

THE SOCIAL FUNCTION OF THE EDUCATIONAL WORK OF THE  
YOUNG MEN'S CHRISTIAN ASSOCIATIONS

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By

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## THE SOCIAL FUNCTION OF THE EDUCATIONAL WORK OF THE YOUNG MEN'S CHRISTIAN ASSOCIATIONS

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The first Young Men's Christian Association was founded by George Williams in London in June 1844. The motive back of it was a burning desire on the part of this young man to have a place where he could develop his Christian life and help those with whom he was associated. This spirit of service has been the dominant one in the Association movement.

The first Y. M. C. A. work to be undertaken in the United States was in the city of Boston in 1851. The work at first was of a religious character. In 1854 committees were appointed to see to providing for the members, a library and reading room at the Association building; to secure men to give lectures at gatherings of the members; to promote the publication of Association literature. Other Associations were started in the larger cities. The work in the Buffalo Association was much like that in the Boston Association. The Chicago Association held to the evangelistic idea and did not make any move at that time to expand its program to include other than religious education. The New York City Association introduced what came to be known as the "four-fold" program.

The aim was to give work suited to the physical, religious, social and intellectual needs of men. This plan was not generally accepted until later, but practically all Association work is based upon this principle at the present time.

The work of the Association schools developed to an extent where it seemed well to organize it as a special and definite unit in the general program of the Association. Boston recognized this when it employed Frank Palmer Speare, in 1896, to direct the educational work of that Association. The International Committee organized an Educational Committee, in 1893, and called George B. Hodge as Senior Secretary. The rapid industrial growth in the United States gave an impetus to courses in applied science as related to manufacturing, industry and trade. Most of the schools were night schools but a few day schools were started.

A general awakening of Associations over the country took place between 1900 and 1915. Special schools were established to meet the growing demands for trained men. A great many men were interested in salesmanship courses. From 1916 to 1919 the efforts of practically all the Associations were turned toward war work. Many of the Secretaries left their home Associations and took part in putting on a program in some army camp.

Although the educational work had grown rapidly it was little organized as a national effort as late as 1918. Each Association put on whatever courses it wished and taught them in the best way it could. The larger Associations maintained a fair standard for their work, but some of the smaller ones did not do so well. The leaders in the movement felt that it would be well to co-ordinate the work and, accordingly, called a meeting of General and Educational Secretaries of the various Associations. One hundred and forty-six Secretaries met in Detroit in 1919.

The task before these men was to effect a combination of democratic control with centralized administration in the development of a continental program of education. The main theme of discussion was the problem of reconciling local autonomy with the close co-operative action necessary to make effective a continent-wide educational work. The result of the discussion was the forming of the Educational Council representing Associations doing educational work. Later each Association desiring to join in the national movement was permitted to send two representatives who became members of the Council. One of these representatives was to be a layman. The members of the International Committee's Educational Committee were ex-officio members of the Educational Council.

The Council at present has a Board of Governors appointed by the members of the Council. This Board is composed of six laymen, four General Secretaries, three Educational Secretaries, a State and an International Secretary. The Board meets three times a year for two days. The various sub-committees of the Council and the Board keep in close touch with the activities of the organization during the intervals between meetings of the Board. A school name for the National organization was adopted at a meeting of the Council in Detroit, November 1919. It is "United Y. M. C. A. Schools." The terms "Educational Council" and "United Y. M. C. A. Schools" are closely allied in significance. The former is the body of delegates in general control of the continental system and the latter the organization and instrument through which the system is being developed.

The employed staff of the United Y. M. C. A. Schools consisted in June 1921 of two hundred individuals. Twenty-five of these were in the Executive and Residence Divisions and one hundred and seventy-five in the Extension Division. The Extension Division takes care of the correspondence work of the United Schools. It is unique among correspondence schools in the four guiding principles. In brief these principles are: service, not profit; personal interest in every student; high grade courses based on the best text books available; general character

development in addition to mental development.

Mr. J. Gustav White, of the International Committee, has been working for some time upon a work in which he will give an account of the Educational Activities of the North American Young Men's Christian Associations. It was the privilege of the writer to read a large part of Mr. White's manuscript. A few selections taken from his work will show some of the aims of the Y. M. C. A. Educational work. Mr. White devotes the first part of his work to a discussion of the educational needs of men and boys in America. (Part a. Sec. 1). He then discusses the facilities of public and private schools to meet these needs. He brings out five very interesting facts in his discussion. He states that the universities, colleges and high schools provide one tenth of the educational facilities needed to care for the North American democracies. Public schools are unable to adjust quickly to meet changing conditions. Many of the schools are governed by politics more than by educational needs and it is often very hard to introduce a change in the program of work. Mr. White says tax supported schools at present seem to be committed to mass instruction, have too many female teachers, and are limited in vocational training to a few professions and occupations. The provision in all schools for vocational education is inadequate. His fifth point is

that Christian character-building is entirely outside of public schools.

Section two of his work is devoted to a discussion of the response of the Y. M. C. A. to the educational needs of men. In Part (i) he states six of the chief characteristics of the type of instruction which appeal to men:-

1. The method is flexible in adaptation to rapidly changing needs of individual, industry, or community conditions.
2. The work is occupational in objective. It is specific rather than general education.
3. It is individual in teaching methods.
4. Faculty and student body are male.
5. The instruction is social in that it is enveloped in the atmosphere of a men's club house.
6. Instruction is Christian in ideals and practice.

Another point he makes is that the co-operation of the Y. M. C. A. Schools with business organizations has kept instruction methods close to the real needs of students and industry.

Mr. Harry W. Stone, chairman of the Educational Council, outlined the new educational program concisely under five divisions.

1. Resident Schools throughout America.
2. Home study courses which will be available to young men throughout every state and county in North America.
3. Educational lecture courses, to be carried into all parts of the nation.
4. A program of occupational guidance which will be given by experts for young men who wish to relate themselves to a new vocation.
5. Citizenship and Americanization classes for the man who wishes to become an American citizen, together with social activities and elementary and advanced classes in English for the foreign-born.

(Home Study Catalog No. 2, published by the Extension Division, United Y. M. C. A. Schools.)

In the issue of "Association Men," for September 1921, an account of the work of Northeastern College gives some facts regarding the type of work the Associations are giving. The author says in part, "Like the United Y. M. C. A. Schools, of which Northeastern College is a part, it and its affiliated schools is an institution consecrated to the great objective task of bringing to thousands of young men and boys of widely varying ages and occupations a larger and fuller personal development through offering high grade instruction of a professional, vocational or

cultural nature and by combining with that instruction those influences that make for virile Christian character." The figures printed in this same article show in what manner the Associations are endeavoring to work and the results of the efforts for Christian character building. For the year 1920-1921 the United Y. M. C. A. Schools with its Resident and Extension Divisions served one hundred and forty thousand men at a net cost of three dollars and forty-six cents per student to the Association, with three thousand five hundred instructors, with fifteen million five hundred thousand class hours, with seventeen thousand two hundred and twenty-seven religious interviews, fifteen thousand men in Bible classes, and three thousand five hundred and ninety-eight Christian-life decisions. These results are accomplished in two ways. Through the instructors, and through the general environment of the schools. The installation of ethical methods in every course, the inspiration gained through attendance at religious meetings, and personal interviews with both the instructors and the administrators of the schools, all help in the character building process.

The educational work of the Associations is carried on for the most part in evening classes. Since the beginning of this work, the Associations have used the evening classes as an opportunity for men and boys

employed in the daytime. Courses differ in length for different types of work. Courses in Automotive work usually cover a period of twenty-four weeks for a night course. The class meets three times a week for a period of two hours. Day courses are shorted because the classes meet oftener. The customary time is five days a week for twelve weeks and classes are in session from eight thirty to twelve in the forenoon and one to four thirty in the afternoon.

Some of the larger schools are conducting day schools which are intended to meet the needs of boys of secondary-school age who wish to supplement the education received before they left school, because they realize the need of better training. The school hours are from eight thirty in the morning to two or four in the afternoon, with a program combining supervised study, recitation, practical work, and recreation. Tuition fees range from ten to twenty dollars a month, depending upon the character of the work. These schools are limited to the larger centers of population.

The first educational work was offered without cost to the student. Experience, however, proved that men cared more for what they paid for than what they could secure for nothing. It is now practically the universal custom to charge tuition. Until the United

Y. M. C. A. Schools were organized, the prices for tuition varied widely, but the attempt has been made to standardize these prices. In the School of Commerce the fees are as follows:

One two hour subject, 1 semester - \$25.00  
2 semesters - \$50.00

Two two hour subjects, 1 semester - \$35.00  
2 semesters - \$70.00

Three two hour subjects, 1 semester - \$40.00  
2 semesters - \$80.00

There is a matriculation fee of \$5.00 which is additional to these prices. The Automobile School courses are listed at \$100.00 for the day course and \$75.00 for the night course. The tuition for law courses is \$70.00 each year for the first two years and \$75.00 each year for the last two years. Fees in the Evening High School range from \$10.00 to \$35.00, depending upon the courses taken.

In the Columbus Association the student's fees pay for about eighty-five percent of the cost of his instruction and the other fifteen percent is raised through subscriptions from individuals in the community. This ratio of expense varies in different Associations and also in different years, according to the overhead expenses of the department.

Two great difficulties of the Association work are similar to those of other schools; the financial

difficulty and the personnel problem. It is very hard to secure money to expand the work as rapidly as the demand presents itself. In common with many educators, the Association leaders believe that the most effective character development work can be done by the instructor. It is largely through the instructors that the Association is attempting to put on its Christian character building program. It is easier to secure men to give a part of their time to teaching than to secure men who will devote their entire time to the administrative end of the work. Many of the men who are instructing in Association schools are doing it in addition to their regular profession in another school or college. Some men are used who are in business and have had some teaching experience. The problem of texts has been materially aided by the work of the United Y. M. C. A. Schools. Standard syllabi are being prepared as rapidly as possible. Where standard texts exist they are used. One of the most serious obstacles the Associations have to overcome is the traditional prejudice of people. A great many people think of the Y. M. C. A. as a religious institution and not as an educational institution. In fact, it is educational in its entirety, but does not stop with mental instruction. It aims for all around development of a man. The United Y. M. C. A. Schools have made possible a much wider and larger publicity program, which is rapidly solving this

problem of traditional prejudice.

The scope of the work is steadily increasing. The work in Associations in the northern part of the country from coast to coast, is progressing rapidly. The work in the Associations in the northeastern part of the country is farthest developed, for the work is older there. The work in the South is a little behind, as the Associations themselves are not as well established as those in the North. The future development will probably be in Associations located in the central part of the United States. The far western Associations have progressed rapidly, but the middle western states have not done as much. The sparseness of the population tends to retard the work. The Associations in the larger cities will always be the strongest, as there is more financial support and there are more men to be served. The program of the Extension Division of the United Y. M. C. A. Schools aims to make possible correspondence courses for men, no matter where they are located. This will be achieved largely through field agents working in connection with County Work Secretaries. Of the three hundred and ninety Associations conducting educational work, twenty-five of the largest schools enroll fifty percent of the total student body.

Courses in Business and skilled trades have been

the most popular over the country. Each community has its own needs, and it is the object of the Association to meet the specific needs of its own community. This affects the kind of courses offered. For example, there is a great deal of Americanization work being done in New York and other eastern Associations, while inland cities do not have such great need for this kind of work. A few years ago the short unit, trade, or elementary vocational course was the principal characteristic of the Y. M. C. A. educational work. The larger schools are now rapidly organizing the courses into groups and curricula for well rounded schools. In 1921 seventeen Associations granted degrees which met the requirements of their respective state laws. Most of these degrees were in law, commercial science, and engineering.

Some methods of instruction differ from that in other schools. Association schools pay a good deal of attention to individual instruction. As an example of this, the automobile course in the Columbus Association is operated so that every man that enrolls can go ahead as rapidly or as slowly as he is able. He is assigned a certain piece of work to do and stays with it until he learns how to do it. He then takes up another phase of the work. If at the end of the prescribed course he cares to continue in the school and take a part of the course over he is permitted to do so without

extra cost.

The Y. M. C. A. Schools are not trying to take the place of other educational organizations in the community. Mr. Orr makes a statement in the report for the United States Bureau of Education (Bulletin No. 53, 1919) which bears this out. He says, " ... the Association has consistently sought to supplement rather than to duplicate the opportunities offered by the public schools and other educational agencies." Dr. P. P. Claxton is quoted as saying in 1919, "There is as little competition between the public schools and the Y. M. C. A. Schools as there is between two light-houses on two points of the harbor entrance. Both are needed." (MS White - Educational Activities of the North American Young Men's Christian Associations. Association Press, New York.)

Some idea of the extent of Association educational work may be gained from the statement of Dr. John R. Mott, recorded in the 1921 Year Book of the Association, that " ... more young men and boys were enrolled in the educational classes of the Association last year than in all of the Protestant Christian colleges of North America." (page 9)

## History and Organization of the Columbus Schools

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The first educational work, as such, to be offered in the Columbus Association was started in 1902. At that time there were three classes. One was in mechanical drawing, one in business arithmetic, and one in work in the common branches. There were less than sixty students enrolled and the director gave only part of his time to this work. The department grew slowly. In 1905 a full time Secretary was employed. A class in poultry raising and a few commercial subjects were added to the curriculum. A course in manual training was introduced in 1906. None of the classes at this time were arranged in a definite course of study. Classes were only in session for a few months in the winter. In 1909 the Automobile School was established. Between 1910 and 1912 courses in stenography and typewriting were started. The most important change between the years 1913 and 1915 was the establishment of a two year course in accounting. In 1915 about two hundred and fifty students were enrolled. In 1916 five separate schools were organized. These schools included the Automobile School, the Law School, the Technical School, the Evening Preparatory School and the School of Commerce. Between forty and fifty thousand dollars worth of equipment was added to the Automobile

School and the addition of thirteen thousand feet of floor space made possible a larger work in automobile mechanics, electricity, welding, and machine work. The courses in the Law School and the School of Commerce were raised to the standard set by the State Educational Board of Ohio, which made possible the granting of LLB and BSC degrees. A temporary lull in the work resulted from the World War and not much activity is recorded for that period. A rapid increase in enrollment after the close of the war brought the total up to the thirteen hundred mark in 1921.

The Columbus Association was represented at the meeting in Detroit in 1919 and has been a member of the United Y. M. C. A. Schools since that organization was started. The work of the Columbus Educational Department is typical of that done in other Associations. The development and growth of the work is quite similar to that in eastern Associations and the work ranks well with that conducted in all the large Associations. The Automobile School and the School of Commerce have been developed most in Columbus. The School of Commerce made a gain of four hundred percent in enrollment in 1921-1922 over the previous year. This resulted largely because of increased promotion work on the part of the department.

The expense budget for the fiscal year from May 1921 to May 1922 is about eighty thousand dollars. The budget for 1916 was about eight thousand five hundred dollars. Thirty-eight instructors are employed, eight of whom are full time instructors. The following list shows qualifications of some of the men who are giving instruction in the Columbus Y. M. C. A. Schools. There is not a man employed on the staff who is not a member of a Protestant Evangelical church.

<u>Instructor</u>	<u>Qualifications</u>	<u>Experience</u>
Law	O. S. Univ. LLB	Teaching - two yrs.
Law	O. S. Univ. LLB	Teaching - eight years. Two courses at O. S. U.
Law	O. S. Univ. LLB	Teaching - five yrs
Law	Yale AB O. S. Univ. LLB	Teaching two years at O.S.U. and ten years night school
Law	Harvard Law LLB	Teaching three yrs Law Practice
Law	Normal BE O. S. Univ. AB, LLB	Law Practice
Accounting	O. S. Univ. AB	Finance committee of O.S.U.
Public Speaking	O. S. Univ. AB, LLB	Law Practice
History & Latin	Ohio Wesleyan AB O. S. Univ. BS in Ed	Teaching fourteen years
English and Latin	Ohio Univ. AB, BS	Teaching twenty yrs
Auditing and Accounting	O. S. Univ. AB	Teaching fifteen yrs in public schools

<u>Instructor</u>	<u>Qualifications</u>	<u>Experience</u>
Welding		Fourteen years experience
Math. & Science	O. S. Univ. MA	Teaching twenty years
Commercial Law	Ohio Univ. B Ped.	Teaching thirty-five years

It was not possible to obtain complete data regarding all of the instructors but the list given shows that the qualifications of the men differ according to the work they are doing. Men instructing in the Automobile School are richer in practical experience than college education.

A record is kept of each man enrolled in the schools as a student. On this record is placed the name of every employer with whom he works while enrolled in the Y. M. C. A. School, his personal qualifications and his class attendance. The deans of each school are responsible for the attendance of the men enrolled in the courses in their particular school. Examinations and tests are given at regular intervals just as in any school. The grading system is similar to that of other schools. Classes in the School of Commerce meet once each week for two hours. The course requires thirty-six weeks for completion so that the school is in session for nine months each year.

As a separate and distinct part of the Association program, the Educational Department is governed by the Educational Committee, made up of three men, members of the Board of Directors. The Educational Director has actual responsibility for the functioning of the department. The plan of organization provides for a dean or director of each of the five schools included in the department. The instructors in the different schools were chosen with three main qualifications required. They were to be outstanding Christian men. Where possible, they were to be men with special practical experience in the work they were to teach. They must possess a reasonable amount of pedagogical ability.

The Automobile School has a director and eight instructors. Courses are offered in automobile repairing, electricity, machine shop practice, and oxy-acetylene welding and brazing. The total enrollment at any one time is about one hundred men. The majority of the students are enrolled in the automobile courses, which are eighteen and twenty-four week courses. New students can be admitted to the classes every Monday and since the school is in session the entire year there is a continual change in the personnel.

The Law School is an evening school and offers

eighteen different subjects. The course of study is a regulation four year law course. There are six instructors and a dean. About forty students are enrolled. Though the schools were organized primarily for men, a few women were admitted to this and the School of Commerce.

The School of Commerce employs a dean and twelve instructors. One hundred and fifty-nine courses are listed in the curriculum. These cover all the work necessary to the completion of a four year course. The accompanying schedule shows these courses and the ones marked with a star are those offered in 1921-1922. About three hundred students are enrolled. Some of these are enrolled in special classes, such as public speaking or salesmanship and will not be present the entire year. All courses offered in this school cover a period of thirty-six weeks. Each class meets for a period of two hours, once each week. This makes possible the enrollment of a man in three different subjects the same semester.

The Evening High School has four instructors. About forty students are enrolled. The following is a list of the courses offered in 1921-1922:

First year - English, Algebra and Latin

Second year - Plane geometry and Latin

# STANDARD CURRICULA

## COLUMBUS Y. M. C. A. SCHOOL OF COMMERCE

		PRODUCTION ENGINEERING	ACCOUNTANCY	BANKING AND FINANCE	MARKETING	BUSINESS ADMINISTRATION
First Year Freshman	1st Semester	*101 Accounting, Theory and Practice *131 Business Economics *121 Business Law	*101 Accounting, Theory and Practice *131 Business Economics *121 Business Law	*101 Accounting, Theory and Practice *131 Business Economics *133 Business Letters and Reports	*171 Salesmanship *131 Business Economics *133 Business Letters and Reports	*101 Accounting, Theory and Practice *131 Business Economics *121 Business Law
	2nd Semester	*102 Accounting, Theory and Practice *142 Business Organization *122 Business Law	*102 Accounting, Theory and Practice *132 Money and Banking *122 Business Law	*102 Accounting, Theory and Practice *142 Business Organization *132 Money and Banking	*172 Sales Practice *142 Business Organization *182 Marketing Operations	*102 Accounting, Theory and Practice *142 Business Organization *122 Business Law
Second Year Sophomore	1st Semester	*201 Accounting, Theory and Practice *241 Foreman Training *221 Business Law	*201 Accounting, Theory and Practice *231 Business Finance *221 Business Law	*201 Accounting, Theory and Practice *231 Business Finance *121 Business Law	*101 Accounting, Theory and Practice *291 Advertising Fundamentals *233 Business Psychology	*201 Accounting, Theory and Practice *231 Business Finance *221 Business Law
	2nd Semester	*182 Marketing Operations *202 Accounting, Theory and Practice *222 Business Law 282 Description of Markets	*202 Accounting, Theory and Practice *222 Business Law *242 Office Organization and Management	*202 Accounting Theory and Practice *122 Business Law *232 Bonds and Investments	*102 Accounting, Theory and Practice *292 Advertising Campaigns 282 Description of Markets	*202 Accounting, Theory and Practice *222 Business Law 242 Office Organization and Management
Third Year Junior	1st Semester	*301 Accounting, Specialized *233 Business Psychology *303 Accounting, Cost Theory and Practice .....	*301 Accounting, Specialized *305 Income Tax *303 Accounting, Cost Theory and Practice .....	*221 Business Law *605 Income Tax *331 Banking, Advanced *233 Business Psychology *351 Life Insurance	*121 Business Law *391 Advertising Copy 393 Printing Art, Technic and Buying 333 Foreign Trade 345 Traffic Management	*171 Salesmanship *291 Advertising Fundamentals *303 Accounting, Cost Theory and Practice *333 Foreign Trade *381 Credits and Collections
	2nd Semester	*302 Accounting, Specialized *304 Accounting, Advanced Cost Theory and Problems 340 Industrial Management 342 Factory Organization and Management .....	*302 Accounting, Specialized *304 Accounting, Advanced Cost Theory and Problems 340 Industrial Management 342 Factory Organization and Management .....	*222 Business Law 242 Office Organization and Management 340 Industrial Management *332 Stock Exchanges and Money Markets *182 Marketing Operations 282 Description of Markets 352 Property Insurance	*122 Business Law *372 Selling by Mail *344 Public Speaking 346 Traffic Management .....	*242 Office Organization and Management 340 Industrial Management 232 Bonds and Investments 334 Foreign Trade 182 Marketing Operations 282 Description of Markets 352 Property Insurance
Fourth Year Senior	1st Semester	*344 Public Speaking *441 Labor Problems 443 Personnel Administration 447 Traffic and Transportation .....	*344 Public Speaking 435 Sociology *401 Accounting, Advanced Theory and Auditing *403 Accounting, Advanced Theory and C. P. A. Problems .....	*344 Public Speaking 433 Foreign Exchange 451 Public Utilities *291 Advertising Fundamentals *381 Credits and Collections .....	445 Store Management 481 International Trade *483 Market Research *381 Credits and Collections .....	443 Personnel Administration 447 Traffic and Transportation 445 Store Management *233 Business Psychology 381 Credits and Collections 451 Public Utilities
	2nd Semester	*242 Office Organization and Management *432 Business Statistics and Charting 454 Purchasing 448 Traffic and Transportation 352 Property Insurance .....	*402 Accounting, Advanced Theory and Auditing *404 Accounting, Advanced Theory and C. P. A. Problems *406 Accounting, Constructive *432 Business Statistics and Charting .....	*242 Office Organization and Management *432 Business Statistics and Charting 444 Bank Management 452 Real Estate Practice .....	*472 Sales Management *432 Business Statistics and Charting 242 Office Organization and Management 454 Purchasing 482 Market Analysis 434 Barometrics	452 Real Estate Practice 172 Sales Practice *432 Business Statistics and Charting 454 Purchasing 448 Traffic and Transportation *344 Public Speaking

Each of these courses include seventy-two points of class room work which carries with it the Bachelor of Commercial Science degree for high school graduates who satisfy the experience requirement. Those who do not wish to take the complete course may register for selected subjects. Previous knowledge of bookkeeping is not required of mature students. Each subject listed above meets for two consecutive hours once a week for the semester. Where more than three subjects are listed for a semester, required subjects are marked \*, all other subjects being elective.

Third year - Mediaeval and Modern History, advanced Algebra, solid Geometry, English Literature and Latin.

Fourth year - American History, Civics and Latin. Other regular high school courses are offered but no one wants them at this time.

The Evening Technical School is one of the smaller schools. Courses are offered in Mechanical Drafting, Architectural Drawing, Plan Reading and Estimating, Blueprint Reading, Shop Mathematics, Electricity and Industrial Chemistry. About forty-five students receive instruction from five instructors.

In 1922 the Extension or Correspondence work was added to the department. This means that two hundred and forty-seven or more correspondence courses in the United Y. M. C. A. Schools, Extension Division, are made available to those desiring them. At that time a man was secured to give his entire time to the promotion of this work. He made trips to the small towns near Columbus trying to find the men who wanted this type of work. The Columbus schools do not conduct any of these correspondence courses, but merely serve as the agent for the United Y. M. C. A. Schools in putting the courses before the men who desire them. After a man signs up for a course he deals directly with the United Schools, Extension Division.

sion Division, the same as he would for any correspondence course. In some cases where a man desires a course that is not offered at the local school he is able to secure the course through the correspondence work. The United Y. M. C. A. courses include practically all the standard courses, both technical and liberal, that a man would want.

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### Explanation and Interpretation of Data

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Thus far, the work of the Associations as a national organization has been the subject of discussion. The following part of the study deals with the work in the Columbus, Ohio Association. This Association is a member of the United Y. M. C. A. Schools and its work is typical of that which has been discussed. The object of making this study was to show how the principles and policies of the national organization are being incorporated in the educational programs of the local Associations.

The information was secured through two sources. Conferences with the department heads and instructors, and some students, and the schedules, which were filled out by the students. It was found that some of the students were opposed to filling out any kind of a schedule or questionnaire which was at all personal. In order to overcome this difficulty, the schedules were arranged so that it was not necessary for the men to state their names. This plan removed a great deal of the reticence and suspicion of the men and they co-operated finely when the schedule was presented. As the time that could be spent in each class was limited, some of the answers were not as full as they could have been, but

this did not seem to be the general result. The schedule was planned so that the answers to the questions would reveal, if possible, the type of man reached by the work, the results of his training, so far as they can be measured, the causes and reasons for his coming to the school and his ambitions or desires for the future.

The schedule was presented to the members of the classes which were in session in the months of December 1921, January and February 1922. The four schools visited were the Commercial School, the Automobile School, the Law School and the Evening High School. The Evening Technical School was not visited because it was a small school and it was inconvenient to visit the classes at the time the study was made. The class in Machine Shop Practice in the Automobile School was not visited because all the men enrolled were recipients of Government Scholarships and therefore not typical of the men in Y. M. C. A. Schools. Conditions made it necessary to visit each class at the beginning of the hour and therefore those who entered the class late did not fill out a schedule. This was the reason that more men were not reached. Two hundred and thirty schedules were filled out. Fifteen of these were filled out by women and eighteen were incomplete. Results were compiled from the remaining one hundred and ninety-seven schedules. About two thirds of the men enrolled were

reached. Personal taks were had with some students in order to get some supplementary facts but no regular system of interviews was followed. Following is a copy of the schedule used:

Schedule

Home address \_\_\_\_\_

Age \_\_\_\_\_ Married or single \_\_\_\_\_

Native born? \_\_\_\_\_

Native parents? \_\_\_\_\_ If not what country \_\_\_\_\_

Race \_\_\_\_\_

School in which you are now enrolled \_\_\_\_\_

Course of study in this school \_\_\_\_\_

How many years work did you complete in public schools \_\_\_\_\_

What other trade, night or business schools have you attended \_\_\_\_\_

Age at which you discontinued your school work \_\_\_\_\_

Present Occupation \_\_\_\_\_

Occupation for which you are preparing \_\_\_\_\_

What are your present hours of work \_\_\_\_\_ M. to \_\_\_\_\_ M.

What is your object in taking this course of study \_\_\_\_\_

Why did you come to the Y. M. C. A. for this work \_\_\_\_\_

Table No. I

Informants classified according to age and enrollment in Y. M. C. A. Schools

Age	Enrollment in "Y" Schools				Total
	Commercial	Automobile	Law	High	
16 - 18	2	6	0	0	8
19 - 25	47	11	4	8	70
26 - 35	53	24	11	6	94
36 - 45	8	5	2	1	16
46 - 55	3	4	0	0	7
56 - 58	2	0	0	0	2
Total	115	50	17	15	197

Table I. shows the number of informants reached according to their ages. The youngest was sixteen and the oldest was fifty-eight. It will be noticed that the majority of the students enrolled were between the ages of nineteen and thirty-five. The decrease in numbers above the age of thirty-five is marked.

Of the one hundred and ninety-seven informants there were one hundred and eighty-seven white and ten colored. Practically all were Americans. In the Automobile School there were enrolled two Germans, one Hungarian, one Canadian, one Pole and One Italian. The presence

of so few foreigners was partly because of the location of the school in the city. Another reason is that there were no classes giving the work they want. A large part of the Association's work for foreign men has been in Americanization. Classes in English and other elementary subjects are what the foreigner wants. The Columbus Association has thus far made no special attempt to organize this phase of the work.

The ten colored men were not all in one school but were distributed among them, there being five in the Automobile School, three in the Evening High School and two in the Commercial School. There was no particular reason for there being any colored men in the schools, except the men enrolled in the Automobile School who could not get the work elsewhere in Columbus. Wherever there is a branch of the Association devoted to work for the colored men, the attempt is made to offer educational advantages which will meet the needs of this particular group. The branch for colored men in Columbus was offering a few classes.

Table I. also gives the distribution of the students in the different schools. The marked majority in the Commercial School shows the popularity of business training courses. There were more different courses offered in this school than in any of the others. It is

interesting to note, however, that most of the men enrolled in the Commercial School were interested in the accounting courses, particularly higher accounting. Study of the schedules shows that of the one hundred and fifteen men enrolled in the Commercial School sixty-four or fifty-six percent were taking accounting courses. The rest of the men were enrolled in Administration, Public Speaking, Business Law, Salesmanship and Advertising.

The Automobile School is operated on a little different basis from the Commercial School, in that the courses are shorter. There are day and night courses in automobile repairing. The day course covers a period of twelve weeks and meets five days each week from eight-thirty in the morning until four in the afternoon. The night course covers a period of eighteen weeks, three nights each week from seven-thirty to nine-thirty. New students are admitted to these courses every Monday, which means that there is no uniform date of finishing the work. This being the case, the fifty men represented in this study were fifty who were in the school at the time of the survey and not the total number of men taking this work. About four hundred different men take this work in the course of a year, as shown by the enrollment records in the office.

The Law School students were practically all men who would stay for the four year course leading to the bar examination. As further talbes will show, they were an entirely different type of man from those interested in the automobile work.

Those enrolled in the Evening High School were there largely to make up some work they missed when in the regular public high school. Table I. shows the ages of these students and indicates that this is in truth a second chance for them to get work they might not get under other conditions.

The distribution of the men in the different schools according to their age is shown in Table I. We see that the men between twenty-six and thirty-five out number those between nineteen and twenty-five in every school but the High School. The difference in the Commercial School is not great, while in the Automobile School the older group is twice as large. This is partly caused by the type of men enrolled in the Automobile School. Most of these men had some experience as machinists or mechanics but under existing business conditions found it necessary to get more training in order to keep their jobs.

A great deal has been said about the opportunities of a man to get an education if he marries before he does the work. Table II gives a few interesting figures.

Table No. II

Informants classified to show age, residence and marital condition, not including two informants who failed to state residence.

Age	Residence in City			Residence out of City			Total
	Single	Married	Total	Single	Married	Total	
16 - 18	7	0	7	1	0	1	8
19 - 25	36	14	50	19	1	20	70
26 - 35	28	50	78	9	5	14	92
36 - 45	0	14	14	0	2	2	16
46 - 55	3	4	7	0	0	0	7
56 - 58	0	2	2	0	0	0	2
Totals	74	84	158	29	8	37	195

There are enrolled only thirteen more single men than married men. The figures indicate quite clearly that marriage does not make a great deal of difference one way or the other as regards a man taking work in the school.

Thus far the school had not had very much influ-

ence upon the smaller communities near Columbus. This is brought out by the figures in Table II. Out of one hundred and ninety-five whose residence was reported, one hundred and fifty-eight or eighty-one percent were residents of Columbus. Thirty-seven or nineteen percent were men whose homes were in nearby towns. We note here that the men who came from other towns were more likely to be single men. It may be well to note also that the majority of these men were those enrolled in the Automobile School and that more effort through advertising and personal solicitation, had been made to interest this class of **men** outside of Columbus than the class of men in the Commercial and Law Schools.

Since this study is concerned with night school work, with the exception of one course, the day Automobile Course, we are not surprised to find that most of the men work in the day time. Of the one hundred and ninety-seven informants one hundred and seventy two worked days and one worked at night. Twenty-four who were enrolled in the day Automobile Course did not report any occupation except the studying they were doing.

A classification has been made showing the age at which the men left regular school work and the Y. M. C. A. School in which they were enrolled.

Table No. III.

Informants classified according to age at leaving  
public school and enrollment in Y. M. C. A. Schools.

Left School at age	Enrollment in "Y" School			
	Commercial	Automobile	Law	High
12	1	1	0	1
13	2	1	0	1
14	7	7	2	2
15	3	2	1	6
16	12	12	0	3
17	18	8	1	1
18	17	6	1	0
19	10	1	0	0
20	11	2	0	0
21	4	0	3	0
22	1	0	1	0
23	3	0	3	0
24	1	0	1	0
25	0	0	0	0
26	3	0	1	0
27	1	0	1	0

Most of the men were in the group which left school between the ages of fourteen and twenty.

Table IV. shows the grade completed at the time the men left the public school.

Table No. IV.

Informants classified according to age and grade completed at time of leaving public school.

Age at leaving	Grade finished in Public School								Year finished In college				Still Attending
	5	6	7	8	9	10	11	12	1	2	3	4	
12	2	1											
13			1	3									
14			2	14	2								
15	1	1		5	3	2							
16		2	3	6	5	5	3	2					1
17				6	2	6	6	9					
18		1	1		4	4	3	11					
19						1		11					
20						2	1	4	5	1	1		
21								2	1	1		3	
22												2	
23										1		4	1
24								1				1	
25													
26							1					1	3
27												1	
Totals	3	5	7	34	16	20	14	40	6	3	1	12	5

It is natural that those who did not leave until they had completed some college work should be older men, but it is noticeable that the number of men who did stay for a longer time is much smaller than the number of men who quit, either before, or at the end of high school. A comparison of the figures in Tables III. and IV. shows that the men who had more education were enrolled in the schools where the work required more educational foundation. The fact that there were enrolled forty high school graduates and fifty men who had completed part of the high school work, making a total of ninety, while there were only twenty-two college men enrolled, indicates that the courses offered were meeting the demand of the men who could not go to college. The fact that most of the college men were enrolled in the Law School indicates that there was a demand for special training by college trained men who could not afford to go to a day school. The fact that these men are securing a second chance to complete their education is brought out by the figures in these tables. Men want one of two things; either to continue their school work where they were compelled to leave off, or to take up new courses that will fit them for better positions.

The majority of men who left the public school between the ages of sixteen and twenty, were enrolled in

the Commercial School. It was in the Law School that we found enrolled the men who did not leave until they were between twenty-one and twenty-seven. There were none in the Automobile School who continued their regular school work until they were twenty-one. Table I. shows that a large number of the men then enrolled in the Automobile School were between the ages of twenty-six and thirty-five. This leads us to conclude that the automobile work appealed more strongly to the type of man who was not interested in the higher academic courses.

The question was asked whether the men had attended any other school between the time of their leaving regular school work and coming to the Y. M. C. A. The answers show that out of one hundred and seventy who answered this question there were seventy who had attended some other school. These schools ranged from trade schools, and business and commercial schools to correspondence work. One hundred had done nothing in any other school after leaving public school until they came to the Y. M. C. A.

These figures indicate the value of the Y. M. C. A. Schools as the place of second opportunity for the men. Many of the men who indicated that they had been to other schools before coming to the Y. M. C. A. had taken courses preparatory to those they were taking then.

This was particularly the case where men enrolled in the Commercial School had taken work in some other school first. In a number of cases the courses taken were in accounting and the men were enrolled in courses in higher accounting in the Y. M. C. A. School. In some cases where correspondence work had been taken it was in an entirely different line of work from that which the man was taking in the Y. M. C. A. School. These facts indicate that the work the Y. M. C. A. School was offering was supplementary and not a duplication of work offered in other schools in Columbus.

Table No. V.

Stated Reasons for attendance at Y. M. C. A.  
School

Because of time classes are held and general convenience to men -----	100
Class of instructors, type of work and previous attendance -----	40
Because of a friend's recommendation -----	24
Government scholarship -----	8
Less cost -----	1
Newspaper advertisement -----	2
Recreational purpose -----	<u>1</u>
Total	176

The answers to the question as to the man's reason for coming to the Y. M. C. A. were not as varied as might be expected. They fell into two main groups. One was concerned with reasons for coming and the other with the way in which they came to know about the school. One hundred informants stated that they came because the classes were held at the most convenient time for them. Eighteen came because of the reputation of the school, and nine because they liked the instructors. Eight men were enrolled under the Government Scholarship system. Under this plan the Government paid their tuition. They simply said where they wanted to go. Two men had been in the school before. One man came for recreational purposes. He thought it well to be learning and chose this as his method. Only one stated as his main reason that the cost of the courses was less than elsewhere but several mentioned it along with other reasons.

The second general groups contains the two reasons, a newspaper advertisement, and the recommendation of a friend. These reasons probably were not the only ones for a man's attendance at the school but indicated the way in which he became acquainted with it. Two informants gave the former reason and twenty-four the latter.

It is well to take into consideration the fact that most men came to the school as the result of a number of influences and not only the one they stated on the schedule. For example the records in the office show that a good many of the initial inquiries about the courses were in response to newspaper advertisements, yet only two men stated this on their schedules. One student when interviewed personally said that he came here because he was not getting what he wanted in the shop in which he had been working. He was the recipient of a Government Scholarship and had asked to be transferred from the shop he was working in to the Y. M. C. A. Machine Shop course. He was satisfied with the work he was receiving at the Y. M. C. A.

One of the most interesting parts of the study centers about the occupations of the men who were enrolled in the schools. Table VI. is a summary table in which is given the stated occupation and the intended occupation of the men. It also shows the number changing from one occupation to another. For example, there is given the number who intended to change from an occupation classed as business to one classed as professional, or the number who intended to stay in business but were going either into another business or to a more responsible position in the same business in which they were engaged.

Table No. VI.

Informants classified according to present and intended occupation.

Present Occupation	Intended Occupation						Total
	Student	Business	Profession	Clerical	Manual Wk & Personal Service	College	
Student	0	4	3	0	17	0	24
Business	0	23	10	0	1	0	34
Profession	0	4	26	0	0	0	30
Clerical	0	5	40	3	0	3	51
Personal Service & Manual Wk	0	7	2	0	23	1	33
College	0	0	0	0	0	0	0
Totals	0	43	81	3	41	4	172

Under the heading Personal Service and Manual Labor were included all occupations which did not readily fall into any of the other groups. Such occupations as chauffeurs, porters, butlers and skilled or unskilled laborers were placed in this group. Forty-five different occupations were represented in the list of stated occupations and thirty-nine different ones in the list of intended occupations.

There were fifty-one men employed in clerical positions but only three who intended to remain in such positions. There was not such a great difference in the business group, but there were more men wanting to change from a business occupation to a profession than from a profession to business. Though the figures make it appear that those in an occupation classed as Personal Service or Manual Labor were intending to remain about as they were, the schedules showed that most of these men were in the Automobile School and were learning the auto mechanic trade.

Some men taking the Automobile Course were machinists but also interested in automobile repairing. The great increase in the number of automobiles in this country has made a larger demand for good mechanics and men with mechanical ability are seeking opportunities to enter this line of work. It is to this type of man that the Automobile School appeals.

Table VII. is a list showing the occupation, the course of study in which the men were enrolled, and their intended occupations, as stated by them. The figures indicate the number in each group. In order to supplement the results shown in this table a little more detailed account will be given, following the table.

Table No. VII.

No.	Present Occupation	Course of Study	Intended Occupation
8	Accounting	Accounting	Accounting
1	Accounting	Accounting	Auditor
4	Accounting	Accounting	C. P. A.
1	Advertising Work	Advertising	Advertising
1	Asst. Adv. Mgr.	Gen'l Commercial	Marketing
1	Asst. Purchasing Agent	Business Admin.	Business Executive
1	Auditor	Accounting	Accounting
1	Auditor	Accounting	Auditor
I	Auditor	Accounting	Executive
1	Auditor	Law	Law
1	Auto Mechanic	Accounting	Accounting
5	Auto Mechanic	Automobile	Auto Mechanic
1	Baker	Automobile	Auto Mechanic
1	Banking	Accounting	Banking
I	Banking	High School	Business Executive
1	Banking	Law	Law
13	Bookkeeper	Accounting	Accounting
2	Bookkeeper	Accounting	Bookkeepers
2	Bookkeeper	Accounting	C. P. A.
1	Bookkeeper	High School	College
1	Brick Mason	High School	College
2	Butler	Automobile	Chauffeur
1	Chauffeur	Automobile	Auto Mechanic
1	Chemist	Business Admin.	Agriculturist
1	Chemist	Production Eng.	Executive
1	Chemist	Salesmanship	Manufacturing
2	Chiroprapist	Public Speaking	Chiroprapist
1	Civil Engineer	Business Law	Business Executive
1	Civil Engineer	Business Law	Civil Engineer
17	Clerk	Accounting	Accounting
2	Clerk	Accounting	C. P. A.
1	Clerk	Accounting	Clerk
2	Clerk	High School	College
1	Clerk	Accounting	Cost Manager
1	Clerk	Business Admin.	Executive
1	Clerk	Accounting & Salesmanship	General Manager
4	Clerk	Law	Law
1	Corp. Officer	Public Speaking	Executive
1	Dentist	Public Speaking	Dentist
1	Deputy County Recorder	Law	Law
1	Draftsman	Accounting	Accounting
1	Draftsman	Law	Law
1	Draftsman	High School	Engineer

No.	Present Occupation	Course of Study	Intended Occupation
1	Editor	Law	Welfare Worker
1	Farmer	Automobile	Farmer
1	Farmer	Salesmanship	Farmer
1	Foreman (Asst)	Business Law	Asst. Foreman
1	Foreman	Salesmanship	Salesman
1	Foreman	Production Eng.	Superintendent
1	Insurance	Public Speaking	Insurance
1	Insurance	Salesmanship & Business Law	Insurance
1	Insurance	Automobile	Mechanical Engr.
1	Laborer	Automobile	Auto Mechanic
1	Laborer	High School	Business
1	Leather Worker	Accounting	Accounting
1	Leather Worker	Salesmanship	Sales Manager
1	Lumber (Wholesale)	Public Speaking	Wholesale Lumber
6	Machinist	Automobile	Auto Mechanic
1	Machinist helper	Automobile	Auto Mechanic
1	Grocery Manager	Salesmanship	Salesman
1	Manufacturing	High School	Lawyer
1	Moulder	Automobile	Auto Mechanic
1	Office Manager	Accounting	Executive
1	Office Manager	Law	Law
1	Photographer	Accounting	C. P. A.
1	Porter	High School	Business
1	Production Mgr.	Accounting	Business Manager
1	Production Mgr.	Accounting	Production Manager
1	Ry Conductor	Automobile	Auto Mechanic
1	Reporter	Accounting	C. P. A.
1	Restaurant Worker	High School	Restaurant Owner
1	Salesman	Accounting	Accounting
1	Salesman	Marketing	Business Executive
1	Salesman	Law	Law
1	Salesman	Public Speaking	Law
2	Salesman	Salesmanship	Salesman
1	Sales Manager	Public Speaking	Sales Manager
1	Sales Manager	Salesmanship	Sales Manager
1	Secretary	Accounting	Business Manager
1	Shoe Worker	Automobile	Auto Mechanic
1	Shoe Worker	Gen'l Commercial	Business
16	Students	Automobile	Auto Mechanic
1	Student (O.S.U.)	Business Admin.	Business Manager
1	Student (O.S.U.)	Public Speaking	Dentist
1	Student (O.S.U.)	Automobile	Engineer
1	Student (O.S.U.)	Algebra (High Sch)	Mechanical Engr.
3	Student	Automobile	Garage Owner
1	Student	Automobile	Tractor Mechanic
1	Superintendent	Salesmanship & Commercial Law	Superintendent

No.	Present Occupation	Course of Study	Intended Occupation
1	Teacher (Pub.Sch.)	Accounting	Accounting
2	Teacher (Pub.Sch.)	Law	Law
1	Timekeeper	Business Law	Business Executive
1	Tire Builder	Automobile	Auto Mechanic
1	Transportation Wk	Law	Law
1	Typewriter Bus.	High School	Engineer
1	Printer	Advertising	Advertising
1	Printer	Salesmanship	Printer

In many cases it is interesting to know more about the individual than the table shows. The man listed as an auto mechanic, taking a course in accounting had but eight years work in public school and about a year in the Columbus Trade School. He said he came to improve himself and prepare for a better position. Though none of the thirteen bookkeepers stated any particular reason for attending the school other than for the work in accounting their difference was in their ages, which ranged from nineteen to forty-nine. The man who was a brickmason was thirty-eight years old and married. He never had any high school work for he dropped out of school at the end of the eighth grade when he was seventeen. Two of the chemists were college graduates. The chiropodists were alike only in that they were enrolled in the same course. One was thirty, and the other fifty-eight years of age. They both stated that they were taking the course to enable themselves to be more at ease and increase their self-confidence. Nearly every

one of the seventeen clerks studying accounting wanted to get into something better that would enable them to earn more money. The young man studying for the C. P. A. examination took the course because he wanted to make use of his Government Scholarship. He is the only man listed as a Government student except those in the Automobile School. Of the four clerks preparing for the practice of law, three felt that they wanted to better themselves and prepare for larger opportunities and all four were enrolled because of the school being a night school and therefore at a time when they could attend. The draftsman studying law came because he could not go to college. The draftsman enrolled in the High School was interested in becoming a mechanical engineer. He had to leave the public schools at the end of the fifth grade. He was twenty-five and married. The editor studying law had been editing a little labor paper and was interested in welfare work. He took the course as a background for further study. The farmer enrolled in the Automobile School was there to learn how to take care of his own automobiles on the farm. The two men intending to remain in the insurance business took the courses to make themselves better men at the job. The man listed as a laborer was thirty-eight years of age and married. He was employed in a railroad shop. He had but very

little school work when a boy. The young man enrolled in the High School was twenty-one and had had one year in public high school. He came to finish the work and get what he could not get in the day time. The man in wholesale lumber business took the course in public speaking as an aid to his poise. It was natural for the six machinists to be taking a course in automobile repairing as the prospects in that line were much better at that time than for machinists. The man who was a moulder of iron was forty-three years old and worked from six-thirty in the morning until four in the afternoon. He was also a blacksmith by trade and gave no particular reason for attending the automobile school. The four Ohio State University students were taking work supplementary to their work at the university. One was making use of the opportunity afforded to make up some algebra he missed when in high school. The two students taking the automobile course preparatory to becoming garage owner and tractor mechanic, gave no other occupation than the studying they were doing. The two public school teachers were enrolled in the Law School that they might learn something that would enable them to change their occupation. One stated definitely that he wanted to become a lawyer while the other was undecided between law and business. The third teacher listed was taking the accounting course with the idea in mind of entering some business.

The printer enrolled in the salesmanship class was interested in increasing the sales in his business.

The reasons for changing from occupation to occupation are so complex that it is impossible to show them all in a study of this kind. Those that have been mentioned however, and the other data supporting them, seem sufficient to warrant the statement that the majority of these men were ambitious to rise from their present conditions and were willing to pay the price if the opportunity was given to them. They did not seem to be merely wanting to change their occupation because they were dissatisfied, but because they saw a vision of a better future. It is also reasonable to say that as a class they were a little above the ordinary fellows who are content to take what comes to them and not bother about what they might do with a little effort. The object of the Y. M. C. A. Schools is to make it possible for as many men who want the chance for further training and cannot get it in any other way to come to these schools and be able to secure the very best training at a moderate cost.

There does not seem to be any one occupation from which the men wish to change, except clerical. Clerical positions differ in their nature, but the figures

in Table VII. indicate that a good many bookkeepers desire to become accountants and many who state their occupation only as "clerk" also wish to become accountants. Although there are a few men listed as making a rather radical change in their occupation, the figures do not indicate very many who are distinctly misfits in their work.

### Summary and Conclusions

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We have considered the age, the educational attainments, the work and as far as we could discover them, the ambitions and desires of the men enrolled in the Y. M. C. A. Schools.

We find that most of the men enrolled were between the ages of nineteen and thirty-five. Whether or not the man was married seemed to have little effect upon his presence in the Y. M. C. A. School. Though a married man may have to give up more of his home life and pleasures than the single man, we find that it does not take the responsibilities imposed by marriage to make these men want to get ahead. The married men enrolled numbered ninety-two and the single men numbered one hundred and five. As is the case in the general enrollment, we find the married men and the single men fairly well divided in the schools. There is not much difference

between the single and married men residing in Columbus. There were however, twenty-one more single than married ones whose residence was not in Columbus. There have been a few cases where a man has brought his wife to the city while taking the course.

Because the Commercial School was the largest of the schools there were more schedules filled out by men in commercial classes. The size of the school affected the number of informants in the different occupations, for most of the men who were interested in commercial courses were in commercial positions. The Automobile School did not have the variety of courses possible in the Commercial School.

We find that nearly all the men had an eight hour day although a few worked eight and one half hours. The reason is probably not because men working longer hours were not able to take the work, but rather because the men taking the work were in occupations which did not require more than eight hours a day. It was not possible to find out the exact working hours of professional men.

There were a few men who had had but very little work in public schools, and a few men who were still

attending school, but the great majority of the informants were men who had had a moderate amount of public school work. Out of the one hundred informants who gave complete data regarding the age at which they discontinued regular public school work and the grade they had completed, there were ninety, or fifty-four percent, who had had at least some high school work. Of this ninety, forty were high school graduates. It is natural that there should be a larger number of men who had had at least some high school work, for the courses in the Commercial School were not suited to men with no high school education. Another interesting fact was that out of one hundred and seventy answering the question regarding work done in other schools than the public schools, seventy, or forty-one percent had taken some other work.

The questions regarding the reasons why the men came to the Y. M. C. A. and why they chose the course of study they took were not answered as well as was hoped. In most cases the reasons given were only part of the series of influences that brought men to the school. The advertising that had been done in the daily papers had more effect than this set of answers revealed. Coupons were used as a part of many of the advertisements and many of these were sent in to the office. Two main causes for the men's ~~presence~~ presence were the fact that the

school was a night school and that there were no other schools offering such courses at night. The occupational part of the study revealed the great variety of men to whom the school appealed. Many were interested in improving themselves in their chosen field of work and many were trying to gain information that would help them to accept larger responsibilities.

. This study shows the kind of student in the school and why he takes the work. A few facts seem evident. The School is making it possible for men to secure training which will fit them to be better workmen. It is giving this work at a time when men can get it without interfering with the work they are doing to earn a living. The men are brought into a place where they can enter physical, social and religious activities, if they so desire, without additional cost to their tuition. Records in the office show that about half of the men enrolled as students make application for full physical privileges and about one fifth finally get to the gymnasium for the work given there. One of the problems to be solved is how to interest the students in other parts of the Association's program. The fact that the schools are increasing steadily in enrollment and number of courses offered, is a good indication of their favor in the eyes of the men looking for educational work of the type offer.