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COLLEGE APPRENTICESHIP IN SOCIAL SERVICE

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The question is, What forms of social service can students undertake while in college which will fit them for lifelong social activity? I shall interpret the topic in the broad sense of the term to include religious service, for religious activities may properly be considered social.

Undergraduate service divides into ten main branches including some thirty-five specific forms of activity. Practically all of it is directed to meeting community needs and should be viewed therefore as one of the bridges between Town and Gown. This means that there is pleasant passage in two directions, for any contribution which students render to the community is more than repaid by the knowledge of life which comes to them and the contribution given to their training for social living. Beginning with the freshman as he enters the campus, the first branch is:

I. CAMPUS SERVICE; I. E., WORK BY STUDENTS FOR STUDENTS

1. This ordinarily includes activities on behalf of freshmen such as the preparation of boarding and rooming lists, baggage checking, registration for addresses, assistance in the selection of room mates, the supplying of a college handbook of information, and furnishing guides for new students upon their first arrival. It also includes a freshman reception at which undergraduate activities are presented. Letters are sometimes sent to the freshmen in advance of their coming.

2. New student work is followed during the year by a permanent employment bureau for casual labor by students; by friendly visitation of the sick in boarding houses and dormitories or hospitals, by free tutoring to students in difficulties, by general social gatherings for the promotion of acquaintance, and by vacation parties for students who must remain in town.

Whether this work is done by the institution itself, by the student union, or the Christian Associations, it is all work of genuine importance, for it largely determines the early attitudes of the student toward the life of his college, and evidences something of the degree to which that life has been humanized by the spirit of practical religion. It represents to many the basic principle of service

in simplest terms. It creates an atmosphere of hospitality which is due the newcomer and the less fortunate in every institution of learning.

The employment feature of campus service is one of the most important. In a Middle Western university this year employment had been found for 1200 different men before February 1st, amounting in the aggregate to several thousand dollars and alone making it possible for many of these men to remain in the university.

Campus service leads many students each year into a study of their own institution, to criticism of its weaknesses, and into common efforts to make its life more livable. It has a real effect upon college loyalty and brings its leaders into co-operation in helpful efforts with the administration.

While it may not lead directly to professional or specific forms of lay service after graduation as other phases of service do, it helps to spread that essential spirit of hospitality and helpfulness which underlies every form of service throughout life.

II. GENERAL RELIGIOUS SERVICE IN THE COLLEGE TOWN

Here is included specifically religious work in churches, Christian Associations, independent Sunday schools and city missions. Its general forms are:

1. The teaching of Sunday school classes for boys, girls, and college students of lower classes, Bible groups for school boys and girls, meeting either independently or in the city Christian Associations.
2. The organization and conducting of independent Sunday schools in needy sections of the college community or the surrounding country.
3. Effective speaking and other assistance in rescue mission work and similarly in truant schools and county jails.
4. Assistance in music, ushering, and social gatherings of churches and other religious organizations. The enlistment of students in such phases of church work as they can do effectively in the church edifice or in church extension work is a matter of signal importance for the future of all religious effort. More than one conservative old church in a college town is being remoulded in its life and thought to meet this new demand. As these newer churches and their allied agencies create enthusiasm for the fundamental religion of service, and as they help to direct students in that service they are doing a work of inestimable importance for the future leadership of the church, both lay and pastoral. One New

England college has thirty undergraduates teaching Bible classes in the churches of the town, and thirty more men conducting independent Sunday schools in district schoolhouses in surrounding territory. The work is done with the regularity of a business enterprise, and handed down from generation to generation as a sacred college tradition.

III. RELIGIOUS DEPUTATIONS TO VILLAGES, DEPUTATIONS TO SCHOOLS OR OTHER COLLEGES

The number of men in a deputation team to a village varies from six to ten. The work consists in musical, social, athletic and religious activities. The dominating purpose, however, is religious. The various personal conferences, hikes, athletic games, and socials ordinarily come to a climax on Sunday when religious addresses are made to the boys and young men of the town or institution, and decisions for the Christian life and church membership secured. Permanent village boys' clubs and Bible study groups are often formed. Groups from two or three colleges making visits to the same place in conjunction are frequently able to combine their work to decided advantage. Paralleling this work by men students, religious deputations of college women have developed to a somewhat less degree.

These deputations bring students into close touch with boys and young men in different towns, giving many of them their first real knowledge of the country life problem or the religious and social conditions of schools or colleges other than their own. The deputation team to a village must take the point of view of the minister, the school teacher and other community betterment workers with whom it co-operates, and who are to carry on the work after its departure. In their brief visit the team must discover the situation, win the boys to friendship, command the respect of teachers and parents, and make some real contribution to the moral courage and religious enthusiasm of the town. Similarly the men in the teams to schools or other colleges must witness before their fellows and quicken the moral and religious life of the institution. This means that the student has begun to see the life of a community or college as a whole, and in terms of what he himself can do to help for its improvement. If he has a moral or religious message of his own he must put it out with it in effective speech and personal influence. Where is there a more essential need than that, students should now and then cease to scribble down lecture notes and put themselves into the active group of religious and social workers. These deputa-

tions send many students back with fresh interest to the study of the country life problem in voluntary groups and curriculum classes. They lead to the study of student morals and standards and the function of religion in human life. They enlarge the vision of the agricultural student; widen the horizon of students reared in cities, and have a bearing of genuine importance upon the relation of college life to the community and church at large.

In one Middle Western state last year 150 college men from seventeen colleges visited thirty-six towns and reported 349 decisions for the Christian life, beside scores of instances of renewed activity on the part of churches, Sunday schools and young people's societies.

IV. GENERAL WORK FOR BOYS

1. Groups for younger boys in independent or institutional boys' clubs, in settlements, institutional churches and other organizations. The activities of such clubs usually include various indoor and outdoor games, reading, basketry, story-telling, also basket-ball, and other gymnasium activities. They include vacant lot gardens, and all forms of outdoor athletics, baseball, football, swimming, track games, skating and other winter sports. Paralleling these for college women is assistance in free kindergartens, day-nurseries, classes in cooking and folk dancing, vacant lot gardens; clubs for sewing, reading and story-telling.

2. Big brother work for boys is also general, covering assistance in truancy and probation; and similarly big sister work for delinquent girls.

3. Work for older boys, including work for high school boys, in addition to specifically religious efforts already cited includes the coaching of athletic teams, literary, dramatic, debating, musical, camera and social clubs.

Work for older girls includes home economics, health and hygiene, musical, literary and social clubs.

4. Boy Scout work in its various phases, and the activities of Camp Fire girls are available for student service and are being utilized to good advantage.

These activities all involve co-operation with a considerable number of established institutions in the community such as churches, settlements, social centers, neighborhood organizations and community boys' clubs. The club work, while usually simple, involves close personal dealing with all types of boys, country boys, shop and factory boys, street boys and those from typical city homes. It

is perhaps the largest single phase of service work for college men because of the comparative simplicity of the activities and the large number of boys who need such help as college men can give. As college students take up work of this kind they often get their first experience in controlling and directing the energies of children, in establishing order without the exercise of physical force and in organizing a group of children for some worthy end. It is an elemental experience for many who thus try for the first time to work out a successful organization with others than their natural mates. For those who follow it through in any thorough way, this work may well lead to the study of the laws of attention and interest, and on into the fields of psychology and pedagogy.

The door of any home opens easily to the friends of its children, and college students who grow interested in particular boys or girls find their way into homes where every variety of need exists. In these homes—especially of street and factory boys—many a student gets his first rude awakening to the problems of congestion and poverty. What is more essential than that students should be challenged early in their course with the facts of the home life and street life of boys, in order that they may in turn challenge those facts in further study and reconstructive effort?

V. SERVICE VISITS TO HOMES AND INSTITUTIONS

1. Friendly visiting to the homes of needy families where poverty, ill health, old age or other difficulty requires personal help. It involves tactful and patient dealing with marginal families and those in sudden or chronic need. A certain amount of relief work naturally goes along with such friendly visiting and includes any special provision of supplies, clothing or playthings, on holidays or times of special need, help in finding employment for those out of work, and for women students, assistance in district nursing and child welfare work.

2. Service visits to institutions, ordinarily to hospitals, poor farms, truant schools and jails. These institutional visits variously include readings, flower distribution, music, recitations, stereopticon talks, and personal visits.

Friendly visiting by students is ordinarily done under the auspices of the Associated Charities in college towns or at the suggestion of doctors or ministers, the humane officer or similar official. As students take up this work and follow various families through a year or more, they get a first hand experience with the problems of poverty, unemployment, family desertion, bad housing, intemper-

ance and the many others which rest with peculiar severity upon the lives of the poor.

There is promise here of discovering those who will become lay or professional social workers interested in housing, public health and sanitation, tuberculosis and juvenile probation.

It is already widely demonstrated that some of the ablest Charity Organization and humane officers, as well as superintendents and assistants in public institutions, received their first impulse to such work in these service visits. One of the most useful of Harvard's recent graduates is at the head of work for the Prevention of Cruelty to Children in the City of Philadelphia and his consistent career in social work began while an undergraduate testified to the reality of this approach.

VI. PUBLIC SPEAKING AND OTHER ASSISTANCE IN SOCIAL AND MORAL REFORM; EFFORTS TO SECURE LAW ENFORCEMENT AND IMPROVED LEGISLATION

1. Public speaking in churches, civic clubs, social centers and political meetings in the interest of such movements as that for no-license, clean politics, industrial betterment, woman suffrage, abolition of child labor and tuberculosis, world peace and social justice.

2. Assistance by inspection and otherwise in the enforcement of laws such as those covering the sale of liquor to minors and on Sunday, tenement congestion, sanitation and other health laws, cruelty to children and animals, conditions of motion picture shows, clean streets, etc.

This work is sometimes undertaken independently by students who come to feel keenly the need for a particular reform. They prepare one or more addresses upon it and discover opportunities to speak to various audiences. They frequently secure coaching from friends and professors; at other times a "dry" campaign or similar movement in the college, town or neighboring city will awaken a group of students to effective participation. In such cases the speaking is done more largely under direction of the local campaign managers and with a larger amount of team play and practical training on the students' part.

VII. GENERAL RECREATION WORK, such as:

1. Musical and other entertainment troupes to churches, school-house meetings, etc.

2. Assistance in outings and picnics for children.

3. Assistance in field-days, holiday celebrations and pageants involving the community as a whole.

In every undergraduate body there are a few natural-born entertainers, men and women well endowed with funny bone. The arrangement of entertainment appointments is usually made by some central agency with the various organizations desiring help. Programs of a dramatic, musical, literary or humorous character, travel pictures, chalk talks and the like are all useful.

Might we not agree that participation in the writing and producing of plays by amateurs under faculty or other competent direction should, in the light of the morals of the average commercial theater, be considered a work of genuine social service? Co-operation with the Drama League of America in the creation of student sentiment in favor of clean and artistic plays is likewise a genuine service.

2. There is an important work to be rendered by giving assistance in outings, picnics and excursions for children and especially in interscholastic meets. College women can be especially helpful in outings for mothers and children. Volunteer play-leaders who can be depended upon are also needed as assistants at certain hours in small parks and playgrounds, and may thus connect themselves with leaders in the playground and recreation movement.

3. The development of community field-days in country villages, rural districts, and in holiday and historical pageants in towns and cities, offers an increasing number of students an opportunity to co-operate directly with community enterprises in ways conspicuously popular.

In all these forms of work students grow into a realization and espousal of the gospel of play. They come along the pathway of their own inherent interests to the study of those forces in American life which pervert the play spirit, such as the great commercial amusement enterprises, many of which are tainted with immorality and thwart the clean love of wholesome play.

VIII. EDUCATIONAL CLASSES, CLUBS AND TALKS FOR FOREIGN AND AMERICAN WORKING MEN

1. Work for foreigners may be done in connection with city Christian Associations or other agencies having industrial work, or independently with groups of foreigners working on railroads, in construction camps or in factories. The work ordinarily begins with the teaching of English to foreigners, but soon develops beyond this, however, with such features as patriotic singing, the taking out of first papers for citizenship, the teaching of outstanding facts

in American history and government, the relation of various industrial processes in which the men are engaged, first aid to the injured, etc. Practical talks frequently illustrated are given on foreign countries. Stereopticon pictures of the "home country" may be shown. Moral dangers as well as opportunities for personal growth and advancement in America are pointed out.

2. For American working men the classes deal more largely with instruction related to the man's work, first aid to the injured, mathematics, electricity, mechanical drawing and kindred subjects for which engineering students are especially qualified. Assistance can also be rendered in gymnasium classes where facilities are available. Medical dispensary work, free clinics, classes in hygiene, are the province of medical students.

Friendly counsel on matters of business rights to working men, both foreign and American, is being rendered by law students.

Mr. Fred H. Rindge, Jr., a recent graduate of Columbia University, has devoted his whole time for some six years to the promotion of volunteer industrial service.

Paralleling these are similar activities, though less extended, by college women for immigrant women and working girls. Distinctive features in this work include:

1. For foreign women—Classes and talks in English, patriotic singing, home making, health, sanitation and child welfare.

2. For working girls—Clubs and talks on health and efficiency, amusements, consumers' league work and home making.

Students who undertake these educational classes and talks are thrown directly into first-hand touch with at least two great social problems—Immigration and Labor. The process of social education for any college man who works his way through the concrete situations involved in these problems will be an illuminating one. It will lead him into the territory where injustice and exploitation are not yet done away and where he will be led to think soberly, yet fearlessly, of the message of religion in the face of the factory system and the greatest single mingling of peoples which history shows. These men will go back to their classrooms with searching questions about the human side of large outputs, the wage system and the organization of labor.

IX. SOCIAL SURVEYS, INVESTIGATIONS AND EXHIBITS

Assistance in surveys of community life, an investigation of social and moral conditions, such as church census, health and sanitation, recreation and other phases of living and working conditions.

This includes also special investigations by groups of students, such as agricultural students, in dairy efficiency and orchard pests. Surveys or investigations are and should be rarely undertaken by students alone. Their availability, however, as assistants in such work is already widely demonstrated. Comprehensive community surveys are comparatively recent and the technique of this work is still in process of determination.

Assistance can be rendered by students not only in taking surveys, but also in the exhibits which set forth their results. The co-operation of students is valuable to survey managers who desire volunteer workers, to professors of sociology desiring to give practical experience to their students, and to the students themselves who need to learn the feel of social facts at first hand. Those co-operating in survey work are brought at once into contact with citizens who look at community life as a whole and thus become community-minded men and women. They learn to look for the significant facts of town and village life and to understand the interplay of social forces there at work. They learn to evaluate those facts and forces in terms of community weakness and strength.

X. SUMMER VACATION WORK

1. General summer work in home towns which might include any or most of the activities already treated.

2. Special summer work such as preaching in country towns or home mission outposts.

Special summer work usually provides maintenance and sometimes a small salary.

1. General summer work. Many undergraduates are coming to realize that the choice of a life work is the most sacred and important of all questions which face them. It is for most men a lonely process of discovery. Many students are now using their summer vacations in such work as furthers them in this discovery.

2. Special forms of summer work which are open to qualified students are:

- A. Preaching in country churches and in home mission outposts.

- B. Assistance in city evangelism and other city mission work in the larger cities.

- C. Extended village deputation work, a group of men going from town to town in a county or group of counties.

- D. Volunteer visitation work in connection with a charity organization society.

- E. Summer residence in a social settlement.
- F. Playground supervision and other recreation work.
- G. Positions as assistants in institutions for delinquent children and fresh air work.

H. Among the most attractive forms of service work for college men in the summer are camps for boys, and these might be much more widely developed than at present.

In this cursory outline treatment of undergraduate service, there has been time to make in effect only a list of activities. There are many suggestions of methods, principles and concrete illustrations that ought to be set forth. It may be of interest to you to know that a few of us are collaborating to this end in the preparation of a manual of undergraduate service to be available in part at least before the next academic year. We hope that it may be of service in increasing the stability of this work which is so remarkably worth while. It should never be doubted that this work is an integral part of the educational process, a vital contribution to community life, a quickener of lifelong altruism, an essential approach to religious values, and an effective agent in settling the most important of all student questions—the making of the life work choice.

THE WOMAN IN HIGHER EDUCATION

EFFECTS OF THE HIGHER EDUCATION OF WOMEN UPON THE HEALTH, THE FAMILY, AND THE ECONOMIC STATUS OF GRADUATES

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In the plan to summarize some of the results of the recent educational influences in our country, there are three simple investigations of the Association of Collegiate Alumnae which have a fitting place.

Nearly thirty years ago, in 1885, a great dragon appeared in the path of college training of women. Eminent physicians arose who assured the advocates of the higher education that they were striking a death blow at the health of the nation by fostering an abnormal life of exhausting scholarship for women. The round-shouldered, anæmic, unwinsome blue-stocking, who was supposed to inhabit