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A
S U R V E Y
OF
THE Y.M.C.A. EDUCATIONAL ACTIVITIES
ON
THE PACIFIC COAST

BY

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T H E S I S

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General Statement

The specific purpose of the survey is to review the educational work of the Y. M. C. A., a survey taking for its material, the educational activities of the various Associations on the Pacific Coast. To render the results more conclusive, several of the more representative Y. M. C.A. schools in other parts of the United States were added in the survey.

The purpose throughout is to thoroughly review the various educational activities of the Y.M.C.A. schools as carried on by the Associations in the survey and from the material at hand to draw such conclusions as seem warranted.

The method pursued, was one by questionnaire; one general questionnaire to be filled in as regards the educational activities of the Association. In addition, each Association was asked to fill out for each instructor, an individual questionnaire blank (both of these questionnaires will be found in the appendix, pgs. 137-138) as regards teacher's qualifications, salary, and experience.

The following cities on the Pacific Coast were included: Spokane, Seattle and Tacoma, Washington; Portland, Oregon; San Francisco, Los Angeles and San Diego, California; Denver, Colorado. Of the Associations, the writer personally visited the Association schools in Seattle, Tacoma, Washington; Portland, Oregon; and San Francisco, California. In addition

the Y. M. C. A. schools in Louisville, Kentucky, Cleveland and Youngstown, Ohio; Detroit, Michigan; and Minneapolis, Minnesota; replied to the questionnaire. The number replying was thirteen in all, this giving a representative list of Y. M. C. A. schools of the United States.

INTRODUCTION

Part I.

THE NEED AND SCOPE OF Y.M.C.A. EDUCATIONAL WORK.

The Y.M.C.A. believes in the American public school system with its various educational facilities. But as figures will show, the number of men and boys who have not profited by this great wealth of school facilities, is very great. The purpose of public education is the all-around development of the social and economic understanding of the individual, of every individual and so of the entire people.

According to most prominent educators, the general agency which we call the public school system, built up through a long process in the past generation is not performing to any high degree of perfection, the duty which it is supposed to fulfill.

The Russell Sage Foundation has recently made a study of educational facilities and conditions in the United States. This foundation has prepared the following diagram or Chart* according to H. E. Miles of the National Association of Manufacturers of N. Y. City. This chart was prepared, through many days of painstaking care, by a superior authority on our public schools, the Russell Sage Foundation division of education.

1.

*From National Crisis in Education; An Appeal to the People, pg. 123, Bureau of Education Bulletin, 1920, #29.

"The bottom line indicates our total population and the vertical line on the right, the ages of all our people from birth to the fiftieth year. The curved line on the left may be called the dead line, indicating as it does the diminishing number of our population as life advances. The interior diagram indicates the total population in our public schools, their ages and their school grades, from first grade to college graduation."

The chart shows that about one-half our children leave school at the end of the sixth grade. *General Hahn and his scores of educational assistants, after examining more than a million soldiers at the time of the recent world war, said: "The average education among all American adults is only the sixth grade and the average education of the personnel available for enlistment (being some of those from the eleventh grade and substantially all below the eleventh grade is probably but little above the fifth grade). These records show

*The National Crisis in Education: An Appeal to the People, pg. 123, Bureau of Education Bulletin, 1920, #29.

that illiteracy averages, 24.9 per cent of the entire country, and that it is not much worse in any section than in any other."

In the same article and continuing along this line, Mr. H. E. Miles continues: "Giving the schools the benefit of the doubt whether the broken line here shown should not be drawn across the chart considerably higher up, say at the sixteenth year and placing it as here shown, at the thirteenth year, it shows that at the best, all public education, the development of social and economic understanding, comes in the narrow area between this broken line and the curved line B. C. and what do we find?

Upon this slender and defective foundation rests the great area marked "A", an area of suffering, ignorance and misunderstanding in which is all of our adult population under 50 years of age. In this area are all college and high school men who have had, the training that all should have, in social and economic understanding-----This total, 63,000,000 working people left school, at best, as you perfectly know by the end of the sixth grade, with no formal education, but only the three R's.

As you run your eye to the right from "B" in the Chart, you see how frightfully thin is the space between the dotted line and the curved line just above. You get well into the high school area before you find any approximation to an ade-

*The National Crisis in Education: An Appeal to the People
pg. 124, Bureau of Education Bulletin, 1920, #29.

quate educational basis or foundation, and in reality the college corner first reveals any foundation."

From the foregoing reference may, indeed, be painted a dark picture, nevertheless, the American public is realizing its duty toward its citizens, and is alleviating the situation as rapidly as possible. The Y.M.C.A. along with other educational agencies is filling a definite need in offering educational advantages to those who are not in the public schools and therefore has a place in the educational work of the nation.

Great effort has been put forth in the past, and is still being done in the line of industrial education. As was quoted above, there is a large portion of our population which leaves the public school to enter industry. As the great portion of the young people of the present day are entering the commercial and industrial sphere, it is necessary that the schools offer such a curriculum in order that this part of our population may be educationally provided for. This fact has resulted in the establishment of technical and manual training in schools of various kinds. All educational authorities will recognize it is still a question of whether these institutions will reach those who are no longer enrolled in the public schools. To provide for these is the proper field of the continuation school.

The continuation schools in America according to Jones*

*A.L. Jones, the Continuation School in the United States, pg. 140, Bureau of Education Bulletin, No. 1, 1907.

must be differentiated along three lines. First is the work among foreigners to prepare them for an intelligent conception of American Ideals, and citizenship. This work is being especially entered into by the Y.M.C.A. on a large scale. The next division is among the illiterates. Up until this time the elementary schools have concerned themselves with the education of illiterates and it can readily be seen that the need is great along this line; for democracy and illiteracy cannot go hand in hand.

The third kind of work for continuation schools according to Jones is that for young persons of considerable natural ability and ambition who are fitted by nature to occupy positions of responsibility. These form the field for the higher continuation schools. As naturally would be supposed, the immediate aim of the higher continuation school will be determined by the needs of those whom they are designed to reach. As Jones says, the interests and needs of the majority are in commercial, industrial and technical courses. Their original interest in these courses is greatly strengthened by the fact that they are no longer dealing in theories, but are out in the competition of the business world. They feel the pressure of economic conditions. They are eager to adopt any means by which they may be able to obtain a better position and a higher salary. It is here that the Y.M.C.A. has a distinct place to fill. The Y.M.C.A. does not attempt to concentrate its entire energies upon its higher types of

technical and commercial courses, but it is at the same time giving a great deal of attention to courses which are more distinctly preparatory for college and university work.

That the Y.M.C.A. is meeting this third need is shown in the figures compiled by Mr. Hirsch* of New York which show that the educational work of the Y.M.C.A. has increased 15% in the last year in the higher continuation schools and that five times as many men over 18 are enrolled in these schools as under 18 years and that the average age is 25 years. This shows that a goodly proportion of those who are in its enrollment, belong to the class of people who are out in the industrial, commercial and technical life of the world, but seeing the advantage of an education, are in the Y.M.C.A. schools taking up such subjects as will increase their knowledge and their efficiency.

The great need for adult education is well known and that the Association is filling this need is shown by the above statistics. The increased importance of adult education is well brought out, by the Committee on Adult Education of the British Parliament** reporting since the Armistice, showing the great need for work in this field. "Those questions in which more mature minds are particularly interested have little meaning for young people and can be grasped only after experience in the world. This experience, school pupils do not possess,

*Educational Messenger; Edited by Wm.F. Hirsch, Nov. 15, 1920, Pg. 5, Y.M.C.A. Headquarters, N.Y. City.
**The Meeting of the 146 - Report of Ed. Conference of Y.M.C.A. Detroit, Mich., April 23, 24, 1919. pg. 9

and school training, however advanced and however wide its outlook, though an invaluable preparation, is not in any sense a substitute for it. In any case, education is a continuing process, differing in its forms and methods with the age and experience of students, but expressing a permanent human need. Facilities for adult education must, therefore, be regarded as permanently essential, whatever developments there may be in the education of children and adolescents."

The question might be asked, "Why does the Y.M.C.A. undertake educational work, for have we not in all the cities of the country plenty of schools, both public and private?" The answer to this is clearly "No", because of the fact that in the United States there is a great lack of proper educational facilities. The facts of the case are that the educational advantages have not kept pace with our growing civilization. This is brought out clearly in the United States Educational Bulletin #22, which states:*

"The necessity for education has increased and will continue to increase with the advance in complexity of the processes of civilization. Because of the unparalleled progress of the arts and sciences during the past 50 years, the need for education has in a generation been multiplied many fold."

The Y.M.C.A. has a place in the educational field for according to such competent authorities as Dr. Leonard P. Ayres,** the public school system is not reaching all those who should be reached. "The schools of the country are only kept open 160 days

*The Meeting of the 146 -- pg. 11.

**L.P. Ayres: National Crisis in Education, pg. 14.

or 80 per cent of the needed time. It is well for us to remember that the United States has the shortest school year, the shortest school week and the shortest school day of all the highly civilized countries of the world. The next item that we measure is the number of those who might go on to enter high school. Here the rating of the country is 32 per cent.

How many boys have we, as compared with girls in our high schools? Only 76 boys for each 100 girls.

It has always been true in the United States that we gave our higher education to the girls and did not in so great a measure give it to the boys. Ours is the only nation among civilized nations of the world where the girls in a larger measure than the boys go in to get higher education."

The Y.M.C.A. is filling a particular demand for it is offering types of education that appeal particularly to the male portion of the population of the country.

Then again in the matter of finances, the shortage of school funds to supply all demands is well known and hardly in need of any further comment. Dr. Ayre* says on this point: "What do we spend on our schools, and how can we make a standard that we may call par value of measurement.; For the purpose of this study it was decided to use the teacher's salary as a basis and to begin with the lowest salary that we could reasonably pay --

*L.P. Ayre; National Crisis in Education: An Appeal to the People
Bureau of Education Bulletin, 1920, #29, pg. 15.

\$100.00 per month for twelve months during the year for every teacher employed. It ought to be more than that in most places, but we started with that and then figured the other school expenses from that basis. We know what proportion of all expenses consist of salaries and hence arrive at the following figure:

In the country as a whole we spend for each child in attendance about 49 per cent of what would be spent if we paid our teachers according to the rate I suggested \$1200 per year -- and for each child of school age we spend about 28 on a par value of 100".

It is not necessary to give further references such as these and to quote authorities on the subject of the shortage of school funds --yes, even shortage of teachers, buildings and necessary equipment. All agencies in the field of education should be welcomed for with the lack of teachers, shortage of funds and an increased school attendance, the public school system cannot and is not able to supply the educational wants of all its citizens.

The great need for industrial education is almost a commonplace. As has been shown the great numbers of young people leave the public schools with only an elementary education.

According to H. E. Miles previously quoted, "The obligation to the 60 per cent who leave the elementary schools for life work must be taken into account. Europe, in her best practice

has shown the way for generations in her 'life schools', the agricultural schools of Denmark and Holland, the continuation and secondary schools for wage earners of all ages in France, Austria, Germany, Hungary, Belgium and elsewhere."

The need for vocational continuation schools is recognized more and more in the United States and is evidenced by the various provisions for vocational education. The Smith-Hughes Bill as promulgated by the national government provides for nation-wide training in the vocations. The Y.M.C.A. feels that the field of vocational training is of such importance that its leaders are placing more and more emphasis on that phase of the work.

From the beginning of its educational work the Y.M.C.A. has placed much emphasis upon the phase of moral education. This has been the keynote in its purpose. How well they have succeeded in this endeavor will be seen later. The question of moral education is receiving more and more attention in all departments of education. As Walter Scott Athern of Boston University, says: "It is becoming increasingly evident that we cannot maintain a Christian democracy unless we maintain a system of efficient Christian schools."

The need for character building in the various vocations is well brought out in a report published in 1918,** by the Carnegie Foundation, from which the following reference is cited; "Therefo

*Report of the 146 - Report of Continental Educational Conference
Y.M.C.A. Detroit, Mich., April 23-24, 1919, pg.13

**The Carnegie Foundation for the Advancement of Teaching --
A Study of Engineering Education by C.S, Mann, pg. 106.

~~It seemed necessary to consider the question whether this~~
emphasis on technique is producing a new and higher type of
engineers or whether the engineering profession still stakes
its faith on the fundamental thesis that personal character is,
after all, the reallfoundation of achievement.

The results of this inquiry have already been published.
Briefly, they showed that fifteen hundred engineers, who
replied in writing to the question; 'What are the most import-
ant factors in determining probable success or failure in
engineering?' mentioned personal qualities more than seven
times as frequently as they did knowledge of engineering,
science and the technique of practice. A second circular
letter stating this result was then sent to thirty thousand
members of our large engineering societies, and each was asked
to number six groups, qualities headed respectively: Character,
Judgment, Efficiency, Understanding of Men, Knowledge and
Technique, in the order of importance which he gave them in
judging the reasons for engineering success and in sizing up
young men for employment or for promotion. More than seven
thousand replies were received in answer to the request and
their vote placed the character group at the head of the list.
Technique was voted to the bottom by an equally decisive majority

These and scores of similar references go to show that all
educational institutions need to give greater emphasis to the
factor of character-building. In this the Y.M.C.A. has made
special claims which we shall later examine and draw our de-
ductions from the facts at hand.

EDUCATIONAL WORK OF THE Y.M.C.A.

Part II

History of the Y.M.C.A. Educational Work:

At the time when the first Young Men's Christian Association in North America was organized in 1851, at Montreal and Boston, there appears to have been little thought of establishing educational work in the plans of any of the Associations.

In its early inception and development, its conception of service to men was comparatively narrow. Its purpose may be divided into two divisions: First, to give an opportunity to Christian young men to do Christian work; Second, to convert men to Christianity. In all of its efforts, educational and otherwise, its energies were entirely devoted to that end.

As was expressed by several of its early heads, the Association offered physical, educational and other advantages, not for the express purpose of benefiting the individual directly, but by making a Christian out of him; We now find this narrow principle no longer to exist; the attitude being one of sympathetic helpfulness, the purpose to extend all possible means of service to the individual young man and to benefit him spiritually if it is at all possible.

It thus can be seen that the primary object in founding the Y.M.C.A. was to upbuild the religious life of man. Efforts, however, soon were made to help men in their every-day life,

by offering educational courses, maintenance of reading rooms and libraries, the creating of debating and various literary societies. It is interesting to note that in 1866, 15 years after the beginning of the Y.M.C.A. in North America, only four Associations reported class work, with a total of but 60 students. It is noted that the subjects taught were mainly in the ancient languages and for the purpose of aiding divinity students in preparation of the ministry.

Throughout this early development, great care was taken that all these educational agencies should be kept subordinate and should not supersede the fundamental aim of the Association - that of making Christians out of its members.

According to Morse* the development of the educational work of the Association may be divided into five parts or divisions. From the years 1851 - 1866, there was a decided period of apathy in the attitude of the majority of men connected with the work of the Y.M.C.A. In the World's Conference at Paris, in August 1855, it was reported that educational facilities were offered to some extent in a few associations both in England and the United States comprising for the most part, reading rooms, libraries, literary and debating societies, lectures and a few classes being conducted.

In 1860 at the New Orleans Convention, there were reported 48 libraries, 38 reading rooms, 18 literary societies, a few language and music classes, evening and mission schools.

* R.C. Morse, "History of the Y.M.C.A." pg. 59.

There were more classes in the so-called dead languages than in all the other courses combined, these languages being studied by divinity students preparing themselves for the ministry. This fact is particularly interesting and noteworthy of comment, for it brings out one of the primary claims of the thesis, the fact that the educational policy of the Y.M.C.A. is built upon the principle to offer in its courses those things that are felt to be in demand by the community. In this the Y.M.C.A. has somewhat the advantage of the public school system, which is not so flexible. It is a well known fact that the introduction of a new subject is a matter that takes considerable time in its innovation and establishment.

The second period 1886-1880 was distinctly "a period of toleration" in which the few sporadic attempts were passed over without receiving much attention or comment. The first visible sign, of definite plans in building and equipment for Association educational work was exhibited in the New York Association, in 1870, under the leadership of Mr. McBurney. In the Association a splendid library, reading room, and three class rooms were provided, especially, for evening classes. Gradually the conception grew that the most efficient Association work as a whole was for the development of the all-around man. The triangle being the insignia of the Y.M.C.A., it denotes its three-fold aim, the development of the spiritual, educational

the physical and the social. At the same time there dawned the conception that the Association had a responsibility to meet some educational needs of men who were not otherwise provided for.

The third period in the development of the educational work was characterized as "a period of awakening", from 1880-1893. The subject was brought to the Attention of Association leaders at a State Convention in 1887. In 1889 the subject was brought before the International Convention and in 1893, about 10,000 different men were reported in class work. The service of the reading rooms, libraries and literary societies continued and class work in sixteen commercial subjects, and language subjects were conducted, and a beginning was seen in industrial and science subjects.

The fourth period covered years, between 1893 and 1900. In 1893 the International committee created an educational Department, with Geo. E. Hodge as Secretary, whose duty it was to encourage educational activity among the Associations. Principles were studied, experience of all forms of supplementary educational work was gathered for the conducting of this work.

An advance step was taken when various Associations employed educational secretaries. Increasing effort was made to discover and meet particular vocational needs, of men and boys. Small tuition fees began to be charged. In the year 1896 a system of International examinations was inaugurated, which greatly improved the quality of the work and increased the support and

the respect of the public. In 1912 these examinations included 55 different tests and 4,000 men and boys took part. The promotion of educational work was carried on by the International Committee by exhibits at various conventions of Association men wherever held.

The fifth period extended from 1900 until the present time. We find now that day schools have become a prominent part as an extension of the night school, and pioneer efforts were made in the creation of boys' summer schools, during the months of July and August of each year. Special courses were started, such as: courses in Accountancy, Insurance, Textile Designing, Plumbing, Business Management and Law. Much interest was taken in new forms of industrial education, Vocational training and guidance. State supervision began to be given from which splendid and beneficial results were obtained. Greater emphasis was placed on intensive, rather than on extensive work, on the higher and more efficient training of secretaries, and especially, attention given to the factor, "Christian Character-Building."

Some idea of the growth of the educational work of the Y.M.C. may be gathered from the comparison of figures gathered from the tables in the appendix, (pg.). In comparing the years 1918 and 1919, we find that in first year the number of Associations reporting educational work were 779; in 1919 and 1920 there were 915, a growth of 136 Associations doing educational work. This growth is a noteworthy fact. Also in 1918-1919 there were

2,265 paid teachers and leaders; in 1919-1920 it is noted that there were 2,924, an increase of 659 teachers.

Then again in comparing the two tables we note that the number of different men and boys registered in the educational department, both day and evening classes for year 1919-1920 was 167,015—as against 92,538 students for the year 1918-1919; an increase of practically 23 per cent. This has been the record year of the Association. In the matter of the student hours of work accomplished in the various classes, the student hours, (representing forty-five minutes) were 13,858,000 or an average of 129 hours per student which is approximately equal to one-fourth of the regular collegiate year. These figures will give us some little idea as to the great strides that have been made in the past year's educational work of the Y.M.C.A.

To show the steady growth of students in its educational work the following chart is submitted to graphically represent the increase. It will be seen that in the last eleven years, there has been a steady increase in enrollment.; the year 1920 being thus far the eclipse of all previous years. The tendency of the growth is seen to be steadily increasing.

*Report of the Educational Council of the Y.M.C.A. St. Louis, pg. 3 - - Nov. 5,6,7, 1920.



CHART NO. II.

PRINCIPLES, AIMS AND POLICIES IN THE EDUCATIONAL FIELD

Part III

In general, the Y.M.C.A. has for its object the development of all-around Christian manhood and boyhood -- spiritually, educationally, physically, socially; in a word, a complete all around development. We say therefore that the aim of the Y.M.C.A.'s educational policy or work is to develop efficient Christian manhood and boyhood.

In the educational work of the Association it is the prevailing policy to first carefully study local conditions and to discover the educational needs of men and boys, then to mature such plans with all available means as will best meet these apparent needs. Having no so-called traditional policy, its efforts may be devoted to the service of the community in an educational way.

The educational work is aimed to be adapted to local conditions in various ways, teachers, and in time of conducting classes, etc. The aim is to supply a class and instructor for either day or evening. It is its endeavor to fit the system to the person, rather than to fit the person to the system, as almost necessary so many times in the public school system, where the response to a local demand cannot so easily be responded to, as can an educational agency as the Y.M.C.A. Its courses will be in the main elective, courses will be suited to the needs of men and boys and classes will be conducted at such times as will be most suitable.

Its purpose and aim is not to take the place of, or usurp the position of the public school system, but it will be to increase all forms of supplementary education and thus strengthen and encourage existing schools and educational work. As there are a large number of men and boys in industry who are not being reached by any educational work, it is here that the Y.M.C.A. finds that it has a duty to fulfill.

It is the aim of the Y.M.C.A. in its educational work to conduct four general types of schools;

- I. The special type of school.
- II. The school which supplements existing educational institutions.
- III. The school which gives the conventional course of study.
- IV. The school which seeks to lead in matters of education by intelligent experimentation.

In the first class, the Y.M.C.A. schools are endeavoring to meet some very definite needs in the community and are, therefore, justified in conducting a special type school, a school of a very definite and necessary type.

The second class is one in which type the Association, along with other educational agencies, can very definitely be of great help; it is in the field of supplementary education.

The third division is in the field already occupied by other educational institutions. In this branch of work the Y.M.C.A. believes that it has a special field. Such a school appeals to over-age pupils, to students who can give only part time to their school work and are engaged in remunerative work for part of the day and to various other groups.

Then, the Y.M.C.A. believes that there is a place for the school which seeks to lead in matters of education. This type of school strikes out boldly with a program of work in advance of common educational practice. Public schools must of necessity be somewhat conservative, and do not readily adopt new methods in education; no matter how sound they may be. It takes time to introduce new things. The Y.M.C.A. schools being smaller and more flexible than the public schools system and not having a historical back-ground to maintain, can do an excellent piece of service in trying out new things and giving to the public the benefit of their experience. The Y.M.C.A. having no traditions can usually change its offerings and methods of instruction to meet the changes in education. It can thus adapt its program to the needs of individuals.

The aim is to aid in adjusting or readjusting men's lives to life's demands, and it is here that much good can be done in the educational field by the Y.M.C.A.

As regards the policy of the Y.M.C.A. in its educational work, the aim has been, to urge each Association to adopt

as many educational features as are found to meet local discovered needs. It is almost a commonplace that just in proportion as each Association sets a carefully selected goal and patiently works toward it, the largest and fullest measures of success are realized.

It is the policy to conduct well equipped reading rooms; to advocate further extension in the library field, also to increase the number of skilled and trained teachers, instructors, etc. It is also the policy to introduce more formal talks, lectures, class-work, educational trips, tutoring, Americanization and other educational agencies so that the educational work of the Association may keep pace with modern developments.

In regard to finances, it is the policy that the educational budget of the local Association be a respectable proportion, 30 - 40% or more, of the entire Association budget, as is advocated by many educators. The amount which the student should pay should be enough to cover the cost of the instructor's salaries, at least; and that endowments and gifts might be relied upon to cover the other expenses of the educational institution. All figures seem to clearly point out the fact that tuition fees received by the Y.M.C.A., from its students do not pay for or cover the actual expense of conducting the educational work.

The final objective in the educational field as well as in all other Y.M.C.A. fields is to help men and boys build Christian

character and to help them to be better prepared to do
their part of the world's work. The movement is one
conducted for men and boys; and not for money -- character
rather than cash. In carrying out the aim of building
Christian character, the Association has employed several
means to attain this end. In the first place, the daily
chapel services, although not compulsory as to attendance,
are frequently conducted in the form of religious meetings.
Through the influence of Christian teachers, Bible classes
and by personal interviews, the Association is endeavoring
to help men and boys morally and spiritually.

GENERAL FEATURES

Part IV

The Y.M.C.A. in conducting its educational work, finds that it has, beside the definite class work, several other features that are a distinct adjunct to its educational work.

In the first place we find the reading room, which is a part of the department along with the library. Practically every Association has its reading room with a function, not so much to entertain, as it is to instruct. It is the policy of the Association to take much care in the selection of the periodicals and papers. Assistance in selecting periodicals is procured not only from men along in Association work, but also frequently from city or state libraries. As the conduct of a reading room is very important it is generally found near the general lobby and thus subject to supervision; visiting, lounging, and loud talking are strictly forbidden in these reading-rooms.

The library has a considerable place in the conduct of every institution, offering educational work. We find that a great number of the Association have libraries of various sizes. In this regard we should suggest that increased attention should be given this educational feature. Lack of endowment and funds are the prevailing draw-back to a proper size in libraries for each Association doing educational work. As each Association which is doing an extended educational work,

is located in a large city, the public libraries are accessible for the use of students. In many cities the aim has been to locate the Y.M.C.A. building proper as near public libraries, law libraries, etc., as possible. In the cities such as Portland, Oregon; Minneapolis, Minnesota; San Francisco, California; Youngstown, Ohio; where Y.M.C.A. schools are located, law schools and Bar Associations of the various cities have extended to the students in the Y.M.C.A. schools the privilege of studying in their various libraries.

In addition to the reading-rooms and libraries we find that the Associations, both those doing educational work and those not sufficiently large to carry on an Association School, are continuously endeavoring to offer to the community, as many practical talks and educational lectures as possible.

The educational lecture, distinguished by a definite educational content, contrasts with the practical talk in the following respect:

It is more formal in character, the audience is larger, fees are generally charged, much more effort is needed in making preliminary arrangements and expenses are involved which are much greater. Each Association is equipped with projection lanterns, motion picture machines to be used in the various educational lectures and practical talks.

In the class lecture series as conducted by the Associations the lectures are systematic and related, still they are more

formal and less intensive than class work. The class lecture series may comprise from ten to fifteen lectures by one or more persons upon one definite subject, in which following the class lecture, there may be more or less class discussion, quizz and supplemental reading concluding with or without examinations. Some of the subjects offered are Law, Salesmanship, Finance, Character-Building, Foreign Trade and other subjects. This type of work is aimed not to be confused with class work, and is not reported or advertised as such. The purpose of this type of lecture work is promoted and advertised with the object of meeting the need of a particular group of individuals in the community who are desirous of improving their spare evening hours.

As an example of the class lecture series, we find for instance, in the Educational Department of the Y.M.C.A. of Los Angeles, the offering of a series of twelve lectures or addresses upon the basic factors of success in foreign trade and the people who are our Pacific neighbors.

In this school each lecture is opened by a forty-five minute talk by the lecturer; this is followed by a general discussion of the subject in which those attending are asked to take part. The nominal fee of five dollars is asked to cover necessary expenses and the course is open to both men and women. In this course of study the lecturers are

managers of foreign departments of various banks, managers of export departments of mercantile houses, U. S. Collectors of customs, and other men who are experts in their fields and chosen because of their influence and experience.

Still other courses are offered in the Y.M.C.A. schools such as: Salesmanship, Personal Efficiency and Psychology, which should prove valuable to the community.

The practical talk as conducted by various associations being one of the most informal and yet most interesting, valuable educational features, is found to be very helpful. The purpose of these practical talks is to give the man or boy a wider range of interests, to suggest subjects for extended reading and for general improvement, to lead the individual to spend a portion of his leisure time more profitably.

These practical talks are conducted in various places, in the Association building as well as in various industrial plants, libraries, etc. As a rule, no fees are charged for this type of work.

Thus it will be seen that outside of its regular class work the Association is endeavoring to fulfill a definite need and to extend its facilities to all members of the community who are not so inclined nor able to attend its class-work by any cause whatever.

ADMINISTRATION AND SUPERVISION

Part V

I. General Continental Organization of Administration.

The Y.M.C.A., in its nation-wide educational program, has been working toward a definite cooperative plan to place its educational work on such a basis that the work would be effective in local Associations, and would also result in continental cooperation. To this end, its efforts have been directed to bring a close cooperation between some central committee and the local Association doing educational work. In addition to this central committee, there are in each state, the state education committees, whose chief duties are to supervise the educational efforts in their immediate state.

On account of the demand for a strong organization to secure effective work for both local Association and continental cooperative action, the Committee of 146 met in Detroit, Michigan, April 23 and 24, 1919, to work out such a plan. The committee of 146 was composed of 146 laymen, General and Educational Secretaries, representing fifty-four different cities. At this time the Committee wrestled with the problem of reconciling local autonomy with the close cooperative action which all admitted was necessary to make effective continent-wide educational work.

As a result of this committee's work a Provisional Educational Council was put into operation pending approval of the plan by the entire International Committee. The executive Committee, was immediately assigned to work on standards for a number of unit classes, which were to be ready for the fall opening of the Y.M.C.A. schools.

This Committee adopted the following system of organization which is now in full force:

1. It was agreed upon that the fundamental unit of organization was the local Association. Each Association doing educational work is entitled to two delegates, one of whom must be a layman, to attend the meetings of the Educational Council, which meets once each year.

2. An International Convention is held each year, this body being representative of the Y.M.C.A. movement, and to its deliberations each local association has access. By means of this agency all operations of the educational program are brought in review. The International Committee is the executive body of the International Convention, remaining in service at intervals between the conventions. This committee in addition to its executive functions, is responsible for financing the entire plan of overhead relations and is responsible directly to the International Convention for its work.

3. The next division in the scheme of the international control of affairs, is to be mentioned the work of the

Educational Council. The duties of this body are to exercise supervision and the coordination of all educational activities of the Associations of North America doing educational work. This council is the forum and the legislative body of the Y.M.C.A. Educational Movement and is constituted in the following manner:

1. Each association conducting educational work is entitled to two delegates, to be sent to the meetings of the Educational Council. One of the delegates must be a layman.
2. The representatives of the local Associations shall be nominated by such Associations and appointed by the International Committee.
4. Following next in order is the body known as the Board of Governors. This Board consists of 15 members who are nominated by the Educational Council and appointed by the International Committee. The general policy of the Association schools are determined by the Council and these policies are worked out in detail under the direction of the Board of Governors.
5. A body constituting as its members all the Associations doing educational work, is the United Y.M.C.A. Schools. This organization is the creation of local Associations, through the medium of the Educational council. The general policies of the schools are formulated and determined by the Educational Council.

It will be seen from the system of organization, that the United Y.M.C.A. Schools is a cooperative movement of local

Y.M.C.A. educational department, desiring to improve their own work and to assist in the improvement and in strengthening the educational work of the whole continent. The national development is fostered by means of standard courses. At this time twenty-two in number have been published* (given below). These standard courses have been prepared in syllabi form, having been formulated by commissions of local Educational Secretaries under the direction of the Board of Governors. Each Syllabus gives in detail, the standards for the given course; also giving information concerning the administration as to conducting class work and examinations. The syllabi also give the promotion methods which are deemed best for the advertising of the work.

The central office or headquarters of this movement, which publishes the syllabi after their compilation by the various commissions, also acts as a general clearing house, through which ideas, methods and materials may be available to the local Associations. These helps are brought by correspondence, by publication, by visitation, counsel and actual field assistance given by members of the headquarters' staff.

*Note: Educational Syllabi prepared up until the present time:

- | | |
|---|---|
| 1. Applied Math. | 8. Stenography. |
| 2. Math. for Machinists
& Tool Makers. | 9. Typewriting. |
| 3. Math. for Building Trades. | 10. Commercial Arithmetic. |
| 4. Engineering Mathematics | 11. Business English I |
| 5. Shop Drawing & Shop Sketching. | 12. Business English II |
| 6. Mechanical Drawing. | 13. Business English for
Mature Students |
| 7. Practical Drawing. | 14. Advertising. |

Note continued:

- | | |
|--|----------------------|
| 15. Public Speaking | 19. Salesmanship |
| 16. Automotives I | 20. Penmanship |
| 17. Automotives II | 21. Radio Telegraphy |
| 18. Accounting & Business Administration | 22. Bookkeeping. |

2. Local Organization and Administration.

The local Association, the fundamental and primary unit in the national educational movement of the Y.M.C.A. has as its educational organization an Educational Secretary, who has charge of the management of the school. Under his directions are the deans of the various schools; the Automobile School, the College Preparatory School, the Accountancy and Business School, etc. The various teachers and instructors constitute the remainder of the staff. In addition, each Association school has an educational committee, composed of business men of the local community. It is the duty of this committee to meet at stated intervals with the Educational Secretary or Director to confer on matters of policy, promotion and general betterment of the work.

Note: Graphical Scheme of Organization (See Appendix. pg. 139.)

CLASSIFICATION OF FUNCTIONS OF THE Y.M.C.A. SCHOOLS.

PART VI

In describing the educational work attempted by the Y.M.C.A. schools the goal sought, is the basis for a sound classification of the work now being done in the educational field by the Y.^M.C.A. The plan pursued in the chapter will be to divide the educational work into the various functions attempted by the Association.

It will be noted in this study that each Association doing educational work, prepares its program with the definite aim of meeting the need of the community along an educational line. The appreciation of a need and a definite step to meet the need is a big factor in any educational situation.

In the educational work of the Y.M.C.A. we find that each Association carrying on this activity is in many ways a unit by itself, each Association with an Educational Committee, Secretary and a Faculty. In this way the entire system of continental work, although it is strongly organized for mutual advancement, improvement and supervision, yet this system of organization gives a great flexibility to the work attempted. As was shown before, each Association endeavors to meet an actual educational need found to be present in the local field.

There may be widespread demand for certain types of education and yet in many instances a need for training in a specific line may be only of a local character. In this field as well as in many others, the Y.M.C.A. schools may quickly

meet the need. This same function has been met by the public school system to some extent, but in its formal and inherent system of organization and subject matter, the meeting of a specific educational need is not so rapid as that of such an institution as the Y.M.C.A. school.

we find in the educational scheme of the Y.M.C.A. that there does not exist the unity between courses as we find present in the public school system. This, however, is not a fault in the scheme, but it is so because of the inherent nature of the function attempted. An Association, as is often found, may operate an Automobile School, a College Preparatory Department or various other types of educational work.

Each one of these departments, is in many cases, a separate institution, so to speak, each school or branch being conducted to meet a specific need as found in the community. As a result of this there is not found the progression of steps, from the most elemental to the most advanced courses of study as found in the public school system, in any given locality. In some instances it is noted that an Association will offer only a few branches of work, each being separate and distinct from the other.

Concerning regularity in progression of steps in curriculum, the only exception to this rule is in the case of several large Associations offering a great deal of work in the educational field. We note that Association Schools in San Francisco,

Portland, Denver, Minneapolis and Cleveland have been organized and planned in such a way that we find in these schools a progression of steps in the curriculum. For instance, a student may prepare himself in the College Preparatory Department, and upon his successful completion of that work he may enter the schools of Business Administration and Accountancy, a school of collegiate grade, the course covering a period usually of four years. In another instance he may successfully complete the college preparatory work and then enter the Electrical, or Mechanical Engineering School and complete a course in these departments. At present these schools as far as can be ascertained, with the exception of the Portland Association, do not give an engineering degree but are endeavoring to so raise the standards, the entrance qualifications and the quality of the course of study that they may be able to grant engineering degrees in the near future.

A. The first function which some of the Association schools attempt to fill is in the college preparatory field. The Y.M.C.A. in entering upon this educational work feels that it has a distinct, legitimate field for activity. The students who come to this school are found to be of the age when they are no longer willing to enter a high school where the pupils are less mature, for it is found that the average age of the pupils attending the Y.M.C.A. College Preparatory classes is between 19 and 20 years. It can be distinctly seen that the school is meeting a peculiar need. In this type of school with individual instruction students of

a mature age, the older pupil will readily find here a place where he can pursue his education. In this type of school many individuals who left the ranks of the public school, having entered some vocation or another and realizing the need of further education have attended the "School of the Second Chance" where they can continue their training at the point where they left off in their training. This type of student while out in the industrial world has realized his need for a better education and has found the Y.M.C.A. school an opportunity to better his conditions.

A more mature individual realizing his need can progress more rapidly in most cases with his matured mind and can accomplish a great deal more than the student of less maturity. This type of student being older than the average high school pupil is more in earnest; can work harder and longer in the College Preparatory School of the Association, under intensive instruction and as a result can accomplish practically again as much as does the ordinary high school student in a year's time.

According to the need of the class of students attending the Association schools, the object of its course is to prepare for college or for business life, young men who for one reason or another need thorough training in the shortest time possible consistent with good scholarship. In this way mature students, able to devote themselves to study, can usually com-

plete the four year high school course in two calendar years, for the school year is divided into four quarters, allowing short intervals only for vacations. This shortening up process does not apply to each student; for many do not desire to do the intensive study as outside factors hinder them from doing this, consequently these students may pursue their studies and graduate at the regular time.

As an example of the flexibility and adaptability of this department of Association work the day schools are so conducted that the man who has a half day or part of a day free, may spend it in self-improving study, while earning his living at the same time. In the case of an individual who has not completed his high school course in all details, and desires to make rapid progress, a private tutor may be furnished to those desiring these services. To assist the student in saving time and as a stimulus to more thorough work, each subject of study is divided into sections. Upon the completion of each section the student is given an examination and a grade.

In addition to the day schools, most Associations doing educational work conduct an evening school in this department, but, of course, the length of time necessary to complete the high school course in the evening school will be considerably longer. In both day and evening schools the student may enter at any time. In this way it is noted again that the educational scheme of the Y.M.C.A., is very flexible, more so than

would be possible in the public school system.

In regard to faculty, we find that it is a requirement of the Y.M.C.A. school system that 85% of the faculty be University graduates; the other 15% being instructors in commercial or practical subjects.

From the answers submitted to the questionnaire by the various Associations, and a general national policy, those giving practical instruction are usually men of from five to twenty years of practical experience in the subject which they teach. Each school doing college preparatory work, practically follows the course of study of the local high and in all cities with the exception of Portland, work done in the Y.M.C.A. College Preparatory School is accredited in the local high school.

B. The next function attempted by the Y.M.C.A. schools is in the field of commercial and business instruction. At the present time commercial schools may be divided into four classes

1. High schools of Commerce, such as Boston, Worcester, Springfield, Mass.; Columbus & Cleveland, Ohio; Omaha, Nebraska; San Francisco, California; Portland, Oregon.
2. Distinct commercial curriculums in composite high schools. This is a more feasible plan for the moderate sized city.
3. Elective commercial courses in smaller high schools.
4. Continuation commercial classes in either day or evening schools.

We find that in city Associations, as in the public school system, commercial instruction had been introduced earlier than either technical or industrial education. This is perhaps due to the fact that the city Associations appealed more strongly to the commercial classes of young men and that, therefore, their needs were brought forth more quickly; but it is also doubtless due to the greater ease with which equipment and necessary teachers were secured for commercial classes.

The business profession has been the last to yield to modern methods of education and this change has been finally brought about. The day is past when business concerns are willing to take young men into their employ; and give them an apprenticeship training. They demand that their employees possess the ability and the training.

The future promises to emphasize even more, the need of business training. With the increased cost of living, the demand of labor for shorter hours, and increase in pay, business is being forced to increase production by demanding greater efficiency rather than by any additional expenditure.

A quotation from Mr. Frank A. Vanderlip* the prominent New York Banker adds to the forcefulness of the need for training business men. He says: "The changed scope, character, and methods of modern business have united to demand men with a superior training to anything that was ever needed before,

*Report of the 146", pg. 23, quotation from Bureau of Ed. Bulletin, 1919., no. 47.

as the successful commercial leaders of the future.

General

General training cannot be had in the highly specialized routing of the work of the office. The practical school of experience is too wasteful as a teacher of general principles. There will, of course, be the exceptional man who will come up thru the routine training, and dominate his field by the force of his intellect, but in the main the new conditions of affairs demand a superior training, such as only schools can give."

From a table in Bureau of Education Bulletin*, the total number of students enrolled in 67% of the private commercial schools of the United States, it is noted that in 1918, from 890 schools reporting, there were 5240 instructors and a total of 289,579 students in both day and evening classes. From this partial compilation it will be seen that the field of the commercial and business school is an enormous one, and the Y.M.C.A. is meeting a definite need by functioning in that field.

In the administration of this type of educational work, the national policy of the Y.M.C.A. schools is to give intensive personal instruction throughout. For this reason the classes are always divided into small groups. As a result of

*Private Commercial & Business Schools, 1917-1918;
Bureau of Ed. Bulletin 1919; No. 47, pg. 5.

this individual instruction, each man's progress is his own problem. There is no limit to the speed at which he may progress in the pursuit of his course, nor is he hampered or hindered by the progress or lack of it, or other students. A student may enter the course at any time. In this way, he is enabled at any time, to enter a course and pursue his studies. This great flexibility is one of the prominent features of the whole educational system of the Y.M.C.A.

Each Y.M.C.A. maintains a permanent Employment Bureau, placing students in position of both temporary and permanent nature. In a good many instances the man attending the Y.M.C.A. classes, "works his way" thru school by means of part time or temporary positions in the city, attending educational classes in his available time. Graduates or students completing their courses are given every aid possible by the Employment Bureau to secure positions.

In addition to this employment factor, in each Association doing educational work, the head of the Employment Bureau acts in the capacity of a vocational guide. This phase of work has been promoted and much study and effort has been expended to make this a helpful factor.

The opportunities which the Y.M.C.A. schools are endeavoring to offer in this field are not only to the student who can devote his full time to preparation in a field of his choosing, but

also to the man who must of necessity, work in the day time and then seeing his need, is willing to devote several hours a week in the evening to better fit him for his position. The individuals who attend the classes conducted by the Y.M.C.A. are for the most part embarked upon their life's career. Seeing the handicap under which they are working, on account of lack of training, they are enrolled for the purpose of improving themselves in their chosen field or to prepare for either advancement or a step into another vocation. Then again we have many students who are pursuing courses of study for the improvement of their leisure hours.

The field of commercial and general business education may be divided into the following three divisions as attempted by the United Y.M.C.A. schools, and they are as follows:

- I. The School of Business.
- II. The School of Business Administration and Accountancy.
- III. General and Miscellaneous Business Courses.

I. In the first field, the School of Business, much effort and systematic work has been attempted. The Portland, Seattle, Spokane, San Francisco Los Angeles, Minneapolis and Cleveland Associations, all conduct day and evening schools along this line, while San Diego, Louisville and Tacoma are conducting an evening school only in this department.

The main courses of study, as presented by each of these Associations are fully standardized; text-books are recognized as of standard grade throughout the business-school world. Each Association Business-School is adequately equipped for every course, including dictaphone, multigraph, mimeograph, mechanical calculating and book-keeping machines, and latest model typewriters.

The courses of study offered in this department conform and are a reply to the requirements set up by the modern business-world. They are as follows:

Penmanship, Bookkeeping, Commercial Arithmetic, Business English, Typewriting, Stenography, Office Procedure, and Business Law.

All of the above named courses or subjects with the exception of the last two are among the standardized courses for which syllabi have been prepared as given on page 31. With standardized procedure, standard requirements for admission and graduation, enables these schools to maintain a high degree of efficiency. It will be here noted that transfer from one Y.M.C.A. school to another Y.M.C.A. school is permitted as each is pursuing the same course of study, and transfer of school credits earned and tuition credit is given without question.

The subjects covered in the school are grouped under three heads. These are the Bookkeeping course, the Stenographic course and the Secretarial course as outlined on page 63.

The first, the Bookkeeping Course, takes students with the equivalent of an eighth-grade training in six to eight months in the day school and from ten to eighteen months in the evening school to complete the course. The average time for the Stenographic Course is six to ten months in the day school and from ten to eighteen months in the evening school. The Secretarial Course which is a combined course of the Bookkeeping and Stenographic course, the time required for this subject is nine to fourteen months in day school and from eighteen to twenty-four months in the evening school.

Entrance requirements for the pursuance of this course is completion of the eighth grade of the elementary common school. Upon completion of the course a diploma is granted, although a person not desiring to complete the entire curriculum of the business school, may pursue any course that he is especially in need of.

II. The second division in the Commercial and business field is the school of accountancy and Business Administration. This is in reality the Y.M.C.A. School of Commerce. In order to increase the value of the Y.M.C.A. educational service, this School of Accountancy and Business Administration was organized for the direct purpose of furnishing to men and boys who are regularly employed during the day, an opportunity of learning Accountancy and Business Administration. This school

is now being conducted in Portland, Seattle, Spokane, San Francisco, Los Angeles, Denver, Cleveland, And Minneapolis. All schools are conducted as night schools, classes meeting three nights per week from 7:30 to 9:30, Mondays, Wednesdays and Fridays, allowing the other evenings for recreation, study, etc. The entrance requirement for this course is completion of a four year high school; and a Bachelor of Commercial Science degree is granted. In most schools, however, it is recognized that many, especially mature men, who have not been able to complete high school courses, have nevertheless acquired the equivalent of that training through force of circumstance or private study. Such may be admitted upon approval of the Dean of the school.

In admitting men to the School of Business Administration and Accountancy, the general rule for entrance of those who have not completed the four year high school course, men of twenty-five years or over who have had at least ten years of business experience of which not less than five years have been in a position of responsibility, shall be deemed to have had the equivalent of a high school training. The rule is, that this type of individual, on account of his maturity, is admitted to the schools but is registered as a special student and a certificate of completion will be granted to him instead of formal diploma or degree of B.C.S. (Bachelor of Commercial Science). This type of student may enter as a special student and if he is so inclined he may fulfill the entrance require-

ments outside of the regular commercial department, doing this before the third year and in so doing, he may be granted the degree after successful completion of the curriculum.

This department or school offers a number of excellent shorter courses but the speciality is:

The three years evening course in Accountancy and Business Administration.

The schools of Business Administration and Accountancy have a curriculum which is nationally standardized, so that a student enrolling in any one of the local Y.M.C.A. schools may transfer his attendance to any of the larger cities where a Y.M.C.A. school is located.

This type of school is conducted under able teachers, all instructors are successful business men who are in the business world and so able to bring their practical experience from daily life to their classes in the evening. The inherent weakness in any such evening school is commonly recognized. In all such schools, both teachers and pupils are necessarily somewhat fatigued from their daily work and so in some cases this would tend to weaken efficiency of both instructor and pupil. Over against this remains the fact, that many individuals are only able to attend this type of school, the evening schools, if they are to acquire any further education and self-improvement. Then again would it be possible to obtain the services of men to teach in an evening school if they have only to teach three evenings a week and it

be required that they do not pursue some gainful occupation in the day time along with their evening class-work?

These draw-back have been recognized and the part-time day schools have been conducted to overcome these and other difficulties.

III. The third division in this field is the general and miscellaneous business and efficiency courses. In this work the Y.M.C.A. has endeavored to meet the varied specific needs of the business-world as far as possible, giving courses that are in many ways unique, but meeting a specific need in the commercial world. Such courses as Salesmanship, Credit Management, Advertising, Income Tax, Real Estate, Personal Efficiency, Public Speaking, Foreign Trade, Traffic and Transportation, Expert Sales and Letter Writing are offered.

From the foregoing list of subjects it may be seen that the Y.M.C.A. in its endeavor to function in the commercial and business school world has demonstrated its fundamental aim, to readily and as efficiently as possible meet the demands in the educational field as the need asserts itself. This flexibility and responsiveness has given it its opportunity.

All the Y.M.C.A. schools offer as part of their commercial curriculum a great many of the above named courses, some conducting day and evening classes in all of the subjects, while

others offer only a few of the courses. The San Francisco Y.M.C.A. is a pioneer in the offering of a course in Foreign Trade, this course of study being offered ten years ago, when this subject was unknown in any other commercial school. The Y.M.C.A. schools were the first to recognize the need in the income tax field and courses in the study are offered now practically in all the Y.M.C.A. schools where such a need exists.

As in the other branches of the commercial field the instructors are selected for their sterling Christian character, the experience of the business world being one of the requirements of training. The courses in Salesmanship, Public Speaking and Advertising being among the nationally standardized courses have proven the most popular, although the other are by no means of small importance throughout the country.

C- The next department of the educational field in which the Y.M.C.A. schools function is in the elementary subjects both for boys and men. As has been explained on page 68 of chapter VII, the summer schools for boys have been one of the pioneer efforts of educational work of the Y.M.C.A., according to Mr. G.B. Hodge. This summer school is conducted during the summer months of July and August by the Associations. The schools are conducted for the purpose of enabling boys who have, on account of sickness, change of residence or other causes been retarded in their grammar school work. These schools, conducted in the morning

*Ed. Work of the Y.M.C.A.

Cyc. of Ed., Edited by Paul Monroe, Vol. III, pg. 843.

and afternoon hours, with set periods in the gymnasium and swimming tank, give the boy a valuable training. The instructors in this department are grammar school principals, whose services have been retained for that purpose. Upon the completion of the summer school work they are given examinations by the public school authorities, and given the promotion which is earned. The schools conducting such work report good success in this department. In this same field one Association is conducting a day school for boys, giving the work of the 6th and 7th and 8th grades. Although this school is doing a thorough type of work, yet it seems that the public school system is adequate to cover this field and this unnecessary overlapping could be eliminated.

The advantages claimed by the officials of this school are that it takes care of the boy who can progress much more rapidly than the public school permits him to do. According to some educational authorities such as Prof. Terman of Stanford University, "For the intellectually superior, no special provision is made. In the average school system their very existence is even ignored."

This obstacle is being overcome in some large cities by the maintenance of special classes for the bright child, a class in which each pupil can progress as rapidly as possible. This progressive step is not as prevalent as is *L.M.Terman, "Intelligence of School Children", pg. 165.

desirable and necessary and here the Y.M.C.A. may lead in this type of work, pioneering until the public school system has been able, adequately, to meet the situation. Then, again, the Y.M.C.A. school is conducted entirely by men teachers and this factor may have considerable importance as is claimed by Y.M.C.A. educational authorities.

In the elementary subjects the Y.M.C.A. schools are functioning thru the Elementary School for men. The Elementary School of the Y.M.C.A. is intended to meet the needs of the following groups of men:

1. Those who have not completed the grammar school and wish to do so.
2. Those who wish for one reason or another to review the common school branches.
3. The third group, are the men for foreign birth, who wish to acquire a working knowledge of the English Language.

To do this they find it necessary in addition to the study of English, to pursue such subjects as Arithmetic, Spelling, History, Penmanship, etc.

It may be seen that the Elementary School for men, conducted in day and evening classes is meeting a specific need in the community. The man who has not been able to complete the grammar grades, may in this school receive genuine assistance.

The importance of the Americanization and English courses for foreigners is not to be underestimated. In this field and in the elementary grade work for men, various agencies have been at work, but the late war ably demonstrated the

great need for all work of this nature.

Various Associations conduct special training classes for foreigners in the preparation for their naturalization examinations.

D- The Technical Field.

The work in which the Y.M.C.A. has functioned and a field which is more and more coming into prominence, is the technical and vocational field. The courses offered are many and varied as the technical field is one that has come to occupy a place of prominence in the modern age.

In this department of work the Y.M.C.A. has ably demonstrated its ability to meet a special need as found in the technical and commercial world. With its flexible system, ever on the lookout to pioneer in a new field, the Y.M.C.A. schools have done an admirable piece of work in the radio field. The Y.M.C.A. has at present 25 schools, all pursuing a standardized course of study with an enrollment of 1985 men in 1920, taking into account 14 of the 25 schools. No other institution in the United States is conducting such a department of work at the present time with this nationwide distribution of schools.

Since the science of Radio Telegraphy passed the purely experimental stage and became a commercial necessity, there has been a continuous demand for competent operators. In this field there is ample opportunity for advancement in radio engineering, navigation, foreign trade or commercial positions.

As the United States is now in control of a large percentage of shipping, this field is one of no small importance and the Y.M.C.A. is fulfilling a distinct need.

The automobile industry has reached such a prominent part in the industrial world, that it is too self-evident for further comment. In this field, the Y.M.C.A. has been long a pioneer. At the present time there is a nation-wide chain of Y.M.C.A. Automobile Schools, sixty in number, each pursuing the standardized Y.M.C.A. Automobile Course.

These schools are standardized by a national commission which requires that each school maintain a standard equipment; offer high grade instruction, uniform text-books and a carefully worked out program of lectures, laboratory work, repair work and driving lessons. All valuable experiments worked out by each school, then become the property of all the schools in this nation-wide chain of institutions. The student benefits by attending a school which is nation-wide in its affiliations.

Students may enter these courses at any time and upon satisfactory completion of the prescribed course is granted a diploma of graduation. As there is a chain of sixty such Auto Schools in the United States at the present time the student may transfer his attendance, if he is forced to change his residence.

In this branch of work it is well recognized that the natural desire for an individual is to learn the auto trade in the shortest time possible, consistent with a good thorough

training in the fundamental principles of construction, operation and repair. The vogue in the industrial world usually followed in many cases is to hire men as expert mechanics and the inexperienced men are not taught how to do repair work beyond the simple jobs that any man can do, for the expert workman, being highly paid has not the time to do much instruction work. Even if a man in an auto repair shop should have time to do observation work, this process would require him a long time to become proficient in auto maintenance, driving, and repair work. In the modern auto shop, if the man is being paid, he is kept busy at the things which he can do; and by reason of this fact the workman seldom has the opportunity to learn new things.

The Y.M.C.A. in its Auto Schools believes that the ideal way to learn automotive repairing is by attending a school operated for this very purpose, with expert mechanics as instructors, who are there to teach "by doing".

The methods of instruction are decidedly practical. The purpose of the Auto School is to offer a condensed training in the construction, operation and repair of automobiles, so that the student may go out into industry an efficient mechanic, operator, salesman or owner, that he shall earn more and be more useful in the community.

The purpose in the instruction work is to give the principles to the student and to clinch these principles by practical laboratory work along with the theory. Each school is

furnished with a laboratory equipment covering every principle in the operation and construction of all types of ignition, starting and lighting systems, carburetion, power-plants, chassis, rear systems, clutches, transmission, cooling systems, etc.

To assure a thorough foundation in principles, each day's attendance in the school is attended with 2 class-room lectures, each of 45 minutes duration, and fully illustrated by means of apparatus, blackboard and lantern slides. To insure the clinching of these principles the balance of every day is spent in actual shop-practice, fixing each day, certain principles learned in the class-room. The actual percentage of time spent in the laboratory and shop is 75% of each day from the day entrance in the school until completion of the course.

The climax of the student's training is in actual repair work, for students after receiving training in the various departments are given actual repair work on cars brought into the shop by regular customers. The student determines the trouble, determines what must be done and makes the repairs all under the close supervision of experienced instructors. This repair feature is not run on a commercial basis, for the schools do not charge prevailing prices by the hour. Charges are made only for actual materials used and a slight storage charge, therefore, the school does not make a net profit from the repair work. As a result of this, there is

little trouble in procuring all kinds of repair jobs with both major and minor difficulties and complete over-hauling jobs which are all performed by the students. The standard syllabus which governs the "Y" schools, calls for one instructor for every twelve students and by means of this individual attention, good instruction is insured for all. The rule is one instructor for every 88 students in repair work. Besides, the automotive courses are offered tractor, truck, gasoline, engine and marine engine instruction.

The Y.M.C.A. is conducting both day and evening classes in their Auto Schools. Evening work is not so practical, for repair work is not done at that time, although the theoretical work is all thoroughly gone over, but the practical phases are not given. Such courses as the Owner's Course, Driving and Electrical Courses are offered and conducted very satisfactorily at this time.

In still another branch of the technical and vocational field the Y.M.C.A. is endeavoring to function and this is in the field of Engineering, such as electrical, mechanical, mining, steam and civil engineering. Such schools are endeavoring to meet a practical need by offering courses in these fields that may better prepare a man to gain promotion in his chosen vocation. For this type of work*, prof. Mann is

*Carnegie Foundation for Advancement of Teaching: "A Study of Engineering Education, by Chas. Rigborg Mann, Bulletin #11, 1919, pg. 7.

quoted as saying: "There are also many excellent schools, like the Wentworth Institution, the Lowell Institute, in Boston, the Cogswell Polytechnic School in San Francisco, and the numerous technical classes of the Y.M.C.A. in various places that teach engineering, but make no pretense of granting college degrees. These schools are meeting a real need in a genuinely effective way without departing from their vocational purpose or confusing the educational situation by granting degrees."

Not included in the foregoing divisions are various other technical and vocational courses of study which are offered by the Y.M.C.A. schools such as Mechanical Drawing, Architectural Drawing, Shop Mathematics, Metallurgy, Engineering Mathematics, Strength of Materials, Estimating and Plan Reading. All these courses are offered as a result of the specific need for the subject in the local community and are fulfilling a definite want. It will be clearly recognized that in this field the standardization which is possible for instance in the Auto or Radio Schools would not be possible with the exception of courses offered in Mechanical Drawing, Engineering and Shop Mathematics and Foremanship, these courses being conducted according to the standard syllabi of the Y.M.C.A.

B- In the field of law the Y.M.C.A. Schools are endeavoring to function in their educational efforts. The Y.M.C.A. educational authorities recognizing the value and need of a

law course have endeavored in several cities to conduct such a school.

The study of law is more and more regarded, not merely as the necessary preparation for practice at the bar, but also as one of the most valuable forms of training for business. In many lines in the commercial world it is almost necessary for the business man to have a legal education to understand the problems with which he is constantly being confronted and to carry on his work properly. In addition to such knowledge as the study of law affords, it also supplies the best possible training in those methods of thought which are most useful to the business man. Then again there are large numbers, whose callings pre-suppose some knowledge of law such as public officials and employees, bankers, brokers, and many others. To all such, a night law school offers welcome opportunities.

In these law schools the purpose is to maintain the highest standards. It is the intention to duplicate as nearly as possible, the courses, the methods of instruction and quantity of work of the best day law schools. On account of the limited time allowed for night study it is necessary to offer a course of four years in length in place of the three years required by the day law schools. We find that the members of the teaching staff are successful practicing attorneys and their students get the value of the instructor's

experience. To complete the law course in a school of this standard, requires great regularity of attendance, close application and constant study. The Law Schools are designed for students who desire the best and are willing to work unflinchingly and with considerable sacrifice for a high ideal.

The work in the department as offered by the Y.M.C.A. school seems a very praiseworthy one, were it not for the factor of the short length of time required to complete the four year regular day course. This type of school offering various courses in law will no doubt serve a valuable purpose in preparing business men and others whose callings pre-suppose a knowledge of law. It would seem to be rather the rare exception to find a man who is gainfully employed in the day time, to be able successfully to carry on such an extended, difficult course in the evening, while at the same time earning his living at some other occupation.

THE CURRICULUM OF THE Y.M.C.A. SCHOOLS

Part VII

The preceding chapter has given the classification of the various functions undertaken by the Y.M.C.A. schools in their program of education. The subsequent pages of this chapter, give in detail, the curriculum of subjects as offered by the various Associations. In giving such a resume it would be almost impossible and useless as well to give the curriculum of each school offering the work but here the attempt is made to give a typical curriculum of a representative school or two conducting such departments of work.

The curriculum of the Y.M.C.A. schools is divided for the sake of clearness and convenience as well as for the sake of ease of organization, into the following divisions:

- I. College Preparatory Curriculum.
- II. Commercial Business and Accountancy Curriculum.
- III. Grammar School Curriculum.
- IV. Technical Curriculum
- V. Law School Curriculum.

I.

COLLEGE PREPARATORY CURRICULUM

The College Preparatory School curriculum will be first discussed. Of the Y.M.C.A.'s taken into account in the

survey Seattle, Portland, Denver, Los Angeles, Youngstown, Cleveland and Detroit conduct such a school, conducting both a day and an evening school. Each of these departments is accredited by higher institutions of their locality. Fifteen units must be completed before graduation. The following course is given as a typical high school course as offered by the Y.M.C.A. schools in their college preparatory department.

(See page 60 $\frac{1}{2}$)

Another College Preparatory School noted is the one conducted by the Y.M.C.A. in Denver, Colorado. Recognition of the credits is accorded by the University of Denver, The Colorado School of Mines, Agricultural College and many other institutions of higher learning.

In this school the following credit units are required for graduation:

English.....	3	credit units
Mathematics.....	2	" "
Science.....	2	" "
History.....	2	" "
Foreign Language.....	2	" "
Electives.....	4	" "

The regular subjects and credits offered by the school are as follows:

English 3; Algebra (Elementary) 1; Algebra (Advanced) $\frac{1}{2}$; Plane Geometry 1; Chemistry 1; General Science $\frac{1}{2}$; Physiography $\frac{1}{2}$; Physics 1; Solid Geometry $\frac{1}{2}$; Trigonometry $\frac{1}{2}$; Geology $\frac{1}{2}$; Botany $\frac{1}{2}$; Ancient History 1; Med. & Modern History 1; English History 1; American History and Civics 1; Latin 2; French 2; Spanish 2; Economics $\frac{1}{2}$; Stenography & Typewriting 1; Mechanical Drawing 1; Business Law $\frac{1}{2}$; Bookkeeping 1.

In examining college preparatory courses of study and requirements in the other Y.M.C.A. schools, we find the same courses of study are being pursued.

II.

COMMERCIAL BUSINESS AND ACCOUNTANCY CURRICULUM

The next general division is the Commercial Business and Accountancy branch. This particular phase of the work is conducted by San Francisco, San Diego, Los Angeles, Denver, Portland, Seattle, Tacoma, Spokane, Louisville, Detroit, Youngstown and Cleveland Associations. All of the above named Associations except San Diego, Tacoma, and

Louisville, are conducting both evening and day schools. In these institutions the Commercial and Business schools are conducted for all grades of students. Some departments give work of an elementary nature to which students may be admitted who have not completed the grammar grades, while other classes are open only to those who have completed the elementary grades. Still other courses are offered in Accountancy, which of necessity do high grade work. As an example, the various commercial courses as cited are given under the auspices of the Oregon Institution of Technology, the school conducted by the Portland Y.M.C.A.

These courses and lines of study are very typical of the courses offered by the Y.M.C.A. schools in this line of work.

The unique feature of the Business schools is the fact that the student may enroll at any time, since the work is of an individual nature; still the best work will be accomplished by starting at the beginning of the semester.

The other feature is that the schools serve men who have not had the opportunities of an education as well as those who have received an academic training.

Outline of Course: Portland Day and Evening Class Sessions

BOOKKEEPING COURSE

<u>Subjects</u>	<u>Credits</u>
(a) Bookkeeping	2
(b) Penmanship	1
(c) Spelling	1
(d) Arithmetic & Rapid Calculation	1
(e) Business English & Letter Writing	1
(f) Business Law	1
(g) Typewriting	2
(h) Office Training	1
(i) Business Ethics	$\frac{1}{2}$

Average time for completion of above courses by the student with an equivalent of an 8th grade training ranges from six to ten months in the day school and eight to ten months in the evening school. This course prepares for general business positions and for the courses of Y.M.C.A.'s schools of Business Administration and Accountancy.

STENOGRAPHIC COURSE

<u>Subjects</u>	<u>Credits</u>
Shorthand	2
Typewriting	2
Business English & Letter Writing	1
Spelling	1
Penmanship	1
Business Arithmetic & Rapid Calculation	1
Business Law	1
Office Training	1
Business Ethics	$\frac{1}{2}$

10½ credits required, average time for completion of this course is six to ten months day school and ten to eighteen months in the evening school. Students who are not grammar school graduates cannot enroll in this course.

SECRETARIAL COURSE

<u>Subjects</u>	<u>Credits</u>	
Stenography	2	
Typewriting	2	
Business English and Correspondence	1	
Bookkeeping and Business Practice	2	
Penmanship	1	
Spelling	1	
Business Law	1	
Business Arithmetic and Rapid Calculation	1	
Office Training	1	
Advertising and Salesmanship	1	
Essentials of Business	½	13½

13½ units required, average time required is 9 to 14 months in day school; and 18 to 24 months in evening school. Students who are not grammar school graduates are not eligible for enrollment.

BUSINESS ADMINISTRATION & ACCOUNTANCY

- | | |
|---|---|
| <p>I. Accountancy:</p> <ul style="list-style-type: none"> (a) Accounting Principles (b) Auditing (c) Income Tax (d) C.P.A. Quiz | <p>II. Business Administration:</p> <ul style="list-style-type: none"> (a) Office Management (b) Business Correspondence (c) Business Economics (d) Salesmanship (e) Public Speaking (f) Money & Banking |
| <p>III. Business Law:</p> <ul style="list-style-type: none"> (a) Law of Contracts (b) Law of Agency, Partnership and Sales. (c) Law of Insurance, Property, Agency. | |
-

The Oregon Institute of Technology is empowered to grant degree of B.C.S. (Bachelor of Commercial Science) to men who can meet the entrance requirements and have completed 36 semester hours in this school.

The Y.M.C.A. schools in Minneapolis, Minnesota offer another good example of the Business, Commercial and Accountancy Schools. In the day schools the following courses are offered:

<u>I. Secretarial Course</u>	<u>Credits</u>
Bookkeeping	2
Shorthand	4
Typewriting	2
Salesmanship	1
Business English & Correspondence	1
Penmanship & Spelling	2
Office Training & Business Procedure	2
Elements of Advertising	1
Business Law	1
Time required: Thirty-two weeks.	16 total.

<u>2. Business Course</u>	<u>Credits</u>
Bookkeeping	2
Penmanship	1
Spelling	1
Business Arithmetic & Rapid Calculation	1
Business English & Letter writing	1
Elementary Salesmanship	1
Office Training	2
Business Ethics	1
Typewriting	2
Time required: Twenty-four weeks.	12 total.

#3.	<u>Stenographic Course</u>	<u>Credits</u>
	Shorthand	4
	Typewriting	2
	Business English & Letter Writing	1
	Spelling	1
	Penmanship	1
	Office Training	2
	Business Law	1
	Time required: Twenty-four weeks.	12 total

#4.	<u>Clerical Course</u>	<u>Credits</u>
	Business Arithmetic	1
	Business English & Correspondence	1
	Filing	1
	Penmanship	1
	Spelling	1
	Typewriting	2
	Office Routine	1
	Time required: Sixteen Weeks	8 total

#5.	<u>Typewriting Course</u>	<u>Credits</u>
	Typewriting	4
	Business English	1
	Spelling	1
	Business Forms	1
	Billing	1
	Time required: Sixteen Weeks.	8 total

In this same school is offered the course in Business Administration and Accountancy, a three year course evening sessions only, 2 semesters per year, each semester sixteen weeks in length -- 48 evenings, 2 hours in length.

BUSINESS ADMINISTRATION & ACCOUNTANCY COURSE

	FIRST YEAR	SECOND YEAR	THIRD YEAR
First Semester	Accounting Theory and Practice Business Law	Accounting Theory and Practice Business Law. Corporate Finance	Industrial Organization. Electives (2 evenings required) Salesmanship, Credit Management, Foreign Trade, Real Estate, Production Methods, Income Tax, Public Speaking.
Second Semester	Accounting Theory and Practice Business Economics	Accounting Theory and Practice Business Law Office Management	Reports for Executives. Electives (2 evenings required) Salesmanship, Credit Management, Foreign Trade, Real Estate, Production Methods, Public Speaking.

These courses are very similar to the courses offered by the other Associations doing educational work. The above listed course, follows the outline of the National Y.M.C.A. Business Administration and Accountancy Course and leads to degree of B.C.S. (Bachelor of Commercial Science). These courses are given in Portland, Minneapolis, Seattle, Denver, and Cleveland Associations.

MISCELLANEOUS BUSINESS AND PERSONAL EFFICIENCY COURSES

The various Association Schools, conduct in addition to the regular business school courses, such subjects as:

1. Salesmanship
2. Public Speaking
3. Credit Management
4. Advertising, etc.

These courses are offered in both day and evening classes in practically every Association conducting educational work.

III

GRAMMAR SCHOOL CURRICULUM

1. The following Association schools offer such courses for summer school pupils, Portland, Oregon; Seattle, Tacoma, Washington; Denver, Colorado; Spokane, Washington; Cleveland, Ohio; and Detroit, Michigan. These schools are conducted for a period approximately of six to eight weeks, during June and July. These schools offer the regular sixth, seventh and eighth grade curriculum. In these schools the faculty is composed of men principals of the local grammar schools.

The Seattle Y.M.C.A. is at present conducting the Madison School for Boys, a school offering regular sixth, seventh and eighth grade work, conducted for a regular nine months school year. The course of study includes the following subjects:

- (1) Sixth Grade: Reading, Arithmetic, Language, Spelling, Geography, Bible Study, Drawing, Gymnasium and Swimming.
- (2) Seventh Grade: Arithmetic, English, Grammar, Spelling, Geography, Composition, Bible Study, U.S. History, Hygiene, Penmanship, Shop Work, Drawing, Gymnasium, and Swimming.
- (3) Eighth Grade: Arithmetic, English, Grammar, History, Composition, Bible Study, Spelling, U.S. History, Hygiene, Penmanship, Shop Work, Drawing, Gymnasium and Swimming.

2. Another type of instruction under this same division is the Elementary School for Men, Conducted in several Association schools. The following Associations conduct such schools:

Seattle, Washington; Portland, Oregon; Los Angeles, California; and Cleveland, Ohio. All schools conducting both day and evening classes, Louisville, Kentucky, is the exception to this rule as their school for men is only conducted in evening classes.

The following subjects comprise the course of study in the Elementary Schools for Men:

Arithmetic	Penmanship
Grammar	Spelling
Geography	Civil Government

In the same division is the Americanization course for foreigners, which is conducted in the following Association Schools: Portland, Oregon; San Francisco, Calif.; Tacoma and Seattle, Wash.; Louisville, Kentucky; Minneapolis, Minnesota, and Los Angeles, California.

The Course of Study is as Follows:

- | | |
|---------------------------|---------------|
| 1. Arithmetic | 4. Penmanship |
| 2. English for Foreigners | 5. Spelling |
| 3. Grammar | 6. Civics |
7. Preparation for Naturalization Examinations

IV.

TECHNICAL CURRICULUM

The next division of the curricula taken up is the work in the technical field.

The work in this field is, of course, varied in its nature as technical training as our highly developed age must cover a wide range of subjects.

1. The first branch in this field to be discussed is

the radio field. In this field the Y.M.C.A. has twenty-five schools in the United States. In 1920, in 14 Associations there were 1985 students enrolled. The following schools included in the survey are conducting a Wireless School, giving instruction according to a standardized course as given below:

Portland, Oregon; Seattle, Washington; Denver, Colorado; Los Angeles, California; Cleveland, Ohio; and Detroit, Mich

The Standard Radio Course as offered by all Y.M.C.A.

Radio Schools is given below:

RADIO COURSE

I. Principles of Radio Communication.

(Theory Section)

- (a) Elementary Electricity and Magnetism
- (b) Electro - Magnetic Induction
- (c) Generators, Motors, Rotary Convertors
- (d) Motor Starters (hand and automatic)
- (e) Electrical Measurement
- (f) Storage Batteries
- (g) Capacity and Inductance
- (h) Generation of Radio Frequency Currents:
 - 1. Damped
Spark and Condensor transmitter
Vacuum tube with buzzer modulation.
 - 2. Undamped
Arc transmitter
Vacuum tube
High frequency alternator
- (i) Reception of Electro-Magnetic Waves.
 - Damped wave detection
 - Undamped
Vacuum tubes
- (j) Radio Telephone
- (k) Faults- their detection, location & remedy.
- (l) U.S. Laws and regulations governing radio communication.

II Radio Code

III Inspection Trips.

2. The next subject of technical nature is the Automobile School. It is a well recognized fact that the automobile industry, with its tremendous growth in the past few years, has big opportunity for future development. The Y.M.C.A. has been one of the educational institutions to see the tremendous development in this field and has made provision to meet the need. At present there are 75 Y.M.C.A. Auto Schools in the United States, each operating according to a standardized course as given below.

The following cities in the survey are conducting standard Y.M.C.A. Auto Schools:

San Francisco, Los Angeles, Seattle, Portland, Denver, Minneapolis, Detroit and Louisville.

The Course of study in the auto schools is as follows:

1. Complete Automobile Course:

- (a) Construction
- (b) Operation
- (c) Repair (including)
 - 1 Chasis
 - 2. Carburetion
 - 3. Electric Starting
- (d) Repair of cars and tractors
- (f) Automobile Road Work

2. Electrical

- (1) Lectures
- (2) Laboratory Training
- (3) Repair of Motors
- (4) Generators
- (5) Magnetos

3. Storage Batteries

- (1) Theory and Shop Practice
- (2) Rebuilding
- (3) Lead Burning

4. Special Electrical

- (1) Demonstration Lectures for experienced Auto Mechanics.

5. Owner's Auto Course

- (1) Care and Upkeep of Cars.
- (2) Road trouble.

6. Vulcanizing Course

- (1) Repair
- (2) Construction
- (3) Retreading

7. Machine Shop Training

- (1) Lathe
- (2) Drill Press
- (3) Shaper
- (4) Grinder
- (5) Mechanical Drafting

8. Tractors and Farm Engines

- (1) Construction
- (2) Repair

9. Driving Course

3. Another division in the technical field is the Electrical Mechanical, Civil and Steam Engineering Schools, operated by the Association Schools. The Y.M.C.A. School of Los Angeles California, conducts both Electrical, Mechanical and Civil Engineering departments. The school in Portland, Oregon conducts a department in Electrical Engineering.

The Course of Study is as follows in these schools:

The Electrical Engineering Curriculum

I. (First Year)

1. Elementary Electricity.
2. Electrical Laboratory (I)
3. Elementary Electricity.
4. Electrical Laboratory (II)

II. (Second Year)

1. Advanced Electricity (I & II)
2. Electrical Laboratory (I & II)
3. Chemistry (I & II)

Mechanical and Civil Engineering Curriculum

I. (First Year)

1. Surveying.
2. Graphic Statics.

II. (Second Year)

1. Foundations.
2. Shop Practice.
3. Inspection Trips.

Steam Engineering

The San Francisco Y.M.C.A. is enabled by means of its equipment and instruction to offer an intensive course in Steam Engineering with the express purpose of training men to become practical engineers. The plant of the Y.M.C.A.

including two Brownell Engines, is used as the basis of instruction. Lectures, demonstrations, study of texts and actual engine practice, with emphasis upon repair constitutes the course. Subjects offered are:

- | | |
|-------------------------|---------------------------|
| 1. Elementary mechanics | 7. Motors |
| 2. Combustion | 8. Switchboards |
| 3. Steam Boilers | 9. Plant Testing |
| 4. Engines | 10. Operation and records |
| 5. Turbines | 11. Fuel Analysis |
| 6. Generators | |

4. Other general technical courses are offered as follows:

- | | |
|--------------------------------|--------------------------|
| 1. Mechanical Drafting | 6. Strength of Materials |
| 2. Estimating & Plan Reading | 7. Metallurgy |
| 3. Elementary Shop Mathematics | 8. Foremanship |
| 4. Engineering Mathematics | 9. Architectural Drawing |
| 5. Show Card Writing | 10. Structural Drawing |

V.

Law School Curriculum

The field of Law is one in which three Y.M.C.A. schools of the survey are functioning. They are San Francisco, Calif., Detroit, Michigan; and Minneapolis, Minnesota. These schools are conducted in the evening, granting the LL.B. degree, upon the satisfactory completion of the four years' work. The classes meet three evenings per week, with two terms of thirty-six weeks each.

The following table contains the list of subjects as offered by the Y.M.C.A. Law Schools:

FIRST YEAR

First Semester	Second Semester
Contracts	Contracts
Torts	Torts
Criminal Law	Agency
Personal Property	Real Property

SECOND YEAR

First Semester	Second Semester
Equity	Equity
Sales	Public Utilities
Pleading	Civil Procedure under Code
Real Property	Real Property

THIRD YEAR

First Semester	Second Semester
Trusts	Trusts
Wills & Administration	Bankruptcy
Evidence	Evidence
Bills and Notes.	Insurance
Surety-ship	Partnership

FOURTH YEAR

Choice of electives together with preparation for Bar Examination in the fourth year	
First Semester	Second Semester
Conflict of Laws	Conflict of Laws
Corporations	Corporations
Constitution Law	Constitutional Law
Advanced Course in Property	Advanced Course in Property
Municipal Corporations	Quasi Contracts
Advanced Course in Property	

CLASS WORK

Part VIII

In conducting its class work, the Y.M.C.A. endeavors to meet the needs of all those individuals who are desirous of receiving an education. Classes are conducted both in evening and day schools.

I SCHEDULES

In the well regulated, efficient Association it is necessary to have a definite plan for everything. Definite schedules are prepared each year so that all educational activities may be known by all connected with the educational work. These plans or schedules are printed upon folders, cards and circulars for distribution. A large sized schedule is also placed upon bulletin boards and given a conspicuous place in the lobby of the Association building.

1. Class Sessions: In the Y.M.C.A. schools, the same schedules as regards class sessions and length of school day, are pursued as are found in other institutions carrying on similar lines of educational work.

In the College Preparatory day schools the length of school day and class sessions follow that of the public high school. Class sessions are conducted from 9:00 to 12:00 A. M. and from 1:30 to 4:00 P.M. five days per week

with class sessions of forty-five minutes. Evening sessions in this department are usually conducted three times per week from 7:30 to 9:30 P. M.

The class sessions of the day and evening schools in the business and commercial field are found to be the same as regards the College Preparatory schools, in every way. This same thing may be said of the remaining educational courses as conducted by the Association schools.

II.

LENGTH OF SESSIONS AND TUITION FEES

The Association educational year corresponds very closely to that of public schools and institutions of all grades. The more active work is carried on from about September 1, to June 11. In practically all Association Schools the shorter unit courses continue throughout the year. As will be noted in this chapter or part, there are a number of Boys' Summer Schools holding sessions usually through July and August, as the case may be. In all, there are at present sixty Associations offering this type of instruction.

The Association schools replying to requests for descriptive educational literature reports the following items as to length of terms on sessions and tuition rates:

A.

COLLEGE PREPARATORY SCHOOLS

1. Day Schools

Association	Number of Terms	Length of Term	Tuition per Year (3 terms)
Seattle, Wash.	4	3 months	\$140.00
Portland, Ore.	4	3 "	\$125.00
Cleveland, Ohio	4	3 "	\$100.00
Denver, Colo.	4	3 "	\$105.00
Detroit, Mich.	4	3 "	\$100.00
Youngstown, O.	4	3 "	\$ 60.00

All schools meet regularly 5 times per week.

2. Evening Schools

Association	Number of Terms	Length of Term	Tuition			:Sessio per we
			:I Term	:2 terms	:3 terms	
Seattle, W.	3	3 months	\$36.00			3
Portland, O.	3	3 "	\$24.00	\$45.00	\$60.00	3
Denver, Col.	2	4 "	\$22.50	\$35.00	--	3
Cleveland, O.	3	15 weeks	--	--		3
Youngstown, O.	3	3 months	--	\$40.00	\$40.00	3

GENERAL COMMERCIAL AND BUSINESS SCHOOLS.

1. *Day Schools

B.

Association:	Number of terms:	Length of terms:	TUITION			
			1 term:	2 terms:	3 terms:	4 terms
San Francis- co, Calif.	2	5 mo.	\$70			
Portland, Oregon	3	3 mo.	\$95	\$140		
Minneapolis, Minn.	1	6 mo.	100			
Spokane, Washington	4	3 mo.	50	90	130	150
Seattle, Wash.	4	3 mo.	50	90	125	150
Denver, Colo.	3	3 mo.	40	75	105	
Los Angeles, Calif.	4	3 mo.	45	60	90	125

*Schools meet 5 times per week.

2. Evening Schools

Association	Number :of terms:	Length of terms:	TUITION		
			1 term	2 term	3 term
*Spokane, W.	3	3 mo.	\$20	\$35	\$50
Youngstown, O.	1	9			
*Los Angeles	3	3			
*Portland, O.	3	3			
*Denver, Col.	2	4			
San Francisco	2	5	\$50		
Minneapolis	2	4	\$40		
Tacoma, W.	3	3	\$30	\$54	\$72
*Louisville, Ky.	2	4			

*Instruction given only in Bookkeeping and Stenography with separate rate for each.

Three class sessions per week - 2 hrs. in length.

II. SCHOOLS OF ACCOUNTANCY AND BUSINESS

1. *Evening Schools,

Association:	Number of terms:	Length of terms :	Tuition per term or semester :	Sessions per week
San Francisco	3	3 mo.	\$45	3
Detroit, Mich.	2	17 wks.	54	3
Los Angeles	2	5 mo.	40	2
Cleveland, O.	2	4 mo.	40	3
Louisville, Ky.	2	5 mo.	45	2
Minneapolis, M.	2	4 mo.	45	3
Denver, Colo.	2	4 mo.	40	3
Seattle, Wash.	2	4 mo.	40	3
Portland, O.	2	5 mo.	45	5

*Classes meet two hours per evening.

III. GENERAL BUSINESS AND EFFICIENCY COURSES

1. *Public Speaking Course

Associations:	Length of term :	Sessions per week:	Tuition
Denver, Colo.	5 mo.	1	\$30
San Francisco	5 mo.	1	25
Minneapolis, M.	4 mo.	1	23
Portland, Ore.	17 wks.	1	25
Detroit, Mich.	17 "	1	25

*All classes meet 1½ hours per evening session.

IV. SCHOOLS OF GRAMMAR SCHOOL GRADE.

1. Boys' Summer Schools

		Length	
Association:		of term :	Tuition
Spokane, W.	8 wks.		\$15
Cleveland, O.	8 "		20
Minneapolis, M.	8 "		15
Denver, Colo.	8 "		20
Tacoma, Wash.	6 "		15
Portland, Ore.	8 "		30

2. Madison School for Boys
Seattle, Wash.

DAY SCHOOL: Nine months school term, tuition costs,
\$150 for the entire school year.

3. Elementary Schools for Men.

(1) *Day Schools

Associations :	Number of terms :	Length of terms:	Tuition		
			1 term:	2 terms:	3 terms
Seattle, Wash.	4	3 mo.	\$40		
Portland, Ore.	3	3	50	\$95	\$140
San Francisco	3	3	40		
Youngstown, O.	2	5	20		

*All classes meet according to any regular day school schedule.
9 to 12 A.M. and 1 to 3 P.M.

(2) Evening Schools.

Association :	Number of terms :	Length of term :	Tuition		
			1 term:	2 terms:	3 terms
Seattle, W.	4	3 mo.	\$17.50	\$30	
Portland, O.	3	3 "	21.00	39	\$50
San Francisco	2	5 "	30.00		
Youngstown, O.	2	5 "	30.00		
Los Angeles, C.	3	3 "	25.00	40	55

V.

TECHNICAL SCHOOLS

1. Radio Schools.

(1) Day Schools.

Associations :	Length of course:	Tuition
Seattle, Wash.	5 "	90
Los Angeles	6 "	80
Denver, Colo.	5 "	50¢ per hr.

(2) Evening Schools.

Associations :	Length of term:	Tuition		
		1 term:	2 terms:	3 terms
Portland, Ore.	5 mo.	\$100		
Los Angeles	9 "	25	45	65

2. Automobile Schools.

(1) Automobile Courses

(a) Day Schools*

Associations :	Complete		Vulcan-	
	Automotive Course:	Electrical Course:	Automotive Course:	Electrical Course:
	Length of Course	Tuition	Length of course	Tuition
Portland, Ore.	3 mo.	\$150	2 mo.	\$100
San Francisco	3 "	63.50	3 "	77.50
Denver, Colo.	3 "	110.00		
Detroit, Mich.	3 "	125.00	3 mo.	5 wks. 65

Day Schools. Continued

Associations :	Battery Course		Tractor	
	Length of course	Tuition	Length of course	Tuition
Portland, Ore.	4 wks.	\$75	2 mo.	\$100
San Francisco				
Denver, Colo.	5 wks.	50	4 mo.	65
Detroit, Mich.				

*All schools conduct classes five days per week, 9:00 to 12:00 A.M. and 1:00 to 4:00 P.M.

(b) Evening Schools

Associations:	Automotive Course:		Electric Course:		Vulcanizing Course	
	Length of course:	Tuition:	Length of course	Tuition:	Length of course:	Tuition:
Portland, Ore.	9 mo.	\$125	9 mo.	\$100	3 mo.	\$75
San Francisco	6 "	63.50	9 "	77.50		
Denver, Colo.	8 "	195.	8 "	60.	3 "	60
Louisville, Ky.	3 "	67.50	4 "			
Minneapolis, M.			4 "	30		
San Diego, Cal.			17 wks.	30		
Detroit, Mich.					4 wks.	65

Evening Schools (continued)

Association:	Battery Course:		Tractor Course :		Owners Course	
	Length of term :	Tuition:	Length of term:	Tuition:	Length of term:	Tuition
Portland, Ore.	3 mo.	\$75	9 mo.	\$100	3 mo.	\$25
Denver, Colo.	2 "	45	3 "	60	3 "	15
San Francisco					3 "	40
Louisville, Ky.					3 "	32
Minneapolis, M.					3 "	20
Detroit, Mich.						

3. ENGINEERING SCHOOLS.

(1) Electrical & Mechanical Engineering.

(a) Day Schools.

Associations	Number	Length	Tuition		
	of terms	of term	1 term	2 terms	3 terms
Portland, Ore.	3	3 mo.	\$150		
Los Angeles, Cal.	3	3 "	50	\$85	\$115

(b) Evening Schools

Associations	Number	Length	Tuition		
	of term	of terms	1 term	2 terms	3 terms
Portland, Or	3	3	\$21.00	\$39.00	\$50.00
Los Angeles, C.	3	3	\$25.00	\$40.00	\$55.00

(2) Steam Engineering.

San Francisco, California, -- School conducted throughout the year; 5 days per week. Cost of course \$8.00 per week.

4. General Technical Courses

(1) Mechanical Drawing

(a) Day Schools.

Associations.	: Number : Length :		TUITION		
	: of term :	: of term :	: 1 term :	: 2 terms :	: 3 terms :
Los Angeles, C.	3	3	\$50.00	\$85.00	\$115.00

(b) Evening Schools.*

Associations	: Length :	Sessions:	Tuition:
	: of term :	per Wk. :	
Portland, Ore.	3 Mos.	3	\$16.00
Los Angeles, C.	3 Mos.	3	\$25.00
San Francisco	3 Mos.	3	\$35.00
Louisville, K.	3 Mos.	2	\$12.00
Minneapolis, M.	4 Mos.	2	\$22.00
Denver, Colo.	6 Mos.	2	\$25.00
Detroit, Mich.	6 Mos.	3	\$24.00

* Evening Classes are all conducted in 2 hour sessions.

(2) Architectural Drawing.

(a) Evening Schools.

Associations	Length of course	Sessions per wk.	Tuition
Minneapolis, M.	4 mos.	2	\$25.00
San Francisco	3 mos.	3	\$35.00
Louisville, K.	4 mos.	2	\$12.00
Denver, Colo.	6 mos.	1	\$20.00

(3) Show Card Writing.

(a) Evening Schools.

Associations	Length of Course	Sessions per wk.	Tuition.
Minneapolis, M.	3 mos.	3	\$35.00
San Francisco	4 mos.	2	\$22.00

VI.

LAW SCHOOLS.

(Evening Schools)*

Associations.	Length :of year	No. of :Sessions	Tuition: :per year:
San Francisco	:9 months:	3	: \$75.00 :
Youngstown, O.	:10 mos. :	2	: \$75.00 :
Minneapolis, M.	:10 mos. :	2	: \$85.00 :

*All classes meet 3 times per week, 2 hours in length.

NOTE: In practically all Association schools the student is required to pay from \$5.00 to \$7.00 for a social membership. These fees entitle student to the use of libraries, gymnasium, game-room and employment privileges. The fees are in addition to the regular tuition charges. It may be also noted that in many cases a deduction of 10 per cent is made if fees are paid in advance.

3. Special Schools and Classes

According to replies to the questionnaire, the following Associations are conducting two special types of work.

They are:

(1) Americanization Classes.

(2) Boys' Summer Schools.

(1) "Americanization Class Statistics."

Association	No. of Pupils	Teachers	Classes
San Francisco	208	6	6
Tacoma, Wash.	50	3	3
Seattle, Wash.	22	4	4
Spokane, Wash.	60	6	6
Portland, Ore.	93	18	8
Los Angeles, C.	71	4	4
Cleveland, O.	65	6	6
Detroit, Mich.	60	5	5
Youngstown, O.	500	25	25
TOTAL	1129	77	67

The Y.M.C.A. in its effort to meet the needs of the community has found a profitable field in the work of Americanization. The recent World War demonstrated beyond a doubt, the great amount of illiteracy among the draftees. The Americanization work although it had been carried on for a number of years previous to the outbreak of the war, has received a new

impulse. The nine above names Associations are carrying on Americanization work among the 13 Y.M.C.A.'s of the survey, with an enrollment of 1129 students and 77 teachers.

These classes are for the most part carried on in the evening, no tuition fees are charged and teachers are all volunteer workers. These classes are conducted both in the Y.M.C.A. building and in other places that are available in the various parts of the city. The Director of the Americanization work is in most cases connected with the Educational Department of the Association and for this reason the Americanization work is discussed in this survey.

The Americanization work, as conducted by the Portland Association is typical of this activity and therefore it will be discussed as a typical case. The evening classes in the Portland Association are held twice per week, in two forty minute sessions. The Americanization work of the Portland Association as among all other, has two natural divisions.

1. Direct Promotion Work

By means of lectures before American audiences wherever a hearing can be had, before Chambers of Commerce, Parent Teachers organizations, Commercial Leagues, etc., to interest citizens in the promotion of Americanization classes and to ask their assistance in interesting foreigners to attend the classes.

2. Direct Work with Foreigners.

This is done in small groups of classes led by the volunteer teachers using: Peter Robert's course of study. Lectures of various kinds are given, lantern slides being used rather extensively. Group entertainments are held in various foreign sections of the city and in the Association buildings, foreigners directing the work under the guidance of the Americanization Secretary. In Portland, several glee clubs are organized as well as orchestras; at the same time naturalization classes are being conducted, giving the foreigner a preparation and encouragement to become a citizen of the United States.

In the Portland Association the programs for the group entertainments are selected by a committee of six persons. This committee consists of two librarians of Portland, Miss Mulheron, Chief Librarian of the City, and Miss Fox, in charge of the Portland sub-libraries; one business man, Mr. Street; Miss Porter, principal of the Failing school; Mrs. West, a grade school teacher in Brooklyn Ward school; and Mr. F. W. Parks, the Americanization secretary.

(2) Boy's Summer Schools.

Summer School Statistics.

Associations	Number : of teachers:	Number : of pupils
Portland, Ore.	4	68
Seattle, Wash.	8	131
Tacoma, Wash.	3	50
Cleveland, Ohio	11	35
Detroit, Mich.	30	500
Spokane, Wash.	3	36
Denver, Colo.	11	84
Totals	70	904

The Y.M.C.A. is the pioneer according to Hodge*, in the field of summer school work for boys. The seven cities listed above conduct such a school. In each city there is need for such a school and, therefore, the Y.M.C.A. has been conducting the work wherever possible. The purpose of the summer school is to allow boys of 7th and 8th grades to use this means "to make up" work in which illness, change of residence or some other cause may have forced them to fail; others like the idea of forging ahead in certain studies to make the coming term's work easier and others desire to skip a half grade.

*Cyc. of Education;
Monroe, p. 341.

The teachers in these summer schools are in most cases principals and teachers of the local public schools and are employed by the Association for the term. The school is conducted five days per week from 9:00 to 12:00 A.M. and from 1:00 to 3:00 P.M., each pupil being required to spend a certain part of each day in the Gymnasium; and is given instruction in gymnastics and swimming. The factor of men teachers, gymnasium privileges, (which are notably good in all associations) and the original purpose to make up work or to forge ahead results in much good.

4. ADMISSION REQUIREMENTS FOR Y.M.C.A. SCHOOLS.

(1) The College Preparatory Schools.

In all the Y.M.C.A. schools conducting a college preparatory department, the entrance requirements for this department are a certificate of graduation from a grammar school.

(2) Commercial & Business Schools.

In the Business Schools conducted by the Y.M.C.A. students may enroll at any time. These schools do not have regular entrance requirements. They plan to serve men who have not had the opportunities of an education, as well as those who have received an academic training. Students are, of course, allowed only to pursue those subjects for which they have the necessary preparation. Business experience and training are the factors that help prepare an individual for entrance into these schools, as well as academic training.

(b) Schools of Business Administration & Accountancy.

It is the rule of all Y.M.C.A. schools of Business Administration and Accountancy that a student be at least 18 years of age. Students under twenty must have completed a high school course, and must have had training or experience in bookkeeping. Students entering these schools are classified in the following groups:

Regular: A regular student is one who registers for a complete course in Business Administration and Accountancy and who fulfills the entrance requirements by presenting 15 units of credit from a recognized preparatory school or high school.

Conditioned: A conditioned student is one who registers for a complete course but who does not present the required 15 units of high school work. As soon as he qualifies in this respect he will be classified as a "Regular Student."

Special: A special student is one who registers for one or more subjects with no immediate intention of taking a complete course.

(c) Entrance requirements for general business and personal efficiency courses such as Salesmanship, Public Speaking, etc. are none outside of ability to pursue the course with profit to the individual.

(3) SCHOOLS OF GRAMMAR GRADE.

1. Boys Grammar and Summer School Grades.

Entrance requirements for these schools are certificates, from grammar schools, in case of transfer from another grammar school.

2. Elementary Schools for Men.

In these classes there are no requirements for entrance. The individual is taken in whatever condition of preparation he may be and given the training he desires. (This same condition applies to those in Americanization and English Classes for foreigners.)

(4) TECHNICAL COURSES.

1. The entrance requirements for courses in the Radio and Automobile Schools and also in courses of a general technical nature require no special entrance qualifications outside of the ability and earnestness in pursuing the chosen course of study.

2. Electrical and Mechanical Engineering Schools.

The Association school in Portland, Oregon, is the only school of the survey which grants an engineering degree (Bachelor of Science) upon the completion of a three years' course in the Engineering school. The Los Angeles, Y.M.C.A. school offers a rather complete course of study in this field but does not attempt to grant an engineering degree.

The Y.M.C.A. school in Portland under the direction of the dean of the Engineering school, Mr. Walter Haynes, M.E., a graduate of Stanford University and Boston Institute of Technology has drawn up the program of study for this department. The belief of this school is that such a course of study can be presented in a three year program by eliminating a great many useless subjects.

Entrance qualifications of applicants may be divided into the two following classes:

1. Applicants who have not reached their nineteenth year must present credentials showing the completion of four years of college preparatory work of fifteen standard credits.

2. Men of twenty years of age or over, not having completed the above requirements may be admitted upon presentation of credentials showing their practical training or equal value and showing sincerity of purpose and ability beyond the usual high school graduate. Such applicants must be prepared to pass an examination in Algebra through quadratic equations.

3. Steam Engineering School.

The Steam Engineering school of the San Francisco Association is eligible to all those who can pursue the course with profit.

(3) LAW SCHOOLS.

The entrance requirements for Y.M.C.A. law schools are as follows:

1. Entrance as regular students; requires graduation from an accredited high school.

2. Entrance as a special student; No exact standard for admission is set, but each applicant is considered by a committee on admission for approval, with reference to the maturity of the applicant and his ability to profitably undertake the courses desired.

3. Change of status from a special to a regular student. One entering as a special student may become a regular student upon meeting the requirements which he lacked at the time of his entrance. Special students wishing to receive a degree from the schools must have removed all preparatory conditions before entering the third year's work.

5. EXAMINATIONS.

In any educational work there must of necessity be some definite method of testing results. The universal practice in the presentation of subject matter is that of dividing the work of each subject into convenient sections. The section is a division of work rather than a period of time. Upon the completion of a section an examination is given, a grade recorded, and a report made to the student. By this method the student is assisted in concentrating upon the work of his course. He knows at every stage how his work is being graded and is thus able in most cases to prevent failure and consequent loss of time. This frequent check of all work in each subject is a powerful factor in producing high grade results.

In giving examinations, in many cases, final tests are not conclusive in many fields. Therefore, in most courses frequent short quizzes are given for the purpose of impressing the facts upon the mind of the student. It is further supposed that certain subjects could not even be left to tests, although partial results might be obtained in some cases. As the subject matter becomes more complicated, it has been found to be advisable to have a certain uniformity in the ground covered by instructors. Of course, this does not mean a rigid teaching plan showing the exact course of each day's work, but a general syllabus plan. At the present time, over twenty such syllabi have been published. These are an effective aid

in the general supervision of educational activity.

The courses being laid out in this manner result in uniformity of presentation at all stages of instruction, with frequent examinations, sections of work outlined in specific parts, and general instructions for presentation of subject matter cannot help but produce scientific results in instruction. As more and more revision of textbooks and courses of study progresses, and as new syllabi are published the educational work will steadily advance.

6. CERTIFICATION AND GRADUATION.

In the matter of certification and graduation, the Y.M.C.A. educational activities may be grouped under several headings. In the first place we may take into consideration the work of the college preparatory departments of Seattle, Wash.; Portland, Oregon; Denver, Colorado; Los Angeles, California; Cleveland, Ohio; Detroit, Michigan; Youngstown, Ohio. All graduates from the college preparatory classes of the above mentioned Associations are permitted to enter institutions of higher learning in their locality.

In the matter of the grammar school for boys, maintained during the summer months in the 6th and 7th, also 8th grade work, the associations giving such courses prepare the boys in the work desired; the grammar school authorities giving the examinations to the pupils to determine the appropriate promotions. The exception to this rule is in the city of

Cleveland, Ohio, where the Y.M.C.A. gives the grade earned and these credits are accepted by the public school officials. In the other classes of elementary grade, certificates are granted for work completed.

The various business schools grant the appropriate certificates to those who complete the courses of study. These schools which offer the course in Business Administration and Accountancy grant the B.C.S. (Bachelor of Commercial Science) degree upon the successful completion of the work of the regular student. Those who have not made up their deficiencies in entrance requirements are given certificates only for the work completed.

Students successfully completing the engineering courses in the Portland Association are granted the Bachelor of Science degree.

The Associations operating law schools are empowered to grant the LL.B. degree.

7. TEXTBOOKS.

In the matter of textbooks the Association has continually tried to use those textbooks that were best suited for the purpose. The textbooks used by other institutions that are found to be satisfactory for the purpose are very frequently used. There is a distinct movement toward the publication of textbooks for the various educational departments. The movement began at the inception of the

United Y.M.C.A. Schools, under which name the Educational Council publishes its texts, which up until the present time, has made remarkable progress. Such as the revised Salesmanship, Public Speaking and Foremanship courses have been published. In addition to these books a text on Income Tax Accounting and a book entitled, "Standard Text English" have also been revised and published.

These texts and courses are all copyrighted and controlled by the Association. The particular value of owning or controlling a textbook which shall be declared to be the required standard in any subject is evident. In this way the text becomes a depository of educational values and this cooperation produces far reaching results. Although the textbook at first might be extremely poor in quality by such a constant method of improvement they are gradually brought to a high standard. This is one of the best methods of procuring good textbooks, providing always that editorial supervision is prompt, intelligent and far seeing.

A method such as this has the value of insuring several results. It is a well known fact that manufacturing costs represent only a small part of the entire cost. The work of editing textbooks and courses is expensive and competitive promotion is extremely costly. By the cooperative method, such as exists in the Association in the editing and publishing

of textbooks, editorial expense is reduced to the minimum and ordinary promotion expenses are greatly reduced and eliminated. By pursuing such a policy, the margin of risk is greatly reduced for it is possible to predict within a very small limit of error the number of books required in any one year. The saving incurred by such methods permits the Association to place the extra funds for use in other departments that are in need.

FINANCES.

PART IX.

1. Financial Sources of Income.

At present the Y.M.C.A. educational departments derive their income mainly from the following sources:

(1) Class or Tuition Fees.

The entire Y.M.C.A. in its educational work has collected over one million dollars in tuition fees but to depend upon other sources to bear the expense. The principal aim of the Y.M.C.A. has been to serve men and to best do this, the work should be conducted on as low a basis of tuition fees during the year 1918.*

In all educational departments of the Y.M.C.A. the effort is being made not to raise the tuition fees but to depend upon other sources to bear the expense. The principal aim of the Y.M.C.A. has been to serve men and to best do this, the work should be conducted on as low a basis of tuition fees as possible. The tuition charges should be such, that the student with insufficient funds and an ambition should be given the educational advantages of the Y.M.C.A. in all lines. Mr. Harrison St. Colburn**, for many years the educational director of the West Side Branch of the Y.M.C.A. in New York City says, "That the educational work of this institution cannot be said to reach the masses of the poor, for they cannot afford to pay so much for it. The Association undoubtedly appeals to a class of

*Association Yearbook 1919, p. 247.

**Continuation Schools in the U.S., A.L. Jones, p. 106.

more or less successful young men who wish to improve their condition by study along specific lines. So it is natural that the men who make a financial outlay at the beginning of the term are not likely to drop out when the work begins to stiffen." As Mr. Jones* says, "In other words, it is reaching a part of the class of leaders. In doing this it is rendering valuable service, but its courses are of little value and aid to the poor."

Although the statement may be correct in saying that all classes of students are not reached on account of tuition fees, yet the experience of public school officials is that a nominal tuition fee is advisable. Things that are procured gratis are in many cases not as well appreciated as are those things for which something must be paid. The Y.M.C.A. has made it a policy to give all educational work as low as possible. The student who desires to procure an education is usually willing to pay something for it.

The work as offered by the Y.M.C.A. schools is largely vocational and is becoming more and more so, although not neglecting elementary and high school work, yet it appeals to the student who is in a certain line of work and desires to improve himself, either in that field or to prepare for another vocation. If the student is unable to pay for his tuition at the time he enrolls in the school, he may make part payments as he pursues his course, or he may fill out a note agreeing to pay the tuition at a stated time when he feels

*Continuation Schools in the U.S., A.L. Jones, p. 106.

that he is able to pay it. No self respecting man desires to receive charity and will therefore in some way procure the necessary funds to pursue his studies.

(2) Appropriations from the Board of Directors.

This money comes largely in the form of subscriptions from the local community to make up deficits in finances. As most Associations find that their tuition fees do not cover the actual cost of maintaining the educational department outside of actual overhead expense, the practice is made of asking for appropriations from the Board of Directors of the local Association. This form of an income, to say the least, is a most undesirable way to procure revenue for the maintenance of an educational institution, which is supposed to give permanent service to the community. Lack of funds and the continual shortage of finances cannot but help to materially reduce the efficiency of all those connected either directly or indirectly with the educational program of the school.

(3) Income from profits in the sale of books, educational supplies and for services rendered by students, such as repair work in technical schools.

In many large Association schools the sale of books, supplies, etc. gives a certain amount of revenue for educational work but these funds along with the income derived from services performed by students in various technical schools do not materially lessen the financial problem.

To solve the problem of finances is indeed a serious one. As is noted in Table only 5 out of 13 Association schools report that the tuition fees collected pay for the actual cost of the educational work. Since the policy is to keep the tuition fees as low as possible, the Association schools must depend upon other sources.

(4) Income from Educational Endowments. These are procured as gifts from various philanthropic sources.

The most sensible solution to such a problem is the matter of an endowment. A number of Y.M.C.A. schools have such a fund, although this feature is sadly lacking. According to the report of the Educational Council* in November, 1920, "It can truthfully be stated that in a way the Educational Council had its inception in the conviction that if we were taken seriously as recognized Educational Institutions we should have to secure educational endowments. It must be admitted that we have made practically no progress along this line."

This serious factor must be taken into account and the procuring of endowment for each school must be pushed ahead as rapidly as possible. To maintain an efficient educational system the Association must pursue some definite policy whereby it may procure amounts of capital to be used as an endowment for each Association school. At this same meeting of the Educational Council it was reported that a few Associations had secured small endowments.

*Educational Council of Y.M.C.A. by H.W. Stone Conference City General Secretaries, St. Louis, Nov. 5-6-7, 1920, p. 8.

The chairman of the Council reported that he believed there was little probability of local associations securing endowments that are worth considering until some united action might take place along this line. An endowment, even though it be small and the income from it be only a small proportion of the total educational income, it becomes a moral force to compel the doing of an altruistic service and a powerful incentive to continue the work. This grave problem is realized by the Y.M.C.A. educational staffs and more and more efforts are being directed toward the solution of the problem.

If the educational work is not placed upon some definite stable basis as regards finances there are two dangers, both of which are most undesirable.

First. The Association will be under the constant temptation to do only those lines of service that produce a maximum financial income or to serve only those students who can pay the maximum fee. There is in this phase a distinct danger of commercializing the work as do the other business colleges and correspondence schools.

Second. There will be the danger when hard times come, that educational officials will advise shutting down on the work of conducting educational classes because they cause a deficit.

The only remedy that will safely place the educational work of the Y.M.C.A. upon a sound, businesslike basis will be an ample endowment for each school. With such a permanent

foundation the educational work may be able to make rapid strides in its growth.

If the Association schools would each be endowed sufficiently, the entire work would be placed on such a basis that any student desiring to enroll could receive the training desired at a very reasonable cost. The endowment would provide the salaries of well paid teachers and enable the use of high grade equipment throughout.

2. Educational Receipts and Expenses.

Chart No. III.

Tabulated Receipts and Expenses of Y.M.C.A. Educational Work.

No. Association	Total Receipts from Tuition Fees	Expenses	Expenses of Educational Work paid by Tuition fees
1. Tacoma, Wash.	\$5,243.97	\$4,197.81	No
2. Seattle, Wash.	49,687.47	52,402.26	No
3. Spokane, Wash.	9,403.16	12,279.20	No
4. Portland, Ore.	75,624.00	78,923.00	No
5. San Francisco, Cal.	39,482.13	37,216.20	Yes
6. Los Angeles, Cal.	30,371.37	41,700.63	No
7. San Diego, Cal.	4,411.00	2,646.00	Yes
8. Denver, Colo.	51,663.00	55,798.74	No
9. Cleveland, O.	13,602.50	14,637.00	No.
10. Youngstown, O.	51,500.00	51,500.00	Practically so
11. Minneapolis, Minn.	21,000.00	20,291.00	Yes
12. Louisville, Ky.	25,763.09	28,790.38	No
13. Detroit, Mich.	264,226.00	226,874.00	Yes

According to the above given table it is noted that of the thirteen Y.M.C.A. Schools of this survey only four associations report that tuition fees collected over the the actual cost of conducting the educational work. One Association school, Youngstown, Ohio, reports that the total receipts and the expenses of conducting the educational work are about equal. The remainder report that tuition fees charged do not cover the actual cost of conducting the educational work.

The figures quoted in regard to expense cover only the actual cost of conducting the educational work in the various Associations listed. Such items as interest on indebtedness, light, heat are not included. Educational secretaries reported that these items were practically impossible to ascertain as the educational work was conducted in the same building with other Association activities and so hard to apportion to each. Expenses in the questionnaire call for only teachers salaries, cost of supplies and equipment.

The following comparative table gives the actual cost per student to the Association.

Chart No. IV,

Chart Showing Comparative Costs per Student in the Thirteen
Y.M.C.A. Schools.

No.	City	Cost per student
1.	San Francisco, Calif.	\$15.00
2.	Tacoma, Wash.	18.30
3.	Seattle, Wash.	54.03
4.	Spokane, Wash.	33.21
5.	Portland, Ore.	46.73
6.	Los Angeles, Calif.	46.74
7.	San Diego, Calif.	31.12
8.	Minneapolis, Minn.	26.18
9.	Louisville, Ky.	27.45
10.	Denver, Colo.	52.74
11.	Cleveland, Ohio	7.89
12.	Detroit, Mich	40.00
13.	Youngstown, Ohio	35.00

Average Cost per Student = \$33.40.

From the foregoing chart it is noted that the average cost per student to the Y.M.C.A. is approximately \$33.40 for the thirteen schools reporting in the survey. The city of Cleveland, Ohio, has the lowest cost per student, that of \$7.89, the two highest being Seattle, Wash. with cost of \$54.03 and Denver, Colorado, with a cost of \$52.74.

3. Equipment.

When the Educational Council met immediately after "The Meeting of the 146" in Detroit, April 23, 24, 1919, the following resolution was adopted, as the group of Y.M.C.A. leaders realized the necessity of proper educational equipment.

*"Resolved, That those associations employing educational secretaries be especially urged to see that educational equipment be put in good condition, and brought up to at least equal the best schools and colleges in the section located, and that this be done in time for the opening of the fall term of 1919."

The Educational Council brought the matter of equipment to the attention of the associations. All Associations were urged to realize the necessity of better class room, shop and laboratory equipment. This emphasis on such improvements shows results in the following diagram from** reports submitted to the Educational Council. The figures shown are taken from Association Yearbooks of 1917-1918, 1918-1919, and 1919-1920.

*Educational Council of the Y.M.C.A. Conference City General Secretaries, St. Louis, Nov. 5, 6, 7, 1920, p. 7.

**Same article, p. 7.

Chart No. V.

Season Closing May 1 : Educational Equipment and
: Furnishings

1918	\$299,729.00
1919	752,147.00
1920	1,230,140.00

The above graph gives a very clear idea of the growth in educational equipment and furnishings for the years 1918-1920. An institution such as the Y.M.C.A., with its widespread geographic distribution of institutions, an increasing number of students and educational departments, will no doubt in the future make even more rapid strides. But nevertheless the matter of educational equipment and furnishings must be continually increased to render efficient all educational efforts.

As the educational work of the Association is largely vocational, they are in greater need of equipment than are classical or academic schools. The institutions taken into account in the survey show growth along these lines. For instance the Los Angeles Y.M.C.A. Radio School has added a complete new set of sending and receiving sets, enabling them to send and receive messages for as long a distance as any radio set on the Pacific Coast. All these efforts are praiseworthy but the fact remains according to their own authorities "that in most Associations we are still deficient in proper

equipment for our scientific and vocational courses."

*Educational Council Meeting: Conference City General
Secretaries, St. Louis, Nov. 1920, p. 8.

PERSONNEL OF THE Y.M.C.A. SCHOOLS

PART X.

A. Faculty of the Y.M.C.A. Schools.

In conducting an educational enterprise such as the Y.M.C.A. is attempting in its continent-wide work, the matter of a teaching force is a very important factor. According to a national policy, the teachers selected are required to be men of sterling, Christian character and members of a Protestant church. In this way the attempt is made to insure the proper moral qualifications in its instructors, the persons who have the greatest influence upon the student, through constant personal contact in the class-room. In addition to this factor, instructors must have ample training, sufficient teaching experience and must receive a salary that is consistent with their ability and educational qualifications.

The Association schools of the survey were requested to fill out individual blanks (sample of individual questionnaire on p. of the appendix) for each teacher. These blanks take into account various factors, among them being educational qualifications of teachers, their previous teaching experience, salary and other factors.

The following ten Association schools of the survey complied with the request for the information as regards teaching experience, salary, etc. of their teaching staff.

These associations were Spokane, Seattle, and Tacoma, Wash., Portland, Ore.; Los Angeles and San Diego, Calif.;

Denver, Colorado; Cleveland, Ohio; Louisville, Kentucky; and Minneapolis, Minn.

Although these schools represent but 10 of the 13 Association schools of the survey, nevertheless this wide-spread selection is no doubt about as characteristic as one could expect. The schools reporting above will give a basis for the drawing of deductions, sufficient for all practical purposes.

1. Number of Teachers.

The following chart gives the number of full time and part time faculty members of the 13 Association schools.

Number of Teachers		
Association	Full time teachers	Part time teachers
1. San Francisco, Calif.	14	47
2. Tacoma, Wash.		15
3. Seattle, Wash.	18	9
4. Spokane, Wash.	4	17
5. Portland, Ore.	19	20
6. Minneapolis, Minn.	1	41
7. Louisville, Ky.	1	48
8. Cleveland, O.	21	84
9. Denver, Col.	11	22
10. Detroit, Mich.	52	63
11. Los Angeles, Cal.	16	14
12. San Diego, Cal.		4
13. Youngstown, O.	6	60
Totals	163	444

It will be noted that there are 163 full time teachers, instructors in the day schools and 444 instructors doing part time teaching or evening school work.

2. Tenure of Teachers.

In an educational institution the teaching tenure of the instructor is an important factor in the successful maintenance of high grade work. Insufficient returns from the questionnaire do not warrant the drawing up of generalizations as is possible in case of teachers' salaries, educational preparation, etc.

In answer to the item in the general questionnaire (question number 6) as regards policy of retention, promotion, etc. of teachers, all the thirteen Associations with the exception of the San Francisco Association, report that it is the policy of the school to promote teachers as rapidly as possible, both in salary and in position.

As was mentioned above, insufficient returns do not permit any adequate basis for the drawing of deductions. Some Association schools such as the Denver Association report one teacher as being employed for nine years, another six and two others for four years. Louisville, Kentucky, reports four teachers who have been actively engaged in the educational work of the Association school for fifteen years. The Portland school reports one instructor as having served eight years, one six years, one five years, four serving three

years and five, two years, as these reports were not complete in all cases, conclusions cannot be drawn from the above returns. Still the fact remains that in many cases, instructors are retained over a considerable length of time.

3. Educational Preparation of Teachers.

The ten Association schools reporting as to teachers' educational qualifications permits the following tabulation. This table shows the number of college and non-college graduates who are employed in the capacity of teachers in the Association schools.

Educational Preparation of Teachers.				
Association	Total Staff	College Graduates College degree	Graduate degree	Non-College Graduates
1. Spokane, Wash.	15	9	1	5
2. Denver, Colo.	33	15	0	18
3. Los Angeles, Cal.	30	7	10	13
4. Minneapolis, Minn.	42	31	9	4
5. Cleveland, O.	105	55	7	45
6. San Diego, Cal.	4	3	0	1
7. Portland, Ore.	39	26	8	5
8. Seattle, Wash.	27	15	2	10
9. Tacoma, Wash.	15	7	2	6
10. Louisville, Ky.	49	13	0	36
Totals		216		143

In noting the table as regards college and non-college graduates it is seen that the majority of the teachers in the ten Association schools reporting are college graduates. It is noted that 60 percent of the instructors or 216 out of the 359 teachers are college graduates, 39 of this number holding graduate degrees. It may be further noted that according to the table on p. 121 that 71 per cent of the instructors have had three years or more of actual teaching experience. As these ten Association schools reporting on this are representative Y.M.C.A. schools we may be quite certain that these generalizations can be quite generally accepted of the Y.M.C.A. schools.

There are still further factors to be considered in the discussion of educational preparation of teachers in Association work. It is noted that a good proportion of the courses as offered by the Association schools are of a general vocational nature and this may to some extent more readily explain the proportion of non-college graduates. It is found that the higher types of instruction in the various schools are conducted by college graduates. Practical vocational subjects, various automotive courses, etc., are all taught by men who need to be not college graduates but selected because of their practical experience.

4. Teaching Experience.

The following table gives in detail the teaching experience of Association teachers.

Teaching Experience of Association Teachers

No. Association	Total Number with at		
	Staff least 3 years experience	Number with 1 year or less experience	
1. Spokane, Wash.	15	12	3
2. Denver, Colo.	33	10	23
3. Los Angeles, Calif.	30	26	4
4. Minneapolis, Minn.	42	35	7
5. Cleveland, O.	105	80	25
6. San Diego, Calif.	4	2	2
7. Portland, Ore.	39	25	14
8. Seattle, Wash.	27	17	10
9. Tacoma, Wash.	15	9	6
10. Louisville, Ky.	49	38	11
Total	359	255	103

From the above chart it will be noted that a majority, or 71 per cent, of the teachers in the Y.M.C.A. schools have had at least 3 years and in many cases 10 or 15 years of actual teaching experience is reported. The teacher who has received a degree and has had a number of years of teaching experience is no doubt a useful adjunct to any educational institution.

5. Teaching load.

The factor of the teaching load is a very potent element in the efficient carrying on of an educational program. To successfully conduct classwork, the number of teachers must be sufficiently large so that too many

students may not be assigned to the individual instructor. The Y.M.C.A. in its educational work has stressed the feature of individual instruction in its claims. The following chart represents the teaching load or number of pupils per teacher in all the associations of the survey.

Teaching Load	
No. Associations	Pupils per instructor
1. Spokane, Wash.	24.66
2. Seattle, Wash.	35.85
3. Tacoma, Wash.	15.26
4. Portland, Ore.	43.07
5. San Francisco, Calif.	35.08
6. Los Angeles, Calif.	29.80
7. San Diego, Calif.	21.22
8. Denver, Colo.	32.06
9. Youngstown, O.	25.15
10. Cleveland, O.	40.00
11. Minneapolis, Minn.	48.90
12. Detroit, Mich.	41.26
13. Louisville, Ky.	21.40

Average 31.82 pupils per teacher.

From the foregoing chart it will be noted that the highest number of students per instructor is found in the Y.M.C.A. school at Minneapolis and the lowest number of students per teacher is found in the Tacoma Y.M.C.A.

The average number of students per teacher in the entire 13 Association schools of the survey is 31.62.

The teaching load in the Association schools as well as in all other educational institutions must be given careful attention. The Y.M.C.A. has realized the necessity of this and has made much use of the claim of individual instruction in promoting its work, but from the figures submitted by the various schools it is seen that this claim is not valid in many cases.

In the case of the "Y" schools conducting automobile courses, the universal rule according to the standard syllabus which governs such schools, calls for at least an average of one instructor for every twelve pupils in the theoretical work and eight students per instructor in auto repair work. This last named division of work is then an exception to the criticism as mentioned above.

6. Salary.

The following tables were compiled from the individual teacher's qualification blanks. These tables give the salary schedule for both instructors in the day and in the evening schools.

(1) Day School Salary Schedule

Association	Teacher's Salary per Year					Percent over \$1500
	Under \$1000	\$1000 to \$1500	\$1500 to \$2000	\$2000 to \$2500	Over \$2500	
1. Tacoma, Wash.	1	1	0	1	1	50.00%
2. Los Angeles, C.	0	3	7	4	2	81.25
3. Denver, Colo.	0	0	5	6	0	100.00
4. Cleveland, O.	0	1	11	9	2	95.21
5. Portland, O.	0	0	8	6	5	100.00
6. Seattle, Wash.	0	0	10	7	2	100.00

It was ascertained that the median salary for the 92 day school teachers in the 6 Association schools was \$1995.00. To make any deductions valid it was found desirable to compare this salary with the median salary of the Oregon high school teacher as found in the "Official Directory" of school statistics in the State of Oregon. A representative list of high school salaries was compiled, taking into account the salaries of all teachers with the exception of superintendents and principals in the following 8 representative Oregon towns: Baker, The Dalles, McMinnville, Hood River, Corvallis, Medford, Eugene and Albany.

From the list of salaries compiled, it was found that the median salary for high school teachers in these towns was \$1398.50. This comparison clearly points out the fact

*Official Directory of Superintendents, Principals, High School Teachers and Standard High Schools of the State of Oregon, by J. A. Churchill, Supt. Public Instruction, pps. 20, 22, 39, 41, 48, 52, 84, 88.

that the average instructor in the Association day school is receiving a larger salary than is paid the average high school teacher in Oregon.

(2) Evening School Salary Schedule

The table given below classifies the salary of evening teachers into maximum, minimum and average salary received by the instructor per evening.

Teacher's Salary Per Evening

<u>Association</u>	<u>Maximum</u>	<u>Minimum</u>	<u>Average</u>
1. Spokane, Wash.	7.50	3.50	5.00
2. Los Angeles, Calif.	8.00	4.00	6.00
3. Denver, Colo.	6.00	4.00	5.00
4. Minneapolis, Minn.	10.00	4.00	7.00
5. Louisville, Ky.	8.00	5.00	6.00
6. San Diego, Calif.	10.00	7.50	8.00
7. Cleveland, Ohio	10.00	3.50	6.00
8. Portland, Ore.	10.00	3.25	6.50
9. Seattle, Wash.	10.00	3.00	8.50
10. Tacoma, Wash.	7.50	2.00	4.50

Length of evening sessions are two hours, in most all instances, and meeting once to 3 times per week.

It will be noted that in most instances the salary received per evening by the instructor is very good. These figures represent the salaries of men who are experts in their own lines of work and are employed to teach the

subjects in the evening classes. Practicing attorneys, business men and others form this type of instructor, each man in most cases teaching the subject which he follows in the day time.

B. Students in the Y.M.C.A. Schools.

i. Total Enrollment.

The following chart gives in detail the enrollment of students in each Association school, each school of the survey reporting this item.

<u>Association</u>	<u>No. of Students</u>
San Francisco, Calif.	2189
Tacoma, Wash.	229
Seattle, Wash.	968
Spokane, Wash.	370
Portland, Ore.	1680
Los Angeles, Calif.	894
San Diego, Calif.	85
Minneapolis, Minn.	2054
Louisville, Ky.	1049
Cleveland, Ohio	1728
Youngstown, Ohio	1660
Denver, Colo.	1058
<u>Detroit, Mich.</u>	<u>5645</u>
Total enrollment	22,029

2. Enrollment - 1919-1920.

The following charts give in detail the enrollment of students in each class of work. All Associations reported to this item with the exception of San Francisco, Calif.

(a) Enrollment of Pupils by Classes.

Association	Seattle, Wash.		Tacoma, Wash.		Spokane, Wash.		Portland, Ore.	
	Day	Evening	Day	Evening	Day	Evening	Day	Evening
Technical Classes	182	80		15		44	8	56
College Preparatory	78	5		5			143	88
Automotive Classes	76	46					110	55
Common School Classes	126		52		68	63	30	54
Commercial & Business	100	16		157	90	278	80	160
Radio Classes	37	5					66	48

(Enrollment Continued)

Association	Los Angeles, Cal.		San Diego, Cal.		Louisville, Ky.	
	Day	Evening	Day	Evening	Day	Evening
Technical Classes	80	30		65		271
College Preparatory	43	11				
Automotive Classes	175	70		20		141
Common School Classes	55	40				
Commercial & Business	65	60				818
Radio Classes	20	10		35		26

(Enrollment Continued)

Association	Denver, Colo.:		Minneapolis:		Detroit, Mich.:		Cleveland, O.	
	Day:	Evening:	Day:	Evening:	Day:	Evening:	Day:	Evening:
Technical Classes		400		76	912	931	66	311
College Preparatory	85	20		5	120	423	108	60
Automotive Classes	317	185			289	735	60	49
Common School Classes	14		38	64	88	130	47	191
Commercial & Business Radio Classes	25	35		518	125	1727		791
Law Classes	40	20		92	67	98		45
				15				

Enrollment Continued

Association	Youngstown, Ohio	
	Day:	Evening:
Technical Classes	95	370
College Preparatory	10	93
Automotive Classes	183	295
Common School Classes	25	66
Commercial & Business Radio Classes		425
Law Classes		16

3. Percentage of Attendance

AS each Association in the Survey replied to the item of attendance, the following chart was compiled from the returns. This chart shows that the percentage of attendance has a wide degree of variance. The Association in Los Angeles, Calif. shows the highest percentage, while Detroit, Michigan, reports only an average attendance of 24.8%. A number of the other association schools also show a good percentage of attendance.

ie, those in Portland, Ore., Denver, Colo., and Seattle, Wash.

Attendance Statistics			
Association	Total Enrollment	Attendance	Percentage of Attendance
San Francisco, Calif.	2189	780	31.18
Tacoma, Wash.	229	155	67.51
Seattle, Wash.	968	810	83.00
Spokane, Wash.	370	289	50.67
Portland, Ore.	1680	1421	84.58
Los Angeles, Calif.	894	700	86.00
San Diego, Calif.	85	65	76.47
Minneapolis, Minn.	2054	978	47.61
Louisville, Ky.	1049	520	49.95
Cleveland, Ohio	1728	890	51.50
Youngstown, Ohio	1660	878	52.89
Denver, Colo.	1058	875	82.75
Detroit, Mich.	5645	1400	24.80

4. Numbers of Students Completing Courses of Study.

In this phase of the survey, insufficient returns were made to this question by the Portland, Oregon, and Seattle, Wash., Associations. The San Francisco Association did not report the number of students enrolled in the various lines of work but did report the number of students completing courses of study.

It must be stated that the item as to the number of students completing courses is a very misleading one due to the inherent nature of many courses of study. Associations reported that these figures were not a reliable index of the

efficiency of the schools for in many instances students do not desire to complete the courses but undertake the work for only a short interval of time to improve themselves in a certain direction. Many others also merely attend classes during slack seasons of employment and consequently do not always complete their course.

Then, again, many business men will take a partial course in accountancy to become familiar with certain principles in that field, but do not desire to complete the entire course. This same thing may be said of courses in law, engineering and grammar school subjects.

It will be noted in the following table that in most instances, the numbers enrolled in the courses and the numbers completing them vary greatly. This great discrepancy may be due to several reasons, the greatest of which perhaps is the one noted above.

Numbers Completing Courses
(Both day and evening courses)

Association	San Francisco, Calif.	Tacoma, Wash.	Spokane, Wash.	Los Angeles, Calif.	San Diego, Calif.	Denver, Colo.
Technical						
Classes	81	50		85	40	151
College Preparatory		5		30		85
Automotive Classes	386				15	205
Common School Classes	80	50	50	175		10
Commercial & Business	674	145	65	75		
Radio Classes				27	5	
Law Classes	10					

Association	Louisville, Kentucky	Minneapolis, Minn.	Detroit, Mich.	Youngstown, Ohio	Cleveland, Ohio
Technical					
Classes	116	54	140	150	325
College Preparatory			75	65	55
Automotive Classes	53		412	100	75
Common School Classes		24	40	55	265
Commercial & Business	139		342	27	675
Radio Classes			35		
Law Classes		13		11	

5. Average Age of Students in Various Classes.

Association	Technical Classes	College Prepar. Classes	Technical Classes	Common School Branches	Commercial and Business	Radio Schools
San Francisco	27 yrs.		26 yrs.	24 yrs.	25 yrs.	
Tacoma, Wash.	25			27	26	
Seattle, "	26	19.81	27	24	25	19
Spokane, "	25			22	25	
Portland, Ore.	26	19.71	24	20	24	21
Los Angeles	24	19.	26	22	23	24
San Diego	24		25		22	
Minneapolis	25		26	23	24	
Louisville	21		25		22	21
Cleveland	22	19	25	25	24	19
Denver	26	20	26	15	25	22
Detroit	28	18	24	20	24	20
Youngstown	26	19	21	18	18	

CONCLUSION

Part XI.

From the facts at hand in the survey, we realize that the Y.M.C.A. has come to fill an important place in the educational field. The varied scope of its program need not be enlarged upon. That the educational wants of this country are tremendous, all will admit. The Y.M.C.A. with its national system of schools has a place in the sphere of education. As was brought out in the thesis, educational facilities have not kept pace with the demands of the modern age. All agencies in the field of education should be welcomed. With the lack of teachers, shortage of funds and an ever increasing demand for all types of education, the Y.M.C.A. is meeting a decided want. As the dearth of education is widespread, overlapping in this field is practically impossible. From the tables and charts submitted it will be noted that the Y.M.C.A. has become an important factor in the educational world.

We see that the educational activity of the Association is continent wide. Such a cooperative movement, nationally organized and supervised is certain to progress. As the Y.M.C.A. has a central organization, continually publishing and revising its texts and courses of study, its educational importance is far reaching.

The Y.M.C.A., according to the findings of the survey, is conducting high grade educational activities in most

instances. The fairly high percentage of college graduates among its teachers is noted, as well as the large proportion of instructors, having ample teaching experience. These factors combined with the comparatively high salaries paid the teaching staff lead us to conclude that the educational movement is measuring up to a rather high standard.

These factors contribute much to the successful maintenance of an educational institution. The fact remains, however, that as large a proportion of its instructors and students are gainfully employed during the day, the educational output is somewhat reduced. In an evening school, the efficiency of both teacher and student is doubtlessly impaired. The student who is sufficiently ambitious will no doubt progress even with such a handicap. Financial necessity and willingness on the part of the instructor will, of course, largely determine his efficiency.

Although the Y.M.C.A. has made strides in its educational program, there is still another factor which tends to reduce the quality of its work. Returns from the 13 Association schools indicate a large teaching load in most instances. An average of 31.82 students per teacher leads us to conclude that much inefficiency is a result of this. In addition, this directly invalidates the claim of individual instruction in Association schools.

The Y.M.C.A. claims to stress the religious and moral elements in its educational work. During the survey it was ascertained by actual visitation and correspondence that little or no singular results have been accomplished. Voluntary attendance at chapel services, a few Bible classes, together with the influence of Christian teachers was the only method pursued. Although it is difficult to measure the influence of moral tone and personality of teachers, yet it can be concluded that, to uphold its claim, the Y.M.C.A. must place additional emphasis at this point.

The claim that the Y.M.C.A. is not conducting its educational work for profit but for the service of men and boys is substantiated by the figures at hand. Tuition fees charged for educational courses do not cover the cost of their maintenance. Since this is so, some other source must be relied upon to supply the deficiency. As was pointed out in the thesis, these deficits are made up in many cases, by popular subscription in local association towns.

The problem as is admitted by its leaders, is to provide an endowment for each Y.M.C.A. school. Such an endowment would not only alleviate any shortage of funds, but would also place the educational work upon a stable basis. An institution with uncertain financial resources

cannot properly function in the educational field.

Let us recall what we have noted in the preceding conclusions. From the facts at hand, we shall be able to offer such suggestions for improvement as will seem warranted:

(1) That the Y.M.C.A. must give increased attention to the matter of securing endowment.

(2) That the Y.M.C.A. must provide added educational facilities of all types, especially a larger teaching staff.

(3) That the Y.M.C.A. in its educational efforts must place additional emphasis upon moral and religious training.

A P P E N D I X

EDUCATIONAL WORK OF YEAR.

May 1, 1918 - - - - - April 30, 1919*

I. Organization

1. Number of associations reporting such work - - 779
2. Educational secretaries and assistants - - - 161
3. Paid teachers and leaders * * * * - 2,265
4. Volunteer teachers and leaders * * * * * 775

II. Property and Finance

1. Equipment and furnishings * * * * * \$752,147
2. Total expense for conducting educational
work * * * * 1,917,369
3. Total receipts, income from endowment and
from schools * * * 1,133,325

III. Activities

1. Students in class lecture series * * * * * 5,145
2. Students in evening classes * * * * * 57,885
3. Students in association day schools * * * * * 13,103
4. Students in " summer schools (1918) 3,108
5. Total enrollment in class work * * * * * 92,538
6. Different students in various day & evening
classes * * 86,734

*Association Year Book, 1919, p. 105.

EDUCATIONAL WORK OF YEAR

May, 1919 - - - - - April 30, 1920*

I. Organization

1. Number of Associations doing educational work - - 915
2. Educational secretaries and assistants - - - - - 195
3. Paid teachers and leaders - - - - - 2,924
4. Volunteer teachers and leaders - - - - - 786

II. Property and Finance

1. Total expense for conducting educational work
1,978,168
2. Total receipts of schools, income from
endowment - - 1,609,010

III. Activities

1. Students in class lecture series - - - - - 6,844
2. Students in evening classes - - - - - 75,287
3. Students in day classes - - - - - 11,894
4. Students in summer school (1919) - - - - - 3,361
5. Total enrollment in class work - - - - - 125,988
6. Total number in various day and evening
classes - - - - - 107,015
7. Number of educational scholarships
(including 3,474 collegiate) - - 21,932

*Association Yearbook, 1920; p. 130.

GENERAL QUESTIONNAIRE

1. Number in various classes: (1919-1920)

	Day	Night
a. Number in technical classes	_____	_____
b. " " college preparatory classes	_____	_____
c. " " Automotive " "	_____	_____
d. " " common school branches	_____	_____
e. " " commercial branches & business	_____	_____
f. " " radio classes	_____	_____
2. Total enrollment for all educational work of the Association _____
3. Average daily attendance for all educational work of the Association _____
4. Do degrees granted admit to higher institutions of learning? _____
5. Number of teachers:
 - a. Full time _____
 - b. Part time _____
6. Policy in regard to retention, promotion, etc. of teachers. _____
7. Do the tuition fees charged by the Association cover the educational work? _____
 - a. Total receipts of fees _____
 - b. Total expense of conducting educational work _____
8. Is the Association carrying on summer school work? _____
 - a. attendance (average) _____
 - b. Number of teachers _____
9. Number completing course, 1919-1920:
 - a. Technical classes _____
 - b. College preparatory _____
 - c. Automotive school _____
 - d. Common school branches _____
 - e. Commercial & business course _____
10. Is the Association doing any Americanization work? _____
 - a. Number of classes _____
 - b. Attendance _____
11. Average age of students in:
 - a. Technical classes _____
 - b. College preparatory _____
 - c. Automotive school _____
 - d. Common school branches _____
 - e. Commercial & business courses _____
12. Cost to the Association per student _____
13. What, to your mind, would you introduce in your courses of study if sufficient funds could be procured for further educational activity? _____

INDIVIDUAL INSTRUCTOR'S QUESTIONNAIRE

Location:

Name of teacher:

a. Subjects taught:

b. Salary of teacher:

c. Degrees taken and date and where:

d. Major subjects pursued while in college:

e. Teaching experience of teacher since leaving college:

f. Practical experience bearing upon ability to teach
subject:

g. If teacher in practical subjects such as automobile
repair, driving experience or any technical subject,
give experience:

h. Other gainful occupations followed at present time:

i. Amount of time devoted to teaching: