

TELLS HOW TO GET ALIENS IN SCHOOLS

**Miss Kellor Says That Night
Classes Must Be Made In-
teresting for Them.**

LOCATION A PROBLEM, TOO

**Brief Sessions and Resourceful
Teachers Necessary to Draw
Attendance of Adults.**

Practical methods of following up and utilizing the work done last year in the campaign to get foreigners into the night schools, which was conducted by the National Americanization Committee, are outlined in an article by Frances A. Kellor, a member of the committee, which appeared in a recent issue of *School and Society*.

"How to get adult immigrants to come to night schools," says Miss Kellor, "and how to keep them when they do come—these things largely comprehend the elementary night school problem. By a night school campaign in one of our industrial cities this year between 800 and 900 men were registered in the 'English to foreigners' classes in one school alone. But a visitor to the school a few weeks ago found 110 in attendance.

"Shortsighted people have used such instances to prove the vanity of getting the immigrants to school at all—since they do not stay. But the real lesson of the situation is constructive; the ways of keeping the immigrants in school must be as carefully worked up as the campaign to get them there. The two campaigns must be carried on at the same time, with direct relation to each other."

In summarizing the essentials for each of these campaigns Miss Kellor says:

"The first, getting adult immigrants of various lengths of residence in this country to attend night school in any given industrial community requires enthusiasm, definiteness, and practical methods. It requires also co-operation on the part of many different kinds of community agencies. Given these things, the results are sure—immigrants will come to the night schools if an American town or city is sufficiently interested in having them come.

"But the invitation must reach the immigrant. It must be issued to him, not to the general public. A night school campaign for the direct purpose of interesting the foreign-born was once conducted by these measures: Announcements in the English papers; placards giving the names and location of the schools in shop windows—again in English; slips inviting night school attendance, issued by employers in pay envelopes—again in English.

"The intention of this campaign was good; the psychology—and the effect—were very bad. The message did not get over.

"The immigrant must be reached where he is, and by the agencies that get to him, whether at the job, in the corner store, in the saloon, or in his home. The exact means in which this can be done are best developed by each community for itself."

Work which can be done in the furtherance of this campaign by churches, priests, Judges, visiting nurses, branch libraries in the foreign quarters, and social centres is outlined by Miss Kellor from the practical experience of work already done in various industrial cities.

"Some of the reasons for the dropping off of attendance," she says, "are difficult to deal with—such as physical weariness due to overlong hours of work and too great a physical effort to reach in time schools that are located a long distance away.

"If night school work is to be successful the night schools must be located with direct reference to those sections of the city where the immigrants work and live; enough of them must be open to provide for all neighborhoods. The sessions, especially in beginning classes, must be short, and there must be some form of recreation every evening.

"The teachers must be vigorous and interested. They must not be the political appointees of a partisan school board. In a night school class, what is needed is not so much a pedagogue as a vigorous person with interest and belief and understanding."