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EDUCATIONAL WORK OF THE YOUNG MEN'S CHRISTIAN ASSOCIATION

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EDUCATIONAL WORK OF THE YOUNG MEN'S CHRISTIAN ASSOCIATION.

By WILLIAM F. HIRSCH,
Executive Secretary of the United Y. M. C. A. Schools.

CONTENTS.—Introduction—The educational council—The student body—The field and objectives of the work—Standard courses of study—Publication of textbooks—Instruction material—Examinations and credits—Types of association schools: Schools of commerce; law schools; engineering schools; automotive and machine-shop schools; college preparatory schools; miscellaneous schools—Building real educational institutions: Northeastern University; Detroit Institute of Technology; Cleveland School of Technology; Youngstown Institute of Technology; the 26 largest schools—Correspondence instruction—Educational assistance for ex-service men; scholarship awards; vocational guidance—Americanization work—Conclusion.

The Young Men's Christian Association was one of the pioneers in the development of evening education for employed men and boys. The beginnings of this work go back more than half a century, the first work of this kind being reported in 1866, when 4 associations had 60 students in evening class work. The growth during the decade from 1870 to 1880 was comparatively slow, in the latter year 61 associations reporting 167 classes with approximately 4,000 students.

During the next decade, 1880 to 1890, evening educational classes became a generally recognized part of the program of activities of the Young Men's Christian Associations, and in 1889 at the International Convention 201 associations reported evening class work, with a total number of 14,000 students enrolled.

In 1892 the educational department of the International Committee was organized, with Mr. George B. Hodge as its executive secretary. Under the stimulus of his resourceful spirit and thorough pedagogical methods, the educational work of the associations increased in extent and improved in quality, so that by 1900 the number of associations doing educational work had increased to 288, and the total number of different students to 24,395.

During this last decade of the nineteenth century broad foundations were laid for the future development of the associations' educational work. In addition to the classes in elementary school and high school subjects, which were the earliest subjects taught, there were developed elementary courses in commercial subjects. There also came, beginning about 1895, trade and technical work and some experimentation in manual training, which paved the way for its later introduction into the public schools in many cities.

This period also saw the beginning of the educational secretaryship as a profession and the organization of the educational work of the association into fairly well supervised schools.

During the first 15 years of the new century there came a period of rapid expansion, both in the number of students and in the range of subjects taught. Special emphasis during this period was laid on the development of vocational training, resulting in the organization of classes in such subjects as automobile operation and repair, accountancy, commercial art, salesmanship, advertising, insurance, real estate, public speaking, machine design, textile work, plumbing, industrial management, plan reading, wireless telegraphy, first aid, fruit culture, poultry husbandry, etc. By 1915 the number of associations carrying on educational work had increased to 468, and the total number of different students was 83,771.

The war period, with its emphasis on service to men in the Army and Navy, witnessed a decline in the educational work of the local associations, a great many dropping this work altogether, so that the total number of associations reporting educational work for the school year 1918–19 was only 253. The number of students, however, remained fairly constant, the total for this year being 86,734. This growth in the number of students, however, was due almost entirely to the fact that a few of the associations in larger cities, such as Boston, Philadelphia, Detroit, and Chicago, had greatly increased their student bodies.

THE EDUCATIONAL COUNCIL.

During the years 1917 and 1918 there was a growing dissatisfaction among association educational workers with the quality of work being done, which resulted in the calling together in the early part of 1919 of a group of 146 delegates, representing 54 associations, for the purpose of considering the principles and methods upon which a better type of educational work might be based. This "Meeting of 146" marks the beginning of a new epoch of association educational work under which in the past three years there has come a remarkable improvement in the quality of work done by the associations and a considerable growth in numbers. These advances have been the result, largely, of the steps taken at the Detroit meeting to provide for the standardization of courses of study and curricula and for the production of text and instruction material by the use of which it is possible for each individual association to carry on its work in accordance with the approved practices of the most advanced associations.

The Detroit meeting provided for the creation of an educational council, composed of two delegates from each of the local associations maintaining educational work. This council selects from its

number a board of governors of 15 men as a responsible executive body for carrying out the policies and purposes of the council. Under this board of governors the executive staff has been built up at the New York headquarters, and working in cooperation with the representatives of the local associations has developed and put into practice the program of standardization of courses, the creation of promotion and text material, and has carried on a large amount of visitation work in assisting local associations in the promotion and improvement of their educational work.

THE STUDENT BODY.

Under the stimulus of the national purpose and program thus developed by the educational council, the association schools have made rapid progress during the past three years. Their number has increased from 253 to 365, or 44 per cent; the number of different students enrolled has increased from 86,734 to an average for the biennium covered by this survey of 120,205, or 38 per cent; and the number of paid teachers from 2,256 to 2,960, or 31 per cent.

The student body in the association schools ranges in age from 15 years to well past 50. The great body of students, however, are in the age group of 21 to 29, with the average age of the total student body for the last school year at approximately 25 years. The following analysis of the student body in one of the middle western schools having nearly 5,000 students in the school year 1921–22 is sufficiently typical of the association schools. The ages of the students varied from 15 to 40 and over. By percentages the ages of the students were:

	Per cent.		Per cent.
15 to 17 years	[1] 10.8	30 to 32 years	7.7
18 to 20 years	17.0	33 to 35 years	5.0
21 to 23 years	18.6	36 to 39 years	2.5
24 to 26 years	22.3	40 or over	4.0
27 to 29 years	14.1		

The maximum previous education of students before entering was as follows:

	Per cent.	
6 years or less	9.9	Students in the automotive, trade, and junior commercial subjects are largely found in this group.
7 years	5.2	
8 years	22.7	
9 years	25.8	
10 years	9.0	The students for the school of commerce, law, and professional subjects are found mainly in this group.
11 years	3.8	
12 years	10.8	
1 or more years at college	12.8	

[1] Practically 90 per cent of the students between 15 and 18 years of age are enrolled in the day schools for boys.

The general occupational classification of the students was:

	Per cent.
Producing and manufacturing	37.0
Merchandising and distributing	19.5
Managing, clerical, recording	41.0
Professional and serving	2.5

This indicates that the type of men who are appealed to by the association's educational program are, in the main, men who have had a number of years of experience in earning a living and have learned the value of a more thorough educational preparation for their vocational careers. More than 90 per cent of the students in these schools are self-supporting young men who have entered the association schools with a well-defined understanding of what they desire to accomplish. This makes for a high type of school work and reduces the problem of discipline to a minimum.

An analysis of the student enrollment in subjects for practically the entire student body in 1921–22 shows the following groupings:

Commercial subjects	56,524, or 48.7 per cent.
Industrial subjects	19,690, or 17.0 per cent.
Professional subjects	7,732, or 6.7 per cent.
Academic subjects	16,393, or 14.1 per cent.
Socio-civic subjects	15,701, or 13.5 per cent.
Grand total	116,040

The students in the association schools pay nearly the full expense of maintaining the schools. For the school years 1920 to 1922 the total expenses were $7,171,446, toward which the students paid $6,714,987, or 93.6 per cent.

THE FIELD AND OBJECTIVES OF THE WORK.

During the past three years the Y. M. C. A. schools, through the standardization program, have been giving careful attention to discovering their most likely fields of educational service and defining more clearly their major educational objectives in each of these fields of service.

The field.—The educational statistics from authoritative sources reveal a very large unoccupied field, especially for part-time adult education. According to the 1920 census, the number of boys from 16 to 20 years of age, inclusive, who are out of school, and therefore presumably at work, is approximately 3,500,000. The number of young men 21 to 25 years of age, deducting those known to be in colleges and professional schools and other forms of full-time educational work, adds another 4,000,000 to this potential field. The association schools appear to be enrolling students reaching well up beyond 35 years of age; so it would be fair to add to the poten-

tial field the total number of men in the United States in the ages from 26 to 35, inclusive, which would be 8,500,000, thus making the total number of males from 16 to 35 years of age not in any day school or college approximately 16,000,000. If it be assumed that only 20 per cent of this number have the ambition and energy to undertake evening school work, this would give a practical field of approximately 3,200,000 older boys and young men.

These same figures show that only 20 per cent of the boys between the ages of 17 and 20, inclusive, are enrolled in school; that only 12 per cent of the boys of the ages 19 and 20 are enrolled in school, and that only six-tenths of 1 per cent of the male adults 21 years of age and above are enrolled in the school in a given year.

Apparently the field of vocational and cultural education for younger men is far from being occupied, and the field of adult education from the standpoint of numbers is practically untouched. According to the Federal Board for Vocational Education (report for 1922) there were enrolled in federally aided evening schools during the year ending June 30, 1922, a total of 133,835 persons. The bulletin of Statistics of City School Systems, prepared by the Bureau of Education, reports that 586,843 students of both sexes were enrolled in all the public evening schools of the United States in 1920. If it were assumed that the enrollment in the semipublic and private evening schools is an equal number and that three-fourths of the students are males, this would give a total of 880,274 male students in all evening schools. The proportionate enrollment of males is doubtless nearer 50 per cent than 75 per cent.

It would therefore appear that, notwithstanding all the schools now in operation, at least 2,000,000 older boys and young men who probably have sufficient ambition and earnestness to pursue evening courses of study that would result in greater vocational efficiency and more satisfactory citizenship have yet to be aroused to their need and their opportunity.

The objectives.—The purpose of Y. M. C. A. educational work is really twofold—educational, in the usual connotation of the word, and character building. Its distinctive objective is the development of Christian ideals, attitudes, and habits in its students through its educational acitivities. The more strictly educational objectives vary with localities and local programs.

From the service point of view, the objective is to reveal educational needs and values and to provide for individuals and natural groups the needed types and units of educational experience under satisfactory conditions of time, place, and cost. Educational experience implies more than school training. The complete educational process involves at least three types of activities: (*a*) Guidance, vocational and educational; (*b*) training or development, i. e.,

education; (c) placement, i. e., employment. The revealing of educational needs of individuals and groups through "promotion" and registration not only requires special activities, but often this factor influences the content, organization, and teaching methods of the course or curriculum.

From the sociological viewpoint the educational objectives can be classified in five groupings. Depending upon the major results to be accomplished, the objective of the educational experience is physical, vocational, socio-civic, liberalizing (or cultural), or religious, in its aim. Whether the educational experience is guidance, or training, or placement (or a combination); whether the training process is consultation, a series of lectures, classroom, laboratory, or commercial "shop" experience, the objective is the development of abilities, knowledge, appreciations, attitudes, and habits, which may be classified as physical, vocational, socio-civic, liberalizing, or religious.

A course of lectures or study or a curriculum may have more than one objective. Its major or apparent objective may be vocational, but at the same time liberalizing and socio-civic results may be aimed at and secured. At the present time more than 75 per cent of the Y. M. C. A. educational work is vocational in its major objective. Unit courses, vocational in themselves, are combined in curricula extending over three, four, and five years, containing some courses of definitely liberalizing aims. Students entering with special vocational interests are increasingly enrolled in curricula whose objectives are not limited to vocational development.

In the last chapter of his "Outline of History," H. G. Wells says that religion and education have been the closely interwoven influences that have been the chief synthetic forces in the building of civilization. Dr. F. H. Sisson has called attention to the fact that our public school is an experiment in the separation of these forces. There is growing conviction among leaders in all walks of society that the most effective educational experience must provide for character development as well as intellectual and vocational development. The program of the Y. M. C. A. provides for this objective. This is shown most clearly in the statement of purpose of the Y. M. C. A. schools:

(1) The purpose of the Y. M. C. A. schools is to develop character, no less than ability, through enriching the student's personality. This is to be accomplished without regard to creed, but with the emphasis upon Christian ideals of intelligent unselfish service to men, loyalty to country, and love to God.

(2) The efficiency of a Y. M. C. A. school shall be measured by its production of character and ability, as well as by statistical and financial results.

(3) In accordance with this purpose, all the enterprises of the educational department should conform with the highest ethical standards and be permeated with and dominated by a spirit of unselfish service to the students and to the

community. In meeting these standards, the association, through its educational department, will deal honestly and fairly with the student and be single-minded in rendering service, rather than in building up a large enrollment or a great reputation.

The qualifications of an instructor are thus defined:

(4) The instructor should be technically trained, thoroughly familiar with, and competent to teach, his subject. He should be the best available, and should be paid a salary commensurate with his ability. He should be enthusiastic and possess a personality that inspires confidence in his students. He should have the gift of presenting his material in such a way that his statements can be understood, both by the man who has had some technical training and experience and by the beginner.

(5) The prime motive of the instructor should be service to his students; and such service should include not merely the presentation of material and methods, the giving of skill in process, but also the strengthening of courage, resolution, spirit, and all moral and spiritual qualities that are of great importance in determining the success of the individual in his life work.

STANDARD COURSES OF STUDY.

The most significant action at the "Meeting of 146" was the determination to standardize subjects and courses of study. Standard outlines have been prepared in more than 70 unit subjects and in several four-year college grade curricula, making a total of 150 unit courses now comprehended in the standardization plan. In many cases, specially adapted text material and instruction manuals for Y. M. C. A. schools have been written and published.

The process of the standardization as carried on by the United Y. M. C. A. Schools is designed to reflect in the product the best ideas and practices of the association schools and to accord as far as possible with the most progressive educational ideals of the American school world.

The method of procedure is to appoint a commission of approximately five representatives of local associations in the cities where the best work is being done in the subject to be considered by the commission. This commission is brought together at a convenient time and place for a several days' meeting and the task is outlined as follows:

"The standard commission of the United Y. M. C. A. Schools in standardizing a course or courses will find four major groups of problems requiring investigation, consideration, and either the determination of standard procedure or the recommending of the practice which seems most desirable.

The first group of problems deals with the organization of work essential to discovering the need for the course and work preliminary to starting the actual promotion.

The second group of problems deals with the promotion of the course.

The third group of problems deals with the instructional problems, involving content, method, and materials.

The fourth group of problems deals with the administration, involving problems of personnel, finance, equipment, and records.

In determining the aim or purpose of the course it is essential that the commission describe the natural groups of prospective students to be enrolled in the course and determine just what skills or personal abilities are to be developed, what sections of knowledge or information are to be given, and what attitudes and habits of character are naturally involved in the technique of the course.

If the commission is dealing with a series of courses which it desires to build into a constructive curriculum, it finds the necessity of stating clearly what personal development values are to be sought for in addition to the distinctly vocational values. Having stated the instructional aims of the course, it is possible for the commission to describe the promotion claims which can be made for the standard course.

In addition to determining the instructional content, it is necessary to determine the standard method of instruction. Shall it be experimental, informational, or strictly instructional? Considering this point, the commission will determine upon the relative emphasis to be placed on the use of problems, projects, lectures, recitations, discussions, laboratory work, etc.

From the existing text and reference material the commission selects and recommends that which has been found to be most satisfactory for the type of men enrolled in the course. If the existing text material is not satisfactory, an effort is made to secure cooperation of publishers in the adaptation of specially prepared text material, and in certain cases the commission found it necessary to recommend production of the text material by the United Y. M. C. A. Schools.

The entrance qualifications of students are defined, and in most courses a description of the credit to be given and examination methods to be used in the granting of credit is determined.

Having thus faced its task, the commission proceeds to work it out according to the best judgment of its members. This process may call for a number of protracted meetings. The results of the commission's work will be expressed in a syllabus which is published and made available for the use of all of the associations. Up to the present time some 30 such syllabi have been published, covering approximately 75 different unit subjects.

PUBLICATION OF TEXTBOOKS.

If the commission feels that there is no existing text material which can readily be adapted to the needs of the course as outlined, the commission may recommend to the board of governors the publication of specially prepared text material. This practice has been followed in a number of subjects, and specially written texts have actually been published in salesmanship, public speaking, foremanship, business letters and reports, income tax, C. P. A. accounting, advertising, and traffic management.

The procedure followed in the production of specialized text material for the United Y. M. C. A. Schools is illustrated by the method used in the production of the foremanship text. Acting upon the advice of the commission that a special text be prepared, an editorial board consisting of a number of industrial and production engineers was formed, with Mr. L. P. Alford, editor of Management Engineering, as chairman. The commission held several protracted sessions during which the general content of the course was determined, the outlines of the several books planned, and writers for the text material selected. The manuscript was then written and when completed was carefully reviewed by the editorial secretary of the United Y. M. C. A. Schools, and by several other persons reading from different points of view, to insure the finished product being technically correct, pedagogically effective, and entirely in accord with the established principles and practices of the association schools.

This text material was produced in accordance with an original outline of the United Y. M. C. A. Schools, with the twofold purpose of teaching a man to be a producer and also of inspiring the producer to be a man. In other words, each chapter or lesson consists of two parts, one the technical instruction in the foreman's job and the other the principles dealing with the development of the human factor in industry. Each of the four volumes of this text material is accompanied by two reading assignments bearing upon the subject matter of the volume. The outline of the complete text material is given herewith.

INSTRUCTION MATERIAL.

In accordance with the recent development in pedagogical science the instruction material for the standard courses in the United Y. M. C. A. Schools makes use of the problem or project method. Project or problem sheets to accompany the individual lessons have been prepared for many of the courses. The purpose of the problem is not simply to illustrate the principles or methods which may be

Outline of United Y. M. C. A. Schools Course in FOREMANSHIP

BOOK I—The Foreman and His Job

READING ASSIGNMENT	PART I—THE JOB	CHAPTER	PART II—THE FOREMAN	READING ASSIGNMENT
The Story of Industry ALFORD BOOK I PART I	The Foreman's Place in Industry	1	The Foreman and Management	Creative Spirit in Industry WOLF BOOK I PART II
	Basic Factors in Production	2	The Foreman and Production	
	Methods of Getting Production	3	The Foreman and Labor	
	Departmental Relationships	4	The Foreman and the Social Order	

PROJECT I—Showing in its solution the application of the principles stated and developed in BOOK I

BOOK II—Materials and Their Handling

READING ASSIGNMENT	PART I—THE JOB	CHAPTER	PART II—THE FOREMAN	READING ASSIGNMENT
The Story of Raw Materials CLEMENTS BOOK II PART I	Gathering and Issuing Materials	5	The Man and the Material	Incentive and Initiative STEINMETZ BOOK II PART II
	Movement of Materials	6	Developing Interest	
	Care of Materials	7	Workmanship and Originality	
	Fabricating Materials	8	The System and the Worker	

PROJECT II—Showing in its solution the application of the principles stated and developed in BOOK II

BOOK III—Equipment and Machinery

READING ASSIGNMENT	PART I—THE JOB	CHAPTER	PART II—THE FOREMAN	READING ASSIGNMENT
The Story of Labor Saving Machinery BARBER BOOK III PART I	General Factory Equipment	9	Working Conditions	Cooperative Development of the Individual TOWSON BOOK III PART II
	Working Machinery to Capacity	10	Team Work	
	Keeping Equipment in Working Order	11	The Man and the Machine	
	Providing Machinery with Work Power	12	Safeguarding the Worker	

PROJECT III—Showing in its solution the application of the principles stated and developed in BOOK III

BOOK IV—Organization and Management

READING ASSIGNMENT	PART I—THE JOB	CHAPTER	PART II—THE FOREMAN	READING ASSIGNMENT
The Story of Management SHELTON BOOK IV PART I	Principles of Organization	13	Art of Management	Industrial Leadership GANTT BOOK IV PART II
	Management of Labor	14	Knowing Men	
	Systems of Wage Payment	15	Developing Men	
	Making the Organization Effective	16	Leadership	

PROJECT IV—Showing in its solution the application of the principles stated and developed in BOOK IV

taught in the lesson with which the problem is connected, but it is also expected that the problem will be used to motivate the study of the text and direct the effort of the student in securing a desirable solution. The project problem usually possesses the following:

(*a*) It sets forth a typical situation which the student is likely to meet in his daily work.

(*b*) Following the situation there is a statement of the difficulty that is the actual problem involved in the situation. The problem is so stated as to challenge the student to study and experiment upon the problem.

(*c*) It directs the mental processes of the student by setting forth, through suggestive questions or directions, the various steps which the student must take in obtaining the solution:

1. He is required to make certain fundamental analyses.
2. His observation of his whole experience and his attention to helpful assignments in his text material is directed.
3. He is required to make judgments in the application of principles and methods.
4. He is required to formulate his judgments into a feasible plan.
5. There may be opportunity of trial and effort in carrying out the plan and testing its effectiveness.
6. Occasionally directions are given for written reports.

It has also been found necessary to develop instruction manuals, because many of the instructors used in the evening schools of the association are men engaged during the day in business and professional life and often without specific training as teachers. These instruction manuals are in two sections. The first treats of the principles and methods of organization and class administration peculiar to the course and outlines the general principles of instruction. The second section contains a detailed outline of each lesson as follows:

1. States the purpose and scope of the lesson.
1. States the class problem, project or situation, the solution of which involves the use of the principles and methods to be discussed in the class session.
3. Gives a detailed outline for the instructor's talk or lecture (made as graphic as possible; often woven around a demonstration).
4. Outlines the major points to be covered in the class discussion.
5. Provides for a summary and suggests how the instructor may stimulate home study and practice work.

These manuals have been found of large practical value and have enabled the association schools to make effective use of men having practical experience in the subjects which they teach, a result which has made the instruction in the Y. M. C. A. schools intensely interesting and valuable to the students.

EXAMINATIONS AND CREDITS.

These processes of standardization in course outlines, text material and instruction methods, lead naturally to the final step in the building of a standardized national system of education, namely, standard interchangeable credit certificates for students. The United Y. M. C. A. Schools now issue such credits under the following general plan:

1. The student must have attended at least 75 per cent of the class sessions.

2. He must have secured a grade of at least 70 per cent on his classroom work.

3. He must have passed a standard examination with a grade of at least 70 per cent. Such standard examination may consist of any of the following three options:

(*a*) The standard examination issued by the central office;

(*b*) An examination prepared by the local instructor and approved by the central office;

(*c*) Successfully completing the problem and project work involved in the course; such work being accepted in lieu of (*a*) or (*b*).

These standard national credit certificates will be accepted for credit by any of the schools in the system in cases where students are obliged to transfer from one city to another. They will also be accepted as credits toward collegiate degrees which are now offered by 22 leading association schools, authority for conferring such degrees having been granted by the respective State departments of education.

TYPE OF ASSOCIATION SCHOOLS.

SCHOOLS OF COMMERCE.

More than 50 of the association schools have adopted the standard four-year curricula of college grade work for the school of commerce. There are three of these curricula leading to a degree, namely, accountancy, marketing, and management. The accountancy curriculum is as follows:

ACCOUNTANCY CURRICULUM.

First year.

First semester.	*Second semester.*
Theory of accounting.	Theory of accounting.
Business economics.	Principles of business administration.
Law of contracts and agency.	Law of partnerships and corporations.

Second year.

Accounting theory and practice.	Accounting theory and practice.
Money and banking.	Business finance.
Law of negotiable instruments and bankruptcy.	Law of property, etc.

Third year.

Constructive accounting.	Specialized accounting.
Industrial management.	Office management.
Cost accounting.	Cost accounting.

Fourth year.

Auditing.	Auditing.
C. P. A. quiz.	C. P. A. quiz.
Federal taxes.	Statistics and forecasting.

Curricula for comprehensive courses have been developed in marketing and in management, and curricula along similar lines are being worked out in finance and in production, thus covering each of the five general phases of business.

Each curriculum provides for four years of evening school work, with a minimum of six hours of classroom work per week.

The school of commerce commission has approved as standard the following conditions and requirements for schools granting degrees. The degree approved and preferred is bachelor of commercial science (B. C. S.).

(*a*) The school year should be composed of two regular semesters of not less than 17 weeks each. A summer term may be offered where desired.

(*b*) There should be three class sessions each week, each session being 120 minutes. Ordinarily this full 120-minute session is given to one subject.

(*c*) The unit of credit measurement should be points. One point is the unit of credit which indicates satisfactory completion of one 60-minute period of classroom work per week for one semester of 17 weeks. A subject which recites 120 minutes per week throughout one semester would receive a credit of two points per semester.

(*d*) The minimum requirement for the bachelor of commercial science degree should be 72 points. These points may be earned as follows:

(1) Students following the normal classroom program, as outlined in the accountancy curriculum, would secure 12 points per year or 48 points for the completion of the four-year curriculum.

(2) Credit will be allowed toward the degree of not to exceed 24 points for successful business experience. This credit is given on the basis of not more than 8 points per year. The interpretation of what comprises successful business experience is left to the discretion of the dean, who will take into consideration the nature of the experience and the responsibility attached thereto. Where the experience is of such a routine nature as to warrant a refusal of all or a part of the credit, the student may be required to take supplementary courses to complete the required number of points, or the degree may be held up until the student has secured the necessary successful experience.

It is understood that for every hour of classroom work a minimum of two hours of outside study is expected. In allowing credit for business experience, frank recognition is made of the general business training which the student is acquiring in his daily occupation. This daily vocation becomes the laboratory in which are applied the principles taught in the classroom.

The degree-granting schools are gradually adopting the experience requirements for the standard degree.

About 26,000 students are enrolled in courses and curricula of the schools of commerce, with a constantly increasing proportion taking the full four years' curriculum.

LAW SCHOOLS.

Twenty of the associations have developed evening law schools, which are being conducted on the principle of meeting all of the reasonable demands for adequate legal education and proper development of character in prospective candidates for admission to the bar. All of these schools have at least a three years' course, and it is only a matter of time when all will require four years of legal studies in addition to the other preparation required by the various States of candidates for the bar examination. During the past school year there were 3,716 students in the association law schools, including the Detroit College of Law, with 600 students, Northeastern University Law School, with 800 students, the New York Law School, the Youngstown School of Law, the Cincinnati Y. M. C. A. Law School, and others.

ENGINEERING SCHOOLS.

A most notable example of Y. M. C. A. engineering schools is the Day Cooperative Engineering School of the Boston Y. M. C. A. It is the second largest cooperative engineering school of this type in the United States, having over 900 students enrolled. It is operated on the plan of having two individuals for each industrial job, one student working while the other is in school. At the end of each five weeks the student and the worker exchange places. This school requires the completion of a five years' course, which leads to the degree of mechanical engineer, civil engineer, electrical engineer, or chemical engineer.

Other associations conducting engineering schools with curricula averaging four years, with sessions three or four nights a week, are Detroit, Portland, Cleveland, Youngstown, Boston, Canton, Columbus, Springfield, Mass., Worcester, New Haven, and Los Angeles.

AUTOMOTIVE AND MACHINE SHOP SCHOOLS.

Before the business depression of 1921 there were 75 automotive schools among the associations, enrolling more than 15,000 students. For the past year only about two-thirds as many schools have been in operation. These schools give instruction in automotive repair

work, electricity, battery construction and repair, vulcanizing and acetylene welding, as well as in automotive driving. Standard requirements have been determined for the automotive schools, particularly in the training of repair mechanics.

The standard school offers three types of educational experience: Classroom work; laboratory practice; actual repair experience on commercial jobs.

A considerable number of these schools also teach machine-shop work. With the great demand for trained machine operators which came after the war and the opportunity offered by the United States Government for schools to acquire equipment at a nominal cost, associations found it practicable to enter this field of vocational training, and many large schools were in operation. These schools were much depleted during the school year 1921–22 on account of business conditions, but the year 1922–23 gives promise of larger service.

COLLEGE PREPARATORY SCHOOLS.

These schools are of two kinds, the evening preparatory schools, conducted by the associations in all of the larger cities, and the day secondary schools for boys, of which there are eight.

The type of work given in the evening preparatory schools differs considerably from that given in the day secondary schools. In the evening preparatory schools will be found hundreds of earnest students, many of them of mature age, who are obliged to secure their high-school experience through evening study. A few of these students are taking the work simply to secure high-school education. A larger number are taking the work in the evening to prepare themselves for entrance to college in order to take a general academic course. A very large majority of the students in the evening preparatory schools are seeking to secure credit for high-school subjects which are required for entrance into some professional school, such as law, medicine, dentistry, or pharmacy, or they are seeking their credits in order to qualify for professional examinations, such as law and certified public accountant.

The students in the day secondary schools for boys are of high-school age. The desire of many parents to place their boys in secondary schools which have a definite character-building program and a Christian atmosphere has led to the development of such schools as the Huntington School of Boston, the Marquand School of Brooklyn, the McBurney School of New York City, the Hudson School of Detroit, and the "Y" Day School at Washington. These are full-time day secondary schools comparable to the higher type of academies.

MISCELLANEOUS SCHOOLS.

There are other types of schools, such as radio, junior commercial, pharmacy, machine trades, mechanical dentistry, employed boys, etc., which space will not permit to be more than mentioned.

BUILDING REAL EDUCATIONAL INSTITUTIONS.

The standardizing and coordinating work of the United Y. M. C. A. Schools movement has been a large factor in the most significant process going on in the local associations during the past three years, namely, the organization and maintenance of real schools, with standard unit courses arranged in two, three, and four year curricula, and supplanting the former plan of a collection of unrelated classes and subjects. This process has come from a conviction in the minds of the local educational secretaries that part-time education can be made a serious undertaking and can provide for the man obliged to earn his living a practical and worth-while means for obtaining college and technical training. So it has come to pass that, as the schools have substituted curricula for classes, the students in the better grade of association schools are enrolled for two, three, and four year courses instead of for one or two classes for a single semester. This has given stability and continuity to the educational work of the association schools until in many cities this work compares most favorably with that of other educational institutions of similar grade. The description of three typical local association schools which follows will show how thorough and how comprehensive this development has become.

NORTHEASTERN UNIVERSITY.

The Boston Y. M. C. A. conducted educational classes for many years, but its real school work began in 1896, when Mr. Frank Palmer Spear was called as educational director. Under his direction the Northeastern Preparatory School was established in 1897, Law School in 1898, Automotive School in 1903, Evening Polytechnic School in 1906, School of Engineering in 1909, Huntington School in 1909, School of Commerce and Finance in 1911, Vocational Institute 1921, and School of Business Administration in 1922. The schools of collegiate grade were incorporated as Northeastern College in 1916. Northeastern College, with its secondary and affiliated schools, became Northeastern University in 1922.

At the present time Northeastern University consists of nine units: The engineering school, offering five-year courses in mechanical, civil, electrical, and chemical engineering; the school of busi-

ness administration, preparing young men for administrative duties (both day schools); the school of law, preparing men for the practice of law; the school of commerce and finance, preparing students for accounting and administrative work; the evening polytechnic school, offering three-year courses in civil, mechanical, electrical, chemical, structural, and automotive engineering; Northeastern Preparatory School for Adults; the Vocational Institute, offering short, intensive courses in a great variety of subjects (the last five being evening schools); Huntington School for Boys, a day preparatory school of high grade; and the automotive school, with both day and evening sessions, offering courses in all phases of automotive industry, with special instruction for owners, salesmen, mechanics, and chauffeurs.

In addition to the 5,000 students enrolled in the above schools in Boston, 3,000 students are enrolled in the divisions of Northeastern University maintained by the Y. M. C. A.'s in Springfield and Worcester, Mass.; Providence, R. I., and New Haven and Bridgeport, Conn.

Northeastern University is also actively engaged as the distributing center for the home study program of the United Y. M. C. A. Schools and is rapidly developing a large and unusual constituency.

Northeastern University, with its several divisions, is housed in eight large buildings, and the Boston building is particularly well equipped with chemical, physical, and electrical laboratories, drafting rooms, shops, libraries, lecture halls, classrooms, and large and miscellaneous equipment.

The university, through its extension department, is carrying its work outside of its buildings into industry and business through resident and home study instruction and is drawing to itself a very earnest and capable body of young men.

The staff of the university has grown from one full-time official and 10 part-time assistants to over 300 persons, a large percentage of whom are on full time, and the budget has increased from $2,800 in 1896 to $700,000 in 1922.

DETROIT INSTITUTE OF TECHNOLOGY AND COLLEGE OF LAW.

In 1891 the Detroit Y. M. C. A. began its educational work as an evening school under the name "Association Institute." The name was changed to "Detroit Technical Institute" on May 1, 1908, and was incorporated as such on November 10, 1908, with power to confer degrees on graduates of its professional schools. On May 9, 1918, more clearly to define its broadening activities, the name was again changed to "Detroit Institute of Technology."

The college of law is duly authorized to confer the degrees in law conferred by similar colleges. Its course comprises 4 school years of 36 weeks each, with 10 hours of recitation per week. The college holds afternoon and evening sessions.

The college of pharmacy, now in its thirty-second year, was organized in 1890 as the department of pharmacy of the Detroit College of Medicine. It severed its connection with that school in 1905. In 1907, while still retaining its original identity, it became the department of chemistry and pharmacy of the Detroit Institute of Technology. This department is referred to as the Detroit College of Pharmacy.

The school of commerce teaches modern business as a science. Through standardized courses—day, late afternoon, and evening—it helps to supply the growing demand for business-trained men. The following four-year curricula are offered: Accountancy, marketing, management, finance, production.

The school of engineering offers courses in five departments: Electrical engineering, mechanical engineering, chemical engineering, automotive engineering, machine-trade courses. There are five-year cooperative courses of collegiate grade, requiring for entrance a high-school education or its equivalent. These courses lead to the degree of bachelor of science.

The Hudson School prepares boys for the best colleges and professional schools, and furnishes the best business and technical training for those who can not pursue their studies further than the secondary school. The larger aim of the school is the development of manly, educated, Christian men. The Hudson School is an accredited school and member of the North Central Association of Colleges and Secondary Schools.

The evening preparatory school offers full grammar and high-school courses to men who can not leave their day work in office, store, or factory.

The School of Religion offers courses of collegiate grade, dealing with the chief fundamental lines of religious study, such as Biblical literature, history, and doctrine, philosophy and psychology of religion, and the principles and methods of religious education and training.

The total enrollment in the Detroit Institute for the last school year was 5,006 and the operating budget for the year was $316,000.

YOUNGSTOWN INSTITUTE OF TECHNOLOGY.

The Youngstown Institute of Technology, prior to 1916, was known as the Association Institute. In 1911 the Youngstown School of Law, a division of the institute, was founded. This was followed,

two years later, by the founding of the School of Commerce, both of these schools being from their inception schools of college grade.

The institute to-day is the only school giving college grade courses in the Mahoning Valley. The institute is divided into two divisions—the collegiate division, embracing the four schools of college grade, and the preparatory division, which is made up of those schools which do not demand high-school graduation or its equivalent for entrance.

In the collegiate division are found the day and evening engineering school, giving courses in mechanical, electrical, chemical, and civil engineering; the Youngstown School of Law, which is an evening school of college grade with a student body of 200 and a faculty of 12 men, who are leaders in the legal profession; the School of Commerce and Finance which is a four-year collegiate course; and the College of Liberal Arts which is, for the present, operated in cooperation with Hiram and Thiel Colleges. A plan is being worked out whereby these colleges loan their strongest professors for regular college courses. Fourteen different liberal arts courses are being given under this plan.

In the preparatory division are found the trade school, which provides definite specific training along the lines of 20 different trades, including automobile mechanics, machine-shop practice, oxy-acetylene welding, mechanical drafting, reinforced concrete, structural steel, etc. In the preparatory division are also located the day and evening high school, which is a preparatory school for boys and girls, the junior business school, and the elementary school.

In addition to the two divisions—the collegiate and the preparatory—the institute this year, in cooperation with the Youngstown Federation of Churches, began the operation of a school of religious education. This will later be raised to collegiate grade and become one of the schools of the collegiate division.

The school has 6 administrative officers, 7 full-time teachers, and 52 part-time teachers. Last year the school enrolled 2,595 men and women, and the prospects are that this number will be somewhat larger this year. Approximately one-fifth of the students are in the day schools, the remainder being in school during the evening. The total budget for the operation of the Institute of Technology for the current year is $102,510. Each year nearly 300 students are from outside the city, coming from a radius of 40 or 50 miles from Youngstown. Over the past three years, the statistics show that the average age of students has been approximately 24 years. Practically all students are wage earners, many of them being men with families.

The school is recognized by existing educational agencies to a large degree. The school of law, in 1920, was authorized by the department of education and the Supreme Court of the State of Ohio to grant the degree of bachelor of law to successful candidates. In the entire 12 years of the history of the school of law not a single graduate has failed to pass the State bar examination.

THE 26 LARGEST SCHOOLS.

The list below gives the 26 schools which in the school year 1921–22 have an enrollment of 1,000 or more students each:

Detroit	5,006	New York (east side branch)	1,792
Boston	4,811	Seattle	1,490
Cleveland	4,725	Los Angeles	1,412
Chicago	4,391	St. Louis	1,339
Washington	3,562	Columbus	1,263
Philadelphia (central branch)	3,503	Minneapolis	1,210
New York (west side branch)	3,442	San Francisco	1,169
Youngstown	2,595	Cincinnati	1,145
Brooklyn (central branch)	2,496	Brooklyn (Bedford branch)	1,133
Newark	2,168	Pittsburgh (East Liberty branch)	1,128
New York (Twenty-third Street branch)	2,054	Philadelphia (west branch)	1,106
Portland	1,867	Omaha	1,014
Baltimore	1,861	Camden	1,005

CORRESPONDENCE INSTRUCTION.

In the development of its national program of education the Y. M. C. A. found that it could greatly extend its service by offering its courses of instruction by the correspondence method to men who were so situated that they could not attend resident classes. The opportunity to organize this work upon a broad scale presented itself in the fall of 1919 in connection with the scholarship plan of the National War Work Council of the Y. M. C. A., under which a great many ex-service men were offered financial assistance in the realization of their educational plans. Taking advantage of this opportunity, the board of governors started the development of correspondence courses in November. A staff of experienced leaders and instructors was employed, and in February, 1920, the first courses of instruction were offered for use. The first student was enrolled late in February, and enrollment continued throughout the spring months at the rate of about 200 per week, practically all of these early students being recipients of scholarship awards by the War Work Council. At the end of the first year, or March 1, 1921, 21,475 different students had been received by the correspondence school, which is known as the extension division of the United Y. M. C. A.

Schools, and the enrollment of students other than ex-service men had been begun. The enrollment has grown steadily, and on October 31, 1922, reached a total of 35,193.

Broadly classified these students may be grouped as follows:

18,300 students, or 52 per cent of the total, in business and commercial subjects.

10,910 students, or 31 per cent, in technical subjects, including science, mathematics, drawing, engineering, etc.

3,519 students, or 10 per cent, in academic subjects.

1,760 students, or 5 per cent, in agricultural subjects.

704 students, or 2 per cent, in leadership training subjects.

Three guiding principles govern in this work:

First. It is a fundamental principle of the Y. M. C. A. that the organization exists for service to young men. The correspondence courses are, therefore, designed to give to the students the best possible service. The extension division is intended to be self-supporting, but nonprofit making.

Second, In its resident educational work the association has always emphasized the personal element in instruction. In its correspondence school this same principle is followed as far as it is practicable to do so. The instruction is given with the largest possible amount of individual attention to each student.

Third. The Y. M. C. A. seeks to combine education and character building in a very definite way. This same principle characterizes the correspondence instruction. A special department is conducted for the purpose of giving to the students the help they need in the solution of personal problems, especially those which have a bearing on the building of the best qualities of character and citizenship.

Contrary to the general practice in correspondence schools, the extension division does not write its own text material. Instead, it uses in every subject the newest and best standard texts available in the market, and bases its instruction papers upon these texts. It is, therefore, possible to improve the text material in any subject whenever a newer and better book on the subject may be issued by any publisher anywhere. The instruction material accompanying the text is written by the thoroughly competent instruction staff of the school and is supplemented by personal correspondence with the students. The extension division emphasizes the fact that the text material of a course of instruction in a correspondence school is not of more importance than is the textbook in a resident class. Personal instructional relationship between the teacher and the student is just as vital, just as necessary, in high-grade correspondence teaching as in resident school work.

The Y. M. C. A. correspondence school is intimately related with the resident schools of the associations in the various cities of the

country, and uses the same standard course outlines and standard text material as the resident schools. It is, therefore, possible for any student who may change his position, occupation, or residence to transfer his courses from a resident school to the correspondence school, or vice versa, without loss of time or money.

In the three years since the correspondence school was organized it has developed a large number of courses and offers instruction in the following groups:

	Courses.
Commerce	30
Business building	10
Law	3
Traffic management	6
Commercial art	1
Drawing	36
Architecture	26
Civil engineering	25
Mechanical	35
Power	11
Automobile	5
Electrical	19
Agriculture	11
Rural engineering	9
Pure and applied mathematics	25
General education	56
Modern languages (phonographic method))	30
Leadership training	8
Total, omitting duplicates	306

Those who are familiar with this recent development in educational work are well aware that correspondence instruction has quite passed the experimental stage, and that it is filling a fundamental need. As the years pass by, it will become of increasing importance in providing suitable educational opportunities for millions of adult employed men and women who ought to have additional opportunities for education, especially in vocational training, but who are so situated that they can only get it by the correspondence method of instruction.

EDUCATIONAL ASSISTANCE FOR EX-SERVICE MEN.

In the summer of 1919, when it became apparent that the War Work Council of the Y. M. C. A. would not use all of its funds set aside for educational work overseas, plans were developed to provide financial assistance for ex-service men in their educational and vocational plans. Such help was most timely. Thousands of young men, receiving their discharge from military and naval service, found themselves facing the changed economic conditions which followed the war, and were under the necessity of making vocational readjustments. Hundreds of others left the service with a new appreciation of the value of education but without the means to secure the training they needed. Still others there were whose educational plans had been interrupted by the war, and who found it difficult to resume these plans without first earning and saving sufficient funds to carry on the work.

Having these conditions in mind, the War Work Council appointed an educational service committee, under whose direction there was developed a comprehensive plan for assisting ex-service men in general education and in vocational readjustment. There was also conducted under this committee's supervision an extensive program of Americanization work. The appropriations for all phases of the committee's work have aggregated $6,500,000, of which more than $5,250,000 was paid out in scholarships and tuition fees.

SCHOLARSHIP AWARDS.

Believing that the scholarship awards should be fairly distributed throughout the entire country and among all classes of ex-service men, the fund was divided on the basis of population, and furthermore was designed to offer equal opportunities to all ex-service men regardless of their previous education or their place of residence. For this reason the awards were made in all grades of schools, from the most elementary to the colleges and universities. In some parts of the South, where there were many illiterate colored ex-service men, special elementary schools were established to meet their needs, and for men in all parts of the country who could not attend resident schools instruction was provided by correspondence.

The awarding of scholarships in schools below college grade was done by local committees, of which there were more than 1,600 in operation, enlisting over 7,000 volunteer workers, and serving practically all parts of the continental area of the United States. The collegiate scholarships were awarded by State committees.

These committees were painstaking in their work. They interviewed the applicants and studied their needs, their service records, their character qualities, and looked up their references. This care was necessary in most communities, as nearly every committee had more applicants than its portion of the fund would provide for, and it was the desire to assist the most worthy.

The scholarship awards made from the beginning of this service to December 31, 1922, when the fund was practically exhausted, numbered 106,947. Among the recipients are residents of fully 90 per cent of the 3,000 counties in the United States. As divided among various types of schools the awards may be classified as follows:

In local Y. M. C. A. schools	49,478
In non-Y. M. C. A. schools	13,864
In correspondence schools	30,333
In universities and colleges	12,438
Total	106,113

A mere statement of the figures fails to give any idea of the value of this work. The awards made to students in colleges and universities were scattered among 992 different institutions, and in many hundreds of cases the students would not have been able to continue their college work without the aid given by these awards.

Not less valuable than the help given to college students was that given to the thousands who pursued vocational courses in trade and technical schools and in the day and evening schools of the Y. M. C. A., and in the Y. M. C. A. and other correspondence schools.

VOCATIONAL GUIDANCE.

A valuable service set up under the committee's plan was that of vocational guidance and employment. Through this service many men were enabled to resume interrupted courses of study sooner than if dependent on their own resources; others were able to adjust themselves to economic conditions; and many found it possible to realize those higher ideals of life careers which grew out of their war experience.

Instruction for local association secretaries desiring to assist ex-service men in their choice of vocation was provided. Local associations were reimbursed for such service and for assistance rendered to ex-service men in finding permanent positions of employment.

During the period to June 30, 1921, more than 70,000 ex-service men were given valuable assistance through this bureau at an expense amounting to $74,538. The reimbursements as to local associations were discontinued June 30, 1921, but the counselling service was continued as a permanent feature of the program of the United Y. M. C. A. Schools.

The educational service fund also financed a vocational placement service in connection with local associations by means of which more than 100,000 ex-service men were assisted in finding employment; a system of lectures on citizenship in connection with local posts of the American Legion; and a work of Americanization among illiterates and foreigners in industry, growing out of the similar work done for them in the Army.

AMERICANIZATION WORK.

During the period under consideration the association also carried on one of the largest programs of Americanization work done by any welfare organization. Special secretaries for this work were provided in more than 176 cities, and a comprehensive program of English teaching, citizenship preparation, lectures, and entertain-

ments, was conducted, and assistance in securing naturalization papers was rendered; 49,345 men were taught to speak English; 33,053 were assisted in securing their naturalization papers. In addition to this there was a total attendance of 2,899,547 at 14,357 lectures and entertainments designed to inculcate the spirit and ideals of America. For this work the sum of $500,000 was appropriated and expended.

CONCLUSION.

The progress in educational work made by the Y. M. C. A. during the past three years is most gratifying. Not only have the numbers of students and schools increased in considerable proportions, but the advance in the quality of education and in the comprehensiveness of courses and curriculum has also been noteworthy. But, on the other hand, those responsible for the development of this movement feel that only the preliminary steps have been taken toward the attainment of the ultimate goal, which is the perfection of a continental, standardized, Christian character building program of education designed to provide opportunities for the development of young men in every part of the national domain.

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