and addressed many of the state legislatures as well as committees in Congress. She was the recipient of several national and international prizes and awards in recognition of her great work. In 1925, she received the *Pictorial Review* award for the greatest humanitarian service rendered by an American woman. She received the Ella Flagg Young medal for distinguished service to education, and the Clara Barton medal for humanitarian service. In 1941, she was given an award by the General Federation of Women's Clubs at their Golden Jubilee Convention for pioneer work in combating illiteracy in the nation.

The "Little Brushy School" building was donated to Morehead State University by Mr. William Dailey, Morehead, Kentucky, and moved to Morehead State University campus and restored with the artifacts of early American education.

Establishment of the Cora Wilson Stewart Moonlight School symbolizes the University's intent to serve the educational needs of the region as the institution begins its second fifty years of existence.



THE INVISIBLE ENEMY

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they too must become involved and do their part to make their government, their society, and their schools what they want or believe it can be.

When I look over this past year I can't help but think of some of the words to the song "To Dream The Impossible Dream."

Many of us had no longer even dared to dream because we knew that those dreams could never be realized. People like us had to settle for what we had.

We've been fighting an invisible enemy ever since we left school. The strange thing we learned was that this foe was ourselves, because of a lack of education.

We have had so many goals in life and we'd always fall short of them. Each time we'd reset those goals we'd only fall short again. Repeatedly we'd fail to dream, to gain victory and to succeed.

I realize that to many people graduating from high school is very insignificant, but to me it is essential. It has changed my entire life. I feel happier and more fulfilled than ever before. For the first time in my life I feel a part of this world, and not just someone living in it. I've gained a new confidence in myself and in my abilities.

Before you is a large group of people who were once classified as failures. We refuse to be put in that category any longer. We have many new goals in life, and many obstacles to get around. But we will get around them – or use them to get an even greater goal.

We have taken a large step forward and we now Dare to dream the impossible dream
We can beat and have beaten the unbeatable foe.
We can reach the unreachable goal.
This is our quest.

