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COLLEGE LIFE AND THE SOCIAL ORDER

FROM WHAT CLASSES OF THE POPULATION ARE THE STUDENTS
DRAWN? CHANGES IN THE COST OF EDUCATION TO THE
STUDENT, AND SOCIAL EFFECTS OF THESE CHANGES

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In gathering the material for this paper, inquiries for somewhat detailed information were sent to the secretaries of the following colleges and universities:

Baylor University.	University of Illinois.
Bowdoin College.	University of Michigan.
Cornell University.	University of Missouri.
Harvard University.	University of Virginia.
Princeton University.	University of Wisconsin.
State University of Iowa.	Wesleyan University.
University of California.	Yale University.

The statistical material which forms the basis of this paper is taken from the replies to these letters. The statistics for Yale College were collected by the author from material in the University Library. In most cases the replies were somewhat unsatisfactory. In some cases no figures were available and in others it was difficult to find a common unit for measurement. Although, in some cases, it was possible to obtain figures for 1912 and 1913, it was impossible to obtain corresponding figures for an earlier date for purposes of comparison.

One method of determining the classes of the population from which the students are drawn is from the occupations of the parents of the students. Answers to questions of this nature were required for the registration blank in several colleges, but the only cases in which it was possible to get comparable figures for different periods were Wesleyan University and Yale College. The figures for Wesleyan cover the occupation of the parents of the classes of 1897 and 1917. The principal change seems to be an increase in the proportion engaged in business, education, manufacture and medicine, with a slight decrease in the proportion in agriculture and the ministry. As a result of the painstaking researches of Professor Franklin Bowditch Dexter of Yale University, it is possible to determine the occupation of the parents of about one-half of the Yale graduates from 1701 to 1792. The ministry and agriculture were far in the lead, with 35 and 28 per cent respectively, of those whose occupa-

tions were recorded. Then followed law, trade and medicine. But seven of the parents out of a total of 2,015 were definitely known to have been engaged in manufacture. In over half of the cases the occupation of the parents was not recorded. Had they been engaged in a learned profession or public service it seems probable that this fact would have been recorded, and it seems likely that a considerable proportion of those whose occupation was not recorded

TABLE I
OCCUPATIONS OF PARENTS OF STUDENTS
(The Years Given Refer to the Class-Years of Students)

	Wesleyan University. 1897	Wesleyan University. 1917	Princeton University. 1917.	Yale University. 1701-1792.	Yale University. 1912.	Yale University. 1913.	University of Illinois. 1912-1913.	University of Wisconsin 1903-1907.	University of Michigan. 1911-1912.	University of Iowa. 1912-1913.	Univ. of North Dakota. 1912-1913.
Ministry.....	13	17	19	287	16	17	....	54	116	....	19
Law.....	2	4	39	93	37	42	....	153	218	....	....
Medicine.....	1	6	34	67	12	15	....	173	193	....	18
Professions: Law, Medicine.....	....	....	....	....	....	....	....	....	....	353	....
Education.....	2	6	9	2	12	12	....	57	95	....	10
Professions: Ministry, Medicine, Law, Teaching, Army, Navy.....	....	....	....	....	....	....	449	....	....	....	....
Scientific Professions: Ceramists, Chemists, Engineers, etc.....	....	....	....	....	....	....	140	....	....	....	....
Artistic Professions: Architects, Artists, Authors, etc.....	....	....	....	....	....	....	41	....	....	....	....
Architect.....	....	....	....	....	....	....	....	3	10	....	1
Manufacture.....	....	6	55	7	12	26	129	144	264	31	2
Business.....	16	29	85	....	55	43	351	1	....	....	....
Contractors, Builders, Architects.....	3	3	7	....	....	....	....	36	114	88	14
Trade.....	....	....	....	69	32	30	680	426	527	403	68
Accountants, Salesmen, Managers.....	....	....	1	....	....	....	....	3	....	141	1
Bankers.....	....	3	30	....	25	21	....	89	78	52	....
Abstracter, Banker, Broker, Cashier, Real Estate Dealer, etc.....	....	....	....	....	10	6	251	....	....	....	....
Railroading.....	....	....	....	....	....	2	93	109	104	....	....
Real Estate.....	....	....	19	....	11	4	....	95	113	....	28
Officers of Corporations.....	....	....	....	....	....	....	....	46	....	....	....
Agriculture.....	10	12	6	229	14	15	909	645	669	803	200
Public Service.....	2	4	4	36	....	6	102	95	156	63	3
Miscellaneous.....	18	34	96	33	....	....	336	971	912	380	180
Unknown.....	10	16	36	1192	....	....	182	739	....	82	122
Total.....	77	140	140	2015	236	239	3663	3839	3569	2396	666

may have been engaged in agriculture. But two parents were recorded as engaged in education. This is probably due to the fact that at this time education was not considered a distinct profession and much of the educational work was done by the ministers.

For the classes of 1912 and 1913 in Yale College more parents were reported as engaged in business than in any other occupation. Law was second in both cases, while trade, banking and manufacture were near the top of the list. The ministry in the class of 1912 occupied fifth position and in 1913, sixth place, followed by agriculture in each case. For the class of Princeton, 1917, more of the parents were engaged in business than any other single group, followed in order by manufacture, law and medicine.

A somewhat detailed classification of the occupations of the parents of students in Wesleyan University, Princeton University, Yale College, University of Illinois, University of Wisconsin, University of Michigan, University of Iowa and University of North Dakota is given on page 244.

Unfortunately the classification as received from the secretaries of the different universities was not sufficiently uniform to admit of a comparison in that form. In order to make comparison possible the classification was reduced by a somewhat arbitrary procedure to six main groups: Professions, Manufacture, Trade and Transportation, Agriculture, Public Service, Miscellaneous and Unknown. Profession includes ministry, law, medicine and education. (Table on page 246.)

When this uniform classification is considered, one or two facts stand forth. For Wesleyan in 1897 and 1917, for Yale, 1701 to 1792, and in 1913, the professions rank first. During the eighteenth century agriculture in Yale held second place, while in 1912 and 1913 it had fallen to fourth place, and this position was also held in Princeton and in Wesleyan in 1917. Manufacture and trade and transportation held either first, second or third place in these eastern universities. When we turn to the Universities of Illinois, Wisconsin and Michigan, we find the order exactly the same. First trade and transportation, then agriculture, then the professions, then manufacture, followed by public service. In the State University of Iowa and in the University of North Dakota the order is identical. First, agriculture, second, trade and transportation, third, the professions, fourth, manufacture and fifth, public service. Although complete statistics were not available, the President of Baylor University estimated that 75 per cent of the students in this university came from farmers' families.

TABLE II
NUMBER BY OCCUPATIONAL GROUPS

	Wesleyan University. 1897	Wesleyan University. 1917	Princeton University. 1917.	Yale University. 1901-1902.	Yale University. 1912.	Yale University. 1913.	University of Illinois. 1912-1913.	University of Wisconsin. 1903-1907.	University of Michigan. 1911-1912.	University of Iowa. 1912-1913.	Univ. of North Dakota. 1912-1913.
Education, Ministry, Law, Medicine.....	18	38	101	449	77	86	449	437	622	353	47
Manufacture.....	11	24	104	7	40	47	305	203	378	119	16
Trade and Transportation....	8	17	93	69	105	85	1199	746	822	596	97
Agriculture.....	10	12	6	229	14	15	909	645	669	803	200
Public Service.....	2	4	4	36	.....	6	102	95	156	63	3
Miscellaneous and Unknown...	28	50	132	1225	.....	699	1713	922	462	303	
Total.....	77	140	446	2015	236	239	3663	3839	3569	2396	666

	PER CENT										
Education, Ministry, Law, Medicine.....	23.4	23.6	23.0	22.3	32.6	36.0	12.3	11.4	17.4	14.7	7.0
Manufacture.....	14.3	17.2	23.6	0.3	16.9	19.7	8.3	5.3	10.6	4.9	2.4
Trade and Transportation....	10.4	12.1	21.1	3.4	44.5	35.6	32.8	19.4	23.0	24.9	14.5
Agriculture.....	13.0	8.6	1.4	11.4	6.0	6.2	24.8	16.8	18.7	33.7	30.0
Public Service.....	2.6	2.8	0.9	1.8	.....	2.5	2.7	2.5	4.4	2.6	0.5
Miscellaneous and Unknown...	36.3	35.7	30.0	60.8	.....	.....	19.1	44.6	25.8	19.2	45.5

These statistics are such as we might naturally expect to find. In the eastern universities the larger proportion of the students come from the families of professional men, manufacturers and traders, while a small proportion come from farmers' families. In the middle west agriculture has risen to second place, and manufacture is fourth. In the universities situated in a section of the country where farming is the major industry, agriculture ranks first and manufacture and public service come last. We also note that as time goes on the proportion of students coming from the homes of farmers tends to decrease. From these facts we may deduce certain general principles:

First. The composition of the student body tends to conform to that of the section of the country in which the university is situated.

Second. As a continually decreasing proportion of the population is engaged in agriculture as the major industry, so a decreasing proportion of the students come from homes of farmers.

Third. The most noticeable increase has been in the proportion of parents engaged in manufacture and trade and transportation.

EXPENSES OF STUDENTS

Turning now to the subject of the college expenses of students we find that there has been some increase within the past few decades, but that this increase is not so large as is generally supposed. The most complete statistics for a period of years upon this subject relate to Yale College. They cover almost without interruption the period from 1887 to 1913 and are taken from the class-books published by the graduating classes.

TABLE III
AVERAGE ANNUAL EXPENDITURES OF STUDENTS IN THE YALE COLLEGE CLASSES OF
1887 TO 1913

1887.....\$ 929	1897.....\$ 803	1906.....\$1,037
1890.....1,059	1898..... 915	1907..... 1,037
1891..... 945	1899..... 900	1908..... 1,154
1892..... 779	1900..... 930	1909..... 1,079
1893.....1,077	1901..... 976	1910..... 1,194
1894.....1,132	1902..... 966	1911..... 1,097
1895..... 957	1903.....1,079	1912..... 1,118
1896..... 942	1904.....1,092	1913..... 1,093
	1905.....1,068	

During this period the smallest average cost per student was in 1892 when it was \$779, and the largest in 1910 when it was \$1,194. During the fourteen years previous to 1902 covered in this table, there were only three years in which the average cost was more than \$1,000, while since 1902 there has been no year in which the expenditure fell below this amount. From 1887 to 1902 the average expense was between \$900 and \$1,000. Since then it has averaged about \$1,100. This shows a small increase, but no larger than was to be expected when the increase in the cost of living is taken into consideration. The expenses are generally smaller in freshman year and increase gradually to senior year when they are the highest.

TABLE IV
EXPENDITURES OF THE FRESHMAN, SOPHOMORE, JUNIOR AND SENIOR YEARS, YALE
COLLEGE, 1907-1913

	1907	1908	1909	1910	1911	1912	1913
Freshman.....	\$ 942	\$1,051	\$ 998	\$1,052	\$1,022	\$1,026	\$1,020
Sophomore.....	996	1,133	1,059	1,140	1,084	1,141	1,052
Junior.....	1,081	1,197	1,098	1,245	1,125	1,136	1,136
Senior.....	1,127	1,233	1,160	1,339	1,158	1,169	1,162

In Princeton University the average expenditure per student for the year 1903 was \$807.90; 1906, \$821.35; in 1910, \$918.75, and in 1913, \$1,054.

In most cases the reports received from the universities included only tuition fees, room and board, textbooks and stationery. In many cases they were rather estimates of what it would cost for a student to attend the university. In every case the cost had increased considerably during the past few decades. The estimated expenses at the University of Illinois in 1873 were from \$122.50 to \$213; in 1883 from \$124 to \$220.50; in 1893 from \$157 to \$231.50; in 1903 from \$164 to \$232; in 1913 from \$260 to \$296. In a study made some time ago of the increase in the college expenses in certain universities, it was estimated that from 1892 to 1912 the cost per student had increased in the University of Minnesota 33 per cent; Illinois, 35 per cent; Vermont, 33 per cent; Pennsylvania, 28 per cent; Iowa, 33 per cent; Wisconsin, 28 per cent; Virginia, 18 per cent. In many cases the tuition fees and expenses for rooms, light, heat, etc., have increased about 50 per cent in the last two decades.

Although the average expenditure per college student is the only figure available in most cases, there are certain objections to it as a measure. It gives no idea of the dispersion of the different units about the average. Two series of numbers might have exactly the same average and still represent entirely different conditions. In the one case most of the units might be identical with or closely grouped about the average, while in the other case the values might be widely scattered. In the first case the sides of the curve would be steep. In the second, the slope would be gradual and the base broader. To return to the concrete example we are studying, in the one case the expenditures of most of the students would differ but little from that of the average. There would be but few students whose expenditures would be very much larger or very much smaller than the average. In the second case the number of students whose expenditures closely approximated the average would be comparatively small, while there would be a considerable number whose expenditures would be larger or smaller than the average by several hundreds of dollars. Unfortunately it was impossible to collect statistics from several universities which would show the dispersion of the individuals about the average. The only case in which the author was able to obtain statistics of this nature was from the class-books of Yale College, 1892-1905. Although there had not been any very decided increase in the average expenditure of the students during this period, there had been a slight increase in the proportion at the two extremes of the series. It is apparent that the proportion spend-

ing less than \$400 or more than \$2,000 per annum has increased somewhat. The student body, however, constitutes a much more homogeneous group, as far as expenditure is concerned, than the total population, and it is probable that the dispersion about the average expenditure is increasing more rapidly for the total population than for college students.

Almost without exception the colleges and universities report a large increase in the number and amount of scholarship funds available for the assistance of needy and deserving students. In many cases the tuition fees have been increased but the relief granted has increased more rapidly. The university funds are assuming an increased share in the cost of instruction.

The universities situated in large cities report increased earnings by the students. Many of the universities conduct bureaus whose purpose is to assist needy students to obtain employment. There has been not only a considerable increase in the number of students who are in whole or in part earning their way through college, but the average amount earned per student is increasing.

From a somewhat detailed study of the expenditures of Yale College students from 1897 to 1901, and from the class-books in recent years it is evident that a liberal expenditure gives no assurance of a high standard of classroom work. From a study of nearly a thousand budgets of Yale students from 1897 to 1910 it was discovered that the expenditures of the men who were not on the appointment list exceeded those of the men on the appointment list by over 50 per cent. In some of the classes there was a very close connection between the expenditure and the order of honor in the appointment list. As the classroom standing of the men increased their average expenditures decreased. If standing in the classroom is made the test of a successful college course, it is evident that the necessity to be in part self-supporting has not proved an insurmountable obstacle. It apparently takes less time and is less disturbing to study to earn money than it is to spend a large allowance.

From this study of expenditures certain conclusions may be drawn:

First. In all the institutions studied, there has been an increase in the expenditures of college students during the past few decades.

Second. This increase in the expenditure has probably not been so rapid as the increase in the average cost of living during the same period.

Third. In universities situated in large cities the proportion of students who are earning all or part of their college expenses seems to be increasing.

Fourth. The amount of money earned by the students who are more or less self-supporting seems to be increasing.

Fifth. The proportion of students who spend considerably more or considerably less than the average seems to be increasing very slowly, but has not reached the point where the homogeneity of the student body has been seriously affected. This but reflects a more noticeable movement throughout the total population.

Sixth. At any rate in those institutions situated in large cities, the difficulty confronting the student who must earn all or part of his college expenses is less rather than greater than a few decades ago. This is due in part to the increase in scholarship funds and in part to the greater opportunity for earnings by students.

Seventh. The scholarship of the students who are in whole or in part self-supporting does not suffer from comparison with that of the students with liberal allowances.

SOCIAL SERVICE AMONG ORIENTAL STUDENTS

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Three facts attract attention as we consider the place of social service among oriental students:

1. The principles and technique of western social service have already found large entrance among oriental students.
2. In comparison with America the overwhelming national, social, and economic needs in these lands call their students in an exceptional way to social service.
3. In furnishing guidance and stimulus to this movement lies an opportunity for West to make to East one of her most acceptable and universally appreciated contributions.

THE BACKGROUND

If we ask for the springs of this movement they are not hard to find. The last few years have witnessed a marked development of social consciousness among students throughout the West. Social