

A STUDY OF SOME INFLUENCES ATTRACTING  
STUDENTS TO THE KANSAS STATE  
TEACHERS COLLEGE OF  
EMPORIA

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A THESIS  
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.....

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Meredith D. Cromer

PART I

THE PROBLEM AS A WHOLE

## I

## I N T R O D U C T I O N

There has been some speculation in the last few years as to what influences are causing high school students to attend particular colleges. Certain questions also arise as to the influences drawing students away from these colleges. Among the influences which have been considered most valuable in attracting students to colleges are:

1. The nearness of the college to the home of the student.
2. The sending of college publications, other than the Year Book, to high schools.
3. The sending of college Year Books to high schools.
4. The sponsoring of various high school activities by colleges.
5. The visits made to high schools by college professors.

There seems to be little doubt that these activities and conditions have some influence in building up favorable attitudes toward any institution sponsoring them. However, the problem is, do they build up favorable attitudes, and if so, to what extent does this favorable attitude increase enrollment? Norman C. Meir<sup>1</sup> states that the motive of self interest is a very important drive in mankind. Assuming

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1. Norman C. Meir, "Motives in Voting," in the AMERICAN JOURNAL OF SOCIOLOGY, Vol. 31, September 1925, P.200.



that this is true, it is quite possible that contacts and activities made with high schools by colleges, do influence the choice of a high school graduate in selecting his future Alma Mater.

The same influences which attract students to colleges probably have much to do with drawing students away from other colleges. In addition to the influences just stated, two other factors arise worthy of consideration:

1. The growth and expansion of established colleges and universities.
2. The development of new educational institutions on a college level.

## II

### THE NATURE OF THE STUDY

The purpose of this study is to disclose some of the influences which attract students to the Kansas State Teachers College of Emporia.

## III

### RELATED STUDIES

In this study the writer has been forced to devise much of his own technique since he was unable to find any studies strictly comparable.

Galpin states "the first step in making a survey is to locate your rural community and boundary lines. Begin at the village center and go west into the open country. The first farm home goes to this village for trade, doctor, high school, church, etc. So the second, the third,

the fourth, etc. Finally you come to a home which turns to another village for its principal needs. This home does not belong to your community."<sup>2</sup>

In one phase of the problem being pursued it was necessary to locate the source of the student body of the Kansas State Teachers College of Emporia for the first semester of the three periods: 1917, 1923 and 1929. This was done by going through first semester enrollment cards in the Registrar's Office for the periods desired. In this one respect the quotation from Galpin applies to the study under consideration.

#### IV

#### METHOD USED AND SOURCE OF DATA

The data upon which this study was based were secured from four main sources:

1. A questionnaire given to 407 students in the Kansas State Teachers College of Emporia.
2. The files of the Registrar's Office, the Correspondence Study Office, the Bureau of Measurements Office and the Stacks in Kellogg Library.
3. Letters sent to the ten municipal junior colleges in Kansas.
4. Maps and data showing the source of the Emporia Teachers College Enrollment for 1917, 1923 and 1929.

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<sup>2</sup> C. L. Galpin, A Method of Making a Social Survey, University of Wisconsin Agriculture Experiment Station, Madison, Wisconsin, 1912, P.2.

1. A questionnaire containing twenty-eight items was given to 407 students.\* Realizing that the reliability of data taken from any form of inquiry is only as reliable as the questioning instrument, precaution was taken to secure a questionnaire which would meet most of the criteria agreed upon by research workers using this form of instrument. A few of the elements considered were brevity, organization complete enough to make checking a simple matter, relevancy of the material sought to the purpose of the study, elimination of ambiguity in the questions, questions so arranged and worded that most of them will check one another, and an inquiry form that is factual.<sup>3</sup>

The validity of the questionnaire was established by building the first twenty-four statements on personal interviews with students relative to their selection of the Teachers College of Emporia rather than some other institution of learning. The preliminary form was then given to a class of seventy-five junior and senior students. The students were asked to check the statements on the form and to add additional factors if the particular thing influencing them was not stated on the questionnaire. From the suggestions listed the final form was completed. This contained

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\*See Table I, page 5 for the number of men and women included in the study.

3. Edwin J. Brown, A Study of the Facts and Conditions Involved in the Problem of College Admissions, F.S. Ph.D. Dissertation, Leland Stanford Junior University, 1928.

TABLE I  
THE NUMBER OF STUDENTS FILLING OUT  
THE QUESTIONNAIRE BY SEX

Read the table thus: In the left hand column are found the names of the groups answering the questionnaire. In the right hand column the number of students in each group who answered the questionnaire is given.

Sex*	The Number
Men	116
Women	291

\* The ratio of men to women in the Emporia Teachers College from June 1, 1929 to June 1, 1930, counting both semesters and summer school, was 622 men to 2480 girls or approximately 1 to 4 in favor of the women. Since there were about three times as many women answering the questionnaire--as indicated in Table I--it is quite evident that a fair sample of the sexes was taken.

twenty-eight possible reasons why students may have chosen to attend the afore-mentioned college.

The 407 questionnaires were divided at random into groups of 104, 161, and 142 respectively. The reliability of the questionnaire was established by correlating the rankings of each statement in group number one, composed of 104 questionnaires; with the ranking of the statements of group number two, composed of 161 questionnaires. This was then carried farther to more firmly establish the validity of the first reliability correlation. The ranking of group number one was correlated with group number three, composed of 142 questionnaires, and finally groups number two and three were correlated.

A glance at the probable errors in Table II, page 7, for the three correlation measures obtained, shows that the minimum requirements for reliability have been more than met in the cases involved.

II. The enrollment cards in the Registrar's Office for the first semester of the three periods 1917, 1923 and 1929 were studied for the following data:\*

1. The town and county from which each student came for each of the three periods.
2. The number of students for which there were cards for each period.
3. The names of each of these town which participated

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\*Table III, page 8, shows the number of full time college students enrolled the first semester of each period studied.

TABLE II

THE PROCEDURE IN FINDING THE  
RELIABILITY OF THE  
QUESTIONNAIRE

Read the table thus; In the left hand column the groups correlated are listed. In the middle column the number of questionnaires in each group is indicated. The right hand column shows the correlations and probable error for the three comparisons.

The Groups	Number of Questionnaires in Each Group	Correlations and Probable Error*		
		Group-----	Group-----	r-----
I	104	1 -with-	II -----	.82-----.04
II	161	1 -with-	III -----	.87-----.027
III	142	II -with-	III -----	.91-----.021

\*For a correlation to be reliable it should be at least three times the probable error and it is better to have it four times the probable error for a high degree of reliability.<sup>4</sup>

4. Chester Arthur Gregory and Omer W. Renfrow, Statistical Method in Education, C.A. Gregory Publishing Co., Cincinnati, Ohio, 1929, P.130.

TABLE III

THE NUMBER OF FULL TIME COLLEGE  
STUDENTS ENROLLED THE FIRST SEMESTER OF  
EACH YEAR STUDIED

Read the table thus: The column headed 1917 shows the enrollment for that year. Read the other periods the same.

	1917	1923	1929
Number of Students Enrolled	890	1174	1119

TABLE III

THE NUMBER OF FULL TIME COLLEGE  
STUDENTS ENROLLED THE FIRST SEMESTER OF  
EACH YEAR STUDIED

Read the table thus: The column headed 1917 shows the enrollment for that year. Read the other periods the same.

	1917	1923	1929
Number of Students Enrolled	890	1174	1119



in one or all of the following activities:

- a. Scholarship contest
- b. Music Festival
- c. Correspondence Courses
- d. State High School Track Meets sponsored by the Kansas State Teachers College of Emporia.
- e. Contacts made by college professors with high schools in judging contests and debates in particular towns.

These activities or contacts, in order to be counted, had to occur during the year previous to the fall semesters of the three periods considered. Table IV, page 10, gives the plan which was used in tabulating and making use of the activity data.

III. A letter was written the director of each municipal junior college in Kansas. Each director was requested to send the enrollment of his particular institution for the years 1917, 1923 and 1929.

IV. The source, by towns and counties, of the Emporia Teachers College enrollment for 1917, 1923 and 1929 was secured from the files in the Registrar's Office.

## V

### PRESENTATION OF DATA

The aim throughout this study has been one of assembling and presenting original data in statistical tables

**TABLE IV**  
**THE METHOD OF RECORDING THE**  
**ACTIVITY DATA**

Read the table thus: Starting with the second column from the left it will be noted that in 1917 Arkansas City sent two students to the Kansas State Teachers College of Emporia, in 1923 three students were sent and in 1929 five students were sent. The symbol "X" under 1923, in the column marked 'Music Contest', indicates that Arkansas City participated in this activity that particular year. The mark "-" indicates that Arkansas City did not participate in the event the year under which the mark was placed. This plan is used throughout the table.

Towns*	Number of Students			Scholarship Contest			Music Contest			Correspondence			Track Meets			Professors' Visits			
	1917	1923	1929	17	23	29	17	23	29	17	23	29	17	23	29	17	23	29	
Arkansas City	2	3	5	-	-	-	X	-	-	-	X	-	-	-	X	X	-	-	-

\* There were 577 towns sending students to the Kansas State Teachers College for one, two or three periods. These towns were listed alphabetically and the activities checked in the appropriate column under the year in which it occurred.

each of which will be analyzed and discussed in its turn.

Whenever an interpretation has been made it has been little more than a statement of conclusions that can be found in the data itself. Therefore, it may be said that to a large extent, the material presented in the following pages is objective.

PART II  
AN ANALYSIS OF THE PROBLEM

## I

## INTRODUCTION

The purpose of this section is to review student reactions to the questionnaire. As the two methods used to determine the relative rank of the statements on the questionnaire form may be rather confusing, they will be explained at this time. It would be well to refer to the questionnaire form, page 15 and to Table V, page 17 as the explanation is read.

1. It was desired to give statements marked "1" twice as much weight or importance as statements marked "2" and three times as much weight or importance as statements marked "3." In order to do this a value of "6" was arbitrarily given each statement marked "1," a value of "3" was given each statement marked "2," and a value of "2" was given each statement marked "3." By using this method of ranking, one statement might get a lower rank than another although checked by more persons. That is, if a statement were given a rank of "1" by seven persons, "2" by two persons, and "3" by one person, the statement would have a weight of 51. But suppose the situation is reversed. This time the statement is marked "1" by one person, "2" by four persons, and "3" by seven persons. The resulting weight

would be 32 in the latter case although two more students marked it than in the first example.

2. In order to secure a ranking which would consider the number of students marking a statement, the number of students was totaled who recognized an item on the questionnaire in any degree "1," "2" or "3." A ranking\* based on the per cent of students included marking an item was secured by dividing this total by 407, which was the number of students included in the study.

As a considerable part of the study is composed of interpretations and discussions of each statement on the questionnaire form, a copy of the questionnaire is included in the body of the text.\* In the following pages each statement or influence is taken up in the order of its importance.

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\* A copy of the questionnaire may be found on page 15.

Name \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_ Class in College \_\_\_\_\_

Town \_\_\_\_\_ County \_\_\_\_\_

Why did you come to the Kansas State Teachers College of Emporia instead of some other college? Place (1) before each of the following statements which were of primary importance in causing you to come here, place (2) before those of secondary importance in causing you to come here, and place (3) before those statements which indirectly may have had something to do in causing you to come here. Add and rank other factors not listed which caused you to come here. READ THE ENTIRE LIST BEFORE MAKING YOUR SELECTION.

1. ( ) I came here because of good railroad connections.
2. ( ) I came because I thought this was the best Teachers College in the state.
3. ( ) I came because I had some friends here in school.
4. ( ) I came because I had a job here or thought I could get one.
5. ( ) I came because some of my high school teachers talked favorably of the Emporia Teachers College.
6. ( ) I heard about this college through friends who were taking correspondence courses from here.
7. ( ) I came because my parents selected this school.
8. ( ) I talked with athletic enthusiasts from this college and they induced me to come.
9. ( ) I thought it would be cheaper to attend school here.
10. ( ) I wanted to get away from home and this was as good as any college.
11. ( ) I came because of contacts made during Music Week.
12. ( ) I came as a result of contacts made with professors from this school who made speeches or judged debates in my home town.
13. ( ) I came because a sorority or fraternity wanted me to come.
14. ( ) I came because of contacts made during the Scholarship contest.
15. ( ) I came because of good roads which enable me to go home in any kind of weather.
16. ( ) I came because a stage line made direct connection with Emporia and the railroad did not.
17. ( ) I came because I liked a particular teacher in this college.
18. ( ) I came because I thought a degree from here would mean more than one from a denominational college.
19. ( ) I visited Emporia and was attracted by the beauty of the campus.

20. ( ) I thought the work here would be easy.
21. ( ) I wanted to attend the school that published the Sunflower (Year Book).
22. ( ) I came because I live in Emporia.
23. ( ) I became interested through reading the Bulletin while I was in high school.
24. ( ) I became interested when I attended a state high school athletic meet here.
25. ( ) I came because it is a family or high school tradition to come here.
26. ( ) I came because this college had a strong department in the work I desired to take.
27. ( ) I came because I had relatives in Emporia.
28. ( ) I came because of the nearness to my home.

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\*The statements on the original questionnaire were not numbered. The numbers here are for the convenience of the reader.



TABLE V

THE RELATIVE IMPORTANCE OF EACH STATEMENT  
IN THE QUESTIONNAIRE ACCORDING TO THE  
WEIGHT METHOD OF RANKING.

Read the table thus: Statement 2 was marked "1" by 212 students, "2" by 62 students and "3" by 38 students. The mark "1" was arbitrarily considered to be twice as important as a "2" and three times as important as a "3". Thus a value of six was given each mark of "1," a value of three given each mark of "2" and a value of two given each mark of "3." Applying this plan to the two hundred twelve "1's" in column one, the sixty-two "2's" in column two and the thirty-eight "3's" in column three a weight of 1554 resulted. Statements are ranked according to weighted size. Statement 2, weight 1554, ranked first because it was largest. Read remainder of the table in like manner.

Statement Numbers on Questionnaire According to Rank	Number of one's	Number of two's	Number of Three's	Numbers one, two three weighed	Ranking of Statements According to Weights Used
2	212	62	38	1554	1
26	138	47	14	1297	2
18	138	86	28	1142	3
8	107	88	46	995	4
3	43	62	60	564	5
28	57	38	19	494	6
4	40	49	36	459	7
5	31	51	45	429	8
22	55	9	8	373	9
7	27	38	29	334	10
1	12	36	54	288	11
25	16	13	11	157	12
15	9	18	22	154	13
27	16	7	7	131	14
11	14	6	14	130	15
12	6	12	20	112	16
19	3	15	23	109	17
6	7	8	17	100	18
17	11	7	5	97	19
10	3	9	13	71	20
13	3	12	8	70	21
23	0	15	11	67	22
8	4	5	10	59	24
16	4	6	3	48	25
20	0	7	10	41	26
24	4	1	3	33	27
21	3	1	2	25	28

TABLE VI

THE RELATIONSHIP BETWEEN THE RANK BY  
WEIGHT AND THE RANK BY PER CENT OF  
EACH OF THEM IN THE QUESTIONNAIRE.

Read the table thus: Statement "1" weighted was 306 as is indicated in column two, while the number of students who mentioned this statement in some degree was 26 per cent of the group as is shown in column three. Under the phrase "Rank by Weight" statement "1" with a weight of 306 ranked eleventh as is indicated in column four and the 26 per cent of the students marking the statement was ninth according to the per cent of students checking the statement.

Statement Numbers	Reaction Weighted (x <sub>1</sub> )(x <sub>3</sub> )(x <sub>2</sub> )	Per Cent of 407 Students Marking Each	Rank by Weight*	Rank by Per Cent*
1	288	.26	11	9
2	1554	.78	1	1
3	564	.41	5	5½
4	459	.29	7	7
5	429	.41	8	5½
6	101	.08	18	16½
7	334	.23	10	10
8	59	.05	24	23
9	995	.59	4	3
10	71	.06	20	20 1/3
11	130	.08	15	16½
12	112	.09	16	15
13	70	.06	21	20 1/3
14	61	.04	23	24½
15	154	.12	13	12
16	48	.03	25	26
17	97	.06	19	20 1/3
18	1142	.61	3	2
19	109	.10	17	13½
20	41	.04	26	24½
21	25	.015	28	28
22	373	.15	9	11
23	67	.07	22	18½
24	33	.02	27	27
25	164	.10	12	15½
26	1297	.58	2	4
27	131	.07	14	18½
28	494	.28	6	8

\*The coefficient of correlation was .97 between the two rankings while sigma was .004.

Statement 2: "I came because I thought this was the best Teachers College in the state" ranked first with 312 students or 78 per cent of the group checking it in one of the three possible ways. Of course the question immediately arises "Did students answer the statement the way they thought they were expected to or the way they really felt about it?". A question of this kind is based on the assumption that the student body of the Emporia Teachers College isn't interested enough in school teaching to care what kind of a college they attend. Yet if there is anything to motives for action, the one of self interest surely should apply in this case. Sloan,<sup>1</sup> in a study called "The Status of School Administrators in Kansas" found that 15.2 per cent of the administrators in Kansas had attended the Kansas State Teachers College of Emporia some time in their career. This was the largest per cent of administrators any single college in Kansas furnished the schools of the state. This being the case it is quite possible that many of these administrators have advertised the Kansas State Teachers College of Emporia to their students in some favorable way. It must be remembered that Emporia Teachers College is also a member of the North Central Association of Colleges and Secondary Schools. Then too this college was ranked the second best teachers college in the United States by thirty-

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1. Herbert Sloan "The Status of School Administrators in Kansas," STUDIES IN EDUCATION, Kansas State Teachers College of Emporia, V.I, No. 2, P.35.

three leading educators of the country.<sup>2</sup> This fact was published widely in state papers and may have been an influence. These facts and conditions provide some basis for believing that the student body may have reacted to Statement 2 in a rational manner.

Statement 26: "I came because this college had a strong department in the work I desired to take" placed second with 249 students or 58 per cent of the group mentioning it. The importance given this statement is more or less to be expected since the Emporia Teachers College is a professional school. It would seem that the motive of self interest would function in a situation such as Statement 26 provides. Apparently it is not assuming too much to believe that one-half of the student body came to the Kansas State Teachers College of Emporia for a thoroughly business like purpose.

Statement 18: "I came because I thought a degree from here would mean more than one from a denominational college". This ranked third, 251 students or 61 per cent of the group checking it. This statement is quite closely related to Statement 2 and Statement 26. If teaching as a profession is the student's interest it is quite possible he would consider rather seriously the professional value of the degree granted by an institution. While such farsightedness does not always evidence itself, surely not more than one-third of the group would fail to consider this.

Statement 9: "I thought it would be cheaper to attend school here," was placed fourth, 241 students or 59 per cent of the students examined recognizing it. Checking the questionnaire reactions it was found that 105 of the 407 students filling out the questionnaire, or 26 per cent, lived in Lyon County. It would be expected that this group would answer in such a manner. As 26 per cent of the first semester students in 1929 came from Emporia, the results of the questionnaire seem to indicate a fair sampling of the students. Xi Phi, a leadership fraternity interested in student activities, made a study in December of 1929 to determine the per cent of students working at steady jobs while attending Emporia Teachers College. Out of 648 students questioned in this study, 277 or 42.7 per cent had steady jobs while attending school.\* From the facts mentioned there seems to be justification for assuming that the reactions to Statement 9 have a high degree of validity as well as reliability. It is quite possible too, that the matter of economy may have been a more important item than the responses to the questionnaire indicate. There can be little doubt but what some students are reticent in revealing their financial difficulties.

Statement 3: "I came because I had some friends here in school," ranked fifth. It will be noted that 165 students or 41 per cent of the group, mentioned this item as an influence. This may be an explanation as to why some towns

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\* The result of this study was found in the files of the Bureau of Measurements.

are rather consistent in sending students to the Emporia Teachers College every year.

Statement 28: "I came because of the nearness to my home." By the weight method this item ranked sixth, 114 students or 28 per cent of the group gave it recognition. The answers check very well here. Eighty-one students wrote "Emporia" as their home on the questionnaire, and 105 students wrote that "Lyon County" was their home. In other words there was a close correlation between the home address given at the top of the questionnaire and the way the students marked the questionnaire on this statement. Nearness to a college is apparently very important in determining one's choice of a college.

Statement 4: "I came because I had a job here or thought I could get one." This item ranked seventh and is probably very important. About 29 per cent, or 125 members of the group, reacted to this statement. The study made by Xi Phi and mentioned under the discussion of Statement 9, doubtless checks on this factor also. It is a well known fact that little or no social discrimination is made on this campus against those who earn their way through college. Since jobs are rather easy to get this would probably account, in part, for many students coming to the Emporia Teachers College.

Statement 5: "I came because some of my high school teachers talked favorably of the Emporia Teachers College." This statement placed eighth as a result of the combined rankings of 127 students or 41 per cent of the group.

Probably this factor should rank higher than it does. There is a possibility that such ideas as were mentioned in the statements:

2. I came because I thought this was the best Teachers College in the state;

9. I thought it would be cheaper to go to school here;

may have been the results of stereotyped thinking and acting in the minds of the students. Such thinking and acting may have been developed in the students by their listening to the talk of high school teachers who had attended the Kansas State Teachers College of Emporia. The influence of this factor as an attitude builder can scarcely be doubted. The emphasis given to it by the group is, due to uncontrolled elements of this study, open to question.\*

Statement 22: "I came because I lived in Emporia," ranked ninth. This factor was mentioned by 72 students or 15 per cent of the group. Out of 407 students questioned, 81 wrote "Emporia" as their home at the top of the questionnaire. Seventy-one of these 81 students or 89 per cent, mentioned Statement 22 as having influenced them to some extent. This lack of agreement may be explained by considering the students who live outside the city limits but who depend on Emporia for mail, newspapers and trade.

Statement 7: "I came because my parents selected this school," stands tenth in importance. Statement 7 was

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\*Only since the school year of 1929-30, has a record been kept showing the high schools in which graduates of the Kansas State Teachers College of Emporia have been placed.

marked by 94 students or 23 per cent of the group. Some students may have been backward about marking this statement because of that "grown-up feeling." It is interesting to note that 163 freshmen or 40 per cent of the group filled out the questionnaire; yet only 97 students or 23 per cent of the group mentioned this fact. Whether existing in the remainder of the group examined and the group not examined, is open to question. It must be kept in mind that none of these factors would stand alone in influencing a student to attend a college.

Statement 1: "I came here because of good railroad connections." This statement ranked eleventh, 26 per cent of the group or 108 students recognizing it as being pertinent. Some interesting facts come to light here. Students from sixty-eight towns recognized this factor as being important. Of these sixty-eight towns, forty towns or 59 per cent, were on the Santa Fe Railroad. While four towns, or 5.8 per cent, were on the Missouri, Kansas and Texas Railroad. This makes a total of 64.8 per cent of the towns having direct transportation contact with Emporia. These results seem to give some validity to the importance of good railroad connections in influencing students to attend an institution of collegiate rank. It is also interesting to notice that 105 or 26 per cent of the 407 students examined, recognized this factor when checking the questionnaire.

Statement 25: "I came because it is a family or high



school tradition to come here." This was ranked twelfth by 40 students which was 10 per cent of the group considered it. When asked for additional influences, several students wrote on the questionnaire that "Coming to this college is a family tradition." The importance of this condition probably rests on its ability to build up a receptive state of mind in the prospective college student.

Statement 15: "I came because of good roads which enables me to go home in any kind of weather," placed thirteenth with 49 students or 12 per cent of the group marking it. The method of ranking used explains why Statement 15 ranked lower than Statement 25 although the former had a larger per cent of students checking it.\* Students from thirty-five towns in Kansas marked this statement. These towns ranged in distance from 150 miles in a straight line in the case of Mankato to 8 miles in a straight line for Americus. The significance of good roads can better be appreciated when one considers these facts.

Statement 27: "I came because I had relatives in Emporia," ranked fourteenth, 7 per cent of the group or 30 students mention it. Several factors probably enter here such as the parents selecting the school, because friends or relatives live here and offer housing facilities to their kinfolk.

Statement 11: "I came because of contacts made

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\* See page 13 for an explanation of the method used in weighing the reactions to each statement.

during Music Week."\* This statement placed fifteenth, 34 students, or 8 per cent of the group, gave it consideration. Students from twenty-four towns made mention of this factor. By a careful check it was found that every one of these twenty-four towns entered the Music Contest in the spring of 1929. These findings seem to indicate a positive correlation between the Music Contest and the enrollment of the student body.

Statement 12: "I came as a result of contacts made with professors from this school who made speeches or judged debates in my home town." This ranks sixteenth, 38 students or 9 per cent of the group recognizing it. Students from twenty-eight towns checked this item. Due to the inconsistency of the school paper in recording out of town professional engagements of college instructors, engagements in only eight of the twenty-eight towns or 28 per cent were recorded in the College publication in the spring of 1929.

Statement 19: "I visited Emporia and was attracted by the beauty of the campus," ranks seventeenth, 41 students or 10 per cent of the group checked it. The fact that few students marked this statement with "1" and many marked it "2" or "3" explains its low rank despite the relatively large number of students mentioning it. In case of a conflict in choosing between the Emporia Teachers College and another school, this factor possibly could be a deciding influence.

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\*A Music Contest conducted annually for Kansas high school students by the Kansas State Teachers College of Emporia.

Statement 6: "I heard about this college through friends who were taking correspondence courses from here." This item placed eighteenth, 32 students or 8 per cent of the group reacting to it. Very few students checked this statement with a "1" which probably indicates that this item lacks force in attracting students to the Emporia Teachers College.

Statement 17: "I came because I liked a particular teacher in this college." Twenty-three students or 6 per cent ranked this item in such a manner that their combined rankings placed it nineteenth in importance.

Statement 10: "I wanted to get away from home and this was as good as any college." This statement ranked twentieth with 25 students or 6 per cent of the group marking it. There were 22 students who marked this statement "2" or "3" and only 3 who indicated a "1." It would seem that a small group of students desire to get away from home but other reasons more important cause them to make their decision.

Statement 15: "I came because a sorority or fraternity wanted me to come," ranked twenty-first. There were 23 students or 6 per cent of the group examined who mentioned this statement. Generally speaking, it is largely through extra-curricular activities that sororities and fraternities get acquainted with prospective members. Assuming this is true, it is reasonable to believe that 23

students out of 407 could be influenced by Greek organizations to attend the Emporia Teachers College.

Statement 23: "I became interested through reading the Bulletin while I was in high school." This item placed twenty-second with 7 per cent of the group or 26 students checking it. No student marked this statement with a "1." Therefore, it is quite evident that this is not a very important factor to students who attend the Emporia Teachers College.

Statement 14: "I came because of contacts made during the Scholarship Contest,"\* ranked twenty-third. Only 18 students or 4 per cent of the group mentioned this statement. The questionnaire reactions to this item seem to indicate that, for the group examined, Scholarship Contests are not very important in attracting students to the Emporia Teachers College.

Statement 8: "I talked with athletic enthusiasts from this college and they induced me to come." This ranked twenty-fourth with 19 students or 5 per cent of the group mentioning it. This statement may be closely related to Statement 24, "I became interested when I attended a state high school meet here." The number checking item 8 was so small that generalizations are impossible.

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\* A Scholarship Contest sponsored annually by the Kansas State Teachers College of Emporia. The state is divided into districts and tests are given students in several widely scattered towns over the state. The winners of the contests come to the Emporia Teachers College for the final competitive examinations.

Statement 24: "I became interested when I attended a state high school athletic meet here." This received the rank of twenty-seven, 8 students or 8 per cent of the group reacting to it. An interesting fact to note in this statement is that only boys checked the item.

Statement 16: "I came here because a stage line made direct connection with Emporia and the railroad did not," ranked twenty-fifth. Only 13 students or 3 per cent of the group recognized this statement. Students from eleven towns considered this factor important. These eleven towns sent 14 students to the Kansas State Teachers College of Emporia in 1923\* and 28 students in 1929. The gain of 14 students between 1923 and 1929 is small when it is considered that eleven towns sent these students. The relationship between the development of stage lines through Emporia in the last six years and the gain in enrollment for the same period may be real or accidental.

Statement 20: "I thought the work here would be easy," was placed twenty-sixth. Seventeen students or 4 per cent of the group indicating their choice. No student marked this statement with a "1". Little importance can be attached to this item.

Statement 21: "I wanted to attend the school that published the Sunflower (Year Book)". Statement 21 ranked twenty-eighth, only 6 students or 1.5 per cent of the group

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\* This was before stage lines were established through Emporia. There were stage lines through Emporia in 1929.

mentioned it. If this really is the attitude of the group, there is not much justification for sending a large number of Emporia Teachers College Year Books to the high schools of the state for advertising purposes.

## II

THE MEN AND WOMEN COMPARED ON THEIR REACTIONS  
TO THE STATEMENTS ON THE QUESTIONNAIRE

Section II, Part II gave the rank of each statement on the questionnaire for the 407 students filling it out, regardless of differences in sex. Realizing that men and women may differ as to influences causing them to attend the Kansas State Teachers College of Emporia, the reactions of these two groups have been tabulated separately. The following pages in this section will include:

1. Tables showing how each sex ranked statements on the questionnaire.
2. An interpretation and discussion of each statement in the order of their relative importance as ranked by the women.

TABLE VII

THE RELATIVE IMPORTANCE OF EACH STATEMENT  
IN THE QUESTIONNAIRE AS INDICATED BY  
THE 201 WOMEN EXAMINED

Read the table thus: Statement 2 in column one was marked "1" by 154 women, "2" by 47 women and "3" by 30 women. By the weight method of ranking used, Statement 2 placed first with 1143 points. Read remainder of the table in like manner.

Statement Number on Questionnaire According to Rank	Number of one's	Number of two's	Number of three's	Numbers one, two, three weighed	Ranking of each Statement According to Weights Used
2	154	47	30	1143	1
26	148	28	13	992	2
18	88	59	19	745	3
9	65	53	30	608	4
26	40	29	12	351	5
3	22	39	46	341	6
5	21	32	33	288	7
7	23	31	21	273	8
22	40	5	6	267	9
4	21	26	15	234	10
1	10	24	29	190	11
25	14	10	9	132	12
15	5	12	15	96	13.5
11	11	4	9	96	13.5
27	11	4	4	86	15
6	6	7	12	81	16
17	9	5	4	77	17
12	4	8	13	74	18
19	1	8	13	56	19
14	3	6	3	42	20
23	0	10	5	40	21
13	2	7	3	39	22
8	3	4	4	38	23
10	2	4	6	36	24
16	3	3	3	33	25
20	0	6	5	28	26
21	2	1	1	17	27
24	0	0	0	0	28



TABLE VIII

THE RELATIVE IMPORTANCE OF EACH STATEMENT  
IN THE QUESTIONNAIRE AS INDICATED BY  
THE 116 MEN EXAMINED

Read the table thus: Statement 2 in column one was marked "1" by 58 men, "2" by 15 men and "3" by 8 men. By the weight method of ranking used, Statement 2 placed first with 411 points. Read the remainder of the table in like manner.

Statement Number on Questionnaire According to Rank	Number of one's	Number of two's	Number of three's	Numbers one, two, three weighed	Ranking of each Statement According to Weights Used
2	58	15	8	411	1
18	50	27	9	399	2
9	42	35	16	389	3
26	40	21	1	305	4
4	19	25	21	225	5
3	21	25	14	223	6
28	17	9	7	143	7
5	10	19	12	141	8
22	15	4	2	106	9
1	2	12	25	98	10
7	4	7	3	61	11
15	4	6	7	56	12
19	2	7	10	53	13
27	5	3	3	40	14
12	2	4	7	38	15
10	1	5	7	35	16
11	3	2	5	34	17
24	4	1	3	33	18
25	2	3	2	32	19
13	1	5	5	31	20
23	0	5	6	27	21
8	1	1	6	21	22
17	2	2	1	20	23
6	1	1	5	19	24
16	1	3	0	15	25
20	0	1	5	13	26
14	1	5	2	17	27
21	1	0	1	8	28

Statement 2: "I came because I thought this was the best Teachers College in the state." This statement ranked first, by 231 women or 80 per cent of that sex mentioning it. The same statement was also ranked first, 81 men or 71 per cent of that sex checking it. The importance of attending a good school, according to the data presented, was given equal importance and weight by both sexes. There is ample evidence that the Kansas State Teachers College of Emporia is an outstanding teacher training institution.\*

Statement 26: "I came because this college had a strong department in the work I desired to take," placed second with 187 women or 64 per cent of that group checking it. This statement was ranked fourth, 62 men or 53 per cent of them giving it recognition. Statement 18: "I came because I thought a degree from here would mean more than one from a denominational college" was given second place by the men. It would seem that the men are slightly more interested in the commercial value of their degree than the women.

Statement 18: "I came because I thought a degree from here would mean more than one from a denominational college." The women ranked this statement third, 166 of them or 57 per cent of the group marking it. Eighty-six men or 74 per cent of that sex marked this statement and as

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\* See Statement 2, Section II, Page for evidence of the high professional standing of the Kansas State Teachers College of Emporia.

a result it placed second. The differences between Statement 18 and Statement 26, as ranked by the men and women, are so slight that generalizations would be of little value.

Statement 9: "I thought it would be cheaper to attend school here." The combined opinions of 148 women, 51 per cent of this sex, gave statement 9 fourth place. The men ranked the same statement third, 93 men or 80 per cent of that sex recognizing it. That 32 per cent more men than women mentioned this factor is an interesting condition to note. The result of this comparison seems to indicate that a larger per cent of men than women earn all or part of their way through the Emporia Teachers College.

Statement 28: "I came because of the nearness to my home." This statement ranked fifth as determined by the relative values given by the 81 women, which was 28 per cent of that group. Thirty-three men or 28 per cent of this sex checked Statement 28 in such a way as to place it seventh in importance. Each sex recognized this factor in some degree although they disagreed as to its importance. It is easy to understand that men would emphasize nearness to home less, although recognizing it as a force.

Statement 3: "I came because I had some friends here in school." This ranked sixth, 107 women or 37 per cent of this sex checking it. The men also placed this statement

sixth, 58 of them or 50 per cent of the group recognizing it. The result of this comparison shows that a larger per cent of the men than women were influenced by the friendship element. It may be that incoming men students get work through friends attending the Emporia Teachers College which may account for the larger per cent of men checking this item.

Statement 5: "I came because some of my high school teachers talked favorably of the Emporia Teachers College." Statement 5 ranked seventh, 86 women or 30 per cent of that sex considered it influential. The same statement ranked eighth as a result of the manner in which 41 men or 35 per cent of this group marked it. This comparison indicates that about the same per cent of men and women are subject to this influence. The 5 per cent more men than women marking this statement may be explained by the fact that coaches and some men teachers are greatly admired by the boy high school graduate.

Statement 7: "I came because my parents selected this school." The women placed this statement eighth, 78 per cent mentioned it. The combined rankings of 19 men or 16 per cent of this group placed the same statement eleventh in importance. The smaller per cent of men than women recognizing this item and the lower rank given it by the same sex seems to indicate that men are less affected by this influence. Statement 4 "I came because I had a job

here or thought I could get one," was mentioned by 54 per cent of the men and only 21 per cent of the women. If women receive more financial aid from their parents than men, as the reactions to Statement 4 seem to indicate, parental pressure will naturally be greater on the women.

Statement 22: "I came because I live in Emporia." This statement was given a rank of ninth, 51 women or 18 per cent of them recognizing its importance. Statement 22 also ranked ninth with the men, 21 of them or 18 per cent of the sex showing their preference. These reactions show, for the group examined, that both sexes are about equally affected in this respect.

Statement 4: "I came because I had a job here or thought I could get one." The statement ranked tenth in importance, 62 women, which was 21 per cent of this sex, checked it. The men placed the same statement fifth, 63 of them or 54 per cent gave it recognition. This comparison emphasizes the possibility that more men than women earn all or part of their way through the Emporia Teachers College.

Statement 1: "I came here because of good railroad connections." This ranked eleventh with 63 women or 22 per cent of that group marking it. The same statement placed tenth, 39 men or 53 per cent of them indicating their choice. Of 112 students checking Statement 1, only 12 or 16 per cent of them marked the item with a "1." This may signify, that in the minds of most students, good railroad connections are desirable but not necessary.

Statement 25: "I came because it is a family or high school tradition to come here." Twelfth rank was given the statement, 33 women or 11 per cent of the sex making the selection. The combined opinions of 7 men or 6 per cent of that group ranked this statement nineteenth. This lack of agreement may be explained by the fact that a larger per cent of women than men are engaged in the teaching profession. In the case of marriage the children, daughters in particular, may be influenced by their mothers in selecting a college to attend.

Statement 15: "I came because of good roads which enable me to go home in any kind of weather." Statements 15 and 11 ranked equally high which made it necessary to divide the thirteenth and fourteenth places. The relative importance of each of these statements has been indicated in Table VII as 13.5. Thirty-two women which was 11 per cent of that sex considered Statement 15 important. The men placed the same statement twelfth, 17 men or 15 per cent of the group indicating their choice. When the number recognizing an item is so few and the rank so nearly the same, generalizations are of very little value.

Statement 11: "I came because of contacts made during Music Week." Twenty-four women or 8 per cent of them marked this statement.\* The same statement ranked seventeenth in

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\* The relative importance given Statement 11 by the women is given under Statement 15 on this page.

in importance, 10 men or 9 per cent of the group making the selection. Eleven of the 24 women marked this statement "1," and five of the 10 men marked the statement "3." For the group studied the Music Contest seems to have been a greater attraction to the women than to the men.

Statement 27: "I came because I had relatives in Emporia," placed fifteenth with 19 women or 7 per cent mentioning it. With 11 men or 9 per cent of the group recognizing this statement, it ranked fourteenth. There were 11 women and 5 men or approximately 50 per cent of each sex who marked this statement "1." Evidently this item is about as important to one sex as to the other.

Statement 6: "I heard about this college through friends who were taking correspondence courses from here." This statement ranked sixteenth, as determined by the relative values given it by 25 women, which was 9 per cent of that group. The men did not consider the statement as important and ranked it twenty-third, 7 men or 6 per cent making the selection. The men gave less importance to this item than women, although the difference in per cent of each sex recognizing it is slight.

Statement 17: "I came because I liked a particular teacher in this college." The women placed this statement seventeenth, 13 of them or 6 per cent mentioned it. As a result of the rankings given this statement by 5 men or 4 per cent of the sex examined, it placed twenty-fourth in importance. Although the men and women gave a different

rank to the statement, approximately the same per cent of each sex considered it.

Statement 12: "I came as a result of contacts made with professors from this school who made speeches or judged debates in my home town." This ranked eighteenth, 25 women, 9 per cent of that sex checked the statement. The men considered this statement slightly more important and gave it a rank of fifteenth, 15 men or 11 per cent of them marking it. Since only 4 women and 2 men marked Statement 12 with a "1," the group examined evidently did not consider the item very seriously.

Statement 19: "I visited Emporia and was attracted by the beauty of the campus." The women ranked this statement nineteenth, 22 of them or 8 per cent of the group mentioning it. The men believed the statement more important and ranked it thirteenth, 19 men or 16 per cent of this sex recognizing the item. Only 1 woman and 2 men marked Statement 19 with a "1." Considering these facts, the beauty of the campus probably does little more than to intensify a desire, already existing, for attending the Emporia Teachers College.

Statement 14: "I came because of contacts made during the Scholarship Contest." The women placed the statement twentieth, 12 of them or 4 per cent of this sex considered it important. However, the Scholarship Contest idea was only rated twenty-seventh in importance by the men, 6 of them or



or 5 per cent of the group checked the item. Apparently the Scholarship Contest had more influence with women than with men, although neither group gave it much consideration.

Statement 23: "I became interested through reading the Bulletin while I was in high school." This item rated twenty-first, 16 women or 5 per cent of that sex giving it recognition. The men ranked the same statement twenty-first, 11 of them or 10 per cent checking it. Neither the men nor the women marked Statement 23 with a "1." Evidently the Bulletin has little effect in attracting men or women to the Emporia Teachers College. Only four students living in Emporia marked this statement, none of them gave it a value of "1."

Statement 13: "I came because a sorority or fraternity wanted me to come." This statement ranked twenty-second as a result of the 12 women or 4 per cent of this group who checked it. The men placed the statement twentieth, 11 of them or 10 per cent marking the item. Only 2 women and 1 man marked this statement "1." Neither sex placed much emphasis on sororities and fraternities. The ratio of women to men on this campus from June 1, 1929, to June 1, 1930, was about four to one while the ratio of sororities to fraternities was two to one. This comparison may explain why a larger per cent of men than women considered the statement.

Statement 6: "I talked with some athletic enthusiasts from the Emporia Teachers College and they induced me to come." The rank of this statement was twenty-third. There

were 11 women or 4 per cent of this sex marking the statement. The men gave practically the same place to Statement 8 as the women, namely a rank of twenty-second. Only 8 men or 8 per cent of them considered the item important. As there were but 2 women and 2 men checking this influence with a "1," evidently this factor was not valued very highly by those who mentioned it.

Statement 10: "I wanted to get away from home and this was as good as any college," placed twenty-fourth, 12 women or 4 per cent of them giving it recognition. The same statement placed sixteenth according to the total rankings of 13 men or 11 per cent of that sex. It will be noted that 11 per cent of the men and only 4 per cent of the women considered the factor. This is a ratio of almost three to one in favor of the men for wanting to get away from home. Only 1 man and two women marked the statement with a "1." Apparently the idea of getting away from home is not very strong even with the ones checking the item.

Statement 16: "I came here because a stage line made direct connections with Emporia and the railroad did not." This statement ranked twenty-fifth, 9 women or 3 per cent of this sex giving it consideration. The men gave Statement 16 the same rank, 4 men or 3 per cent of them making the choice. In the group studied, it will be seen that the same per cent of men and women were influenced by the convenience of stage lines. It is interesting to know that the development of automobile stage lines is influencing, if only very little, students in their choice of a

college.

Statement 20: "I thought the work here would be easy," rated twenty-sixth in importance, 11 women or 4 per cent of them mentioning it. This statement also placed twenty-sixth by the men, 6 of them or 5 per cent of this group giving it recognition. Neither sex marked Statement 20 with a "1." This seems to indicate that students marking the item were not very strong in their belief.

Statement 21: "I wanted to attend the school that published the Sunflower (Year Book)." A rank of twenty-seventh was given this statement. Four women,  $1\frac{1}{2}$  per cent of the sex examined checked Statement 21. The men ranked the same statement last or twenty-eighth, 2 of them or  $1\frac{1}{2}$  per cent marking the item. If the group examined is representative of the entire student body, the giving of Year Books to high schools is not justified as an advertising medium.

Statement 24: "I became interested when I attended a state high school athletic meet here," was placed last. Not a woman mentioned this statement. In the case of the men, Statement 24 ranked eighteenth, only 8 men or 7 per cent of this sex mentioned it. There were 150 high schools entered in the State High School Track Meet held on the Kansas State Teachers College of Emporia field in 1929. Considering this fact along, it is not difficult to understand why a few men would react to such a statement.

## III

THE INFLUENCE OF ACTIVITIES IN ATTRACTING  
STUDENTS TO THE KANSAS STATE TEACHERS  
COLLEGE OF EMPORIA

The students coming to the Emporia Teachers College for the periods studied, 1917, 1923, and 1929, came from 577 towns. It was desired to find what relationship, if any, existed between these towns contributing to the college enrollment and towns competing in contests promoted by the college. Before any possible relationship between activities and enrollment could be studied, it was necessary to locate towns competing in certain college promoted activities. The college activities or contests chosen for the comparison are:\*\*

1. Scholarship Contest
2. Music Festival
3. Track Meets
4. Correspondence Courses
5. Visits of professors to high schools.

In making use of the activity data a list of towns for special consideration was made. Any of the 577\*\*\* towns sending a minimum of four students to the Emporia Teachers College for two consecutive periods was placed on the list.

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\*This data was secured from the files of the Registrar's Office in the Kansas State Teachers College of Emporia.  
\*\*Table IV, page 10, explains the method of recording the data.

\*\*\*During the three years studied, students came to the Emporia Teachers College from 577 different towns.

TABLE IX.

THE NUMBER OF ACTIVITIES IN WHICH  
THE GROUPS STUDIED PARTICIPATED

Read the table thus: In 1917 the select list of towns participated in 27 activities sponsored by the Emporia Teachers College, while they contributed 61 per cent of the student body the same year. Read the table in like manner for each year and for the unselected list.

Groups of towns	No. of towns in select and unselect list	No. of activities for 1917	No. of activities for 1923	No. of activities for 1929	Per cent of total enrollment from each group period		
					1917	1923	1929
Select* List	138	27	174	183	61	69	78
Unselect* List	437	34	166	296	39	31	22
Totals of activities and per cents of each	577	61	340	479	100	100	100

\*A total of 577 towns contributed to the enrollment of the Emporia Teachers College the first semester of 1917, 1923 and 1929. Any of the 577 towns sending at least four students to the Emporia institution for two consecutive periods, 1917-23 or 1923-29, was placed in the "Select List." Towns not sending at least four students for two consecutive periods remained on the "Unselect List."

For example, if Admire, Kansas sent this college one student in 1917 and three in 1923 or one student in 1923 and three in 1929, Admire was placed on this list. Of course many towns sent more than four students and several of the larger towns sent students for all three periods.

The selection of four students as a criteria for admittance of a town to the special list was an arbitrary matter. It was thought, however, that towns sending at least four students would be rather consistent contributors to the enrollment of the Emporia Teachers College.

There were 138 towns in the group for special consideration. These 138 towns were 24 per cent of the 577 towns sending students to the Emporia Teachers College for the three periods studied. For the 1917 first semester student body, 61 per cent came from the selected list of towns, while 69 per cent came from the same group in 1923 and 78 per cent in 1929. It will be noted that 24 per cent of the 577 towns contributed over half of the student body in each case.

The 577 towns entered a total of 61 high school activities in 1917. Out of this number the selected towns made 27 or 44 per cent of the contacts. In the next period there were 340 contacts made with high schools in the 5 activities studied. The special list of towns had 174 or 51 per cent of these to its credit. The 1929 contacts totaled 479 and the special list of towns made 183 or 38

per cent of them. In the latter year,\* 78 per cent of the enrollment\*\* came from this special list of towns. Table IX, page 45, should be read for a better understanding of this comparison.

The special list of towns made fewer contacts in 1929 than did the towns not selected. This condition may be explained by the fact more high schools participated in activities during 1929 than in 1923. For example, students from 68 high schools came to the Emporia Teachers College for the State Track Meet in 1923 while 150 schools entered this contest in 1929. Only 84 towns came to Emporia for the Music Festival in 1923, but in 1929 there were 119 high schools enrolled for the activity. Many of the high schools making contacts with the Emporia Teachers College in 1929 had never done so before.

From the data presented, there appears to be some relationship, although small, between the numbers of students which towns send the Emporia Teachers College and participation in activities promoted by the Emporia Teachers College.

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Although the special list of towns entered but 38 per cent of the 1929 activities, it must be remembered this group constituted but 28 per cent of the 577 towns included in the study.

\*The term 'enrollment' as used here includes only resident students in the college department.

## IV

POSSIBLE EFFECTS OF MUNICIPAL JUNIOR  
COLLEGES IN KANSAS ON THE ENROLLMENT  
OF THE KANSAS STATE TEACHERS  
COLLEGE OF EMPORIA

In looking for influences which attract students to the Emporia Teachers College, factors drawing students away from this college were frequently encountered. The most interesting of these and possibly the most important in the municipal junior college movement.

The municipal junior college is a comparatively late arrival in the educational field. Among its numerous objectives is that of "continuing home influence during immaturity" and of "offering two years of work acceptable to colleges and universities."<sup>1</sup> Either of these objectives seem sufficiently important, if carried out, to affect the enrollment of established colleges and universities.

To test this hypothesis, the ten municipal junior colleges in Kansas were selected for study. Being public institutions, these colleges charge no tuition to students living in the district. Most high school graduates are interested in getting their college education as cheaply as possible. For the average student in the district, the municipal junior college is the cheapest place to secure the first two years of college work. Granting these objectives and conditions are operative, municipal junior colleges may cut into the enrollment of established colleges and universities.

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1. Leonard V. Koos, Junior College Movement, Ginn and Co., New York, 1925, P. 22.



On May 1, 1930, a letter\* was sent to the director of each of the municipal junior colleges for the years 1917, 1923 and 1929. Five replies were received. On May 14, 1930, five follow up letters were sent to the directors not answering, three replies resulted. June 12, 1930, letters were sent to the directors yet unheard from, no replies resulting. Of the ten letters sent out, eight answers or a return of 80 per cent resulted.

There were no municipal junior colleges in Kansas in 1917. During this year the eight towns studied sent 21 students to the Emporia Teachers College. The year 1923 found junior colleges in five of the eight towns considered. Although a total of 377 students was enrolled in these colleges, 28 students came to the Emporia Teachers College from these towns. In 1929, all eight towns had established junior colleges. The total enrollment increased to 1927 by this year but 85 students from the towns studied attended the Emporia Teachers College. Table X, page 50, compares the enrollment of the eight municipal junior colleges for 1917, 1923 and 1929 with the Emporia Teachers College enrollment from these towns during the same years.

From a study of the Kansas Educational Directory for the years 1917, 1923 and 1929, it was found that the high schools in each of the eight towns studied had gained in

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\* A copy of this letter may be found in the appendix.

TABLE X

ENROLLMENT OF MUNICIPAL JUNIOR COLLEGES FOR  
THE YEARS 1917, 1923 and 1929 AND  
NUMBER OF STUDENTS WHO CAME TO  
THE EMPORIA TEACHERS COLLEGE THE  
CORRESPONDING YEARS

Read the table thus: The Arkansas City Junior College was not organized in 1917, in 1923 it was organized and its enrollment was 102 while in 1929 the enrollment was 142. Under the heading "Students sent to the Emporia Teachers College," the first number under 1917 indicates that Arkansas City sent 2 students to the Emporia Teachers College, in 1923 there were 5 students, while 5 students came from this town in 1929. Read remainder of table in like manner.

"X" Indicates the institution was not organized.

"0" Indicates no returns were received from the inquiry letters sent to these schools.

"-" Indicates no students attended the Emporia Teachers College

Cities having Junior Colleges	Enroll- ment for 1917	Enroll- ment for 1923	Enroll- ment for 1929	Students sent to the Emporia Teachers College		
				1917	1923	1929
Arkansas City	X	102	142	2	5	5
Coffeyville	X	39	120	2	2	2
Garden City	X	67	88	3	6	3
Hutchinson	X	X	301	3	6	9
Independence	X	X	159	2	4	-
Iola	X	93	151	-	1	-
Parsons	X	75	228	9	-	3
Eldorado	X	X	142	X	6	3
Ft. Scott	0	0	0	0	0	0
Kansas City	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>377</b>	<b>1297</b>	<b>21</b>	<b>28</b>	<b>25</b>

enrollment from one period to another.<sup>1</sup> This being the situation, theoretically, these eight towns should have sent an increasing number of students to the Emporia Teachers College from period to period. The data presented, however, shows a different condition. The number of students enrolled from the eight towns has held practically constant for the years studied. Therefore, there seems to be some justification for believing that in 1929 the eight junior colleges enrolled a few students who would ordinarily have attended the Emporia Teachers College.

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1. George A. Allen Jr., Kansas Educational Directory,  
Kansas State Printing Plant, Topeka, Kansas, 1929, P.43.

## V

EVIDENCE OF A RECENT CHANGE IN THE SOURCE OF  
THE KANSAS STATE TEACHERS COLLEGE OF  
EMPORIA ENROLLMENT

There are three teachers colleges in Kansas, namely: the Kansas State Teachers College of Emporia; the Kansas State Teachers College of Pittsburg; and the Kansas State Teachers College of Hays. The possibility of a recent shift in the source of the Kansas State Teachers College of Emporia enrollment is a factor worthy of consideration.

Ten counties near Pittsburg and ten counties in similar relation to Hays were arbitrarily taken in order to secure a basis for comparison. The ten counties around Crawford, the home of the Pittsburg Teachers College, sent 82 students to the Emporia Teachers College in 1923.\* These same counties contributed but 44 students or 46 per cent as many in 1929 as in 1923. The actual loss was 38 students. The ten counties near Ellis, the county in which the Hays Teachers College is located, sent 56 students to the Emporia Teachers College in 1923. In 1929 the number enrolled from the same source had increased to 95 students. The actual gain was 39 students or 69 per cent more than the number indicated for 1923. In other words the Emporia Teachers College lost 38 students from the ten counties around Pittsburg between 1923 and 1929 but gained 39 students from the ten counties around Hays during the same period.

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\* See Tables XI, XII, and XIII, pages 54, 55, 56; also Maps I, II, and III, pages 57, 58, 59, for a better understanding of the facts presented.

The facts given lead one to believe, that as a source of enrollment for the Emporia Teachers College, Southeastern Kansas is becoming less important than formerly. However, Western Kansas is apparently becoming more important from year to year in sending students to the Emporia institution.

TABLE XI

THE NUMBER OF STUDENTS WHO CAME TO THE  
EMPORIA TEACHERS COLLEGE FROM THE  
TEN COUNTIES AROUND PITTSBURG

Read the table thus: Labette County, in the first column, sent 8 students to the Emporia Teachers College in 1923 while in 1929 this county sent 3 students. Read the remainder of the table in like manner.

Ten Counties Surrounding Crawford County Kansas	Students Coming To the Emporia Teachers College from these counties in 1923*	Students coming for the Emporia Teachers College from these Counties in 1929
Labette	8	3
Neosho	7	7
Allen	12	3
Bourbon	1	0
Cherokee	1	0
Anderson	16	6
Linn	6	1
Wilson	12	12
Woodson	6	7
Montgomery	13	8
<b>TOTAL</b>	<b>82</b>	<b>44</b>

\* This data was secured from the files in the Registrar's office.

TABLE XII

THE NUMBER OF STUDENTS WHO CAME TO THE  
EMPORIA TEACHERS COLLEGE FROM THE  
TEN COUNTIES AROUND HAYS

Read the table thus: Edwards County, in the first column sent 10 students to the Emporia Teachers College in 1923 while in 1929 this county sent 12 students. Read the remainder of the table in like manner.

Ten Counties Around Ellis County, Kansas	Students Coming to the Emporia Teachers College from these Counties in 1923	Students Coming to the Emporia Teachers College from these Counties in 1929
Edwards	10	12
Barton	14	20
Ellsworth	0	16
Smith	3	6
Lincoln	7	7
Osborne	3	5
Pawnee	5	9
Rush	2	1
Russell	2	0
Stafford	10	12
<b>TOTAL</b>	<b>56</b>	<b>95</b>

TABLE XIII

THE SOURCE AND PERCENTAGE BY COUNTIES OF THE FIRST SEMESTER ENROLLMENT OF THE KANSAS STATE TEACHERS COLLEGE FOR 1917, 1923 and 1929.\*

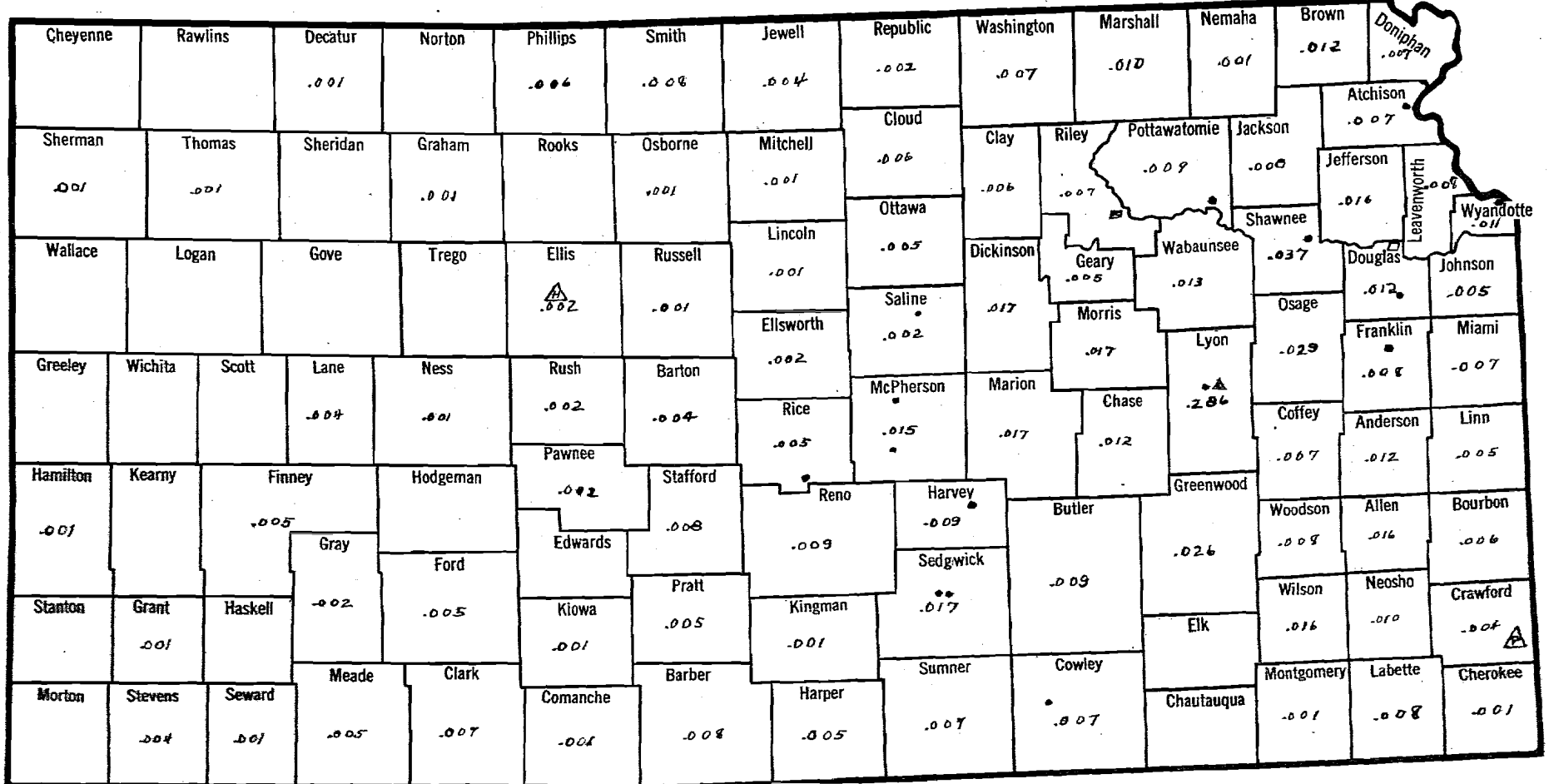
Counties	1917	1923	1929	Counties	1917	1923	1929	Counties	1917	1923	1929
Allen	.016	.010	.003	Greeley	x	x	x	Osborne	.001	.003	.006
Anderson	.012	.014	.005	Greenwood	.026	.026	.025	Ottawa	.005	.007	.005
Atchison	.007	.012	.014	Hamilton	.001	x	.001	Pawnee	.002	.004	.003
Barber	.008	.006	.011	Harper	.005	.006	.013	Phillips	.006	.002	x
Barton	.004	.012	.018	Harvey	.009	.015	.016	Pottawamie	.009	.003	.004
Burbon	.008	.001	x	Haskell	x	x	.001	Pratt	.005	.009	.013
Brown	.012	.012	.011	Hedgeman	x	.001	.001	Rawlins	x	x	.001
Butler	.009	.016	.010	Jackson	.008	.005	.015	Rene	.009	.012	.021
Chase	.012	.010	.012	Jefferson	.016	.010	.018	Republic	.002	.010	.008
Chautauqua	x	.001	x	Jewell	.004	.005	.011	Rice	.005	.006	.014
Cherokee	.001	.001	x	Johnson	.005	.005	.008	Riley	.007	.005	.011
Cheyenne	x	x	x	Kearney	x	.004	.005	Rock	x	x	x
Clark	.007	.003	.001	Kingman	.001	.009	.002	Rush	.002	.002	.001
Clay	.006	.004	x	Kiowa	.001	.004	.007	Russell	.001	.002	x
Cloud	.006	.003	.010	Labette	.008	.007	.005	Saline	.002	.009	.005
Coffee	.007	.031	.018	Lane	.004	x	.002	Scott	x	.002	.002
Comanche	.001	.003	.004	Leavenworth	.008	.004	.011	Sedgwick	.017	.020	.017
Cowley	.007	.008	.013	Lincoln	.001	.006	.006	Seward	.001	.002	.005
Crawford	.004	.001	x	Linn	.005	.005	.001	Shawnee	.037	.023	.021
Decatur	.001	.001	.001	Logan	x	.001	.002	Sheridan	x	x	.001
Dickinson	.017	.015	.019	Lyon	.286	.223	.262	Sherman	.001	x	x
Doniphan	.007	.006	.010	Marshall	.010	.006	x	Smith	.008	.003	.005
Douglas	.012	.008	.011	McPherson	.015	.010	.013	Stafford	.008	.001	.017
Edwards	.005	.009	.011	Marion	.017	.017	.034	Stanton	x	x	x
Ellis	.002	x	.001	Mead	.005	.001	.007	Stevens	.004	.003	.001
Ellsworth	.002	x	.014	Miami	.007	.002	.006	Sumner	.007	.014	.017
Finney	.005	.008	.003	Mitchell	.001	.005	.006	Thomas	.001	.001	.002
Ford	.005	.015	.026	Montgomery	.001	.011	.007	Trego	x	x	x
Franklin	.003	.006	.022	Morris	.017	.015	.027	Wabunsee	.013	.011	.006
Geary	.005	.003	.005	Morton	x	.002	.002	Wallace	x	x	x
Gove	x	x	x	Nemaha	.001	.006	.010	Washington	.007	.004	.005
Grant	.001	x	x	Neosho	.010	.006	x	Wichita	x	x	.002
Graham	.001	.001	.002	Ness	.001	.001	x	Wilson	.016	.010	.011
Gray	.002	.003	.005	Newton	x	.002	.005	Wyandott	.011	.026	.030
				Osage	.029	.025	.030	Woodson	.008	.003	.006

\* The enrollment is given in per cent.



# MAP I KANSAS

THE SOURCE AND PERCENTAGE BY COUNTIES OF THE FIRST SEMESTER ENROLLMENT OF THE KANSAS STATE TEACHERS COLLEGE OF EMPORIA FOR 1917

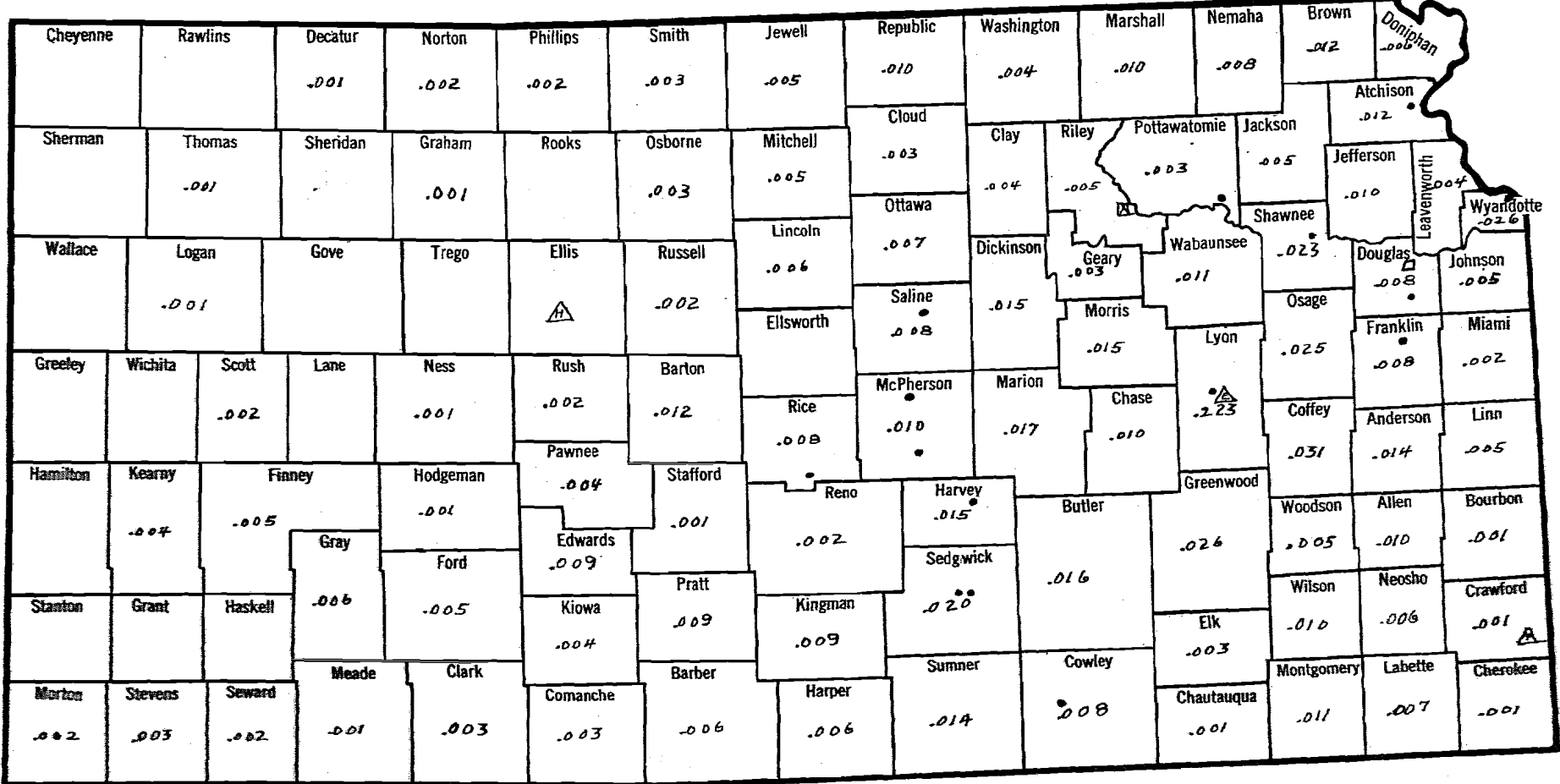


- KANSAS UNIVERSITY
- ▣ KANSAS STATE AGRICULTURE COLLEGE
- DENOMINATIONAL SCHOOLS

- △ EMPORIA STATE TEACHERS COLLEGE
- △ PITTSBURG STATE TEACHERS COLLEGE
- △ HAYS STATE TEACHERS COLLEGE

# MAP II KANSAS

THE SOURCE AND PERCENTAGE BY COUNTIES OF THE FIRST SEMESTER ENROLLMENT OF THE KANSAS STATE TEACHERS COLLEGE OF EMPORIA FOR 1923

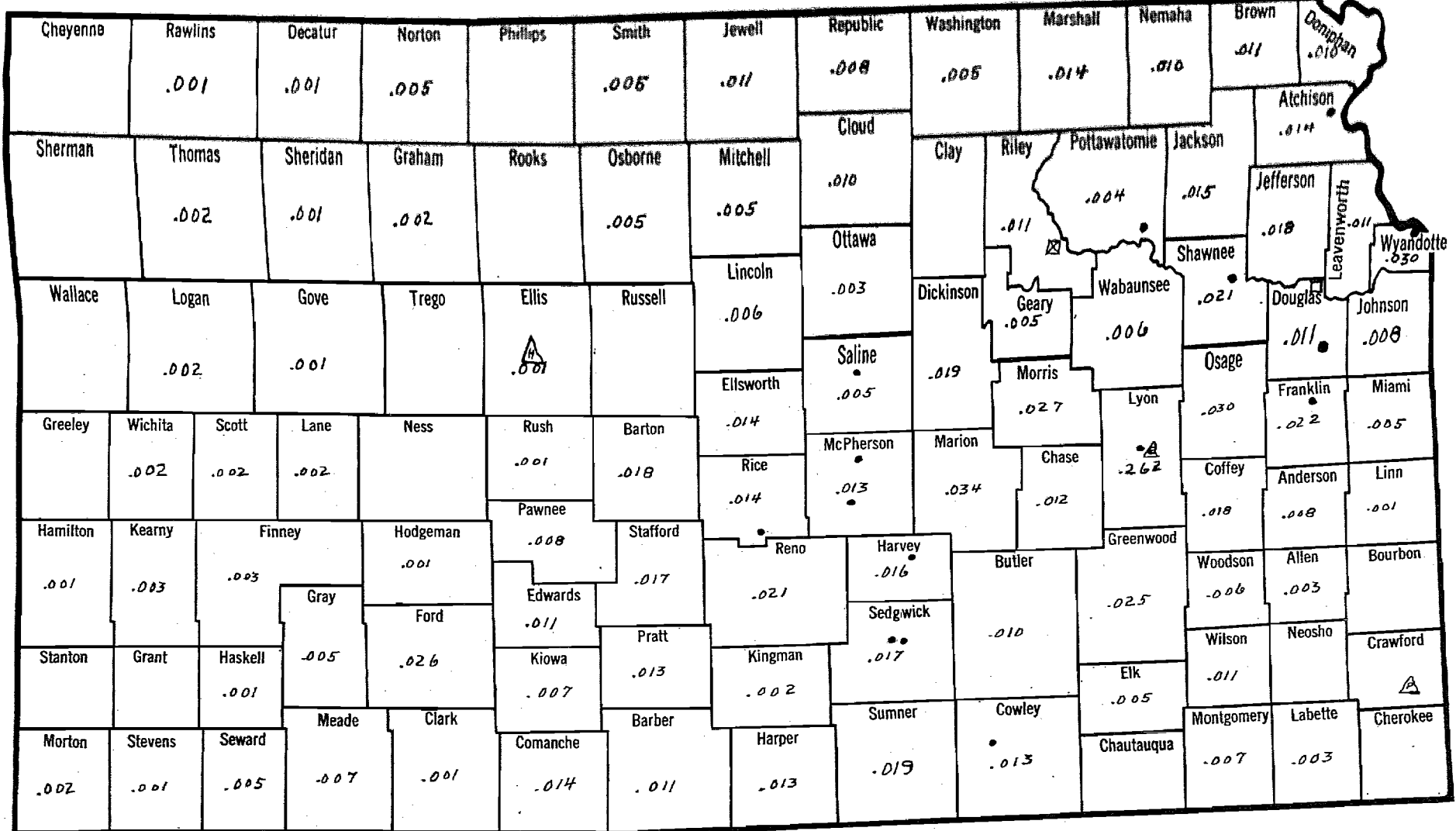


- KANSAS UNIVERSITY
- ▣ KANSAS STATE AGRICULTURE COLLEGE
- DENOMINATIONAL SCHOOLS

- △ EMPORIA STATE TEACHERS COLLEGE
- △ PITTSBURG STATE TEACHERS COLLEGE
- △ HAYS STATE TEACHERS COLLEGE

# MAP III KANSAS

## THE SOURCE AND PERCENTAGE BY COUNTIES OF THE FIRST SEMESTER ENROLLMENT OF THE KANSAS STATE TEACHERS COLLEGE OF EMPORIA FOR 1929



- KANSAS UNIVERSITY
- ▣ KANSAS STATE AGRICULTURE COLLEGE
- DENOMINATIONAL SCHOOLS

- △ EMPORIA STATE TEACHERS COLLEGE
- △ PITSBURG STATE TEACHERS COLLEGE
- △ HAYS STATE TEACHERS COLLEGE

## I

## S U M M A R Y.

The purpose of this study is to disclose some of the influences which attract students to the Kansas State Teachers College of Emporia. Incidentally a few factors have been considered which may have drawn some students away from the Emporia Teachers College.

The information for this study has been gathered from four main sources, namely:

1. The questionnaire given to 407 students in the Kansas State Teachers College of Emporia.
2. The files in the Registrar's Office, the Correspondence Study Office, the Bureau of Measurements Office, and the Stacks in Kellogg Library.
3. Letters sent to the ten municipal junior colleges in Kansas.
4. Maps and data showing the source of the Emporia Teachers College enrollment for 1917, 1923 and 1929.

The scope of the problem includes the following divisions:

- I-II. First, the reactions of the 407 students taken as a group, to the twenty-eight items on the questionnaire. Second, the reactions by sex of the 407 students to the questionnaire statements.
- III. The influence of activities in attracting students to the Kansas State Teachers College of Emporia.

IV. Possible effects of municipal junior colleges in Kansas on the enrollment of the Kansas State Teachers College of Emporia.

V. Evidence of a recent change in the source of the Kansas State Teachers College of Emporia enrollment.

I-II. The nature of the questionnaire necessitated a short discussion and generalization of each item as it was considered. For this reason, the reactions to the twenty-eight statements on the questionnaire will not be reviewed here or in the conclusions. However, the five statements ranking highest, in the order of their importance as determined by the combined opinions of the 407 students examined, will be listed and also other pertinent questionnaire results. The rank given the questionnaire items by the student group examined were as follows:

2. I came because I thought this was the best Teachers College in the state.
26. I came because this college had a strong department in the work I desired to take.
18. I came because I thought a degree from here would mean more than one from a denominational college.
9. I thought it would be cheaper to attend school here.
3. I came because I had friends here in school.

By combining the opinions of the 291 women who filled out the questionnaire, the five items ranking highest for this sex, in the order of their importance, were:

2. I came because I thought this was the best Teachers College in the state.
26. I came because this college had a strong department in the work I desired to take.
18. I came because I thought a degree from here would mean more than one from a denominational college.

- 9. I thought it would be cheaper to attend school here.
- 28. I came because of the nearness to my home.

The men examined selected the same influences as the women, with one exception. The five ranking statements, in the order of their importance, were:

- 2. I came because I thought this was the best Teachers College in the state.
- 18. I came because I thought a degree from here would mean more than one from a denominational college.
- 9. I thought it would be cheaper to attend school here.
- 26. I came because this college had a strong department in the work I desired to take.
- 4. I came because I had a job here or thought I could get one.

III. The next problem was to determine the possible influence of activities in attracting students to the Kansas State Teachers College of Emporia. To do this it was necessary to:

- 1. Locate the towns from which students had come to Emporia Teachers College for the years 1917, 1923 and 1929.
- 2. Locate towns participating in the Scholarship Contest, Music Festival and State High School Track Meets.
- 3. Locate the sources of the correspondence study students.
- 4. Locate towns visited by Emporia Teachers College professors while sponsoring various high school activities.

It was shown that 577 towns contributed to the Emporia Teachers College enrollment during the three periods studied. In order to make comparisons a list of towns for special consideration was selected. Any town sending

a minimum of four students to the Emporia Teachers College for two consecutive periods was placed on the list. This selection of four students was an arbitrary matter.

The 138 towns selected were 24 per cent of the 577 towns sending students to the Emporia Teachers College for the three periods. The 577 towns entered 61 high school activities in 1917. Out of this number the 138 towns made 27 or 44 per cent of the contacts. In the next period there were 340 contacts made with high schools in the five activities studied. The special list of towns had 174 or 54 per cent of these to its credit. The 1929 contacts totaled 479 and the select towns made 183 or 38 per cent of them. In the latter year, 78 per cent of the enrollment came from this special list of towns. Although the towns not selected made more contacts in 1929, the enrollment coming from this group fell from 31 per cent in 1923 to 22 per cent in 1929.

IV. Information was desired regarding the possible effects of municipal junior colleges in Kansas on the enrollment of the Kansas State Teachers College of Emporia.

Since municipal junior colleges are tax supported, it is probably the cheapest place for the average student in the district to secure the first two years of college work. Also home influences may be continued during immaturity and this alone is a very strong talking point for junior colleges. Granting that the afore-mentioned conditions are operative, there would seem to be justification

for believing municipal junior colleges are attracting students who formerly would have enrolled in four year colleges or universities.

The approach to this phase of the study was different from any used so far. The director of each municipal junior college in Kansas was sent a letter requesting the enrollment of that particular institution for the years 1917, 1923 and 1929. Replies were received from eight of the ten institutions written. The data secured revealed that there were no municipal junior colleges in Kansas in 1917. During this year the eight towns studied sent 21 students to the Emporia Teachers College. The year 1923 found junior colleges in five of the eight towns considered. Although a total of 377 students were enrolled in these colleges, 28 students came to the Emporia Teachers College from these towns. In 1929, all eight towns had established junior colleges. The total enrollment increased to 1927 by this year but 25 students from the towns studied attended the Emporia Teachers College.

The high schools in these eight towns, according to the Kansas Educational Directory for the years 1917, 1923 and 1929, gained in enrollment from period to period. This being the case it seems reasonable to expect an increasing number of students from the eight towns to be enrolled in the Emporia Teachers College as the years passed. However, the facts presented show a different trend. As will be noted from comparisons made previously,



student contribution from the eight towns has remained practically constant for all three years.\*

V. In this section of the problem it was proposed to determine whether there had been any recent change in the source of the Kansas State Teachers College of Emporia enrollment. Ten counties around Pittsburg and ten counties in similar relation to Hays were arbitrarily taken in order to secure a basis for comparison. From this comparison it was found that:

1. The Emporia Teachers College lost, from 1925 to 1929, thirty-eight students or 46 per cent of its enrollment from the ten counties around Pittsburg.\*\*
2. The Emporia Teachers College gained 39 students or 69 per cent more enrollments from the ten counties around Hays in 1929 than was the case in 1925.

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\* See Table X, page 50 for complete data.

\*\* See Tables XI, XII, and XIII, pages 54, 55, and 56; also Maps I, II, and III, pages 57, 58, and 59.

## II

CONCLUSIONS AND RECOMMENDATIONS REGARDING INFLUENCES  
ATTRACTING STUDENTS TO THE KANSAS STATE TEACHERS  
COLLEGE OF EMPORIA AND RELATED STUDIES

Conclusions and Recommendations Based

on Reactions to the Questionnaire

Items and Other Pertinent Data.

- I. An analysis of statements 2, 26, and 18 brings out the fact that a majority of the students examined came to the Kansas State Teachers College of Emporia because, in their opinion, the Emporia institution was the best place in the state to secure a type of training they desired. The high educational standards now maintained by this college should be continued.
  - (a). Three hundred twelve students or 78 per cent of those examined reacted to Statement 2: "I came because I thought this was the best teachers college in the state." Sloan found that the Kansas State Teachers College of Emporia had furnished a larger per cent of administrators in Kansas than any other school in the state; Page 19. Tables V and VI, Pages 17 and 18. See Discussion, Page 19.
  - (b). Two hundred forty-nine students or 58 per cent checked item 26: "I came because this college had a strong department in the work I desired to take." See discussion, Page 20, also Tables V and VI, Pages 17 and 18
  - (c). Two hundred fifty-two students or 61 per cent recognized Statement 18: "I came because I thought a degree from here would mean more than one from a denominational college." See discussion, Page 20, also Tables V and VI, Pages 17 and 18.

II. The question of cost seems ever present in the minds of most Emporia Teachers College students. There is evidence to warrant the belief that a large number of students come to the local teachers college because it is considered economy to do so. A college giving professional training of a high order and at the same time making this training easy to secure economically is doing real service for the state and nation.

- (a). Two hundred forty-one students or 59 per cent of those studied mentioned Statement 9; "I thought it would be cheaper to attend school here"; Tables V and VI, Pages 17 and 18.
- (b). Twenty-six per cent of the 407 students examined lived in Lyon County and 26 per cent of the first semester 1929 student body came from Lyon County: See Discussion, Page 23.
- (c). One hundred twenty-five students or 29 per cent marked Statement 4; "I came because I had a job here or thought I could get one": Tables V and VI, Pages 17 and 18, Page 22.
- (d). In a study made by Xi Phi in 1929 it was found that, out of 848 students questioned, 42.7 per cent had steady jobs while attending the Emporia Teachers College: See Discussion, Page 21.

III. The factor of friendship is important. Having friends on the Emporia Teachers College Campus or even in Emporia proper seems to be an important prerequisite for some students. It would be worth while to lay more emphasis in all group meetings, toward cultivating that "friendly feeling" and "community of interest" attitude:

- (a). One hundred sixty-five students or 41 per cent of those students studied considered Statement 3; "I came because I had some friends here in school"; Tables V and VI, Page 17 and 18; See Discussion, Page 25.

- (b). Thirty students or 7 per cent checked Statement 27: "I came because I had relatives in Emporia"; Tables V and VI, Pages 17 and 18; See Discussion Page 25.
- (c). Thirty-eight students or 9 per cent recognized Statement 12: "I came as a result of contacts made with professors from this school who made speeches or judged debates in my home town"; Tables V and VI, Pages 17 and 18; See Discussion, Page 26.
- (d). Thirty-two students or 8 per cent mentioned Statement 6: "I heard about this college through friends who were taking correspondence courses from here"; Tables V and VI, Pages 17 and 18; See Discussion, Page 27.
- (e). Twenty-five students or 6 per cent considered Statement 17: "I came because I liked some particular teacher in this college"; Tables V and VI, Pages 17 and 18; See Discussion, Page 27.
- (f). Nineteen students or 5 per cent of the group marked Statement 8: "I talked with athletic enthusiasts from this college and they induced me to come"; See Discussion, Page 28.

IV. Being near home is an item considered influential in determining a choice of college by a rather large number of students examined. Creating a more home like atmosphere might attract more students of the afore-mentioned type:

- (a). One hundred fourteen students mentioned Statement 28: "I came because of the nearness to my home"; Tables V and VI, Pages 17 and 18; See Discussion, Page 22.
- (b). Seventy-two students or 15 per cent of the group recognized Statement 22: "I came because I live in Emporia"; Tables V and VI, Pages 17 and 18; See Discussion, Page 23.
- (c). It was found by a study of Maps I, II and III, Pages 57, 58, and 59, that 45.3 per cent, 40.7 per cent and 44.5 per cent of the first semester enrollment for 1917, 1923, and 1929 respectively come from Lyon County and nine contiguous counties.\*

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\*Lyon, Wabaunsee, Morris, Chase, Greenwood, Coffee, Osage, Butler, Shawnee and Marion Counties

V. The favorable attitude of Emporia Teachers College graduates toward their Alma Mater probably influences some students to attend the local institution. The college must be sold to its student body:

- (a). One hundred twenty-seven students or 41 per cent checked Statement 5: "I came because some of my high school teachers talked favorably of the Emporia Teachers College": Tables V and VI, Pages 17 and 18; See Discussion, Page 22.
- (b). Parents quite frequently seek the advice of teachers when selecting a college for their children to attend. Ninety-four students or 23 per cent marked Statement 7: "I came because my parents selected this school": Tables V and VI, Pages 17 and 18; See Discussion, Page

VI. Parental influence has been an important factor in causing many students to attend the Emporia Teachers College. Apparently this condition was stronger with the women than with the men. Establishing confidence in the institution is of primary importance in gaining the support of this group:

- (a). Ninety-four students or 23 per cent marked Statement 7: "I came because my parents selected this school": Tables V and VI, Pages 17 and 18; See Discussion, Page 23.
- (b). Seventy-two students or 15 per cent recognized Statement 22: "I came because I live in Emporia!" Doubtless most parents would prefer that their children attend a near by college: Tables V and VI, Pages 17 and 18; See Discussion, Page 23.
- (c). Forty-students or 10 per cent of the group considered item 25: "I came because it is a family or high school tradition to come here. Tables V and VI, Pages 17 and 18; See Discussion, Pages 24 and 25.

(d). Forty-nine students or 12 per cent of the group studied checked item 15: "I came because of good roads which enable me to go home in any kind of weather"; Tables V and VI, Pages 17 and 18; See Discussion, Page 25.

(e). One hundred two students or 26 per cent were influenced in some degree by Statement 1: "I came because my parents selected this school," was checked by 75 women or 26 per cent of them. Only 19 men or 16 per cent of this sex considered the item. Evidently this factor is more important with women than with men. Tables VII and VIII, Pages 32 and 33; See Discussion, Page 24.

VII. The problem of being able to make home contacts easily and conveniently was considered important by a few students:

(a). One hundred two students or 26 per cent recognized Statement 1: "I came here because of good railroad connections." Students from sixty-eight towns marked this item, of these sixty-eight towns, forty-four or 64.3 per cent were located on railroads making direct connections with Emporia; Tables V and VI, Pages 17 and 18; See Discussion, Page 24.

(b). Forty-nine students or 12 per cent considered Statement 15: "I came because of good roads which enable me to go home in any kind of weather"; Tables V and VI, Pages 17 and 18; See Discussion, Page 25.

(c). Thirteen students or 3 per cent checked item 16: "I came here because a stage line made direct connections with Emporia and the railroad did not"; Tables V and VI, Pages 17 and 18; See Discussion, Page 22.

VIII. According to the reactions to the items on the questionnaire, there are very few students attending the Emporia Teachers College whose main interest is to get away from home and have a good time. If there were very many of the afore-mentioned type, they were un-

willing to admit it. The college has an obligation to perform in handling students belonging to this class:

- (a). Only twenty-five students or 6 per cent of the group examined considered Statement 10: "I wanted to get away from home and this was as good as any college"; Tables V and VI, Pages 17 and 18; See Discussion, Page 27.
- (b). Three hundred twelve students or 78 per cent of those questioned checked Statement 2: "I came because I thought this was the best teachers college in the state"; Tables V and VI, Pages 17 and 18; See Discussion, Page 19.

IX. The often heard rumor that Greek organizations exert considerable influence in bringing students to the Emporia Teachers College is not borne out very well by the results of this study:

- (a). There were but 23 students or 6 per cent of the group examined who mentioned Statement 13: "I came because a sorority or fraternity wanted me to come"; Tables V and VI, Pages 17 and 18; See Page 27.
- (b). Four per cent of the women and 10 per cent of the men examined recognized Statement 23. See discussion as to the ratio of men to women in the Emporia Teachers College, Page 41. Tables VII and VIII.

X. Few students felt that participation in high school activities promoted by the Emporia Teachers College was an important factor in attracting them to the afore-mentioned institution. The average man and woman in this college is more or less indifferent to the high school students entered in these contests. Possibly a change in attitude would be worth while. First impressions are lasting.

- (a). Thirty-four students or 8 per cent of the group considered Statement 11: "I came because of contacts made during Music Week". Students from twenty-four towns. Everyone of these twenty-four towns entered the Music Festival of 1929; Tables V and VI, Pages 17 and 18; See Discussion, Page 25,26.
- (b). Only 18 students or 4 per cent mentioned Statement 14: "I came because of contacts made during the Scholarship Contest." It must be remembered that comparatively few students come to Emporia for this activity; Tables V and VI, Pages 17 and 18; See Discussion, Page 28.
- (c). Very few students recognized Statement 24: "I became interested when I attended a state high school athletic meet here." Of the group examined 8 students, all men, were attracted by this influence; Tables V and VI, Pages 17 and 18; See Discussion, Page 29.

XI. The beauty of the Emporia Teachers College Campus is appreciated by a small group of students. This factor, however, cannot be considered of primary importance.

- (a). Forty-one students or 10 per cent of the group checked item 19: "I visited Emporia and was attracted by the beauty of the campus"; Tables V and VI, Pages 17 and 18; See Discussion, Page 26.
- (b). Very few students marked Statement 19 with "1" and many gave it a value of "2" or "3." The ones marking this statement did not consider it very important; See Discussion, Page 26.

XII. The practice of sending "The Bulletin" and the "Year Book" to different high schools in the state for advertising purposes is not justified according to student reactions to these two items on the questionnaire.

- (a). Only 26 students or 7 per cent of those studied marked Statement 23: "I became interested through reading the Bulletin while in high school." No student gave this factor a value of "1." It is not very important even to the ones recognizing it; Tables V and VI, Pages 17 and 18; See Discussion, Page 28.



- (b). Statement 21: "I wanted to attend the school that published the Sunflower (Year Book)" was considered least important of the twenty-eight items on the questionnaire. Only 6 students or 1.5 per cent of those studied checked the item; Tables V and VI, Pages 17 and 18; See Discussion, Page 29.

### Conclusion and Recommendations Drawn from

#### Data Concerning Activities

XIII. Some relationship seems to exist between the number of students which towns send the Emporia Teachers College and participation, by these towns, in activities promoted by the same institution: From the standpoint of attracting students, more attention should be devoted to the possibilities afforded by high school activities:

- (a). The 577 towns studied entered a total of 61 high school activities in 1917. Out of this number the select list of towns made 27 or 44 per cent of the contacts. In other words these 138 towns or 28 per cent of the 577 towns considered made 27 or 44 per cent of the 1917 contacts and activities: Table IX, Page 45; See Discussion, Page 46,47.
- (b). In 1923 there were 340 contacts made with high schools in the 5 activities studied. The special list of towns had 174 or 51 per cent of these to its credit. This year 138 towns or 28 per cent of those included in the study accounted for 51 per cent of the contacts and activities: Table IX, Page 45; See Discussion, Page 46,47.
- (c). The 1929 contacts totaled 479 and the special list of towns, 28 per cent of the 577 considered, made 133 or 38 per cent of them: Table IX, Page 45; See Discussion, Page 46,47.

Conclusion and Recommendations Regarding the Possible  
Effect of Municipal Junior Colleges on the  
Enrollment of the Emporia Teachers College.

XIV. There are reasons for believing that in 1929 the eight municipal junior colleges in Kansas enrolled a few students who ordinarily would have attended the Emporia Teachers College. As time passes, it would probably be well to place more emphasis on the junior, senior and graduate years in this institution.

- (a). The fact that a noticeable increase in the Emporia Teachers College enrollment, from period to period, did not take place from the eight towns supporting junior colleges: Table X, Page 50; See Discussion, Page 50.
- (b). The high schools in the eight towns studied gained in enrollment during the years considered. This being the case, the Emporia Teachers College enrollment, theoretically, should have increased from period to period: See Data and Discussion, Page 50.

Conclusion as to the Evidence of a Recent Change  
in the Source of the Kansas State Teachers  
College of Emporia Enrollment.

XV. The facts given lead one to believe, that as a source of enrollment for the Emporia Teachers College, Southeastern Kansas is less important than formerly. However, Western Kansas is apparently becoming more important in sending students to the Emporia institution.

- (a). The ten counties around Pittsburg sent 82 students to the Emporia Teachers College in 1923, however, in 1929 only 44 enrollments came from the same source. This condition represents an actual loss of 38 students; Table XI, Page 54 and Table XVI, Page 55; Maps I, II, and III, Pages 57, 58, and 59.

- (b). The ten counties around Hays sent 56 students to the Emporia Teachers College in 1923. In 1929 the number from the same source had increased to 95 students. The actual gain was 39 students or 69 per cent more than the number indicated for 1923.

### III

#### PROBLEMS SUGGESTED FOR FURTHER STUDY

- I. A study, covering a period of years, to determine why students who have not attended the Kansas State Teachers College of Emporia for a number of years, return for work later.
- II. A study to determine why students, who have not attended the Kansas State Teachers College of Emporia for a number of years, do not return later for work. Such data could be used for the purpose of better meeting the needs of the student body. Advertising based on such a study would possibly be more appealing to high school graduates and older prospective students.
- III. A study to determine whether a larger per cent of the enrollment of the Kansas State Teachers College of Emporia comes from towns located on the Santa Fe Railroad or from towns not located on the Santa Fe Railroad.\*
- IV. That a study be made to determine what value the Emporia Teachers College receives from sending copies of The Bulletin and the Year Book to high schools in the state.
- V. The majority of the students filling out the questionnaire considered the Emporia Teachers College the best teachers college in the state. Following this idea further, it should be worth while to make a comprehensive study of the qualities possessed by teachers colleges of superior

rank. A study of this type offers many possibilities.

\* A partial study of this nature may be found in the Appendix.

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T A B L E O F A P P E N D I X E S .

- APPENDIX I A COPY OF THE LETTER SENT TO THE DIRECTORS  
OF THE MUNICIPAL JUNIOR COLLEGES IN KANSAS.
- APPENDIX II A PARTIAL STUDY SHOWING A POSSIBLE RELATION-  
SHIP BETWEEN THE SANTA FE RAILROAD AND THE  
ENROLLMENT OF THE EMPORIA TEACHERS COLLEGE.

A P P E N D I X I

Emporia, Kansas  
May 14, 1930

Mr.  
Superintendent of Schools  
, Kansas

My dear Mr. :

I am a graduate student in the Kansas State  
Teachers College of Emporia.

In my thesis, I am attempting to find why  
students come to this college in place of some other  
college. One phase of the study will be more valid if  
I have the enrollment of the Independence Junior College  
for the school years of 1917-18, 1923-24, and 1929-30.  
If you have this data available and will send it to me,  
I will be very grateful.

I thank you for anything you may do for me.

Very truly yours,

Meredith D. Cromer



## A P P E N D I X II

### A Partial Study Showing a Possible Relationship between the Santa Fe Railroad and the Enrollment of the Emporia Teachers College.

It was desired to find what relationship, if any, existed between towns located on the Santa Fe Railroad, and the per cent of the enrollment these towns contributed to the Emporia Teachers College the first semester of each period studied.

A list of forty-five towns, Emporia not included, was made. Any town, located on the Santa Fe Railroad, sending at least four students for any two of the three periods studied was placed on the list.\* The selection of four students was an arbitrary matter. From this list, 33 towns sent 115 students or 17 per cent of the first semester 1917 enrollment. Forty-four towns contributed 235 students or 26 per cent of the 1923 first semester enrollment. Two hundred eighty-five students or 33 per cent of the 1929 first semester enrollment came from 43 of these 45 towns.

The comparison developed follows:

1. The 33 towns sending students to the Emporia Teachers College in 1917 was 11 per cent of the 289 towns from which students came that year. In 1923 the 41 towns sending students was 13 per cent of the 340 contributing towns. The 43 towns studied for 1929 was 13 per cent of 343 towns sending students that year.

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\* 1917, 1923 and 1929

2. Seventeen per cent of the 1917 first semester enrollment came from 13 per cent of the 289 towns sending students.
3. Twenty-six per cent of the 1923 first semester enrollment came from 13 per cent of the 340 contributing towns.
4. Thirty-three per cent of the 1929 first semester enrollment came from 13 per cent of the 340 towns sending students. The data presented may mean nothing but it seems to indicate that the Santa Fe Railroad has become more influential, from period to period, in bringing students to the Emporia Teachers College. However, if the high school enrollment of the towns studied gained the same ratio from period to period as the Emporia Teachers College enrollment did from these towns for the same years, the conclusion may not be valid.

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