

A STUDY OF THE VOCATIONAL EXPECTATIONS  
OF STUDENTS AT  
KANSAS STATE TEACHERS COLLEGE

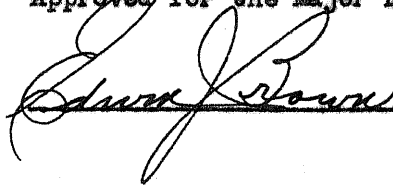
A THESIS

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

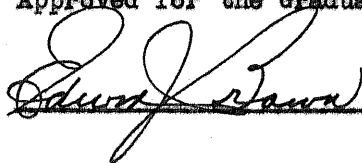
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## CHAPTER I

### INTRODUCTION AND STATEMENT OF PROBLEM

#### The Nature of the Study

Never before in the history of civilization has the world been so completely in the throes of machinery. Technology has brought about great changes in the industrial life of the people, many of which have been overlooked in the organization of schools. In the early years of the existence of Kansas as a state, a teacher-training institution was established at Emporia. This school is now known as the Kansas State Teachers College of Emporia. At the time that the school was established Kansas was almost entirely a rural state. Now technocracy has brought about great changes. Many new industries have come into existence. Even on the farms themselves technocracy is heavily felt. On a western Kansas wheat farm one man with his modern machinery can accomplish the work that formerly required several men. This frees many men to enter into other occupations. A question that arises is, "Are the schools cognizant of the problems that face those of her students that will soon be leaving their doors?"

Along with the growth in industry has also come a growth in colleges and universities. With this growth in schools has come a growth in problem confronting the schools. With all this change there is some justification

for believing that students are not in school for the same purposes they were before the period of technological development. The schools have added subjects one place and another in the curriculum, but there has been very little revision of the curriculum with a definite knowledge of the needs and wishes of the individual. The same courses do not carry the same benefit for each individual.

Dr. Lowell, in speaking of the college student, said:

To say to him, 'you will enjoy life more because you have learned to love literature, because you have been used to exercise your mind in some severe discipline like mathematics and you will be a stronger and better man,' makes no strong appeal to him because he does not see the connection.<sup>1</sup>

It would seem that in order to conduct a class properly the teacher must know the plans of the students. More effort would be required to show a freshman pre-engineer student the necessity for a course in rhetoric and composition than would be required for a freshman who planned to be a school teacher. The method of teaching geometry to a class planning to become teachers would possibly be different than for a class planning to become engineers.

Schools are conducted upon the assumption that students go to school to get an education in the academic sense, but this has ceased to be true to the fullest extent. William J. Bogan, Superintendent of Schools, Chicago, Illinois, in delivering a lecture to the National Education Association,

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<sup>1</sup> A. L. Lowell, "The College Student," School and Society, Vol. 25, p. 620, May 28, 1927.

said of the pupil:

When he has given himself a fair rating he is ready for information, theory, and advice. He should learn of the conditions and the rewards of the occupations for which he appears to be fitted. Sooner or later he must make his choice. If he does not, fate will make it for him.<sup>2</sup>

The Kansas State Teachers College is organized primarily upon the assumption that the majority of the students plan to become teachers. For this reason, instructors will be guided by much the same aims and objectives for all pupils. Since so many new fields have opened up, it might be unwise to presume that those attending school at the present have the same purposes in view that pupils had one-half century ago. It may be that a careful study will show that the Kansas State Teachers College of Emporia may need some revision to fit the vocational plans of its students.

In this study the problem is to learn what the selection of the student has been in order that the best work may be done in helping him to prepare for that occupation. In order to learn his wishes it is necessary to go to him to find out what his plans are. This study has for its chief objective the determination of the vocational expectations of students in the Kansas State Teachers College of Emporia the fall of 1936.

The study is made upon the following assumptions:

1. That all students who are attending Kansas State Teachers College do not plan to become teachers upon leaving college;
2. That the students who do enter teaching plan to teach varying lengths of time;

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<sup>2</sup> William J. Bogan, "Fitting the Student to a Changing World" in National Education Association Addresses and Proceedings, Vol. 71, p. 805, July, 1935.

3. That those who do not plan to teach plan to enter some other vocation;
4. That some people who plan to teach plan to use teaching as a step to some other vocation;
5. That the vocational plans of some students may have changed while they were attending college.

It is believed that this study will show to what extent the above assumptions are true.

### Previous Studies

In the autumn of 1928 a study was made of the future occupations of the freshmen in the Eastern Illinois State Teachers College. The purpose of this study was to secure answers to the following questions. Do these students expect to make teaching their life work? If not, how long do they expect to teach? Is teaching their first choice of an occupation? If not, what occupation do they prefer? Why have they decided to teach?

In order to secure that information a questionnaire was presented to 408 freshmen in the Eastern Illinois State Teachers College. The replies for the men and women were not tabulated separately, but approximately 70 per cent of the group were women. The results as summarized by Dr. Emma Reinhardt<sup>5</sup> are listed below:

1. Twenty-five per cent of the four hundred students concerned in this study expect to make teaching their life work; 48 per cent do not expect to teach for life; and 27 are undecided.

2. Sixty-nine per cent of the students who regard teaching as a temporary occupation plan to teach five years or less; 16 per cent, from six to ten years; and 15 per cent are unde-

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<sup>5</sup> Emma Reinhardt, "Probable Future Occupations of Freshmen in a Teachers College," in Elementary School Journal, Vol. 30, pp. 200-207, November, 1929.



ecided as to the length of their teaching service.

3. Two hundred and thirteen students mentioned twenty-eight occupations in which they expect to engage after they stop teaching. Seventy-eight of these students expect to be housewives.

4. If they could have their choice of occupations, 40 per cent of the four hundred students would choose teaching; 54 per cent would not choose teaching, and 6 per cent are undecided.

5. One hundred and seventy students specified the occupations that they prefer to teaching. Music, business, engineering, medicine, and law lead in frequency of mention.

6. Students who prefer other occupations to teaching mentioned their natural interests, better salaries, and greater variety as the chief reasons for their preference.

7. Lack of money is the principal reason given by students for taking up teaching instead of the occupations they prefer.

8. Students have decided to teach principally because of interest in the subjects they expect to teach, desire to earn money to prepare for other occupations, liking for children, necessity for earning a living, and desire to use teaching as a stepping-stone to some other occupations. Many students have been influenced by the fact that a teacher has good social standing and by their parents' wishes.

The Eastern Illinois State Teachers College gave a questionnaire in 1930 and another in 1935 to determine the vocational expectations of the freshmen in these years. In 1930 the questions were answered by 359 freshmen--120 men and 239 women. In 1935 the questions were answered by 311 freshmen. In 1930, 86.6 per cent and in 1935, 89.3 per cent of the freshmen stated that they expected to teach.

In 1930, 65 per cent planned to teach from one to five years; 17.5 per cent from six to ten years; and 17.5 per cent more than ten years. In 1935, 79.4 per cent planned to teach from one to five years; 16.7 per cent from six to ten years;

and 3.9 per cent more than ten years.<sup>4</sup>

In 1930, 92 people preferred high school positions, 91 preferred rural one-room schools, and 71 preferred graded schools. In 1935, 103 preferred high school positions, 51 graded schools, and 47 preferred rural one-room schools. The leading vocations to which students wished to use teaching as a stepping-stone, in 1930, were business, marriage, engineering, and medicine. In 1935, business and marriage ranked first with engineering ranking third.

In 1921 a similar study was made in the Evansville College, Evansville, Indiana. Seventy-five papers were used as a sampling. The following is the results shown by the study.

Fifty per cent expect to teach. Twenty per cent expect to be social workers. Third honors are divided between ministers, authors, and engineers. The following order of selection was noted: play ground directors, missionaries, newspaper reporters, private secretaries, interior decorators, charity workers, lawyers, bookkeepers, physicians, librarians, editors, Y. M. C. A. secretaries, Y. W. C. A. secretaries. The following were selected once: actor, actress, industrial designer, merchant, detective, dentist, and nurse.<sup>5</sup>

### The Scope of the Study

This study is an attempt to determine the vocational expectations of the students enrolled in the Kansas State Teachers College of Emporia the fall semester of the school term of 1936-1937. An attempt was made to

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<sup>4</sup> Emma Reinhardt, "Vocational Expectations of Freshmen in a Teachers College," in School and Society, Vol. 44, p. 518, October 17, 1936.

<sup>5</sup> A. S. Barr, "Getting Acquainted with College Students," in School and Society, Vol. 13, p. 581, May 14, 1921.

question as nearly as was possible all the students enrolled in school. The study is a collection of data from six hundred seven freshmen, two hundred ninety-five sophomores, two hundred eighteen juniors, and one hundred fifty seniors.

#### Method of Procedure

After selecting a subject and determining the purpose of the study, the next problem that arose was the securing of information showing what were the vocational expectations of students of Kansas State Teachers College. A questionnaire based very largely upon one developed by the faculty members of the education department of the Eastern Illinois State Teachers College was selected. Dr. Edwin J. Brown offered several suggestions for changes which seemed highly desirable for the group being studied here. The check list was then presented to Dr. Claude E. Arnett, Dr. H. E. Schrammel, Dr. M. Wesley Roper, and Dr. David L. MacFarlane for suggestions and for securing their reaction toward the value of such a study. The questionnaire that was finally adopted is presented on the following page. Through the proper administrative channels, permission was secured to present the questionnaire to students in regular classes.

The check lists were administered in the following departments by the instructors of the departments: agriculture, biological science, commerce, education, geography, history and government, library science, mathematics, physical science, psychology, and sociology and economics. The names of students filling out the inquiry form were checked with the record in the registrar's office to see what per cent of those who had been missed were

still in school. The records showed that of those in school twelve hundred-seventy had answered the questions while one hundred-forty had not. Although this did not reach as many of the students as was desired, the number was statistically large to draw reliable comparisons and conclusions.

VOCATIONAL EXPECTATIONS OF TEACHERS COLLEGE STUDENTS  
 - Fill out with care -

Name..... Sex (Encircle) <sup>M</sup> Age.....  
<sub>F</sub>

Classification (Encircle) F., S., J., Sr. Race.....

Date of first enrollment at K.S.T.C. (e.g., Fall of 1933).....

1. Have you taught before coming to K.S.T.C.?

Yes  
 No (Encircle one)

2. Do you expect to teach after leaving this school?

Yes Probably  
 No Not likely (Encircle one)

3. If so, how many years do you expect to teach?

1, 2, 3, 4, 5, more than five (Encircle answer)

4. If you expect to teach, what kind of position do you desire?

(Check here and check only one)

- ..... Teacher in rural one-room school
- ..... Teacher in graded school
- ..... Teacher in high school
- ..... Principal of elementary school
- ..... Principal of a high school
- ..... Superintendent of high school
- ..... Supervisor
- ..... If you prefer a position not listed above, name it.
- .....

5. If you do not expect to teach, what do you expect to do?

.....

6. Do you expect to make teaching a step to some other vocation?

Yes  
 No (Encircle one)

7. If so, what vocation? (Check one here)

- ..... Law
- ..... Medicine
- ..... Business
- ..... Agriculture
- ..... Engineering
- ..... Stenography
- ..... Ministry
- ..... Marriage
- ..... List any other vocation that applies in your case.
- .....

8. When you first enrolled at this school was it your intention to follow

(Check which)

- ..... Teaching
- ..... Law
- ..... Medicine
- ..... Ministry
- ..... Business
- ..... Agriculture
- ..... Engineering
- ..... Stenography
- ..... Marriage
- ..... List any other vocation that applies in your case.
- .....

### Sources of Data

The greatest part of the data that are used in the study was collected from the inquiry form given to twelve hundred-seventy students in Kansas State Teachers College of Emporia the fall of 1936. Some material from some previous studies is used also.

### Types of Data Collected

The data collected for this study could be divided into three classifications: factual, opinion, and prophetic. The factual includes the following items: name, sex, age, classification, race, date of first enrollment at Kansas State Teachers College, and previous teaching experience. The data classed as opinion are the answers to the following four questions: Do you expect to teach after leaving this school? If you expect to teach what kind of position do you desire? If you do not expect to teach, what do you expect to do? When you first enrolled in this school, was it your intention to follow teaching, law, medicine, ministry, business, agriculture, engineering, stenography, marriage, or any other vocation not listed? The prophetic data are the answers to the following three questions: If you expect to teach, how many years do you expect to teach? Do you expect to make teaching a step to some other vocation? If so, what vocation?

### Definition of Terms

The term technology is used to refer to the science that treats of

the industrial or useful arts.

Vocational expectations refers to the work to which students plan to devote their time or lives.

#### Presentation of Data

The writer's method has been to compile the data and arrange it in classified statistical tables. Each table is accompanied by an explanation or discussion of the material found therein. From the data obtained the writer has drawn conclusions and submitted recommendations.

## CHAPTER II

### COMPOSITION OF THE GROUP

In this chapter it is proposed to show the composition of the group contributing to the study. This chapter contains the material classified in chapter one as factual material. In considering the composition of the group studied the composition of the total membership of each class is an important factor. The table given below shows the enrollment of each class in December, 1936, using the classification given by the students on the questionnaire for those included in the study. The card catalog in the Registrar's office was used to obtain the classification of the other students. The students were asked to sign their names to the questionnaires in order to reach more students and to prevent duplications. The vocational expectations may be better understood by considering each class separately. See the table given below for information regarding the composition of the classes.

TABLE I

COMPOSITION OF THE CLASSES BY SEX

GROUP	TOTAL		MEN		WOMEN	
	No.	%	No.	%	No.	%
Total Freshman Class	654	100	285	43.6	369	56.4
Total Sophomore Class	345	100	157	45.5	188	54.5
Total Junior Class	237	100	95	40.1	142	59.9
Total Senior Class	172	100	80	46.5	92	53.5
Total	1408	100	617	43.8	791	56.2

Read Table thus: Of the 654 who were classified as freshmen in December, 1936, 285 (43.6%) were men, 369 (56.4%) were women. Read the other columns in like manner.



### Composition of the Group Contributing to the Study

A factor which greatly influences the reliability of this study is the actual composition of the group included within the study. Table II below gives the number and percentage of those in each class who gave the desired data.

TABLE II

#### COMPOSITION OF THE GROUP STUDIED

GROUP	TOTAL		MEN		WOMEN	
	No.	%	No.	%	No.	%
Freshmen	607	92.8	263	43.3	344	56.7
Sophomores	295	85.5	140	47.5	155	52.5
Juniors	218	91.9	89	40.8	129	59.2
Seniors	150	87.2	73	48.7	77	51.3
Total	1270	90.2	565	44.5	705	55.5

Read Table thus: There were 607 (92.8%) of the freshmen contributing to the study. Of this 607, 263 (43.3%) were men, 344 (56.7%) were women. Read the other columns in like manner.

A total of 90.2% of all students enrolled in school were secured for the study. The smallest percentage was 85.5% in the sophomore class, but this was large enough to give a high degree of reliability. Forty-four and five-tenths of those secured were boys and 55.5% were women. The greatest difference was found in the junior class in which 40.8% were boys and 59.2% were women.

A factor which may possibly have some bearing upon the vocational expectations of the student is the chronological age of the student. In order to show the varying ages of members of each class the table on the following page is offered.

TABLE III  
COMPARISON OF THE AGES OF THE STUDENTS

Ages	Freshmen			Sophomores			Juniors			Seniors		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Not Given	2	2	4	5	1	6	0	2	2	2	3	5
Over 30	0	1	1	2	1	3	0	2	2	2	6	8
30	0	1	1	0	1	1	0	0	0	0	0	0
29	0	2	2	2	0	2	0	0	0	0	1	1
28	0	0	0	0	0	0	1	2	3	1	3	4
27	0	0	0	2	3	5	1	0	1	2	2	4
26	0	0	0	1	3	4	1	1	2	1	3	4
25	1	1	2	2	2	4	2	4	6	2	4	6
24	8	1	9	3	2	5	2	5	7	6	0	6
23	2	5	7	11	3	14	17	5	22	10	8	18
22	7	10	17	12	10	22	16	9	25	14	4	18
21	20	20	40	22	18	40	21	25	46	23	24	47
20	37	29	66	29	32	61	17	33	50	7	15	22
19	58	64	122	37	41	78	10	30	40	2	4	6
18	94	138	232	12	34	46	1	8	9	0	0	0
17	33	68	101	1	4	5	0	2	2	0	0	0
16	1	2	3	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>263</b>	<b>344</b>	<b>607</b>	<b>140</b>	<b>155</b>	<b>295</b>	<b>89</b>	<b>129</b>	<b>218</b>	<b>73</b>	<b>77</b>	<b>150</b>
<b>Median</b>	<b>19.1</b>	<b>18.7</b>	<b>18.9</b>	<b>20.7</b>	<b>19.9</b>	<b>20.3</b>	<b>21.8</b>	<b>20.7</b>	<b>21.2</b>	<b>22.3</b>	<b>21.8</b>	<b>22.0</b>
<b>Mode</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>21</b>	<b>20</b>	<b>20</b>	<b>21</b>	<b>21</b>	<b>21</b>

Read table thus: In the freshman class there were two men and two women making a total of four who failed to give their ages. In the sophomore class there were five men and one woman making a total of six who failed to give their ages. Read the remainder of the table in like manner.

An interesting thing to note is that in every class the median age of the boys is greater than the median age for the girls; yet in every class there are more girls over 25 years of age than there are boys over 25 years of age. The medians are as follows: freshman boys 19.1 years, freshman girls 18.7 years, sophomore boys 20.7 years, sophomore girls 19.9 years, junior boys 21.8 years, junior girls 20.7 years, senior boys 22.3 years, senior girls 21.3. There are the following numbers of students of each sex over 25 years of age in each class: freshman boys none, freshman girls 4, sophomore boys 7, sophomore girls 8, junior boys 3, junior girls 5, senior boys 6, senior girls 15.

The above figures indicate that the girls get into college slightly younger than the boys. The figures also seem to indicate that only a small part of those who have not finished by the time they are 25 years of age come back and finish for degrees, but of those who do come back the women are in the majority.

#### Record of Previous Teaching Experience

In considering the composition of the students used as a basis for study and their future plans, previous teaching experience should be taken into consideration. Below is a table showing the previous teaching experience of the students contributing to the investigation.

**TABLE IV**  
**RECORD OF PREVIOUS TEACHING EXPERIENCE**

Class	Men		Women		Total	
	Yes %	No %	Yes %	No %	Yes %	No %
Freshmen	7(2.7)	256(97.5)	21(6.1)	323(93.9)	28(4.6)	579(95.4)
Sophomore	8(6.1)	132(93.9)	20(12.9)	135(77.1)	28(9.5)	267(90.5)
Junior	6(6.7)	83(93.3)	16(12.4)	113(87.6)	22(10.1)	196(89.9)
Senior	9(12.3)	64(87.7)	21(27.3)	56(72.7)	30(20.0)	120(80.0)
Total	30(5.3)	535(94.7)	78(11.1)	627(88.9)	108(9.3)	1162(90.7)

Read Table thus: Seven (2.7%) of the freshman boys who answered the questions, have taught school. Two hundred fifty-six (97.3%) of the freshman boys have not taught. Twenty-one women (6.1%) have taught, 323 (93.9%) have not taught. A total of 28 (4.6%) of the freshman class have taught, 579 or 95.4% have not taught. Read the other columns in like manner.

From the data collected it would seem that 2.7% of the freshman men have had some experience at teaching school. The percentage of men that have taught increases as the higher classes are reached as 6.1% of the sophomore men have had a taste of school teaching. Of the juniors 6.7% of the men have taught, while the percentage of senior men rises to 12.3%.

With the women, however, 6.1% of the freshman have had some teaching experience, while 12.9% of the sophomore women have spent some time at this occupation. In the junior class 12.4% have followed this vocation, but an increase to 27.3% is seen in the senior class. It is seen that a much larger per cent of the women than of the men have had some teaching experience.

#### Date of First Enrollment

Another factor to be considered in the make-up of the group being studied is the date of each person's first enrollment in Kansas State

Teachers College of Emporia. The following table presents this information.

TABLE V  
DATE OF FIRST ENROLLMENT  
(FRESHMEN)

Year	Men		Women		Total	
	No.	%	No.	%	No.	%
1936	225	85.5	308	88.1	528	87.0
1935	31	11.8	30	8.7	61	10.0
1934	4	1.5	6	1.7	10	1.6
1933	1	0.4	1	0.3	2	0.3
1932	0	0.0	2	0.6	2	0.3
Not Given	2	0.8	2	0.6	4	0.8
Totals	263	100.0	344	100.0	607	100.0

Read Table thus: Two hundred twenty-five (85.5%) of the freshman boys, included in the study, enrolled in the Kansas State Teachers College of Emporia for the first time in 1936. Three hundred three (88.1%) of the freshman girls studied, enrolled for the first time in the same year. The total is 528 (87.0%) of those studied, who took their first work in Kansas State Teachers College in 1936. Read the other columns in the same manner.

It is seen that 85.5% of the freshman boys and 88.1% of the freshman girls took their first work in Kansas State Teachers College in 1936. This indicates that the class is made up largely of new students. Only 3% of the class had been enrolled before 1935. It is to be expected that the plans of the freshmen have changed less since their first enrollment than have the plans of the upper classmen since their first entrance date.

The sophomore class will be seen to have a much wider range of entrance dates in Kansas State Teachers College than do the freshman. As is to be expected, a good majority were first enrolled in 1935, although

the percentage is higher with the girls than with the boys.

TABLE VI  
DATE OF FIRST ENROLLMENT  
(SOPHOMORES)

Year	Men		Women		Total	
	No.	%	No.	%	No.	%
1936	11	7.9	21	13.5	32	10.8
1935	85	60.7	103	66.5	188	63.7
1934	30	21.4	15	9.7	45	15.3
1933	5	3.6	6	3.9	11	3.7
1932	2	1.4	5	3.2	7	2.4
-----						
1930	2	3.6	1	0.6	3	1.0
-----						
-----						
1922	0	0.0	2	1.3	2	0.7
Not Given	5	3.6	2	1.3	7	2.4
Total	140	100.0	155	100.0	295	100.0

Read Table thus: Eleven (7.9%) of the sophomore men included in the study enrolled in the Kansas State Teachers College of Emporia for the first time in 1936. Twenty-one (13.5%) of the sophomore girls studied enrolled for the first time in the same year. The total is 32 (10.8%) of those studied, who enrolled at the Teachers College for the first time in 1936.

It will be noted in the above table that with the exception of two women who enrolled in 1922, all the sophomores took their first work at Kansas State Teachers College during the years from 1930 to 1936 inclusive. Approximately 64% of the class were first enrolled in 1935. Sixty and seven-tenths of the sophomore boys were enrolled in 1935 and 21.4% in 1934, while 66.5% of the girls were enrolled first in 1935 but only 9.7% in 1934. Approximately 10% of the class transferred from some other school in 1936.

A study of the table below shows that the junior enrollment differs from the sophomore enrollment in that it is scattered over more years and that it is less concentrated in any one year.

TABLE VII

DATE OF FIRST ENROLLMENT  
(JUNIORS)

Year	Men		Women		Total	
	No.	%	No.	%	No.	%
1936	13	14.6	29	22.5	42	19.3
1935	13	14.6	12	9.3	25	11.5
1934	33	37.2	63	48.8	96	44.0
1933	21	23.6	12	9.3	33	15.0
1932	5	5.6	1	0.8	6	2.8
1931	1	1.1	2	1.5	3	1.4
1930	2	2.2	3	2.3	5	2.2
1929	1	1.1	1	0.8	2	0.9
.....						
.....						
.....						
1925	0	0.0	1	0.8	1	0.5
.....						
.....						
1922	0	0.0	1	0.8	1	0.5
.....						
1920	0	0.0	1	0.8	1	0.5
Not Given	0	0.0	3	2.3	3	1.4
<b>Total</b>	<b>89</b>	<b>100.0</b>	<b>129</b>	<b>100.0</b>	<b>218</b>	<b>100.0</b>

Read Table thus: Thirteen (14.6%) of the junior boys included in the study were enrolled in Kansas State Teachers College for the first time in 1936. Twenty-nine (22.5%) of the junior girls studied were enrolled in Kansas State Teachers College for their first time in the same year. The total is 42 (19.3%) of those studied, who took their first work in Kansas State Teachers College in 1936. Read in like manner for other years.

In the junior class slightly more than one-third of the boys became students of Teachers College of Emporia for the first time in 1934, but approximately one-half of the girls were first enrolled that same year. Twenty-three and six-tenths of the boys enrolled for the first time in 1933, but only 9.3% of the girls enrolled that year. This would seem to indicate that a fewer number of girls than boys failed to keep up with their class. Fourteen and six-tenths per cent of the boys and twenty-two and five-tenths per cent of the girls enrolled for the first time in 1936. This is a total of 19.3% of the class who transferred to Kansas State Teachers College in their junior year. Three girls and no boys enrolled in Kansas State Teachers College before 1929.

A study of Table VIII shows that but one boy enrolled in school here previous to 1931 while 12 senior girls enrolled before that time. The date of the enrollment for the girls extending over the period from 1914 to 1935. The school seems to be able to hold the women longer than the men, as the entrance dates of a number of the women are several years earlier than the earliest entrance date of the men.



TABLE VIII  
RECORD OF FIRST ENROLLMENT  
(SENIORS)

Year	Men		Women		Total	
	No.	%	No.	%	No.	%
1936	2	2.7	7	9.0	9	6.0
1935	6	8.2	13	16.9	19	12.7
1934	7	9.6	12	15.6	19	12.7
1933	40	54.8	25	32.5	65	43.3
1932	11	15.1	4	5.2	15	10.0
1931	4	5.5	4	5.2	8	5.2
1930	0	0.0	2	2.6	2	1.3
1929	0	0.0	2	2.6	2	1.3
1928	1	1.4	1	1.3	2	1.3
1927	0	0.0	1	1.3	1	0.7
.....						
1925	0	0.0	1	1.3	1	0.7
.....						
.....						
1923	0	0.0	1	1.3	1	0.7
1922	0	0.0	1	1.3	1	0.7
1921	0	0.0	1	1.3	1	0.7
.....						
.....						
1918	0	0.0	1	1.3	1	0.7
.....						
.....						
.....						
1914	0	0.0	1	1.3	1	0.7
Not Given	2	2.7	0	0.0	2	1.3
<b>Total</b>	<b>75</b>	<b>100.0</b>	<b>77</b>	<b>100.0</b>	<b>150</b>	<b>100.0</b>

Read Table thus: Two (2.7%) of the senior boys included in this study enrolled in Kansas State Teachers College for the first time in 1936. Seven (9.0%) of the senior girls studied enrolled in Kansas State Teachers College for the first time in the same year. This is a total of 9 (6.0%) of those studied, who took their first work in 1936. Read the other columns in the same manner.

A majority of the senior men were enrolled for the first time in 1933. The greater number of senior women were enrolled first in 1933, but

with a considerable per cent beginning work both in 1934 and 1935. Only one boy was enrolled before 1931, while 12 girls began college work sometime between the years 1914 and 1931.

### Summary

Table I shows that in the total enrollment of the school, 43.8% are men and 56.2% are women. Table II brings out that in the freshmen class 92.8% of the members contributed to this study. Of those contributing, 43.3% were men and 56.7% were women. In the sophomore class 85.5% of the class contributed to the study. Of these contributing, 47.5% were men and 52.5% were women. In the junior class 91.9% of the class contributed to the study. Of all contributing in this class 40.8% were men and 59.2% were women. In the senior class 87.2% contributed to the study. Of these 48.8% were men and 51.3% were women. A total of 90.2% of the members of the four classes contributed to the study. Of these contributing 44.5% were men and 55.5% were women. The percentage of the total of the men and of the women corresponds very closely to the percentage of each enrolled in school.

In comparing the ages of the students by classes the following results are found. In the freshman class the median of the ages of the boys is 19.1 years, the median of the girls 18.7 years, while the median of the entire class was 18.9 years. In the sophomore class the median of the men is 20.7 years, the median of the girls 19.9 years, while the median of the entire class is 20.3 years. In the junior class the median of the boys is 21.8 years, the median of the girls 20.7 years, while the median for the

entire class is 21.2 years. In the senior class the median of the boys is 22.3 years, the median of the girls 21.8 years, while the median for the entire class is 22.0 years.

It was found that in the freshman class 2.7% of the men had taught school while 6.1% of the women had teaching experience. In the sophomore class 6.1% of the men had teaching experience while approximately twice as many men as women (12.9%) had taught. In the junior class 6.7% of the men had taught while 12.4% of the women have had some teaching experience. In the senior class 12.3% of the men have had previous teaching experience while 27.3% of the women have spent some time at the same work. It was found that in all classes combined 53% of the men had some teaching experience while 11.1% of the women had taught school.

In the freshman class between 85 and 90 per cent of both men and women enrolled here for the first time in 1936. There was a range of four years in the enrollment dates of the men, and a range of five years with the women. In the sophomore class more than 60 per cent of the men and more than 65 per cent of the women enrolled in college at Emporia for the first time in 1935. There was a range of six years in the first enrollment date of the men and a range of fourteen years with the women. Only two women, however, enrolled earlier than 1930. In the junior class more than 35 per cent of the men and more than 45 per cent of the women enrolled in Kansas State Teachers College of Emporia for the first time in 1934. There was a range of seven years in the enrollment date of the men and a range of sixteen years in the enrollment of the women, although but three women en-

rolled earlier than the earliest of the men. In the senior class more than 50 per cent of the men and more than 30 per cent of the women enrolled in Kansas State Teachers College in 1933 for the first time. There was a range of eight years in the first enrollment of the men although but one man enrolled earlier than 1931. There was a range of twenty-two years with the women. Twelve women enrolled earlier than 1931.

### CHAPTER III

#### THE VOCATIONAL EXPECTATIONS OF KANSAS STATE TEACHERS COLLEGE STUDENTS

In Chapter I of this study a complete statement of the problem under consideration was presented. This chapter also emphasized a justification and a need for such a study in Kansas State Teachers College. The second chapter presented a description and comparison of the group studied in each class. It describes the composition of the group in the number and percentage of students in each class of each sex, in previous teaching experience, in date of first enrollment at Kansas State Teachers College of Emporia, and by ages.

It is the purpose to present in Chapter III the vocational expectations of the students as shown by the answers to the questionnaire. The first question answered was this one: "Do you expect to teach after leaving this school?" These answers were "yes," "no," "probably," or "not likely." The following tables show the answers to this question.

TABLE IX

"DO YOU EXPECT TO TEACH AFTER LEAVING THIS SCHOOL?"  
(FRESHMEN)

Answer	Men		Women		Total	
	No.	%	No.	%	No.	%
"Yes"	68	25.8	220	65.9	288	47.4
"No"	100	38.0	37	10.8	137	22.6
"Probably"	47	17.9	62	18.0	109	18.0
"Not Likely"	48	18.3	25	7.3	73	12.0
Total	263	100.0	544	100.0	607	100.0

Read Table thus: Sixty-eight (25.8%) of the freshmen men said they expected to teach. Two hundred twenty girls (65.9%) of the group studied expect to teach. A total of 288 (47.4%) of the freshmen studied expect to teach. Read the other columns in like manner.

From the information obtained it is seen that only 25.8% of the freshmen men have definitely planned to teach as compared with 38.0% that do not plan to teach at all. Approximately one-fourth of the men believe that they will teach some while 17.1% think that it is not likely that they will ever teach. The women on the other hand have given answers that vary greatly from the answers given by the men as 65.9% of them definitely expect to teach, whereas only 12.4% do not expect to teach at all. It is also seen that 21.3% of the women think they will probably teach while 8.4% think that it is not likely that they will ever teach. The total result shows that 43.7% of the men have definitely decided to teach or think it is probable that they will teach while 65.9% of the women have decided to teach or think it probable that they will teach. The percentage of girls who expect to teach is almost double the percentage of boys who expect to teach.

The table given below shows the number and per cent of the sophomores giving each answer to the first question.

TABLE X

"DO YOU EXPECT TO TEACH AFTER LEAVING THIS SCHOOL?"  
(SOPHOMORES)

Answer	Men		Women		Total	
	No.	%	No.	%	No.	%
"Yes"	30	21.4	89	57.4	119	40.3
"No"	49	35.0	19	12.4	68	23.0
"Probably"	36	25.7	33	21.2	69	23.4
"Not Likely"	24	17.2	15	8.4	37	12.6
Unanswered	1	0.7	1	0.6	2	0.7
Total	140	100.0	155	100.0	295	100.0

Read Table thus: Thirty men (31.4%) expect to teach. Eighty-nine (57.4%) of the women expect to teach. A total of 119 (40.3%) of the sophomores expect to teach. Read the other columns in like manner.

From the table on this page it is seen that a smaller per cent of sophomore men than freshmen men have decided definitely to teach as only 21.4% of the men checked the answer "yes." In contrast to this, 57.4% of the women expect to teach. Slightly more than one-third of the men have fully decided to go into some other field of work, whereas only 12.4% of the women fully plan to enter some other vocation. It is found, however, that approximately 25% of the men think they will "probably" teach while approximately 21% of the women have such expectations. Of those who think it is "not likely" that they will ever teach, 17.2% are men and 8.4% are women. The totals show that 47.1% of the men have definitely decided to teach or think they will probably teach, while 78.7% of the women expect to teach.

The table on the following page shows that a larger per cent of the

junior men have decided to teach than have either the freshmen or sophomore men.

TABLE XI  
"DO YOU EXPECT TO TEACH AFTER LEAVING THIS SCHOOL?"  
(JUNIORS)

Answer	Men		Women		Total	
	No.	%	No.	%	No.	%
"Yes"	43	48.3	75	58.1	118	54.1
"No"	13	14.6	9	7.0	22	10.1
"Probably"	23	25.8	31	24.0	54	24.8
"Not Likely"	10	11.3	14	10.9	24	11.0
Total	89	100.0	129	100.0	218	100.0

Read Table thus: In the junior class 43 (48.3%) of the men expect to teach. Of the women 75 (58.1%) expect to teach. A total of 118 (54.1%) of those studied expect to teach. Read the other columns in like manner.

As the male students advance in maturity it would seem that more of the men prefer teaching as nearly one-half (48.3%) of the junior men have fully decided to teach. The number of women expecting to teach remains practically constant throughout the sophomore and junior years. It is seen, nevertheless, that a fewer number of students in the junior class do not expect to teach at all, as 14.6% of the men and 7.0% of the women indicated this choice. Approximately one-fourth of the men and the same percentage of the women think that they will "probably" teach, and approximately eleven per cent of each think that it is "not likely" that they will ever teach. Thus, it is seen that 74.1% of the men and 82.1% of the women have fully decided or think it "probable" that they will teach.

A study of the table on the following page shows that in the senior



more men than women expect to teach. This was not true of any of the lower classes.

TABLE XII

"DO YOU EXPECT TO TEACH AFTER LEAVING THIS SCHOOL?"  
(SENIORS)

Answers	Men		Women		Total	
	No.	%	No.	%	No.	%
"Yes"	51	69.9	46	59.7	97	64.7
"No"	8	11.0	14	18.2	22	14.7
"Probably"	11	15.1	8	10.4	19	12.6
"Not Likely"	3	4.0	9	11.7	12	8.0
Total	73	100.0	77	100.0	150	100.0

Read Table thus: In the senior class 51 (69.9%) of the men studied expect to teach. Forty-six (59.7%) of the women studied expect to teach. A total of 97 (64.7%) of those studied expect to teach. Read the other columns in the same manner.

On the previous page it is seen that approximately 70% of the men and 60% of the women expect to teach after leaving this school. The record also shows that 11% of the men and 18.2% of the women do not expect to teach at all. These results seem to indicate that more of the seniors have definitely decided either to teach or not to teach as only 15.1% of the men and 10.4% of the women think they will probably teach, while only 4.1% of the men and 11.7% of the women think that it is not likely that they will teach. A total shows that 85.0% of the men and 70.1% of the women have decided definitely to teach or think it probable that they will teach. Fifteen per cent more of the men than of the women expect to teach. This result diverges greatly from the results of the lower classes.

The table below gives a summary in per cent of the answers to the questions found in the four previous tables.

TABLE XIII

"DO YOU EXPECT TO TEACH AFTER LEAVING THIS SCHOOL?"  
(SUMMARY)

Answers	Freshman		Sophomore		Junior		Senior	
	Men	Women	Men	Women	Men	Women	Men	Women
"Yes"	25.8	65.9	21.4	57.4	48.3	68.1	69.9	59.7
"No"	38.0	10.8	35.0	12.4	14.6	7.0	11.0	18.2
"Probably"	17.9	18.0	25.7	21.2	25.8	24.0	15.1	10.4
"Not Likely"	18.3	7.3	17.2	8.4	11.3	10.9	4.0	11.7
Unanswered	0.0	0.0	0.7	0.6	0.0	3.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Read Table thus: In the freshman class 25.8% of the men and 65.9% of the women expect to teach. In the sophomore class 21.4% of the men and 57.4% of the women expect to teach. Read in like manner the remaining part of the table.

From the data collected it is seen that 25.8% of the freshman men expect to teach. There is a slight drop in the sophomore class, but the inclination graduates upward as the students advance into the higher classes as 48.3% of the juniors express this desire, while 69.9% of the senior men have made this decision. With the women, however, the inclination is downward, as 65.9% of the freshman women have this expectation while the other three classes range from 57.4% to 59.7%. With those that do not expect to teach at all the results are quite different as 38% of the freshman men and 35% of the sophomore men do not expect to teach at all. The result shows a big drop in the junior and senior years, as 14.6% of the juniors and 11.0% of the seniors do not expect to teach. With the women,

however, only 10.8% of the freshmen and 12.4% of the sophomores checked the answer "no." Even so, there was a drop to 7.0% in the junior year but a rise to 18.2% in the senior year. Approximately 18% of the men think they will "probably" teach. This approximation remains at about 26% for the sophomore and junior men but drops to 15% for the seniors. With the women the answers to this question have the same variation as with the men for the approximate answers by classes are freshmen 18%, sophomores 21%, juniors 24%, with a drop to slightly more than 10% for the seniors. From the table it is seen that 18.5% of the freshmen men think that it is "not likely" that they will ever teach. This expectation graduates downward as the students advance into the upper grades. Seventeen and two-tenths per cent of the sophomore men held the same views while a drop to 11.5% is seen in the junior year, with a still further drop to 4.0% in the senior year. With the women there is a constant rise in number that think it unlikely that they will ever teach as the answers by grades are freshmen 7.3%, sophomores 8.4%, juniors 10.9%, and seniors 11.7%.

Another interesting relation is that of those who have taught before entering and expect to teach after they leave Kansas State Teachers College.

TABLE XIV

**"DO YOU EXPECT TO TEACH AFTER LEAVING THIS SCHOOL?"**  
**(EXPERIENCED STUDENTS)**

Answer	Freshmen		Sophomores		Juniors		Seniors	
	Men	Women	Men	Women	Men	Women	Men	Women
"Yes"	7 (100%)	16 (72.7%)	6 (75%)	17 (85%)	3 (50%)	12 (75%)	8 (88.9%)	13 (61.9%)
"No"	.....	1 (4.6%)	.....	1 (5%)	.....	1 (6.5%)	.....	5 (23.8%)
"Probably"	.....	5 (22.7%)	1 (12.5%)	1 (5%)	2 (33.3%)	1 (6.5%)	.....	1 (4.8%)
"Not Likely"	.....	.....	1 (12.5%)	1 (5%)	1 (16.7%)	2 (12.5%)	1 (11.1%)	2 (9.5%)

Read Table thus: Seven (100%) men and 16 (72.7%) freshman women, 6 (75%) men and 17 (85%) sophomore women, 3 (50%) men and 12 (75%) junior women, and 8 (88.9%) men and 13 (61.9%) senior women expect to teach. Read the other columns in the same manner.

From the data collected, it would seem that all (100%) of the freshmen men who have had a taste of teaching and are to some extent classed as "experienced" expect to enter the teaching profession. This inclination graduates downward as the students advance in maturity, as but 87.5% of the sophomores express the same desire, while the junior college men expect to follow teaching as a profession in but 83.3% of the cases. The senior men, however, expect to follow teaching in 88.9% of the cases.

It would seem that 95.4% of the freshman girls who have had some experience at teaching plan to follow the teaching profession. This inclination graduates downward as the students advance into the higher classes, as 90% of the sophomore women express the same desire while of the junior women but 81.3% plan to follow teaching. The senior women give an affirmative answer in but 66.7% of the cases.

It not only was desirable to learn what part of the students planned to teach, but also what length of time they expected to teach. On this page is a record of the length of time that those students of the freshman class expect to teach. This item, of course, is extremely problematical.

TABLE XV

"IF SO, HOW MANY YEARS DO YOU EXPECT TO TEACH?"  
(FRESHMEN)

Years	Men		Women		Total	
	No.	%	No.	%	No.	%
1	1	0.9	6	2.1	7	1.8
2	15	11.3	45	16.0	58	14.6
3	16	13.9	82	29.1	98	24.7
4	9	7.8	50	17.7	59	14.9
5	9	7.8	18	6.4	27	6.8
More than 5	48	41.7	48	17.0	96	24.2
Not Given	19	16.6	33	11.7	52	13.0
Total	115	100.0	282	100.0	397	100.0

Read Table thus: One (0.9%) of the men, six (2.1%) of the women, which is a total of 7 (1.8%) of the freshmen who plan to teach, plan to teach one year only. Read the other columns in the same manner.

From the data collected it would seem that the number of freshmen men planning to teach one year is rather insignificant. There are, however, approximately one-fourth of the men planning to teach either two years or three years. The number is seen to drop considerably for years four and five, but a large per cent (41.7%) plan to teach more than five years. With the women, however, 62.8% have indicated that they plan to teach either two, three, or four years. The women differ from the men quite noticeably in

that only 17% plan to teach more than five years. The data seem to indicate that the majority who teach but do not plan to make teaching their life work plan to quit teaching at the end of the second, third, or in the case of the women, fourth year. The fact that 16.6% of the men and 11.7% of the women left the question unanswered might be interpreted to mean that many students have no definite idea as to the length of time they expect to teach.

The teaching period for the sophomores differs from the freshmen largely in the fact that there is a much smaller percentage of men expecting to teach more than five years.

TABLE XVI

"IF SO, HOW MANY YEARS DO YOU EXPECT TO TEACH?"  
(SOPHOMORES)

Years	Men		Women		Total	
	No.	%	No.	%	No.	%
1	4	6.2	5	4.1	9	4.8
2	10	15.4	31	25.4	41	21.9
3	15	20.0	25	20.5	38	20.5
4	3	4.6	15	12.3	18	9.6
5	8	12.2	15	12.3	23	12.3
More than 5	17	26.2	24	19.7	41	21.9
Not Given	10	15.4	7	5.7	17	9.2
Total	65	100.0	122	100.0	187	100.0

Read Table thus: Four (6.2%) of the men, five (4.1%) of the women, a total of 9 (4.8%) of the sophomores who plan to teach, plan to teach one year only. Read the other columns in the same manner.

From the data collected it seems that the number of men expecting to teach one or four years is quite small as in either year the number is not

more than 6.2% of the entire group that expect to teach. It is seen that 35.4% of the men expect to teach either two or three years. Upon reaching the fifth year there is a considerable increase over the number expecting to teach four years. The greatest number, however, expect to teach more than five years, as more than one fourth (26.2%) indicated this answer. With the girls, however, the percentage is more nearly constant although but 4.1% selected one year. Approximately 46% plan to teach "either two or three years." It is seen that 12.3% of the women chose four years and the same number chose five years. It is seen that a greater number of men selected more than five years than selected any other answer, but this is not true of the women as but 19.7% of those who have taught expect to teach more than five years. Quite a number failed to answer the question, causing it to appear that a considerable number have no very definite plans as to the number of years they expect to teach. The marital factor may enter into the pattern here.

It will be seen in the following table that a larger per cent of both men and women expect to teach more than five years than what expect to teach any other length of time. The percentage is much higher for the boys than for the girls of those who expect to teach more than five years.

TABLE XVII

"IF SO, HOW MANY YEARS DO YOU EXPECT TO TEACH?"  
(JUNIORS)

Years	Men		Women		Total	
	No.	%	No.	%	No.	%
1	1	1.5	3	2.8	4	2.3
2	11	16.7	21	19.8	32	18.7
3	4	6.1	21	19.8	25	14.5
4	7	10.6	16	15.1	23	13.4
5	7	10.6	11	10.4	18	10.5
More than 5	28	42.4	22	20.8	50	29.0
Not Given	8	12.1	12	11.3	20	11.6
Total	66	100.0	106	100.0	172	100.0

Read Table thus: One (1.5%) of the men, three (2.8%) of the women, or a total of 4 (2.3%) of the juniors that expect to teach, plan to teach one year. Read the other columns in the same manner.

A great difference is seen with the junior men in that a rather small per cent (6.1%) plan to teach three years. As is true with the lower classes, a considerable number (16.7%) plan to teach two years only, but the number planning to teach four or five years is seen to decline to 10.6%. There are, however, 42.4% that expect to teach more than five years. The women are seen to be approximately 20% favoring teaching both two and three years but a drop ensues to 15.1% indicating a choice of four years and 10.4% a choice of five years. Nevertheless, 20.8% plan to teach more than five years. As with the previous classes a considerable number are rather uncertain as to the number of years they expect to teach as 12.1% of the men and 11.3% of the women did not indicate a choice.

This table differs from the previous table in that a larger per cent of both men and women plan to teach more than five years. The data



show that 54.8% of the men and 33.3% of the girls expect to teach that length of time.

TABLE XVII I

"IF SO, HOW MANY YEARS DO YOU EXPECT TO TEACH?"  
(SENIORS)

Years	Men		Women		Total	
	No.	%	No.	%	No.	%
1	0	0.0	4	7.4	4	3.5
2	4	6.5	8	14.8	12	10.3
3	8	12.9	13	24.1	21	18.0
4	7	11.3	4	7.4	11	9.5
5	8	12.9	3	5.6	11	9.5
More than 5	34	54.8	13	33.3	52	44.8
Not Given	1	1.6	4	7.4	5	4.4
Total	62	100.0	54	100.0	116	100.0

Read Table thus: None of the senior men, 4 (7.4%) of the senior women, or a total of 4 (3.5%) of the seniors that expect to teach, plan to teach one year. Read the other columns in the same manner.

A variation is seen with the senior men in that none of them expects to teach but one year, and only 6.5% expect to teach two years. It is shown, however, that approximately 37% of the men expect to teach three, four, or five years. The number of selections is rather evenly distributed over the three years. More than one-half (54.8%) of the men plan to teach more than five years.

With the women, however, it is seen that the number planning to teach one, four, or five years is small. In no case does it exceed 7.4%. The number increases to 14.8% selecting two years and 24.1% checking three years. Of those who expect to teach more than five years and may, therefore,

be considered as making teaching more than a temporary position, are 33.3% of the group.

The following table summarizes the answers given in per cent to the question of how long those planning to teach intend to follow that vocation.

TABLE XIX  
"IF SO, HOW MANY YEARS DO YOU EXPECT TO TEACH?"  
(SUMMARY)

Years	Freshman		Sophomore		Junior		Senior	
	Men	Women	Men	Women	Men	Women	Men	Women
1	0.9	2.1	6.2	4.1	1.5	2.8	0.0	7.4
2	11.3	16.0	15.4	25.4	16.7	19.8	6.5	14.8
3	13.9	29.1	20.0	20.5	6.1	19.8	12.9	24.1
4	7.8	17.7	4.6	12.3	10.6	15.1	11.3	7.4
5	7.8	6.4	12.2	12.3	10.6	10.4	12.9	5.6
More than 5	41.7	17.0	26.2	19.7	42.4	20.8	54.8	33.3
Not Given	16.6	11.7	15.4	5.7	12.1	11.3	1.6	7.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Read Table thus: In the freshmen class 0.9% of the men and 2.1% of the women, that expect to teach, plan to teach but one year. In the sophomore class 6.2% of the men and 4.1% of the women, that plan to enter the teaching profession, expect to remain in it for only one year. Read the remaining part of the table in the same manner.

From the data collected it is seen that only a small per cent of the students that expect to teach plan to stop at the end of the first year, but a much larger number is found to plan to teach either two or three years and quit. The percentage of junior men expecting to teach three years, and the percentage of senior men expecting to teach two years is small; but in those two cases there are between 10 and 13% of the men expecting to teach

both for four and five years. It is seen from the table that 41.7% of the freshmen men expect to teach more than five years. This number drops to 26.2% in the sophomore year, but advances upward to 42.4% in the junior year and 54.8% in the senior year.

With the women, however, a small per cent plan to teach one year only, but there is a good per cent planning to teach two, three, and four years. In the sophomore and junior years there are more than 10% of each group of women planning to teach five years. It is seen that the number of women planning to teach more than five years inclines upward beginning with 17.0% in the freshman year and ending at 33.3% in the senior year. From this data it may be inferred that a larger per cent of the men than of the women plan to make teaching their life work.

It is desirable to learn the length of time that those students who are classed as "experienced" plan to teach upon leaving college. This information is given in the following table.

TABLE XI

"IF SO, HOW MANY YEARS DO YOU EXPECT TO TEACH?"  
(EXPERIENCED STUDENTS)

Years	Freshman		Sophomores		Juniors		Seniors	
	Men	Women	Men	Women	Men	Women	Men	Women
1	.....	.....	.....	.....	.....	.....	.....	.....
2	1 (14.3%)	3 (14.3%)	.....	3 (16.7%)	1 (16.7%)	.....	1 (12.5%)	2 (14.3%)
3	.....	4 (19.0%)	1 (14.3%)	3 (16.7%)	.....	2 (15.4%)	.....	2 (14.3%)
4	.....	4 (19.0%)	.....	2 (11.1%)	.....	2 (15.4%)	.....	.....
5	1 (14.3%)	1 (4.8%)	1 (14.3%)	.....	1 (16.7%)	.....	.....	1 (7.1%)
More than 5	5 (42.9%)	6 (28.6%)	5 (71.4%)	9 (50%)	3 (50%)	5 (38.5%)	6 (75%)	7 (50%)
Not Given	2 (28.6%)	3 (14.3%)	.....	1 (5.6%)	1 (16.7%)	4 (30.8%)	.....	2 (14.3%)

Read Table thus: One (14.3%) men and 3 (14.3%) freshman women, no sophomore men and 3 (16.7%) sophomore women, 1 (16.7%) junior man and no junior women, 1 (12.5%) senior man and 2 (14.3%) senior women expect to quit teaching at the end of two years. Read the other columns in the same manner.

From the data collected it would seem that no student who has had some taste of teaching and plans to teach after leaving school plans to teach one year only. With the men it is found that a majority plan to teach more than five years. It is seen that 42.9% of the freshman men plan to teach more than five years while 71.4% of the sophomore men plan to teach the same period. It is shown, however, that only 50% of the junior men plan to teach more than five years, while 75% of the senior men plan to teach for that period.

With the women it is found that a number which varies from 52.3% of the freshman girls to 28.6% of the senior girls plan to teach two, three, and four years. The table shows that 28.6% of the experience women who plan to teach plan to teach more than five years. The number rises to 50% of the sophomore women but drops to 38.5% for the junior women. In the senior year the 50% mark is again reached.

As the previous pages indicate that a majority of all students plan to teach school one or more years, it is desirable to learn what type of teaching position they prefer. The table presented upon this page shows the kind of position preferred by the freshmen students.

TABLE XXI

"IF YOU EXPECT TO TEACH, WHAT KIND OF POSITION DO YOU DESIRE?"  
(FRESHMEN)

Kind of Position	Men		Women		Total	
	No.	%	No.	%	No.	%
High School Teacher	71	61.7	94	33.3	165	41.6
Grade School Teacher	7	6.1	111	39.4	118	29.7
Rural School	19	16.5	65	23.0	84	21.2
Supt. of High School	4	3.5	...	....	4	1.0
Prin. of High School	6	5.2	...	....	6	1.5
Prin. of Elem. School	...	....	1	0.4	1	0.2
Kindergarten	...	....	6	2.1	6	1.5
Supervisor	6	5.2	3	1.1	9	2.3
College Instructor	1	0.9	...	....	1	0.2
No Choice	1	0.9	2	0.7	3	0.8
<b>Total</b>	<b>115</b>	<b>100.0</b>	<b>282</b>	<b>100.0</b>	<b>397</b>	<b>100.0</b>

Read Table thus: Seventy-one (61.7%) of the men, 94 (33.3%) of the women, or a total of 165 (41.6%) of the freshmen that expect to teach, desire high school positions. Read the other columns in the same manner.

From the data collected it would seem that a large majority of the freshmen plan to become high school teachers, grade school teachers, or

rural school teachers. With the men it is seen that a large per cent, namely 61.7%, expect to become high school teachers. Rural schools rank second in choice with 16.5%. Although grade schools were given third place they are followed closely in ranking by "principal of high school" and "supervisor" which tied for fourth. This selection, however, is much different than that made by the freshmen women as the grade school position ranked first being given 39.4% of the votes. High School teaching, as a choice was made by 35.3% of the women, being followed by rural school teachers with a percentage of 23.0%. Although the percentage is small, kindergarten ranks fourth, being the choice of 2.1% of the women.

This table is seen to differ from the previous table largely in the decrease in selection of rural school positions by both men and women and the increase in grade school selections made by the women.

TABLE XXII

"IF YOU EXPECT TO TEACH, WHAT KIND OF POSITION DO YOU DESIRE?"  
(SOPHOMORES)

Kind of Position	Men		Women		Total	
	No.	%	No.	%	No.	%
High School	42	64.6	35	28.7	77	41.2
Grade School	5	7.7	74	60.7	79	42.2
Rural School	2	3.1	9	7.4	11	5.9
Supt. of High School	1	1.5	...	....	1	0.5
Prin. of High School	6	9.3	...	....	6	3.2
Prin. of Elem. School	3	4.6	1	0.8	4	2.2
Supervisor	3	4.6	...	....	3	1.6
Kindergarten	...	....	3	2.4	3	1.6
College Instructor	1	1.5	...	....	1	0.5
Not Given	2	3.1	...	....	2	1.1
Total	65	100.0	122	100.0	187	100.0

Read Table thus: Forty-two (64.6%) of the men, 35 (28.7%) of the women, or a total of 77 (41.2%) of the sophomores that expect to teach, desire high school positions. Read the other columns in the same manner.

From the data collected in this table it would seem that in the entire sophomore class there is about an equal amount of student inclination to teach in high school as in graded school. As in the freshman class, the men lean toward a high school position by a majority of approximately two-thirds. The position of principal of a high school ranks second (9.3%), with the grade school position ranking third (7.7%). A miscellaneous selection constitutes the other 18.5%. With the women, however, the grade school position is the favored position, but with a much larger percentage than with the freshman class as it is made the first choice by 60.7% of the sophomore girls. The position of high school teacher is selected by 28.7% of the women while third place is taken by the rural school with a percentage of 7.4%.

It will be seen that the chief differences between this table and the previous tables are that the men expecting to teach in high school increased from 64.6% to 74.2% and the women expecting the same type of position increased from 28.7% to 53.8% while the women expecting to teach in grade school decreased from 60.7% to 31.1%.

TABLE XXIII

"IF YOU EXPECT TO TEACH, WHAT KIND OF POSITION DO YOU DESIRE?"  
(JUNIORS)

Kind of Position	Men		Women		Total	
	No.	%	No.	%	No.	%
High School	49	74.2	57	53.8	106	61.6
Grade School	1	1.5	33	31.2	34	19.7
Rural School	...	....	3	2.8	3	1.6
Supt. of High School	2	3.0	...	....	2	1.2
Prin. of High School	6	9.2	...	....	6	3.5
Prin. of Elem. School	1	1.5	...	....	1	0.7
Supervisor	4	6.1	8	7.5	12	7.0
College Instructor	1	1.5	1	0.9	2	1.2
Kindergarten	...	....	4	3.8	4	2.3
No Choice	2	3.0	...	....	2	1.2
Total	66	100.0	106	100.0	172	100.0

Read Table thus: Forty-nine (74.2%) of the men, 57 (53.8%) of the women, or a total of 106 (61.6%) of the juniors that expected to teach, desire high school positions. Read the other columns in the same manner.

In the above table it is shown that the junior class has selected the position of high school teacher by a choice three times as great as the choice for grade school position which ranks second. Approximately three-fourths of the junior men selected the position of high school teacher. From the table it is seen that the remaining one-fourth is distributed among a number of positions with the high school principalship leading the group, having a percentage of 9.2% of the group. With the girls, however, the majority selecting the high school positions is not as great although 53.8% of the women selected this position. It is also seen that the grade school position was the first choice of 31.2% of the women with the position of supervisor ranking third with a percentage of 7.5% of the girls in the group.

The chief differences between the table on the next page and the



previous table is that the senior men expecting to teach in high school raised from 74.2% to 82.3% while the senior women expecting the same type of position raised from 53.8% to 63.0%.

TABLE XXIV

"IF YOU EXPECT TO TEACH, WHAT KIND OF POSITION DO YOU DESIRE?"  
(SENIORS)

Kind of Position	Men		Women		Total	
	No.	%	No.	%	No.	%
High School	51	82.3	34	63.0	85	73.3
Grade School	...	....	14	25.9	14	12.0
Supt. of High School	1	1.6	...	....	1	0.9
Prin. of High School	6	9.7	...	....	6	5.1
Prin. of Elem. School	1	1.6	...	....	1	0.9
Supervisor	3	4.8	5	9.5	8	6.9
Kindergarten	...	....	1	1.8	1	0.9
Total	62	100.0	54	100.0	116	100.0

Read Table thus: Fifty-one (82.3%) of the men, 34 (63.0%) of the women, or a total of 85 (73.5%) of the seniors that expect to teach, desire high school positions. Read the other columns in the same manner.

From the data collected it would seem that approximately three-fourths of all seniors who are expecting to teach desire high school positions. It seems that 82.3% of the senior men desire high school positions. The selections drop downward so rapidly that the principal of a high school takes second place with a percentage of 9.7% while the position of supervisor ranks third with a percentage of 4.8%. With the senior girls, however, 63.0% desire high school positions. While it was found that none of the boys selected a grade school position, yet 25.9% of the women selected it. As with the men, the position of supervisor ranked third, but with a percentage of 9.5%.

The table below gives a summary of the answers in per cent of the four previous tables.

TABLE XXV

"IF YOU EXPECT TO TEACH, WHAT KIND OF POSITION DO YOU DESIRE?"  
(SUMMARY)

Kind of Position	Freshmen		Sophomores		Juniors		Seniors	
	Men	Women	Men	Women	Men	Women	Men	Women
High School	61.7	33.3	64.6	28.7	74.2	53.8	82.3	63.0
Grade School	6.1	39.4	7.7	60.7	1.5	31.2	....	25.9
Rural School	16.5	23.0	3.1	7.4	....	2.8	....	....
Supt. of High School	3.5	....	1.5	....	3.0	....	1.6	....
Prin. of High School	5.2	....	9.3	0.8	9.2	....	9.7	....
Prin. of Elem. School	....	0.4	4.6	....	1.5	....	1.6	....
Kindergarten	....	2.1	....	2.5	....	3.8	....	1.8
Supervisor	5.2	1.1	4.6	....	6.1	7.5	4.8	9.3
College Instructor	0.9	....	1.5	....	1.5	0.9	....	....
Not Given	0.9	0.7	3.1	....	3.0	....	....	....
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Read Table thus: In the freshman class 61.7% of the men and 33.3% of the women that expect to teach desire a position as a high school teacher. In the sophomore class 64.6% of the men and 28.7% of the women that expect to teach desire to become high school teachers after graduation. Read the remaining part of the table in the same manner.

The data show that 61.7% of the freshman men who are expecting to teach desire high school positions. This inclination graduates upwards as the study advances into the upper classes, as 64.6% of the sophomores express the same desire, while in the junior class 74.2% of the men expect to teach in high school. In the senior class 82.3% of the men desire this position. In the freshman class 16.5% of the men desire rural school positions, but this percentage graduates downward so that no senior expressed that desire. It will be noticed that 5.2% of the freshmen desire the position of principal

of a high school while slightly more than 9% of the men in each of the other classes have the same wishes. The tabulation shows that 33.3% of the freshman girls expecting to teach expect high school positions. This expectation drops to 28.7% in the sophomore year but rises to 53.8% in the junior year. The seniors, however, show a still further increase to 63.0%. The other two leading positions are grade school and rural school work. It is to be noticed that both positions vary inversely with respect to high school expectations. Although 39.4% of the freshmen girls wish for grade schools and 23.0% wish for rural schools, the number graduates downward so that only 25.9% of the seniors wish for grade positions and no seniors want rural schools. It is notable that the percentage of sophomore girls wanting grade school positions rises to 60.7% in the sophomore year and drops to 31.1% in the junior year. This may be accounted for by the fact that many sophomore girls are "life certificate" students while most juniors are working for degrees.\*

Another significant relation is to learn the kind of teaching positions desired by those who have had some teaching experience.

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\* Life certificates are issued at the completion of two years of college work and are limited in their range of utility.

TABLE XXVI

"IF YOU EXPECT TO TEACH, WHAT KIND OF POSITION DO YOU DESIRE?"  
(EXPERIENCED STUDENTS)

Kind of Position	Freshmen		Sophomores		Juniors		Seniors	
	Men	Women	Men	Women	Men	Women	Men	Women
High School	4 (57.1%)	5 (25.8%)	.....	2 (11.1%)	3 (50%)	5 (41.7%)	5 (62.5%)	6 (42.9%)
Grade School	1 (14.3%)	12 (71.4%)	.....	15 (83.3%)	.....	4 (33.3%)	.....	4 (28.6%)
Rural School	1 (14.3%)	1 (4.8%)	.....	.....	.....	1 (8.3%)	.....	.....
Supt. of City School	1 (14.3%)	.....	1 (14.3%)	.....	.....	.....	.....	.....
Prin. of High School	.....	.....	3 (42.9%)	1 (5.5%)	.....	.....	1 (12.5%)	.....
Prin. of Elem. School	.....	.....	2 (28.6%)	.....	2 (33.3%)	.....	2 (25.0%)	.....
Kindergarten	.....	.....	.....	.....	.....	.....	.....	1 (7.1%)
Supervisor	.....	.....	.....	.....	.....	.....	.....	3 (21.4%)
Not Given	.....	.....	1 (14.3%)	.....	1 (16.7%)	.....	.....	.....

Read Table thus: Four (57.1%) freshman men and 5 (25.8%) freshman women, 2 (11.1%) sophomore women, 3 (50%) junior men, and 5 (41.7%) junior women, and 5 (62.5%) senior men and 6 (42.9%) senior women who have had some teaching experience expect to teach in high school upon leaving school at Kansas State Teachers College. Read the other columns in the same manner.

From the data collected it would seem that 57.1% of the freshman men who have had some experience at teaching plan to teach in high school while the remaining freshman men are equally divided in choosing a grade school position, a rural school position, or an high school principalship. The sophomore men, however, all selected administrative positions, 42.9% of them selected the position of principal of an elementary school, 28.6% chose to be principals of high schools, and 14.3% indicated the position of superintendent of a city school. As the students advance in classification, they seem to again turn to high school positions, as 50% of the junior men and 62.5% of the senior men made this choice. It is also noticeable that all the remaining men in the junior and senior classes selected either the position of a high school teacher or an administrative position. With the women, however, the choice seems to be almost entirely that of a high school teacher or a grade school teacher. Although 23.8% of the freshmen desire high school positions, only 11.1% of the sophomore women have such expectations, but the percentage rises to approximately 42% for both the juniors and seniors. The number of women desiring grade school positions varies inversely with the number desiring high school positions. Even though 71.4% of the freshmen women desire grade positions, there is an increase to 83.3% in the sophomore year. Nevertheless, only 33.3% of the juniors and 28.6% of the seniors desire this position.

It is seen by the response given to the question of, "Do you expect to teach after leaving this school?" that a considerable number of students intend to enter other lines of work. In order to learn the vocational ex-

pectations of the school it is necessary to learn what those students expect to do. The following pages are given to the determining of the vocational plans of the students that do not plan to teach.

The table on this page is the record of the freshmen who do not plan to teach school.

TABLE XXVII

"IF YOU DO NOT EXPECT TO TEACH, WHAT DO YOU EXPECT TO DO?"  
(FRESHMEN)

Vocation	Men		Women		Total	
	No.	%	No.	%	No.	%
Business	31	20.9	5	8.1	36	17.1
Engineering	47	31.8	1	1.6	48	22.9
Medicine	11	7.4	4	6.5	15	7.0
Stenography	9	6.1	19	30.6	28	13.3
Journalism	4	2.7	4	6.5	8	3.8
Law	11	7.4	..	....	11	5.2
Agriculture	5	3.4	..	....	5	2.4
Civil Service	2	1.4	..	....	2	1.0
Social Service	..	....	4	6.5	4	1.9
Marriage	..	....	6	9.7	6	2.9
Librarianship	..	....	10	16.0	10	4.8
Musician	..	....	2	3.2	2	1.0
Home Economics	..	....	5	8.1	5	2.4
No Choice	28	18.9	2	3.2	30	14.3
<b>Total</b>	<b>148</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>	<b>210</b>	<b>100.0</b>

Read Table thus: Thirty-one (20.9%) of the men, 5 (8.1%) of the women, which is a total of 36 (17.1%) of the freshmen who plan to enter some other vocation other than teaching, plan to enter business. Read the other columns in the same manner.

From the data collected it is seen that engineering leads in vocations chosen by freshman men students as 31.8%, which is nearly one-third, selected this vocation. A goodly number (20.9%) plan to enter the business

field. Medicine and law are tied for third and fourth place as 7.4% of the men selected each. The fact that 18.9% failed to answer the question at all may be an indication that quite a number of students have no particular vocation in mind. The other vocations named by the boys were stenography, agriculture, journalism, and civil service.

With the women, however, the leading vocation is stenography, as 50.6%, which is nearly one-third of the women, have selected it. According to the information given, library work is quite popular as 16.0% have chosen this vocation. Marriage ranked third with a percentage of 9.7% being followed by home economics and business.

It is seen from this table that there is an increase of approximately 5% in pre-medic male students and 3% in law students. For the women the chief differences between them and the freshmen girls is that the number planning to be librarians increased to 33.3% while those planning to go into home economics decreased to 0.9%.

TABLE XXVIII

"IF YOU DO NOT EXPECT TO TEACH, WHAT DO YOU EXPECT TO DO?"  
(SOPHOMORES)

Vocation	Men		Women		Total	
	No.	%	No.	%	No.	%
Engineering	23	30.7	**	****	23	21.5
Business	15	20.0	4	12.2	18	16.7
Medicine	9	12.0	1	3.0	10	9.5
Accountant	7	9.3	**	****	7	6.5
Journalism	5	6.7	2	6.1	7	6.5
Law	8	10.7	**	****	8	7.4
Agriculture	2	2.6	**	****	2	1.9
Stenography	1	1.3	11	33.3	12	11.0
Librarianship	**	****	11	33.3	11	10.2
Marriage	**	****	2	6.1	2	1.9
Home Economics	**	****	1	3.0	1	0.9
Girl Scout Leadership	**	****	1	3.0	1.	0.9
No Choice	5	6.7	**	****	5	4.6
Total	75	100.0	53	100.0	108	100.0

Read Table thus: Twenty-three (30.7%) of the men, none of the women, or a total of 23 (21.5%) of the sophomores that plan to enter some other vocation other than teaching, plan to follow engineering. Read the other columns in the same manner.

From the data collected it is seen that engineering leads the field in being selected as a vocation as 30.7% of the men or approximately one-third expect to follow this profession. As is true with the freshman class, business is given second place with a percentage of 20.0%. In the freshman class, medicine and law tied for third honors; but in this class medicine is in third place with a percentage of 12.0% while law ranks fourth with a percentage of 10.7%. The other choices made are accounting, journalism, agriculture, and stenography respectively.

With the women, however, the two leading vocations are stenography and librarianships as exactly one-third of the group selected each. The



remaining one-third is distributed among a number of vocations, business leading, being the choice of 12.1% of the women. Marriage and journalism were each selected by 6.1% of the women while home economics and girl scout work were chosen once each.

It is seen that the chief difference between the underclassmen and the juniors listed on the following page is that engineering has disappeared as a choice of vocations among the men and business has more than doubled as a preference. Among the women it is seen that there is a considerable drop in the per cent wanting library work and an increase in those wanting to enter the field of medicine.

TABLE XXIX

"IF YOU DO NOT EXPECT TO TEACH, WHAT DO YOU EXPECT TO DO?"  
(JUNIORS)

Vocation	Men		Women		Total	
	No.	%	No.	%	No.	%
Business	10	43.5	1	4.3	11	23.9
Medicine	2	8.8	4	17.4	6	13.0
Law	2	8.8	..	....	2	4.3
Journalism	3	13.0	..	....	3	6.5
Agriculture	1	4.3	..	....	1	2.2
Accountant	1	4.3	..	....	1	2.2
Musician	1	4.3	..	....	1	2.2
Stenography	..	....	6	26.1	6	13.0
Librarianship	..	....	4	17.4	4	8.7
Secretary	..	....	1	4.3	1	2.2
Social Service	..	....	1	4.3	1	2.2
Marriage	..	....	2	8.8	2	4.3
Art	..	....	1	4.3	1	2.2
Actress	..	....	1	4.3	1	2.2
Not Given	3	13.8	2	8.8	2	10.9
Total	23	100.0	23	100.0	46	100.0

Read Table thus: Ten (43.5%) of the men, 1 (4.3%) of the women, which is a total of 11 (23.9%) of the junior class that plan to enter some vocation other than teaching, plan to enter business. Read the other columns in the same manner.

The presentation of the material in the preceding table shows a great variation from the choices of vocations for both freshmen and sophomore students. Although in the freshman and sophomore classes engineering led the field for the men, yet it was not mentioned by a junior. In the junior class 43.5% desire business positions. Journalism also showed a large increase. The increases are probably due to the fact that the pre-engineering students leave Kansas State Teachers College at the end of the second year, causing the percentages of the other professions to be higher. It is seen that 8.8% of the men still plan to enter each of the professions of law and medicine.

Nevertheless, among the women it is seen that stenography is the choice of 26.1% of them, while medicine and library work ties for second and third place, each being selected by 17.4% of the women. Marriage was given fourth place. The remaining 21% of the group made a miscellaneous selection of vocations.

The chief differences between the juniors and seniors are that medicine was not mentioned by any seniors, that among the boys there is a great decrease in number choosing business and an increase among those choosing accounting, and that among the girls the number choosing library work is more than tripled. Those who say frankly they expect to marry are noticeably increased in number for the juniors over the freshman and sophomore groups.

TABLE XXX

"IF YOU DO NOT EXPECT TO TEACH, WHAT DO YOU EXPECT TO DO?"  
(SENIORS)

Vocation	Men		Women		Total	
	No.	%	No.	%	No.	%
Accountant	4	36.3	..	....	4	11.8
Business	2	18.2	..	....	2	5.9
Law	2	18.2	..	....	2	5.9
Art	1	9.1	..	....	1	2.9
Engineering	1	9.1	1	4.3	2	5.9
Journalism	1	9.1	2	8.7	3	8.8
Stenography	..	....	2	8.7	2	5.9
Librarianship	..	....	15	65.3	15	44.1
Marriage	..	....	3	13.0	3	8.8
Total	11	100.0	23	100.0	34	100.0

Read Table thus: Four (36.4%) of the men, none of the women, which is a total of 4 (11.8%) of the seniors that plan to enter some vocation other than teaching, plan to be accountants. Read the other columns in the same manner.

From the data collected it would seem that of the eleven senior men who do not plan to teach 36.3% expect to become accountants. This percentage graduates downward quite rapidly as but 18.2% plan to follow each of the two vocations business and law, while 9.1% plan to follow each of the following: art, engineering, and journalism.

With the women, however, 65.3% of those not planning to teach expect to be librarians. Marriage stands in second place being the selection of 13.0%. Journalism and stenography tied for third and fourth place with a percentage of 8.7%. One woman chose engineering.

The following is a table summarizing the answers given by the four classes to the question, "If you do not expect to teach, what do you expect to do?" The results are given in percentages.

TABLE XXXI

"IF YOU DO NOT EXPECT TO TEACH, WHAT DO YOU EXPECT TO DO?"  
(SUMMARY)

Vocation	Freshman		Sophomore		Junior		Senior	
	Men	Women	Men	Women	Men	Women	Men	Women
Business	20.9	8.1	20.0	12.2	43.5	4.3	18.2	....
Engineering	31.8	1.6	30.7	....	....	....	9.1	4.3
Medicine	7.4	6.5	12.0	3.0	8.8	17.4	....	....
Stenography	6.1	30.6	1.3	33.3	....	26.1	....	8.7
Journalism	2.7	6.5	6.7	6.1	13.0	....	9.1	8.7
Law	7.4	....	10.7	....	8.8	....	18.2	....
Agriculture	3.4	....	2.6	....	4.3	....	....	....
Civil Service	1.4	....	....	....	....	....	....	....
Social Service	....	6.5	....	....	....	4.3	....	....
Marriage	....	9.7	....	6.1	....	8.8	....	13.0
Librarianship	....	16.0	....	33.3	....	17.4	....	65.3
Musician	....	3.2	....	....	4.3	....	....	....
Home Economics	....	8.1	....	....	....	....	....	....
Accountant	....	....	9.3	3.0	4.3	....	36.3	....
Miscellaneous	....	....	....	3.0	....	12.9	9.1	....
Not Given	18.9	3.2	6.7	....	13.0	8.8	....	....
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Read Table thus: In the freshman class 20.9% of the men and 8.1% of the women that do not expect to teach expect to enter business. In the sophomore class 20.0% of the men and 12.1% of the women that do not expect to teach plan to enter business. Read the remaining part of the table in the same manner.

From the data collected it seems that the vocational expectations of those not planning to teach change very much as the different classes are considered. Business seems to be a prominent choice through all the classes, beginning with about 20% of the men making that choice in the freshman and sophomore years, rising to 43.5% in the junior year, and dropping to 18.2% in the senior year. Engineering is found to be a very desirable vocation in the freshman and sophomore year, disappears in the junior year, but is named by one senior. Medicine is selected by the first three classes but does not appear in the senior class. Both engineering and medicine are

doubtlessly affected in the junior and senior years by the fact that "pre-engineers" and "pre-medic" students take but two years of preparatory work at Kansas State Teachers College, then go to other institutions for advanced training.

The two most noteworthy vocations of the women seem to be stenography and library work. Approximately one-third of the freshman women selected stenography. This number graduates downward so much that while it is preferred by 26.1% of the juniors, but only 8.8% of the senior women selected this vocation. On the other hand, library work is preferred by 16.0% of the freshmen, but is selected by 65.3% of the senior women.

In the earlier part of this chapter it was determined what part of each class planned to teach school, and something about the length of time each expected to teach. Since so many do not plan to teach but a very few years, it is desirable to learn what their plans, if known, are. This section of the study will be devoted to the answer to this question, "Do you expect to make teaching a step to some other vocation?"

TABLE XXXII

"DO YOU EXPECT TO MAKE TEACHING A STEP TO SOME OTHER VOCATION?"  
(FRESHMEN)

Answer	Men		Women		Total	
	No.	%	No.	%	No.	%
"Yes"	70	60.9	144	51.1	214	55.9
"No"	40	34.8	182	46.8	172	45.3
Unanswered	5	4.3	6	2.1	11	2.8
Total	115	100.0	282	100.0	397	100.0

Read Table thus: Seventy (60.9%) of the men, 144 (51.1%) of the women, which is a total of 214 (53.9%) of the freshman class that plan to teach, plan to use it as a stepping stone to some other position. Read the other columns in the same manner.

From the data collected it is found that 60.9% of the men of the class who expect to teach, expect to use teaching as a step to some other vocation while only 34.8% plan to make it their life work. With the girls 51.1% of those expecting to teach plan to use teaching as a means to get into some other vocation while only 46.8% do not plan to use it as a stepping-stone vocation.

The sophomores are found to differ from the freshmen in that approximately 10% of both sophomore men and sophomore women more than of the freshman men and women plan to use teaching as a step to some other vocation.

TABLE XXXIII

"DO YOU EXPECT TO MAKE TEACHING A STEP TO SOME OTHER VOCATION?"  
(SOPHOMORES)

Answer	Men		Women		Total	
	No.	%	No.	%	No.	%
"Yes"	46	70.8	74	60.6	128	65.7
"No"	14	21.5	44	36.1	59	29.7
Unanswered	5	7.7	4	3.3	9	4.6
Total	65	100.0	122	100.0	195	100.0

Read Table thus: Forty-six (70.8%) of the men, 74 (60.6% of the women, which is a total of 128 (65.7%) of the sophomore class that plan to teach, plan to use it as a stepping-stone to some other position. Read the other columns in the same manner.

From the information gained it is seen that approximately 70% of the sophomore men who expect to teach and 60% of the women who expect to teach plan to use teaching as a stepping-stone position. Approximately 5% of the sophomores failed to answer the question. Twenty-one and five-tenths per cent of the men and 36.1% of the women expect to make it their chief work.

The following table gives the number and per cent of junior students expecting to use teaching as a "stepping-stone." It will be found to differ from the sophomore table in that about 7% fewer of the men and of the women expect to use teaching only as a temporary occupation.



TABLE XXXIV

"DO YOU EXPECT TO USE TEACHING AS A STEP TO SOME OTHER VOCATION?"  
(JUNIORS)

Answer	Men		Women		Total	
	No.	%	No.	%	No.	%
"Yes"	42	63.6	57	53.8	99	57.6
"No"	20	30.3	42	39.6	62	36.0
Unanswered	4	6.1	7	6.6	11	6.4
Total	66	100.0	106	100.0	172	100.0

Read Table thus: Forty-two (63.6%) of the men, 57 (53.8%) of the women, which is a total of 99 (57.6%) of the junior class that plan to teach, plan to use it as a stepping-stone to some other position. Read the other columns in the same manner.

From the information at hand it is found that 63.6% of the junior men plan to use teaching as a means to work into some other vocation, while 53.8% of the women plan to use it as such. Six and four-tenths per cent of the juniors did not check an answer. It is seen that 30.3% of the men and 39.6% of the women that expect to teach, plan to make it their life's work. Evidently advanced teacher training confirms the student in his intention to make teaching his profession.

The following table shows that a smaller per cent of the seniors than of the other classes plan to use teaching as a temporary vocation.

TABLE XXXV

"DO YOU EXPECT TO USE TEACHING AS A STEP TO SOME OTHER VOCATION?"  
(SENIORS)

Answer	Men		Women		Total	
	No.	%	No.	%	No.	%
"Yes"	36	58.1	23	42.6	59	50.9
"No"	22	35.5	28	51.8	50	43.1
Unanswered	4	6.4	3	5.6	7	6.0
Total	62	100.0	54	100.0	116	100.0

Read Table thus: Thirty-six (58.1%) of the men, 23 (42.6%) of the women, which is a total of 59 (50.9%) of the senior class that plan to teach, expect to use it as a stepping-stone to some other vocation. Read the other columns in the same manner.

From the data collected it is seen that a smaller per cent of the seniors than of the underclassmen expect to use teaching as a means of getting into some other vocation, as 58.1% of the men that expect to teach and 42.6% of the women that expect to teach plan to use it as such, while 35.5% of the men and 51.8% of the women expect to make it their life vocation. Six per cent of the seniors left the question unanswered.

The following table summarizes the answers given by the four classes to the question, "Do you expect to make teaching a step to some other vocation?" The results are given in percentages.

TABLE XXXVI

"DO YOU EXPECT TO MAKE TEACHING A STEP TO SOME OTHER VOCATION?"  
(SUMMARY)

Answer	Freshman		Sophomore		Junior		Senior	
	Men	Women	Men	Women	Men	Women	Men	Women
"Yes"	60.9	51.1	70.8	60.6	63.6	53.8	58.1	42.6
"No"	34.8	46.8	21.5	36.1	30.3	39.6	35.5	51.8
Unanswered	4.3	2.1	7.7	3.3	6.1	6.6	6.4	5.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Read Table thus: In the freshman class 60.9% of the men and 51.1% of the women that plan to teach expect to use it as a means to get into some other profession. Read the remaining part of the table in the same manner.

From the summarizing table above it is seen that 60.9% of the freshmen that expect to teach plan to use it as a means to get into some other vocation. This expectation increases to 70.8% of the sophomore men but decreases to 63.6% of the junior men and still lower to 58.1% of the senior men. Likewise also the women have the highest percentage in the sophomore year and the lowest in the senior year. Fifty-one and one-tenth of the freshman women expect to leave teaching for some other vocation. This number rises to 60.6% for the sophomore women but drops to 53.8% for the junior women. With the senior women the percentage drops still lower to 42.6%. From approximately three to six per cent of the students in the different classes that are expecting to teach failed to answer the question.

Believing that it might be interesting to learn what part of those who have had some teaching experience plan to use teaching as a step to some other vocation, the following table was assembled from the questionnaires.

TABLE XXXVII

"DO YOU EXPECT TO MAKE TEACHING A STEP TO SOME OTHER VOCATION?"  
(EXPERIENCED STUDENTS)

Answer	Freshmen		Sophomores		Juniors		Seniors	
	Men	Women	Men	Women	Men	Women	Men	Women
"Yes"	3 (42.9%)	7 (33.3%)	3 (42.9%)	8 (44.4%)	2 (33.3%)	3 (25%)	2 (25%)	2 (14.3%)
"No"	2 (28.6%)	14 (66.7%)	1 (14.2%)	8 (44.4%)	2 (33.3%)	7 (58.3%)	4 (50%)	11 (78.6%)
Unanswered	2 (28.6%)	.....	3 (42.9%)	2 (11.1%)	2 (33.3%)	2 (16.7%)	2 (25%)	1 (7.1%)
Total	7 (100%)	21 (100%)	7 (100%)	18 (99.9%)	6 (99.9%)	12 (100%)	8 (100%)	14 (100%)

Read Table thus: Three (42.9%) freshman men and 7 (33.3%) freshman women, 3 (42.9%) sophomore men and 8 (44.4%) sophomore women, 2 (33.3%) junior men and 3 (25%) junior women, 2 (25%) senior men and 2 (14.3%) senior women who have had some teaching experience expect to use teaching as a step to some other vocation. Read the other columns in like manner.

From the data collected it would seem that 42.9% of the freshman men and the same per cent of the sophomore men who have had some experience at teaching plan to use teaching as a step to some other vocation. This tendency becomes less strong as the students rise to the upper classes, as but 33.3% of the junior men express the same determination, while the senior men expect to use it as a stepping stone in but 25% of the cases. With the women, however,

33.3% of the freshmen who are to some extent classed as "experienced" plan to use teaching as a means to get into some other vocation. This determination increases to 44.4% in the sophomore class but recedes to 25% in the junior class. The senior women, however, have only the small per cent of 14.3% that expect to use it as a step to something else. It should be noted that from 25% to 42.9% of the men failed to answer the question, while the women failing to check the answer in no class rose above 16.7%. The percentages are probably not significant due to the small number of persons involved.

Not only is it desirable to learn what per cent of those planning to teach expect to use teaching as a step to some other vocation, but also to learn to what vocation they aspire. The following six tables will be given to the determination of that information.

TABLE XXXVIII  
 "IF SO, WHAT VOCATION?"  
 (FRESHMEN)

Vocation	Men		Women		Total	
	No.	%	No.	%	No.	%
Business	19	27.1	13	9.0	32	15.0
Engineering	9	12.9	..	....	9	4.2
Agriculture	12	17.1	1	0.7	13	6.2
Law	7	10.0	1	0.7	8	3.7
Medicine	4	5.7	5	3.5	9	4.2
Civil Service	4	5.7	..	....	4	1.9
Music	3	4.3	9	6.2	12	5.6
Ministry	1	1.4	1	0.7	2	0.9
Dietetics	2	2.0	9	6.2	11	5.1
Journalism	5	7.2	4	2.8	9	4.2
Marriage	..	....	70	48.6	70	32.7
Stenography	..	....	17	11.8	17	7.9
Designer	..	....	3	2.1	3	1.4
Art	..	....	4	2.8	4	1.8
Social Service	..	....	1	0.7	1	0.5
Not Given	4	5.7	6	4.2	6	4.7
Total	70	100.0	144	100.0	214	100.0

Read Table thus: Nineteen (27.1%) of the men, 13 (9.0%) of the women, or a total of 32 (15.0%) of the freshmen that plan to make teaching a stepping-stone position, plan to enter business. Read the other columns in the same manner.

From the data collected it would seem that of those freshmen that plan to use teaching as a means to get into some other vocation, 27.1% of the men enter business. The inclination graduates downward quite rapidly as other vocations are considered. Seventeen and one-tenth per cent prefer to go into agriculture, while engineering ranks third place (12.9%). It is seen that law is placed in fourth place, being the choice of 10% of the men.

With the women, however, 48.6% plan to use teaching as a step to marriage, but the selections decline rapidly as 11.8% chose stenography,

which stands in second place. The third place was given to business, being the choice of 9% of the women.

It is noted that the selections made by the sophomore men show an increase in choice of the three vocations ranking first with the freshmen. With the women, marriage as a vocation receives a substantial increase; but the work of librarian ranks second although it was not mentioned by the freshmen women.

TABLE XXXIX

"IF SO, WHAT VOCATION?"  
(SOPHOMORES)

Vocation	Men		Women		Total	
	No.	%	No.	%	No.	%
Business	14	30.4	4	5.4	18	15.0
Journalism	4	8.7	2	2.7	6	5.0
Agriculture	9	19.6	..	....	9	7.5
Music	1	2.2	1	1.4	2	1.7
Medicine	1	2.2	4	5.4	5	4.2
Civil Service	1	2.2	...	....	1	0.8
Stenography	1	2.2	3	4.1	4	3.3
Engineering	7	15.1	..	....	7	5.8
Art	2	4.3	..	....	2	1.7
Physical Educa- tion	1	2.2	..	....	1	0.8
Marriage	..	....	41	55.2	41	34.3
Librarian	..	....	7	9.5	7	5.8
Social Welfare	..	....	4	5.4	4	3.3
Home Economics	..	....	2	2.7	2	1.7
Law	..	....	1	1.4	1	0.8
Dramatics	..	....	1	1.4	1	0.8
Not Given	5	10.9	4	5.4	9	7.5
Total	46	100.0	74	100.0	120	100.0

Read Table thus: Fourteen (30.4%) of the men, 4 (5.4%) of the women, or a total of 18 (15.0%) of the sophomores that plan to make teaching a stepping-stone position, plan to enter business. Read the other columns in the same manner.

From the table it is evident that the leading professions chosen are the same as for the freshmen. Nearly one-third (30.4%) of the men plan to enter business. Agriculture also shows an increase in drawing-power for the sophomores, being selected by 19.6% of those men wishing to work into vocations other than teaching. In 15.1% of the cases the men desire to work into engineering. Ten and nine-tenths per cent failed to answer the question. The selections of the remaining 25% constitute somewhat of a miscellaneous group.

With the women, however, 55.2% of the sophomores plan to use teaching as a step to marriage. The vocation preferred by 9.5% of the women is library work while business, medicine, and social welfare work were each chosen by 5.4% of the women.

The vocations to which the juniors aspire differ from the sophomores in that business is much more favored by the junior men, but engineering and law both show a large decrease. With the women marriage and library work shows a considerable drop, but stenography, business, and music show a substantial increase.



TABLE XL  
 "IF SO, WHAT VOCATION?"  
 (JUNIORS)

Vocation	Men		Women		Total	
	No.	%	No.	%	No.	%
Engineering	4	9.5	..	.....	4	4.0
Law	3	7.1	..	.....	3	3.0
Business	20	47.6	5	8.8	25	25.3
Music	4	9.5	5	8.8	9	9.2
Civil Service	2	4.8	..	.....	2	2.0
Physical Education	1	2.4	..	.....	1	1.0
Medicine	3	7.1	2	3.5	5	5.1
Agriculture	2	4.8	..	.....	2	2.0
Stenography	..	.....	7	12.3	7	7.2
Educational Ad- ministrator	1	2.4	..	.....	1	1.0
Journalism	..	.....	3	5.3	3	3.0
Marriage	..	.....	21	36.6	21	21.2
Girl Scout Work	..	.....	1	1.8	1	1.0
Dramatics	..	.....	1	1.8	1	1.0
Ministry	..	.....	1	1.8	1	1.0
Air Hostess	..	.....	1	1.8	1	1.0
Librarian	..	.....	4	7.0	4	4.0
Social Service	..	.....	4	7.0	4	4.0
Not Given	2	4.8	2	3.5	4	4.0
Total	42	100.0	57	100.0	99	100.0

Read Table thus: Four (9.5%) of the men, none of the women, or a total of 4 (4.0% of the juniors who expect to teach school, plan to use teaching as a means to get into engineering. Read the other columns in the same manner.

From the data obtained it would seem that those students who plan to enter other lines of work after teaching for a short time, have selected a variety of occupations. With the junior men business seems to be the favored occupation, as 47.6% of those working toward other vocations have indicated it as their choice. The selections made decline quite rapidly as engineering and professional music are next in the scale with 9.5% of the men indicating each. Law and medicine follow with each, having a per-

centage of 7.1%.

With the women, however, a large number expect to marry after teaching for a few years. Although 36.8% of the women indicated this choice, the per cent is much smaller than for the sophomores or freshmen women. The vocation chosen by 12.5% of the women is stenography, while 8.8% chose business and the same number selected professional music. These were followed by library and social service work.

The leading professions selected by the seniors are the same as for the juniors, but business and engineering were selected by a larger per cent of the men, and marriage and business were more favored with the women.

TABLE XLI  
"IF SO, WHAT VOCATION?"  
(SENIORS)

Vocation	Men		Women		Total	
	No.	%	No.	%	No.	%
Business	19	52.8	4	17.5	23	39.0
Law	2	5.5	..	....	2	3.4
Engineering	6	16.7	..	....	6	10.2
Medicine	3	8.3	2	8.7	5	8.4
Recreational						
Leadership	1	2.8	..	....	1	1.7
Social Service	1	2.8	1	4.3	2	3.4
Agriculture	2	5.5	..	....	2	3.4
Politics	1	2.8	..	....	1	1.7
Marriage	..	....	13	56.6	13	22.0
Stenography	..	....	1	4.3	1	1.7
Art	..	....	1	4.3	1	1.7
Concert Work	..	....	1	4.3	1	1.7
Undecided	1	2.8	..	....	1	1.7
Total	36	100.0	23	100.0	59	100.0

Read Table thus: Nineteen (52.8%) of the men, 4 (17.5%) of the women, or a total of 23 (39.0%) of the seniors who expect to teach school, plan to use teaching as a means to get into business. Read the other columns in the same manner.

centage of 7.1%.

With the women, however, a large number expect to marry after teaching for a few years. Although 36.8% of the women indicated this choice, the per cent is much smaller than for the sophomores or freshmen women. The vocation chosen by 12.3% of the women is stenography, while 8.8% chose business and the same number selected professional music. These were followed by library and social service work.

The leading professions selected by the seniors are the same as for the juniors, but business and engineering were selected by a larger per cent of the men, and marriage and business were more favored with the women.

TABLE XLI  
"IF SO, WHAT VOCATION?"  
(SENIORS)

Vocation	Men		Women		Total	
	No.	%	No.	%	No.	%
Business	19	52.8	4	17.5	23	39.0
Law	2	5.5	..	....	2	3.4
Engineering	6	16.7	..	....	6	10.2
Medicine	3	8.3	2	8.7	5	8.4
Recreational						
Leadership	1	2.8	..	....	1	1.7
Social Service	1	2.8	1	4.3	2	3.4
Agriculture	2	5.5	..	....	2	3.4
Politics	1	2.8	..	....	1	1.7
Marriage	..	....	13	56.6	13	22.0
Stenography	..	....	1	4.3	1	1.7
Art	..	....	1	4.3	1	1.7
Concert Work	..	....	1	4.3	1	1.7
Undecided	1	2.8	..	....	1	1.7
Total	36	100.0	23	100.0	59	100.0

Read Table thus: Nineteen (52.8%) of the men, 4 (17.5%) of the women, or a total of 23 (39.0%) of the seniors who expect to teach school, plan to use teaching as a means to get into business. Read the other columns in the same manner.

By looking through the previous table it is seen that the majority of men who plan to use teaching as a step to some other vocation plan to enter business as more than one-half (52.9%) have indicated this choice. In observing the table it is seen that 16.7% plan to work into engineering and that 8.3% plan to study medicine.

With the women, however, the majority (56.8%) of those who expect to teach plan to marry and quit teaching. It is also seen that 17.5% plan to enter business. Since 8.7% of the senior women who plan to enter vocations prefer medicine, it stands in third place. The remaining vocations mentioned, namely social service, art, stenography, and concert work are each selected by 4.3% of the group.

The following table is a summary of the tables giving the information regarding the vocations students plan to work into by students who are using teaching as a step to some other vocation.

TABLE XLII

"IF SO, WHAT VOCATION?"  
(SUMMARY EXPRESSED IN PER CENT)

Vocation	Freshman		Sophomore		Junior		Senior	
	Men	Women	Men	Women	Men	Women	Men	Women
Business	27.1	9.0	30.4	5.4	47.6	8.8	52.8	17.5
Engineering	12.9	....	15.1	....	9.5	....	16.7	....
Agriculture	17.1	0.7	19.6	....	4.8	....	5.5	....
Law	10.0	0.7	....	1.4	7.1	....	5.5	....
Medicine	5.7	3.5	2.2	5.4	7.1	3.5	8.3	8.7
Civil Service	5.7	....	2.2	....	4.8	....	....	....
Music	4.3	6.2	2.2	1.4	9.5	8.8	....	4.3
Ministry	1.4	0.7	....	....	....	1.8	....	....
Home Economics	2.9	6.2	....	2.7	....	....	....	....
Journalism	7.2	2.8	8.7	2.7	....	5.3	....	....
Marriage	....	48.6	....	55.2	....	36.6	....	56.6
Stenography	....	11.8	2.2	4.1	....	12.3	....	4.3
Designer	....	2.1	....	....	....	....	....	....
Art	....	2.8	4.3	....	....	....	....	4.3
Social Service	....	0.7	....	5.4	....	0.7	2.8	4.3
Physical Education	....	....	2.2	....	2.4	....	2.8	....
Library	....	....	....	9.5	....	7.0	....	....
Dramatics	....	....	....	1.4	....	1.8	....	....
Educational Administrator	....	....	....	....	2.4	....	....	....
Girl Scout Director	....	....	....	....	....	1.8	....	....
Air Hostess	....	....	....	....	....	1.8	....	....
Politics	....	....	....	....	....	....	2.8	....
Not Given	5.7	4.2	....	5.2	4.8	3.5	2.8	....
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Read Table thus: In the freshman class 27.1% of the men and 9.0% of the women that plan to teach, plan to use teaching as a step to business. In the sophomore class 30.4% of the men and 5.4% of the women that expect to teach, plan to use teaching as a step to business. Read the remaining part of the table in the same manner.

It is seen from the table that 27.1% of the freshman men who plan to enter other lines of work after teaching for a time plan to enter business. This inclination graduates upward as the students advance in maturity as 30.4% of the sophomore men have the same expectation. With the juniors,

47.6% plan to follow this work and with the seniors 52.8% have made the same choice. In the freshman and sophomore classes agriculture is the second choice, as 17.1% of the freshman men and 19.6% of the sophomore men named this vocation. With the freshman men, engineering was rated third (12.9%). The percentage increases to 15.1% with the sophomore men. Engineering stands in second place with the junior (9.5%) and senior (16.7%) men.

With the women, however, more of them plan to enter marriage than plan to go into any other profession after teaching for a few years. The data show that 48.6% of the freshmen women who plan to teach plan to marry and quit teaching. This inclination rises to 55.2% of the sophomore women, but for some reason only 36.6% of the junior women registered this expectation. With the senior women 56.6% indicated this choice. With the freshman women stenography is the next favored position (11.8%) with business third (9.0%). A variation is seen in the sophomore class in that the second high selection is library work (9.5%) with medicine and business each being selected by 5.4% of the women. With the junior women as with the freshman women, 12.3% expect to follow stenography while 8.8% plan to follow business and the same number expect to follow civil service work. With the senior women, however, 17.5% expect to work into business while 8.7% expect to take up some form of medicine.

Since there are so few students in each class who have had some teaching experience that plan to use teaching as a step to some other vocation it is difficult to draw any conclusions taking the classes separately. For

this reason this table gives the vocations that the total number of the experienced students plan to work into. Because of the small number no very reliable conclusions can be drawn.

TABLE XLIII

"IF SO, WHAT VOCATION?"  
(EXPERIENCED STUDENTS)

Vocation	Men		Women		Total	
	No.	%	No.	%	No.	%
Marriage	..	....	7	35	7	24.2
Stenography	..	....	2	10	2	6.9
Business	2	22.2	4	20	6	20.8
Art	..	....	1	5	1	3.4
Law	1	11.1	..	....	1	3.4
Civil Service	1	11.1	..	....	1	3.4
Librarian	..	....	2	10	2	7.0
Medicine	..	....	2	10	2	7.0
Journalism	1	11.1	..	....	1	3.4
Agriculture	3	33.4	..	....	3	10.3
Music	..	....	1	5	1	3.4
Engineering	1	11.1	..	....	1	3.4
Not Given	..	....	1	5	1	3.4
Total	9	100.0	20	100	29	100.0

Read Table thus: Seven (35%) of the women, which is a total of 7 (24.1%) of the students who have had experience teaching, expect to use teaching as a step to marriage. Read the other columns in the same manner.

From the data collected it is seen that of the men who have had some experience at teaching and plan to teach after leaving school 3 (33.4%) plan to work into the field of agriculture, 2 (22.2%) plan to enter business, and 1 (11.1%) plan to enter each of the following: law, civil service, journalism, and engineering.

With the women, however, who have taught school and expect to teach

again upon leaving school 7 (35%) plan to marry, 4 (20%) plan to enter the field of business. It is seen that 2 (10%) selected each of the following: stenography, library work, and medicine. One (5%) selected art and the same number expect to enter professional music.

In the previous pages of this study an attempt has been made to learn the vocational expectations of the students enrolled in the Kansas State Teachers College of Emporia. It is highly desirable to learn whether expectations remain the same through the years. The upper classmen were asked to name the vocation they planned to follow when they first entered school. The results of the information gained from the sophomore class are given in the following table.



TABLE XLIV

"WHEN YOU FIRST ENROLLED AT THIS SCHOOL WAS IT YOUR INTENTION  
TO FOLLOW.....?"  
(SOPHOMORES)

Vocation	Men		Women		Total	
	No.	%	No.	%	No.	%
Teaching	37	26.4	103	66.5	140	47.5
Music	4	2.9	3	1.9	7	2.4
Librarian	..	....	12	7.8	12	4.1
Marriage	..	....	4	2.6	4	1.4
Business	28	20.0	9	5.8	37	12.5
Stenography	..	....	13	8.4	13	4.4
Girl Scout Work	..	....	1	0.6	1	0.3
Home Economics	..	....	2	1.3	2	0.7
Physical Education	..	....	1	0.6	1	0.3
Journalism	5	3.6	4	2.6	9	3.0
Social Work	..	....	1	0.6	1	0.3
Medicine	13	9.3	2	1.3	15	5.1
Engineering	31	22.1	..	....	31	10.5
Law	10	7.1	..	....	10	3.4
Ministry	1	0.7	..	....	1	0.3
Archeology	1	0.7	..	....	1	0.3
Agriculture	4	2.9	..	....	4	1.4
Artist	2	1.4	..	....	2	0.7
Not Given	4	2.9	..	....	4	1.4
Total	140	100.0	155	100.0	295	100.0

Read Table thus: At the time of their first enrollment at Kansas State Teachers College of Emporia 37 (26.4%) of the men, 103 (66.5%) of the women, or a total of 140 (47.5%) of the present sophomore class planned to follow teaching. Read the other columns in the same manner.

A study of the previous table shows that, of those men who are now sophomores, at the time of their first enrollment only 26.4% planned to follow the teaching profession. Furthermore, it is seen that 22.1% planned to enter some phase of engineering while 20% expected to enter the business field. A considerable variety of vocations are found in the remaining selections. Of this group the leading selection is medicine (9.3%) and law (7.1%).

With the women, however, approximately two-thirds (66.5%) planned to teach school. Second choice seems to be stenography with a percentage of 8.4%. It is also seen that 7.7% planned to enter library work.

The juniors are seen to differ from the sophomores in the following respects. Whereas, 26.4% of the sophomore men expected to be teachers, 55.1% of the junior men planned to follow the same work. Although 22.1% of the sophomore men planned to follow engineering only 3.4% of the junior men had this expectation. With the women there is very little variation between the two classes except that 66.5% of the sophomore women planned to teach, while 70.5% of the junior women planned the same kind of work.

TABLE XLV

"WHEN YOU FIRST ENROLLED AT THIS SCHOOL WAS IT YOUR INTENTION TO FOLLOW.....?"  
(JUNIORS)

Vocation	Men		Women		Total	
	No.	%	No.	%	No.	%
Teaching	49	55.2	91	70.5	140	64.2
Ministry	..	....	1	0.8	1	0.5
Speech	..	....	1	0.8	1	0.5
Stenography	..	....	10	7.8	10	4.6
Librarian	..	....	9	7.0	9	4.0
Journalism	2	2.2	1	0.8	3	1.4
Business	20	22.5	4	3.1	24	11.0
Social Service	..	....	2	1.5	2	0.9
Music	1	1.1	2	1.5	3	1.4
Medicine	5	5.6	3	2.3	8	3.6
Marriage	..	....	1	0.8	1	0.5
Agriculture	2	2.2	..	....	2	0.9
Law	5	5.6	..	....	5	2.3
Engineering	3	3.4	..	....	3	1.4
Professional						
Athletics	1	1.1	..	....	1	0.5
Not Given	1	1.1	4	3.1	5	2.3
Total	89	100.0	129	100.0	218	100.0

Read Table thus: At the time of their first enrollment at Kansas State Teachers College of Emporia 49 (55.2%) of the men, 91 (70.5%) of the women, or a total of 140 (62.2%) of the present junior class planned to follow teaching. Read the other columns in the same manner.

From the table it is found that, of the junior men now in school, 55.2% of them expected to teach at the time of their first enrollment at Kansas State Teachers College. Moreover, it is learned that 22.5% planned to enter the business field. Five and six-tenths per cent expected to follow medicine and the same number planned to enter the law profession.

With the women, however, 70.5% at the time of their first enrollment at Emporia planned to teach. By looking at the table it is seen that 7.8% expected to be stenographers and 7% planned to be librarians.

The chief differences between the junior and senior classes are that a larger per cent of both men and women expected to be teachers, a smaller per cent of the senior men expected to follow business, and a smaller per cent of the senior women planned to be stenographers.

TABLE XLVI

"WHEN YOU FIRST ENROLLED AT THIS SCHOOL WAS IT YOUR INTENTION TO FOLLOW.....?"  
(SENIORS)

Vocation	Men		Women		Total	
	No.	%	No.	%	No.	%
Teaching	48	65.8	56	72.7	104	69.3
Law	3	4.0	..	....	3	2.0
Business	8	11.0	..	....	8	5.3
Engineering	3	4.0	..	....	3	2.0
Medicine	4	5.5	1	1.3	5	3.3
Music	1	1.4	1	1.3	2	1.3
Ministry	1	1.4	..	....	1	0.7
Art	1	1.4	..	....	1	0.7
Journalism	1	1.4	3	3.9	4	2.7
Librarian	..	....	7	9.1	7	4.7
Marriage	..	....	4	5.2	4	2.7
Not Given	3	4.1	6	6.5	9	5.3
Total	73	100.0	77	100.0	150	100.0

Read Table thus: At the time of their first enrollment at Kansas State Teachers College of Emporia 48 (65.9%) of the men, 56 (72.7%) of the women, or a total of 104 (69.3%) of the present senior class planned to follow teaching. Read the other columns in the same manner.

From the information collected it is found that at the time of their first enrollment 65.9% of the men planned to follow the teaching profession. The selections drop quite rapidly as but 11.0% planned to follow the business profession and 5.5% expected to enter the field of medicine.

On the other hand, 72.7% of the women expected to follow teaching while 9.1% expected to become librarians. Five and two-tenths per cent expected to marry upon leaving school.

The following table is a summary showing the expectations of the sophomores, juniors, and seniors at the time of their first enrollment at Kansas State Teachers College of Emporia.

TABLE XLVII

"WHEN YOU FIRST ENROLLED AT THIS SCHOOL WAS IT YOUR INTENTION TO FOLLOW.....?"  
(SUMMARY)

Vocation	Sophomore		Junior		Senior	
	Men	Women	Men	Women	Men	Women
Teaching	26.4	66.5	55.2	70.5	65.9	72.7
Librarian	.....	7.8	.....	7.0	.....	9.1
Marriage	.....	2.6	.....	.....	.....	5.2
Music	2.9	1.9	1.1	1.5	1.4	1.3
Business	20.0	5.8	25.5	3.1	11.0	.....
Stenography	.....	8.4	.....	7.8	.....	.....
Girl Scout Director	.....	0.6	.....	.....	.....	.....
Home Economics	.....	1.3	.....	.....	.....	.....
Physical Training	.....	0.6	1.1	.....	.....	.....
Journalism	3.6	2.6	2.2	0.8	1.4	3.9
Social Work	.....	0.6	.....	1.5	.....	.....
Medicine	9.3	1.3	5.6	2.3	5.5	1.3
Engineering	22.1	.....	3.4	.....	4.0	.....
Law	7.1	.....	5.6	.....	4.0	.....
Ministry	0.7	.....	.....	.....	.....	.....
Archeology	0.7	.....	.....	.....	.....	.....
Agriculture	2.9	.....	2.2	0.8	.....	.....
Artist	1.4	.....	.....	.....	1.4	.....
Speech	.....	.....	.....	0.8	.....	.....
Not Given	2.9	.....	1.1	3.1	4.0	6.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

Read Table thus: At the time of their first enrollment at Kansas State Teachers College of Emporia, 26.4% of the sophomore men and 66.5% of the sophomore women, 55.1% of the junior men and 70.5% of the junior women, 65.9% of the senior men and 72.7% of the senior women expected to enter the teaching profession. Read the other columns in the same manner.

From the summarizing table it is seen that at the time of their first enrollment teaching was the most desired vocation. With the sophomore men only 26.4% expected to enter this work but 55.2% of the junior men planned to follow this vocation, while it was selected by 65.9% of the senior men. Evidently men come to the Kansas State Teachers College to prepare for

teaching in about 50% of the cases.

Of the women 66.5% of the sophomores planned to teach, 70.5% of the junior women had the same wishes, while 72.7% of the senior women planned to enter the same field. With the sophomore men 20% expected to follow business. The vocation was more favored in the junior class as it was selected by 22.5% of the men, but in the senior class only 11.0% planned to follow that vocation. It is seen that from 7 to 9% of the women expected to follow library work. Engineering was selected by 22.1% of the sophomore men, but as a choice was rather insignificant in the other classes. Stenography was mentioned by 8.4% of the sophomore girls and by 7.8% of the junior girls, but was not mentioned in the senior class.

The last four tables have shown the expectations of the upper classmen at the time of their first enrollment at Kansas State Teachers College. The next three tables show a comparison of the expectations at the time of their first enrollment with their expectations in the fall of 1936. The comparisons are in percentages.

The following table shows the difference between the expectations of the sophomores at the time of their first enrollment with their expectations in the fall of 1936.

TABLE XLVIII

A COMPARISON OF THE EXPECTATIONS OF THE SOPHOMORES IN 1936 WITH THEIR EXPECTATIONS AT THE TIME OF THEIR FIRST ENROLLMENT

Vocations	Men		Women	
	First Enrollment	1936	First Enrollment	1936
Teaching	26.4	46.4	66.5	78.8
Engineering	22.1	16.4	....	....
Business	20.0	10.7	5.8	2.6
Medicine	9.3	6.4	1.3	0.6
Accountant	....	5.0	....	....
Journalism	3.6	3.6	2.6	1.3
Law	7.1	5.7	....	....
Agriculture	2.9	1.5	....	....
Stenography	....	0.7	3.4	7.1
Librarianship	....	....	7.8	7.1
Marriage	....	....	2.6	1.3
Home Economics	....	....	1.3	0.6
Girl Scout Leader	....	....	0.6	0.6
Music	2.9	....	1.9	....
Physical Education	....	....	0.6	....
Social Work	....	....	0.6	....
Ministry	0.7	....	....	....
Archeology	0.7	....	....	....
Artist	1.4	....	....	....
Not Given	2.9	3.6	....	....
Total	100.0	100.0	100.0	100.0

Read Table thus: At the time of their first enrollment at Kansas State Teachers College of Emporia 26.4% of the sophomore men and 66.5% of the sophomore women expected to teach school. In 1936, 46.4% of the sophomore men and 78.7% of the sophomore women expected to teach. Read the other columns in the same manner.

From the data collected it would seem that expectations change much by the time the student has become a sophomore. With the men 26.4% planned to teach school at the time of their first enrollment, whereas in 1936, 46.4% of the same group expected to teach. In 1936, 16.4% of the men expected to become engineers, but upon entering college 22.1% planned to enter this field. It is seen that in 1936, 10.7% planned to make business their

life work as compared with 20% at the time of their first enrollment. There is a drop also of approximately 3% in the number planning to follow medicine.

With the women, however, 66.5% planned at the time of entering school to become teachers, whereas, 78.8% in 1936 expected to enter this field. The greatest of the other changes was that business as a vocation was selected by 3.2% less in 1936 than at the time of their first enrollment.

The table which follows shows a comparison of the vocational expectations of the juniors at the time of their first enrollment at Kansas State Teachers College compared with their expectations in the fall of 1936.



TABLE XLIX

A COMPARISON OF THE EXPECTATIONS OF THE JUNIORS IN 1936 WITH THEIR EXPECTATIONS AT THE TIME OF THEIR FIRST ENROLLMENT

Vocations	Men		Women	
	First Enrollment	1936	First Enrollment	1936
Teaching	55.2	74.5	70.5	82.1
Business	22.5	11.2	3.1	0.8
Medicine	5.6	2.2	2.3	3.1
Law	5.6	2.2	....	....
Journalism	2.2	3.4	0.8	....
Agriculture	2.2	1.1	....	....
Accountant	....	1.1	....	....
Musician	1.1	1.1	1.5	....
Stenography	....	....	7.8	4.7
Librarianship	....	....	7.0	3.1
Secretary	....	....	....	0.8
Social Service	....	....	1.5	0.8
Marriage	....	....	0.8	1.5
Art	....	....	....	0.8
Actress	....	....	....	0.8
Ministry	....	....	0.8	....
Speech	....	....	0.8	....
Engineering	3.4	....	....	....
Athletics	1.1	....	....	....
Not Given	1.1	3.4	3.1	1.5
Total	100.0	100.0	100.0	100.0

Read Table thus: At the time of their first enrollment at Kansas State Teachers College of Emporia 55.1% of the junior men and 70.5% of the junior women expected to teach school. In 1936, 74.2% of the junior men and 82.1% of the junior women expected to teach. Read the other columns in the same manner.

From the data collected it is seen that at the time of their first enrollment 55.2% of the men of the present junior class planned to follow teaching, but in the fall of 1936, 74.3% expected to spend some time at this occupation. It is shown that in 1936 11.2% of the men expected to enter business, but at the time of their first enrollment more than double this number (22.5%) anticipated the following of this vocation. Medicine,

law, and engineering showed a decrease of 3.4% each.

With the junior women, however, 70.5% planned at the time of their first enrollment to become teachers. In 1936, this number had risen to 82.1% having this expectation. The only other very significant changes seem to be in the number planning to enter either stenography or library work. In 1936, 4.7% of the junior women planned to follow stenography and 3.1% expected to be librarians, but at the time of their first enrollment 7.8% of the women planned to be stenographers and 7.0% planned to be librarians. The records seem to show that as the students remain in school a greater number decide to follow the teaching profession.

The table following shows a comparison of the vocational expectations of the seniors at the time of their first enrollment at Kansas State Teachers College compared with their expectations in the fall of 1936.

TABLE L

A COMPARISON OF THE EXPECTATIONS OF THE SENIORS IN 1936 WITH THEIR EXPECTATIONS AT THE TIME OF THEIR FIRST ENROLLMENT

Vocations	Men		Women	
	First Enrollment	1936	First Enrollment	1936
Teaching	65.8	84.9	72.7	70.1
Law	4.0	2.7	....	....
Business	11.0	2.7	....	....
Engineering	4.0	1.4	....	1.5
Medicine	5.5	....	1.3	....
Music	1.4	....	1.3	....
Ministry	1.4	....	....	....
Art	1.4	1.4	....	....
Journalism	1.4	1.4	3.9	2.6
Librarian	....	....	9.1	19.5
Marriage	....	....	5.2	....
Accountant	....	5.5	....	....
Stenography	....	....	....	2.6
Not Given	4.1	....	6.5	5.9
Total	100.0	100.0	100.0	100.0

Read Table thus: At the time of their first enrollment at Kansas State Teachers College of Emporia 65.3% of the senior men and 72.7% of the senior women expected to teach school. In 1936, 84.9% of the senior men and 70.1% of the senior women expected to teach. Read the other columns in the same manner.

From the information gained it is seen that the expectations of the senior men have changed more since their first enrollment than have the expectations of the senior women. With the men it is seen that 65.8% at the time of their first enrollment planned to follow the teaching profession, whereas, in 1936, 84.9% expected to enter this same field of work. In 1936, 2.7% of the senior men expected to follow business, but at the time of entering college 11.0% of the present senior class had those expectations. At the time of first enrollment, 5.5% of the men planned to follow medicine,

but in 1936 there were none that indicated this choice.

With the senior women, however, 72.7% planned upon entering school to become teachers. This expectation has changed but little since, as in 1936, 70.1% indicated the same expectation. A significant change is seen in that whereas 9.1% planned at the time of entering college to be librarians, 19.5% of the women planned in 1936 to enter this phase of work.

From the three preceding tables it is seen that expectations change very much as the students advance in school.

#### Summary

In this chapter an attempt has been made to analyze the vocational expectations of the students at Kansas State Teachers College. The chapter contains the facts listed both by sex and by grade years. The findings may be summarized as follows:

1. In the freshman class it is found that in approximately 43.7% of the cases the men have fully decided to teach or think it likely that they will teach, whereas, it is seen that 47.1% of the sophomore men have this same expectation. With the junior men, however, 74.1% have this expectation, but 85.0% of the senior men have the same plans.

With the women 81.9% of the freshmen plan to teach, but a slight drop to 78.6% is seen in the sophomore class. It is seen, however, that 82.1% of the junior women have the same wishes while only 70.1% of the seniors expect to follow this work. The experienced students show a larger per cent

expecting to follow the teaching profession.

2. It is seen that the students who plan to teach expect to teach varying lengths of time. With the freshman men 45.2% expect to teach either two or three years while 41.7% plan to teach more than five years, but in the sophomore class 35.4% plan to teach either two or three years, 12.2% plan to teach five years, and 26.2% desire to teach more than five years. With the junior men, however, 16.7% indicated two years as their preference while 10.6% named both four and five years with 42.4% expecting to teach more than five years. With the senior men 37.1% expect to teach either three, four, or five years. With the women, however, it is seen that a smaller percentage expect to teach more than five years as 17.00% of the freshman women who expect to teach plan to teach more than five years. This inclination rises upward to 19.7% in the sophomore class and 20.8% in the junior class while 33.3% of the senior women expect to follow this vocation more than five years. The majority of the other women indicated two, three, or four years. As a group a much larger per cent of experienced students than of non-experienced students plan to teach more than five years.

3. There was a rather wide variety of selections made when those who expected to teach were asked to name the type of position they desired. With the freshman boys, a majority (61.7%) favored high school positions while 16.5% planned to secure rural schools. The percentage desiring high school positions graduates upward as 64.4% of the sophomores want regular high school teaching positions and 15.3% want to have principalships or

supervisory positions. The desire to be high school instructors is named by 74.2% of the junior men and by 82.5% of the senior men. Either administrative or supervisory positions were desired by 18.5% of the junior men and by 17.1% of the senior men.

With the women, however, high school positions are not so unanimously chosen. In the freshman class 35.3% of the women desire high school positions. This inclination drops to 28.7% in the sophomore year but rises to 53.8% in the junior year. This choice was made by 63.0% of the senior women. Although 39.4% of the freshman women who expect to teach plan to be grade school teachers, it is much more popular by the sophomore women, being selected by 60.7%. As would be expected it declines in popularity in the last years, but even here it is selected by 31.2% of the junior women and 25.9% of the senior women who expect to teach. Rural school positions were prominent among freshman women being selected by 23.0% of the group. It is chosen by 7.4% of the sophomore women expecting to teach, but fades into insignificance in the senior year.

4. From Table XXXI it seems that in both the freshman and sophomore years that the majority of the men who do not plan to teach expect to enter the fields of engineering, business, medicine, or law. The data show that 31.8% of the freshman men and 30.7% of the sophomore men who are not expecting to teach plan to follow engineering, while 20.9% of the freshman men and 20.0% of the sophomore men intend to enter the business field. Seven and four-tenths of the freshmen men and 12.0% of the sophomore men expect to take up medicine, while 7.4% of the freshman men and 10.7% of the sophomore men plan to make law their life work. With the junior men who are not

expecting to teach it is seen that 43.5% expect to go into business. Furthermore, 13.0% expect to be journalists and 8.8% expect to be doctors, and the same number plan to be lawyers. In studying the senior men it is found that 36.3% expect to be accountants while 18.2% expect to go into the business field and the same number plan to follow law.

With the women, however, it is seen that in the freshman class stenography is a favored occupation being selected by 30.6% of those not expecting to teach. Library work is selected by 16.0% of the women while marriage is selected by 9.7%. In the sophomore class 33.3% plan to be stenographers, and the same number expect to be librarians. Business as a vocation is selected by 12.2% of the sophomore women not expecting to teach. With the sophomore women 26.1% plan to be stenographers, while 17.4% plan to enter the medical field and the same number expect to be librarians. With the senior women, however, 65.3% plan to be librarians. Furthermore, 13.0% expect to marry and 8.7% plan to be journalists and the same number expect to be stenographers.

5. The students who plan to teach were asked to state whether they expected to use teaching as a step to some other vocation. It is quite significant that of the men who expect to teach more than 60% expect to use teaching as a step to something else, and of the women more than 50% expect to use it as a stepping-stone position. The percentages of the men expecting to use teaching as a step to something else were freshman 60.9%, sophomores 70.3%, juniors 63.6%, and seniors 58.1%. With the women 51.1% of the freshmen, 60.6% of the sophomores, 53.8% of the juniors, and 42.8% of the seniors who expect to teach plan to use it as a step to some other

vocation.

6. It was seen in the last section that a large number expected to use teaching as a step to some other vocation. The next problem was to learn what vocation they wished to follow eventually. From the tables it is seen that a number of vocations have been selected. With the freshman men business is selected by 27.1% of those wishing to advance into other positions. Agriculture is selected by 17.1% being followed by engineering with a percentage of 12.9% and by law with 10.0%. In the sophomore class 30.4% of those expecting to use teaching as a step expect to enter the business field, while 19.6% expect to take up some form of agriculture work. It is further seen that 15.1% expect to take up engineering. With the junior men 47.6% expect to advance into the business world, whereas, 9.5% plan to become engineers and the same number hope to be professional musicians. In the senior class, however, 52.8% of the men who expect to teach hope to use teaching as a step to business, while 16.1% expect to use it as a means of becoming engineers. It is also seen that 8.3% expect to become doctors.

With the freshman women who expect to use teaching as a stepping-stone, 48.6% plan to use it as a step to marriage, while 11.8% plan to use it as a step to stenography, and 9.0% expect to use teaching to get into business. With the sophomore women 55.2% expect to marry and quit teaching. Nine and five-tenths hope to become librarians, while 6.4% plan to use teaching as a step to each of the following: business, medicine, and social service. In the junior class, however, 36.6% of the women who expect to teach only a short time, expect to marry. Twelve and three-tenths expect to become stenog-



raphers, while 8.8% plan to work into business and the same number expect to become professional musicians. In the senior class 56.6% of the women who expect to teach for only a short time expect to marry, 17.5% plan to become business women, and 8.7% hope to enter the medical profession.

7. Since it is desirable to learn whether vocational expectations change as the students advance into the upper classes, the sophomores, juniors, and seniors were asked to check their vocational expectations at the time of their first enrollment. The following data are comparisons of those answers with their present expectations.

With the men in the sophomore class it is seen that at the time of their first enrollment 26.4% planned to enter the teaching field, whereas 46.4% had that desire in 1936. Furthermore it is seen that in 1936, 16.4% of the men planned to become engineers and 10.7% expected to enter the business field, while 22.1% at the time of their first enrollment planned to become engineers and 20% expected to enter the business world.

With the sophomore women it is shown that at the time of their first enrollment 66.5% planned to be teachers, but in 1936, 78.8% had those expectations. Furthermore, 8.4% of the women when they first enrolled in college, planned to be stenographers and 7.8% expected to be librarians, while 7.1% expected in 1936 to follow each.

In the junior class it is seen that 55.2% of the men at the time of their first enrollment planned to be teachers, whereas 74.3% have those expectations in 1936. Furthermore, in 1936, 11.2% expected to enter the

business field, but upon entering college 22.5% had those plans.

With the junior women the record shows that in 1936, 82.1% expected to become teachers, but upon entering school 70.5% had that desire. The other significant changes seem to be in the number desiring to be stenographers or librarians. In 1936, 4.7% expected to become stenographers and 3.1% hoped to become librarians, whereas, at the time of enrolling in college for the first time, 7.8% expected to be stenographers and 7.0% planned to be librarians.

From the data it is seen that at the time of their first enrollment 65.8% of the men planned to follow the teaching profession, while in 1936, 84.9% had this expectation. In 1936, 2.7% of the men expected to enter the business field as compared with 11.0% that had those plans upon entering college. At the time of their first enrollment 5.5% expected to take up medicine, while none of them, in 1936, indicated this choice.

With the senior women, however, 72.7% expected at the time of entering school to follow the teaching profession, whereas 70.1% in 1936 had the same plans. The most significant changes are found in that upon entering school 9.1% expected to be librarians and 5.2% expected to marry, whereas in 1936, 19.5% plan to take up library work and none expect to marry immediately after leaving school.

It is only reasonable to agree after looking at the previous data that vocational expectations do not remain the same throughout college life.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

By means of the analysis of the data given in Chapters II and III, many facts are learned regarding the vocational expectations of the students enrolled at Kansas State Teachers College of Emporia in the fall of 1936. In this present chapter an attempt is made to state the conclusions of the previous chapter and to make recommendations that will be expected to be beneficial in planning for the vocational expectations of students now in school and for students who will enroll at a later date. It is desired that this information shall be beneficial to the instructors of the school by helping them to place in the curriculum such courses and to adapt those courses to apply to the needs of the students planned vocations. On the basis of the facts discovered such recommendations as seem desirable will be offered.

#### A. Conclusions

1. All students now enrolled in school at the Kansas State Teachers College of Emporia do not plan to teach school upon leaving college. There were in all a choice of four answers possible. These answers were "Yes," "No," "Probably," and "Not Likely." (Table XIII, Page 30) Of those answering "Yes" or "No" the percentages are highest in the freshman and senior years. From this it seems that freshmen students entering school feel comparatively sure of what they expect to do upon leaving school, but they be-

come less certain in the sophomore and junior years. By the time they reach the senior year they are faced with the immediate decision of leaving school so are more certain regarding their plans. Approximately 45% of all freshman and sophomore men and 80% of all junior and senior men expect to teach upon leaving college. Nearly 80% of all women expect to teach school although only 70.1% of the senior women plan to teach. These figures show that even though the Kansas State Teachers College is a teachers college it is unwise to presume that practically all students plan to be teachers.

2. All students who expect to teach do not plan to teach the same number of years. The answers are highly problematical; nevertheless, some important results are shown (Table XIX, Page 38). It is seen that a large per cent planned to teach either two, three, or four years. The percentage is much larger with the women than with the men and, furthermore, it is seen that these students are those that plan to work into other vocations. No doubt the marital factor helps to make the difference between the sexes. Of those who expect to teach more than five years in every class, the percentage of men nearly double the percentage of women. Since these percentages range from 17.0% with the freshman women to 54.8% of the senior men, one is justified in concluding that teaching does not attract the trained individual as much as is desired.

3. From the data collected (Table XXV, Page 46), it is concluded that the men prefer high school positions and that their training should be largely for this type of position. In the freshman class, 75.6% of the men desire some type of high school position, but this desire increases to 98.4%

of the senior men. With the women, however, much training should be given to training for grade work in the first two years especially, as in the freshman class the women in 62.4% of the cases and in the sophomore class the women in 68.1% of the cases, plan for grade school or rural school work. In the senior class, 25.9% and in the junior class 31.1% plan to enter grade school work. It is reasonable to suppose that a large part of the difference is caused by the fact that many freshman and sophomore women are working for three-year state of life-certificates which cannot be used in the high school positions.

4. The study shows quite conclusively that not only is there a considerable number of students who do not plan to teach, but that these students plan to enter a variety of different vocations (Table XXXI, Page 57). It is concluded that with the freshman and sophomore men the vocations ranking next to teaching are engineering first and business second, as approximately one-half of the men who do not expect to teach plan to enter one of these fields. With the junior men more than 40% of those not expecting to teach plan to follow this work with law being the choice of the second largest group. With the senior men a large number are planning to enter the commercial field as accountants. Law and business are also selected by a considerable group. With the women, however, it is seen that stenography is the favored work for those not expecting to teach except in the senior year where 65.3% of those who do not plan to teach plan to be librarians. In the three lower classes library work was the selection of the second largest group.

5. Of the men who expect to teach, more than 60% plan to use teaching as a step to some other vocation. In the sophomore class it was found that more than 70% of the men expected to use teaching as a means to get into some other line of work. More than 50% of all women who expect to teach plan to use teaching as a stepping-stone position. In the sophomore class more than 60% of the women have those plans. The lowest percentage of both men and women is found in the senior class where 58% of the men and 42.6% of the women expect to use teaching as a step to some other vocation.

6. With the men it is found that of those who are planning to use teaching as a step to some other vocation a greater per cent of the men plan to enter the business field than plan to enter any other one kind of work. The per cent of men selecting this vocation ranged from 27.1% in the freshman class to 52.8% in the senior class. A good number plan to enter the field of engineering and in the freshman and sophomore years nearly one-fifth plan to go into agriculture. With the women, however, approximately 50% of those expecting to teach plan to marry and quit teaching. Apart from marriage, stenography, business, and library work are the three leading vocations selected by the women.

7. In the sophomore class it is seen that at the time of their first enrollment 26.4% of the men planned to teach, whereas, 66.5% of the women had the same expectations; but at the present time 46.4% of the men and 78.8% of the women expect to teach. In the junior class a similar change is seen in that the number of men expecting to teach rose from 55%

at the time of first enrollment to 74% at the present time, while the number of women expecting to teach rose from 70% at the time of first enrollment to 82% in 1936. In the senior class there is a similar change with the men, but there is a drop of approximately two per cent with the women. With the men approximately 10% of each class changed from business to teaching. The majority of the others changing to teaching changed from engineering, medicine, or law. With the women, however, the greater part of those changing to teaching changed from business, stenography, or library work. It is seen then that vocational expectations do change while the students are in college and that this change is decidedly in favor of teaching. In adjusting a curriculum this fact should be kept in mind.

#### Recommendations

1. An instructor in teaching a general course should recognize the fact that less than one-half of the freshman and sophomore men and approximately 80% of all other students plan to teach school. (Table XIII, Page 30.)
2. A curricula which specifically prepares for teaching should be given much emphasis to provide for the large number of students expecting to teach. (Table XIII, Page 30.)
3. The college should discourage consistently and definitely the using of teaching as a stepping-stone position. This would eliminate the greater part of those teaching two, three, or four years. (Table XXII, Page 59; Table XIX, Page 38.)

4. In making a curricula the faculty should consider that more than 60% of those men who plan to teach and more than 50% of the women who plan to teach expect to enter other lines of work at a later date. (Table XXXVI, Page 65.)

5. In its training of the women the college should recognize the fact that approximately 50% of the women teachers who expect to enter other lines of work state specifically that they plan to marry. (Table XLII, Page 72.) In practically all cases, this means leaving the profession.

6. Training for degree students should be almost entirely for high school positions. "Certificate" students should be trained for grade schools. (Table XXV, Page 46.)

7. The Teachers College should strive directly to get those entering the teaching profession to look upon it as a desirable life-time work (Table XXXII, Page 59; Table XIX, Page 38.), rather than as a stepping-stone to another profession. This is now done in only an incidental manner.



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