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EDUCATIONAL WORK OF THE YOUNG
MEN'S CHRISTIAN ASSOCIATIONS

1916-1918

By

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INTERNATIONAL COMMITTEE

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EDUCATIONAL WORK OF THE YOUNG MEN'S CHRISTIAN ASSOCIATIONS.

By WILLIAM ORR,

Senior Educational Secretary of the International Committee.

CONTENTS.—Historical sketch—Aims and objectives—Fields of educational work: City associations; railroad branches; Army and Navy; county work; Industrial department; colored work; boys' work; foreign field; war work—Program of association educational work; statistical tables.

HISTORICAL SKETCH.

At the time when the first Young Men's Christian Associations in North America were organized in 1851, at Montreal and Boston, there appears to have been little thought of including a definite educational program in the work of these associations. Such educational work as was done was limited to reading rooms, libraries, a few lectures, and, from time to time, the organization and maintenance of literary societies. The great emphasis placed upon distinctly religious work appears to have largely occupied the energies of the leaders in the movement. In fact, there is some evidence to support the view that other activities than those distinctly religious were regarded as secular and as possibly inimical to what was conceived to be the real purpose and spirit of the association.

Despite this attitude, the manifest desire of many members of the associations for opportunities to develop along intellectual lines led little by little to the recognition and introduction of systematic educational work. The records of the movement show a steady growth in the educational activities mentioned above. In 1866, 15 years after the initiation of the work on the North American continent, however, only four associations reported class work, with a total of but 60 students. It is notable that the subjects taught were mainly in the ancient languages, and for the purpose of aiding divinity students in preparation for the ministry.

About 1880, the conception of the field of the association in its work for young men began to take on new content and to develop a new meaning. It was agreed that opportunities for physical, mental, and social development were in no way contrary to the main purpose of the association—that is, the fostering of the spiritual life—but contributed most effectively to this end.

In 1889, the International Convention, for the first time, indorsed educational work as a function of the association. The subject had also been discussed for several years previously at State conventions. A number of the leaders gave the support of their influence to this form of work. Reading rooms, libraries, and lectures were supplemented by practical talks and educational groups. Class work was extended to include commercial and language subjects; and from 1890 to 1893, beginnings were made in teaching industrial and science courses. It is noteworthy in this connection that the associations were coming to realize that their large field of service in educational work was in connection with preparation for, and training in, vocations.

In 1893, the International Committee established a department of education with George B. Hodge as senior secretary. This department was made responsible for the studying of the fundamental principles of the work and for gathering data from the various associations on which suggestions for development could be made. Under the impulse of this new departure, a few local associations employed secretaries specially charged with the supervision, and direction, of educational work. Methods for boys' classes and courses were carefully studied, and a large field of service, especially for boys leaving school early to enter employment, was revealed.

As the work with classes became more systematic and thorough, it was recognized that tuition fees might fairly be charged, and a beginning was made in such a financial policy. To systematize and standardize the work, international examinations were introduced, the result of which was to increase respect and support for the work on the part of the general public and of educational institutions. In fact, much commendation was expressed for the value of the service rendered by the association in promoting interest in vocational education.

In 1900, there began a period of expansion and extension. Instead of the class work being limited to the winter time, such instruction was continued throughout the spring. Day work was also introduced, and summer schools for boys were organized to supplement the work of the public schools. Special schools, such as automobile, salesmanship, advertising, insurance, real estate, textile designing, plumbing, fruit culture, and many others were established. The educational program of the association was also extended into fields outside the building.

There was a steady increase in the number of associations employing educational secretaries. To some extent, supervision from State committees was inaugurated. Higher standards of instruction were established. The years from 1900 to 1915 witnessed a remarkable

growth of the association educational work, as exhibited by the following statistical data:

	1901	1915
Number of lectures and talks.....	3,041	14,819
Educational club members.....	4,618	26,700
Number of associations with educational secretaries.....	21	84
Number of paid teachers.....	901	2,392
Total different students, day and evening.....	26,906	83,771
Number of international certificates won.....	1,532	2,240
Students in association day courses.....	560	8,031
Students outside building.....	350	22,653
Expense of advertising.....	\$12,607	\$81,772
Tuition receipts.....	\$48,000	\$814,024

In September, 1916, George B. Hodge, who had with remarkable success, fidelity, and devotion brought the educational work of the association to a high standard of efficiency, and who had been a large factor in developing it in all fields, resigned to take up the important task of developing the statistical work of the International Committee and of the associations as secretary of the bureau of records. He was succeeded in the educational secretaryship of the International Committee by William Orr.

Since 1916, the educational work of the associations has continued along lines that have become recognized as standard. There was imposed upon the association, in consequence of the war, the responsibility of meeting the needs for a most extensive educational program in connection with the prisoners of war in Europe, in the Army and Navy camps, and training stations in this country, and later in connection with the extension of the service of the National War Work Council to the American Expeditionary Force in France and among the French and Italian troops, in fact, wherever the Young Men's Christian Association was maintaining Red Triangle work for the benefit of the men with the colors.

Meantime, the local associations had, in many cases, modified their courses so as to contribute toward the training of men for technical service in the Army; the achievement in this respect is one of the most notable in the annals of the movement. Much was done also through lectures, practical talks, and clubs to educate communities and the immediate membership of the association upon the great issues of the war. With the signing of the armistice in November, 1918, the need for the war work in the local associations ceased, but there continued to be an even more urgent call for such service in the camps. In January, 1919, for example, after a considerable period of preparation, there was inaugurated in France one of the largest educational movements on record in the shape of schools and classes for the benefit of the men in the American Expeditionary Forces. The direction of this undertaking was in charge of an Army Educational Commission, with headquarters in Paris.

In the home field, the associations have been adapting themselves to a return to peace conditions, and are now considering a standardization of certain classes and schools on a national basis.

AIMS AND OBJECTIVES.

Association educational work originated, as one might say, spontaneously, in response to the needs of boys and men with whom the secretaries of the associations came into sympathetic relations, through observation, through personal interviews, and through an intimate knowledge of the embarrassments and difficulties which beset the path of those seeking a satisfactory and worthy life career. The workers in the association movement, both laymen and employed officers, came to realize the great need of educational opportunities in the field of both general and vocational training. Gradually the aims of the movement in this enterprise became clearly defined, and in all development of the work these aims have been kept clearly in mind as guiding principles determining both content and methods.

The particular function of the association, through its educational service, has been to furnish and to make easily accessible to men and boys, mainly those in industry, such courses of instruction as would enable them to become better citizens and workmen. It is significant that even at the very outset of the educational work, this purpose appears in the courses in ancient languages intended to aid men preparing for the ministry. While such subjects as these no longer appear in the programs of instruction, the vocational aim has continued to dominate. As expressed in terms of the particular purpose of the association movement, such training is regarded as essential in developing capacity for the largest service to one's fellows and for the best realization of one's life in accordance with the highest Christian ideals.

In undertaking to realize these purposes, the association has consistently sought to supplement rather than to duplicate the opportunities offered by the public schools and other educational agencies. In fact, an extreme solicitude in this respect is to be noted; and, from time to time, tests have been made with resultant revisions of the program, whereby certain forms of work are eliminated and others introduced in accordance with the educational conditions and needs in each community.

Naturally, much of the service of the educational departments has been of a pioneer kind, and from competent authority definite recognition has been made of its achievements, particularly in the field of vocational education. One of these is that of E. E. Brown, now chancellor of New York University, and formerly United States Commissioner of Education, who states:

The Young Men's Christian Association is one of the best pioneer educational agencies in America, blazing a way for public schools and others to follow.

With the development of vocational courses in public schools and higher institutions of learning, especially since the organization of the Federal Board for Vocational Education, it has been found necessary for associations to make progressive adjustment to the opportunity for vocational work offered by other agencies. The increase of the age of leaving school, and the establishment of continuation schools have made unnecessary at certain points much of the work formerly done through the associations for boys up to the age of 16. It is significant, however, that in centers where there are abundant facilities offered in technical and business courses, association schools are maintained successfully. The education of public opinion, as to the value of skilled workmen, as against unskilled, in all fields of business and industry, tends to greatly increase the demand for vocational training. There appear to be certain subjects that can be offered on a satisfactory basis to groups of men and boys through the association channel, and consequently classes in these subjects are well patronized.

The aims of the association in its educational work are by no means limited to vocational training. Much is being done in advancing knowledge in fields of general information, such as history, science, literature, art, and mathematics. There is a definite endeavor to promote reading and to stimulate the circulation of books from both association and public libraries. It may be noted in connection with reading that for the year ending May 1, 1918, 13 associations reported a circulation of over 5,000 books each among the membership. In many cases there is very effective cooperation between the public libraries and the local associations. Railroad branches have been particularly active in the stimulation and direction of the reading habit. Other means of general culture are through lectures, practical talks, and, to a limited extent, through classes.

Where an association is not in a position to develop organized educational work on its own part, alert secretaries in city and county associations are cooperating effectively in promoting the work of public schools and of higher institutions of learning.

FIELDS OF EDUCATIONAL WORK.

CITY ASSOCIATIONS.

By far, the greatest part of the class work of the Young Men's Christian Association is done under the auspices of well-organized and adequately manned associations in the larger centers of population. The extent of this field can be seen from the following statistics taken from the Yearbook for 1918, which shows there were in opera-

tion in 1917, 699 city associations ministering to a population of 29,680,000. The total membership in these associations was 516,366. Of these associations, 441 were in cities from under 25,000 population up to those maintaining what is known as the semimetroplitan organization; 58 were of the semimetroplitan type, and 15 were metroplitan city associations. Out of a total of 79,263 students as reported, 5,881 were in the first group; 14,683 were in the second group; 23,377 were in the semimetroplitan; and 35,322 were in the metroplitan city associations.

In most, if not in all of these cities, the association maintains one or more buildings with an especially trained and equipped staff of employed officers and a well-organized body of laymen as directors and committee men. The net property and funds in these associations amounted to \$82,465,000 and the operating expenses \$15,553,000; and an evidence of their intimate contact with business and industry is shown in the fact that 63,681 positions were filled through the employment bureaus.

RAILROAD BRANCHES.

Through its railroad department, the Young Men's Christian Association maintains 239 organized centers, with a total membership of 94,126. While it is not possible, owing to the conditions under which railroad men work, to conduct any large amount of formal class work, the railroad associations are alert to their facilities to furnish the men coming under their influence with opportunities for reading and for general culture through the provision of books, the maintenance of reading rooms, and through lectures and talks. The book service is notable, in that 111 associations report that their members read 253,183 books; 179 report 8,819 periodicals on file; 108 report 2,707 lectures and talks. Work is also given in cooperation with higher institutions of learning through extension courses and through classes within and without the building. To some extent these courses are related to the occupations of the men, although the taking over by the railroad corporations of training along technical lines has made it unnecessary for the association to continue a number of classes formerly operating in the technical field.

The following details regarding educational work of the railroad departments are given by John F. Moore, senior secretary for railroad work:

In the work of the railroad department, much emphasis has been given to practical talks on vital subjects, such as health, thrift, and patriotism, to groups of men in association buildings and in railroad shops and roundhouses.

On the Grand Trunk and Canadian Pacific Railways specially qualified lecturers devoted weeks to special health campaigns primarily among the apprentice boys at railroad shops.

In the Albany, N. Y., and a number of other railroad associations, classes in telegraphy are conducted, these classes being open to women as well as men. At the larger railroad terminals, such as Philadelphia, New York, St. Louis, and Boston, educational work of varied types is in operation, including not only practical talks, but educational classes as well.

Much use is made in all railroad associations of the stereopticon and in a growing number, the moving picture is being given place.

ARMY AND NAVY.

Prior to the war, the association, through its Army and Navy department, furnished a great variety of educational opportunities to the men in service with the colors, whether as soldiers, sailors, or marines. This work, since 1917, has become merged in the vast enterprise of the War Work Council of the Young Men's Christian Association, an account of which is given later. In 1916, there were 27 Army and Navy associations with a total membership of 4,613. These associations are for the special service of men at Army posts in this country and for sailors in the United States Navy at their base ports. Opportunities are offered for reading. Periodicals are on file, and a limited amount of class work is conducted. The purpose of the work is to give the men on leave, and during their leisure, opportunities for wholesome and satisfactory intellectual work. Something is also done to promote their training for callings they are likely to enter after leaving the service.

The following details regarding educational work of the Army and Navy department are given by B. C. Pond, secretary of the Army and Navy department:

Prior to the entry of the United States into the World War, the Army and Navy department of the International Committee promoted through its various branches at Army posts and naval stations, and in port cities, association service with men of the Army, Navy, and Marine Corps.

Here, as in other association fields, the educational work had a definite place on the program.

The frequent changes in location of men of the Army and Navy, however, made it difficult to carry through as comprehensive a program as elsewhere. At certain Army posts, educational classes have been maintained with considerable success. The subjects studied include the elementary branches and some special topics especially related to promotion to higher grade, such as mathematics and electricity. Formal class work was carried through this season successfully.

In the Navy associations, attempts have been made in the past to maintain formal class work, and with success in some instances when the men remained at a station for some length of time.—These classes were chiefly in subjects relating to promotion to higher grades.

In both the Army and Navy some attention has been given to circulating books, and reading rooms in the association have been a feature of work at both Army and Navy points, and the stereopticon has been used in this connection. Such lectures include historical, travel, and industrial topics.

The educational program in the future of the Army and Navy department of the International Committee will be determined by the needs which may be discovered and by the association's ability to meet these needs in cooperation with existing agencies.

COUNTY WORK.

There are now in operation 279 county associations with a membership of 9,463. In few instances does a county association possess a building, and its work is done mainly through the county work secretary and committee, and consists in promoting forms of activities for the betterment of county life. In the educational work in this field, the most effective service is through cooperation with other agencies, such as State and National Departments of Agriculture, the grange, the church, and the public schools.

Reports show that in 1917 the county educational work consisted mainly of lectures and talks of which 1,074 were given; total number of students in evening schools, 293; in class work, both day and evening, 1,300.

The following details regarding county work are given by Hugh D. Maydole, of that department.

Period July 1, 1916-July 1, 1918.

Number of lectures for which admissions were charged	600
Number of communities in which these were given.....	205
Attendance.....	59,022
Number of practical talks.....	3,698
Communities in which practical talks were given.....	466
Attendance.....	72,836
Number of discussion groups and educational clubs.....	4,631
Communities maintaining discussion groups and educational clubs.....	167
Number of educational trips personally conducted by secretaries and leaders.....	163
Number participating.....	1,838
Number of communities in which agricultural contests were conducted.....	342
Number participating.....	3,653
Boys and men in educational classes.....	490

In addition to activities conducted along educational lines through the county work department, as recorded in the Yearbooks, other features are carried on by the county organizations through the local associations and in cooperation with the institutions of the church and school, and with many organizations such as Granges, boards of agriculture, lodges, parent-teacher associations, etc. They include debates, mock trials, thrift campaigns, instruction in first aid, swimming and life-saving, nature study, talks on agriculture, horticulture, stock raising, and many features related to farming and rural life which are often illustrated by stereopticon views.

The furnishing of speakers for schools, churches, and various conferences and meetings, frequently falls into the educational realm because of the unusual message brought to the rural districts.

INDUSTRIAL DEPARTMENT.

The industrial department operates partly through city associations and partly through organizations in the industries themselves. Consequently, it is not possible to give detailed and accurate statistics upon this work. It may be stated, however, as indicating the

extent of the constituency, that 405 city associations report 102,884 members in industrial occupations, and that 53 city associations have 63 secretaries giving full time to organized industrial extension work. Many associations, without full time secretaries, are doing extensive work for industrial workers; 1,500 volunteers serve regularly as teachers and leaders of industrial workers; 9 secretaries are working with immigrants in ports of landing and in depots; and in addition, there are 132 buildings with 187 secretaries operating in single industries and groups of industries, as follows:

Industry.	Buildings.	Secretaries.
Coal.....	35	46
Lumber.....	19	22
Cotton.....	19	26
Metal mining.....	16	18
Iron and steel.....	12	25
Shipbuilding and munition plants.....	31	50

The industrial work during the war period has grown greatly in view of the concentration at certain points of great numbers of workmen. Much has been done to promote an intelligent relationship between employers and employed in this field by means of reading courses and discussion groups and lectures. The service of the industrial department in the education of immigrants in English and in civics has also been notable.

The following details regarding educational work in the industrial field are given by Fred H. Rindge, of the industrial department:

In connection with the industrial work of the association, a large, comprehensive, and varied educational program is being promoted. Over 200,000 industrial workers are members of the association, and these are being reached by the usual educational classes, clubs, lectures, discussion groups, etc., held for the most part in the association buildings. In addition, 5,000,000 industrial workers are being served through various lines of association extension work, and fully half of these are being touched through some form of educational work.

Possibly the most significant single development has been the large program of Americanization, especially along lines of English and citizenship to foreigners. Over 60,000 of these foreign industrial workers are being served annually in small groups and approximately one million are being reached through educational lectures of various kinds.

Other interesting features that have been promoted with marked success have been the supplying of technical and other special periodicals of interest to workmen and boys; foreign newspapers and books in the reading rooms; educational clubs and classes of all kinds; practical talks freely illustrated with motion pictures and stereopticon views; exhibits on health, hygiene, alcoholism, temperance, right living, etc.; special exhibits of industrial products manufactured by home industries; vocational guidance classes and institutes, etc.; educational facilities in the workers' neighborhoods; special educational bulletins and printed matter used to advantage in the shops; entertainments and pageants; and proper celebration of foreign and American holidays with an educational motive.

Some of the most interesting activities are in operation not only with foreigners but with Mexicans, colored workers, apprentices, and foremen. Most interesting results have been obtained through special talks and discussion groups with foremen from each plant in a community. Particular mention might be made of the work which is being done through the Industrial Service Movement of the Association in securing college men, particularly those who expect to go into business and industrial life, in various forms of volunteer educational service with small groups of workmen and boys. At least 3,000 of these men are annually enlisted from many colleges to teach English to foreigners, to lead technical classes of American workmen to handle clubs of apprentices, etc.

The Industrial Department fully realizes that industrial workers can not be properly educated unless their managers and employers are sympathetic with the idea. In its educational work, therefore, the association is reaching the coming leaders of industry by developing the enthusiasm of these potential leaders while still in college. While teaching an English class of foreigners, an engineering student learns the value of this work, acquires a sympathetic understanding of the foreigner and his needs which makes him a valuable educational ally in the years to come. In addition to opportunities for practical service, these engineering students are given a chance to hear special lectures, and to attend weekly discussion groups along lines of the human side of their business. They are taken on special observation trips, and urged to read selected books and literature dealing with these themes. One great achievement has been the outlining of a special course in the human side of engineering which has been adopted in whole or in part by a number of leading colleges.

COLORED WORK.

There are 150 associations especially for the service of colored men. A very large proportion of these are in the South. There are 77 employed officers and a total membership of 17,602. Of this total, 12,810 are in city associations, and 4,792 in student associations. All forms of educational work are in operation in the city associations. It is recognized, however, that there is a large field to be developed in meeting the needs of colored men. The recent movement of colored industrial workers into the North has accentuated the importance of this service.

BOYS' WORK.

The following details regarding educational work of the boys' departments are given by C. C. Robinson, boys' work secretary:

In the first place, it should be said that the educational work of the boys' division is in the realm of informal rather than formal education, that is, most of the work is done in clubs rather than classes and is in connection with various activities, into which we put the educational emphasis. The last Yearbook had something like 131,000 boys in physical education and about 12,000 in day and evening schools.

Boys' camps.—Approximately 25,000 boys attend summer camps each year under the auspices of our association; a large majority are in what would be termed "recreation camps," but there is much excellent educational work done, particularly in woodcraft, nature study, and campcraft, with many talks, lectures, and discussions on ethical and religious problems. The camp shop, where the boys make everything from kites to bookcases, is coming to be a feature of all the larger camps. In many camps, one leader is engaged to instruct the boys in elementary manual training.

The training camps are growing in number and importance. Groups of high-school and employed boys are carefully selected, and brought together for a week or 10 days' period, where they study moral, religious, and social conditions among boys of their group and formulate plans for definite improvement of conditions in their respective groups at home. These conferences are conducted by State, county, and local associations. Approximately 2,000 boys are brought together in this way for periods varying from four days to two weeks. The educational value of this program is great, partly because the boys are thinking of others rather than of themselves, and are unusually open-minded to suggestion and instruction of leaders.

Gymnasium leaders' club.—Six thousand boys are enrolled in these clubs, where they are given formal instruction weekly by trained physical directors in apparatus work, first aid, and in the pedagogy of leading and teaching other boys in athletic and gymnastic work.

Younger boys.—The libraries maintained by most boys' divisions are regularly patronized by the boys 12 to 14 years of age, and this is true of the workshops, which are increasing rapidly. Educational outings to newspaper offices, power houses, museums, factories, etc., are most popular with this group.

High school boys.—In connection with the 15,000 boys enrolled in high school clubs under association leadership there is both ethical and moral instruction, in formal talks and in free discussion. The informality of these exercises draws out the boy's own opinion and adds greatly to the value of this feature from an educational standpoint. Many associations make definite efforts in campaigns and other short-term efforts to induce boys to continue their education in school through what has been known as the "Stick to School Movement."

Employed boys.—Here there is opportunity for a wide range of educational work, as often the association is the only educational agency that touches the boy's life. Corrective physical training is given to about 35,000 employed boys, and considerable effort to give instruction to these and as many more reached in extension work is winning success in such lines as teaching thrift, physical fitness, sex education, health laws, value of education, vocational guidance, etc. The use of charts, pictures, and various types of visualized instruction make their appeal both in association buildings and in stores and factories.

In vocational guidance "Find Yourself" campaigns are growing in extent and improving in value. The city of Rochester, under the leadership of the association, has recently put through such a campaign, in which all the educational agencies of the city cooperated. About 7,200 employed boys have been studied through self-analysis and reanalysis, and have had interviews with leading citizens, prominent and skilled in the various lines of trade, business, and profession. Committees of leading men are following up the work carefully, and a special secretary has been employed to give his full time to individual cases and in aiding the work of the several committees. Employed boys' brotherhoods in 100 leading cities and towns form the same basis for moral and religious instruction that the high-school clubs do in their field.

Education in citizenship.—Both high-school and employed boys, under association leadership, have shown remarkable interest in the discussion of social and economic questions; in fact, no type of Bible study or discussion club has been quite so popular. One of the first books issued in the country for the discussion of these questions by older boys was our publication "Christian Teaching on Social and Economic Questions."

Rural boys.—County associations have similarly served the boys in village and rural communities. The camps, conferences, athletic events, and weekly meetings of these groups of farm and village boys are of supreme value in teaching the younger generation social ideals and giving them practical experience in cooperation, a social factor so much lacking in the smaller centers of population.

Bible study.—The more than 70,000 boys who, through the busy season, meet each week in Bible study classes, is no small educational element. This study is all voluntary, largely led by young men in little groups where the boy has a chance to express himself. This plan is ideal from certain educational standpoints.

Specialization.—Another important educational factor in association boys' work is the opportunity to lead boys out along the lines of their special interests and capacities. This might be called prevocational education, for it is not done with the immediate vocational guidance objective, but more from the standpoint of giving the boys self-expression. Especially for boys in public schools, where instruction is formal and runs in restricted grooves, this instruction is valuable also from the standpoint of mental hygiene. To many boys regular school work is a deadening process and has a tendency to thrust aside or relegate to the subconscious many of the boys' dearest hopes and interests. By giving boys an outlet and a means of expression for these otherwise submerged sections of their nature the association performs an effective educational service.

FOREIGN FIELD.

Through its foreign department the Young Men's Christian Association maintains 292 associations of which number 67 are city and 225 student. These associations are distributed throughout the Far East—that is, China, Japan, the Philippines, and India; the Near East—Egypt and Turkey; Mexico, Cuba, Porto Rico, and the South American States. Four hundred and sixty-two officers are employed, of whom 173 are American and 289 native. The total membership of the foreign associations is 58,231. Through the educational work much is being done to give fuller information to members and to communities, so as to promote a better understanding of other countries and also to furnish an opportunity for better equipment in vocational callings. All told, there were in the educational classes of the city associations in foreign countries 18,292 members.

The significance of the association's educational program abroad may be illustrated by what is going on in China. The association early discovered that the most attractive of all the privileges it had to offer—far more attractive than its physical program—was that of educational facilities. Its willingness to adapt its educational policy to the demands of the hour made it popular among the more far-seeing men of that rapidly awakening nation. It was his Putung School, for example, which gave Gailey, of Princeton fame, and the association of which he was the general secretary, an entrée among the officials and gentry in the original city of Tientsin, who had hitherto resisted the approaches of the Christian missionary, and had successfully prevented the opening of any mission premises within the boundaries of the city walls. The prestige thus gained gave the association an opportunity to enter the Capital with a similar work. The association has extended its educational activities to a score of the major cities of China, in which it has a teaching staff of 423 and a total enrollment of over 8,000 students, 44 per cent of

whom are taking college preparatory studies. So much are the educational classes appreciated that they have the distinction of being the only phase of association activity in China which is self supporting.

WAR WORK.

Prior to the entrance of the United States into the great World War the International Committee was conducting educational work of great importance for the prisoners of war in Europe in all the belligerent countries except Turkey and Bulgaria. Through this service opportunities were given to men who were utterly deprived of any freedom and were cut off from all former associations. Men who were living under the most depressing conditions found solace and refreshment of spirit in listening to lectures and in the pursuit of definite study. Statistics as to the number of men thus reached are not available, but it is no exaggeration to say that the secretaries employed in this service were able to be of the greatest possible help to hundreds of thousands, if not to millions, of men.

ARMY EDUCATIONAL WORK.

When the United States troops were sent to the Mexican border the association, in inaugurating its work for these men, undertook the supplying of both books and magazines, and also began, at such places as afforded an opportunity, a certain amount of class work, particularly in commercial subjects and in Spanish. This work, however, was not thoroughly organized nor put in charge of specially designated secretaries.

With the entrance of the United States into the World War carefully formulated plans were made with regard to extending the educational work of the International Committee to the camps and naval training stations on this side of the Atlantic and later to the expeditionary forces. This work grew by leaps and bounds until it constituted in its total one of the most notable achievements in education that the world has ever seen. Practically every man in service with the colors, whether on land or sea, was afforded opportunities for mental recreation, for profitable consecutive reading, and in many instances received instruction in subjects of a general and vocational character. In supplying reading inatter the War Service Committee of the American Library Association cooperated most effectively with the association, with the result that literally millions of books were provided for the men with the colors.

(c) IN HOME CAMPS AND STATIONS.

The value and success of this service were in no small measure due to careful and comprehensive planning in anticipation of the needs and opportunities in this field of association service. As

early as February, 1917, at the suggestion of John R. Mott, memoranda were prepared setting forth an extensive program of educational work for the armed forces of the United States, both on land and sea, in the event of war.

At the first meeting of the National War Work Council of the Y. M. C. A., held in New York on April 28, 1917, a statement was presented by the educational department of the International Committee giving in detail the proposed educational activities of a program of service to men with the colors, including forms of work, equipment, and organization. These recommendations were adopted, and later an educational bureau of the council was appointed by William Sloane, chairman of the council, consisting of Frederic B. Pratt, Dr. D. H. McAlpin, W. E. S. Griswold, F. L. Slade, Samuel Thorne, jr., and E. L. Shuey. William Orr, senior educational secretary, was chosen director of the bureau.

This bureau was charged with the responsibility of putting the plans into effect.

A limited program, consisting mainly of lectures, and reading matter (books, magazines, and newspapers), was soon in operation in the Reserve Officers' Training Camps. Some class work in conversational French was also given at certain points.

With the gathering of volunteers, and later of drafted men, in the cantonments and naval training stations, the full program of association educational war work was put into effect. This program included practical talks on subjects of special interest to the men; classes in elementary English, writing and arithmetic, and in more advanced and technical subjects, such as bookkeeping, stenography, typewriting, automobiles, gas engines, and French. Liberal studies in history, science, and literature were inaugurated, with lectures on causes and ideals of the war. In the provision of books and magazines there was close cooperation with the War Service Committee of the American Library Association.

As the work grew it became necessary to add to the staff of the educational bureau John L. Clarkson, of the educational department of the Philadelphia Y. M. C. A.

A great demand soon appeared for conversational French, and several manuals for the use of students and instructors were prepared and widely distributed. In like manner special texts in elementary English were published. The work soon extended to all camps and training stations, large and small, in this country, and later to the forces overseas. A manual for the guidance of directors and instructors was issued in three editions. A total of over 20,000 copies were distributed.

With the assembly of the drafted men in the camps in the fall of 1917, a great need of instruction in English for illiterates and

WORK OF THE YOUNG MEN'S CHRISTIAN ASSOCIATIONS. 17

those unable to speak this language appeared. This need was met in a direct effective fashion. When later, in the spring of 1918, the War Department assembled men lacking in elementary knowledge in the development battalions, the conduct and direction of the work was made a responsibility of the Y. M. C. A. educational directors in the camps.

The extent of the Army educational work can be judged in some measure from statistics, gathered by the War Work Council, for the months of January, February, and March, 1918, as shown by the following table:

Department.	Books circulated.	Number of lectures.	Attendance at lectures.	Number of clubs.	Attendance at clubs.	Number of classes.	Attendance at classes.
Northeastern.....	72,422	446	123,286	143	2,780	1,906	46,125
Eastern.....	419,607	1,020	330,702	150	22,536	6,483	183,714
Southeastern.....	277,998	1,671	675,194	31,446	521,714
Central.....	265,843	1,181	348,557	152	4,373	11,028	295,123
Southern.....	163,124	847	206,375	8,329	146,102
Western.....	108,114	972	208,032	57	1,885	3,558	85,138
Total.....	1,246,308	6,143	1,898,046	502	31,574	62,750	1,277,916

On this basis the figures for a year for the six departments would be as follows:

Books circulated.....	4,985,232
Number of lectures.....	24,572
Attendance at lectures.....	7,592,184
Number of clubs.....	2,008
Attendance at clubs.....	126,296
Number of classes.....	251,000
Attendance at classes.....	5,111,864

In view of the growing importance of the educational work and the close relations established with the Commission on Training Camp Activities, Raymond B. Fosdick, the chairman of that commission, appointed on August 31, 1917, a committee on education, consisting of William Orr; Dr. P. P. Claxton, United States Commissioner of Education; John H. Finley, superintendent of instruction for the State of New York; Dr. Harry Pratt Judson, president of the University of Chicago; and P. H. Callahan, of Washington, D. C. This committee was charged with the duties of advising with, and reporting to, the Commission on Training Camp Activities regarding the educational work in the camps, and of making recommendations regarding programs and policies.

In the fall of 1917, John L. Clarkson, who had rendered most effective service in the educational bureau, was sent by the War Work Council to France to make a survey and to report upon educational work for the American Expeditionary Forces in that coun-

try. W. O. Easton, of the educational department of the Philadelphia Y. M. C. A., was secured as associate secretary in place of Mr. Clarkson.

The growth of the work for the Army in this country and the demands of the home educational work made it desirable in August, 1918, to separate these two fields of service and a reorganization was made of the educational bureau whereby the following staff was appointed: Professor Ernest H. Wilkins, of the University of Chicago, director; Prof. A. C. Trowbridge, of the University of Iowa, associate director; Prof. E. C. Armstrong, of Princeton, director of instruction in French; Prof. A. O. Lovejoy, of Johns Hopkins University, director of lectures.

In October the staff of the bureau was completed by the addition of E. D. Roberts, assistant superintendent of schools in Cincinnati, as director of instruction in English; Prof. J. W. Young, of Dartmouth, as director of instruction in mathematics; and N. W. Pomeroy, as assistant director. An advisory committee was appointed, consisting of President W. A. Jessup, of the University of Iowa, its chairman, Dr. S. P. Capen, of the Bureau of Education, Prof. Anson Phelps Stokes, of Yale, and Frank V. Thompson, superintendent of schools in Boston.

The main policies of the reorganized bureau were, first, service as a center from which good methods reported from one part of the field, or plans originating in the bureau, might be transmitted to all parts of the field; second, the maintenance of close relations with the several offices and agencies of the War Department concerned with educational matters; and third, the standardization of texts and methods in the different camps. For such standardization there was great need. Hitherto, even in English, French, and mathematics, the subjects most universally studied, there had been no attempt at standardization. Each camp had made its own choice of texts, or had worked out its own texts.

The bureau set about the preparation of standardized texts in English, French, and mathematics. The standardized French text, "Liberty French," was published by the association press early in November, and a text prepared at Fort Oglethorpe, "Camp Arithmetic," by Roehm and Buchanan, was accepted as a standard text in arithmetic. The other texts were not actually issued until 1919.

During the last four months of 1918 the educational work in the camps included, as previously, four main types of service—class work, lectures and talks, library management, and bulletin and map service.

Prior to the signing of the armistice, the class work consisted chiefly of instruction in English for foreigners and illiterates, both within and without the Development Battalions (since General

Order No. 45, made optional, not mandatory, the sending to the Development Battalions of men lacking in knowledge of English; a very large number, probably over 50 per cent, of the able-bodied men who needed English instruction, were not sent to those battalions), instruction in French and mathematics.

Under the direction of this bureau, the work continued until the armistice, and is now in operation in the period of demobilization with a special emphasis upon the lecture service.

(b) WITH THE AMERICAN EXPEDITIONARY FORCES.

France.—In September, 1917, in response to an urgent cable from E. C. Carter, general secretary in charge of the Y. M. C. A. work with the American Expeditionary Forces in France, John L. Clarkson, who had served acceptably as assistant in the work of the educational bureau, went to France to survey and organize the work with the Army in France. After making some studies and a stimulating and helpful report, Mr. Clarkson volunteered for active service. For some months the work of organizing the educational services for the expeditionary forces was in abeyance, although Prof. John Erskine, of Columbia University, with several associates, engaged in lecture and class work.

The following extract from a report of E. C. Carter, general secretary in charge of the work with the American Expeditionary Forces, under date of April 16, 1919, summarizes the beginning and progress of a most notable educational enterprise:

On January 8, 1918, Prof. Anson Phelps Stokes, of Yale University, arrived in France to make an educational survey. On February 18, 1918, the chief secretary submitted Prof. Stokes' report to general headquarters, and on March 15, the chief of staff replied: "The Commander in Chief approves the project in principle and has directed that proper facilities be given for this work throughout this command."

As a result of the lines laid down in a draft of two proposed general orders, submitted by General Headquarters, on May 4, the Y. M. C. A. undertook the responsibility for educational work in the American Expeditionary Forces, and constituted the Army Educational Commission composed of Prof. John Erskine, of Columbia University; Frank E. Spaulding, superintendent of public schools in Cleveland; and Kenyon L. Butterfield, president of Massachusetts Agricultural College, Amherst, Mass. On October 31, 1918, the Commander in Chief issued the first general order of the American Expeditionary Forces on education, the first paragraph of which read as follows: "The Young Men's Christian Association, through the Y. M. C. A. Army Educational Commission, has organized, with the approval of the Commander in Chief, an educational system charged with the standardization of educational methods and the establishment of schools for instruction of officers and soldiers in all of the larger posts, camps and hospitals of the American Expeditionary Forces."

Even during hostilities the educational work carried on by the Y. M. C. A. was of large dimensions. It all had a direct bearing on military efficiency and morale. It is estimated that at least 300,000 American soldiers studied the French language in the days which preceded the armistice. Large numbers studied European geography. Through lectures, pamphlets, and posters effort was made to build up an intelligent appreciation of the achievements and ideals of our principal Allies and of the great

aims for which the Allied armies were fighting. With the coming of the armistice there was a marked falling off in the attendance at French classes and an increasing desire to study American problems and to prepare for the return to civilian life. The hundreds of thousands of textbooks which American publishers had produced for the Educational Commission at unprecedentedly low prices had not begun to arrive in France until after the armistice, though most of them had been prepared in the hope that they would be in France at the beginning of demobilization. In the months following the armistice the Army was able to assume an ever increasing responsibility for the educational work. By General Order No. 30, division educational centers and university courses were established and by General Order No. 27, issued in March, it became possible to excuse men from military duties during the afternoon, to permit of their attendance at post schools. A survey showed that 50,000 men of the American Expeditionary Force were competent to teach. From this number men were detailed as instructors. Enrollment in the post schools was voluntary except for illiterate and non-English-speaking persons. The division educational centers were organized to offer advanced courses in trades and vocational training as well as advanced academic courses.

Through arrangements with French and British authorities the Army made it possible by March 15, 1919, for approximately 8,000 American officers and men to attend classes at French institutions and 2,000 at British universities. As entrance requirements of European universities are very high, it was deemed best to send only men who were graduates of or who had been upper classmen in American universities.

For men desiring university work corresponding to freshman and sophomore work in American colleges, the American Expeditionary Force University was established by the Army at Beaune, Côte d'Or. This university took over an American base hospital camp and converted the buildings into classrooms, laboratories, study hall offices and laboratories. Col. Ira L. Reeves was appointed military superintendent, or commandant, and Prof. Erskine, of the Y. M. C. A. Army Educational Commission, president.

On March 14, 1919, the chief secretary inquired of the commander in chief whether in view of the fact that as a result of the preliminary work of the Y. M. C. A. the Army itself had established an educational system as an integral part of the American Expeditionary Force there would not be advantage in having General Headquarters assume complete responsibility for the Army Educational Commission and its staff. To this inquiry the commander in chief replied as follows:

"With reference to your letter dated March 14, 1919, with inquiry as to whether it is deemed advisable for the Army to relieve the Y. M. C. A. of all further control and responsibility for the educational work in the American Expeditionary Force, you are informed that it is considered, in view of the extensive educational system now being developed, that the complete control should now rest in these headquarters.

"Recommendation to that effect has been made to the War Department and authority obtained for the Government to assume complete financial responsibility for the entire educational project, including the taking over and placing under Government control the members of the Army Educational Commission, Y. M. C. A., and all persons within its organization who are required in educational work. The transfer will also include the purchase of textbooks previously authorized and relieving you from further financial responsibility for other items of current operating expenses of the commission at the earliest practicable date.

"It is desired in conclusion to express the highest appreciation of the work of the Y. M. C. A., through its Educational Commission in organizing the educational work at a time when it was impracticable for the Army to do so and for the continued assistance up to the present time in the wide development of the educational system.

in the American Expeditionary Force. The large number of well-qualified educators brought to France by the Y. M. C. A., during the past year, will be of inestimable value to the Army in its educational work and this contribution is especially appreciated."

British Isles.—The following statement regarding educational work conducted in the American Expeditionary Forces in the British Isles is given by J. Gustav White:

At the time of the signing of the armistice there were 125 centers in the British Isles where American soldiers and sailors were quartered. Some of these centers contained comparatively few troops, who were there for training purposes, attached to an English unit. Others, like the naval bases in Scotland and Ireland, were doing active patrol duty or laying mines in the North Sea. Still other camps, and the largest ones, were so-called "rest" camps, where troops from America paused for a short while before resuming their journey to France. Our work, therefore, had to be very elastic and adapted to the requirements of the various centers.

Our first effort along educational lines began in August, 1917, when books were collected from American residents in England and were purchased outright by American Young Men's Christian Association funds, to be sent to the soldiers. Queen Mary had participated in one of these early efforts, but at all times during our work in Great Britain we refrained from soliciting any aid from Britishers, as we felt they had sufficient obligations to their own British Young Men's Christian Association. Educational lectures were the next line of service undertaken, and while the English speakers were very cordial in their cooperation, yet we found that the American soldiers and sailors were particularly anxious to hear American speakers. Hence we often delayed Young Men's Christian Association secretaries and others en route to France to render a few weeks' service in the British Isles. As soon as a sufficient number of teachers, superintendents, and other educational men were available to promote class instruction, we undertook this as a third line of service. The first conference of educational secretaries, held in July, 1918, brought together 34 men who were devoting their entire time to various forms of educational activities. Plans were perfected for beginning this work the first part of October, although some classes commenced considerably earlier. Registered enrollments were arriving at the central office at the rate of a thousand a month when the armistice was signed, and all educational plans had to be entirely readjusted. From that time on the main objective was to place in English universities such officers and men as could secure release from their military duties and have the necessary qualifications for university study. General popular education was abandoned because all troops were removed from England except the men on special leave and those connected with Headquarters. As the men on leave were in England only for a very brief time, educational work was, of course, out of the question for them, except as an occasional educational lecture might be enjoyed at "Eagle Hut" or elsewhere.

The following items taken from educational reports, issued just before and after the armistice, will give a fairly accurate idea of conditions:

1. It would be quite easy to found a Garfield University here with an American soldier student sitting down on a bench with a Young Men's Christian Association instructor, provided you have the instructor and the bench and provided the commanding officer doesn't call the soldier away. In some camps the Young Men's Christian Association hardly had a "log" for the men who wanted to study. Coal was scarce. French pronunciations cleaved to the roof of the soldier's mouth in a cold. Young Men's Christian Association marionettes. In most camps the Young Men's Chris-

tian Association camp secretary felt too overworked with the obvious cup-passing work to organize and supervise serious study, and in October, 1918, the association had just half the number of educational secretaries sanctioned by the Cabinet vote on August 1, 1918. The promised general orders had not been issued, so the needed cooperation of local commanding officers had to be enticed individually. The Young Men's Christian Association looked forward to the day when the student, the teacher, and the log could be brought together and kept there for a considerable time. Just then the armistice was signed.

2. The Library service during its first year distributed 478,103 books, magazines, pamphlets, maps, etc., to troops in the United Kingdom and dispatched more than twice that number to France. The "stake" set by the educational conference was to have 25 per cent of each camp's constituency reading worth-while books each week. (The complete figures of library material dispatched, together with report for September, are given in Table 12.) Pamphlets issued by the department included "A Welcome to American Soldiers and Sailors," by Ian Hay; "To Fighting Americans," by Rudyard Kipling; and "The Hun's Ally in Our Camps," by Clement G. Clarke. "American Home News," issued daily, provided a real attraction on 500 camp bulletin boards, while every coupé of American troops leaving Liverpool was given a double copy of this little paper.

3. Educational lectures were utilized in almost as many camps as library service. One hundred and thirty-nine such lectures were supplied by the lecture bureau during the four weeks preceding the armistice. This included 42 given in connection with "concerts" in cooperation with the social department. This is a summary of educational lectures given during the last six months—May, 65; June, 88; July, 44; August, 78; September, 96; October, 138; total, 509 lectures. Based upon the average attendance during October this should mean that 129,795 soldiers and sailors attended our educational lectures during the last half year. The goal was at least one lecture per week in each camp of 300 men with 50 per cent of the men attending. The growing strength of the lecture staff caused the educational secretaries to plan not only the single lecture, but lecture series, thus enhancing the educational product.

4. Educational tours conducted by the Young Men's Christian Association secretaries to places of historic interest were very popular in north Scotland, Liverpool, Oxford, London, and the Winchester region. History was thus taught on the ground where it was made.

5. Class instruction ran the gamut from reading and writing for illiterates to preparation for Annapolis entrance examinations for sailors. The latter was undertaken at the request of the naval authorities. Some of the special courses were: Motor engineering for transport men, "buzzer" and electricity classes for signalmen, aeronautics for 100 construction men who were anxious to transfer to aviation units. Nineteen different subjects were offered in the various centers. During the first week in October 149 enrollments were registered at our headquarters from areas 2, 6, and 4. Before an enrollment could be counted a student must have attended at least three class sessions. Notice of his enrollment was sent home to his next of kin if he so requested. We felt that we had merely begun with the class instruction program during the summer while we were building our organization. The "stake" set was 20,000 students in classes and correspondence instruction before April 30, 1919. We expected each Young Men's Christian Association man to utilize the services of five part-time instructors secured from the Army or Navy or civilian neighborhood. (See Tables 13 and 14.)

6. The educational staff included the following secretaries: At headquarters, 7; in field, 43. The training of these men in absolutely new educational methods was a bit slow. Two general conferences in London, visits to field, correspondence, and bulletins were used as means.

(C) EDUCATIONAL WORK FOR PRISONERS OF WAR

An illustration of the kind of work done for prisoners of war is given in the following account by J. Gustav White of the educational activities conducted among prisoners in Switzerland.

If one multiplies this enterprise by the hundreds of points in which similar work was done in the belligerent countries, some conception can be had of the scope and extent of this service.

EXTRACT FROM REPORT OF J. GUSTAV WHITE ON EDUCATIONAL WORK AMONG PRISONERS IN SWITZERLAND.

The work done by the Swiss Young Men's Christian Association for the interned prisoners was divided into two distinct groups, that for the Germans conducted from Zurich and that for the French and Belgians conducted from Geneva. The Commission Romande des Internes was created as the agent of the Young Men's Christian Association to care for French and Belgians interned, and it was with this organization that I worked to further educational advantages. I was privileged to visit some 22 stations to investigate educational needs and conditions. I found that usually two hours per day, either in the morning or afternoon, for five or six days per week, was the schedule. Only in three cases did I find classes conducted in the evening for the men after they had returned from work. Attendance was usually obligatory, especially for the illiterates. Students were forced to attend by military means rather than pedagogical. Practically no reward or recompense was held out to attract the students or to encourage them to study. Leysin was an exception. Here the lieutenant in charge had planned trips to model farms and industrial plants as rewards for his students. Among the British Army men promotion certificates were also incentives for the primary studies.

Commendable educational features were found in nearly every station. For instance, at Zweisimmen a circular was sent out by the Swiss commandant of the region asking all who wished to study to register. A hundred and twenty signed. The teachers were assembled and the work was divided. Four stations were designated as centers for the illiterates. An examination of 2,500 men showed 190 to be illiterate. Fifty per cent of these illiterates found work within 15 days in order to avoid going to school. At Oberhofen the interned prisoner who was a teacher was recompensed by the special privilege of being allowed to stay out until 10 p. m. All other internes must, of course, report to their hotel at supper time and remain in for the evening. At Engelberg I found wireless telegraphy taught for the mutilated. At Diablerets a series of practical talks upon various occupations were given by interned men to their comrades. At Sierre I found 16 Moroccans and Algerians, black men, as very willing students. At Clarence a number of practical vocational courses were offered into which new students might enter at any time and progress at their own speed according to ability.

The privilege extended to all interned men to enter Swiss universities drained out some of the best teachers from the various stations and made continuity of educational work very difficult. The regulations which obliged the men to remain in their own hotels after supper also prevented general evening classes. Textbooks and materials were not always plentiful. The greatest need, however, seemed to be for a uniform plan and for aggressive promotion of educational activities from some center. Most of the internes apparently had a mistaken idea concerning the conditions which would exist after the war. They felt that their country owed them a living and did not stop to figure out who would pay for it. Our problem was to give them a more accurate conception of the future and arouse their ambition so as to prepare at once for a changed economic condition. The difficulties which we had to

overcome was the uncertain stay of the internes, the fact that when they arrived they were too weak to study, and when they were stronger they were put to work or sent back to their country. We also had to contend with the general feeling against schools and classes for teaching illiterates. This impression was doubtless deepened by the employment of pedagogical methods adapted for children in instruction of men. To overcome these difficulties and solve the problem, I submitted the following plan to the Commission Romande des Internes, which was adopted and largely carried out before I left Switzerland:

"1. Call a two-day meeting of leading Swiss, French, Belgian, and British (?) representatives who are or should be interested in educational classes among internes. Discuss educational needs, problems, and plans, and be guided by conclusions formulated by leading internes at close of meeting.

"2. Form an advisory and publicity committee from among internes to help work out the plans this summer, especially the advertising campaign.

"3. Secure necessary cooperation of Swiss, French, and other authorities to carry out foregoing plans.

"4. Train five or more supervising teachers who can be relied upon to stay with the work through next winter. This training should include some pedagogics, and also close study of the methods of summer schools, night schools, correspondence schools, apprentice, industrial, and occupational schools, and especially of Young Men's Christian Association educational methods. These educational supervisors should have the qualities of a Young Men's Christian Association secretary, especially resourcefulness, adaptability, aggressiveness, and a Christ-like spirit of service. Have each supervisor give personal attention to one large station, but visit often in his assigned region.

"5. Train internes as local teachers.

"6. With the guidance of advisory committee this summer have supervisors secure text material and prepare sample examinations, instructions to instructors, etc.

"7. Let these educational supervisors help arrange for lectures and other activities of the Commission Romande des Internes."

Another worker among prisoners of war, Julius F. Hecker, was for a year in charge of a district in Austria in which there were more than 150,000 prisoners. During the year more than 200,000 men passed through these camps. Classes ranging from 50 to 1,000 students each were organized. Some of these students completed courses and received certificates. The most important service rendered, however, was that of popular lectures and instruction for illiterates. Hundreds, possibly thousands, learned to read in these prison-camp schools.

On the basis of this experience, Dr. Hecker prepared a manual entitled "Organization and Program of Y. M. C. A. Educational Activities Among Russians." This manual outlines the essential features in any plan of educational work conducted in camps, and constitutes a record of the procedure followed with the prisoners of war.

The organization centered in an educational committee selected from the men in camp by the Y. M. C. A. secretary or other competent person. This committee consisted of a general educational director

and a number of sectional or associate directors, one for every 500 to 1,000 men in camp; a general librarian, a general registrar and secretary of educational supplies, such as texts, charts, and stationery. This registrar also kept the record of students registered for educational work and distributed supplies. In large camps sectional educational committees, made up as the general educational committee, were also organized.

The teaching staff included teachers, leaders of study groups, reading circles, and lecturers. All these men, together with the administrators, were volunteers. From time to time little tokens of appreciation were given. Strict discipline and punctuality were required from teachers and administrators. A teachers' training class was organized by the educational director for the more intelligent among the men who were not experienced in teaching.

In the program of educational activities the first efforts were to arouse interest on the part of the men, most of whom had suffered physical privations, and, through the long period of separation from home, had lost interest in intellectual and moral values. Interest was aroused by advertising, educational rallies, and by personal visitation of the men by members of the educational committee. A number of educational posters were prepared as part of this campaign.

Educational lectures made an especial appeal, particularly when illustrated with slides, films, or simple blackboard designs. A number of written lectures, richly illustrated with designs and pictures, were prepared. These lectures were on both practical and theoretical subjects, and could be read or used as material where the lecturer could speak without a manuscript. One or two lectures per week in each of the sections were sufficient. Where the number of men was too large to attend one reading the lecture was repeated until all who desired to hear it had opportunity to do so. These lectures were distributed throughout the camp and in hospitals and to working parties. Sometimes men in the camp prepared and delivered lectures. It was found that a wide range of interests should be covered in the lectures and that not too many should be given on the same branch of knowledge. Educational classes were organized for almost any branch of knowledge for which a teacher and textbooks were available. Thirty students were regarded as a maximum. The students in each class were, as far as possible, graded with reference to intelligence and knowledge. When more and less advanced students were in one class the more capable were likely to drop out. Effort was made to supply each student with a text, and for this purpose the publication depart-

ment of the Y. M. C. A. prepared a number of books in Russian, a list of which is given herewith:

	Copies.
<i>Ivanoff</i> —The Mechanic's Trade.....	3,000
<i>Keyline</i> —General Bookkeeping.....	4,000
<i>Militch</i> —Russian National Poetry.....	4,000
<i>Ignatoff</i> —Legislative Institutions of Western Europe and America.....	1,500
<i>Tchlenoff</i> —Switzerland.....	300
Korolenko's Selected Works.....	5,000
Tolstoi's Selected Works.....	5,000
Dehekoff's Selected Works.....	6,000
<i>Melch</i> —Geography of Russia.....	3,490
First Russian Reader.....	18,580
Anthology, First Part.....	2,898
Anthology, Second Part.....	2,955
Grammar.....	3,000
Arithmetic, First Part.....	3,040
Arithmetic, Second Part.....	2,407
<i>Dr. N. Roubakine:</i>	
Popular Chemistry.....	3,000
Popular Physics.....	3,000
Popular Astronomy.....	3,000
Popular Ethics.....	5,000
Popular Cosmology.....	3,500
<i>Dr. Pavlotsky:</i>	
The Human Body: Popular Biology, Anatomy, Physiology, Pathology, and Hygiene—	
First edition.....	5,000
Second edition.....	10,000
<i>Fosdick</i> —The Meaning of Prayer.....	20,000
New Testament and Psalms.....	19,000
<i>Westfall</i> —Jesus of Nazareth.....	500
<i>Hecker:</i>	
Knowledge and Faith.....	5,000
The Young Men's Christian Association.....	3,900
<i>Birukoff:</i>	
General Agriculture.....	4,000
General Agriculture, second edition.....	5,300
<i>Saloff</i> —Rural Building Constructions.....	3,000
Russian calendars (foldérs).....	200,000
Russian posters (colored).....	24,000

In a report dated Geneva, April 15, 1918, Dr. Hecker presents the following review of the work done through the educational department:

The educational department, in charge of Dr. J. F. Hecker, which has been organized with the consent of Dr. A. C. Harte at his last visit of September 17, 1917, has been working along the following lines:

I. Supplementary educational activities for British interned in Switzerland: Ten lecturers were secured who visited the seven organized stations on an average of twice a month. The total number of lectures offered was 73, on 16 different subjects, and 1 concert tour. Due to difficulties at the stations, some were not delivered, giving a total of lectures actually delivered 58, with a total attendance of 6,960. Be-

sides furnishing lectures, we were sending educational and religious literature. For the French interned similar work was done through the agency of "Commission Romande des Internes," by which the educational department was sending material and equipment to the huts at Salvan and Interlaken.

2. Educational activities in the prison camps of the belligerent nations are carried on through the respective association bureaus of the various countries and in close cooperation with them. To systematize the educational activities, J. Gustav White planned an educational manual. The manuscript was completed by Mr. Arni, with the cooperation of numerous Swiss university professors and teachers. It was translated into French, Russian, and German; 5,000 of the English, French, and German editions have been since printed and most of them have already been sent out to the various countries. In response to the suggestions made in the manual, numerous requests for textbooks have reached us, which are being promptly answered.

3. The Russian issue of the Messenger is being prepared by the educational department, and original articles suitable to the Russian mentality furnished.

4. The editing of Russian books suitable for prisoners of war was felt as a particular necessity; 18 different ones were prepared and 17 were printed. Besides these, numerous volumes of school books, religious books, and Bibles were procured. The present actual stock is the following:

Books and pamphlet on popular science.....	17,500
Vocational books.....	10,300
School books (readers on the Four R's, etc.).....	24,000
Good reading.....	13,000
Religious.....	2,000
Bibles.....	100
New Testaments with Psalms.....	21,000
Total.....	87,900

Of these, various books (11,941) were already sent out; the rest are being prepared to be sent in traveling libraries, depending upon the decision of the senior secretaries' conference, whether the Russian prisoners are still expected to stay in captivity. In case their speedy return is expected, these books could be shipped to Russia for use in numerous invalid and soldiers' homes. We have also procured 70,000 Russian icons, of which 30,000 were sent out.

5. The educational department has been recruiting secretaries for the soldiers' work in France; 12 candidates were interviewed and 6 of them were accepted.

6. Finally, the educational department has served as a medium between the association interests of American secretaries and citizens in the various belligerent countries in forwarding requests for necessities, information, etc.

At present the department is working at plans for follow-up work and work after the war, which it expects to present for discussion at the present conference.

(D) WITH ARMIES AND PEOPLES OF THE ALLIES.

The Canadian Expeditionary Forces.—Under the auspices of the National Council of the Y. M. C. A.'s of Canada, an extensive educational program for the benefit of Canadian soldiers in Franco and England was put into operation in the summer of 1917. It is significant that the success and vitality of this movement appear to have been due, in large measure, to evangelistic campaigns conducted in the camps.

Dr. H.A.M. Tory, president of the University of Alberta, was commissioned to survey the conditions and to provide working plans. Within a month after his arrival in England, 700 men were enrolled at Witley Camp under volunteer leaderships. By May, 1918, the total number of students at "Witley College" was 1,065. "Colleges" were also organized at Bramshott, Seaford, Shorncliffe, Basingstoke, and Epsom in England. In London over 400 students were provided with free instruction by the authorities of University College. In France there was established what was known as "Vimy Ridge College."

So comprehensive a program was soon in operation that the term "Khaki University" was adopted, and the different branches were known as "Khaki Colleges." The curriculum was based on the best Canadian university standards. Provisions were made to enable a man to matriculate for universities and colleges; while the more advanced courses were such as to make it possible for him to complete his academic course. The subjects included history and economics, applied science, languages and literature, agriculture and business. A special course on problems of reconstruction, dealing with the lessons of the war, the economic resources of the Canada of to-day and to-morrow, conservation of national resources, reorganization of industry and commerce, and the development of aviation and transportation, was also provided.

The direction of the work was the responsibility of an advisory committee consisting of: Chairman, Sir Robert A. Falconer, President University of Toronto; W. C. Murray, President Saskatchewan University; Sir William Peterson, McGill University; R. Bruce Taylor, Queen's University; A. S. McKenzie, Dalhousie University.

The following extracts are from an article by John L. Love in *Association Men* of May, 1918:

These men, with others of outstanding eminence, in the scholastic and commercial worlds, with Dr. H. M. Tory at their head, are placing the Khaki University on a broad and comprehensive basis that can not but succeed in achieving the great object of not merely relieving the Canadian soldier from the tediousness of camp life, but of equipping him as thoroughly for peace as the arduous training has equipped him for war.

In the colleges themselves the teaching staffs are recruited from within the Canadian army, and consist of distinguished professors. The senate is prepared to add to the list, to cover any subject whatever, for which there is sufficient demand.

The men have seized upon their studies with extraordinary avidity, so much so that the cry, "Men are going soggy," would appear to have been a timely warning rather than a literal statement of fact. Examination results have been almost astounding, and have demonstrated that physically fit bodies can house marvelously alert brains. Students in the Khaki College have covered in six weeks three months' university work. It is related of five men who completed in three months what, in the ordinary run of events, would have been an 18 months' course in wireless telegraphy, that they sat for the British Admiralty examination, and every one of them passed. It is not too much to say that this record is typical of the new Canadian army university.

such is the enthusiasm of the teaching staff and the dead-set earnestness of the students. These soldier undergraduates are absorbing knowledge as a dry sponge drinks in water, and in this connection Dr. Tory's remark that never in all his teaching experience have his brains been "sucked" so completely as when he is lecturing to a Khaki College class is most illuminating.

That the scheme looks good to the boys, other than those strictly of the student class, is seen in the following testimony. Writing to his mother in Brantford, Ontario, the writer says:

"The Y. M. C. A. has started an educational system in camp now (Witley), and by paying the small sum of 24 cents any soldier can become a student. Almost every branch is being taken up, so that one can take up anything from the dead languages, of course modern too, to bookkeeping, stenography, etc., and even agriculture. The different classes are on every night for two hours in special huts, and I understand that the grades of the students are to be recognized by the educational boards in Canada. So it is a splendid thing in every way. Will give the boys a chance to learn a lot free of charge, and will also be a nice way to spend the evenings in winter, and even those too old to begin can go and polish up their rusty joints. The teachers are, of course, soldiers, officers, and N. C. O's. There are a good many university men with degrees in the division, and the classes, even at the start, are not small. There is no doubt about it, the Y. M. C. A. has proved itself a God-sent institution for the soldiers—writing rooms with material supplied, eating counters at reasonable rates, services, songs, free concerts, libraries, everything possible to fill in the men's spare time are placed at their disposal, and they don't forget to avail themselves of all that's going."

France—Foyers du Soldat—Union Franco-Americaine.—In the Foyers du Soldat, the Y. M. C. A. units in the French Army, the teaching of English made up the greater part of the educational work. All the American secretaries participated in the instruction and with gratifying results. There was also a limited program of lectures, usually illustrated with cinemas. Many of these lectures were on the United States. They did much to bring about a better mutual understanding between the two countries and also to inform the French soldiers on modern scientific methods in agriculture and in other industries.

A library of 200 or more books was placed in each foyer. These books were selected from a list made up by a special commission appointed by the Secretary of War. There is no doubt that the French soldier took more interest in classical literature than did the American. He was also eager to study books on electricity and intensive agriculture.

William Sloane Coffin, who furnished the greater part of this material, and who speaks from a first-hand knowledge gained in war service in France with the Y. M. C. A., states that, while the program in each hut was determined by the immediate special needs and by the interests of the secretary in charge, the controlling purpose, on the whole, was, to foster and develop friendly relations between France and America by giving the French soldiers an intimate knowledge of America, and to arouse intelligent interest in the minds

of men, who had been taught in trench warfare not to think too much. While the organization was crude and many of the teachers inexperienced, the results were far greater than there was reason to expect.

The extent of this service can be expressed in terms of the number of foyers in operation. According to the Association Year Book for 1918-19, the 1,000th foyer, that at St. Mihiel, was opened in September, 1918. By December 15, 1919, 1,238 foyers had been started and at that date 848 were in actual operation. The personnel included 638 French directors, 234 directresses, 272 American directors and 47 directresses.

Geographically, foyers were found in France, in Alsace and Lorraine, in Belgium, Luxemburg, north Africa, Saloniki, and in the area of occupation in Germany. Units were also established at naval bases and on the fleet.

General oversight of the work was given by a committee of patronage composed of representatives of the French people and Government. There was also a special bureau in charge of the work of physical and moral education. William Sloane Coffin and D. A. Davis were the secretaries of the war-work council of the Y. M. C. A. in special charge of the foyers.

Warm words of appreciation of this service have been received from men high in official and army circles, as Painlevé, War Minister, the Premier Clemenceau, and from Gen. Lyautey, of Morocco, and Gen. Pétain.

Italy.—Case del Soldato.—In 1917 the Y. M. C. A., at the invitation of leading Italian authorities, civil, military, and ecclesiastic, extended its work to the Italian Army. When the armistice was signed in November, 1918, the War Work Council was maintaining 209 buildings, and was active in 318 hospitals and in 127 military barracks. Twenty motor routes for moving pictures were in operation. Units were established at all the railway stations in Rome, Bologna, Florence, Turin, Genoa, Naples, Milan, and Palermo. There were in service 223 directors. Up to the 31st of January, 1919, \$9,842,000 was expended in Italy by the War Work Council.

The need and demand for educational work led to the organization of class work for officers and privates, in English and in elementary subjects in Italian. Lecturers of Italian birth who had lived in America gave addresses on the aims of the war and on America's part therein. A plan of propaganda was also put into effect. Men of the Y. M. C. A. staff who knew Italian spoke to soldiers at the front and to those at mobilization points, and to the people in the cities, on the issues of the war.

A full account of the Y. M. C. A. work in Italy with the troops and the people, including the educational service, is given in an article

by Prof. A. Marinoni, of the University of Arkansas, under the title "L'Opera della Y. M. C. A. in Italy," which appeared in *Nuova Antologia*, Rome, June 16, 1919. This article is discussed in the *American Review of Reviews* for September, 1919.

Prof. Marinoni thus describes the educational work:

An agency such as the Y. M. C. A., which seeks the development of the entire man, included in its program the teaching of the alphabet. As a large proportion of the people of Italy do not know how to read and write, instruction in reading and writing was undertaken with zeal and skill. A special method was employed whereby groups or combinations of letters, in place of single letters, were taught. "Gn," "be," "gb." are combinations which occur frequently. "Ca" is also a good example. The teacher writes the two letters on a blackboard in large hand and then adds successively the other syllables, forming the more common words, as: "Ca-ne," "ca-ro," "ca-ldo," "ca-po." A master of the words occurring most frequently was thus soon gained by the pupils.

Many officers and soldiers expressed a desire to study English, and classes in that language were opened at every point where there was a Y. M. C. A. station.

Not only did the Italian Government cooperate heartily in all these enterprises, but it also expressed its appreciation by letters and by decorations bestowed on Y. M. C. A. secretaries, as the Cross of the Commander of the Crown of Italy on one secretary, the Cross of Chevalier on five others, while 61 were given the War Cross. A cordial letter, among many, was that of Lieut.-Gen. Penella to Director Nollen.

Greece.—When Y. M. C. A. huts were first opened in the Greek army in August, 1918, it was soon found that many of the soldiers had very little education, and that, furthermore, a considerable number were unable to read or write. This condition was largely due to the fact that, in addition to two years of compulsory military training, prior to 1912, a large proportion of the soldiers had been in constant active service in the wars in which Greece had been engaged for the past six or seven years. Again, the Macedonian Province, from which many of the Greek soldiers came, as these countries had been under Greek rule since the Balkan wars of 1912 and 1913, had no compulsory education and were also without good school systems. There was also a demand for instruction in English, as many of the men had been to America, and a large proportion looked forward to the time when they could go to that country.

To meet these conditions and needs, H. A. Henderson, the Y. M. C. A. secretary at Saloniki and Athens, organized classes in elementary subjects, as reading and writing, and maintained lectures of a simple character in history, geography, and other common-school subjects. Classes in these branches, both in Greek and in English, were conducted in the main Y. M. C. A. building in Saloniki and in a large hut operated by the Y. M. C. A. in Athens. At present this work in Saloniki is in charge of John Granberry, formerly professor of sociology

in the University of Texas. Two or three native teachers are assisting Prof. Granberry.

In Athens, Mr. Vazakis, a Greek, educated in New York, and with a doctor's degree from the University of Chicago, is at the head of the educational work.

While there has not been time to evaluate the results of this effort, the enthusiasm and eagerness of the soldiers are manifest. Two thousand per day is the attendance at the Y. M. C. A. hut in Saloniki. At present, 14 huts are in operation in the Greek army.

Egypt.—Reports, memoranda, and general orders show that educational work among the British expeditionary forces in Egypt, after the conclusion of hostilities, was under direct military control, with the Y. M. C. A. acting in close cooperation. Staff officers not only were friendly to this enterprise, but in several instances, gave personal attention and support. The classes were conducted in accordance with military procedure and discipline. The program was a comprehensive one, including physical training, commercial and technical instruction. General education and training for the discharge of the duties and responsibilities of citizenship in a democracy during the period of reconstruction were also emphasized. This quotation from an address by Maj. Hobart, of the General Staff of the Fifty-third Division, stationed at Aboukir, is significant of the viewpoint of many British officers:

And here I come to the general education of the mind. It is this, and not his technical excellence, which makes a man a good citizen and an efficient member of a democratic State. The fate of an uneducated democracy is writ largely in history—Greece and Rome; the Nineties in France; and now the Bolsheviks in Russia. It is unnecessary to stress the importance of every voter being in a position to judge fairly and intelligently the issues at stake. Upon the wisdom of his decisions, depend, not only the safety and the standard of life and happiness of the British Empire, but it is hardly too much to say, in view of the growth of powers in the East, the ultimate failure or success of all that we understand by European civilization—those ideals, those arts, that social life, and that philosophy handed down to us from Greece and Rome.

It is a commonplace to say that all institutions are now in the melting pot, but remember that the molds into which that pot will run will be decided by us, by this generation, predominately by those very men who now form the British army. There is only one way I know in which a man can arrive at sound decisions, and that is by knowledge. Without knowledge he is at the mercy of gusts of prejudice and superstition, of mob emotions exploited by demagogues.

There will be inevitably great discontent during the next five or six years. Readjustment and reconstruction are matters of immense difficulty. Discontent with the conditions to which they are returning is inevitable with men who have learned a new standard of living, and of honor, new ideals, and a new sense of comradeship and solidarity. And rightly so. There are many things which need alteration; and none of us could for a moment contemplate with satisfaction any of our men going back to the conditions of existence common to poorer quarters of the great cities of England.

Alongside of this danger of discontent there is the unequalled opportunity of getting things really right—the greatest opportunity of real reconstruction in the history of

the nation. But the work must be done soundly; the new edifice built on solid foundations, not a shoddy patchwork of meretricious, superficially attractive schemes.

The only sure guarantee of this lies in the mind of the individual voter and in his ability to see and grasp broad issues through the tangle of personal profits and prejudices. The individual must have not only a general knowledge of the broad facts which history has repeated again and again, and of the thoughts of the great minds of the past on the fundamental and unchanging problems of human life, but a just appreciation of the value and importance of art and literature, of the claims and functions of commerce, industry, and agriculture, of the relationship of capital and labor, the virtues of individualism and collectivism, the claims of other classes and other peoples; and an abiding sense of pride and confidence in our own land and what it has done in the past and may achieve in the future. * * *

Gentlemen, we have before us a period of opportunity such as is not likely to occur again in the lives of any of us. We have now a breathing space during which the vast majority have ample leisure, awaiting their return to civil life and their proper and chosen careers. How long this period will last before we receive demobilization orders it is impossible to say, but, long or short, it is a unique opportunity, and I ask you to do your best to make the most of it by helping the men not only in their individual industrial requirements, but in reaching a broader outlook and a more balanced judgment on the things which lie near to our hearts, and for which indeed we have been fighting. This opportunity is unique. It will never occur again.

By the sweat and agony of war we have attained a feeling of comradeship and appreciation of the relationship of man with man, and a sense of trust in one another; in the trustworthiness of our fellows, such as is perhaps unparalleled in the world's history. This comradeship and this trust may be the greatest asset of all in the coming critical years, if we can hold to it and be true to it.

The general oversight of this enterprise was vested in an educational advisory committee with headquarters at Cairo. This committee consisted of:

R. E. Monteith-Smith of the Public Security Committee.

Gilbert Elliott, principal of Secondary Schools.

William Jessop, general secretary of the Y. M. C. A.

Lieut. Col. R. G. Howard-Vyse.

Maj. P. C. S. Hobart.

Maj. A. T. McMurrough-Kavanagh.

Maj. H. C. Cumberbatch.

In addition to this central committee there were staffs attached to each division, of which there were four in Egypt at the time, and to the base station at Kantara. Wherever necessary, special committees were organized for battalions. Abundant use was made of local educational facilities as colleges, technical schools, libraries, and museums. It is interesting to note that for agricultural instruction the resources of the agricultural college at Cairo and of that at Jaffa were utilized.

The educational work was put into operation in Egypt particularly at Alexandria and Aboukir, at Cairo and near-by points, at the base station at Kantara, in the Suez Canal zone, and among such units as

were stationed in Palestine. These educational facilities were provided for British and Indian soldiers and officers.

The lines of work in detail were instruction, as need and demand appeared, in agriculture, commercial advertising, commercial arithmetic, reading, history, composition and arithmetic, shorthand, and bookkeeping. In a number of cases, instruction was given in elementary English for men in both the British and Indian units. The following time table gives an idea of the range of work and the system by which it was conducted:

INSTRUCTIONAL CLASSES—LEFT WING, COMMAND DEPOT, SIDL BISHR., DECEMBER, 1918—TIME TABLE.

Subject.	Day.	Time.	
AGRICULTURE.			
Lieut. Toogood, Pvt. Creed. five lectures.	Monday to Friday	10.30 to 12.	G Company No. 2 mess hut.
COMMERCIAL ADVERTISING.			
Lieut. Young, six lectures.	Monday..... (Tuesday to Friday)	11 to 12..... 10.30 to 12.	G Company No. 3 mess hut.
COMMERCIAL ARITHMETIC.			
Gunner Murley	Monday to Friday	10.30 to 12.	G Company No. 1 mess hut.
READING.			
Mr. Jefferson	Monday..... Wednesday..... Thursday.....	11.15 to 12..... 10.30 to 11.15..... 11.15 to 12.....	H Company (6 and 7 Platoon) mess hut.
HISTORY.			
Second Lieut. Hennings, six lectures.	Monday, Wednesday, Friday.	11.15 to 12.	F Company No. 4 mess hut.
COMPOSITION AND ARITHMETIC.			
Bnldr. Shingleton	Monday..... Tuesday..... Wednesday..... Thursday..... Friday.....	10.30 to 12..... 10.30 to 12..... 11 to 12..... 10.30 to 12..... 10.30 to 12.....	F Company mess hut.
SHORTHAND AND BOOKKEEPING.			
Tpr. Greig..... Bdr. McNamara.....	Monday to Friday	10.30 to 12.	E Company mess hut.

N. B.—Those who are taking arithmetic only at G Company 1 mess hut.

NOTICE.

All O. R's who are desirous of attending the above-mentioned classes will hand their names in as early as possible after joining the wing, to the officer in charge classed at the class hut (E Company's dining hut nearest No. 2 officers' mess) at 11.45 hours.

OWEN OWENS

Major, Commanding, Left Wing.

By the middle of December, 1918, the work was well under headway, as may be seen from this summary of current classes of the Fifty-third Division stationed at Alexandria and Aboukir:

FIFTY-THIRD DIVISION—CURRENT CLASSES (CENTRAL SCHOOLS).

	Officers.	O. R's.		Officers.	O. R's.
Hindustani.....	8		Farming.....	32	62
Advanced telephone.....		15	Historical lectures.....	17	20
Advanced telephone.....		24	Book keeping and accountancy.....	17	
English, elementary.....		40	English composition.....	23	
English, advanced.....		30	Shorthand—Speed.....		25
History.....		15	French.....		60
Geography.....		11	Arithmetic.....		50
Mathematics, elementary.....		42	Advanced mathematics.....		24
Book keeping, advanced.....		20			
Drawing.....		34			
Equitation.....	25			147	1,585
Reinforced concrete structures.....	12	14			124
Carpentry.....	2	28	Tradesmen (A. O. D.).....		159
Cotton trade and markets.....	8	60	Motor mechanics (motor transport company).....		49
Agriculture.....	3	35			

¹British.

²Indian.

Instructors were obtained for the most part from the officers and men in service. Supplies and equipment constituted a real difficulty for a time and much ingenuity was shown in utilizing materials in the technical units of the Army, in addition to the drafts made upon local educational institutions. A number of texts were ordered from London to meet the needs. This report from William Jessop, the representative of the Y. M. C. A. in war work in Egypt, gives a summary of this undertaking, together with certain interesting details regarding special features:

During the autumn of 1918 an appeal was made to the universities committee of the Young Men's Christian Association to send to Egypt a director and staff to undertake educational work with the Egyptian Expeditionary Force. During negotiations hostilities came to an end, and with the object of hastening the establishment of an educational organization Gen. Allenby requested the chairman of the Y. M. C. A. in Egypt to form an educational advisory committee, consisting in part of civilian and in part of military members. In spite of the late start and the difficulties arising out of the demobilizing of instructors and students, good work was done. Some teachers were sent out from England and other professionals were found among the troops. Many subjects were taught, such as languages, ancient and modern; mathematics, history, geography, shorthand, and bookkeeping, as well as carpentry, housing, town planning, and various others. Educational lectures were also delivered nightly to large audiences, sometimes of 1,500 to 2,000 men.

When the Egyptian Nationalist disturbances broke out in the early part of 1919, educational activities were for the most part suspended except at the main base camp, Kantara. A very considerable and greatly appreciated work was done among the Indian troops as well. A unique branch of the educational scheme was the school of physical education formed for the Fifty-fourth Division by Dr. G. Deaver, the Y. M. C. A. physical director. This was a great success and well attended by men anxious to take up physical training as their future occupation. Thirty men graduated and received diplomas. Some by this time have no doubt gone into Y. M. C. A. physical work in England.

The splendid work begun by Dr. Deaver in the autumn of 1917 still goes on, although under different conditions. It was first organized among convalescents to make these men physically fit to go back to their units. The physical training scheme meant the return of men to military duty in from a month to six weeks shorter time than before it was inaugurated, and that in a hot climate under trying conditions. Now that the war is over, of course, this phase of our physical work is largely finished.

After the school of physical instruction, mentioned in the educational scheme, closed, a skating rink was taken over and the course continued there in the mornings, while at night a big program for everyone was arranged which proved a great success. Two of these trained men have joined our staff and are doing work at Beirut and Damascus.

Just before the Egyptian unrest broke out, Dr. Deaver was asked to organize the Boy Scouts in the Moslem schools of Cairo. This was an undreamed of opportunity to begin work for the Egyptians, who badly need physical training. We are hoping to receive this offer again. Nothing, of course, could be done during the uprising. Dr. Deaver is now compiling a Boy Scouts of Egypt handbook. Special parts, such as on birds, minerals, etc., are being written for it by experts, and the whole will be translated into Arabic.

Russia.—In its educational work in Russia during the war the Young Men's Christian Association sought to serve the Russian people in three ways: The promotion of general culture by teaching the English, French, and Russian languages to military units in different parts of the country; in giving recreation by a service of movie films to these units; and by presenting the sympathy and interest of the American people to the Russian civilian population in their time of need.

To achieve these aims an educational department was organized as an integral part of the association headquarters staff in Moscow in November, 1917. In spite of political conditions this department undertook and conducted successfully an extensive work until nearly a year later, when it was reorganized under the title of "Lecture Work in the Allied Units and for the Russian People," with R. J. Reitzel in charge.

This program included two enterprises: A recreational and educational film service with lectures illustrated with lantern slides for the military units and civilian population, and a demonstrated lecture campaign by Prof. C. H. Robertson, of China, in which every important center in Siberia was visited and lectures given to both soldiers and civilians.

During the summer of 1918, a notable educational enterprise was that known as the Volga Expedition, under the direction of C. C. Hatfield. In this expedition a comprehensive lecture and exhibition campaign in agricultural science, hygiene, and household arts was conducted in more than 40 cities and villages on the upper Volga by means of a steambot furnished by the Soviet Government. B. R. Ryall, one of the secretaries on this expedition, has described the work in an article in the January, 1919 issue of "Rural Man-

hood," the publication of the Y. M. C. A. county work department. Mr. Ryall, as will be seen from these extracts, describes vividly the needs of the Russian people, their eagerness for instruction, and the methods employed in aiding them.

THE VOLGA EXPEDITION.

(a) *Plan.*—The plan of the work of the expedition called for the development of two distinct phases of work—one rather strictly related to scientific agricultural education, the other to the more general human and cultural problems of the country. The agricultural department was divided into several subdepartments, each in charge of a specialist, Russian not American, although some had had American training. Special emphasis was placed on field crops, horticulture, poultry, beekeeping, dairy, farm machinery, and cooperation. Most of the men in charge of these departments had risen from the peasant class and knew the needs of these people. The cultural department took up the more general questions which are possibly of even more fundamental importance, in some cases at least. No one who knows Russia can question the need of better hygienic and sanitary conditions. The American Red Cross very kindly financed the department of sanitation and hygiene. Here special emphasis was placed on giving the people in a simple but concrete way some of the elementary conditions for the control of contagious diseases, which are so prevalent in Russia, and some of the simple laws of sanitation. Great interest was manifested in this work and a lot of good seed was sown.

(b) *Babies—play—cooking.*—The Young Women's Christian Association secretaries, Misses Dunham, Brice, Dickerson, and Mrs. Ryall, formerly Miss Childs, cooperated in developing certain phases of work of special interest to women. They concentrated on two lines—domestic science, relating especially to cooking and preserving of food, and the care of children, referring particularly to babies. The Y. W. C. A. also cooperated with the Y. M. C. A. in some special recreational work. This work was at first intended to deal only with purely recreational problems and the actual demonstration of games. The question was so closely related to the whole school question, however, that the work soon broadened out into conferences on a much wider range of school problems. The teachers were everywhere most anxious to become acquainted with the American system of education both as to school curriculums and organizations. They were also deeply interested in our trade and agricultural schools.

(c) *On board of ship.*—Each of the subdepartments mentioned in the foregoing paragraphs had assigned to them booth space on the steamship *Kerzenetz* for exhibition material, with only two exceptions. These exhibits were made as practical as possible. In addition to booth space for exhibits, one room was set aside for a lecture room. When crowded, as it generally was, it would hold possibly 200 people. It was well equipped with an up-to-date moving picture machine and stereopticon. Fortunately, a number of reasonably good reels of Russian agricultural subjects were secured and also a fairly good selection of slides. Only a limited supply of American films and slides was available.

Besides the accommodations for the exhibit, which was fairly large, there were stateroom accommodations for our staff of about 40, as well as the crew of about an equal number. In addition to this were the large dining room, the general office, and the cashier's office. The board bills for the summer amounted to approximately \$45 monthly per man.

The boat was secured at Nijni and the first plan had been to proceed directly to Tsaritzyn, which is near the mouth of the Volga River, and then work up the stream. The internal revolutionary conditions, however, prevented the expedition from going any farther south than Simbirsk. All summer long the plans had to be changed

to meet prevailing political conditions, and the work was greatly handicapped. Yet in spite of all the difficulties, it is really a question if this is not the most valuable piece of work that the Y. M. C. A. has done in Russia. It was a great period of seed sowing. During the summer the exhibition was opened at 44 different places on the Volga and Oka, with an attendance of over 30,000 people. No one dare prophesy what may be the fruit of this summer's work.

(d) *Superstitions that we met.*—Many interesting experiences fell to the lot of the expedition. The almost universal request for the exhibit to stay longer and to come again another year was sufficient evidence of the value of the work. If political conditions would permit permanent work, there are many towns where association work could be opened at once. The people are hungry for just the thing that the association can give. At one place the boat was 2½ versts* from the town. It had been raining hard all day, and the paths were nothing but slippery mud. No one had the faith to expect more than perhaps a baker's dozen of visitors, but nearly 300 people plowed through the mud and the rain, some of them coming not from the nearest town, but from a town 6 versts away. Similar instances can be given all along the line. Of course there were also many superstitions to overcome. Especially was this true in the sections where the Old Believers predominated. In some places they said that we planned to get all the children on board and then run away with them. Others said that we were trying to get the people down on the bank of the river and would then turn the machine gun on them. Still others said that the Red Triangle sign we had painted on the side of the boat was the sign of the devil and the Antichrist. This last superstition we met everywhere, especially among the priests of the Old Believers. The Orthodox priests held that it was the sign of a certain Jewish antichristian organization. This attitude has practically compelled us to give up the use of the Red Triangle among the peasants. In other places the peasants thought that we were representatives of the Red Guard come to take their land and food away from them. At still another place the priest and the doctor, who were with us, were reported to have been seen putting poison into the village wells. One day's stay in a village was enough to dispel all of these superstitions. Out of these very superstitions and objections there came the advantage of putting before the people the purpose of the association, which we possibly would not have had in any other way.

(e) *A day's work.*—An average day's work may be of interest. The boat moved from one town to the next some time during the night, docking at the regular pier. After breakfast most of the members of the staff would go out into the community, each member following up his particular interest, the instructor in beekeeping getting in touch with the beekeepers, the dairyman with the local men who were interested in that line, others calling on the priests, the school teachers, cooperators, etc. The program on the boat opened at 2 o'clock, with special lectures for the children. At 4 o'clock would be a conference with the teachers on recreation and other school problems. At the same time in another part of the boat would be a conference with the men especially interested in cooperative work. The program for the adults opened at 6 in the evening, the first hour or so being given to an explanation of the exhibit in the booths; then would begin the program in the lecture room, illustrated by films or with slides. The program would run as follows: Care of Children; the Canning and Preserving of Food; Talk on the Y. M. C. A. Work; Field Crops, Dairy, Poultry. Very frequently special groups would get together for conference on special phases of agriculture. Each evening a conference was held.

Siberia.—In the summer of 1918, classes in English and French were begun among Russians in Moscow and among the Czech soldiers in Siberia. At Vladivostok, Harbin, Habarovsk, and Irkutsk,

* One mille equals 11 versts.

during the winter of 1918-19, classes, particularly in English, were in operation at civilian Y. M. C. A. centers in these cities. This work assumed a substantial character at Vladivostok, and the applicants for enrollment far exceeded the supply of teachers and material available.

The Y. M. C. A. Bulletin, published biweekly at Vladivostok by the national headquarters of the Young Men's Christian Association in Siberia, has much material on the educational work in Siberia and with the armies in north Russia. Despite disturbed conditions, decided progress is being made.

R. J. Reitzel, director of the lecture bureau, gives a full account of that service, from which these extracts have been taken:

The work of the Y. M. C. A., so far as adapting itself to the needs of Russia is concerned, has been experimental. This is especially true of the work of the lecture bureau. The object of this part of this report is to show what facts, as gathered from experiences throughout the past winter, are worthy of interest and consideration.

First. Scientific demonstrated lectures on "The Gyroscope" and "Wireless Telegraphy" have been delivered by Prof. C. H. Robertson in Vladivostok, Pograniechnia, Mandahedze, Changchun, Kirin, Habarovsk, Harbin, Irkutsk, Ekaterinburg, Chelyabinsk, Petropavolok, Omsk, and Tomsk. This tour, including a trip to China, has taken the better part of a whole year, during which time Prof. Robertson traveled close on to 20,000 miles under most trying conditions. A few figures which show the gratifying results in attendance and appreciation called forth by Prof. Robertson's lectures are the following: Vladivostok, 14,160; Ekaterinburg, 4,225; Irkutsk, 4,540; Omsk, 10,930; Tomsk, 5,791. The grand total attendance is 54,931.

The different groups served by these lectures were from all the allied soldiers in Siberia, with special campaigns for the Czecho-Slovaks, and in the Russian cities such groups as the school children, railway employees, engineering societies—some lectures being for the educated class of people and many especially designed for groups of working men. In Omsk special interest was manifested by the minister of trade and industry, and in Tomsk, the cultural center of Siberia, the lectures were received with great enthusiasm by the leaders of the educational institutions. The great service that Prof. Robertson has rendered Russia in his two years of lecturing here, as well as the value of his work to the association movement in its introductory stage in this land, can not at this time be measured or stated. Prof. Robertson summed up the possibilities most significantly at the conclusion of his lecture tour and his second year in Russia when he said "Russia without a doubt is and will be one of the greatest lecture fields in the world."

Second. Illustrated lectures: The need for a complete library of slides for illustrated lectures, upon all lines of scientific, vocational, and popular subjects, with manuscripts and proper facilities for circulating the same, has been fully tested out and proven. In Habarovsk these illustrated lectures have been held in the town hall, with the hearty indorsement of the mayor. The lectures were given by a local Russian educator, whose services added greatly to the value of the slides and texts. This is the ideal we have in mind, namely, the stimulating of volunteer lecture work in the local association.

In the development of the Russian texts for these lectures we are now having them written in Russian instead of depending upon translations.

Third. Educational films: Still another experiment that has been fully carried out shows the value of an educational film service in the city centers and country communities, and since little publicity has been given to this part of the work heretofore

a little more space should be devoted to it. In our city work for civilians the call for educational films with a bit of comedy thrown in has been way in excess of what we have been able to supply. Russian educators, who are members of our committees on city work, testify to the great possibilities of this sort of work as an educational feature. The showing of educational films has not been confined to the Y. M. C. A. building alone; programs have been given gratuitously in city schools and before other groups, such as railway employees, sport clubs, Boy Scouts, soldiers, etc., so that it thus becomes a great possibility for extension work.

The value of all this is brought home to us when we realize that good pictures offered to the general public in the moving-picture theaters are few and far between. Graham reports in his book on Russia that a local Russian newspaper made a survey in five towns of just what was being offered the Russian public by way of films. The census in 1917 was as follows: Russian cinemas—Scientific, 2 per cent; historical, 3; industrial, 3; nature, 4; farce, 20; lurid drama, 60; polite drama, 8 per cent.

Also we must realize that the greatest number of these films were produced in Germany. A year ago in Vladivostok practically all the films shown were of German origin and had running through them a subtle thread of German propaganda. Thus we see very good reasons for maintaining a counterattraction and the great need of securing the right kind of films. At the present time we have machines placed in the city work at Vladivostok, Habarovsk, Harbin, Irkutsk, Omsk, and Tomsk.

There has never been any doubt in our minds about the value of the educational films in the present villages of Siberia. When we see the great need of education there and realize that the enlightening influence of the centers of education and the interchange of ideas have practically been confined to the intellectually walled cities of Russia; further, when we realize the dearth of books, other reading matter, and all the modern facilities for public enlightenment, and also consider that even though there were an abundance of such things, 70 to 80 per cent of the peasants can not read or write, we can appreciate what a scientific short cut in the problem of educating the peasant is a picture thrown on the screen. The simple peasant can understand with delight and interest, and when he hears the interpretation given by a capable and sympathetic lecturer in the language of his own village he beams with delight as the wonders of the outside world are unfolded to him.

During the past winter the committee on public information, in cooperation with the Zemstvo, has circulated throughout a number of the villages in Primorskaya Province two moving picture lecture outfits. In these, pictures were shown on such subjects as industry, agriculture, mining, natural scenery, and community welfare, while usually the occasion was concluded by a good clean comedy, which never failed to create a laugh and send the people away happy. The lecturers accompanying the films were capable Russian engineers and agricultural experts. Interesting testimonies in regard to the impressions created were secured through the maintenance of a special box, into which those who viewed the films could drop written criticisms. A few of these testimonies will suffice to show the success of the project:

1. From a 10-year-old boy: "The best picture I liked was about school, where children walked from the school. I liked it because it was so nice."
2. From a 23-year-old peasant: "Exceedingly thankful to the lecturers for their great work. I hope that with your cooperation we will have on the screen in our village, Petrovka, a number of pictures relating to farming—like preservation of forests, scientific dairying, etc., which pictures, I believe, would awaken initiative in our slumbering population."
3. Another one: "I liked all the pictures, but best of all was that about alcohol, because I suffer myself from it, but nobody believes that drinking is a disease. Continue your good work; thanks very much, Vorobiev."
4. Another says: "Yes, the peasant has seen light for the first time and this will bring good results. The education will leave a deep trace in the souls of the dark people,

who, watching the pictures, dream of what they saw and heard. But the people forget and you do not remind them of it, that it is not enough to listen; we must work, act, for sweet-voiced vultures sop and drink the blood of the people."

The swarming of the audience around the lecturer after the performance is over, asking all sorts of questions, reveals the eagerness of the rural population for education, as well as their desire to analyze critically their own mode of life to the end that they may lift themselves to a higher plane of civilization. Likewise the need for wholesome entertainment, in the rural districts, is even more paramount than in the city.

Fourth. Libraries. Another factor in our service will be the circulating of libraries, which have been ordered from our publication bureau in Berne, Switzerland. Two hundred libraries of 50 Russian books each will be distributed from various centers and sent out through some such organization as the Zemstvo to the villages. The books are standard Russian educational publications and should find a hearty welcome in districts where they have practically nothing at present to read.

Fifth. Army work. The lecture bureau has been able to afford a great deal of service to the American Expeditionary Force soldier work in the way of educational lectures. The plan has been to use all possible lecture talent of the secretaries who have come out from America, and almost every secretary has been used in this way. The Young Men's Christian Association is fortunate enough to have secretaries whose travels have covered the globe and who have participated in some of the most interesting events of the past few years. Our ideal in regard to our soldiers has been to furnish one good lecture a week at all points where there are secretaries, and this with one or two exceptions has been carried out.

In the western field, among the Czechs, Mr. K. P. Miller, who is in charge, has done an excellent piece of work of promotion along lecture lines. He has developed some good lectures that he himself has given on numerous tours among the Czechs. He has also interested all the secretaries at work for the Czechs in doing their utmost in maintaining the morale of the men through helpful talks.

Sixth. Besides the above lines of work for Russia, other services that are proving of value are the developing and printing of photographs for individual secretaries and for publicity purposes, and the issuance of the weekly Y. M. C. A. Bulletin. Also a great deal has been done in the way of turning out posters and suitable pictures for decorating various soldier huts. It should be noted also that we have installed 10 movie machines in the Army work for our soldiers in this district, and will soon have that number operating in the western field for the soldier work there.

July 5 a training course for Russian teachers—women and men—was started with an attendance of about 20 teachers from Vladivostok and the surrounding towns and villages. This course, organized by the Y. M. C. A. in cooperation with Russian organizations, is free of charge and its object is to prepare trained men and women for work with children and youth in the cities and villages of Siberia.

Results, as summarized by E. C. Peters.—It is too early as yet to measure results from such an extended and varied program. Too frequently the association leaders were handicapped by a lack of materials and equipment to carry on the work, besides military necessity compelled the abandonment of programs while in the initial stages of development. It is not too much to say, however, that the ground has been broken in many centers throughout Russia and Siberia, and some good sown. The real harvest will depend upon the watering and cultivation that must come as the next step in the development of this work. A brief statistical statement might serve to make clear some of the general statements made above.

Number of students in classes at various points.....	550
Number of points at which some educational work was done.....	15
Number reached through lecture programs.....	100,000
Number reached through movie film service.....	200,000

PROGRAM OF ASSOCIATION EDUCATIONAL WORK.

On the basis of experience, supplemented by study of the needs, of local situations and a critical testing of the forms of education that are most likely to meet the needs of the constituency to be served, a standard program of educational activities has been formulated. The main heads under which these activities are grouped are: (1) Reading, through libraries and reading rooms; (2) Lectures and informal talks; (3) Educational clubs; (4) Class lecture series; (5) Evening classes; (6) Association day schools; (7) Extension features; (8) English for foreigners; (9) Special courses; (10) Boys' departments.

Annual examinations are also conducted in certain standard subjects through the educational department of the International Committee.

READING.

As will be seen from an examination of the statistical tables for 1917 and 1918 (Table 2, pp. 51, 52), in 1917 there were 19 associations in each of which 5,000 or more books were drawn from the libraries and used by members; the largest circulation for 1917 is that of west side branch in New York City, with 86,120 books; the smallest circulation is that of Richmond, Va., with a record of 5,040 books. In 1918, 13 associations report 5,000 or more books drawn and used. Presumably the falling off is due in part to disturbed conditions as a result of the war, and probably also to the growth of the public library service with which agency many associations are increasingly cooperating. It should be noted, furthermore, that of the 19 associations reporting in this table for 1917, 8 were railroad associations, and in 1918, 6 were railroad associations. In 1918 the west side branch of New York City also shows the largest circulation, namely, 85,854. In 1917, on the basis of reports received from 858 associations, 555,371 books were read, of which 347,319 were in city associations, 206,525 in railroad associations, 1,527 in colored men's associations. In 1918 on the basis of reports from 774 associations, 681,080 books were read by members, distributed as follows:

City associations.....	296,523
Railroad associations.....	253,183
Colored men's associations.....	3,074
Army and Navy associations.....	128,300

In addition to facilities for reading through libraries, a large number of associations maintain reading rooms provided with the best periodicals, magazines, and journals, particularly those relating to business and industry.

In 1917, 35,598 periodicals were reported as on file, distributed as follows:

City associations.....	26,197
Railroad associations.....	8,895
Colored men's associations.....	506

In 1918 there were 41,008 on file, distributed as follows:

City associations.....	30,981
Railroad associations.....	8,819
Colored men's associations.....	623
Army and Navy associations.....	585

While the reading of books and periodicals is, to some extent, for purposes of recreation, there is an increasing effort to guide men and boys in systematic courses of reading and study, and to relate their reading to lectures and class work done under the auspices of the educational department.

Plans are now being considered; in cooperation with the American Library Association, for an extension of the work of the associations, especially in making larger and more effective use of the resources of public libraries. The admirable results secured in the war camps through such cooperation with the war service of the American Library Association, give good grounds for looking for a large development in this field with the home associations in the near future.

LECTURES.

As will be noted from Table 3, lectures and practical talks constitute an important service of the associations. These lectures and talks cover a wide range of topics. During the period of the war, much use was made of this means of education, to give members and others in attendance an understanding of the issues at stake, and was an effective means of combating the propaganda against the interests of the United States and of the Allied nations. Other lectures dealt with questions relating to the conduct of life and technical and business subjects. The associations have been able to secure as lecturers, men of the highest ability; and in a number of cities, these lectures are regarded as furnishing exceptional opportunities. The attendance is not limited to members. In some instances, admission fees are charged, but if so, are merely nominal; as the expenses are, in the main, met through contributions.

The informal talks are usually given by men from the community, and to small groups, as a rule, upon subjects of immediate interest. Oftentimes, as a result of such talks, an interest develops that leads to the formation of a reading club or of a class to pursue the subject exhaustively.

As will be noted from the tables, there were in 1917, 76 associations reporting 40 or more educational lectures and talks each, and in

1918, 39 associations. Here again, the influence of the war appears in the smaller number maintaining this form of work. The totals show that in 1917 there were given 14,375 lectures and talks, distributed as follows:

City associations.....	9,237
County associations.....	2,390
Railroad associations.....	2,239
Colored men's associations.....	378
Army and Navy associations.....	131

In 1918 there were given 11,931 lectures and talks, distributed as follows:

City associations.....	7,838
County associations.....	1,074
Railroad associations.....	2,707
Army and Navy associations.....	262

EDUCATIONAL CLUBS.

The alert secretary, general or educational, is constantly encouraging groups of men or boys to organize educational clubs, even for a short time; for the purpose of following up some field of research, study, or discussion. A wide range of interests is thus appealed to. Such club work has a very definite and important relation to the service which the associations render through class work, lectures, practical talks, libraries, and reading rooms. Oftentimes the result of a talk or a lecture, or the reading of a book is to arouse sufficient interest on which to base such an organization; and again, out of such a club there frequently results the organization of a class to pursue consecutive study. Among the fields in which these clubs are especially active there may be noted music, camera, science, literature, debating, current topics, and art, technical, and vocational subjects. The membership of a club varies from 5 to 15. It is important that a leader should be selected who will hold the men or boys together in a definite program for a month or a year. In 1917 there were reported 25,716 educational club members; and in 1918, 27,411 club members. Table 4 gives a list of associations reporting five or more educational clubs with a total of 100 or more members. In 1917 there were 40 associations reporting 5 or more educational clubs; in 1918, 30.

CLASS-LECTURE SERIES.

The class-lecture series is a form of university extension work for the purpose of pursuing a fairly consecutive study of some subject largely vocational under a leader who conducts quizzes and sometimes written examinations. This form of educational work differs from class work in that it consists of lectures supplemented by vari-

ous tests. The most common subjects pursued in these lecture series are advertising, salesmanship, credits, efficiency, memory training, foreign trade, and real estate. The men in attendance are, as a rule, those engaged in active business, many of whom have had exceptional opportunities in education through college and high school. There were in 1917 in attendance on these courses 9,486 men, and in 1918, 5,176. According to Table 5, in 1917 there were 47 associations reporting class-lecture series with 50 or more students and in 1918, 20 such associations.

EVENING CLASSES.

At the very beginning of its educational work the associations made much use of evening classes as an opportunity for men and boys employed during the daytime to continue their education in the field of liberal studies and business and technical training. A wide range of subjects are offered in these classes, with particular emphasis upon commercial, industrial, and elementary work. The courses are, as a rule, arranged in two terms each of from 25 to 30 sessions. A class in a given subject meets usually twice or three times a week. The length of the course and the number of sessions a week depend, however, upon the character of the work. Students pay tuition fees varying from \$1 to \$50 or more per course, according to the length of the course and the expense of maintenance. In elementary subjects, particularly in the work for foreigners in English and in Americanization, the charge is usually nominal. The age of students ranges from 16 to 56. This type of work may be regarded as perhaps the most important undertaken by the associations, as it provides a much-needed opportunity for the wage earner to supplement his early education and to equip himself for more effective service with resultant gain in wage-earning capacity and in usefulness as a member of society.

In 1917 there were reported in attendance in the evening schools 49,533 students, distributed as follows:

City associations.....	46,376
County associations.....	573
Railroad associations.....	1,548
Colored men's associations.....	382
Army and Navy associations.....	654

In 1918 55,438 students were reported in attendance in the evening schools, distributed as follows:

City associations.....	51,231
County associations.....	293
Railroad associations.....	1,279
Colored men's associations.....	239
Army and Navy associations.....	2,396

The expense of the evening schools, met in part from tuition receipts, amounted in 1917 to \$304,336. During the year 1918 the work of the evening schools was modified largely to meet the needs for training men for technical subjects connected with the Army, such as telegraphy, wire and wireless, aviation mechanics, automobile instruction, and first aid. An extensive program of work was initiated and carried on successfully for this purpose until the armistice was signed in November, 1918. Table 6 shows associations reporting over 500 students and where such a number is 20 per cent or more of the association membership. There were in 1917, 35 such associations and in 1918, 39.

ASSOCIATION DAY SCHOOLS.

Association day schools are intended to meet the needs of boys of secondary-school age who wish to supplement the education received before they left school (in many cases to enter employment) and later realize the needs of better training. Another and increasing group of boys seeking these opportunities for education in the association are those who, for some reason or another, prefer these schools to others operating in the community. Many of the city associations with their fine buildings and equipment, including class and lecture rooms, workrooms, and laboratories well equipped for instruction, and also with admirable provisions for physical training in the shape of gymnasiums, with opportunities for bringing boys under wholesome religious and moral influences, are well equipped for doing a large and valuable educational service to boys from 12 to 20 years of age. In a number of instances these schools have attained a distinct and separate organization from the other educational activities with their own faculties, including principals, department heads, and teachers. The tuition fees depend largely upon the character of the work done and range from \$10 to \$20 a month. The school hours are from 8.30 in the morning to 2 or 4 in the afternoon, with a program combining supervised study, recitation, practical work, and recreation. A close oversight is kept of the physical and moral development of the boys, in addition to the opportunities for a thorough study. Such schools are necessarily limited to the larger centers of population. They may be said to consist of three groups: (1) Those that provide for the needs of boys of exceptional ability; (2) for those who are somewhat handicapped in the pursuit of their studies; and (3) for those who wish to avail themselves of the all-around program of the association.

The association day school has a definite opportunity of putting into effect the most recent approved methods of instruction, and of serving a valuable purpose as a pioneer in the field of secondary education.

There were in 1917 in attendance on the association day schools 7,279 students, and in 1918, 9,632 students. As will be noted, there is a distinct growth in this form of association educational service. The expense of these day schools in 1917 amounted to \$87,267, and in 1918, to \$196,564. Practically all of the association day school work is done in city associations, more especially those in the larger centers. As will be seen from Table 7 there were in 1917, 20 associations reporting day work with 50 or more students, and in 1918, 26.

BOYS' SUMMER SCHOOLS.

In the summer of 1916 there were in attendance on summer schools maintained by the associations, 2,350 students; and in the summer of 1917, 2,263 students. For the most part, those in attendance on such schools are boys of grammar and high-school age who are desirous of making up work in which they failed, or in securing more rapid promotion by anticipating subjects to be offered later in their regular high-school courses. There is a fine spirit of cooperation between public school authorities and the association in the maintenance of this work; and in certain cases, the teachers employed are those who are regularly engaged in the work of the public schools.

According to Table 8, there were in 1916, 37 boys' summer schools with 25 or more students; in 1917, there were 32 boys' summer schools with 25 or more students.

BOYS' DEPARTMENT.

Notwithstanding the great progress that has been made in recent years in the raising of the age for leaving school, and in the provision of continuation schools for boys who are employed, the association continues to find an important field of service in offering class work to boys. In fact, there has been, since 1916, an increase in the number of employed boys in classes, as the enrollment figures for these three years are as follows:

1916.....	11,724
1917.....	12,484
1918.....	15,615

The development of this phase of the educational work of the associations is also apparent from Table 9, which shows that in 1917 there were 23 departments with 100 or more boys in class work, and in 1918, 33 departments. Doubtless, this increase in the number of associations offering such class work and in the number of boys enrolled represents a definite effort to meet the need of such instruction, in view of the number of boys who, as a result of the large earnings offered in connection with war industries, left school prematurely.

It is probable that these statistics represent a very valuable contribution on the part of associations as an influence offsetting the tendencies to disorder and demoralization of youth that were noted with anxiety for a time during the war period.

ROLL OF HONOR.

As an incentive to the maintenance of educational opportunities for employed boys, the International Committee maintains an educational roll of honor, in which recognition is given to associations winning the largest number of certificates for successful examinations on school subjects among boy members, and also for associations in which the largest per cent of boy members win such certificates. This roll of honor appears in Table 11.

EXAMINATIONS.

The International Committee conducts annual examinations in four fields of work, namely, educational subjects, first aid to the injured, book tests for association, employed officers, and Bible study tests. These examinations constitute a definite influence in the maintenance of high standards of work, and also furnish an incentive to thorough work on the part of students. In 1917, 8,787 persons took part in these tests, distributed as follows:

Educational subjects.....	2,620
First aid to the injured.....	1,200
Book tests.....	479
Bible study.....	4,488

In 1918, the number was 3,401, distributed as follows:

Educational subjects.....	657
First aid to the injured.....	690
Book tests.....	71
Bible study.....	1,983

GENERAL SUMMARY.

The extent and amount of educational work that is being done through the associations and its development since 1893 can be seen from a study of Table 10. While in some instances, and in particular features, the work may show a falling off in certain years, there has been throughout this entire period of a quarter of a century steady consistent progress. Thus, the number of lectures and talks have increased from 1,900 to 11,931. The number of associations with educational secretaries has increased from 1 to 87; the number of paid teachers from 415 to 2,203; the total different day and evening students from 12,000 to 81,899; the tuition receipts from \$2,000 to \$823,490. This latter figure shows a falling off from the receipts in 1917 of about \$300,000. On the other hand, the total expense of

all features reached the highest figure in 1918, namely, \$1,433,887. The loss in receipts is probably due to the fact that many associations made generous contributions in the way of educational service during the war, either free of charge or at an actual loss. Also probably the failure of certain associations to report may be responsible for the decline in the amount of tuition receipts. The educational war work of the associations, in all its different forms, constitutes an impressive showing, and means that a very definite service was rendered to hundreds of thousands of men and boys at a time when such help and assistance are most effective in the development of character and in the increase of efficiency and skill in one's calling.

EQUIPMENT.

In most instances the educational department is housed in the association building in quarters especially furnished for educational work, with desks, chairs, blackboards, laboratories, workshops, drafting rooms, and office outfit for the administrative body. In recent years the educational work in certain associations has grown to such dimensions that it has been found desirable to provide separate buildings for the technical phases, such as instruction in the automobile, in the tractor, and in aviation mechanics. Educational departments housed in the buildings are enabled to use the libraries, reading rooms, assembly halls, and also to secure the advice and counsel of the men in the association, of experts in physical education, and in boys' work. Through the membership and the management of the association, students, both men and boys, are brought into wholesome contact with virile and strong business and professional men.

ORGANIZATION.

In the case of 87 associations an educational secretary who specializes in this field is employed. The educational secretary is selected with reference to his preparation through school and college, and also as to his ability as an executive and general manager. Well-organized educational departments do not, as a rule, expect the educational secretary to do any teaching, as he is fully occupied in the work of management and of promotion.

The staff of an educational secretary consists, in the large associations maintaining strong educational work, of heads of departments or schools, together with teachers in special subjects. Such schools may be an association day school, an automotive school, a school of commerce, or a school of cooperative engineering. The heads of departments are selected with reference to their knowledge and skill in their own particular field, and also to some extent with regard to

their business and executive capacity. Among the associations maintaining large staffs there may be noted the following:

Associations.	Educational secretaries and assistants.	Paid teachers and leaders.	Serving on educational committees.
Boston.....	17	129	99
Chicago, central.....	4	36	8
Cleveland, central.....	10	65	13
Detroit, Adams Avenue.....	9	115	24
Minneapolis, central.....	3	26	38
New York, west side.....	8	97
Philadelphia, central.....	11	85	88
Portland, Oreg.....	5	35	10
San Francisco, Golden Gate.....	3	30	3

In smaller associations, where the staff is limited to one or two persons, it is obviously not possible to carry on very extensive or highly organized work. In smaller associations, oftentimes, the educational department is put in charge of an employed officer as only one part of his responsibilities and duties. Here, again, the range of activity is necessarily limited.

An important element in the success of any educational department is the educational committee, which, in a well-managed association, is composed of leading business and professional men with one or two representatives of public schools or colleges. The function of the educational committee is to consider plans, programs, and policies, and to make recommendations to the board of directors with regard to appropriations and appointments. A strong educational committee constitutes one of the most important aids to an educational secretary.

STATISTICAL TABLES.

TABLE 1.—Associations reporting educational expenses over \$3,000, where such amount is 15 per cent or more of the total current expenses of the association.

A. FOR PERIOD JULY 1, 1916, TO JUNE 30, 1917.

State.	Association.	Expense.	Per cent.
Colorado.....	Denver.....	\$20,917	22
Connecticut.....	Bridgeport.....	9,197	10
District of Columbia.....	Washington.....	22,800	19
Illinois.....	Chicago (central).....	46,517	31
Maryland.....	Baltimore.....	18,406	18
Massachusetts.....	Boston.....	194,565	51
Do.....	Westfield.....	3,931	60
Michigan.....	Lansing.....	7,315	25
Minnesota.....	Minneapolis.....	12,330	83
Missouri.....	St. Louis.....	9,346	15
New York.....	Albany.....	4,654	21
Do.....	New York (Twenty-third Street branch).....	44,706	31
Do.....	New York (west side branch).....	76,479	20
Ohio.....	Cincinnati.....	26,278	38
Do.....	Cleveland.....	36,089	17
Do.....	Columbus.....	9,555	18
Do.....	Dayton.....	13,700	73
Washington.....	Spokane.....	6,581	16
Illinois.....	Dupo (railroad).....	18,053	59

B. FOR PERIOD JULY 1, 1917, TO JUNE 30, 1918.

California.....	Los Angeles.....	\$58,000	15
Do.....	San Francisco.....	23,606	15
Colorado.....	Denver.....	20,041	23
District of Columbia.....	Washington.....	21,301	15
Illinois.....	Chicago.....	50,510	28
Maryland.....	Baltimore.....	18,318	16
Massachusetts.....	Boston.....	160,037	34
Do.....	Worcester.....	19,478	36
Michigan.....	Detroit.....	171,581	49
Do.....	Lansing.....	3,743	15
Minnesota.....	Minneapolis.....	11,308	18
New Jersey.....	Newark.....	17,330	20
New York.....	Brooklyn (Bedford branch).....	34,374	21
Do.....	New York (east side branch).....	7,991	15
Do.....	New York (Twenty-third Street branch).....	45,807	26
Do.....	New York (west side branch).....	116,759	29
Ohio.....	Cincinnati.....	28,627	39
Do.....	Cleveland.....	42,028	17
Do.....	Columbus.....	35,037	35
Do.....	Lorain.....	3,143	25
Oregon.....	Portland.....	43,722	26
Pennsylvania.....	Hazleton.....	5,639	30
Washington.....	Seattle.....	22,756	15

TABLE 2.—Associations in which 5,000 or more books were drawn and used.

B. FOR PERIOD JULY 1, 1916, TO JUNE 30, 1917.

Provinces and States.	Association.	Books.	Provinces and States.	Association.	Books.
Manitoba.....	Winnipeg.....	8,106	Pennsylvania.....	Philadelphia (central).....	5,642
Quebec.....	Montreal.....	22,300	Ontario.....	St. Thomas (railroad).....	5,225
Dist. Columbia.....	Washington.....	20,058	Minnesota.....	St. Paul (railroad).....	20,180
Indiana.....	Richmond.....	5,049	Missouri.....	St. Louis (railroad).....	5,323
Iowa.....	Davenport.....	7,000	New Jersey.....	Camden (railroad).....	23,759
New York.....	Albany.....	39,644	New York City.....	New York Grand Central Terminal (railroad).....	29,003
Do.....	Brooklyn (central).....	19,515	Pennsylvania.....	Conemaugh (railroad).....	5,298
Do.....	Buffalo.....	5,895	Do.....	Philadelphia (P. R. department).....	20,072
Do.....	New York (Twenty-third Street branch).....	28,639	Do.....	Sunbury (railroad).....	6,846
Do.....	New York (west side branch).....	86,120			

TABLE 2.—Associations in which 5,000 or more books were drawn and used—Contd.

B. FOR PERIOD JULY 1, 1917, TO JUNE 30, 1918.

Provinces and States.	Association.	Books.	Provinces and States.	Association.	Books.
Quebec.....	Montreal.....	23,100	Arkansas.....	Pine Bluff (railroad)....	35,564
Massachusetts.....	Boston.....	6,194	Kentucky.....	Louisville (railroad)....	17,230
New York.....	Albany.....	49,980	Missouri.....	St. Louis, Union Station (railroad).....	6,630
Do.....	Buffalo.....	5,805	New Jersey.....	Camden (railroad).....	12,039
Do.....	New York (Twenty-third Street branch)....	9,808	New York.....	New York Grand Central Terminal (railroad).....	20,017
Do.....	New York (west side branch).....	85,854	Pennsylvania.....	Sunbury (railroad).....	7,123
Pennsylvania.....	Philadelphia (central branch).....	8,598			

TABLE 3.—Associations reporting 40 or more educational lectures and practical talks.

A. FOR PERIOD JULY 1, 1916, TO JUNE 30, 1917.

Provinces and States.	Association.	Lectures.	Provinces and States.	Association.	Lectures.
Alberta.....	Calgary.....	76	New York.....	New York (Harlem branch).....	55
British Columbia.....	Vancouver.....	70	Do.....	New York (Twenty-third Street branch)....	48
Ontario.....	London.....	77	Do.....	New York (west side branch).....	75
Do.....	Toronto.....	68	Do.....	Toughkeepsie.....	62
Quebec.....	Quebec.....	71	Do.....	Troy.....	50
California.....	Oakland.....	41	Do.....	Walden.....	98
Colorado.....	Denver.....	46	Do.....	Waterford.....	65
Connecticut.....	Bridgeport.....	108	Ohio.....	Cincinnati.....	70
Do.....	Hartford.....	44	Do.....	Cleveland.....	43
Do.....	New Haven.....	218	Do.....	Hamilton.....	140
Georgia.....	Atlanta.....	57	Pennsylvania.....	Chester.....	51
Hawaii.....	Honolulu.....	96	Do.....	New Castle.....	69
Illinois.....	Chicago (board).....	142	Do.....	Philadelphia (central)....	109
Do.....	Chicago (central).....	103	Do.....	Pittsburgh (central).....	53
Do.....	Chicago (Hyde Park)....	50	Do.....	Pittsburgh (East Liberty).....	56
Do.....	Chicago (Sears-Roebuck)...	57	Do.....	Wilmerding.....	41
Do.....	Chicago (west side).....	46	Rhode Island.....	Providence.....	150
Do.....	Evansville.....	41	South Carolina.....	Darlington.....	50
Indiana.....	Indianapolis.....	150	Tennessee.....	Chattanooga.....	41
Do.....	Baltimore.....	101	Virginia.....	Schoolfield.....	42
Maryland.....	Boston.....	75	Washington.....	Virginia.....	112
Massachusetts.....	Cambridge.....	230	Illinois.....	Chicago, Dearborn Station (railroad).....	55
Do.....	Lawrence.....	40	Indiana.....	Elkhart (railroad).....	79
Do.....	Lowell.....	55	Maine.....	East Deering (railroad)....	59
Do.....	Lynn.....	50	Do.....	Portland (railroad).....	60
Michigan.....	Detroit (Adams Avenue)....	103	Maryland.....	Baltimore (railroad).....	82
Do.....	Flint.....	72	Michigan.....	Durand (railroad).....	161
Do.....	Grand Rapids.....	57	Missouri.....	St. Louis, Union Station (railroad).....	94
Minnesota.....	Duluth.....	56	New Jersey.....	Camden (railroad).....	108
Do.....	Minneapolis.....	122	New York.....	New York, Grand Central Terminal (railroad)....	61
Missouri.....	St. Louis (Industrial).....	48	Pennsylvania.....	Philadelphia (Broad Street).....	63
Nebraska.....	Omaha.....	75	Do.....	Punxsutawney.....	62
New Jersey.....	Bayonne.....	43	Indiana.....	Indianapolis (colored)....	77
Do.....	Camden.....	85	Missouri.....	Kansas City (colored)....	41
Do.....	Trenton.....	60	Virginia.....	Newport News (colored)....	71
New York.....	Brooklyn (eastern district).....	63			
Do.....	Brooklyn (Greenpoint branch).....	127			
Do.....	Buffalo.....	106			
Do.....	Gloversville.....	113			
Do.....	Newburg.....	51			
Do.....	New York (Bronx Union branch).....	57			

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TABLE 3.—Associations reporting 40 or more educational lectures and practical talks—Continued.

B. FOR PERIOD JULY 1, 1917, TO JUNE 30, 1918.

Provinces and States.	Association.	Lectures.	Provinces and States.	Association.	Lectures.
New Brunswick	St. John.....	87	New Hampshire	Berlin.....	53
Ontario.....	Hamilton.....	64	New Jersey	Camden.....	66
Do.....	London.....	130	New York	Brooklyn (Bush Terminal).....	54
Do.....	Toronto (central branch).....	68	Do.....	Brooklyn (eastern district).....	59
Do.....	Toronto (west end).....	125	Do.....	Buffalo (central).....	84
California.....	Los Angeles.....	133	Do.....	New York (Bronx Union branch).....	119
Do.....	San Francisco (Golden Gate Avenue).....	50	Do.....	New York (Harlem branch).....	80
Colorado.....	Colorado Springs.....	52	Do.....	New York (west side branch).....	182
Connecticut.....	Hartford.....	35	Ohio.....	Cincinnati.....	52
Do.....	New Haven.....	58	Pennsylvania.....	Bellfonte.....	50
Illinois.....	Chicago (board).....	210	Do.....	Germantown.....	150
Do.....	Chicago (Sears-Roebuck).....	106	Do.....	New Castle.....	120
Do.....	Chicago (west side).....	60	Do.....	Philadelphia (central).....	66
Indiana.....	Indianapolis.....	174	Do.....	Pittsburgh (East Liberty).....	89
Do.....	Muncie.....	56	Tennessee.....	Nashville.....	75
Kansas.....	Salina.....	59	Texas.....	Dallas.....	92
Massachusetts.....	Boston.....	108	Virginia.....	Schoolfield.....	50
Do.....	Cambridge.....	186	Washington.....	Seattle.....	128
Michigan.....	Flint.....	61			
Minnesota.....	Minneapolis (central branch).....	126			
Missouri.....	St. Louis (Industrial).....	185			

TABLE 4.—Associations reporting 5 or more educational clubs with 100 or more members.

A. FOR PERIOD JULY 1, 1916, TO JUNE 30, 1917.

Association.	Clubs.	Members.	Association.	Clubs.	Members.
Fresno, Calif.....	5	112	Brooklyn (central branch), N. Y.....	7	238
Oakland, Calif.....	5	189	Brooklyn (eastern district), N. Y.....	6	108
Denver, Colo.....	6	351	Brooklyn (Greenpoint branch), N. Y.....	5	160
Bridgeport, Conn.....	7	140	Buffalo, N. Y.....	10	403
New Haven, Conn.....	10	237	Elmira, N. Y.....	5	198
Canton, Ill.....	6	185	New York City (west side).....	5	453
Freeport, Ill.....	11	194	Troy, N. Y.....	5	281
Davenport, Iowa.....	10	200	Charlotte, N. C.....	5	118
Bar Harbor, Me.....	5	101	Spray, N. C.....	5	140
Boston, Mass.....	29	661	Cleveland, Ohio.....	8	351
Cambridge, Mass.....	7	301	Fundlay, Ohio.....	5	190
Gloucester, Mass.....	5	130	Hamilton, Ohio.....	6	188
Salem, Mass.....	7	181	Philadelphia, Pa. (Central).....	5	141
Detroit, Mich.....	7	950	Pittsburgh (Hilltop branch), Pa.....	5	121
Jackson, Mich.....	9	104	Williamsport, Pa.....	5	118
Saginaw, Mich.....	5	107	Wilmerding, Pa.....	10	170
Minneapolis, Minn.....	6	157	Providence, R. I.....	9	391
Winona, Minn.....	13	295	Houston, Tex.....	6	120
Omaha, Nebr.....	8	190	Appleton, Wis.....	5	124
Trenton, N. J.....	7	154			
Brooklyn (Bedford branch), N. Y.....	8	526			

B. FOR PERIOD JULY 1, 1917, TO JUNE 30, 1918.

Montreal, Quebec.....	12	355	New York City (west side branch), N. Y.....	66	1,221
Hartford, Conn.....	14	283	Troy, N. Y.....	6	217
Chicago, Ill. (North Avenue Larabee Boys Club).....	9	157	Charlotte, N. C.....	7	119
Chicago, Ill. (Wilson Avenue department).....	9	205	Akron, Ohio.....	11	370
Freeport, Ill.....	6	188	New Castle, Pa.....	9	222
Streat, Ill.....	6	138	Oil City, Pa.....	5	100
Boston, Mass.....	17	486	Pittsburgh (East Liberty), Pa.....	5	142
Chelsea, Mass.....	5	109	Williamsport, Pa.....	7	131
Salem, Mass.....	8	148	Schoolfield, Va.....	6	208
Detroit, Mich.....	9	675	Spokane, Wash.....	11	1,172
Berlin, N. H.....	9	210	Appleton, Wis.....	6	110
Brooklyn (Bedford branch), N. Y.....	5	100	Milwaukee, Wis.....	10	150
Buffalo, N. Y.....	8	293	Wausau, Wis.....	5	116
New York City (east side branch), N. Y.....	7	107	St. Thomas, Ontario (railroad).....	5	146
			Indianapolis, Ind. (colored).....	8	236

TABLE 5.—Associations reporting class lecture series with 50 or more students.
A. FOR PERIOD JULY 1, 1916, TO JUNE 30, 1917.

Association.	Students.	Association.	Students.
Los Angeles, Calif.	85	Trenton, N. J.	180
Denver, Colo.	92	Brooklyn (Bedford branch), N. Y.	353
Bridgeport, Conn.	157	Brooklyn (central branch), N. Y.	865
Hartford, Conn.	203	Buffalo (central branch), N. Y.	230
New Haven, Conn.	118	Elmira, N. Y.	105
Indianapolis, Ind.	70	Hornell, N. Y.	183
Marion, Ind.	128	New York (2 West One hundred and twenty-fifth Street branch), N. Y.	50
Davenport, Iowa	83	Niagara Falls, N. Y.	123
Baltimore, Md.	206	Poughkeepsie, N. Y.	104
Attleboro, Mass.	72	Schenectady, N. Y.	86
Boston, Mass.	180	Cincinnati, Ohio	146
Lynn, Mass.	111	Cleveland, Ohio.	552
Pittsfield, Mass.	79	Dayton, Ohio.	170
Worcester, Mass.	214	Lorain, Ohio.	275
Detroit, Mich.	2,667	Steubenville, Ohio	66
Lansing, Mich.	101	Toledo, Ohio.	99
Duluth, Minn.	166	Youngstown, Ohio.	559
Minneapolis, Minn.	948	Philadelphia (west branch), Pa.	70
St. Paul, Minn.	56	Pittsburgh (central branch), Pa.	102
Winona, Minn.	68	Providence, R. I.	414
St. Joseph, Mo.	52	Seattle, Wash.	400
St. Louis, Mo.	80	Spokane, Wash.	59
Manchester, N. H.	105	Dubois, Pa. (railroad)	71
Camden, N. J.	81		

B. FOR PERIOD JULY 1, 1917, TO JUNE 30, 1918.

Canon City, Colo.	50	New York (Twenty-third Street branch), N. Y.	465
Denver, Colo.	81	Syracuse, N. Y.	98
Bridgeport, Conn.	67	Utica, N. Y.	308
Hartford, Conn.	70	White Plains, N. Y.	127
Sears-Roebuck, Chicago, Ill.	68	Cleveland, Ohio.	679
Elgin, Ill.	95	Dayton, Ohio.	94
Baltimore, Md.	339	Pittsburgh, Pa. (central)	157
Holyoke, Mass.	105	Providence, R. I.	297
Minneapolis, Minn.	142	Seattle, Wash.	125
Buffalo, N. Y.	60		
New York (Harlem branch), N. Y.	60		

TABLE 6.—Associations reporting over 500 students in evening classes and where such number is 20 per cent or more of the association membership.

A. FOR PERIOD JULY 1, 1916, TO JUNE 30, 1917.

State.	Association.	Students.	Per cent.
Ontario	Toronto (Broadview branch)	744	20
California	Los Angeles	1,234	29
Do.	San Francisco	837	20
Colorado	Denver	812	29
Connecticut	Bridgeport	806	53
Do.	Waterbury	509	61
District of Columbia	Washington	851	28
Hawaii	Honolulu	618	33
Illinois	Chicago (central)	2,680	45
Do.	Chicago (Division Street)	777	36
Do.	Chicago (Sears-Roebuck)	1,304	62
Indiana	Indianapolis	913	29
Kentucky	Louisville	794	32
Maryland	Baltimore	1,127	34
Massachusetts	Boston	4,201	53
Do.	Cambridge	1,628	(1)
Do.	Worcester	928	(1)
Michigan	Detroit (Adams Avenue)	2,781	32
Minnesota	Minneapolis	1,671	(1)
Missouri	St. Louis (Industrial)	1,464	(1)
Nebraska	Omaha	765	32
New York	Brooklyn (Bedford branch)	1,148	31
Do.	Brooklyn (Central branch)	2,160	30
Do.	Buffalo	1,037	23
Do.	New York (Bronx Union)	624	28
Do.	New York (Twenty-third Street branch)	1,916	55
Do.	New York (west side branch)	5,184	54
Ohio	Cincinnati	799	31
Do.	Cleveland	1,982	38
Do.	Dayton	1,010	30
Do.	Toledo	529	26
Do.	Youngstown	639	27
Pennsylvania	Philadelphia (central)	4,930	41
Do.	Pittsburgh	505	24
Washington	Seattle	1,319	30

Extension classes.

TABLE 6.—Associations reporting over 500 students in evening classes and where such number is 20 per cent or more of the association membership—Continued.

B. FOR PERIOD JULY 1, 1917, TO JUNE 30, 1918.

State.	Association.	Students.	Per cent.
Ontario...	Toronto (Broadview branch)	2,100	87
Quebec.....	Montreal (central)	330	14
California.....	Los Angeles.....	1,882	46
Do.....	San Francisco (Golden Gate)	1,054	20
Colorado.....	Denver.....	893	32
Connecticut.....	Bridgeport.....	603	33
Do.....	Hartford.....	897	21
Illinois.....	Chicago (central)	4,666	81
Do.....	Chicago (Division Street)	1,504	88
Do.....	Chicago (Sears-Roebuck)	543	28
Indiana.....	Indianapolis.....	932	26
Kentucky.....	Louisville.....	1,087	41
Maryland.....	Baltimore.....	1,113	34
Massachusetts.....	Boston.....	3,843	53
Do.....	Cambridge.....	607	80
Do.....	Worcester.....	1,037	79
Michigan.....	Detroit (Adams Avenue)	2,094	40
Minnesota.....	Minneapolis.....	536	32
Nebraska.....	Omaha.....	628	27
New Hampshire.....	Berlin.....	553	40
New Jersey.....	Newark.....	958	32
New York.....	Brooklyn (Bedford branch)	1,594	50
Do.....	Brooklyn (central)	1,183	26
Do.....	Buffalo.....	1,001	39
Do.....	New York (Bronx Union branch)	787	33
Do.....	New York (east side branch)	828	48
Do.....	New York (Twenty-third Street branch)	1,614	41
Do.....	New York (west side branch)	5,659	69
Ohio.....	Cincinnati.....	680	40
Do.....	Cleveland.....	265	43
Do.....	Columbus.....	1,017	42
Do.....	Dayton.....	728	34
Do.....	Hamilton.....	558	23
Do.....	Youngstown.....	676	27
Oregon.....	Portland.....	1,172	29
Pennsylvania.....	Philadelphia (central)	4,843	68
Do.....	Pittsburgh (East Liberty)	619	58
Washington.....	Seattle.....	1,342	72
Illinois.....	East St. Louis (railroad)	556	72

TABLE 7.—Associations reporting day work with 50 or more students.

A. FOR PERIOD JULY 1, 1916, TO JUNE 30, 1917.

State.	Association.	Students.	Expense.	Receipts.
California.....	Los Angeles.....	622	\$23,815	\$34,392
Do.....	San Francisco.....	85		
Colorado.....	Denver.....	235	5,948	7,256
Illinois.....	Chicago (central)	607	11,500	15,840
Do.....	Chicago (Division Street)	131		
Do.....	Chicago (Sears-Roebuck)	183	2,184	1,535
Maryland.....	Baltimore.....	63	1,087	1,502
Massachusetts.....	Boston.....	1,089		
New York.....	Brooklyn (Bedford branch)	203	23,437	31,192
Do.....	Brooklyn (central)	153	15,196	9,192
Do.....	Buffalo.....	129		
Do.....	New York (Twenty-third Street)	198		
Do.....	New York (west side branch)	1,831		
Ohio.....	Cincinnati.....	140	1,114	224
Do.....	Cleveland.....	206		
Pennsylvania.....	Philadelphia.....	297	6,064	5,322
Washington.....	North Yakima.....	62	236	292
Do.....	Seattle.....	322	15,642	10,054
Do.....	Spokane.....	90		
Illinois.....	Chicago, Wabash Avenue (colored)	53	2,000	1,348

TABLE 7.—Associations reporting day work with 50 or more students—Continued.

B. FOR PERIOD JULY 1, 1917, TO JUNE 30, 1918.

State.	Association.	Students.	Expense.	Receipts.
Quebec	Montreal (central)	62		
Alabama	Birmingham (Acipoo)	90	\$300	
California	Los Angeles	1,075	28,300	\$34,500
Do.	San Francisco (Golden Gate)	189	5,754	5,835
Colorado	Denver	374	6,910	8,889
Connecticut	Hartford	54	150	221
Hawaii	Honolulu	72	3,200	1,877
Illinois	Chicago (central)	508	9,364	10,707
Do.	Chicago (Division Street)	148	4,262	3,349
Maryland	Baltimore	230	1,627	2,090
Massachusetts	Boston	939	82,794	81,092
Do.	Worcester	100	1,971	2,700
Michigan	Detroit (Adams Avenue)	639	7,000	21,000
Minnesota	Minneapolis	67	2,837	925
Missouri	St. Louis	142	11,185	9,338
New York	Brooklyn (central)	256		
Do.	Brooklyn (eastern district)	51		
Do.	New York (east side)	322	3,000	3,200
Do.	New York (Twenty-third Street)	151	6,889	4,623
Do.	New York (west side)	2,546		
Ohio	Cincinnati	124	950	250
Do.	Cleveland	287		
Do.	Columbus	70		5,000
Oregon	Portland	497	29,148	22,856
Pennsylvania	Philadelphia (central)	234	5,181	3,817
Illinois	Chicago (Wabash Avenue)	72		

TABLE 8.—Boys' summer schools, 1916, with 25 or more students.

A. FOR PERIOD JULY 1, 1916, TO JUNE 30, 1917.

State.	Association.	Students.	State.	Association.	Students.
New Brunswick	St. John	47	Missouri	St. Joseph	103
Colorado	Denver	59	New Hampshire	Manchester	31
Connecticut	Hartford	84	New Jersey	Orange	60
Dist. Columbia	Washington	68	Do.	Perth Amboy	30
Hawaii	Honolulu	53	New York	Brooklyn (Bedford br.)	70
Do.	Honolulu (Japanese department)	25	Do.	Brooklyn (central br.)	81
Illinois	Chicago (central br.)	48	Do.	New York (Bronx Union br.)	48
Do.	Chicago (Division St.)	62	Do.	New York (west side br.)	67
Do.	Chicago (Sears-Roebuck)	133	Ohio	Columbus	51
Do.	Chicago (Wilson Ave.)	65	Do.	Hamilton	46
Do.	Peoria	25	Do.	Youngstown	66
Maryland	Baltimore	25	Pennsylvania	Philadelphia	306
Massachusetts	Boston	58	Do.	Scranton	68
Do.	Everett	35	Rhode Island	Providence	63
Do.	Lowell	29	Tennessee	Nashville	44
Do.	Malden	25	Texas	Dallas	25
Do.	Melrose	39	Washington	North Yakima	25
Do.	Somerville	63	Do.	Seattle	128
Do.	Springfield	99			

B. FOR PERIOD JULY 1, 1917, TO JUNE 30, 1918.

New Brunswick	St. John	43	New Jersey	Orange	60
California	Fresno	45	New York	Brooklyn (Bedford br.)	144
Do.	Los Angeles	55	Do.	Brooklyn (central)	60
Colorado	Denver	48	Do.	Buffalo	119
Connecticut	Hartford	41	Do.	New York (Bronx Union br.)	50
Dist. Columbia	Washington	65	Do.	New York (west side br.)	59
Hawaii	Honolulu	37	Ohio	Cleveland	36
Illinois	Chicago (Division St.)	60	Do.	Hamilton	63
Do.	Chicago (central)	80	Do.	Youngstown	183
Do.	Chicago (Sears-Roebuck)	80	Pennsylvania	Philadelphia (central)	363
Do.	Chicago (Wilson Ave.)	65	Do.	Scranton	34
Do.	Peoria	29	Rhode Island	Providence	70
Massachusetts	Boston	49	South Carolina	Spartanburg	25
Do.	Everett	35	Texas	Dallas	29
Do.	Malden	25	Washington	Seattle	94
Do.	Melrose	39			
Do.	Somerville	63			
Do.	Springfield	99			
Nebraska	Omaha	48			

Boys and girls.

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TABLE 9.—Boys' departments, with 100 or more boys in class work.

A. FOR PERIOD JULY 1, 1916, TO JUNE 30, 1917.

State.	Association.	Boys.	State.	Association.	Boys.
Ontario	Toronto (Broad view br.)	684	Missouri	St. Joseph	132
Quebec	Montreal (central)	805	New York	Brooklyn (Bedford br.)	102
Colorado	Denver	153	Do.	Brooklyn (central)	293
Connecticut	Bridgeport	162	Do.	New York (Bronx Union br.)	149
Do.	Hartford	276	Do.	New York (West side br.)	196
Hawaii	Honolulu	149	North Carolina	Charlotte	167
Illinois	Chicago (central)	559	Pennsylvania	Philadelphia (central)	1,774
Do.	Chicago (Division St.)	193	Do.	Scranton	100
Do.	Chicago (Sears-Roebuck)	347	Washington	Seattle	247
Indiana	Indianapolis	327	Virginia	Newport News (colored)	123
Kentucky	Louisville	161			
Maryland	Baltimore	226			
Michigan	Detroit (Adams Ave.)	269			

B. FOR PERIOD JULY 1, 1917, TO JUNE 30, 1918.

Ontario	Toronto (Broad view br.)	2,050	New York	Brooklyn (Bedford br.)	158
Quebec	Montreal	246	Do.	Brooklyn (central br.)	316
California	Los Angeles	400	Do.	New York (Bronx Union br.)	135
Colorado	Denver	155	Do.	New York (east side br.)	127
Connecticut	Hartford	153	Do.	New York (west side br.)	147
Dist. Columbia	Washington	323	North Carolina	Charlotte	147
Illinois	Chicago (central)	688	Ohio	Hamilton	114
Do.	Chicago (Division St.)	480	Do.	Youngstown	211
Do.	Chicago (Sears-Roebuck)	195	Oregon	Portland	270
Indiana	Indianapolis	420	Pennsylvania	Philadelphia (central)	1,532
Kentucky	Louisville	188	Do.	Pittston	503
Maine	Portland	112	Do.	Pottstown	150
Maryland	Baltimore	171	Do.	Williamsport	896
Massachusetts	Boston	328	South Carolina	Charleston	179
Do.	Somerville	114	Texas	Dallas	117
Michigan	Detroit (Adams Ave.)	147			
Nebraska	Omaha	125			
New Jersey	Camden	105			

TABLE 10.—Development of educational work from 1893, when this department of the international committee was organized.

	1893	1901	1909	1914
Number of lectures and talks	1,900	3,041	4,936	13,414
Educational club members	3,250	4,618	10,550	25,405
Number in class lecture series courses		750	3,907	12,335
Number of associations with educational secretaries	1	21	60	82
Number of paid teachers	415	901	2,443	2,858
Total different students, day and evening	12,000	26,906	46,948	84,577
Employed boys in classes		1,326	7,621	12,886
Tuition receipts	\$7,000	\$48,000	\$335,585	\$785,274
Income from endowment	\$2,500	\$4,910	\$9,087	\$13,424
Number international certificates won		1,532	1,231	1,901
Students in association day courses		560	3,000	8,213
Students in boys' summer schools		75	1,214	2,289
Students outside building		350	5,130	14,081
Educational men in Bible study				2,007
Number of chapel assemblies				1,626
Total expense of all features	\$72,000	\$163,000	\$570,070	\$1,086,763

	1915	1916	1917	1918
Number of lectures and talks	14,819	16,800	14,375	11,931
Educational club members	20,700	29,197	26,718	27,411
Number in class lecture series courses	4,642	5,690	9,480	5,476
Number of associations with educational secretaries	84	84	90	87
Number of paid teachers	2,592	2,645	2,452	2,203
Total different students, day and evening	83,771	83,358	83,121	81,899
Employed boys in classes	12,445	11,724	13,484	15,615
Tuition receipts	\$914,024	\$940,612	\$1,138,789	\$823,490
Income from endowment	\$12,766	\$13,744	\$32,293	\$10,531
Number international certificates won	2,240	2,170	1,000	918
Students in association day courses	8,031	7,263	7,279	9,632
Students in boys' summer schools	2,823	3,821	2,350	2,283
Students outside building	22,653	15,770	10,453	9,424
Educational men in Bible study	3,389	3,872	13,403	2,982
Number of chapel assemblies	2,554	1,793	10,386	8,577
Total expense of all features	\$1,070,900	\$1,443,086	\$1,331,840	\$1,432,857

TABLE 11.—Boys' educational roll of honor.

A. DURING PERIOD JULY 1, 1916, TO JUNE 30, 1917.

Associations winning the largest actual number of certificates among boy members.	Certificates.	Associations in which the largest per cent of boy members won certificates.	Per cent.
1. Reading, Pa.	60	1. Mobile, Ala.	23.6
2. Cincinnati, Ohio	33	2. Reading, Pa.	19.3
3. Detroit, Mich.	31	3. Cincinnati, Ohio	12.5
4. Mobile, Ala.	26	4. Springfield, Mo.	10.4
5. Wilmington, Del.	24	5. Wilmington, Del.	7.3
6. Hamilton, Ohio	16	6. Topeka, Kans.	4.6
7. Springfield, Mo.	15	7. Detroit, Mich.	2.9
8. Topeka, Kans.	15	8. Hamilton, Ohio	2.8
9. St. Paul, Minn.	12	9. St. Paul, Minn.	2.5
10. Canton, Ohio	11	10. Canton, Ohio	1.2

B. BOYS' EDUCATIONAL ROLL OF HONOR, 1918.

Associations winning the largest actual number of certificates among boy members.	Certificates.	Associations in which the largest per cent of boy members won certificates.	Per cent.
1. Detroit, Mich.	52	1. Mobile, Ala.	15.5
2. Mobile, Ala.	24	2. Burlington, Vt.	5.9
3. New York (west side), N. Y.	19	3. Easton, Pa.	4.9
4. St. Paul, Minn.	15	4. Detroit, Mich.	4.4
5. Scranton, Pa.	13	5. Galt, Ontario, Canada	3.7
6. Pittsburgh, Pa.	11	6. Scranton, Pa.	2.8
7. Galt, Ontario, Canada	11	7. St. Paul, Minn.	2.8
8. Burlington, Vt.	9	8. New York (west side), N. Y.	2.6
9. Easton, Pa.	9	9. Pittsburgh, Pa.	2.6
10. Camden, N. J.	9	10. Camden, N. J.	1.3

TABLE 12.—Report of library service for American Expeditionary Forces in the United Kingdom from Aug. 1, 1917, to Sept. 30, 1918.

Distributed:		PUBLICATIONS.	
Circulating books.....	37,229	Printed:	
Reference books.....	1,160	Clark's Hun's Ally.....	100,000
Technical books.....	1,830	Kipling's To the Fighting	
Text books.....	4,332	Americans.....	50,000
Magazines and newspapers	3,000,000	Hay's Welcome to England	100,000
Maps.....	1,294	Y. M. C. A. Handbook...	1,000
Pictures.....	1,112	Exner's Friend or Enemy.	50,000
Books for resale.....	595	Armstrong's Nurse and	
Enrollment cards.....	6,100	Knights.....	50,000
"Association Men".....	2,500	France, dispatched:	
"American Home News".....	114,500	Books of a general charac-	
"Red Triangle Overseas".....	2,000	ter.....	140,718
"Stars and Stripes".....	25,864	Testaments.....	128,500
"Eaglet".....	500	Textbooks.....	68,795
Pamphlets.....	550,000	Songs.....	36,886
Military propaganda pam-		Magazines.....	68,000
phlets.....	30,510	Bibles.....	80,000
Books have been donated		Pamphlets.....	792,730
to us.....	15,075	Reference books.....	123,800
Value of same.....	£621	Maps.....	111,000

TABLE 12.—Report of library service for American Expeditionary Forces in the United Kingdom from Aug. 1, 1917, to Sept. 30, 1918—Continued.

PUBLICATIONS—continued.		PUBLICATIONS—continued.	
France, dispatched—Continued.		Gibraltar, dispatched—Continued.	
Books donated Paris.....	40,000	Y. M. C. A. song books.....	4
Value of same.....	£4,000	Song sheets.....	200
Social department (United Kingdom):		Abridged song books.....	100
Songs.....	2,266	War rolls.....	250
101 Best Songs.....	8,063	Russia, dispatched:	
Service Song Books (with music).....	18,947	General books.....	9,336
Volumes of Y. M. C. A. songs.....	239	Reference books.....	1,200
Song sheets.....	8,872	Technical books.....	72
Abridged song books.....	5,886	Textbooks.....	10,445
Books of music.....	3,565	Magazines and newspapers.....	19,782
Religious work department (United Kingdom) dispatched:		Maps.....	25
War roll cards.....	14,769	Pictures.....	100
Pamphlets.....	397,011	Pamphlets.....	11,500
Testaments.....	26,411	Testaments.....	600
Bibles.....	3,915	Bibles.....	350
Books.....	3,364	Songs.....	200
Gibraltar, dispatched:		101 Best Songs.....	500
General books.....	880	Song service books.....	2,000
Reference books.....	25	Y. M. C. A. song books.....	24
Technical books.....	25	Song sheets.....	500
Magazines and newspapers.....	4,160	Abridged song books.....	500
Textbooks.....	25	Switzerland (I. O. W.), dispatched:	
Maps.....	12	General books.....	5,480
Pictures.....	20	Testaments.....	5,000
Pamphlets.....	5,000	Bibles.....	1,100
Testaments.....	1,500	Reference books.....	118
Bibles.....	150	Maps.....	12
Songs.....	25	Technical books.....	25
101 Best Songs.....	250	Textbooks.....	1,489
Song Service books.....	150	Pamphlets.....	1,500
		Songs.....	650
		German books (U. K.).....	193

FURNISHED BY AMERICAN LIBRARY ASSOCIATION FOR AMERICAN EXPEDITIONARY FORCES.

Italy, dispatched:	
Cases of books received from United States.....	1,361
Books donated (contained in above).....	99,536
Value of same.....	£9,896
Carriage from docks to warehouse.....	£147
Cases sent to France (59,220 books).....	846
Cases sent to American Red Cross (3,500 books).....	50
Cases sent to Russia (1,680 books).....	24

¹ First order was received for 12 books.

TABLE 13.—Summary of enrollment of students in the American Expeditionary Forces in England.¹

English.....	25	Trigonometry.....	35
French.....	380	Mechanical drawing.....	22
Spanish.....	13	Agriculture.....	5
History.....	141	Chemistry.....	30
Economics.....	38	Navigation.....	1
Geography.....	20	Motors.....	69
Memory training.....	34		
Arithmetic.....	59	Total.....	926
Algebra.....	54		

Enrollments of Americans in Canadian Khaki College, London, to Nov. 18, 1918 (cooperative arrangement).

English.....	1	Salesmanship.....	30
Spanish.....	5	Penmanship.....	1
Economics.....	2	Shorthand.....	1
Commercial arithmetic.....	1	Typewriting.....	2
Calculus.....	1	Business correspondence.....	4
Surveying.....	1	Business practice.....	2
Petrol engines.....	4	Secretarial practice.....	1
Electricity and magnetism.....	3	Commercial law.....	3
Chemistry.....	2	Salesmanship.....	5
Electricity.....	36	Dairying.....	2
Penmanship.....	2	Live stock.....	2
Shorthand.....	18	Field husbandry.....	2
Typewriting.....	2		
Bookkeeping.....	1	Total.....	134

TABLE 14.—Class work for one week in October, 1918, American Expeditionary Forces in the United Kingdom.

Academic subjects:		Technical subjects:	
Classes in—		Classes in—	
English.....	8	Algebra.....	6
History.....	8	Geometry.....	3
French.....	34	Trigonometry.....	4
Spanish.....	4	Physics.....	2
Reading.....	1	Mechanical drawing.....	2
Commercial subjects:		Radio.....	2
Classes in—		Chemistry.....	1
Salesmanship.....	3	Electricity.....	4
Bookkeeping.....	2	Aeronautics.....	2
Typewriting.....	3	Gas engines.....	4
Stenography.....	2	Navigation.....	5
Arithmetic.....	4	Marine engineering.....	2
Penmanship.....	1	Mechanical engineering.....	2
		Armament.....	1
		Ordnance.....	1

These figures do not include about 150 beginners in a correspondence course in the geography of Europe, it being the policy to count as enrolled only those who have finished at least three lessons.

¹ During the month of October more than 400 men attended the "drop-in" one-session class in French at Eagle Hut. Of these 176 signed a card expressing their desire to continue the study of French in their camps.