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PUBLIC EVENING SCHOOLS
FOR ADULTS

By

L. R. ALDERMAN,
SPECIALIST IN ADULT EDUCATION
BUREAU OF EDUCATION



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Public Evening Schools for Adults

The growing consciousness on the part of adults that they should continue their education is revealing itself by a general and growing interest in the public evening schools. The desire on the part of adults to continue group instruction is evidenced in all civilized countries. There are those who think that this movement is one of the most important for race betterment that the world has ever known. It has been said that the nineteenth century was the time when the rights of childhood came to be more generally recognized. The first quarter of the twentieth century saw a wonderful new realization of the importance of adolescence as a time for education. The marvelous growth of secondary schools in the United States is evidence of this fact. This movement for education for grown men and women is but the logical next step in the march of progress.

It is but natural that taxpayers, who have provided schoolhouses and trained teachers in every section of the country, should look to the public schools for help in this movement for adult education. Public education for the large number of men and women must necessarily be given in the late afternoon or evening. For the purpose of this bulletin the term "evening school" will be used in connection with any session of the public school which is conducted for those beyond compulsory school age and is held outside of regular school hours.

The following table shows the rapid growth of evening schools. When we realize, however, that there are probably 25,000,000 people who could profit by attendance at these schools, we see that the number actually enrolled is small. Attendance in most cases is not compulsory for high schools. If the evening schools were as effective in all districts as they are in some districts, the attendance in them, instead of being less than 1,000,000, would be 10,000,000 or 12,000,000. There is also shown in this table the growth of the day high schools for the same years, not that these are comparable, but that the reader may know their relative size.

TABLE 1.—Enrollment in public evening schools and public day high schools¹

Year	Enrollment in public evening schools	Enrollment in public day high schools	Year	Enrollment in public evening schools	Enrollment in public day high schools
1910.....	134, 778	1, 111, 393	1920.....	586, 843	2, 131, 658
1912.....	419, 981	1, 200, 798	1922.....	842, 863	2, 725, 579
1914.....	610, 966	1, 432, 095	1924.....	943, 442	3, 389, 678
1916.....	647, 861	1, 710, 872	1925.....		3, 850, 900
1918.....	585, 413	1, 933, 821	1926.....		3, 965, 160

¹ These figures are based on reports from cities of 10,000 population and more. Accurate statistics for evening schools are difficult to obtain, because of the great variation in methods used by city departments of education in keeping such records.

From Bureau of Education Bulletin, 1927, No. 13, on State School Systems, we quote the following:

The regular public high-school enrollment in 1900 was 8.47 per cent of the number of children in the United States of ages 15, 16, 17, and 18. In 1905, it was 10.12 per cent; in 1910, 12.53 per cent; in 1915, 20.96 per cent; in 1920, 28.94 per cent; and in 1925, 47.82 per cent. The high-school enrollment can more than double and still not include all children of high-school age. It is not likely that this limit will ever be reached, but the break in the increase in high-school enrollment has not yet begun.

From the above quotation we see that nearly 50 per cent of those of secondary-school age are in secondary schools. * Many of the other 50 per cent, representing 4,000,000 boys and girls of high-school age, must go to school in the evening if they are to attend school at all. In addition to these there are many millions of people over 21 years of age who need evening-school advantages.

Some school officials have attempted to organize evening schools and have found that, while many students would come at the beginning, attendance would decrease very rapidly after the novelty wore off and they found that it required work to prepare lessons. After such an experience some of these officials have discontinued the evening schools, believing that in this one attempt to establish such schools they have done their full duty for those who could not attend the day schools. Other school officials have had the same results at first, but came to the conclusion that the trouble was not with the students so much as it was with the school. To develop a successful evening-school program is not an easy task. There must be trained, tactful teachers; the proper esprit de corps among the faculty; students must develop the habit of attending school; they must learn to budget their time so that the evening school has its proper place; there must be built up in the community a favorable public opinion in regard to night schools.

One of the most discouraging phases of the evening-school problem is the uncertain financial support provided this type of school, owing

recent psychological studies show that formal learning should not stop with youth. Adult students in our colleges and universities have demonstrated that adults excel as students. A most interesting study has been made to discover the relative rate of learning of people of various ages. At the annual meeting of the American Association for Adult Education, held in Cleveland, Ohio, May 16, 17, 18, 1927, Dr. E. L. Thorndike, of Columbia University, gave a report of his extended investigations in this field. In the evening schools of New York City, the task of learning Esperanto was given to four different age groups. These groups were selected with care so as to have in them people of comparable mental ability. The groups and their accomplishments are here given:

Group I—14 to 16 years of age—made 60 per cent accomplishment.

Group II—17 to 19 years of age—made 85 per cent accomplishment.

Group III—25 to 29 years of age—made 89 per cent accomplishment.

Group IV—30 to 39 years of age—made 87 per cent accomplishment.

We see from these findings that Group IV made progress 27 per cent higher than did Group I. Groups II, III, and IV represent the ages of those most frequently found in evening schools. The time of the greatest learning ability, coming at a period when most people are not in school, may be a most significant fact and may cause a reorganization of our school program.

Evening Schools in the Large Cities

From reports received at the Bureau of Education it is found that most cities of 100,000 or more population have some kind of evening schools. In some cities the attendance is small and the number of courses offered is not large. Of cities which have a population of between 30,000 and 100,000, 36 per cent report that they have no evening schools, while in cities having a population of between 2,500 and 10,000 an evening school is rarely found. If there is an evening school in these smaller cities, it is usually financed by some private agency. From these facts we can see that relatively only a small part of our population has access to evening schools.

The great disparity between evening schools in different cities is shown by the organization of these schools, the length of the school year, and by the great variation in the amount of money spent upon them.

Some city school systems provide special training for their evening school teachers, so that their schools may make the greatest possible

offering to those who come to them for instruction. Other cities seem to disregard entirely all responsibility for evening schools.

In examining the requirements for evening school teachers, it is seen that in nearly all States the State certificate for teachers is required and, in addition, in many of the States, special training in adult education. Many of the educational institutions of the different States, both private and State, offer cooperation in the teaching of adults. Forty-four institutions in 18 different States are reported as offering teacher-training courses for teachers of adults.

Many school officials have been so busy with the regular school problems that they have given but little attention to evening schools. In our democracy the evening school has a great task to perform. It serves those who, for financial or other reasons, can not go to day school.

School officials who do not provide adequately for evening schools may unwittingly do a great injustice to those who can attend only night school, if they attend school at all. Evening schools cost so little in comparison to the cost of day schools, it would seem that every school system, where there is need for evening schools, would make a serious attempt to provide them. To illustrate the expenditure of public money for evening school pupils as compared to that expended for day school pupils, let us take the case of two neighbor boys of high-school age, namely, "A" and "B". The family of "A" does not need his earnings. Therefore, he has the privilege of attending the day high school for four years at an average yearly cost, to the district, of \$173.72. He then attends the State university for four years at an average yearly expense to the State of \$593.75. It is thus seen that \$3,069.88 of public tax money has been spent upon the education of "A" during these eight years.

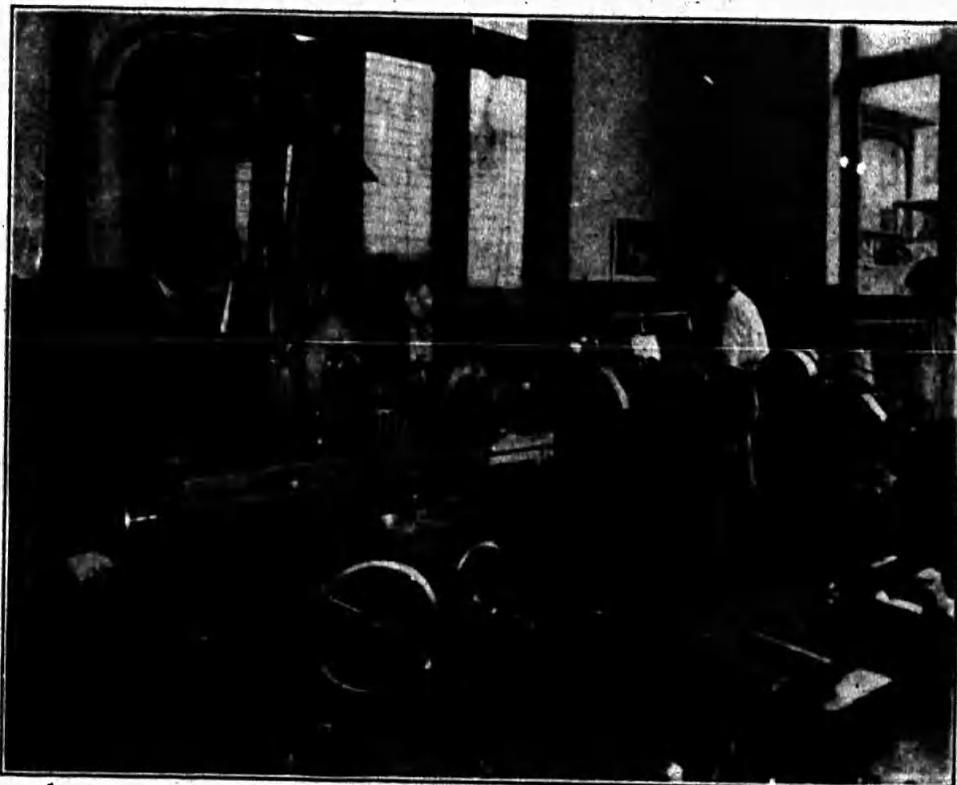
Of considerable contrast are the conditions surrounding "B." He lives in a home where all must contribute to the family's support, and his only chance to attend school is after the day's work is done. Provided he is privileged to attend an evening school for eight years, he has spent upon his education, from public funds, an average of \$10 a year, or a total of \$80 for the same period of time that the education of "A" has cost the district and State \$3,069.88.

The contrast in the service rendered by cities of like size and character through their evening schools is most evident to everyone who studies this problem. Just why one city should offer so little opportunity and another city provide so much is a difficult question to answer. A city which has a good day-school program can have a good evening school if it will but give this problem proper attention. Evening schools present a different but no more difficult problem to the school official than do the day schools. There is no gain in attempting to determine whether the day or the evening school has the more



HIGH-SCHOOL BUILDING

Used for Evening School (Ithaca, N. Y.)



MACHINE SHOP

Ithaca (N. Y.) Evening School



SEWING CLASS

Ithaca (N. Y.) Evening School



MILLINERY CLASS

Ithaca (N. Y.) Evening School

52893-27-2

important work to do. The evening schools may be said to be comparable to an emergency hospital, while the day schools do a work comparable to a regular hospital. Both are important. No city should neglect either kind of school. It is evident even to the casual student of the evening schools that these schools should be different in theory and practice from day schools. The greater maturity of the evening school students has given experience that should be called into use in the learning process.

Four cities with evening schools are here given as examples. The two large cities selected—one from the East and one from the West—from those having a population of more than 100,000, are Los Angeles, Calif., and Buffalo, N. Y. The other cities given are Gary, Ind., in the Central States, which has a population of about 60,000, and Ithaca, N. Y., which has a population of about 20,000. Ithaca has such an excellent system of evening schools that it was chosen to illustrate what can be done in a comparatively small city.

Los Angeles, Calif.

Enrolled in the evening schools of Los Angeles, in 1926, were 62,630 students. Twenty-five schools are in session two to five evenings per week, two hours per evening. The schools are open to students 40 weeks of the year.

The age, attendance, and occupations of students are shown by the following statement, received from the office of the city superintendent of Los Angeles schools:

- a. The oldest student enrolled in evening school is 83 years of age, the youngest 18 years.
- b. The largest enrollment appears in typing classes.
- c. The average age of evening high-school students is 27 years.
- d. Thirty-nine per cent of evening high-school students attend 2 evenings per week; 34 per cent attend 3 evenings per week; 2 per cent attend 4 evenings per week; 18 per cent attend 5 evenings per week; 4 per cent attend 1 evening per week.
- e. Sixty-seven and two-tenths per cent of evening high-school students are married.
- f. Thirty-nine and six-tenths per cent are high-school graduates; 6.9 per cent are college graduates; 11.8 per cent are technical school graduates.
- g. The average age when students left regular school was 17 years.
- h. Occupations as follows: One hundred and eighty-five clerks, 164 stenographers, 111 housewives, 45 salesmen, 16 engineers, 3 chiropractors, 2 librarians, 2 policemen, 2 physicians, 2 dentists.

The cost per student to the district for two hours nightly instruction for 10 school months is \$67.50. This includes, besides cost of instruction, expenses for maintenance, such as school repairs or upkeep of grounds, insurance, librarian salaries, library books. Ex-

¹This survey taken from one evening high school.

penses of instruction include principals' salaries, clerical salaries, supplies, and so on. Actual per-capita instruction costs are \$56 per pupil, for two hours per school day, 10 school months per year. No fee is charged to students of Los Angeles evening schools.

Evening schools are administered by an assistant superintendent under the supervision of the superintendent of city schools. Evening high-school principals are directly responsible to the assistant superintendent in charge of evening schools. Twenty-three supervisors and principals are in direct charge of the 25 evening schools, and 468 teachers are employed.

The requirements for teachers in evening schools are the same as for day-school teachers. For Americanization work the teachers must hold secondary certificates, either general or special in the line of work in which they wish to teach. Preference is given to those teachers holding the special secondary certificate in citizenship. No one may teach the foreign adult who has not had at least 2 years of training beyond the high school and 4 years of teaching experience, in addition to 6 semester hours in especially designated courses. These courses cover a thorough study of the methods of teaching English, with a review of language instruction and the preparation of lessons for use in the classes. In addition to the study of methods, these courses include a study of the immigrant, the cause of immigration, and the reasons why vast numbers of immigrants seek the shores of the United States. As the result of this intensive training, the teacher holds her classes where a teacher not especially prepared is unable to do so.

The evening schools of Los Angeles offer 96 subjects. It may be said that the sincere endeavor to reach the needs of the city is evidenced by the wide range of subjects offered, such as accounting, agriculture, bookbinding, basketry, carpentry, civics, concrete construction, cooking, costume-designing, dietetics, flower-making, income tax, journalism, floriculture, plastering, reed work, typing, trigonometry, and so on. All manner of student activities are promoted in the evening schools.

In regard to the importance of evening schools to Los Angeles, the superintendent of the city schools says, in part:

In Los Angeles, adult education, which is conducted on an evening high-school basis, is at present and will be during the immediate future the dominant type of educational emphasis which the schools of this city shall be called upon to stress.

At present there are enrolled in adult evening classes in the city as many students as are enrolled in senior day high schools.

The vast number of men and women who attend evening high-school classes in the city of Los Angeles do so for cultural as well as for occupational reasons. The pursuit of studies in the evening schools encourages a wiser and more profitable use of leisure time. A wide selection of subjects is offered in such departments as art, music, history, literature, and drama.

Evening high schools in the city of Los Angeles are organized with the idea that they will serve the needs of the community. Whenever there is a group interested in a special study, it is the policy of the board of education to employ the proper instructors and to provide, within limits, needful equipment. To this end we are glad to make contacts with new fields of interest and to lend every encouragement to those who have a desire to continue study.

Buffalo, N. Y.

Buffalo has had evening schools for 30 years. During this long experience conclusions have been reached which might be useful to other cities.

During the school year 1926-27 more than 28,000 people attended evening schools. All of these students were over 16 years of age; the average age was 31 years. The students were from all walks of life and from almost every nationality in the world. Practically every trade of the city was also represented. A wide variety of cultural as well as vocational courses was given. Whatever course 15 or more people wanted was offered, provided a good teacher could be found.

The evening schools of Buffalo are free. They are a part of the regular public-school system. Thirty-three school buildings are used for evening schools, and a person may select any school near his home or any other school in the city that meets his needs more particularly.

The evening schools are in session for 25 weeks in the year, 3 evenings per week, 2 hours per evening, or 150 hours per year. If we compare this with the number of hours the day schools are open—that is, 1,080 hours—the time allotted to evening schools seems small indeed.

About 50 per cent of the evening school teachers are regular day-school teachers. The others are chosen from any source that can furnish persons best fitted by preparation, experience, and personality. Teachers for the evening schools of Buffalo have a spirit of service and good will that make the students want to come again.

Why people attend extension classes.—Some time ago officials made a personal canvass of thousands of pupils in the Buffalo evening schools. The results of this canvass, supplemented by hundreds of letters from other pupils, indicate the following motives for attendance in such classes:

1. To make up for educational opportunity lost in childhood.
2. To acquire additional culture and refinement.
3. To prepare for college or professional schools.
4. To prepare for entrance, or for advance, in commerce, trade, or industry.

5. To qualify for newer or better vocations, higher and richer fields of endeavor.
6. To improve in all the arts and sciences of the home.
7. To seek guidance in adjustment to the land of their adoption.
8. To seek relaxation and change from daily pursuits.
9. To seek to preserve or restore health through systematic, supervised, and directed physical education and exercise.

Advertising the evening school.—It has been the policy of the department of education to advertise thoroughly the opportunities afforded in the evening schools. Advertisements are inserted in the daily and foreign language papers for a week or two before the term begins. Posters in two colors are distributed throughout the city, especially in offices and factories where large numbers of men are employed. Children in the day school take home printed announcements of the courses to be offered in the evening schools. In some instances, moving-picture houses have displayed stereopticon slides advertising these courses for a week previous to the opening of the school. The pupils recorded in active attendance in the night schools the preceding year receive personal invitations to return. These are mailed a few days before the term opens.

Recently a survey was made of the Buffalo evening schools and the question was asked, "Why do so many young men choose to attend classes rather than spend their leisure time upon the streets or in the pool halls as is done by so many young men in other cities?" One young man said, "If you ask us to write out the answer to this question we will say that it is because we want to get ahead in the world, but this answer will be only partly correct. A truer reason is that here we meet people we want to know under the most favorable conditions. Studying together brings a comradeship that is most valuable to us."

The following are excerpts from reports on adult education in Buffalo, dated September 1, 1923:

The purpose of the modern system of public instruction of adults is to give men and women opportunity to make better use of their spare time, to make leisure moments pay richer dividends in ability to serve themselves and others.

Someone has said, "The popular use or abuse of spare time will determine the future of the race and nation for good or evil." Adult education then becomes a matter of national concern and as such should not only permanently endure but constantly expand. It can not so endure and expand unless its importance is generally recognized.

Conserve latent human forces.—The physical and mental forces latent in the life of a great city are as a fertile plain untilled, a rich mine undeveloped, a Niagara unharnessed.

We have irrigated our deserts, developed our mines, utilized our water power and have begun to save our forests and our soils. It is at least equally important to conserve and develop our unemployed human powers of mind and muscle through an adequate system of adult education.

Promotion of students.—A recent canvass showed that over 4,000 pupils in adult education classes were either promoted or received an advance in wage as a direct result of attendance in extension classes. Many responsible positions in Buffalo are held by those who owe their start to the night schools.

An Americanizing influence.—In our extension classes for women, all nationalities meet on common ground for a common purpose. The class becomes a social neighborhood unit. Better acquaintance makes for mutual understanding and friendship, and thus the old-time neighborhood spirit prevails.

Immigrant education.—Forty-nine different nationalities were represented in the night-school enrollments last year. Four thousand to six thousand immigrants are taught English every year. One out of every four persons registered in our day and evening extension classes was born abroad. Thousands of these people owe to the evening schools their ability to read, write, and speak our language. In Buffalo the parents of the next generation of Americans will speak the language of America.

Three hundred to four hundred non-English-speaking immigrant mothers who can not go to night school are taught in small neighborhood groups in their own homes. In addition to these, classes for adult immigrants are going on in shops, factories, hospitals, hotels, missions, and neighborhood houses. Classes are in session seven days in the week at places suited to the convenience of the pupils.

Evening trade improvement classes for adults are making better workmen at the rate of 3,000 to 4,000 per year.

Machine-shop hands are being developed into mechanics, and mechanics into technicians.

Mastery of a trade makes men less the victims of changing trade conditions. The technical instruction given is comparable to that offered in institutes of technology. The instructors are teachers, plus. They are trained technicians, men of practical experience in the field who have actually met and solved the problems which the pupil has met or will have to meet.

Student appreciation.—Here is the statement of one pupil of the Buffalo evening schools. It is the sentiment of thousands:

In my opinion, the question of whether the evening schools are a success was settled a long time ago. The thousands of workers who, unable to complete their education in the day schools, found in the evening schools the means of attaining their ambitions are a testimonial which can not be ignored.

For my part the evenings that I spent at school have borne fruit in a greater interest in my work, a better understanding of its underlying principles, and a consequent increase in my personal efficiency. The courses I have taken in electricity and mechanical drawing, besides giving me a fund of technical facts, have enabled me to attack practical problems with the confidence which comes from experience.

The combination of a wise and sympathetic teacher, an atmosphere of ambition in the classroom, the teaching of good, sound facts, is bound to have a part in the shaping of a man's career. * * *

The remarkable growth of the night-school enrollment in Buffalo is undoubtedly due to what the business man would call "satisfied customers."

Gary, Ind.

One-sixth of the adult population of Gary is in evening schools. Over 12,000 men and women fill the 19 school buildings that are used for evening schools. Some of the schools are open 48 weeks of the year, from 2 to 5 evenings a week, and for 2 hours per evening. Not

a pupil in the schools is there because of compulsion, and not even age can keep one from coming. The only requirement is that students must be over 16 years of age. The oldest student is 65 years old.

Students of many nationalities and of widely differing grades of education may be found in these schools. Foreign-born illiterates and graduates of schools and colleges of Europe are in attendance. In the Americanization classes are earnest young men and women, studying the history of the country of their adoption, her laws, her language and the customs of her people.

Certificate of Attendance

The Public Schools of Gary

Hereby Certify That

_____ has satisfactorily attended _____ course preparing
for the English Language and Naturalization, and is entitled to this Certificate of Attendance as attested by the signatures affixed.

Superintendent of Schools

Principal

Gary, Ind. _____ 19__

No fee is charged to the man or woman who wishes to study in the evening schools unless work is taken in the university course, in which case the regular university fee is charged. A minimum enrollment of 12 or 16 students is necessary to the complete organization of a class in the university courses. If 16 students want to take a full-time course, thus completing in a year a year's work, classes for these pupils can be arranged to meet during the day at the convenience of the students. The instructors in these classes are from the Indiana University or other universities.

In 1924-25 there were 325 men and women enrolled in the university classes and lectures, doing work for credit. University work taken in the evening schools of Gary has the same credit value at Indiana University as similar work taken by students in residence at that university. Of the 325 students, 234 received credits toward a degree. The majority of the grades made were "A" and "B." Dur-

ing three years of profitable employment in commerce or industry a student may complete the freshman and sophomore years of university work. He may then attend the university in residence for the junior and senior years and thus, without expense to his family, secure a university degree five years after he graduates from high school.

The evening school of Gary is more than a school; it is a social center. It is the best kind of club for young people. The auditorium programs are given once a week at each of the school centers. Plays are presented by students and by juvenile and adult clubs. The first hour of the program is given over to plays, to chorus singing, dialogues, dances, and songs. This is followed by an hour of moving

GARY PUBLIC SCHOOLS	
EVENING SCHOOL DEPARTMENT	
DIPLOMA	
This is to certify that	

has regularly attended the Evening School, has successfully completed an approved course of instruction in:	

and is entitled to this diploma as an evidence of satisfactory completion of said course.	
Approved _____	Signed _____
Director	
SEAL _____	Instructor _____
Date _____	Principal _____
19	

pictures. Band, orchestra, and club activities are a part of the regular program of evening schools. There is a wide variety of clubs organized, such as athletic, engineering, nature study, vocational.

The following departments are included in the evening schools: Academic, commercial and special lecture, physical training, auditorium, social, and vocational.

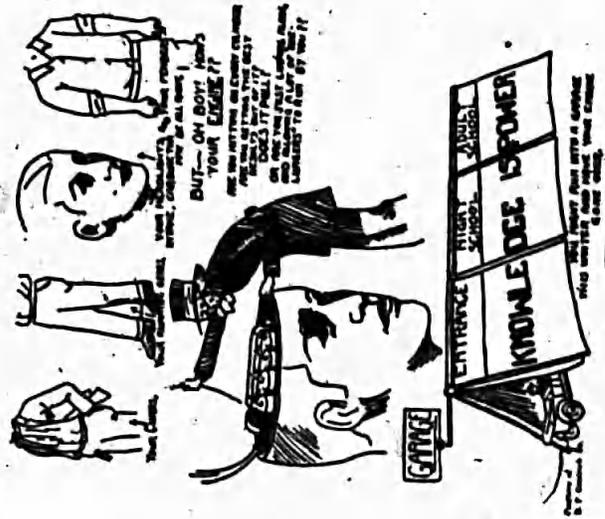
The writer, when visiting Gary, asked a resident, "Where are the young men of the city? I do not see them loafing down town in the evenings." The reply was, "They are attending evening school." The schoolhouse to these people means opportunity. The evening school is a family institution, as the whole family is apt to be found there either for instruction or for entertainment. There is a place in the Gary evening schools for every type of serious student.

The superintendent of the Gary public schools reports that the evening schools of that city add but 5 per cent to the total cost of the school system.

Gary Night Schools

At
Seventeen
Places

All
Centrally
Located



The Engine Must Be Considered First

GROW WITH GROWING GARY

R. L. Lyle

Ithaca, N. Y.

The evening school of Ithaca is one of the most popular and one of the most productive activities of the public-school board of education of that city. It has been part of the educational system of the city for 19 years. In Ithaca it is a popular thing to go to night school. Entire families will be found there. In the year 1925-26 nearly 700 men and women out of a population of 18,000 were enrolled as students. Among these students were men and women from almost every class of citizens—doctors, business men, ministers, nurses, home makers, men from the industries, men and women from the arts and crafts. Representatives of 28 different nationalities have been enrolled.

To reach all classes of students has been the definite aim of the Ithaca Board of Education. The spreading of information about the evening schools has been done systematically and thoroughly. Use is made of the day schools, of slides in the moving-picture theaters, of posters on billboards, and of notices in newspapers; but the most effective method is the house-to-house canvass by high-school girls who are paid to distribute an illustrated circular, which varies from year to year, and to present the attractions of the evening schools. Great care is taken in the selection of the young women for this work.

The schools are made more interesting by general entertainments and school plays which are interwoven with the studies. The students are also made to feel that they are contributing to the welfare of the community, as the fees collected at these entertainments are often used for charitable purposes.

Interest in the evening schools is also fostered by the issuing of certificates which testify to the work done by the students. The work of the night schools is thoroughly done and is on as high a plane as the work of the day schools.

The evening school of Ithaca is in session 23 weeks of the year. During this period the same subjects are offered as are taught in the regular day elementary and high school. In addition, special commercial, home-making, and industrial courses are available. Over 50 subjects are taught in the evening classes.

In all the teaching the paramount motive ever before both teacher and educational board is, "The re-Americanization of Americans and the Americanization of foreigners."

For the evening-class work the teacher is instructed that the emphasis of the work is to be placed upon the student and not upon the subject taught. The evening-school student is there for training, information, and help, and the course of study is merely the guide for all this.

The purpose of the Ithaca evening schools is to make students better neighbors, better parents, better citizens, better employers, better workmen, and to enable all who attend to get a larger view of life in the highest and truest sense. Credits are given to those who earn them, but the evening schools are not primarily for the purpose of issuing credits.

Student Fees and Length of Term

A careful study of the reports from 500 cities in regard to evening schools shows that there is a very wide variety of practices in connection with student fees and length of school year.

Some schools charge a nominal fee, others charge a fee just large enough to keep out the student having no serious intent, while others charge a fee sufficiently large to cover the cost of instruction. There is a feeling in some districts that the evening schools should at least pay the cost of instruction, but in the majority of districts there are no charges whatever for evening schools. In cities where schools are absolutely free there may be found the largest, and probably the best, evening schools.

It is interesting to note that Worcester, Mass., has conducted evening schools continuously for the last 78 years. In that city the practice is to charge \$15 for the elementary grade work and \$20 for that of secondary grade. This is probably the full cost of instruction.

Cost accounting for evening schools has not been carefully worked out. However, the pertinent question which each superintendent asks himself is, What will be the additional cost for running an evening school 30 or more weeks of the year? The estimate of many of those in charge of evening schools in the cities having the most satisfactory programs is that 5 per cent of the cost of the day school is sufficient to run a successful evening-school program.

The relatively small cost of running evening schools is due to the following facts:

1. That the time in which the evening-school program is given is small. Two sessions of 2 hours each per week, for 30 weeks, is but 120 hours per year; with 3 evenings per week the total is but 180 hours per year; whereas the day schools run for approximately 1,100 hours per year.

2. That the equipment needed is slight in most cases. The cost of heating is not large, as the buildings are heated for the day school, and an economical heating program does not let the fires go out during the night.

The cost of light and the cost of instruction are the two main items of expense for evening schools.

An effort to discover the principles underlying the policy of charging fees reveals the fact that there are two theories upon which school boards act. The first is that the schools are for the purpose of educating the young people of the community and that nothing should be permitted to interfere with the efficiency of this work. Under this theory, if evening schools for those who have passed the compulsory school age are conducted at all, the students of them should pay a fee large enough to meet the expense.

The other theory is that the public schools belong to the people and that they should give whatever legitimate service is demanded of them. The main idea back of this theory is that the schools are for the improvement of the whole community, whether young or old. It is well known that the older generation has much influence on the younger generation and that by teaching parents and other adults the schools are indirectly but very effectively also teaching the children.

Between these two theories may be found all sorts of compromises, and from year to year these compromises may fluctuate from one extreme to another. While it may be of value to know which theory is the more nearly correct, the important question is, Shall there be evening schools? Whether with or without a charge is a secondary consideration.

In this connection it might be interesting to note what some great Americans have said on the importance of providing education for the whole population:

John Adams.—The whole people must take upon themselves the education of the whole people and must be willing to bear the expense of it.

Thomas Jefferson.—I have at heart that of general education to enable every man to judge for himself what will secure or endanger his freedom * * * a system of general instruction which shall reach every description of our citizens from the richest to the poorest.

Horace Mann.—Education must be universal. It is well when the wise and the learned discover new truths, but how much better to diffuse the truths already discovered amongst the multitude. Diffusion, then, rather than discovery, is the duty of the government.

For administrative purposes it seems that the theory of free schools to the whole people works best. Where full fees are charged, the one in charge of the schools is compelled to give only such courses as will attract enough students to pay the costs. Such courses are very apt to be only those that lead to college entrance or which are for college credit, whereas the need in most localities is for elementary instruction that will give large numbers of people the ability to read, write, keep accounts, and understand the principles of American Government. These courses can hardly be made self-supporting, as the people needing such courses are very apt not to be in position to pay for them.

As in the case of tuition charges, there is great diversity of practice in the various cities in regard to length of term of evening schools, the term varying from 8 to 48 weeks. The most of the schools open in October, continue through the winter, and close the last part of March.

In the city of Los Angeles, Calif., the length of the evening school term is the same as that of the day schools, namely, 10 months. In Gary, Ind., the term is 48 weeks; in Newark, N. J., it ranges from 24 to 40 weeks, that of the accredited evening-high schools being 40 weeks. Wherever a city attempts, in its evening schools, to give full instruction comparable to that of the day schools, the term is usually of the same length.

TABLE 3.—Number of weeks constituting evening school year as reported by 448 school systems

Number of weeks in school year	Number of school systems reporting	Number of weeks in school year	Number of school systems reporting
3	1	24	91
4	1	26	10
6	3	28	15
8	5	30	30
10	11	32	17
12	12	34	5
14	8	36	21
16	34	38	10
18	21	40	18
20	127		
22	6	Total	446

TABLE 4.—Classes per week in evening schools as reported by 463 school systems

Number of evenings per week	Number of school systems reporting
1	11
2	193
3	180
4	60
5	19
Total	463

That evening schools are found at all in smaller cities is usually due to the interest of some local organization and these schools, almost without exception, are dependent upon some such charitably inclined organization for their very existence. Such support is usually sporadic, because some other worthy object may claim the attention and the funds of such an organization for another year. But, in the meantime, many of the towns have the benefit of the evening schools only as the results of the efforts of such organizations. These evening schools are usually of but one session per week.

Since the automobile and good roads have come into general use in all parts of the country, evening schools are now possible in many small and rural communities. There is a decided tendency for town and country to form a larger community with the town as a center.



ANOTHER CHANCE

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Fifteen or twenty miles is not too far for people to go to dances and to motion-picture shows. The intellectual hunger of many people will cause them to go like distances to attend classes if those classes are made attractive, educationally and socially.

Evening school students learn how to play as well as how to work; how to govern as well as obey. Student organizations manage athletics, dramas, balls, conferences, social evenings, and banquets for honored guests. Some of these student organizations edit evening school newspapers and do much to advertise the schools as well as to help in their administration. The initiative shown by some of these students in dealing with the evening school activities, both in and out of the classroom, is of great value to the community.

To the evening schools come many people of talent. Among these are graduates of foreign universities who have a contribution to make to public education. The evening school often is the means of securing the active participation in educational problems of this country of men and women of real ability.

Some Suggestions for a Successful Evening School¹

1. Teach everything worth while for which there is or can be created a sufficient demand.
 2. Teach from the practical standpoint in groups small enough to afford individual instruction.
 3. Employ the best teachers obtainable from any source, and
 4. Give them a living wage.
 5. Make them better teachers by adequate supervision and supplementary training.
 6. Make education easy to get by opening well-equipped centers in many communities.
 7. Create a demand and secure general cooperative interest by adequate publicity.
 8. Foster community interest and promote community cohesion by making the night school the center of community interest.
 9. Make appeal not only to legitimate self-interests but to the desire for culture, specific self-improvement, civic duty, and national need.
 10. Plan courses to benefit and thereby interest definite groups—manufacturers, merchants, labor organizations, societies, social workers, organizations of non-English-speaking groups.
 11. In fine, open to the community every facility which the schools can offer and even increase these facilities when possible.
- May it not be that the task of offering elementary education to the 20 or 25 million men and women between 16 and 50 years of age who lack it is one of the most important educational problems of the country to-day? The opportunity for these men and women to

¹ George E. Smith (director of Buffalo evening schools) in "The Journal of the New York State Teachers Association," March, 1924

secure the working tools of an education must come to most of them after a day of toil. This problem calls for an evening school program.

The community which looks upon its inhabitants as its main asset and seeks to develop this resource to its full capacity will not neglect to use the public evening school as one of the agencies for this accomplishment.

Equalization of educational opportunity is such a big contract that it could not, in the very nature of things, be realized at once. It is an ideal for which we may ever labor and never entirely attain. That we are making progress in this respect is certain. In our effort to equalize educational opportunities the evening schools must play a large part.