

A STUDY OF CERTAIN EDUCATIONAL AND ECONOMIC FACTORS  
IN THE STUDENT BODY OF THE KANSAS STATE TEACHERS  
COLLEGE OF EMPORIA

A THESIS

SUBMITTED TO THE DEPARTMENT OF  
EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE  
TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF SCIENCE

By

Wilbur M. Khrson

March 1926

1957-1958

The major department of the college is the  
Department of Education. The department is  
located on the second floor of the building  
and is the primary department of the college.  
The department is headed by the department  
chairman, who is also the department  
secretary. The department is responsible  
for the education of the students.

Approved for the Major Department

H. E. De Vernal

Approved for the Graduate Council

Chas. Brown

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## CHAPTER I

### INTRODUCTION

#### THE NATURE OF THE SURVEY

This investigation has as its main objective the study of certain educational and economic factors in the student body of the Kansas State Teachers College of Emporia. It is made in answer to certain specific questions asked by friends of the school and by prospective students, pertaining to the educational and financial situation of the students. Some of these questions to which no specific answer could heretofore be given are the following:

1. What are some of the factors influencing students in coming to the Kansas State Teachers College of Emporia?
2. How many students have attended other colleges and what are some of the factors which have influenced them to change to the Kansas State Teachers College of Emporia?
3. Where do the majority of students obtain funds for attending this institution?
4. What per cent of the students earn all or part of their expenses and what type of work do they do?
5. Is there apparently any social stigma attached to students who work to help defray expenses?
6. What are the probable costs for a student to attend this college and live in Emporia?
7. What types of work do students do and what is the average

remuneration per hour?

8. How much on an average does it cost a student to attend the Kansas State Teachers College?

In addition to providing answers for the foregoing questions, a number of other questions dealing with specific economic and educational matters are herein answered.

The question of school finance from the viewpoint of the prospective student has in the past few years been one of primary importance; and if this study will help in answering a few of these questions for students and friends, its purpose will be justified.

#### SCOPE OF THE STUDY

In the interim between March 1 and May 20, 1935, a group of Federal Educational Relief Administration workers allotted to the Bureau of Educational Measurements, were assigned to interview students enrolled at the Kansas State Teachers College of Emporia. The workers were given training in interviewing and their work was supervised by the department.

While not all of the student body was interviewed, the aim was to get a fair sampling of the enrollment by sexes and by college classification. Out of the 1411 enrollment, 876 students or 62.08 per cent of the entire enrollment were interviewed. Of this group 293, 30.8 per cent of the total enrollment, were men, and 583 or 41.3 per cent of the total enrollment, were women. Of the 609 men enrolled, 293 or 48.1 per cent of the men were interviewed; and of the 802 women, 583 or 72.6 per

cent of the women were interviewed.

According to college classification, the group consisted of

392 freshmen

339 sophomores

136 juniors

105 seniors

The tables in this study are divided according to college classification of the students--freshmen, sophomores, juniors, and seniors--and to the sexes so that the questions pertaining to these classes or to the men and women enrolled are easily available and accessible.

#### METHOD OF PROCEDURE

The inquiry form used in this study was written by Dr. H. B. Schrammel, director of the Bureau of Educational Measurements of the Kansas State Teachers College of Emporia, with valuable criticism and suggestions from other members of the faculty. Since the reliability of the data taken from any form of inquiry is only as reliable as the questioning instrument, precaution was taken to secure an interview inquiry which would meet most of the criteria agreed upon by research workers using this type of instrument. The inquiry form was made with the objective in mind of securing a thorough check of every person interviewed. The questions were so arranged and worded that practically every one of them would check with some other question. Care was taken to see that every campus and off-campus activity having a definite

bearing on educational, economic, and social life of the student interviewed, was covered.

The inquiry form was submitted to 876 students--293 men and 583 women. The interviewers were the F. E. R. A. students who were assigned to the Bureau of Educational Measurements. Each one of these workers was given training in interviewing; and the giving of the interviews and the collecting of the data were under the supervision of the Bureau. The interview was individual and the interviewer wrote in the answers to each question. No time limit was imposed, the object being to get as nearly reliable data as possible. An average of about one hour was spent upon each interview, so it is apparent that the data are not superficial.

Because of the check of one answer against another and of the care used in administering and tabulating, it is felt that a high degree of reliability has been established.

#### PRESENTATION OF DATA

The aim throughout the survey has been to collect and present original data from the inquiry in statistical tables, each of which will be analyzed and discussed in its turn.

To present the results of the entire inquiry would be far beyond the scope of a study of this type. Hence a few of the most important questions bearing upon student problems at the present time have been chosen and analyzed in this thesis. Other similar studies from the rest of the data are being made simultaneously.

## CHAPTER II

### WHY STUDENTS ATTEND KANSAS STATE TEACHERS COLLEGE OF EMPORIA

In a state like Kansas, which has five state colleges and many private colleges, many of which overlap in their offerings, it has been impossible in the past to state with any degree of accuracy why the students of any given college chose to attend that particular institution rather than one of the others. Undoubtedly there are many factors which influence prospective students in making their choice. It is questionable whether even the individuals themselves who utilize these are fully cognizant or conscious of these facts.

In the past no definite answer could be given to this question. To be sure, certain outstanding departments, popular instructors, or various contests and events were frequently credited with being the significant factors which attracted students to a particular college.

In 1931 Cromer<sup>1</sup> in his thesis, "A Study of Some Influences Attracting Students to Kansas State Teachers College of Emporia," attempted to analyze the reasons given by 407 students in this institution. In his study the reason that most of the students gave for attendance at this college was that they thought this was the best teachers' college in the state. His questionnaire, however, was administered to students in the classroom with the regular instructor

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<sup>1</sup> Meredith Cromer, A Study of Some Influences Attracting Students to the Kansas State Teachers College of Emporia (unpublished Master's thesis, Kansas State Teachers College, Emporia, Kansas, 1931), p. 17.

present, so there is a possibility that the question was answered as the students thought they were expected to answer it.

In this chapter the reasons given by the students interviewed in this study are presented. The number of students listing each reason is presented in Table I, and the per cent of responses that each of these reasons received is shown in Table II. Students were allowed to check more than one reason, and many times two or more were thus checked. This is clearly indicated in Tables I and II. It will be observed that twenty-two different factors or reasons were mentioned. These will be given brief consideration in the following pages.

The junior college. In the inquiry form used in this survey, the influence of the junior college is definitely shown in Tables III and IV of Chapter III. It is apparent that students giving their reason for coming to this college for further work or to complete the requirements for a life certificate come especially in the junior and senior years, many of them from the junior colleges. This, however, is no final reason for coming to the Emporia Teachers College, as they might have chosen to attend some other college where this purpose might also have been accomplished.

Advice of other students. As seen in Tables I and II the statement that students come to Kansas State Teachers College of Emporia because of the advice of other students leads all the other reasons. In this group 82 men, or 15.8 per cent, and 224 women, or 31.4 per cent, gave this as their reason. In the former study by Cromer,<sup>2</sup> this state-

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<sup>2</sup> Meredith Cromer, loc. cit.



TABLE I

NUMBER OF STUDENTS LISTING VARIOUS REASONS FOR COMING TO  
KANSAS STATE TEACHERS COLLEGE OF EMPORIA

|  | Freshman |     | Sophomore |     | Junior |     | Senior |    | Total |      |
|--|----------|-----|-----------|-----|--------|-----|--------|----|-------|------|
|  | M        | F   | M         | F   | M      | F   | M      | F  | M     | F    |
| Advice of other students               | 44       | 124 | 23        | 55  | 11     | 29  | 4      | 16 | 82    | 224  |
| Advertising pamphlets<br>and bulletins | 18       | 65  | 14        | 33  | 10     | 19  | 7      | 5  | 49    | 133  |
| K.S.T.C. alumni                        | 22       | 33  | 19        | 28  | 11     | 12  | 6      | 10 | 58    | 83   |
| Advice of teachers                     | 19       | 45  | 12        | 30  | 6      | 13  | 5      | 6  | 42    | 94   |
| Music festival                         | 10       | 30  | 9         | 14  | 7      | 12  | 4      | 7  | 30    | 63   |
| Contacts with faculty                  | 17       | 22  | 6         | 11  | 7      | 14  | 6      | 8  | 36    | 55   |
| Letters from the college               | 10       | 36  | 9         | 16  | 6      | 7   | 1      | 2  | 26    | 61   |
| Close to home                          | 1        | 19  | 6         | 22  | 0      | 15  | 3      | 15 | 10    | 71   |
| Economic reasons                       | 5        | 32  | 16        | 12  | 7      | 4   | 3      | 1  | 31    | 49   |
| Advice of principal                    | 14       | 22  | 6         | 11  | 4      | 4   | 2      | 2  | 28    | 39   |
| Better courses                         | 0        | 0   | 5         | 18  | 1      | 16  | 1      | 9  | 7     | 43   |
| Scholarship contests                   | 4        | 10  | 6         | 8   | 5      | 4   | 3      | 5  | 18    | 27   |
| Athletic teams                         | 19       | 1   | 6         | 0   | 6      | 0   | 5      | 0  | 36    | 1    |
| Advice of superintendent               | 9        | 14  | 1         | 8   | 3      | 2   | 1      | 1  | 14    | 25   |
| Talks by faculty                       | 7        | 6   | 7         | 3   | 1      | 3   | 1      | 0  | 16    | 13   |
| Advice of others                       | 9        | 11  | 0         | 2   | 0      | 0   | 0      | 0  | 9     | 13   |
| Own choice                             | 5        | 13  | 1         | 2   | 0      | 0   | 0      | 1  | 6     | 16   |
| Relatives live near                    | 2        | 11  | 1         | 2   | 0      | 0   | 0      | 1  | 3     | 14   |
| Advice of parents                      | 0        | 0   | 2         | 3   | 3      | 2   | 0      | 4  | 5     | 9    |
| Glee clubs                             | 4        | 2   | 2         | 0   | 2      | 2   | 0      | 0  | 8     | 4    |
| Rating of school                       | 0        | 0   | 0         | 6   | 0      | 2   | 0      | 3  | 0     | 11   |
| None                                   | 3        | 4   | 0         | 0   | 0      | 0   | 0      | 0  | 3     | 4    |
| Could get work                         | 1        | 0   | 0         | 1   | 2      | 0   | 0      | 0  | 3     | 1    |
| Total number students                  | 323      | 500 | 151       | 285 | 92     | 160 | 52     | 96 | 518   | 1041 |

Read table thus: "Advice of other students" was the reason listed for coming to Kansas State Teachers College of Emporia by 44 freshman men, by 124 freshman women, by 23 sophomore men, and so on.

TABLE II

PER CENT OF STUDENTS LISTING EACH REASON FOR COMING TO THE KANSAS STATE TEACHERS COLLEGE OF EMPORIA

| Factors                             | Freshmen |      | Sophomore |      | Junior |      | Senior |      | Total |      | Combined total |
|-------------------------------------|----------|------|-----------|------|--------|------|--------|------|-------|------|----------------|
|                                     | M        | F    | M         | F    | M      | F    | M      | F    | M     | F    |                |
| Advice of other students            | 34.4     | 47.0 | 27.7      | 35.5 | 21.2   | 34.3 | 13.5   | 20.1 | 15.8  | 21.4 | 19.6           |
| Advertising pamphlets and bulletins | 14.1     | 24.5 | 16.9      | 21.2 | 19.2   | 22.6 | 23.3   | 6.3  | 9.5   | 11.7 | 10.9           |
| K.S.T.C. alumni                     | 17.2     | 12.5 | 22.9      | 17.9 | 21.2   | 14.3 | 20.0   | 12.7 | 11.2  | 7.9  | 9.0            |
| Advice of teachers                  | 14.8     | 17.0 | 14.5      | 19.2 | 11.5   | 15.5 | 16.7   | 7.5  | 8.1   | 9.0  | 8.7            |
| Music festival                      | 7.8      | 11.5 | 10.8      | 9.0  | 13.5   | 14.3 | 13.5   | 8.8  | 5.8   | 6.0  | 5.9            |
| Contacts with faculty               | 13.3     | 8.3  | 7.2       | 7.0  | 13.5   | 16.7 | 20.0   | 10.1 | 6.9   | 5.3  | 5.8            |
| Letters from the College            | 7.8      | 13.6 | 10.8      | 10.3 | 11.5   | 8.3  | 3.3    | 2.5  | 5.0   | 5.8  | 5.6            |
| Close to home                       | .8       | 7.2  | 7.2       | 14.1 | .0     | 17.9 | 10.0   | 18.9 | 1.9   | 6.8  | 5.2            |
| Economic reasons                    | 3.9      | 12.1 | 19.2      | 7.7  | 13.5   | 4.8  | 10.0   | 1.3  | 6.0   | 4.7  | 5.1            |
| Advice of principal                 | 10.9     | 8.3  | 7.2       | 7.0  | 7.7    | 4.8  | 6.7    | 2.5  | 5.0   | 3.7  | 4.2            |
| Better courses                      | .0       | .0   | 6.0       | 11.5 | 1.9    | 19.0 | 3.3    | 11.3 | 1.4   | 4.1  | 3.2            |
| Scholarship contest                 | 3.1      | 3.8  | 7.2       | 5.1  | 9.6    | 4.8  | 10.0   | 6.3  | 3.5   | 2.6  | 2.9            |
| Athletic teams                      | 14.8     | .4   | 7.2       | .0   | 9.6    | .0   | 16.7   | .0   | 6.9   | .6   | 2.7            |
| Advice of superintendent            | 7.0      | 5.3  | 1.2       | 5.1  | 5.8    | 2.4  | 3.3    | 1.3  | 2.7   | 2.4  | 2.5            |
| Talks by faculty                    | 5.5      | 2.3  | 8.4       | 1.9  | 1.9    | 3.6  | 3.3    | .0   | 2.1   | 1.1  | 1.8            |
| Advice of others                    | 7.0      | 4.2  | .0        | 1.3  | .0     | .0   | .0     | .0   | 1.7   | 1.2  | 1.4            |
| Own choice                          | 3.9      | 4.9  | 1.2       | 1.3  | .0     | 1.2  | .0     | 1.3  | 1.2   | 1.5  | 1.4            |
| Relatives live here                 | 1.6      | 4.2  | 1.2       | 1.3  | .0     | .0   | .0     | 3.8  | .6    | 1.3  | 1.1            |
| Advice of parents                   | .0       | .0   | 2.4       | 1.9  | 5.8    | 2.4  | .0     | 5.0  | 1.0   | .9   | .9             |
| Glee clubs                          | 3.1      | .8   | 2.4       | .0   | 3.8    | 2.4  | .0     | .0   | 1.5   | .4   | .8             |
| Rating of school                    | .0       | .0   | .0        | 3.8  | .0     | 2.4  | .0     | 3.8  | .0    | 1.1  | .7             |
| None                                | 2.3      | 1.5  | .0        | .0   | .0     | .0   | .0     | .0   | .6    | .4   | .4             |
| Could get work                      | .8       | .0   | .0        | .6   | 3.8    | .0   | .0     | .0   | .6    | .1   | .3             |

Read table thus: "Advice of other students" was the reason given for coming to this college by 34.4 per cent of the freshman men, by 47.0 per cent of the freshman women, by 27.7 per cent of the sophomore men, and so on.

ment ranked fifth, so it is apparent that while there is some difference in the placing of this reason, the influence of the students enrolled still ranks high. This can be interpreted to mean that students and alumni are loyal to their alma mater to the extent of influencing attendance of friends here. It may also be an explanation of why some localities consistently send students to the Teachers College. Elsewhere in Tables I and II another reason entitled "K. S. T. C. alumni" may be found, so distinguishing the influence of graduates from those students in attendance at the Teachers College.

Advertising pamphlets and bulletins. The advertising pamphlets and bulletins sent out by the college ranked second in importance. In this item the women seem to be more influenced than the men, 11.7 per cent of the women giving this as their reason for coming to this college in comparison to the 2.5 per cent of the men. This is a direct and conclusive answer to the frequent question: "I wonder if it pays to send out this material."

Influence of alumni. Third on the list was the reason that students came to Emporia because of the influence of Teachers College alumni. Nine per cent of the total group gave this as their reason, with 11.2 per cent of the men and 7.9 per cent of the women answering that this was the deciding factor in their coming to Emporia. The influence of loyal students of the college is here apparent. If the above figures were to be added to those in the statement that students come here because of the advice of other students, these would constitute a group of more than half of the students interviewed, or 307

women, 29.3 per cent, and 140 men, 26.0 per cent.

Advice of teachers. "I came because of advice of my teachers," ranked fourth. In the study by Cromer<sup>3</sup> this statement placed eighth. The women were influenced to a greater degree than the men, as a larger percentage gave this as their reason for coming to Kansas State Teachers College. The high ranking of this statement may mean that during the past few years teachers have had less of a tendency to move from one town to another and as a result have remained longer in one town, where they have made their influence felt among the student body by reason of this lengthened tenure. This might be a good argument to use in favor of longer tenure for teachers--that after they have become established and respected in a community, they exercise more of an influence over the student body of the various high schools. However, there is not enough material in this study for a definite and final answer, the one given above seeming to be one reason for the difference in the findings of the former study and the findings in the present one.

Music festival. The fifth item attracting students to the Teachers College of Emporia was the annual music festival. The reaction of the students in this survey has been a direct tribute to the late Frank Beach, who originated and planned the festival, who gave so much of himself in making it a success, and who in this manner influenced so many students in coming to the College. It will be seen that 5.8 per cent of the men and 6.0 per cent of the women gave this as their reason

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<sup>3</sup> Meredith Cromer, loc. cit.

for selecting this college as the one which they wanted to attend. This means that 5.9 per cent of the entire student body were influenced by the music festival. Along with this statement should be placed the one referring to the annual scholarship contest,<sup>4</sup> while this statement ranked twelfth in the group, it combined with the music festival makes one of the largest shovings of all the groups. It will be noted in Tables I and II that 9.26 per cent of the men and 8.9 per cent of the women gave these two contests as the factor influencing them in choosing their college.

Contacts with faculty. "I came because of contacts with the faculty," placed sixth in the group. Six and nine-tenths per cent of the men and 5.5 per cent of the women, which is a total of 5.8 per cent, gave this as their reason for attendance at this college. These contacts are possibly made through faculty members who judge debates and speech and music contests, make speeches in various towns, or who have appeared on the program, or been officers of the Kansas State Teachers Association. During the spring of the 1933-1934 and 1934-1935 terms, faculty members were sent out to various towns throughout the state to speak to student bodies and to contact high school faculties. It is too early as yet to judge the effect that this will have on student enrollment here, but with the high per cent of students giving faculty contacts as one

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<sup>4</sup> A scholarship contest sponsored annually by the Kansas State Teachers College of Emporia. This contest is under the direction of Dr. H. N. Schrammell, director of the Bureau of Measurements. The state is divided into districts, and students are given tests in towns over the state designated as testing centers. Contestants at all centers compete in the same state contest.

of the reasons for their attending the Teachers College, it is to be assumed that with a continuation of this practice and with it a continuation and expansion of more contacts with the faculty members, this will become a more and more vital factor in influencing students in coming to Kansas State Teachers College of Emporia.

Economic and financial reasons. If all of the questions dealing with finance or having an economic background--"Close to home," "Economic reasons," "Relatives live here," "Could get work," "Cheaper to live here"--were grouped together, 57 men and 135 women or a total of 192 gave these as their reasons. This means that in numbers answering, this group of reasons considered jointly would rank second. In per cent this would mean 11 per cent of 4 $\frac{1}{2}$  men and 13.8 per cent of the women were attending school at the Teachers College of Emporia because of economic and financial reasons. Whether this is due to the present social set-up or the continuation of the depression can only be determined by another study being made when the present economic ills are alleviated.

High school principal. Students influenced by the advice of the high school principal ranked tenth, while those influenced by the superintendent ranked fourteenth. This fact--that the principal has been more successful in influencing the student body than has the superintendent--is probably due to the fact that the principal has a more direct contact with the students through the classroom and through supervision than does the superintendent. Sloan<sup>5</sup> in a study of Kansas

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<sup>5</sup> Herbert Sloan, "The Status of School Administrators in Kansas." Studies in Education, Vol. 1, No. 2 (Emporia: Kansas State Teachers College, 1931), p. 35.

administrators, found that 15.3 per cent of the administrators in Kansas had at some time in their career been connected with the Kansas State Teachers College of Emporia. This is the largest per cent of administrators from any single college in the state. It is apparent that these administrators have in some very definite way influenced their students in favor of the Teachers College.

Scholarship contest. This contest which is given every year influenced 18 men and 27 women. This means that 3.5 per cent of the men and 3.6 per cent of the women were influenced by this contest. In the discussion of the music festival, these two contests are grouped together, making one of the largest factors in influencing students in coming to this institution. It may be that had this question been stated Every Pupil Test, a larger per cent of the students would have given this as their reason. These testing programs are given twice each year to high school students throughout the nation, and probably form one of the most direct connections with the Teachers College that many of the students have.

Athletic teams. The athletic teams of the school influenced more men than women in their attendance at this institution. Only one woman admitted that she came to this college because of interest in athletics. Underclassmen seem to have been more influenced by these teams than were upperclassmen. However, because of the small number answering this question, no definite generalizations could be made.

Glee clubs. Another significant item and one which should be studied more in detail and with a larger number of students answering,

is the item of the attractions of the glee club. A glance at Tables I and II shows that the men's glee club has been a more vital factor in bringing students to Emporia than has the similar organization among the women. If a generalization may be made with so few students involved, it may be that this reason is due to the trips made by the men's glee club over the state, advertising the school and the music department. No similar trips are made by the women's glee club.

Ranking of the College. In the previous study the statement that students came to this college because it was the best Teachers College in the state was ranked first. In the present study the rating of the school ranked next to last, with only a few upperclassmen giving this as their reason. It may be that the difference in administering the inquiry has something to do with the difference in the findings, or it may be that the students in answering the inquiry in the present survey answered some of the other questions without realizing that the real reason was the one of the standing of the Kansas State Teachers College of Emporia. Still another reason for the difference in the two findings may be that in the first study the data were compiled shortly after the opinion of the thirty-one educators had been published in the Peabody Journal of Education for September, 1927, and that the Teachers College gained at that time a great amount of publicity proclaiming it the "second best teachers college in the United States."

No apparent reason. The next to the last group on Tables I and II is the one that came without any apparent influencing factor. This may mean that most of the students have definitely made up their minds



as to their life vocation and have set about to realize this ambition as soon as possible, by choosing the school that they feel will help them to reach their goal most quickly and efficiently. In another section of the interview form, it was apparent that a large majority of the students at the Teachers College had decided definitely on their life vocation, and had made sacrifices to attend this institution because they felt that a diploma from the Teachers College would give them the professional prestige necessary to insure success.

Advice of parents. Since only 5 men and nine women, 1.0 and 0.9 per cent, respectively, gave this as their reason for coming to Emporia, it is assumed that the influence of parents in selecting a college is not potent. However, some students in answering the statement dealing with economic and financial reasons were probably influenced by parents, without giving parental influence as such as a reason.

#### SUMMARY OF CHAPTER

In this chapter the findings are given and discussed with the comparisons of the findings in the previous study. The findings in the present study show that:

1. More than half of the men gave statements one to five as their reasons for coming to Kansas State Teachers College of Emporia. These statements deal with advice of students, advertising material, alumni, advice of teachers, and the music festival.
2. The standing of the Teachers College was placed next to last, while in the previous study this statement ranked first.

3. The growth of the junior college is evidenced in the large number of juniors coming to this institution from junior colleges to finish their requirements for a teaching certificate.
4. The music festival and the scholarship contest are potent factors in influencing students in coming to this institution.
5. Contacts with the faculty through speeches, contest judging, and office-holding in the Teachers Association ranks sixth on the list.
6. Advice of students, of alumni, of principals, and of superintendents constitute the largest group.
7. The financial and economic reasons are much more influential in this study than in the one made in 1931.
8. The men's glee club apparently attracts more students than does the women's glee club. The reason may be because of the advertising trips made by the men's club.
9. A very small number come to the Teachers College because of no apparent reason. This may mean that most of the students have a definite goal and have made the decision in favor of this school because this institution will help them to realize this goal more quickly.
10. Parents apparently play a small part in directly influencing their children's choice of a college.
11. The high school principal exerts more influence over the student body in their choice of a college than does the superintendent.
12. The large per cent of freshmen coming to this institution because of the athletic teams, is probably because of the closer interest to high school athletics by the freshmen.

13. Personal contacts are a more vital factor in influencing students than are less direct methods.

STATE COLLEGE OF EDUCATION

Does Kansas State Teachers College of the State of Kansas have more other colleges? If not, what colleges are mentioned in the Teachers College survey? Do these colleges have any other kind of the questions mentioned above?

In this case the college has a very good record. The State Teachers College of Kansas has a very good record. The college has had previous years of success. The college has had a very good record. The college has had a very good record.

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### CHAPTER III

#### WHY STUDENTS WHO HAVE ATTENDED OTHER COLLEGES TRANSFERRED TO KANSAS

#### STATE TEACHERS COLLEGE OF EMPORIA

Does Kansas State Teachers College of Emporia draw any students from other colleges? If so, which colleges yield the most students to the Teachers College and why do these students transfer? These are some of the questions to which an answer has been sought in this survey.

In this chapter the number of students attending Kansas State Teachers College of Emporia the last semester of the 1934-1935 school term who had previously been in attendance at other colleges have been tabulated. The different colleges throughout the state and nation which these students had attended are given and the reason for their transfer discussed. The colleges which these students previously attended and the number transferring from each are listed in Table III.

It will be noted that the Kansas State Teachers College of Emporia drew students from twenty-seven different senior colleges and from a large group of junior colleges. Every one of the junior colleges of Kansas had students in this institution; four junior colleges from Missouri had students here; two from Colorado; two from Oklahoma; and one from Ohio.

Fifteen Kansas colleges had former students enrolled at the Teachers College, while eleven colleges from other states had students here. One student had come from a foreign college--Bagdad University.

Of the 876 students interviewed in this study, 176 were transfer

TABLE III

## NUMBER OF STUDENTS WHO TRANSFERRED FROM OTHER COLLEGES

| College             | Freshman |    | Sophomores |    | Junior |    | Senior |    | Total |     |
|---------------------|----------|----|------------|----|--------|----|--------|----|-------|-----|
|                     | M        | F  | M          | F  | M      | F  | M      | F  | M     | F   |
| Junior colleges     | 0        | 1  | 3          | 9  | 10     | 19 | 7      | 17 | 20    | 46  |
| College of Emporia  | 1        | 3  | 2          | 6  | 1      | 5  | 0      | 0  | 4     | 14  |
| Kansas State        | 0        | 1  | 2          | 5  | 2      | 1  | 0      | 2  | 4     | 9   |
| Wichita University  | 0        | 1  | 0          | 2  | 2      | 0  | 0      | 3  | 2     | 6   |
| Hays State College  | 0        | 0  | 0          | 1  | 1      | 2  | 0      | 3  | 1     | 6   |
| Bethel, Newton      | 1        | 1  | 1          | 0  | 0      | 0  | 0      | 3  | 2     | 4   |
| Ottawa University   | 0        | 0  | 0          | 1  | 1      | 2  | 1      | 1  | 2     | 4   |
| Southwestern        | 0        | 1  | 0          | 0  | 0      | 1  | 1      | 2  | 1     | 4   |
| Washburn            | 0        | 1  | 0          | 0  | 0      | 2  | 1      | 1  | 1     | 4   |
| Kansas University   | 0        | 1  | 0          | 2  | 1      | 1  | 0      | 0  | 1     | 4   |
| Colorado University | 0        | 1  | 1          | 0  | 2      | 0  | 0      | 0  | 3     | 1   |
| Baker College       | 0        | 0  | 0          | 0  | 0      | 1  | 1      | 1  | 1     | 2   |
| K.S.T.C., Pittsburg | 0        | 0  | 0          | 0  | 0      | 0  | 0      | 3  | 0     | 3   |
| Kansas Wesleyan     | 1        | 0  | 0          | 0  | 0      | 0  | 0      | 2  | 1     | 3   |
| Park College        | 0        | 0  | 0          | 0  | 0      | 0  | 0      | 3  | 0     | 3   |
| Sterling            | 1        | 0  | 0          | 0  | 1      | 0  | 0      | 0  | 2     | 0   |
| Phillips University | 0        | 0  | 0          | 2  | 0      | 0  | 0      | 0  | 0     | 2   |
| Stevens             | 0        | 0  | 0          | 2  | 0      | 0  | 0      | 0  | 0     | 2   |
| Iowa University     | 1        | 0  | 0          | 1  | 0      | 0  | 0      | 0  | 1     | 1   |
| Northwestern        | 0        | 1  | 0          | 1  | 0      | 0  | 0      | 0  | 0     | 2   |
| Friends University  | 0        | 0  | 1          | 2  | 0      | 0  | 0      | 0  | 1     | 2   |
| McPherson Central   | 0        | 0  | 0          | 2  | 0      | 0  | 0      | 0  | 0     | 2   |
| Am. Academy of Art  | 1        | 0  | 0          | 0  | 0      | 0  | 0      | 0  | 1     | 0   |
| Iowa State Teachers | 0        | 0  | 0          | 1  | 0      | 0  | 0      | 0  | 0     | 1   |
| Missouri University | 0        | 0  | 0          | 1  | 0      | 0  | 0      | 0  | 0     | 1   |
| Tabor               | 0        | 1  | 0          | 0  | 0      | 0  | 0      | 0  | 0     | 1   |
| Wittenberg          | 0        | 0  | 0          | 0  | 0      | 0  | 1      | 0  | 1     | 0   |
| Bagdad University   | 0        | 0  | 0          | 0  | 0      | 0  | 1      | 0  | 1     | 0   |
| Total               | 6        | 13 | 10         | 38 | 21     | 34 | 13     | 41 | 50    | 126 |

Read table thus: No freshman men and one freshman woman transferred to the Teachers College from junior colleges. Read the table in a like manner for the other college classes.

students. In other words, 20 per cent of the student body enrolled in the Kansas State Teachers College during the last semester of 1934-1935 had previously matriculated at other colleges. From the findings in this inquiry, it is apparent that the Teachers College draws one-fifth of its enrollment from other colleges. According to the figures shown in Table III, 4.9 per cent of the freshman enrollment was composed of students that had attended other colleges; 20.1 per cent of the sophomore class were transfer students; 40.4 per cent of the juniors had transferred, as had 49.5 per cent of the seniors.

From these figures it is apparent that more upperclassmen are transfer students than are underclassmen. This is due partly to the fact that upperclassmen have had a longer period of time in which to make changes, but is probably due more directly to the fact shown in Table IV, which deals with the reasons for transferring to this college. This table shows that nearly 24.3 per cent of the total 202 reasons given for transferring was that the students wanted to teach. From this it may be definitely inferred that the upperclassmen have decided upon their vocation and have transferred to the Kansas State Teachers College from other colleges in order to get this teacher training.

Also from Table IV it is evident that 16.9 per cent of the 202 answering the question why they transferred gave as their reason that Kansas State Teachers College was "the best Teachers College in the state." Evidently the majority of the upperclassmen have not only chosen the vocation of teaching, but have also selected the college that they believe will best fit them for that profession.

TABLE IV

REASONS GIVEN BY STUDENTS FOR CHANGING TO KANSAS  
STATE TEACHERS COLLEGE OF EMPORIA

|   | Freshmen |    | Sophomores |    | Junior |    | Senior |    | Total |     |
|---|----------|----|------------|----|--------|----|--------|----|-------|-----|
|   | M        | F  | M          | F  | M      | F  | M      | F  | M     | F   |
| Wanted to teach                         | 1        | 8  | 1          | 22 | 0      | 8  | 2      | 7  | 4     | 45  |
| From junior college<br>for further work | 0        | 5  | 1          | 2  | 9      | 14 | 4      | 10 | 14    | 31  |
| Best teachers' college<br>in state      | 1        | 3  | 2          | 4  | 16     | 1  | 0      | 7  | 19    | 15  |
| Financial                               | 3        | 0  | 5          | 0  | 12     | 5  | 1      | 6  | 21    | 11  |
| Location                                | 2        | 2  | 0          | 2  | 1      | 3  | 0      | 4  | 3     | 11  |
| Library department                      | 0        | 0  | 0          | 2  | 0      | 3  | 0      | 6  | 0     | 11  |
| Music department                        | 0        | 0  | 0          | 1  | 0      | 2  | 1      | 0  | 1     | 3   |
| Commerce department                     | 0        | 1  | 0          | 0  | 1      | 0  | 0      | 1  | 1     | 2   |
| Recommended by friends                  | 0        | 0  | 1          | 0  | 0      | 1  | 0      | 1  | 1     | 2   |
| Art department                          | 0        | 0  | 0          | 1  | 0      | 2  | 0      | 0  | 0     | 3   |
| Athletic department                     | 0        | 0  | 0          | 0  | 0      | 1  | 0      | 1  | 0     | 2   |
| Language department                     | 0        | 0  | 0          | 1  | 0      | 0  | 0      | 0  | 0     | 1   |
| Primary department                      | 0        | 0  | 0          | 0  | 0      | 1  | 0      | 0  | 0     | 1   |
| Total responses                         | 7        | 19 | 10         | 35 | 39     | 41 | 8      | 43 | 64    | 138 |

Read table thus: One freshman man and 8 freshman women transferred to the Teachers College because they wanted to teach. Read the remainder of the table in like manner.

In Table IV the reason which ranked second in importance was that many of the students transferred from junior colleges and came to this college for further work. This fact correlates with the facts found in Table III, which shows that 37.5 per cent of the transfer students coming to Kansas State Teachers College come from junior colleges. Junior colleges as a group rank first on the list in the number of students coming to this college.

These junior colleges draw many high school graduates because these graduates probably have easy access to a college of this type. Close proximity to the college attended is an advantage economically, and it is also an advantage to those parents who think their children too young to go very far away from home and too young to be thrown into a social group as large as that of a state school enrollment. Some parents probably advocate the attendance at a small college for the first one or two years of college life, and at a larger school during the junior and senior years, seeking thus to protect the child from the contact with the large social group where little direct guidance is given. In other words, seeking to prolong the period of infancy and parental influence. All of these reasons have a bearing on the fact that so large a number of high school graduates attend a junior college before coming to Kansas State Teachers College of Emporia for their junior and senior years.

Table III shows that the College of Emporia transfers more students to the Teachers College than any other one specific college-- the junior colleges are not ranked specifically but as a group. This is



comprehensible when it is remembered that the College of Emporia is located in the same city as the Teachers College and transferring from one college to the other requires no change in residence. Students whose home is in Emporia have their choice of the two schools, and it may be that some try them both. Also, some students who first enrolled in the College of Emporia may be drawn to the Kansas State Teachers College through some department, such as speech, music, or education. This situation may also be reversed with students transferring from the Teachers College to the College of Emporia for the above-mentioned reasons.

It is interesting to note that the Kansas State College at Manhattan sends more students to the Teachers College than does Kansas University, probably because of the fact that both the Kansas State Teachers College and Kansas State College draw from the same small geographical area, while Kansas University does not. The State College at Hays sends more students to the Teachers College than does the Kansas State Teachers College of Pittsburg, because of the fact that Kansas State Teachers College of Pittsburg stresses the training of teachers, as does Kansas State Teachers College of Emporia, while Hays State College has lately been advertising and stressing in this advertising its college of fine arts, so that the two teachers' colleges are more definitely competitors. Bethel at Newton and Ottawa University transferred the same number of students to this college.

The three major reasons as listed in Table IV for students transferring to Kansas State Teachers College of Emporia have already been

discussed. The financial or economic reason ranks fourth on the list. According to the figures in Table IV, 16.3 per cent of the students transferred to the Teachers College on account of financial reasons. Also 7.4 per cent transferred on account of the location of the college, which reason might in some cases be classed as a financial factor. If these two reasons were grouped under the heading of finances, they would rank second in importance. This is comprehensible during a time when finances are so much a matter of concern.

Table IV shows that the library department draws more transfer students than any other department. All of the students giving the library department as a reason for transfer were women. Since the Teachers College has been building up an accredited library school for some years, and since it is one of the few schools of this kind in the Middle West, this influencing factor is to be expected.

Table III shows that 17 per cent of the total 293 men who answered the inquiry are transfer students as compared to 21.5 per cent of the 583 women interviewed. This shows a slight tendency for the women to transfer more than the men.

#### SUMMARY OF FINDINGS

1. Students from twenty-seven senior colleges had transferred to Kansas State Teachers College of Emporia for the last semester of the 1934-1935 school term.
2. All of the junior colleges of the state had some students enrolled here.

3. Four junior colleges from Missouri, two from Nebraska, two from Colorado, two from Oklahoma, and one from Ohio had students enrolled here.

4. Fifteen Kansas colleges had former students enrolled here.

5. One foreign college, the University of Bagdad, had a student enrolled at the Teachers College.

6. Of the 876 students interviewed in this study, 175, or 20 per cent, were transfer students.

7. The per cent of transfer increases with the higher classification of the student--4.9 per cent of the freshmen were transfers, 20.1 per cent of the sophomores, 40.4 per cent of the juniors, and 49.5 per cent of the seniors.

8. Of the 202 reasons given for transferring, 24.3 per cent or nearly one-fourth of the group gave as their reason the desire to teach.

9. The rating of the Teachers College as the best in the state was given by 16.9 per cent.

10. Thirty-seven and five-tenths per cent of the transfer students coming to this college were from junior colleges and came for further work in preparation to teach.

11. Financial reasons grouped ranked second in importance.

12. The College of Emporia, probably because of its location in the same town as the Teachers College, sends the largest number of transfer students from any one college.

13. Kansas State sends more transfer students than Kansas University.

14. The library department draws more transfer students than any other department. These students were all women.

15. There is a slight tendency--17 per cent of the men as compared to 21.6 per cent of the women--for the women to transfer more than the men.

## CHAPTER IV

### HOW STUDENTS FINANCE THEIR WAY THROUGH THE KANSAS STATE TEACHERS COLLEGE OF EMPORIA

One of the questions particularly pertinent to students and faculty is where the students obtain funds for attendance at this college. An attempt has been made in this survey to find definite answers to questions that prospective students are asking about costs at Kansas State Teachers College of Emporia. There is a general tendency for the estimates to group themselves around certain round numbers, but for the general purpose of this survey these round numbers are sufficient.

The writer has chosen only such statements from the interview form as seemed to have a definite relation to questions on student finance, and whose answers are conclusive enough to enable one to say to the student, "These are the facts."

In this section there are certain questions that will be taken up one at a time and discussed. These are the following:

1. Are funds for attending college obtained from savings?
2. Where were savings obtained?
3. With how much did students start when entering college last September or January?
4. What per cent of expenses were met from these savings?
5. Were funds for attending college obtained from loans?
6. If from loans, from whom were they secured?

7. How much was borrowed?
8. When are the loans to be repaid?
9. Is interest to be paid on these loans?
10. What is the rate of interest to be paid?
11. What per cent of expenses were met from loans?
12. Were funds for attending college obtained from a family allowance?
13. Will this allowance have to be repaid?
14. What per cent of expenses are met from this family allowance?
15. What assistance was received from the family, such as food, clothing, and so forth?
16. Did student work for room?
17. How many hours' work was required for room?
18. What type of work was done by students for room?
19. Did students work for board?
20. How many hours' work was required for board?
21. What type of work was done by students for board?
22. What was the number of students earning while in school?
23. What per cent of expenses were met from earning while in school?
24. By whom are students employed?
25. How many hours a week are students employed?
26. What is the average remuneration received by students?
27. What amount is spent per semester on clothes?
28. What amount is expended per semester for books?

29. What amount is expended per semester for tuition and fees?
30. What amount is expended per semester for miscellaneous supplies, such as pencils, notebooks, ink, and so forth.
31. What amount is expended per semester for off-campus shows?
32. What amount is expended per semester for campus shows, entertainments, concerts, and so forth?
33. What amount is expended per semester for Y. M. C. A., Y. W. C. A., charitable, and religious organizations?
34. What amount is spent travelling to and from college?
35. What is the number of students using tobacco?
36. What amount is expended per semester for cigarettes?
37. What is the approximate total amount expended per semester?

## CHAPTER V

### THE NUMBER OF STUDENTS WHO HAD SAVINGS AND THE AMOUNT OF EXPENSES DEPRAYED FROM THIS SOURCE

A few questions frequently asked of students deal with the amount of savings on which they are attending college and whether or not they are able to meet expenses from this source; and, if not, what per cent of expenses are so met. In this chapter these questions as far as they pertain to the students of the Teachers College are answered.

As tables will show these data more concisely and clearly, tables will be used and short explanations given. Questions arising in connection with each table will be pointed out and clarified. It is hoped that this chapter and the following chapters on finance will answer questions as to the financing of college careers that have been frequently asked of faculty members and administrators.

Savings of Kansas State Teachers College student body. Table V is almost self-explanatory. It will be noted that while there are a greater number of women than men who depend upon savings for school funds, the greatest per cent of the women do not have savings while the greatest per cent of the men do have savings. This seeming paradox is explained by the fact that 530 women answered this question, as compared to 224 men.

The finding that more men than women depend upon their savings for college attendance is probably due to the fact that there are more



TABLE V  
SAVINGS OF KANSAS STATE TEACHERS COLLEGE STUDENTS

|            | Women  |          | Men    |          |
|------------|--------|----------|--------|----------|
|            | Number | Per cent | Number | Per cent |
| Savings    | 150    | 28.3     | 138    | 61.6     |
| No savings | 380    | 71.7     | 86     | 38.4     |

Read table thus: One hundred fifty women or 28.3 per cent had savings. Read the table in a like manner for the men.

TABLE VI  
WHERE SAVINGS OF STUDENTS AT KANSAS STATE TEACHERS COLLEGE ARE OBTAINED

|                     | Women  |          | Men    |          |
|---------------------|--------|----------|--------|----------|
|                     | Number | Per cent | Number | Per cent |
| Teaching            | 49     | 32.7     | 18     | 13.0     |
| Other work          | 54     | 36.0     | 109    | 79.0     |
| Inheritance         | 3      | 2.0      | 0      | 0.0      |
| Gifts               | 31     | 20.7     | 7      | 5.1      |
| No source specified | 13     | 8.7      | 4      | 2.9      |
| Total               | 150    |          | 138    |          |

Read table thus: Forty-nine women or 32.7 per cent obtained their savings by teaching. Read the table in a like manner for the men.

ways open to the men to earn money than there are to the women students. This might also be explained by the fact that in some cases (See Table VI.) the family shelters the girl and provides her with food and clothing and school funds, while expecting the boy to earn his own way.

It is also apparent from this table, that 44.9 per cent of the student body of the Teachers College partially finance their college attendance on savings. This would seem to indicate that almost half of the personnel of the student body of the Kansas State Teachers College of Emporia is made up of a thrifty group of students who have saved toward the goal of coming to this institution. It could be implied that since 44.9 per cent of the student body saved funds to come to college, this money is going to be used as an investment in educational opportunity. In other words, it would seem that the personnel of the Kansas State Teachers College student body is made up of students who come to college with a serious purpose in mind and have chosen this college because it offers to them the educational advantages for which they are striving.

Where savings are obtained. The question of where students obtain their savings is so frequently asked by prospective students that it has been placed second in importance in this section.

It is noticeable in Table VI that about one-third of the women and one-eighth of the men coming to Kansas State Teachers College of Emporia earned their savings by teaching. These facts show that more women than men teach. The women either teach before coming to college or else drop out and teach before returning to finish their education.

Approximately 22.85 per cent of the student body have taught before coming to Kansas State Teachers College. Also significant is the fact that more than two-thirds of the women students and more than 90 per cent of the men have earned their savings, which would bear out the deductions under Table I that the family shelters the girl but expects the boy to shift for himself. This is further borne out by the fact that one-fifth of the women obtained their savings from gifts, while only one-twentieth of the men were so favored. The majority of the men, or 79 per cent, as compared with 36 per cent of the women, obtained their funds for savings from miscellaneous work other than teaching, which bears out the hypothesis in Table XXVI that there are more miscellaneous jobs open to the men on the campus.

Scarcely any students come to this institution by means of inheritances. Only two per cent of the women give this as a source of their savings and no men gave this as their source. It would be interesting to make a comparison of the students in other colleges to see if this is borne out there.

Amount of money student had when entering school. The question of how much money a student must have before starting to college is frequently asked the high school principal. Usually the question is stated: "How much money will I have to have to start to college?"

In Table VII it is apparent that the women had a larger amount of savings than did the men when they entered the Teachers College at Emporia in the fall of 1934 or for the spring term of 1935. However, more of the men had some savings. The women came to school with more

money, probably because they did not expect to work for part of their expenses while in school, and also because, as shown in Table XIX, the amount expended by the women is higher than that by the men.

One-fourth of the women had an amount less than or just equal to \$59.38, while one-fourth of the men had savings of \$49.99 or less. Again, half of the women had savings of \$100.00 or less, as compared to the \$83.04 or less for the men. Three-fourths of the women had savings of \$213.46 or less, while the men for the third quartile division had only \$164.59. So it is evident that the savings of the women were larger than those of the men.

In Table VII it is apparent that since the savings of the men are smaller than those of the women, therefore, they pay a smaller part of their expenses from savings. In Table XXXII it is seen that more of the men are working to defray expenses.

Per cent of expense not from savings. Table XI will bear out the hypothesis of the preceding table--that the women students defray a greater per cent of their expenses from their savings than do the men. The findings in this table are the same as those for Table VII.

#### SUMMARY OF FINDINGS

1. A greater number of women depend upon savings for school funds but a greater per cent of the men have savings.
2. Forty-four and nine-tenths per cent of the student body of Kansas State Teachers College of Emporia, slightly less than half, attend college on savings.

TABLE VII

WITH HOW MUCH MONEY DID THE STUDENT START  
WHEN HE ENTERED KANSAS STATE TEACHERS  
COLLEGE SEPTEMBER, 1934, OR JANUARY, 1935?

|                 | Women    |          | Men      |          |
|-----------------|----------|----------|----------|----------|
|                 | Number   | Per cent | Number   | Per cent |
| \$ 0 - 24.99    | 6        | 4.1      | 4        | 2.9      |
| 25 - 49.99      | 19       | 13.8     | 31       | 23.0     |
| 50 - 74.99      | 32       | 21.6     | 28       | 20.7     |
| 75 - 99.99      | 17       | 11.5     | 14       | 10.4     |
| 100 - 124.99    | 13       | 12.2     | 16       | 11.9     |
| 125 - 149.99    | 4        | 2.7      | 3        | 2.2      |
| 150 - 174.99    | 8        | 5.4      | 9        | 6.7      |
| 175 - 199.99    | 0        | 0.0      | 3        | 2.2      |
| 200 - 224.99    | 13       | 8.8      | 11       | 8.1      |
| 225 - 249.99    | 5        | 3.4      | 1        | .7       |
| 250 and up      | 26       | 17.6     | 15       | 11.1     |
| Total answering | 148      |          | 135      |          |
| First quartile  | \$ 59.38 |          | \$ 49.99 |          |
| Median          | 100.00   |          | 83.04    |          |
| Third quartile  | 213.46   |          | 164.58   |          |

Read table thus: Six women or 4.1 per cent had \$24.99 or less when they entered school. Read the table in a like manner for the men.

TABLE VIII

## PER CENT OF EXPENSES MET FROM SAVINGS

| Per cent       | Women  |          | Men    |          |
|----------------|--------|----------|--------|----------|
|                | Number | Per cent | Number | Per cent |
| 0 - 9.99       | 4      | 2.8      | 3      | 2.2      |
| 10 - 19.99     | 11     | 7.6      | 24     | 17.6     |
| 20 - 29.99     | 24     | 16.6     | 31     | 22.8     |
| 30 - 39.99     | 17     | 11.7     | 15     | 11.0     |
| 40 - 49.99     | 8      | 5.5      | 8      | 5.9      |
| 50 - 59.99     | 14     | 9.7      | 17     | 12.5     |
| 60 - 69.99     | 7      | 4.8      | 7      | 5.1      |
| 70 - 79.99     | 17     | 11.7     | 11     | 8.1      |
| 80 - 89.99     | 2      | 1.4      | 5      | 3.7      |
| 90 - 99.99     | 6      | 4.1      | 4      | 2.9      |
| 100            | 35     | 24.1     | 11     | 8.1      |
| First quartile |        | 28.85    |        | 22.26    |
| Median         |        | 56.07    |        | 36.67    |
| Third quartile |        | 97.92    |        | 62.72    |

Read table thus: Four women, 2.8 per cent, defray 9.99 per cent or less of their expenses from savings. Read the table in like manner for the men.

3. Since 79 per cent of the men, as compared to 36 per cent of the women, obtained their savings from work other than teaching, it is evident that there are more miscellaneous jobs open to the men.

4. More men than women are working to defray their college expenses.

## CHAPTER VI

### HOW MANY STUDENTS ATTEND THE KANSAS STATE TEACHERS COLLEGE ON ALLOWANCES OR ON BORROWED MONEY

To what extent does the family help the college student financially? Frequently this question is asked; and until this present study was made, it could only be answered in generalities; that is, it could only be answered in generalities as applying to the Teachers College.

The findings of this chapter show a considerable per cent of the students financing their way through college on family allowances, on help from home, or on borrowed capital.

It would be interesting to see the results from a similar survey of the small fine arts colleges or of the larger universities. The contention has been made, and some of the findings in this study bear out these contentions, that the student body of the Teachers College is more serious and that they are working toward a definite professional goal for the attainment of which they are ready to make sacrifices.

#### FAMILY ALLOWANCES

Funds obtained from family allowances. Table IX shows that 65.6 per cent of the women receive allowances from home. Table X gives further evidence that the monthly allowance of the women averages \$22.95, as compared to \$14.38 for the men. Not only do 33.9 per cent



more women than men receive allowances from home, but also the women receive an average of \$8.57 more allowance a month than do the men.

All through this study can be seen the trend for the home to assist the women coming to Kansas State Teachers College to a greater extent than the men. As has been previously pointed out, this is probably due to the idea held by many parents that the women should be more protected and sheltered than the men; that more and different jobs are open to the men; and that the men are probably physically better able to work while going to school.

A question which logically arises here is whether the homes from which the majority of women come might not be financially better able to care for the girls, and at the same time be more in sympathy with educational and cultural training than are the homes from which a majority of the men students come. While this inquiry raises this question, it does not contain the material for the solution, as this question is within itself a thesis topic.

#### OTHER ASSISTANCE FROM FAMILY

In Table XII it will be seen that 81.2 per cent of the women and 71.4 per cent of the men receive assistance from home in the form of food, clothing, and so forth. It will be noted here also that the percentage of the men receiving aid from home is nearly 10 per cent less than that of women. It is still borne out in this table that the women are favored more by their families than are the men by theirs. This table should be consulted later when tables concerning cash

expenditures are considered.

In Table XIII it is apparent that the largest item in the form of aid from home concerned food and clothing. It should be borne in mind also that Table XI, concerning clothing, should be consulted in connection with the family aid in Table XIII. A question immediately arises here: "Did the students in their stipulated cost for clothing and food consider the aid received from home?" In some cases it was very apparent that the student had not done so, in others that he had. Since no men said that they received aid from home in the form of transportation to and from school, it is evident that this answer is not correct, as a large number of men are brought to school the first of the year and returned to their homes at the close of the term in their parents' car.

The statement that the student received money from home was recorded only when the student said that he received no allowance from home. This group should probably be added to the indefinite group in Table XII.

Another item that stands out in Table XIII is the laundry item. No women received aid in the form of laundry. Another part of the survey, not used in this study but referred to here for significance of Table XIII, stated that most of the women did their own personal laundry or sent it to the commercial laundries, while those whose parents or relatives helped with the laundry were the students who resided at home and worked accordingly for their board, room, and laundry.

TABLE IX  
FUNDS OBTAINED FROM A FAMILY ALLOWANCE

| Are funds obtained from allowances? | Women  |          | Men    |          |
|-------------------------------------|--------|----------|--------|----------|
|                                     | Number | Per cent | Number | Per cent |
| Yes                                 | 347    | 65.6     | 71     | 31.7     |
| No                                  | 182    | 34.4     | 153    | 68.3     |

Read table thus: Three hundred forty-seven women (65.6 per cent) obtained money to attend college from family allowances. Read the table in a like manner for the men.

TABLE X  
AMOUNT OF MONTHLY ALLOWANCE FROM FAMILY

| Amount of allowance  | Women  |          | Men    |          |
|----------------------|--------|----------|--------|----------|
|                      | Number | Per cent | Number | Per cent |
| \$ 0 - 4.99          | 9      | 2.5      | 8      | 11.3     |
| 5 - 9.99             | 35     | 10.0     | 13     | 18.3     |
| 10 - 14.99           | 39     | 11.0     | 12     | 16.9     |
| 15 - 19.99           | 37     | 10.5     | 6      | 8.4      |
| 20 - 24.99           | 44     | 12.5     | 8      | 11.3     |
| 25 - 29.99           | 32     | 9.1)     |        |          |
| 30 - 34.99           | 25     | 7.1)     |        |          |
| 35 - 39.99           | 17     | 4.8)     | 16     | 22.5     |
| 40 - 44.99           | 17     | 4.8)     |        |          |
| 45 and up            | 37     | 10.5)    |        |          |
| Number not answering | 61     | 17.3     | 8      | 11.3     |

Read table thus: Nine women (2.5 per cent) gave their allowances to be between \$0.00 and \$4.99. Read the table in a like manner for the men.

TABLE XI

## PER CENT OF EXPENSES MET FROM FAMILY ALLOWANCES

| Per cent       | Women  |          | Men    |          |
|----------------|--------|----------|--------|----------|
|                | Number | Per cent | Number | Per cent |
| 0 - 9          | 7      | 2.0      | 4      | 5.6      |
| 10 - 19        | 14     | 4.0      | 8      | 11.3     |
| 20 - 29        | 26     | 7.4      | 8      | 11.3     |
| 30 - 39        | 10     | 2.9      | 3      | 4.2      |
| 40 - 49        | 6      | 1.7      | 4      | 5.6      |
| 50 - 59        | 20     | 5.7      | 13     | 18.3     |
| 60 - 69        | 13     | 3.7      | 2      | 2.8      |
| 70 - 79        | 28     | 8.0      | 7      | 9.9      |
| 80 - 89        | 10     | 2.9      | 3      | 4.2      |
| 90 - 99        | 10     | 2.9      | 5      | 7.0      |
| 100            | 206    | 58.9     | 14     | 19.7     |
| First quartile | 25.77  |          | 22.81  |          |
| Median         | 54.50  |          | 51.15  |          |
| Third quartile | 74.29  |          | 71.07  |          |

Read table thus: Seven women (2.0 per cent) met 9 per cent or less of their expenses from family allowances. Read the table in a like manner for the men.

TABLE XII

ASSISTANCE RECEIVED FROM FAMILY,  
SUCH AS FOOD, CLOTHING, AND SO FORTH

| Was assistance received? | Women  |          | Men    |          |
|--------------------------|--------|----------|--------|----------|
|                          | Number | Per cent | Number | Per cent |
| Yes                      | 433    | 81.2     | 160    | 71.4     |
| No                       | 100    | 18.8     | 64     | 28.6     |

Read table thus: Four hundred thirty-three women (81.2 per cent) received aid from families. Read the table in a like manner for the men.

TABLE XIII

TYPE OF ASSISTANCE RECEIVED FROM FAMILIES

|                          | Women  |          | Men    |          |
|--------------------------|--------|----------|--------|----------|
|                          | Number | Per cent | Number | Per cent |
| Clothing                 | 391    | 50.2     | 111    | 42.3     |
| Food                     | 234    | 30.0     | 91     | 34.4     |
| Room                     | 93     | 11.9     | 30     | 11.3     |
| Car                      | 9      | 1.2      | 0      | 0.0      |
| Money                    | 19     | 2.3      | 11     | 4.2      |
| Laundry                  | 0      | 0.0      | 21     | 8.0      |
| Transportation to school | 33     | 4.3      | 1      | .4       |
| Total                    | 779    |          | 265    |          |

Read table thus: Three hundred ninety-one women (50.2 per cent) received aid from home in the form of clothing. The table may be read in a like manner for the men.

Note: In this table the larger totals are due to the fact that there was an overlapping in the answers of the students to this part of the interview form.

## STUDENTS ATTENDING SCHOOL ON BORROWED MONEY

Student loans: amount borrowed and interest rate. Some of the questions that administrators in high school are frequently asked are "Should I borrow money to go to college?" "Where shall I borrow this money?" "What of the length of time and the interest rate?" Many times the administrators will have to plead ignorance as to the definite answers to these questions.

In the present study 583 women and 393 men were studied in order to get a definite answer to the above questions. The amount of money borrowed and the interest rate were carefully considered. The reader should note that more men than women are attending on borrowed money. This is probably due to the fact that more women--65 per cent, as compared with 31 per cent of the men--obtain regular allowances from home (Table IX).

It will be seen from the figures in Table XV that most of the loans are from individuals--parents and relatives leading the list. It will also be seen that banks, which would naturally seem to be the institutions from which students would get loans, rank next to the last of the definite sources given.

Another significant point disclosed in this inquiry was that of the loan funds and Pan Hellenic Council. Evidently these two are functioning in proportion to other sources in aiding students through college. This will answer some little criticism heard on the campus and among alumni about these sources of student funds.

Another pertinent point shown in these tables is that the loans

of the men are smaller than the loans of the women, again proving that the men supplement their funds by working (Table XL).

Interest rate. Next to the question of whether to borrow is the question of interest. Interest charges range all the way from two per cent to twelve, with the central tendency around six and seven per cent. It is significant to note that the boys pay a higher rate of interest than do the girls and that more of them are expected to pay interest, even when borrowing from parents and relatives. The highest rate of interest was charged by the banks, some of the men paying rates as high as ten per cent and two men paying twelve per cent.

Amount borrowed. In Table XVI the class interval for the amount borrowed is by twenty-five; and the median for the women is \$110.94, while for the men it is only \$65.18. This means that half of the women are borrowing \$110.94 or less, and half of the men are borrowing \$65.18 or less. The third quartile ranking for the women shows that three-fourths of the loans are \$156.47 or less and for the men \$111.25 or less.

Time given to repay loan. According to Table XVIII the majority of the loans are to be repaid after the person borrowing has found a position. The other grouping which is nearly as large as this one is the one headed "indefinite." This probably means that many of the loans were made with the stipulation that they be paid back when the borrower was able. Since a large number of the loans were received from parents and relatives, it seems natural that the stipulation should be indefinite or at the relatives' convenience.

TABLE XIV  
MONEY FOR ATTENDING COLLEGE OBTAINED FROM LOANS

| Is money obtained<br>from loans? | Women  |          | Men    |          |
|----------------------------------|--------|----------|--------|----------|
|                                  | Number | Per cent | Number | Per cent |
| Yes                              | 85     | 15.9     | 63     | 28.4     |
| No                               | 448    | 84.1     | 159    | 71.6     |
| Total answering                  | 533    |          | 212    |          |

Read table thus: Eighty-five women (15.9 per cent) obtained money from loans. The table may be read in a like manner for the men.

TABLE XV  
FROM WHOM LOANS ARE OBTAINED

|                       | Women  |          | Men    |          |
|-----------------------|--------|----------|--------|----------|
|                       | Number | Per cent | Number | Per cent |
| Parents               | 10     | 11.8     | 21     | 33.3     |
| Other relatives       | 35     | 41.2     | 11     | 17.5     |
| Civic organizations   | 11     | 12.9     |        |          |
| K. S. T. C. loan fund | 9      | 10.6     | 10     | 15.9     |
| Friends               | 14     | 16.5     | 10     | 15.9     |
| Banks                 | 3      | 3.5      | 8      | 12.7     |
| Pan Hellenic Council  | 2      | 2.4      |        |          |
| No source given       | 1      | 1.2      | 3      | 4.8      |
| Total                 | 85     |          | 63     |          |

Read table thus: Ten women (11.8 per cent) obtained loans from parents. Read the table in a like manner for the men.



TABLE XVI  
NUMBER AND PER CENT BORROWING VARIOUS AMOUNTS

| Per cent       | Women     |          | Men       |          |
|----------------|-----------|----------|-----------|----------|
|                | Number    | Per cent | Number    | Per cent |
| \$ 0 - 24.99   | 6         | 7.0      | 6         | 9.5      |
| 25 - 49.99     | 14        | 16.3     | 17        | 27.0     |
| 50 - 74.99     | 11        | 12.9     | 14        | 22.2     |
| 75 - 99.99     | 5         | 5.8      | 8         | 12.7     |
| 100 - 124.99   | 16        | 18.6     | 5         | 7.9      |
| 125 - 149.99   | 5         | 5.8      | 4         | 6.3      |
| 150 and up     | 29        | 33.7     | 9         | 14.3     |
| <b>Total</b>   | <b>86</b> |          | <b>63</b> |          |
| First quartile | \$ 53.41  |          | \$ 39.34  |          |
| Median         | 110.94    |          | 65.18     |          |
| Third quartile | 156.47    |          | 111.25    |          |

Read table thus: Six women (7 per cent) obtained \$24.99 or less. Read the table in a like manner for the men.

TABLE XVII

## AMOUNT OF INTEREST PAID ON LOANS

| Per cent                          | Women  |          | Men    |          |
|-----------------------------------|--------|----------|--------|----------|
|                                   | Number | Per cent | Number | Per cent |
| 2 - 2.9                           | 2      | 6.1      | 0      | 0.0      |
| 3 - 3.9                           | 1      | 3.0      | 2      | 6.25     |
| 4 - 4.9                           | 4      | 12.1     | 2      | 6.25     |
| 5 - 5.9                           | 4      | 12.1     | 1      | 3.1      |
| 6 - 6.9                           | 18     | 54.5     | 20     | 62.5     |
| 7 and up                          | 4      | 12.1     | 7      | 21.9     |
| Total                             | 33     |          | 32     |          |
| Per cent of total<br>less than 6% |        | 33.3     |        | 15.6     |
| Per cent of total<br>less than 7% |        | 87.9     |        | 78.2     |

Read table thus: Two women (6.1 per cent) pay from 2 to 2.9 per cent interest on loans. Read the table in a like manner for the men.

TABLE XVIII  
WHEN LOAN IS TO BE REPAYED

|                    | Women  |          | Men    |          |
|--------------------|--------|----------|--------|----------|
|                    | Number | Per cent | Number | Per cent |
| Summer, 1935       | 10     | 12.0     | 23     | 37.1     |
| After graduation   | 5      | 5.6      | 2      | 3.2      |
| After finding job  | 53     | 59.8     | 3      | 4.8      |
| Date indefinite    | 21     | 25.3     | 26     | 41.9     |
| Repaid             | 3      | 3.6      | 4      | 6.5      |
| Other arrangements | 13     | 15.7     | 4      | 6.5      |
| Total              | 85     |          | 63     |          |

Read table thus: Ten women or twelve per cent must repay the loan by the summer of 1935. Read the table in a like manner for the men.

TABLE XIX  
INTEREST ON LOANS

| Is interest to be paid? | Women  |          | Men    |          |
|-------------------------|--------|----------|--------|----------|
|                         | Number | Per cent | Number | Per cent |
| Yes                     | 30     | 55.3     | 53     | 52.5     |
| No                      | 55     | 64.7     | 30     | 47.7     |
| Total                   | 85     |          | 63     |          |

Read table thus: Thirty women or 55.3 per cent pay interest on their loans. Read the table in a like manner for the men.

## SUMMARY AND FINDINGS

1. More men than women attend this institution on borrowed money. The rate of interest charged the men is higher than that charged the women.
2. The time in which the loan must be repaid is shorter for the men than for the women.
3. Parents and relatives lend most of the money to students attending this college.
4. Banks are low on the list of lending agencies, and they charge the highest rate of interest.
5. The loan funds and the Pan Hellenic Council are functioning in proportion to other sources of student funds.
6. The median amount borrowed by the women was \$110.94, while that for the men was \$65.18, again bearing out the finding in statement 3 at the conclusion of Chapter V. This statement is to the effect that there are more miscellaneous jobs open to the men and that, therefore, they do not need to borrow so much as do the women.
7. Thirty-three and nine-tenths per cent more women than men receive allowances from home, and the women receive on the average \$8.57 more allowance per month.
8. The home assists the women to a greater extent than it does the men.

## CHAPTER VII

### WHAT ARE THE MISCELLANEOUS EXPENSES OF STUDENTS AT KANSAS STATE TEACHERS COLLEGE?

The remaining questions pertaining to the miscellaneous expenses have been grouped here under the chapter heading above, because they are all related. These are questions dealing with the amounts spent per semester on clothes, books, tuition, school supplies, entertainments, religious and charitable organizations, transportation to and from college, and tobacco, concluding with a summary of the total amounts expended per semester.

Amounts expended for clothing. Table XX shows that the women spend more on clothing than do the men. However, this bears out the findings in another part of the study, that the men work for more of their funds, have less help from home, and as a consequence have less to spend on clothes.

Since the amount expended for clothing is low, it is quite probable that the amount of help given by the home--Table XII--which included clothing, was not considered by the students when the answers to this question were given.

Amounts expended for books. The answers for the amounts expended for books--Table XXI--have a tendency to group at the \$10.00 level. The median for book expenditure for the women was found to be \$10.51 and \$9.75 for the men. A question arises here as to what department in the school uses the most expensive texts and whether this expenditure is

TABLE XX  
 AMOUNT SPENT PER SEMESTER FOR CLOTHES

|                 | Women  |          | Men    |          |
|-----------------|--------|----------|--------|----------|
|                 | Number | Per cent | Number | Per cent |
| \$ 0 - 4.99     | 28     | 5.1      | 15     | 5.8      |
| 5 - 9.99        | 19     | 3.5      | 22     | 9.8      |
| 10 - 14.99      | 45     | 8.2      | 60     | 22.2     |
| 15 - 19.99      | 46     | 8.4      | 48     | 19.1     |
| 20 - 24.99      | 66     | 12.0     | 35     | 15.6     |
| 25 - 29.99      | 79     | 14.5     | 23     | 10.2     |
| 30 - 34.99      | 76     | 13.9     | 15     | 6.7      |
| 35 - 39.99      | 28     | 5.1      | 8      | 3.2      |
| 40 - 44.99      | 36     | 6.6      | 4      | 1.8      |
| 45 - 49.99      | 11     | 2.0      | 1      | .4       |
| 50 - 54.99      | 62     | 11.4     | 12     | 5.3      |
| 55 and up       | 51     | 9.3      | 2      | .9       |
| Total answering | 546    |          | 225    |          |

Read table thus: Twenty-eight women (5.1 per cent) spent \$4.99 or less on clothing a semester. Read the table in a like manner for the men.

TABLE XXI

## AMOUNT EXPENDED PER SEMESTER FOR BOOKS

|                | Women   |          | Men     |          |
|----------------|---------|----------|---------|----------|
|                | Number  | Per cent | Number  | Per cent |
| \$ 0 - 4.99    | 15      | 2.8      | 9       | 4.0      |
| 5 - 5.99       | 53      | 10.0     | 33      | 14.2     |
| 6 - 6.99       | 25      | 4.7      | 14      | 6.2      |
| 7 - 7.99       | 31      | 5.8      | 31      | 13.8     |
| 8 - 8.99       | 43      | 8.1      | 25      | 11.1     |
| 9 - 9.99       | 7       | 1.3      | 2       | .9       |
| 10 -10.99      | 178     | 33.6     | 83      | 36.9     |
| 11 -11.99      | 10      | 1.9      | 1       | .4       |
| 12 -12.99      | 54      | 10.2     | 9       | 4.0      |
| 13 -13.99      | 7       | 1.3      | 1       | .4       |
| 14 -14.99      | 3       | .6       | 1       | .4       |
| 15 -15.99      | 68      | 12.8     | 15      | 6.7      |
| 16 -16.99      | 4       | .8       | 0       | 0.0      |
| 17 -17.99      | 3       | .6       | 0       | 0.0      |
| 18 -18.99      | 9       | 1.7      | 1       | .4       |
| 19 -19.99      | 0       | 0.0      | 0       | 0.0      |
| 20 -20.99      | 10      | 1.9      | 1       | .4       |
| 21 and up      | 10      | 1.9      | 0       | 0.0      |
| Total          | 530     |          | 225     |          |
| First quartile | \$ 8.20 |          | \$ 7.04 |          |
| Median         | 10.51   |          | 9.75    |          |
| Third quartile | 12.66   |          | 10.67   |          |

Read table thus: Fifteen women expended \$4.99 or less per semester for books. Read the table in a like manner for the men.

justified. However, this would be material for a thesis within itself.

Tuition. Since tuition is to a large extent regulated by the state at all of the state colleges, there is little chance for comparison of the tuition costs of these colleges. However, if the tuition charges--at the Kansas State Teachers College of Emporia 80.6 per cent of the women and 78.3 per cent of the men expended less than \$25.00 for tuition--of the denominational colleges of the state were compared with those of this institution, it would be found that the tuition charges here are the lowest of any in the state.

Other supplies. Table XXIII gives the median for expenses such as pencils, ink, paper, notebooks, and other miscellaneous supplies as \$3.63 for the women and \$2.26 for the men. Using the figures from these tables it is seen that books, tuition, and other supplies average about \$38.14 per semester for the women and about \$37.01 for the men.

Shows and entertainments; student activity tickets. In Tables XXIV and XXV the effect of the student activity ticket which all students of the Kansas State Teachers College are required to purchase is making itself felt. It will be noted that in Table XXIV for expenses of off-campus shows the median for the men is \$4.73, which is \$1.71 more than that for the women, while the expenses of the men in the third quartile are nearly double those of the women. This is much different from the expenses for campus shows and entertainments in Table XXV. In the first place, more students attend campus entertainments than off-campus entertainments; and secondly, the cost of these entertainments is much less. Noteworthy also is the median



TABLE XXII

## AMOUNT EXPENDED PER SEMESTER FOR TUITION AND FEES

|                            | Women  |          | Men    |          |
|----------------------------|--------|----------|--------|----------|
|                            | Number | Per cent | Number | Per cent |
| \$ 0 - 19.99               | 49     | 9.1      | 6      | 2.7      |
| 20 - 24.99                 | 383    | 71.5     | 171    | 75.7     |
| 25 - 29.99                 | 29     | 5.4      | 33     | 14.6     |
| 30 - 34.99                 | 16     | 3.0      | 3      | 1.3      |
| 35 - 39.99                 | 10     | 1.9      | 5      | 2.2      |
| 40 - 44.99                 | 17     | 3.2      | 2      | .9       |
| 45 - 49.99                 | 7      | 1.3      | 1      | .4       |
| 50 and up                  | 25     | 4.7      | 5      | 2.2      |
| Total answering            | 536    |          | 226    |          |
| Per cent less than \$25.00 |        | 80.6     |        | 78.3     |
| Per cent less than \$30.00 |        | 86.0     |        | 82.9     |
| Per cent less than \$50.00 |        | 95.3     |        | 97.8     |

Read table thus: Forty-nine women (9.1 per cent) expended less than \$19.99 per semester for tuition and fees. Read the table in a like manner for the men.

TABLE XXIII

AMOUNT EXPENDED PER SEMESTER FOR MISCELLANEOUS SCHOOL SUPPLIES, SUCH AS PENCILS, NOTEBOOKS, INK, AND SO FORTH

|                 | Women  |          | Men    |          |
|-----------------|--------|----------|--------|----------|
|                 | Number | Per cent | Number | Per cent |
| \$ 0 - .99      | 53     | 6.1      | 13     | 5.8      |
| 1 - 1.99        | 153    | 28.4     | 82     | 36.3     |
| 2 - 2.99        | 132    | 24.5     | 70     | 31.0     |
| 3 - 3.99        | 74     | 13.7     | 30     | 13.3     |
| 4 - 4.99        | 25     | 4.6      | 3      | 1.3      |
| 5 - 5.99        | 84     | 15.6     | 25     | 11.1     |
| 6 - 6.99        | 5      | .9       | 1      | .4       |
| 7 - 7.99        | 4      | .7       | 1      | .4       |
| 8 - 8.99        | 1      | .2       | 0      | .0       |
| 9 - 9.99        | 0      | .0       | 1      | .4       |
| 10 and up       | 28     | 5.2      | 1      | .4       |
| Total answering | 529    |          | 226    |          |
| First quartile  | \$1.57 |          | \$1.53 |          |
| Median          | 2.63   |          | 2.26   |          |
| Third quartile  | 4.49   |          | 3.18   |          |

Read table thus: Thirty-three women (6.1 per cent) expended \$0.99 or less for miscellaneous school supplies during the semester. Read the table in a like manner for the men.

TABLE XXIV  
 AMOUNTS EXPENDED PER SEMESTER FOR OFF-CAMPUS SHOWS

|                 | Women  |          | Men    |          |
|-----------------|--------|----------|--------|----------|
|                 | Number | Per cent | Number | Per cent |
| \$ 0 - .99      | 37     | 6.9      | 13     | 5.4      |
| 1 - 1.99        | 102    | 18.9     | 25     | 11.2     |
| 2 - 2.99        | 86     | 16.0     | 35     | 15.6     |
| 3 - 3.99        | 77     | 14.3     | 17     | 7.6      |
| 4 - 4.99        | 64     | 11.9     | 26     | 11.6     |
| 5 - 5.99        | 36     | 6.7      | 29     | 12.9     |
| 6 - 6.99        | 25     | 4.6      | 16     | 7.0      |
| 7 - 7.99        | 9      | 1.7      | 2      | .9       |
| 8 - 8.99        | 2      | .4       | 8      | 3.6      |
| 9 - 9.99        | 7      | 1.3      | 14     | 6.3      |
| 10 and up       | 14     | 2.5      | 32     | 14.3     |
| Total answering | 539    |          | 224    |          |
| First quartile  | \$1.76 |          |        | \$2.49   |
| Median          | 3.02   |          |        | 4.73     |
| Third quartile  | 4.61   |          |        | 8.00     |

Read table thus: Thirty-seven women (6.9 per cent) expended \$0.99 or less for off-campus shows per semester. Read the table in a like manner for the men.

TABLE XXV

AMOUNT EXPENDED PER SEMESTER FOR CAMPUS SHOWS,  
ENTERTAINMENTS, CONCERTS, AND SO FORTH

|                 | Women  |          | Men    |          |
|-----------------|--------|----------|--------|----------|
|                 | Number | Per cent | Number | Per cent |
| \$ 0 - .99      | 73     | 13.5     | 22     | 9.9      |
| 1 - 1.99        | 154    | 28.6     | 50     | 22.4     |
| 2 - 2.99        | 144    | 26.7     | 42     | 18.8     |
| 3 - 3.99        | 46     | 8.5      | 10     | 4.5      |
| 4 - 4.99        | 10     | 1.9      | 3      | 1.3      |
| 5 - 5.99        | 12     | 2.2      | 3      | 1.3      |
| 6 - 6.99        | 1      | .2       | 0      | .0       |
| 7 - 7.99        | 0      | .0       | 0      | .0       |
| 8 - 8.99        | 0      | .0       | 1      | .4       |
| 9 - 9.99        | 0      | .0       | 0      | .0       |
| 10 and up       | 1      | .2       | 0      | .0       |
| Total answering | 539    |          | 225    |          |
| First quartile  | \$1.24 |          | \$1.22 |          |
| Median          | 1.96   |          | 1.87   |          |
| Third quartile  | 2.72   |          | 2.63   |          |

Read table thus: Seventy-three women (13.5 per cent) expended less than \$0.99 for campus entertainments per semester. Read the table in a like manner for the men.

of the expenses of the men and women for campus entertainments. The median for the men is \$1.97, while that for the women is \$1.98. This is an expenditure of ten cents more for the women for campus entertainments. This difference is probably due to the student activity ticket. For campus activities the ticket will admit to nearly all of the productions, and holders of a ticket are given a substantial reduction to productions where the activity ticket will not admit for the entire charge. As a result, the men students who have dates to campus productions use their partners' activity tickets, while in off-campus shows the man generally is expected to, and usually does pay for the two tickets. This finding should alleviate what little criticism there is on the campus directed toward the compulsory purchasing of the activity ticket.

Religious and charitable contributions. In Table XXVI it is apparent that a large number of students do not contribute anything to religious or charitable organizations while in school. Whether the large number of students answering that they do not contribute took into consideration the weekly contributions at church service could not be determined from the interview form. However, the question arises whether or not the percentage of students contributing to religious and charitable organizations is not a fair indication of the support of the organizations by society in general.

Transportation. Table XXVII deals with the transportation expenses of the student to and from college and while in college. As was stated heretofore, many of the students who, in answering the question on the amount of help received from home, said that none was given seemed

TABLE XXVI

AMOUNT EXPENDED PER SEMESTER FOR CHURCH, Y.W.O.A.,  
Y.M.C.A., AND OTHER CHARITABLE ORGANIZATIONS

|                 | Women  |          | Men    |          |
|-----------------|--------|----------|--------|----------|
|                 | Number | Per cent | Number | Per cent |
| \$ 0 - .99      | 94     | 17.5     | 11     | 5.0      |
| 1 - 1.99        | 133    | 24.7     | 53     | 23.9     |
| 2 - 2.99        | 79     | 14.7     | 27     | 12.2     |
| 3 - 3.99        | 22     | 4.1      | 10     | 4.5      |
| 4 - 4.99        | 10     | 1.9      | 9      | 4.1      |
| 5 - 5.99        | 27     | 5.0      | 3      | 1.4      |
| 6 - 6.99        | 3      | .8       | 2      | .9       |
| 7 - 7.99        | 2      | .4       | 2      | .9       |
| 8 - 8.99        | 2      | .4       | 1      | .5       |
| 9 - 9.99        | 2      | .4       | 0      | .0       |
| 10 and up       | 5      | .9       | 2      | .9       |
| Total answering | 538    |          | 322    |          |
| First quartile  | \$1.01 |          | \$1.36 |          |
| Median          | 1.72   |          | 1.92   |          |
| Third quartile  | 2.60   |          | 2.96   |          |

Read table thus; Ninety-four women (17.5 per cent) expended \$0.99 or less per semester for church and charitable organizations. Read the table in a like manner for the men.

TABLE XXVII

AMOUNT EXPENDED PER SEMESTER TRAVELLING  
TO AND FROM HOME AND COLLEGE

|                 | Women  |          | Men    |          |
|-----------------|--------|----------|--------|----------|
|                 | Number | Per cent | Number | Per cent |
| \$ 0 - 4.99     | 91     | 16.9     | 43     | 19.5     |
| 5 - 9.99        | 107    | 19.9     | 49     | 22.3     |
| 10 - 14.99      | 63     | 11.7     | 13     | 5.9      |
| 15 - 19.99      | 33     | 5.9      | 8      | 3.6      |
| 20 - 24.99      | 16     | 3.0      | 5      | 2.3      |
| 25 - 29.99      | 2      | .4       | 2      | .9       |
| 30 - 34.99      | 3      | .6       | 0      | .0       |
| 35 and up       | 4      | .7       | 3      | .9       |
| Total answering | 538    |          | 220    |          |
| First quartile  | \$4.37 |          | \$3.55 |          |
| Median          | 8.18   |          | 6.84   |          |
| Third quartile  | 13.21  |          | 9.95   |          |

Read table thus: Ninety-one women (16.9 per cent) expended \$4.99 or less for travelling expenses. Read the table in a like manner for the men.

to fail to take into consideration the transportation to and from college of the student by the parent. In Table XXVII the median for travelling expenses of the women was \$8.18, while the median for the men was \$6.48. In another part of the inquiry form the question as to the number of students coming to school in cars was considered. However, the number giving a definite answer was so small as to be significant only because of the small number. Whether this is due to the depression or to the indefiniteness of the answer could not be determined.

It is interesting to note in this connection that one woman lived in Newton, Kansas, and attended classes at the Kansas State Teachers College, going to and from her home and college daily by railroad. One man lived in Osage City and travelled to and from college by car.

Tobacco. Tables XXVIII and XXIX are included here only because they mark a very definite trend. It is interesting to note in Table XXVIII that 41 women or 7.6 per cent answered that they use tobacco. This is not a large number out of the entire 533 women interviewed, but the writer is certain that a few years ago the number would have been considerably smaller. It would be interesting to make a comparison here of the number of women smokers at the Teachers College as compared to the other state and denominational schools. Recently a number of women's schools estimated that as high as 42 per cent of their enrollment smoked.

The number of men admitting that they used tobacco is also small. This may be due to two factors, the one--and the writer feels that this



TABLE XXVIII  
STUDENTS USING TOBACCO

|              | Women  |          | Men    |          |
|--------------|--------|----------|--------|----------|
|              | Number | Per cent | Number | Per cent |
| Smoke        | 41     | 7.6      | 61     | 27.2     |
| Do not smoke | 497    | 92.4     | 163    | 72.8     |

Read table thus: Forty-one women students or 7.6 per cent use tobacco. Read the table in a like manner for the men.

TABLE XXIX  
AMOUNT EXPENDED PER SEMESTER FOR CIGARETTES

|            | Women  |          | Men    |          |
|------------|--------|----------|--------|----------|
|            | Number | Per cent | Number | Per cent |
| Nothing    | 506    | 93.9     | 161    | 71.9     |
| \$ 0 - .99 | 1      | .2       | 0      | .0       |
| 1 - 1.99   | 4      | .7       | 5      | 2.7      |
| 2 - 2.99   | 10     | 1.9      | 9      | 4.0      |
| 3 - 3.99   | 0      | .0       | 8      | 3.6      |
| 4 - 4.99   | 3      | .6       | 1      | .4       |
| 5 and up   | 15     | 2.8      | 39     | 17.4     |
| Total      | 539    |          | 224    |          |

Read table thus: Five hundred six women spent nothing on tobacco. One woman spent less than \$0.99 on tobacco. Read the table in a like manner for the men.

is the more important--is that smoking among teachers is frowned upon by administrators, school boards, and patrons throughout the state, and since the majority of the men enrolled in the Teachers College are preparing themselves to teach, they have never taken up the use of tobacco or have stopped using it so as not to be bothered with the habit when they graduate and go out in the field to teach. The other reason was that a great number of the men refused to say they smoked because they thought that there was a possibility that the interview might be used against them. One man told the interviewer that he did not want his father to know that he was smoking or that he was spending five dollars a month on tobacco. Another said that he did not want it recorded that he smoked, because he did not smoke in his home town.

Table XXIX shows that three women, as compared with one man, used from \$4.00 to \$4.99 worth of cigarettes.

While there is a trend at the Teachers College toward students' smoking, a large per cent of them--92.4 per cent of the women, and 72.8 per cent of the men--do not use tobacco. It is also well to mention here that there is a tradition of long standing that students at the Teachers College do not smoke on the campus.

Table XXX shows a summary of the entire expenses of the students for the semester. It must be remembered that a number of students did not report as expenses aid received from home, so that it is possible that the estimates in the table are slightly below actuality. However out of the 583 women and the 383 men interviewed, enough gave their expenses accurately so as to make the findings in Table XXX fairly

TABLE XIX  
TOTAL AMOUNTS EXPENDED PER SEMESTER

|                 | Women    |          | Men      |          |
|-----------------|----------|----------|----------|----------|
|                 | Number   | Per cent | Number   | Per cent |
| \$ 25 - 49.99   | 13       | 3.4      | 0        | .0       |
| 50 - 74.99      | 39       | 7.3      | 26       | 11.1     |
| 75 - 99.99      | 65       | 12.1     | 32       | 14.1     |
| 100 - 124.99    | 85       | 15.8     | 36       | 15.9     |
| 125 - 149.99    | 87       | 16.3     | 46       | 20.8     |
| 150 - 174.99    | 74       | 13.8     | 40       | 17.6     |
| 175 - 194.99    | 50       | 8.3      | 34       | 10.6     |
| 200 - 224.99    | 43       | 8.1      | 16       | 7.1      |
| 225 - 249.99    | 29       | 5.4      | 3        | 1.3      |
| 250 - 274.99    | 22       | 5.2      | 1        | .4       |
| 275 - 299.99    | 13       | 3.4      | 1        | .4       |
| 300 - 324.99    | 6        | 1.1      | 1        | .4       |
| 325 and up      | 11       | 2.0      | 0        | .0       |
| Total answering | 537      |          | 226      |          |
| First quartile  | \$105.07 |          | \$ 98.83 |          |
| Median          | 144.11   |          | 135.33   |          |
| Third quartile  | 194.86   |          | 168.44   |          |

Read table thus: Thirteen women spent \$49.99 or less per semester. Read the table in a like manner for the men.

accurate. Note that the median for the women is \$144.11 per semester and for the men \$135.33.

#### SUMMARY AND FINDINGS

1. The median for book expenses for a semester for the women was \$10.51 and \$9.75 for the men.
2. Eighty and six-tenths per cent of the women and 78.3 per cent of the men expended less than \$25.00 per semester on tuition.
3. Miscellaneous school expenses for the semester were about \$2.50.
4. The amount expended by the men for off-campus shows was nearly double that spent by the women, while the expenditures for the campus entertainments for the men and women were nearly equal. The influence of the activity ticket is shown here.
5. Of the 588 women, 41 or 7.8 per cent, as compared to 61 or 27.2 per cent of the 283 men, used tobacco. The amount expended by women for cigarettes was slightly more than that spent by the men.
6. The amounts given to church and charitable institutions were low, but the writer feels that they are comparable to the amounts given by society as a whole.
7. The median for the total amounts expended by the women for the semester was \$144.11, as compared to the \$135.33 for the men. The expenditures for the women group themselves between \$106.07 for the first quartile and \$194.88 for the third quartile. For the men the expenditures group between \$98.83 in the first quartile and \$168.44 in

the third.

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## CHAPTER VIII

### HOW MANY STUDENTS WORK TO HELP PAY COLLEGE EXPENSES?

This group of questions dealing with work for board and room, average remuneration for such work, type of work done, and number of hours required, is probably the most important one from the standpoint of the prospective student. It is well to ask the question here: "Can a student afford to work for his board and room if he values his time?" This question is placed in this introduction to this chapter on students who are working so that it can be kept in mind throughout the presentation of data found on these questions.

Number of students working for room. Table XXXI shows that 7.8 per cent of the women and 21.5 per cent of the men work for their room. This bears out the hypothesis of the previous question, namely: that the women students receive more aid from home and are more protected by the home.

In another part of the survey a check was made upon the social activities of the group who worked as compared with the non-working group, and the results showed that no apparent stigma attached to the students who were compelled to work for their board and room. Whether this is due to the particular campus set-up at the Kansas State Teachers College, to the depression, or to a changing social value is not known. Many of the students working were members of sororities and fraternities. This might also be due to the financial difficulties many of these organizations are experiencing.

Number of hours' work for room. In Table XXXII it is apparent that the majority of the students work more than nine hours a week for room. If an average wage of thirty cents an hour<sup>1</sup> is set up, this is interpreted to mean that the majority of students working pay about \$2.70 per week for their room, or \$10.80 per month, \$49.60 per semester. Comparing this figure with the median found in Table XXXIV, it is readily discernible that students are required to pay a great deal more--\$21.94 for the women and \$30.42 for the men--when they work for their room than when they pay cash for it.

Type of work done for room. Table XXXIII gives the type of work done by the students for their room rent. It will be seen that most of the women do housework, while the variety of work for the men is much greater than that for the women. This again bears out the finding that it is probably easier for men to obtain jobs than it is for women. The types of work listed are housework, clerical work, newspaper work, waiting on tables at clubs and cafes, farming, yard work, work at dairies, and janitor work. Probably many other jobs are open for students that are not listed in this survey.

#### STUDENTS WORKING FOR BOARD

Number of students working for board. Next to the question on room, and probably just as important, is the question of board. The

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<sup>1</sup> This figure was used because this was the average set up by the United States government for its College Students Employment Project laborers.

TABLE XXXI  
NUMBER OF STUDENTS WORKING FOR ROOM

|             | Women  |          | Men    |          |
|-------------|--------|----------|--------|----------|
|             | Number | Per cent | Number | Per cent |
| Working     | 41     | 7.8      | 63     | 21.5     |
| Not working | 530    | 92.8     | 329    | 78.2     |

Read table thus: Forty-one women or 7.8 per cent worked for their room. The table may be read in a like manner for the men.

TABLE XXXII  
HOURS SPENT WORKING FOR ROOM

| Hours           | Women  |          | Men    |          |
|-----------------|--------|----------|--------|----------|
|                 | Number | Per cent | Number | Per cent |
| 1               | 1      | 2.7      | 0      | .0       |
| 2               | 0      | .0       | 1      | 1.8      |
| 3               | 1      | 2.7      | 3      | 5.4      |
| 4               | 3      | 8.1      | 4      | 7.3      |
| 5               | 1      | 2.7      | 8      | 14.5     |
| 6               | 2      | 5.4      | 8      | 14.5     |
| 7               | 11     | 29.7     | 8      | 14.5     |
| 8               | 1      | 2.7      | 4      | 7.3      |
| 9 and up        | 17     | 46.0     | 19     | 34.5     |
| Total answering | 37     |          | 55     |          |

Read table thus: One woman or 2.7 per cent worked only one hour for her room. Read the table in a like manner for the men.



TABLE XXXIII  
TYPE OF WORK DONE BY STUDENTS FOR ROOM

|           | Women  |          | Men    |          |
|-----------|--------|----------|--------|----------|
|           | Number | Per cent | Number | Per cent |
| Housework | 35     | 92.1     | 13     | 31.7     |
| Clerical  | 2      | 5.2      | 10     | 16.7     |
| Newspaper | 0      | .0       | 3      | 5.0      |
| Waitress  | 1      | 2.6      | 0      | .0       |
| Farming   | 0      | .0       | 3      | 5.0      |
| Yard man  | 0      | .0       | 10     | 16.7     |
| Dairy     | 0      | .0       | 2      | 3.3      |
| Janitor   | 0      | .0       | 19     | 31.7     |
| Total     | 38     |          | 60     |          |

Read table thus: Thirty-five women (92.1 per cent) did housework for their room. Read the table in a like manner for the men.

TABLE XXXIV

## AMOUNT SPENT PER SEMESTER FOR NOON

|                | Women   |          | Men     |          |
|----------------|---------|----------|---------|----------|
|                | Number  | Per cent | Number  | Per cent |
| \$ 0 - 4.99    | 0       | .0       | 3       | 1.8      |
| 5 - 9.99       | 1       | .3       | 2       | 1.2      |
| 10 - 14.99     | 9       | 2.3      | 25      | 15.0     |
| 15 - 19.99     | 7       | 1.8      | 84      | 50.3     |
| 20 - 24.99     | 145     | 36.5     | 38      | 22.8     |
| 25 - 29.99     | 110     | 27.7     | 2       | 1.2      |
| 30 - 34.99     | 64      | 16.1     | 0       | .0       |
| 35 - 39.99     | 20      | 5.0      | 3       | 1.8      |
| 40 and up      | 41      | 10.3     | 10      | 6.0      |
| Total          | 397     |          | 167     |          |
| First quartile | \$22.84 |          | \$15.70 |          |
| Median         | 26.66   |          | 18.18   |          |
| Third quartile | 32.01   |          | 21.48   |          |

results of the survey show that unless a student must work for his board it is much cheaper for him to pay board outright.

Table XXXI, page 70, shows that 21.5 per cent of the men work for their room, as compared to 7.6 per cent of the women. Table XXXV shows 21.7 per cent of the men working for their board, as compared to 13.2 per cent of the women, so that 17.5 per cent of the student body of the Kansas State Teachers College work for their board, and 14.55 per cent work for their room.

Hours spent working for board. Table XXXVI shows that four women work from one to five hours a week for board, but also shows that the other extreme for women working for board is from fifty-six to sixty hours per week. Again, using as an average the thirty cents an hour paid by the government to College Students Educational Project workers, this makes four girls working from one to four hours average \$1.20 per week for board, which amounts to \$21.60 a semester. But the girls that work sixty hours a week for board pay \$18.00 a week or \$324.00 per semester. Table XXXVI shows that the largest number of women and men work about fifteen hours a week for board. This makes their meals total \$4.50 a week or \$81.00 per semester. By a comparison of this with the amount paid for board by students not working, it is seen that students working for board, on an average, do not pay too much for their board.

It is interesting to note--Table XIXVIII--the cost range in price of board. In another part of the survey the question was asked, "What do you eat for breakfast and how much does your breakfast cost?" The same question was asked for the other meals of the day. Ninety-six

TABLE XXXV  
NUMBER STUDENTS WORKING FOR BOARD

|             | Women  |          | Men    |          |
|-------------|--------|----------|--------|----------|
|             | Number | Per cent | Number | Per cent |
| Working     | 74     | 13.2     | 61     | 21.7     |
| Not working | 488    | 86.8     | 219    | 78.3     |
| Total       | 562    |          | 280    |          |

Read table thus: Seventy-four women or 13.2 per cent work for their board. Read the table in a like manner for the men.

TABLE XXXVI  
NUMBER OF HOURS WORK DONE FOR BOARD

| Hours working   | Women  |          | Men    |          |
|-----------------|--------|----------|--------|----------|
|                 | Number | Per cent | Number | Per cent |
| 1 - 5           | 4      | 5.5      | 3      | 5.9      |
| 6 - 10          | 13     | 17.8     | 9      | 17.6     |
| 11 - 15         | 19     | 26.0     | 11     | 21.6     |
| 16 - 20         | 10     | 13.7     | 11     | 21.6     |
| 21 - 25         | 13     | 24.7     | 10     | 19.6     |
| 26 - 30         | 5      | 6.8      | 4      | 7.8      |
| 31 - 35         | 2      | 2.7      | 1      | 2.0      |
| 36 - 40         | 0      | .0       | 1      | 2.0      |
| 41 - 45         | 0      | .0       | 0      | .0       |
| 46 - 50         | 1      | 1.4      | 0      | .0       |
| 51 - 55         | 0      | .0       | 1      | 2.0      |
| 56 - 60         | 1      | 1.4      | 0      | .0       |
| 61 and up       | 0      | .0       | 0      | .0       |
| Total answering | 73     |          | 61     |          |

Read table thus: Four women or 5.5 per cent worked from one to five hours per week for board. Read the table in a like manner for the men.

TABLE XXXVII  
TYPE OF WORK DONE FOR BOARD

| Type of work   | Women  |          | Men    |          |
|----------------|--------|----------|--------|----------|
|                | Number | Per cent | Number | Per cent |
| Dairy          | 0      | .0       | 3      | 4.8      |
| Farm           | 0      | .0       | 3      | 4.8      |
| Janitor        | 0      | .0       | 4      | 6.3      |
| Housework      | 50     | 63.3     | 8      | 12.7     |
| Porter         | 0      | .0       | 1      | 1.6      |
| Clerk in store | 0      | .0       | 3      | 4.8      |
| Clerical       | 4      | 5.1      | 3      | 4.8      |
| Yard work      | 0      | .0       | 1      | 1.6      |
| Newspaper      | 0      | .0       | 3      | 3.2      |
| Truck driver   | 0      | .0       | 1      | 1.6      |
| Waiter         | 25     | 31.6     | 14     | 22.2     |
| Dishwasher     | 0      | .0       | 16     | 25.4     |
| Miscellaneous  | 0      | .0       | 4      | 6.3      |
| Total          | 79     |          | 63     |          |

Read table thus: No women work in a dairy to defray expenses for board. Three men (4.8 per cent) work in a dairy to defray expenses for board.

TABLE XXXVIII

## AMOUNT EXPENDED PER SEMESTER FOR BOARD

|                | Women   |          | Men     |          |
|----------------|---------|----------|---------|----------|
|                | Number  | Per cent | Number  | Per cent |
| \$ 0 - 9.99    | 14      | 3.6      | 1       | .6       |
| 10 - 19.99     | 38      | 9.8      | 5       | 3.0      |
| 20 - 29.99     | 43      | 11.1     | 11      | 6.7      |
| 30 - 39.99     | 55      | 14.2     | 24      | 14.6     |
| 40 - 49.99     | 78      | 20.1     | 42      | 25.6     |
| 50 - 59.99     | 59      | 15.2     | 51      | 31.1     |
| 60 - 69.99     | 38      | 9.8      | 14      | 8.5      |
| 70 - 79.99     | 25      | 6.4      | 7       | 4.3      |
| 80 and up      | 38      | 9.8      | 9       | 5.5      |
| Total          | 388     |          | 164     |          |
| First quartile | \$30.56 |          | \$40.00 |          |
| Median         | 45.64   |          | 49.76   |          |
| Third quartile | 61.05   |          | 57.84   |          |

Read table thus: Fourteen women (3.6 per cent) expended \$9.99 or less for board per semester. Read the table in a like manner for the men.

women or 16.5 per cent of the total expended only five cents for their breakfasts, while two girls said they spent only one cent for breakfast, this being a one-cent candy bar. Thirty-six men or 13.3 per cent of the men spent only five cents on their breakfasts.

The highest amount paid by any student for breakfast was twenty-five cents--one per cent of the women and four-tenths per cent of the men spending this amount.

Forty-two and seven-tenths per cent of the women and 63.1 per cent of the men said that they ate their largest meal at noon. The least amount expended for the noon meal was five cents, 3.1 per cent of the women and 1.0 per cent of the men spending this amount. The largest amount spent for the noon meal was fifty cents--0.3 per cent of the women and of the men spending this amount. The average cost of the noon meal for both men and women was found to be between twenty and twenty-five cents. Fifty per cent of the women and thirty-eight per cent of the men ate their heaviest meal in the evening. Here the price range was from five cents to fifty cents, with the average cost about twenty cents.

Of the 583 women to whom the inquiry form was administered, 128 said that their meals cost them only twenty cents a day. Thirty-six men said that their board cost only twenty cents per day. This was checked with the part of health of the students, and it was found that apparently the students who lived on a very minimum per day were just as healthy as those who ate a great deal.

However, it must be taken into consideration here that many of

these students are receiving help from home in the form of food, and it is quite possible that this was not considered by the student in making answer to the inquiry.

Referring again to Table XXXVII, it is apparent that the greatest number of women earn their board by doing housework, with the next largest group waiting on tables. None of the women reported that they washed dishes for their board; but the largest group of men reporting in any one occupation was in this group, with waiting on tables the second largest group for the men. It will also be noted that a much larger variety of jobs are open to the men than to the women.

#### STUDENTS WORKING

Number of students working while attending school. Table XXXIX shows that 76 per cent of the men and 36 per cent of the women obtained some funds by working while in school. Table XL shows that the men defray the greatest part of their expenses while in school by working. This refers directly back to Table IX, which shows that the women get more help from home than do the men and the probable reasons for this. It becomes apparent from Table XXXIX that 56.8 per cent of the student body of the Kansas State Teachers College of Emporia obtain some of their funds by working while in school. This is one of the most significant findings in the entire survey--that more than one-half of the student body does some kind of work to help meet expenses while in school.

Working and the social life of students. Several questions immediately arise here. (1) Is there any social stigma placed upon



TABLE XXXIX

## EARNINGS OF STUDENTS WHILE IN SCHOOL

| Are funds obtained<br>by working while in<br>school? | Women  |          | Men    |          |
|--|--------|----------|--------|----------|
|  | Number | Per cent | Number | Per cent |
| Yes  | 196    | 36.9     | 171    | 76.7     |
| No   | 335    | 63.1     | 52     | 23.3     |

Read table thus: One hundred ninety-six women or 36.9 per cent obtained funds for attending school by working while in school. Read the table in a like manner for the men.

TABLE XL

## PER CENT OF EXPENSES MET FROM EARNINGS WHILE IN SCHOOL

| Per cent        | Women  |          | Men    |          |
|-----------------|--------|----------|--------|----------|
|                 | Number | Per cent | Number | Per cent |
| 0 - 9           | 17     | 8.7      | 9      | 5.3      |
| 10 - 19         | 13     | 6.6      | 15     | 8.8      |
| 20 - 29         | 40     | 20.4     | 14     | 8.2      |
| 30 - 39         | 20     | 10.2     | 17     | 10.0     |
| 40 - 49         | 2      | 1.0      | 8      | 4.7      |
| 50 - 59         | 32     | 16.3     | 29     | 17.0     |
| 60 - 69         | 17     | 8.7      | 20     | 11.7     |
| 70 - 79         | 22     | 11.2     | 18     | 10.5     |
| 80 - 89         | 8      | 4.1      | 10     | 5.8      |
| 90 -100         | 25     | 12.8     | 31     | 18.1     |
| Total answering | 196    |          | 171    |          |
| First quartile  |        | 34.75    |        | 32.79    |
| Median          |        | 51.88    |        | 57.76    |
| Third quartile  |        | 72.73    |        | 79.03    |

Read table thus: Seventeen women or 8.7 per cent met 9 per cent or less of their school expenses from earnings while in school.

TABLE XLI  
BY WHOM STUDENTS ARE EMPLOYED

| Employer            | Women  |          | Men    |          |
|---------------------|--------|----------|--------|----------|
|                     | Number | Per cent | Number | Per cent |
| Church              | 1      | 2.0      | 2      | 2.3      |
| Hotel               | 1      | 2.0      | 4      | 4.7      |
| Private home        | 23     | 45.0     | 13     | 15.2     |
| Clothing store      | 4      | 7.8      | 5      | 5.9      |
| Y.M.C.A.            | 0      | .0       | 2      | 2.3      |
| Y.W.C.A.            | 1      | 2.0      | 0      | .0       |
| Boarding club       | 0      | .0       | 1      | 1.2      |
| Cafe                | 0      | .0       | 3      | 3.5      |
| Photograph studio   | 0      | .0       | 2      | 2.3      |
| Grocery             | 1      | 2.0      | 8      | 9.4      |
| Filling station     | 0      | .0       | 6      | 7.0      |
| Newspaper           | 1      | 2.0      | 6      | 7.0      |
| Orchestra           | 0      | .0       | 7      | 8.2      |
| Drug store          | 3      | 5.9      | 1      | 1.2      |
| Advertising company | 0      | .0       | 1      | 1.2      |
| Bakery              | 0      | .0       | 3      | 3.5      |
| General public      | 3      | 5.9      | 4      | 4.7      |
| Coffee shop         | 2      | 3.9      | 0      | .0       |
| Office              | 2      | 3.9      | 1      | 1.2      |
| Beauty shop         | 1      | 2.0      | 0      | .0       |
| Theater             | 1      | 2.0      | 2      | 2.3      |
| Cremery             | 0      | .0       | 1      | 1.2      |
| Bank                | 0      | .0       | 2      | 2.3      |
| Shoe repairing      | 0      | .0       | 1      | 1.2      |
| Shoe store          | 0      | .0       | 1      | 1.2      |
| Insurance company   | 0      | .0       | 1      | 1.2      |
| U. S. army          | 0      | .0       | 1      | 1.2      |
| Dairy               | 0      | .0       | 1      | 1.2      |
| Ten-cent store      | 4      | 7.8      | 0      | .0       |
| Telephone company   | 1      | 2.0      | 0      | .0       |
| Barber shop         | 0      | .0       | 2      | 2.3      |
| Laundry             | 0      | .0       | 1      | 1.2      |
| Southern Kan. stage | 0      | .0       | 1      | 1.2      |
| Serority            | 0      | .0       | 1      | 1.2      |
| Music school        | 0      | .0       | 1      | 1.2      |
| Voc. Ed. project    | 1      | 2.0      | 0      | .0       |
| Hospital            | 1      | 2.0      | 0      | .0       |
| Total answering     | 51     |          | 85     |          |

Read table thus: One woman (2.0 per cent of total) is employed by a church. Read the table in a like manner for the men.

the student who is working his way through college? (2) If it is found that there is none, does this mean that fraternities and sororities on this campus are forced through financial circumstances to take students that are working, whereas if the enrollment were larger and they had a larger field from which to choose, they would attempt to limit the number of working members? (3) What per cent of the students working are elected to Kappa Delta Pi, national scholastic fraternity? (4) Are grades made by these students who are working higher or lower than those made by non-workers? (5) What is the after-school success of the workers as compared with the non-workers?

These are all questions that need to be answered because a great deal of speculation has been made over answers to them; but because of limitations in this survey and because the inquiry form did not cover these questions adequately, no answers can be formulated to them in this study.

Where students are employed. In Table XLI some of the places where students are given work are listed. These were all the definite places listed by students in this survey. However, other places in Emporia employ students, and in the group marked "General Public" it is possible that some of these others are found. It will be seen that the private homes of Emporia furnish the most work to the students. Also apparent is the much larger variety of work offered to the men than to the women.

Table XLII shows the number of hours that students are employed. There has been some attempt on the part of school authorities to regulate

TABLE XLII

## HOURS PER WEEK STUDENT IS EMPLOYED

| Number hours | Women  |          | Men    |          |
|--------------|--------|----------|--------|----------|
|              | Number | Per cent | Number | Per cent |
| 1            | 1      | 1.5      | 0      | .0       |
| 2            | 3      | 4.5      | 2      | 2.2      |
| 3            | 1      | 1.5      | 4      | 4.4      |
| 4            | 4      | 6.1      | 4      | 4.4      |
| 5            | 1      | 1.5      | 4      | 4.4      |
| 6            | 3      | 4.5      | 6      | 6.6      |
| 7            | 7      | 10.6     | 0      | .0       |
| 8            | 7      | 10.6     | 5      | 5.5      |
| 9            | 1      | 1.5      | 2      | 2.2      |
| 10           | 4      | 6.1      | 7      | 7.7      |
| 11           | 1      | 1.5      | 1      | 1.1      |
| 12           | 6      | 8.1      | 7      | 7.7      |
| 13           | 1      | 1.5      | 1      | 1.1      |
| 14           | 0      | .0       | 2      | 2.2      |
| 15           | 3      | 4.5      | 4      | 4.4      |
| 16           | 1      | 1.5      | 1      | 1.1      |
| 17           | 0      | .0       | 0      | .0       |
| 18           | 1      | 1.5      | 3      | 3.3      |
| 19           | 0      | .0       | 1      | 1.1      |
| 20           | 4      | 6.1      | 2      | 2.2      |
| 21 - 25      | 9      | 13.6     | 12     | 13.2     |
| 26 - 30      | 3      | 4.5      | 14     | 15.4     |
| 31 - 35      | 3      | 4.5      | 4      | 4.4      |
| 36 - 40      | 1      | 1.5      | 2      | 2.2      |
| 41 - 45      | 0      | .0       | 1      | 1.1      |
| 46 - 50      | 0      | .0       | 1      | 1.1      |
| 51 - 55      | 1      | 1.5      | 1      | 1.1      |
| Totals       | 66     |          | 91     |          |

Read table thus: One woman (1.5 per cent) is employed one hour per week. Read the table in a like manner for the men.

this, especially on the part of the women working in private homes for board and room. Here the school authorities have tried to make a maximum of four hours a day. However, in the tables on the amount of time spent in working for board and room it is clearly evident that attempts at regulation have not accomplished much.

In most cases where the students are working a large number of hours, the school load has been decreased in proportion. For example, one woman who worked nine hours a day was allowed to carry only nine hours of school work.

#### SUMMARY AND FINDINGS

1. Students working for their room pay a great deal more for that room than those paying for it in cash. This runs about \$31.95 more per semester for the women and \$30.45 more for the men.

2. Students working for their board pay more than those paying cash, but they do not pay so much more in proportion as do the students working for their room. Therefore, if students must work, it is cheaper for them to work for their board than for their room.

3. Twenty-one and five-tenths per cent of the men, as compared to 7.8 per cent of the women work for their room. Again it is necessary to refer to the statement that the home assists the woman to a greater degree than it does the man.

4. Twenty-one and seven-tenths per cent of the men, as compared to 13.2 per cent of the women work for their board.

5. According to the answers of the students interviewed, there

are no ill effects from under eating. Of the 583 women interviewed, 128 said that their board cost them only twenty cents a day; of the 293 men interviewed, 36 said that their board cost them only twenty cents a day. A check with the questions on health in another part of the interview form shows that these individuals are all in good health.

6. The greatest number of women earn their board by doing housework and waiting on tables; the greatest number of men earn their board by washing dishes. None of the women reported dishwashing as their work.

7. It is evident from the answers of the students working for board and room that a larger variety of jobs are open to the men than to the women.

8. Seventy-six per cent of the men and thirty-six per cent of the women obtained some funds for attending school by working while in school.

9. More than half of the student body of the Kansas State Teachers College of Emporia, or 56.8 per cent, do some kind of work to help defray expenses while in school.

10. One-third of the women and one-eighth of the men earned savings while teaching.

11. Nineteen and two-tenths per cent of the students work for their board.

12. Thirteen and seven-tenths per cent of the students work for their room.

## CHAPTER IX

### SUMMARY AND FINDINGS

In this chapter the summary and findings of the entire theme are recorded so that the general findings of the thesis may be taken from this outline without general perusal of the entire theme.

1. More than half of the men gave statements one to five as their reasons for coming to Kansas State Teachers College of Emporia. These statements deal with advice of students, advertising material, alumni, advice of teachers, and the music festival.

2. The standing of the Teachers College was placed next to last, while in the previous study this statement ranked first.

3. The growth of the junior college is evidenced in the large number of juniors coming to this institution from junior colleges to finish their requirements for a teaching certificate.

4. The music festival and the scholarship contest are potent factors in influencing students in coming to this institution.

5. Contacts with the faculty through speeches, contest judging, and officers in the Teachers Association ranks sixth on the list.

6. Advice of students, of alumni, of principals, and of superintendents constitute the largest group.

7. The financial and economic reasons are much more influential in this study than in the one made in 1931.

8. The men's glee club apparently attracts more students than does the women's glee club. The reason may be found in the fact that

advertising trips are made by the men's glee club.

9. A very small number come to the Teachers College because of no apparent reason. This may mean that most of the students have a definite goal and have made the decision in favor of this school because this institution will help them to realize this goal more quickly and effectively.

10. Parents apparently play a small part in directly influencing their children's choice of a college.

11. The high school principal exerts more influence over the student body in the choice of a college than does the superintendent.

12. The large per cent of freshmen coming to this college because of the athletic teams is probably because of the closer interest to high school athletics by freshmen.

13. Personal contacts are a more vital factor in influencing students than are less direct methods.

14. Students from twenty-seven senior colleges have transferred to Kansas State Teachers College of Emporia for the last semester of the 1934-1935 school term.

15. All of the junior colleges of the state had some students enrolled here.

16. Four junior colleges from Missouri, two from Nebraska, two from Colorado, two from Oklahoma, and one from Ohio had students enrolled here.

17. Fifteen Kansas colleges had former students enrolled here.

18. One foreign college, the University of Bagdad, had students



enrolled in the Teachers College.

19. Of the 876 students interviewed in this study, 175 or twenty per cent were transfer students.

20. The per cent of transfer increases with the higher classification of the student--4.9 per cent of the freshmen were transfers, 20.1 per cent of the sophomores, 40.4 per cent of the juniors, and 49.5 per cent of the seniors.

21. Of the 202 reasons given for transferring, 24.3 per cent or nearly one-fourth of the group gave as their reason the desire to teach.

22. The rating of the Teachers College as the best in the state was given by 16.9 per cent.

23. Thirty-seven and five-tenths per cent of the transfer students coming to this college were from junior colleges and came for further work in preparation to teach.

24. Financial reasons grouped ranked second in importance.

25. Kansas State College sends more transfer students than does Kansas University.

26. Kansas State College sends more transfer students than does Kansas University.

27. The library department draws more transfer students than does any other department. These transfer students were all women.

28. There is a slight tendency--17 per cent men, as compared to 21.6 per cent women--for the women to transfer more than the men.

29. A greater number of women depend upon savings for school funds, but a greater per cent of the men have savings.

30. Forty-four and nine-tenths per cent of the student body of the Kansas State Teachers College of Emporia, slightly less than half, attend college on savings.

31. Since 79 per cent of the men, as compared to 36 per cent of the women, obtained their savings from work other than teaching, it is evident that there are more miscellaneous jobs open to the men.

32. More men than women are working to defray their college expenses.

33. More men than women attend this institution on borrowed money. The rate of interest charged men is higher than that charged women, and the time in which the loan must be repaid is shorter for the men than for the women.

34. Parents and relatives lend most of the money to students attending this institution. Banks are low on the list and charge the highest rate of interest. The loan funds and Pan Hellenic Council are functioning in proportion to other sources of student funds.

35. The median amount borrowed by the women was \$110.94, while that for the men was \$65.18, again bearing out the statement that the women have fewer miscellaneous jobs at which to work to help defray school expenses.

36. Thirty-three and nine-tenths per cent more women than men receive allowances from home, and the women receive on the average \$8.57 more allowance per month.

37. The home assists the women to a greater extent than it does the men.

38. Students working for their room pay a great deal more for their room than those paying for it in cash. This runs about \$21.94 more for the women and \$30.45 more for the men per semester.

39. However, students working for their board, while they still pay more than those paying cash, do not pay so much more in proportion as do those students working for their room. Therefore if students must work, it is cheaper for them to work for their board than for their room.

40. Twenty-one and five-tenths per cent of the men, as compared to 7.8 per cent of the women work for their room.

41. Twenty-one and seven-tenths per cent of the men, as compared to 13.2 per cent of the women, work for their board.

42. According to the answers of the students interviewed, there are no ill effects from under eating. Of the 583 women interviewed, 128 said that their board cost them only twenty cents a day; of the 293 men interviewed, 36 said that their board cost them only twenty cents a day. A check with the question on health shows that these individuals are in good health.

43. The greatest number of women earn their board by doing housework and waiting on tables; the greatest number of the men earn their board by washing dishes. None of the women reported dishwashing as their work.

44. It is evident from the answers of the students working for board and room that a larger variety of jobs are open to the men than to the women.

45. Seventy-six per cent of the men and 36 per cent of the women obtained some funds for attending school by working while in school.

46. More than half of the student body of Kansas State Teachers College of Emporia, or 56.8 per cent, do some kind of work to help defray expenses while in school.

47. The median for book expenses for a semester for the women was \$10.51 and \$9.75 for the men.

48. Eighty and six-tenths per cent of the women and 78.3 per cent of the men expended less than \$25.00 per semester on tuition.

49. Miscellaneous school supplies cost about \$2.50 a semester.

50. The amount expended by men for off-campus shows was nearly double that spent by the women, while the expenditures for campus entertainments for the men and women was nearly equal. The influence of the student activity ticket is felt here.

51. Of the 583 women, 41 or 7.6 per cent, as compared to 61 or 27.2 per cent of the 283 men, used tobacco. The amount expended by women for cigarettes was slightly more than that spent by the men.

52. The median for the total amount expended by the women for a semester was \$144.11, as compared with the \$135.33 for the men. The expenditures for the women group themselves between \$105.07 for the first quartile and \$194.88 for the third quartile. For the men the expenditures group between \$98.53 in the first quartile and \$168.44 in the third.

53. One-third of the women and one-eighth of the men earned

savings by teaching.

54. Twenty-two and eighty-five hundredths per cent of the student body have taught before coming to the Teachers College.

55. Ninety per cent of the students complete their work at the Teachers College.

56. Nineteen and two-tenths per cent of the students work for their board.

57. Thirteen and seven-tenths per cent of the students work for their room.