

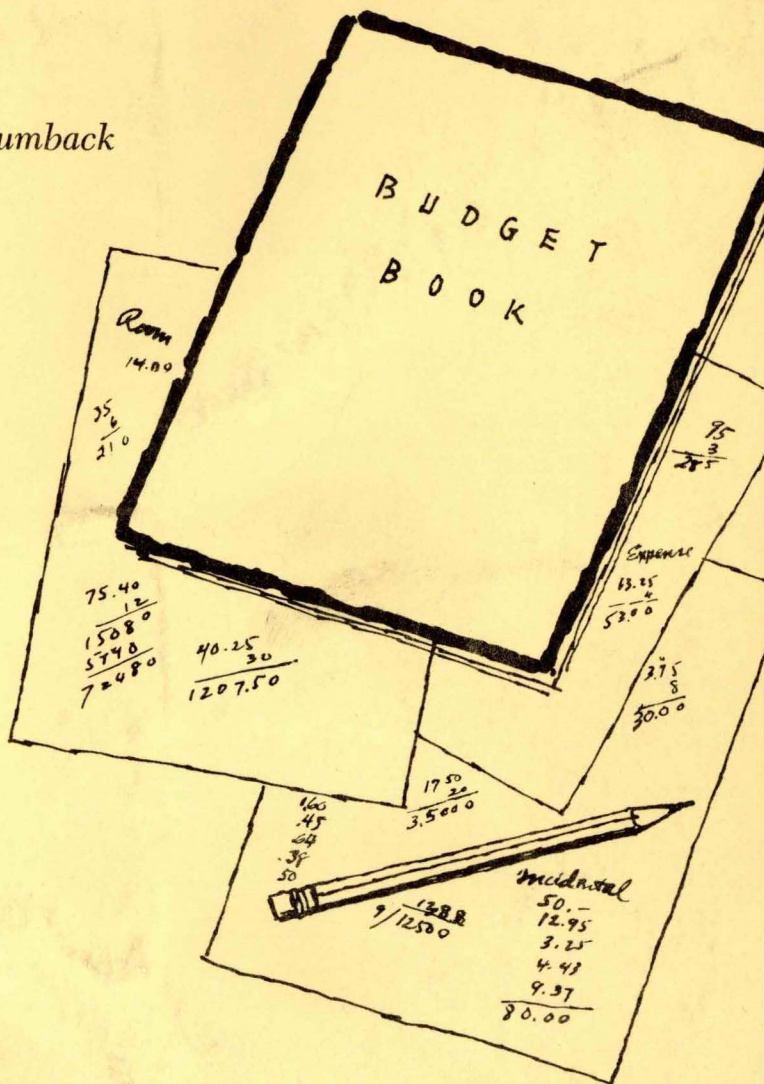
A STUDY OF

# THE FINANCIAL RESOURCES OF STUDENTS

at Public Institutions of Higher Education in Iowa

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by Clifford M. Baumbach



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BUREAU OF BUSINESS AND ECONOMIC RESEARCH  
STATE UNIVERSITY OF IOWA, IOWA CITY  
MARCH, 1959

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March, 1959

To the Members of the  
Iowa State Board of Regents:

I am pleased to present to your body the attached report on Financial Resources of Students at Public Institutions of Higher Education in Iowa. It not only contains valuable information, but that information has been gained by way of sound research procedures.

This project had its origin in the needs of the Registrars of our institutions for reliable data. We hope that the report here presented meets that need.

C. Woody Thompson

11-23-60 H. A. Nelson of Iowa. no charge

## PREFACE

This is an analysis and report of the financial resources of students at the three public institutions of higher education in Iowa. It is hoped that the members of the Iowa State Board of Regents, for whom the analysis was made, will find it helpful in their efforts to determine:

1. The amount of money which should be requested for scholarships and loans, and
2. The level at which tuition rates should be set.

The data upon which the analysis is based were obtained from responses to questionnaires mailed to a sample number of students and parents. Copies of the questionnaires and the covering letters signed by the presidents of the three institutions are appended to this report.

A 1/20 sampling fraction seemed to be adequate for the purposes of this study. To obtain a sample as nearly random as possible, students' names were listed in the order of their ID numbers. Since it was expected that the financial circumstances of students and parents might vary from school to school, separate lists were used for each school and the sampling fraction of 1/20 applied to each list.

Students' and parents' response to the requests for information was higher than would normally be expected in this kind of survey. Seventy per cent of the students and parents included in the sample returned usable questionnaires. Where possible, percentages derived from the sample data were compared with those derived from the registration data and they were found to be valid. Responses by students and parents to identical questions were analyzed and these too, were found to be comparable.

Many persons contributed their time and energy to this project. The registrars of the three institutions -- Ted McCarrel of the State University of Iowa, Arthur M. Gowan of Iowa State College, and Marshall R. Beard of Iowa State Teachers College -- designed the sample, constructed the questionnaires and distributed and collected the responses. Mr. Carl Gochenour, Director of the SUI Statistical Service, pre-coded the questionnaires and processed the data on punch cards. Dr. C. Woody Thompson, Director of the SUI Bureau of Business and Economic Research, examined the report in its penultimate form and made many helpful suggestions. This analysis and report, however, is the end product for which I assume full responsibility.

Clifford M. Baumbach



## SOURCES OF INCOME TO MEET COLLEGE EXPENSES

Somewhat less than one-half of the college expenses of the average student in the state's three institutions of higher education is paid by his parents (or guardians), while approximately one-third is paid from his earnings or savings (or that of his spouse). The balance is paid with income derived from scholarships, loans, and other secondary sources.

The relative amount of financial support received by a particular student from each of these sources is influenced by one or more of the following factors: sex, marital status, age, length of time in school, father's vocational status, and the income of his parents. These variables are here analyzed in an effort to "explain" some of the significant differences in the degree of financial support from the several sources. The data upon which the greater part of the analysis is based are contained in Table I.

Income of Parents

Income, of course, is the most significant factor in determining the extent to which parents finance their children's education. Obviously, the lower their income, the less parents are able to share college expenses with their sons and daughters.<sup>1</sup> Thus, parents' relative share of this financial burden varies directly with income -- from an average low of about 22 per cent in the lowest income group to an average high of 70 per cent and more in the highest income brackets. Similarly, the degree of student self-help varies somewhat inversely with parents' income -- from an average high of 44 per cent to an average low of about 17 per cent.<sup>2</sup>

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<sup>1</sup>Of even more significance, in this respect, is per capita family income. Families with larger total incomes may have lower per capita incomes than other families because of differences in the number of dependent children. Total and per capita family incomes will be discussed in greater detail in the concluding section of this report.

<sup>2</sup>The coefficients of correlation between parents' income and the degrees of family financial assistance and student self-help are .97 and -.93, respectively. It should also be noted that the inclusion of dental, law, and medical students and their parents in the sample does not alter significantly any of the "average" financial-support relatives for "all students."

In addition, parents' income has a positive, however, indirect, bearing on the relative amount of financial support received by students in the form of veterans' benefits. Funds from the latter source account for as much as 24 per cent of total income among students in the lowest family income group, to as little as one per cent among students in the higher family income groups. One reason for this close relationship may be that total per capita college expense tends to increase as parents' income increases. Thus, among students from families in the lower income classes, veterans' benefits loom as a larger percentage of total funds. Also, there is a relatively greater number of men students in the lower income groups.<sup>3</sup>

Table I also reveals a less close but nevertheless a direct relationship between parents' income and the degree of students' dependence upon scholarship awards. As in the case of veterans' benefits, this statistical relationship may be a reflection, in part, of the usually lower per capita college expense among students in the lower income groups. On the other hand, it may well indicate also that, among scholastically eligible students, those in the lower income brackets are compelled to make application in greater number for the available scholarships, particularly those which are based partially on need.

The data in Table I likewise reveal significantly close direct relationships between the income of parents and the amount of financial assistance received from other relatives and from loans.

An educational endowment policy is not an important source of income for the average student. Such insurance programs are most important among families in the middle income brackets. Apparently the low income groups cannot afford them, and the high income groups feel no need for them.

In appraising the financial resources of students' families, it is the combined income of the parents rather than the income of the chief wage earner that is significant. For example, those students with both

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<sup>3</sup> Women in the lower income groups are less likely to go to college. Because of limited family financial resources, preference is given their brothers. For example, female students account for 26 per cent, approximately, of the total number of students from families with incomes under \$5,000 per year; about 30 per cent, from families with annual incomes under \$6,000; and 39 per cent, from families with annual incomes over \$6,000.



parents employed receive approximately the same degree of financial assistance from their parents as those with only one parent employed. Where neither parent is employed, of course, students receive considerably less financial support from their parents, but more from self-supporting brothers and sisters and other relatives.<sup>4</sup>

#### Father's Vocational Status

A positive relationship also exists between the occupational status of the male parent or guardian and the relative amount of financial assistance received from students' parents, varying from about 25 per cent of total college expense, on the average, among those in the unskilled labor groups to over 60 per cent among those in the professions. However, financial assistance from parents does not correlate as closely with father's occupational status as it does with parents' income. The coefficients of correlation are .79 and .97 respectively. These data suggest that the correlation between income and occupational status is not as close as one would expect.<sup>5</sup>

In general, occupational status of the male parent or guardian influences students' dependence upon various sources of financial aid in much the same way as does parents' income, though to a lesser degree. Probably more important in this respect than the average incomes of different occupational groups, are the values placed upon a college education by the groups concerned.

Though father's occupational status helps to explain, in part, differences in the degree of financial support received by students from various sources, this factor is of even greater significance in explaining students' choices of curricular programs. This aspect of the study will be explored in detail in the next chapter.

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<sup>4</sup>The data in Table 1 indicate that students with neither parent employed receive considerably more than average financial assistance also from veterans' benefits and from the proceeds of educational endowment policies. These relationships may be explained, in part, by the fact that such students are older than average and, as a group, have the largest proportions of parents or guardians who are retired or deceased. Since they are older-than-average students, therefore, it might be expected that veterans' benefits would be a relatively more important source of income to them. The data suggest also the probability that their parents' life insurance programs included educational endowment provisions.

<sup>5</sup>Comparative data from Tables 2 and 3 confirm this hypothesis. See n. 8, infra.

### Male vs. Female Students

Second in importance to parents' income as a factor in determining the degree of financial assistance from parents is the sex of the student. Female students, for example, receive considerably more support from parents than do male students; on the average approximately 60 and 35 per cent of total college expense, respectively. The average male student pays about 43 per cent of his college costs from earnings or savings; whereas the typical woman student pays only 24 per cent.

Several reasons may be cited for these differences between male and female students. In the first place, women feel less compelled than do men to seek a college education for the purpose of furthering their careers or improving their income-producing capacities. In this respect it is noted that, while women account for only about one-third of the total enrollment in the state's three institutions of higher learning, they represent over 42 per cent of the registration of students in liberal arts programs. With them, a college education is more a luxury; with men, more a necessity. Thus, women generally are likely to attend college only if their parents have sufficient financial resources,<sup>6</sup> or if they receive adequate financial aid from other relatives or from scholarships.<sup>7</sup>

Many more men than women are likely to attend college with little or no financial support from their parents or guardians for the reason, also, that part-time employment opportunities for male students are more numerous.

Men, of course, are much more dependent upon veterans' educational benefits than are women. Financial aid from this source accounts for over 11 per cent of the total income of male students, on the average, and only 1 per cent of the total income of women students.

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<sup>6</sup>Data obtained in this study indicate that, on the average, the parents of female students have higher incomes than do the parents of male students. For example, the median adjusted gross income of parents with daughters in college is slightly over \$6,000 per year, in contrast with an average annual income of only \$5,100 in the case of male students. Cf. n. 3, supra.

<sup>7</sup>Data in Table 1 indicate that women students are considerably more dependent upon financial aid from scholarships than are men; they also receive substantially more aid from relatives other than parents.



### Student's Marital Status

Single students, who account for about 85 per cent of the enrollment in each of Iowa's institutions of higher education, receive more than four times as much financial support from parents, relatively, than do married students. The average married student derives almost one-half of his income from his own earnings and savings or that of his spouse, while the average single student finds it necessary to earn less than 35 per cent of the total costs of his college education.

To the extent that college students receive less financial support from their parents, they are obliged to seek more from other sources. In the case of married students, it is apparent that much of the financial slack is taken up by the earnings of wives. It is also observed in Table 1 that the relatively low amount of college funds supplied by the parents of married students is counterbalanced significantly by the relatively larger proportion of income received in the form of veterans' educational benefits. Income from the latter source varies from about 30 per cent of the average total college expense of married students to about 4 per cent in the case of single students. The latter statistic suggests the probability that the average married student is older than the average single student. Among single students, the difference between income derived from parental support and that derived from self support is made up largely from the proceeds of scholarships, loans, and other sources.

### Underclassmen vs. Upperclassmen

Underclassmen represent about 60 per cent, and upperclassmen, 40 per cent, of the total enrollment in Iowa State Teachers College, Iowa State College, and the undergraduate colleges of the State University of Iowa. The relatively lower proportion of upperclassmen results from a number of causes, including departures from college for reason of poor scholarship, lack of sustained interest or ambition, and, in the case of some women students, marriage.

The data obtained from this study suggests the possibility, also, that because of increasing financial stringency, the number of separations from college increases with length of time spent in college. Upperclassmen, for example, receive only about one-third of their educational funds from parents or guardians, as opposed to about one-half in the case of underclassmen. Similarly, they finance a somewhat greater share of their total college costs than do underclassmen. In this they are aided not



insignificantly, perhaps, by working wives, since the study indicates also that the proportion of married students is greater among upper- than among underclassmen.

Upperclassmen, of course, are older than underclassmen, on the average. Hence, a larger proportion of them are receiving veterans' educational benefits. Such benefits are relatively twice as important among upperclassmen as among underclassmen.

When veterans' benefits and spouses' earnings fail to take up the financial slack, upperclassmen rely more heavily on student loans, receiving a relatively larger amount of aid from this source than do underclassmen.

## II

## DIFFERING CHARACTERISTICS OF ISTC, ISC AND SUI STUDENTS

Financial assistance from parents or guardians varies from an average of 39 per cent at ISC to an average of 46 per cent at SUI. The average for students in all of the state's institutions of higher learning is 43 per cent. These variations among the state schools -- and within these schools in the various areas of instruction -- result more largely from the differing ratios of men-to-women students than from differences in the average incomes of parents. For example, while men comprise about 80 per cent of the enrollment at ISC compared with 65 per cent at SUI, the median adjusted gross incomes of parents vary only slightly between these schools (as noted in Table 2). Similarly wide variations in the proportions of men and women students occur in the various instructional divisions of ISC and SUI, among whom the effect of family income size is neutralized. As observed in Table 1, students in divisions comprised mostly of men (such as agriculture and engineering) receive generally below-average financial support from their parents, while students in divisions made up largely of women (such as nursing and home economics) receive for the most part above-average financial assistance from this source.

An exception to this general observation is noted: Though Iowa State Teachers College has a higher proportion of women students (54 per cent), because of the relatively low average income of the families of Iowa State Teachers College students financial support from parents is relatively lower than at the State University of Iowa.

Slightly more than one-third of the average student's college expenses are paid from the earnings or savings of the student or his spouse. On this score, there are no significant differences among the three institutions per se. There are, however, considerable variations among the divisions or areas of learning, and these, too, reflect primarily the varying ratios of men and women enrolled in these divisions. At ISC, for example, there is a range from 18 per cent for home economics majors to about 56 per cent for students in veterinary medicine. Similarly, at SUI, there is a range from 29 per cent for nurses to about 54 per cent for commerce majors.

Significant differences among the three state schools are observed also with respect to certain secondary sources of student income. For example, the greater dependence upon veterans' benefits by the average ISC student and the relatively low portion of income received from this source by the typical SUI student, reflects the widely different ratios of



men to women at these schools. SUI students also receive scholarship and loan funds far below the average, reflecting perhaps the higher average income of their parents. Similarly, ISTC students receive less than average help from insurance policies, but more from scholarships and loans, reflecting the lower average income of their parents.

There are no significant differences among the schools in the number of students who are married (15 per cent), or in the proportions of underclassmen and upperclassmen (approximately 60 and 40 per cent, respectively).

Students of fathers in the higher-rated occupations tend to enroll at SUI. As noted in Table 3, relatively twice as many students from professional families are registered at the State University than at either of the other schools. It is also observed that from among the sub-professional group, which includes small farm owners, almost as many students are enrolled at ISC, relatively, than at the other schools combined. The choice of a student's vocational or professional training ground apparently bears a close relationship to the father's occupation. Thus, students with fathers who are in the professions are more likely to choose SUI with its professional schools, while students whose fathers are farmers may choose the agricultural school. This generalization, however, is less clear with respect to ISTC students.

Slightly more than one-half of all students attending the three state schools of higher learning are from farms or very small towns under 2,500 population, while one-fourth are from towns under 25,000 and one-fourth from the larger cities. ISTC students represent very nearly the average of all three institutions in this respect. Over 60 per cent of ISC students, on the other hand, come from farms or small towns, and only 20 per cent each from the medium-size and large towns. SUI students have the lowest rural rate, less than 40 per cent coming from farms or small towns and approximately one-third from large cities. Since there is some inclination for students to follow in their fathers' footsteps occupationally, the rural or small town student is more likely to attend ISC for the agricultural courses which it offers, while the student from a larger community will be drawn to the school offering commercial and professional courses. ISTC students represent the average, since teaching as a vocation encompasses all communities regardless of size.

Table 4 indicates that SUI students have fewer brothers and sisters than do students at either ISC or ISTC. As noted above, relatively more

SUI students come from professional families; and it was in the professional and higher-income families that birth rates in the pre-war and war periods were lowest.

However, more SUI students have siblings in college. This may be explained, perhaps by the fact that since SUI professional courses keep students in school for a greater number of years, more members of one family are likely to be enrolled in college at a particular time.

On the other hand, SUI students have fewer brothers and sisters in high school and grade school, reflecting the fact that SUI students not only come from smaller families but are likely to be older because of the numbers enrolled in professional schools.

ISC and ISTC students are from larger families, and have more brothers and sisters in high school or grade school and fewer brothers and sisters in college. The figures in Table 4 are a reflection of the fact that a large number of students at these schools are from farms and from families in the lower occupational groups.

While the parents of over 50 per cent of ISTC students had incomes of less than \$5,000 in 1957, only about 39 to 42 per cent of the parents of SUI and ISC students had incomes this low. From 42 to 44 per cent of the latter had incomes exceeding \$6,000 in 1957, while only 30 per cent of the income tax returns of ISTC students' families fell into the higher income brackets. These percentage distributions are shown in Table 2.

An examination of the data in this table with those in Table 3 reveals that there is no close correlation between income and occupational status, at least among the groups reported in this study. Though the parents of ISTC students have incomes significantly lower than do the parents of ISC students, for example, students in both schools have the same proportion of fathers in business and professional occupations.<sup>8</sup>

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<sup>8</sup>See n. 5, supra.



## III

## SUMMARY AND CONCLUSIONS

Parents (or guardians) are the principal means of financial support for the average student registered at a state institution of higher learning in Iowa. On the average, they bear about 43 per cent of the total costs incurred by the students while attending college. The students themselves bear approximately 37 per cent of such costs.

Income is the most significant factor in determining the extent to which parents support, or are able to support, their children's education.<sup>9</sup> In 1957 the median adjusted gross income of the parents of all students attending public institutions of higher education in Iowa was approximately \$5,500 (see Table 2). The average adjusted gross income of Iowans filing joint individual income tax returns for income received in 1956 (the latest year for which such data are available) was also \$5,500, approximately.<sup>10</sup> Thus, students attending public institutions of higher education in Iowa generally come from average-income families.

However, as noted in Table 4, they come from families which are above average in size. The average Iowa family, for example, is comprised of 3.49 persons,<sup>11</sup> while the average family of students in the state's public institutions of higher learning consists of 5.15 persons.<sup>12</sup> If the students' brothers and sisters who are not in school are omitted, on the assumption that all of them are self-sufficient or have formed their own families, the size of the average student's family would be reduced to 4

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<sup>9</sup>See n. 2, supra.

<sup>10</sup>U. S. Treasury Department, Internal Revenue Service, Statistics of Income, 1956.

<sup>11</sup>U. S. Bureau of Census, Census of Population, 1950.

<sup>12</sup>By the very nature of this study all such families include at least one child. Since college students are involved, most of the families surveyed are complete families, i. e., no longer growing; hence, the average size of these families will be larger than the state average which includes newlyweds and older people.

persons, still significantly higher than the average-size family in the state as a whole. Thus, the per capita income of the students' families is below the state norm.

Despite the financial hardship of sending even one son or daughter to college on a lower-than-average per capita family income, it is noted that about 28 per cent of the parents have at least two sons or daughters in college at the same time.

In light of the above data it would be difficult to conclude that the average student in the state's institutions of higher learning is receiving anything less than maximum financial aid from his parents or guardians.

Parents' income is also the most significant factor in determining the extent to which students in college must provide their own financial support. As parents' financial contribution decreases, for example, student self-help increases in almost direct proportion.<sup>13</sup>

However, the extent to which students can meet college expenses from their own earnings is limited, in the first place, by the opportunities which exist for part-time employment and, secondly, by the minimum amount of time which the student must devote to his studies if he is to complete them satisfactorily. So far as the average at each of the state institutions of higher learning is concerned, the proportion of college costs paid from students' own funds varies only slightly -- from about 35 per cent at ISTC, to about 38 per cent at ISC and SUI.<sup>14</sup> This would suggest that perhaps students (as well as parents) are already contributing to the limit of their resources.

For the average student at the state schools there is currently a gap of approximately 20 per cent between total college expense and the

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<sup>13</sup>See n. 2, supra.

<sup>14</sup>The proportion of student self-help varies among students in specialized areas of training, however. As noted in Chapter I, these differences -- as well as the differences in the degree of financial support from parents and other sources -- reflect primarily the varying ratios of men-to-women students.



combined income from parental aid and student part-time employment. An increase in tuition rates would widen this gap still further. Resident tuition rates at the state institutions of higher education in Iowa are already substantially higher than the average among similar institutions in the nation.<sup>15</sup>

To the extent that total college expense is greater than the combined income from parents' contributions and the students' earnings from part-time employment, students are obliged to seek financial aid from other sources. The greater part of the financial slack must be taken up by scholarships and loans.<sup>16</sup> Unless the amount of a tuition increase is matched by a similar increase in scholarship aid, students from marginal income families will be forced to drop out of school. These students will be men, predominantly, since few women from families in the lower income brackets find it possible to attend college. Decreases in student enrollment from this cause will be greater, consequently, in the business and professional programs than in the liberal arts curriculum.

This, indeed, would be most unfortunate, for both Iowa and the nation already face an acute shortage of persons trained in the natural sciences, engineering, medicine, teaching, and other fields of instruction offered at the state's public institutions of higher education.

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<sup>15</sup>In 1956, the average annual resident tuition for all state universities in the nation was \$133; for those located in the Midwest, \$136.

<sup>16</sup>Veterans' benefits have become relatively less significant in recent years, and soon this source will be completely dried up.

Table I

## Relative Importance of Various Sources of Student Income

% of Student's Estimated College Expenses Coming From:									
Group	Parents or Guard.	Other Relatives	Bene-factors Who Are Not Rela-tives	Stud. Earn./ Savings	Educ. Endow. Pol.	Scholar-ships	Loans	Vet. Benefits	Other Sources
ALL STUDENTS	43.2	1.3	0.1	37.4	0.5	3.9	4.6	8.4	0.1
I.S.T.C. Students	42.9	0.5	0.1	34.5		5.8	6.6	8.9	0.6
I.S.C. Students	39.0	1.6	0.03	37.7	0.8	4.6	4.8	10.1	1.2
Agriculture	33.5	1.7		44.6	0.7	1.7	3.3	12.8	1.3
Engineering	36.1	1.0		40.0	0.6	4.5	5.1	10.9	1.6
Home Economics	62.8	2.8		18.1	3.0	4.6	7.0	1.1	0.6
Science	35.9	2.1	0.1	36.6		7.9	5.1	11.3	0.9
Veterinary Med.	30.3			56.4		2.1		11.1	
S.U.I. Students	46.4	1.4	0.1	37.6	0.3	2.7	3.6	6.8	0.8
Arts & Sciences	51.2	1.5	0.2	34.1	0.5	2.2	3.4	5.4	1.2
Commerce	26.2	1.7		53.7		1.4	3.4	13.3	0.1
Dentistry	39.5	0.8	1.2	45.5		2.9	2.3	7.7	
Engineering	31.1			48.5		5.3	4.7	10.2	
Law	46.4			36.9			5.0	11.5	
Medicine	31.1	0.6		43.8		0.8	7.5	15.9	
Nursing	62.4	3.4		29.0		3.9	0.8	0.2	
Pharmacy	25.6	1.4		50.1		8.9	4.3	9.6	



Table I, Continued

% of Student's Estimated College Expenses Coming From:									
Group	Parents or Guard.	Other Relatives	Bene-factors Who Are Not Relatives	Stud. Earn./Savings	Educ. Endow. Pol.	Scholarships	Loans	Vet. Benefits	Other Sources
ALL STUDENTS (Except those in Dentistry, Law, & Medicine):	43.2	1.4	0.1	37.2	0.5	4.1	4.5	8.1	0.9
Freshmen	49.4	1.7	0.1	33.3	0.9	5.1	4.3	4.1	0.7
Sophomores	50.3	1.0		33.1	0.3	3.1	3.7	7.3	0.9
Juniors	36.3	0.8		42.1	0.3	3.2	4.8	11.6	0.8
Seniors	32.0	1.9	0.2	42.8		4.2	5.2	12.2	1.4
Male Students	35.3	1.0	0.1	43.1	0.3	3.4	4.4	11.4	0.9
Female Students	60.4	2.1	0.2	24.4	0.8	5.2	4.7	1.0	0.8
Married Students	11.7	1.5	0.1	49.6		2.6	3.3	30.7	0.4
Single, Widowed or Divorced Students	48.6	1.3	0.1	34.8	0.5	4.2	4.8	4.3	1.0
Students with Neither Parent Employed	23.1	2.8	0.2	37.5	1.7	4.5	4.3	21.9	3.6
Students with Both Parents Employed	44.3	1.4		40.6	0.4	3.4	3.6	5.6	0.6
Students with One Parent Employed	44.2	1.2	0.1	36.0	0.4	4.0	4.9	8.2	0.8
Father's Occupational Status:									
Unskilled (day laborers, miners, etc.)	25.1			37.6		2.2	5.7	23.6	5.7
Semi-Skilled (farm laborers, truckers, watchmen, etc.)	30.5	2.5		41.6		5.7	8.8	10.4	0.4
Skilled (craftsmen, resident farm workers, etc.)	34.3	2.0	0.1	41.2	0.6	3.3	7.2	10.5	0.8
Sub-professional, minor managerial, clerical, small farm owners)	41.9	1.2	0.1	39.2	0.3	3.3	5.0	7.7	0.9

Table I, Concluded

## % of Student's Estimated College Expenses Coming From:

Group	Parents or Guard.	Other Rela- tives	Bene- factors Who Are Not Rela- tives	Stud. Earn./ Savings	Educ. Endow. Pol.	Scholar- ships	Loans	Vet. Benefits	Other Sources
Minor officials, merchants, con- tractors, etc.	49.9	0.6		35.2	0.7	4.7	4.4	3.7	0.7
Professional, major manager- ial, large farm owners, large business owners	63.2	0.8	0.1	29.1	0.1	2.5	0.7	3.3	
Family Income for 1957:									
Under \$1,000	22.4	3.8		41.4		4.6	3.6	24.0	
\$ 1,000 - \$1,999	24.8	3.1		44.0		5.1	6.9	14.7	1.2
\$ 2,000 - \$2,999	27.0	0.7	0.4	44.0	0.4	5.1	7.1	14.1	1.1
\$ 3,000 - \$3,999	32.8	1.7		38.4		6.1	11.3	9.1	0.5
\$ 4,000 - \$4,999	37.4	1.6		43.3	0.5	4.8	4.5	7.2	0.7
\$ 5,000 - \$5,999	41.4	0.8	0.1	40.2	0.6	4.6	3.5	7.5	1.0
\$ 6,000 - \$7,499	48.5	0.2	0.1	34.5	0.1	3.6	2.6	8.8	1.1
\$ 7,500 - \$9,999	56.3	0.5	0.2	31.6	1.3	2.2	2.4	4.4	0.7
\$10,000 - \$14,999	66.5	1.2		26.1	1.0	1.3	1.8	1.3	0.7
\$15,000 - \$19,999	73.3	0.1		16.9		0.8		8.7	
\$20,000 & Over	69.7	8.9	0.1	20.8			0.1		



Table 2

Percentage Distribution of Responses, By Adjusted Gross Income Classes: 1957

Parents (or Guardians) of:	Under \$ 3,000	Under \$ 5,000	Under \$ 6,000	\$ 6,000 and Over	No Response
ALL STUDENTS	16.5	42.7	56.9	40.3	2.8
I.S.C. Students	15.0	42.0	55.6	42.2	2.2
I.S.T.C. Students	22.8	51.1	67.8	29.6	2.6
S.U.I. Students	14.9	39.1	52.7	43.6	3.7

Table 3

Percentage Distribution of Responses, By Fathers' Occupational Status

	Unskilled (day laborers, miners, etc.)	Semi-Skilled (farm laborers, truckers, watchmen, etc.)	Skilled (carpenters, firemen, cooks, resident farm workers, etc.)	Sub-professional, clerical, small farm owners	Minor officials, merchants, contractors, etc.	Professional, large farm owners, large business owners
ALL STUDENTS	1.9	7.2	11.0	33.9	16.4	18.0
I.S.C. Students	2.4	10.7	6.9	47.5	10.9	12.5
I.S.T.C. Students	0.4	7.7	14.6	29.6	21.0	13.7
S.U.I. Students	2.2	3.2	13.6	21.6	19.9	25.9

Table 4

## Average Size of Family

	<u>ALL STATE SCHOOLS</u>	<u>ISTC</u>	<u>ISC</u>	<u>SUI</u>
Average Student	1.00	1.00	1.00	1.00
Average Number of Parents	1.90	1.88	1.91	1.90
Average Number of Brothers and Sisters	<u>2.25</u>	<u>2.44</u>	<u>2.40</u>	<u>1.99</u>
Average Number in Family	<u>5.15</u>	<u>5.32</u>	<u>5.31</u>	<u>4.89</u>
Average Number of Brothers and Sisters in College	.28	.22	.27	.31
Average Number of Brothers and Sisters in Elementary School and High School	.85	.90	.98	.68
Average Number of Brothers and Sisters Not in School	<u>1.12</u>	<u>1.32</u>	<u>1.15</u>	<u>1.00</u>
Average Number of Brothers and Sisters	<u>2.25</u>	<u>2.44</u>	<u>2.40</u>	<u>1.99</u>



IOWA STATE BOARD OF REGENTS  
FALL, 1958

SURVEY OF STUDENT FINANCIAL RESOURCES

Dear Student:

The three State institutions of higher education under the Board of Regents are making a study of the financial resources of the student bodies at the three colleges. We need to know much better than we do now: (1) how much money should be requested for scholarships, grants in aid, and loans; (2) at what figure we should set our fees and tuitions, and; (3) how much of the cost of education should be borne by the student and his parents.

We are attempting to approach this problem as objectively as we know how by studying the financial situation of our present students. We are enclosing a rather simple questionnaire which will not require more than three or four minutes of your time. We have written your student number at the bottom of this attached questionnaire and we would appreciate having you sign the questionnaire if you do not mind doing so. We should like to emphasize strongly that the data you supply us will be treated in confidence and that we will remove your name and number as soon as we check the list to see that your survey form has been returned.

As we are using only a relatively small sample of the student body at each institution, it is necessary that we get a high proportion of the survey forms returned.

Won't you please help us in making this study as accurate as possible by completing and returning immediately the attached survey form in the enclosed stamped envelope?

Sincerely yours,

*Virgil M. Hancher*  
Virgil M. Hancher  
President

*Ted Mc Carrel*  
Ted McCarrel  
Director of Admissions  
and Registrar

Enclosures

IOWA STATE BOARD OF REGENTS  
FALL 1958

Survey of Student Financial Resources

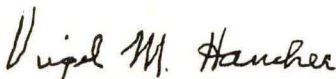
Dear Friends:

The three state institutions of higher education under the Board of Regents are making a study of the financial resources of a sampling of their students. In carrying out this study the students themselves are supplying part of the information and we are also asking the parents to supply certain facts about their financial resources.

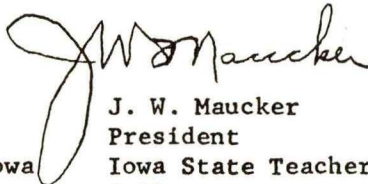
The information which you and your sons and daughters supply will be very useful to us. We are in a period when higher education is undergoing extensive study in anticipation of greatly increased enrollments. Quite frankly, we need to know better than we do now (1) how much money should be requested for scholarships, grants-in-aid and loans, (2) at what figure we should set our fees, and (3) how much of the cost of education should be borne by the student and his parents.

We should like to emphasize that the data you supply will be treated in confidence. Once we know that you have returned your questionnaire we will remove the name so there will be no way to identify the questionnaire of any particular person. We hope, therefore, that you will not hesitate to supply us with the facts we need, even though you may regard this information as being somewhat personal. We are approaching this problem as objectively as we know how by studying the financial situation of our present students. Won't you help us in making this study as accurate as possible? Please return your completed survey form in the enclosed stamped envelope.

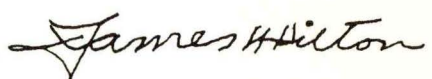
Sincerely yours,



Virgil M. Hancher  
President  
State University of Iowa



J. W. Maucker  
President  
Iowa State Teachers  
College



James H. Hilton  
President  
Iowa State College

SURVEY OF STUDENT FINANCIAL RESOURCES  
FALL, 1958

Please answer each of the following questions accurately to the best of your ability. All answers will be treated confidentially. While we ask you to sign this questionnaire for purposes of checking it as part of our sample, your name will be removed as soon as the information has been transferred to tabulating cards. All data gathered in this way will be used impersonally and your name will never appear in any reports of the study nor will the information you supply be used for any other purpose.

1. Home county \_\_\_\_\_
  
2. Where do your parents live? (check the following as appropriate)
 

Farm _____	City 10,000 to 24,999 _____
Town under 2,500 _____	City 25,000 to 49,999 _____
City 2,500 to 9,999 _____	City over 50,000 _____
  
3. How many brothers or sisters do you have? \_\_\_\_\_ How many are attending any college or university this school year? \_\_\_\_\_ How many are attending elementary or high school? \_\_\_\_\_
  
4. Considering your total estimated expenses for the 1958-59 school year as 100%, what percent do you estimate will come from the following sources?
 

(1) _____	Parents or guardians
(2) _____	Other relatives
(3) _____	Benefactor, not a relative
(4) _____	Your own earnings or savings (including that of your spouse)
(5) _____	Proceeds from Educ. Endowment Policy
(6) _____	Scholarship or aids which do not have to be paid back
(7) _____	Loans which must be paid back eventually
(8) _____	Veterans benefits
(9) _____	Others (please explain) _____

---

Total 100%
  
5. Father's or Guardian's occupation \_\_\_\_\_
 

Job title	Kind of Business
-----------	------------------

(Please be as descriptive as possible. Indicate both the job title and kind of business. For instance: physician, private practice; assembly line worker, tractor factory; pressroom foreman, newspaper; owner and operator, general farm; tenant and operator, livestock farm; salesman, hardware; proprietor, grocery store; etc.)
  
6. Mother's occupation \_\_\_\_\_
 

Job title	Kind of Business
-----------	------------------

(If gainfully employed please follow directions regarding father's occupation. If NOT gainfully employed, indicate "housewife".)
  
7. Your marital status: Married \_\_\_\_\_ Single \_\_\_\_\_ Widowed \_\_\_\_\_ Divorced \_\_\_\_\_

---

8. Your name \_\_\_\_\_ Student No. \_\_\_\_\_
 

Last	First	Middle
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- Your signature \_\_\_\_\_



SURVEY OF STUDENT FINANCIAL RESOURCES  
FALL, 1958

Please answer each of the following questions as accurately as possible. All of your answers, of course, will be treated confidentially. While your child's name is on this questionnaire for the purpose of determining whether it has been returned, the name will be removed as soon as the information you give us is transferred to tabulating cards and thereafter the information will be handled in an impersonal manner.

1. Home county \_\_\_\_\_
2. Considering the total estimated expenses for this coming school year for the student named here as 100%, what percent do you estimate will come from the following sources?

- |                                            |                                                                 |
|--------------------------------------------|-----------------------------------------------------------------|
| (1) ___% Parents or guardians              | (6) ___% Scholarships or aids which do not have to be paid back |
| (2) ___% Other relatives                   | (7) ___% Loans which must be paid back eventually               |
| (3) ___% Benefactor, not a relative        | (8) ___% Veterans benefits                                      |
| (4) ___% Student's own earnings or savings | (9) ___% Others (please explain)                                |
| (5) ___% Proceeds from Educ. Endow. Policy |                                                                 |
| Total 100%                                 |                                                                 |

3. Occupation of student's father or male guardian:

Job title	Kind of Business
(Please be as descriptive as possible. Indicate both the job title and type of business. For instance: physician, private practice; assembly line worker, tractor factory; foreman, newspaper press room; owner and operator, general farm; tenant and operator, stock farm; salesman, hardware; proprietor, groceries, etc.)	

4. Occupation of student's mother or female guardian:

Job title	Kind of Business
(If gainfully employed please follow directions regarding father's occupation above. If NOT gainfully employed, indicate "housewife".)	

5. Family income of parent or guardian for 1957

Under \$1,000	(1) ___	\$ 6000 - 7449	(7) ___
\$1000 - \$1999	(2) ___	\$ 7500 - 9999	(8) ___
\$2000 - \$2999	(3) ___	\$10,000 - 14,999	(9) ___
\$3000 - \$3999	(4) ___	\$15,000- 19,999	(10) ___
\$4000 - \$4999	(5) ___	\$20,000 and over	(11) ___
\$5000 - \$5999	(6) ___		

(Please check with an X the bracket for your Family Income for 1957. By income is meant the adjusted gross income as reported on your 1957 U. S. income tax form -- Form 1040, line 11 or Form 1040A, line 10. If both parents or guardians were employed and filed separate returns please indicate the total of the two adjusted gross incomes.)

6. Marital status of student. Married \_\_\_ Single \_\_\_ Widowed \_\_\_ Divorced \_\_\_

7. Name of student \_\_\_\_\_ Identification No. \_\_\_\_\_

Name of Parent or Guardian \_\_\_\_\_

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