

A STUDY OF SOME FACTS AND QUALIFICATIONS OF KANSAS
STATE COLLEGE HOME STUDY STUDENTS

by

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HISTORICAL INTRODUCTION

William Sewell, fellow and senior tutor of Exeter College, England, a century ago (1850) asked this question: "Though it may be impossible to bring the masses requiring education to the university may it not be possible to carry the university to them?" (4).

Mr. Sewell also expressed the idea that the ancient Greek custom of lecturing to people on the street corners, at the Areopagus, and other open places, was one of the early forms of adult education. At this time Mr. Sewell wrote a pamphlet entitled, "Suggestions for the Extension of the University." In this bulletin it was proposed that the university and the towns cooperate in bringing the English university back to its original objective of serving the rich and poor alike. Five years later Lord Arthur Hervey published another pamphlet, "A Suggestion for Supplying the Literary, Scientific, and Mechanics Institutes of Great Britain and Ireland with Lectures from the Universities." Lord Hervey recommended that courses of six lectures be given by professors who might be called rural, or circuit professors to be nominated by the University. The immediate realization of this plan was delayed because of inadequate railroad service, but sufficient interest was aroused to inaugurate systems of local examinations, first for adults and later for young students (4).

The first Extension classes were conducted by Professor James Stuart of Cambridge University in the year 1867. These classes were held in Manchester, Liverpool, Sheffield, and Leeds, eight

in each place. The course was astronomy, and the members were women teachers, an association which later was known as the North of England Council for the Education of Women. Other groups of women teachers followed by requesting lectures and instruction on theory and methods (4).

According to Bittner and Mallory (1), in this early University Extension teaching, Professor Stuart began two practices which are considered essential in all University Extension work today, viz.: the printed syllabus, and examinations. A direct quotation from Professor Stuart would seem to clarify his problems of extension teaching. He says,

I was anxious to make the lectures which I gave to the ladies as educational as possible, and, in consequence, at the first lecture I advised every pupil to make notes after each lecture, in the form of a syllabus or series of sentences, and I produced a syllabus of the first lecture in print, which I distributed, indicating the sort of thing which I thought they might expand.

The matter of examinations was more delicate and concerned the impropriety of a number of young ladies asking questions of, or being questioned by, a young man. Professor Stuart solved that difficulty by bringing to the first lecture three or four questions in print, which he distributed with the direction that answers were to be sent to him by mail at least two days before the next lecture. The written answers to the questions were to be corrected and returned to the students. He expected 20 or 30 replies but from the four centers, which consisted of about 600 pupils, he received more than 300 well prepared responses. Professor Stuart stated:

I had a very hard time getting the answers corrected in

readiness for the next lecture, but I got very valuable assistance from the replies, as I saw where my explanations had been insufficient. The ladies took full advantage of their opportunities and certainly worked very hard, and were very much interested (4).

After lecturing at Leeds, Liverpool, Manchester, and Sheffield, Professor Stuart appealed to the University of Cambridge to adopt the scheme of university extension as he had developed it through lecture and examination centers. This was in the year 1871. Two years later, a syndicate, which had been appointed to investigate the matter, made a favorable report, and in October the same year (1873) the first courses of lectures sponsored by a great university were given. Three lecturers, all fellows of Trinity, in Nottingham, Derby, and Leister, inaugurated the program. Other teachers were employed during the year. The syndicate found that the experiment was sufficiently successful to warrant a recommendation that extension lectures become a permanent policy. The recommendation was accepted and Professor Stuart remained as secretary in charge until 1875. In 1876, the London University Extension Society was founded and two years later Oxford adopted an extension program. From these two centers, Cambridge and Oxford, university extension spread to many of the English universities and continues to be an important function of these institutions (4).

In America, university extension can be traced to the American National Lyceum, founded in 1831; to the chautauqua with its summer schools, and to the Literary and Scientific Circle, established in 1874. These organizations employed many of the features, characteristic of university Extension education. Soon after its

beginning, the American Chautauqus (1) undertook correspondence study. This was as early as 1878.

In January, 1888, Mr. Melvil Dewey, then librarian of Columbia University, addressed the Regents of the University of the State of New York, advocating university extension teaching in connection with the work of the public libraries of the state. Two years later (1890) a committee from New York colleges and universities urged the same board of regents to introduce university extension as a part of the state system of education. At the time the committee was appearing before the New York Board of Regents, there was organized in Philadelphia the American Society for the Extension of University Teaching. Mr. George Henderson, the first secretary, had been sent to England to study Extension methods there. Upon his return a "center" was organized at Roxborough in connection with St. Timothy's Workingmen's Club and Institute. This Club had an excellent hall and a well selected library. The subject chosen for the first class was chemistry. It may be worthy of note that both in England and America, univeristy Extension began with lectures in the field of physical sciences (4).

The first state appropriation for university extension courses was made by the New York legislature in 1891, the amount being \$10,000. This sum was to be used for organization, printing, and supervision. No part of the fund was to be used for lecturers, or teachers (4).

From the preceding history it may be noted that university extension, both in England and America, originated outside the

corporate university, but was sponsored by university people. In England the movement began with an association of women teachers, in America with an organization of working men. In both countries extension education began as a response to public demand (4).

Present day university extension really gained momentum about 1905 to 1910, although the University of Chicago began in 1892 to offer correspondence courses and the University of California gave extension classes in 1891. The University of Kansas and the University of Nebraska organized this part of their instruction in 1909, and Kansas State in 1910. In the later year, Dean E. L. Holton, Professors H. L. Kent, M. G. Burton, George Bray, V. L. Strickland and several others set up the department of Home Study Service at Kansas State (6). That department has been maintained with an instructional staff since that time, a period of 40 years.

Perhaps due to the fact that extension education has been considered largely from the viewpoint of service there has not been much emphasis on research. A few reports of data have been made in the field of extension education and are suggestive of many possibilities of study. The World Almanac in 1943 published information secured from the Office of Education as follows: In the year 1940 there were enrolled 1,316,158 regular schools, and 242,306 in home study correspondence courses. In Teachers' Colleges corresponding numbers during the same year, were 163,996 regular resident students, 107,718 summer school students, and 49,633 home study students. The totals for the year 1940 were college and university regular students 1,480,154, or 66.5 percent;

summer school students 452,206, or 20.3 percent and home study students 291,939, or 13.7 percent.

SOURCES OF MATERIAL

The sources of material used in this study were the annual reports of the Home Study Service Department; a questionnaire, known as A Personal Acquaintance Blank, which has been sent to all students of the Home Study Service Department for a period of approximately 30 years; and other data, available from research made by members of the teaching staff of the Home Study Service Department.

PURPOSE OF THE INVESTIGATION

To determine and evaluate information relative to students who have been enrolled in the Home Study Service Department of Kansas State College over a period of approximately 30 years; to make the data of this study available to the administrative and academic staff members of Kansas State College and others interested in correspondence courses as they are given for credit; to make limited contrasts and comparisons between resident students and those who are off campus; to make recommendations for improvement in extension standards as they become apparent in this problem of research.

METHODS OF PROCEDURE

The principal basis of information for this thesis came from a Personal Acquaintance Blank which had been sent to students enrolled in the Home Study Service Department for a period of approximately 30 years, Appendix. The purpose of this Personal Acquaintance Blank was to learn something of the student in absentia in order that both the instructor and the student might have a better understanding of each other and their problems of correspondence study. This questionnaire, for it was of that type, requested information of age, height, weight, elementary school attendance, high school status, college work if any, correspondence courses previously taken, present occupation, immediate problems. Other questions were in regard to what the student would do if he or she had opportunity, what teaching experience if any, what benefits the students expected to derive from the course, organizations to which the student belonged, favorite books and magazines, or any other information which the student thought might help the instructor in making the best adaptation to the study of the course for which enrolled.

It became evident in the beginning that the questionnaire contained some information that was perhaps not suitable for a thesis in the field of extension education, it being too trivial. On the other hand there was to be found in the annual reports of the Home Study Service Department and in the permanent files of that department, much data that would contribute to the investigation.

The tables, charts, graphs, and discussional material were

derived from the abundant data already indicated. It was necessary to select certain time periods for some of the research as it was impossible to evaluate all of the facts accumulated during a quarter of a century. It is for that reason that some of the selected material may seem to be made arbitrarily, although such apparent limitations are noted and explained in the various discussions and interpretations following the statistical presentations.

INVESTIGATIONAL RESULTS

Number Credit Course Students Enrolled

In an investigation of some facts and qualifications of home study students at Kansas State College, it would seem logical to give some idea of the number of such students who have been enrolled during the period of 40 years that the Home Study Service Department has been in existence. The data in Table 1 were compiled for that purpose and while they include a period of only one-half the years of the departmental history they are accurate and include more than 75 percent of all students who have been enrolled. The significant facts of the table are that of a total of 23,325 individual students, taking courses by the extension method of study in the years 1930 - 1949, 71.2 percent were enrolled in college courses and 28.8 percent in high school courses. The numbers in the low and high years are also meaningful in their reflection of the emphasis upon education and the economic status of the students. The depression years of 1933 to 1935 indicate an average of 437 college and 152 high school enrollees as contrasted

with 1933 college and 669 high school enrollees of years 1947 to 1949 inclusive.

The fluctuations in the years of war and peace will be more evident in a later table and will be discussed at that time.

Table 1. Number of students enrolled for credit courses in the Home Study Department, 1930-1949.

Year	: College : : students:	:Percentage:	:High school: : students:	:Per- :centage :	: Total
1930	569	68.9	256	31.1	825
1931	633	73.9	223	26.1	856
1932	573	82.0	127	18.0	700
1933	420	78.4	116	21.6	536
1934	410	70.2	174	29.8	584
1935	473	74.2	166	25.8	639
1936	701	73.9	247	26.1	948
1937	632	69.4	279	30.6	911
1938	705	75.5	228	24.5	933
1939	791	79.3	206	20.7	997
1940	808	77.7	232	22.3	1040
1941	717	74.5	245	25.4	962
1942	756	72.6	285	27.4	1041
1943	599	69.0	269	31.0	868
1944	501	59.5	342	40.5	843
1945	596	55.8	473	44.2	1069
1946	920	52.1	846	47.9	1766
1947	1384	64.2	771	35.8	2155
1948	2023	75.1	671	24.9	2694
1949	<u>2392</u>	<u>80.9</u>	<u>566</u>	<u>19.1</u>	<u>2958</u>
Total	16,603	71.2	6,722	28.8	23,325

Sex of Students

The totals in Table 2 indicate that 42.1 percent of the students enrolled for Home Study college credit courses in the years 1930-1949 were men and 57.9 percent women. The reverse was true in the high school enrollments, there being 59.8 percent men

and 40.2 percent women. In the 20 year period studied, it may be noted that the number of college men exceeded the number of college women during 9 years while the number of women was larger during 11 years. It may be noted that, the last eight years all of which college women outnumbered college men, were years influenced by the war, the men either being in the armed forces or enrolled in residence during the post-war period. Another factor which influenced the situation was the large number of women who entered the teaching profession during the war years, and after. These women, many of whom were former teachers and often housewives, were required to take "refresher" courses in order to secure a certificate. Only one year in the 20 year period did the high school women outnumber the men, that being in 1944 a war year.

The investigations among other institutions appear to be limited. In a small group, including Arizona, Chicago, Colorado, Indiana, North Carolina, and Wisconsin on the basis of samplings totaling 8,600, the average percent of men students enrolled in credit correspondence courses was approximately 43 men and 57 women. This is almost identical to the findings of the present study at Kansas State College.

In another report of 12 institutions and a total of 23,000 students the percents were 48.6 men and 51.4 women (1).

Table 2. Sex of students enrolled for credit courses, 1930-1949.

Year	College : men	College : women	High school : men	High school : women	Total
1930	254	315	125	131	825
1931	310	323	108	115	856
1932	284	289	56	71	700
1933	217	203	57	59	536
1934	240	170	99	75	584
1935	279	194	101	65	639
1936	440	261	153	94	948
1937	371	261	173	106	911
1938	395	310	136	92	933
1939	446	345	124	82	997
1940	474	334	140	92	1040
1941	411	306	146	99	962
1942	361	395	159	126	1041
1943	182	417	150	119	868
1944	126	375	167	175	843
1945	164	432	253	220	1069
1946	304	616	596	250	1766
1947	512	872	517	254	2155
1948	660	1363	399	272	2694
1949	558	1834	361	205	2958
Total	6,988	9,615	4,020	2,702	23,325
Total percent	42.1	57.9	59.8	40.2	

Seasonal Enrollments

Tables 3 and 4 refer to the time of the year by months in which students enroll for Home Study courses. Table 3 is based on a monthly analysis of the years 1919 to 1929 inclusive, and Table 4 the years 1932 to 1949 inclusive.¹ A total of 37,977 enrollees was included in this field of the investigation. The two tables were prepared separately for the reason that the first

¹ Data for years 1930-31 were not available.

period was on the basis of course enrollments and the second on the basis of individuals enrolled. The results, as may be noted, are the same and have the advantage of a longer period of observation. The enrollments in both tables indicate definite trends. Over the combined period of 29 years, it was found that June was the month of highest enrollment with May as the second highest. It was also evident that March, April, and December were the months of lowest enrollment. There was a slight increase in September above that of August which may be significant as September is the month in which resident college and high school enrollment in Kansas is highest. Curricular adjustments also are likely to be made at this time. The same situation may account for the increase of February over January with the beginning of the second semester. The high May and June enrollments are without doubt due to the fact that many students are unable to attend summer school and choose one or more courses to apply on a teacher's certificate or make an adjustment on curricular requirements. High school students may lack a required unit to graduate with their class the following year.

The data of the two periods studied were available from the annual reports on file in the Director's Office of the Home Study Department of Kansas State College. The total enrollment by years for the first period may be found in the Appendix; comparable totals for the second period are included in Table 1. No comparable data were available from other colleges or universities.

Table 3. Enrollments in the Home Study Service Department
by months from 1919 to 1929, inclusive.

Month	Number of enrollees	Percent of enrollees
January	933	5.8
February	1205	7.5
March	835	5.2
April	587	3.7
May	1745	10.9
June	3286	20.6
July	1407	8.8
August	1424	8.9
September	1581	9.9
October	1259	7.8
November	823	5.1
December	<u>909</u>	<u>5.7</u>
Total	15,994	99.9

Table 4. Enrollments in the Home Study Service Department by months, from 1932 to 1949 inclusive.

Month	Number of enrollees	Percent of enrollees
January	1291	5.9
February	1908	8.7
March	1150	5.2
April	1120	5.1
May	2714	12.5
June	3760	17.1
July	2271	10.4
August	1819	8.3
September	1986	9.0
October	1522	6.5
November	1605	7.3
December	<u>837</u>	<u>3.8</u>
Total	21,983	99.8

Fees

The cost element in education has always been of interest to students, their parents, administrators, and others. Table 5 and Fig. 1 give the facts in regard to the fees paid by students enrolled in the Home Study Service Department over a period of 31 years. The total amount as indicated in Table 5 is \$342,594.34. For the reason, as previously explained, that early annual reports were on a basis of enrollments, and not individuals, it is impossible to give an exact cost per student over the entire period. The best estimate that could be made is that the average cost would be approximately \$12.00 per person. That amount seems quite low in this day of higher costs, but the financial history of Kansas State College records the fact that for many years the fees were low in all departments. The various changes in amount of fees charged the home study students, also complicates the per person cost. For a period of approximately 20 years a college student enrolled on a time basis and was permitted to take all the courses which he might complete during a calendar year for a fee of \$10.00. The high school student was enrolled also on the yearly plan at a fee of \$5.00. Later the fees were raised to \$12.50 per year for college students. September 1933 the fees were placed on a credit hour basis and have been continued as such, the amounts having been raised from time to time.

The fluctuations by years are especially evident in Fig. 1. The years 1922 to 1925 show a slight decline with a rise after that date to 1931, when the financial depression became most evident. There was a slight decline during the war years 1942 to

1945 after which the all time high in the departmental income was reached.

Table 5. Fees of students enrolled in the Home Study Service Department, years 1919-1949, inclusive.

Year	:	Amount
1919	\$	2842.06
1920		4095.25
1921		7798.00
1922		8372.00
1923		7564.50
1924		7853.50
1925		9277.70
1926		9974.00
1927		11201.50
1928		11273.50
1929		10917.25
1930		11078.00
1931		10795.47
1932		8842.00
1933		6213.15
1934		6013.95
1935		6539.75
1936		8654.17
1937		8939.53
1938		10046.50
1939		10575.00
1940		10998.50
1941		10244.20
1942		10946.67
1943		9313.00
1944		9433.00
1945		10555.00
1946		14319.50
1947		20095.25
1948		29272.50
1949		38550.00
Total	\$	342594.34

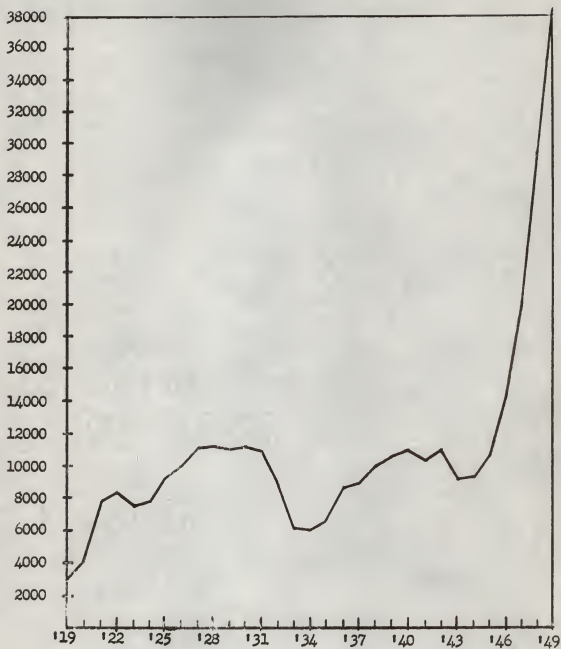


Fig. 1. Fees of Students enrolled in the Home Study Service Department, years 1919 - 1949 inclusive.

Enrollment by Courses

The question relative to what courses home study students choose is often asked. The evident answer is that they elect a wide variety of subjects as is apparent when it is noted that the Bulletin of the National University Extension Association, published in 1947, listed 976 different courses from 51 member colleges and universities. Tables 6 and 7 of this investigation give definite information on numbers of students enrolled in each school of Kansas State, and in each course. Percentages and corresponding rankings are also given. These data are significant as they include a period of 31 years, from 1920 to 1950, inclusive. Among the striking facts of Table 6 are the preponderance of courses which are selected from the School of Arts and Sciences, 85 percent, and the high percentage of courses which are chosen from the department of Education and Psychology, 33.8 percent. The first and second courses in rank are educational psychology and general economics. Educational psychology is one of the requirements for a teachers certificate while economics has been one of the required courses in most of the curricula of Kansas State and has been a convenient course for resident students to take during the summer vacation. In Table 7 it may be observed that the high school courses in history have the highest percentage and mathematics second.

The only comparable study that could be found on the facts of this part of the investigation was that referred to by Rittner and Mallory (1) who indicated that a count of 4,154 courses offered

in 1923-24 by 47 colleges and universities showed education with the highest number of enrollments with English and history in second and third rank.

Table 6. Course enrollments in the Home Study Service Department and average within schools by percentage rank 1920-1950 inclusive.

Courses	Number enrolled	Rank	Percent
School of Agriculture			
Farm Crops	420	33	1.3
History of Breeds	333	36	1.0
Elements of Horticulture	269	40	0.8
Vegetable Gardening	721	13	2.1
Floriculture	191	45	0.6
Landscape Gardening	595	22	1.7
Small Fruits	132	51	0.4
Farm Poultry Production	403	34	1.2
Total	3064		9.1
School of Engineering			
Engineering Drawing	323	37	1.0
Machine Drawing I	443	30	1.3
Mechanism	179	46	0.5
Descriptive Geometry	212	44	0.7
Metals and Alloys	447	29	1.3
Gas Engines and Tractors	171	47	0.5
Steam Turbines	64	53	0.2
Total	1839		5.5
School of Arts and Sciences			
Economics and Sociology			
Economics	2078	2	6.2
Sociology	1218	7	3.6
Rural Sociology	863	10	2.6
Community Leadership	650	19	1.9
Total	4809		14.3

Table 6 (con't.).

Courses	Number enrolled	Rank	Percent
Education and Psychology			
Educational Psychology	2329	1	6.9
Educational Sociology	652	18	1.9
History of Education	703	14	2.1
School Management	743	12	2.2
Methods of Teaching	1865	3	5.5
Educational Administration	1699	5	5.1
General Psychology	1800	4	5.3
Child Psychology	422	32	1.3
Vocational Education	529	25	1.6
Essentials of Reading	563	24	1.7
Introduction to Philosophy	57	54	0.2
Total	11362		33.8
English			
Written Communications I	1559	6	4.6
Written Communications II	1215	8	3.6
Commercial Correspondence	600	21	1.8
Short Story	254	41	0.8
English Literature I	590	23	1.7
American Literature I	670	15	2.0
Children's Literature	631	20	1.9
Total	5519		16.4
Journalism			
Agricultural Journalism	239	43	0.7
Physical Education			
Personal Health	748	11	2.2
Community Health	362	35	1.0
Playground Activities	959	9	2.8
Total	2069		6.0
Geology and Geography			
General Geology	669	16	2.0
Principles of Geography	660	17	2.0
Total	1329		4.0

Table 6 (con't.).

Courses	Number enrolled	Rank	Percent
History, Civics, and Government			
Community Civics	527	26	1.5
Latin American Nations	169	48	0.5
Civilizations I	302	38	0.9
Civilizations II	155	49	0.5
United States Before 1865	253	42	0.8
United States Since 1865	125	52	0.3
American Government	497	27	1.5
Total	2028		6.0
Mathematics			
Solid Geometry	138	50	0.4
Trigonometry	449	28	1.3
College Algebra (3 sem. cr.)	436	31	1.3
College Algebra (5 sem. cr.)	276	39	0.9
Total	1299		3.9
Grand Total	33557		99.7

Table 7. High school credit enrollments by courses in the Home Study Service Department 1920 - 1950, inclusive.

Courses	Number enrolled	Rank	Percent
School of Agriculture			
Elementary Agriculture I	699	5	5.2
Elementary Agriculture II	384	16	2.8
Total	1083		8.0
School of Engineering			
Mechanical Drawing I	132	29	1.0
Mechanical Drawing II	59	32	0.4
Total	191		1.4

Table 7 (cont.).

Courses	Number enrolled	Rank	Percent
School of Arts and Sciences			
English			
English I (Grammar & Composition)	463	11	3.4
English II (Literature)	270	21	2.0
English III (Composition)	407	15	3.0
English IV (Literature)	353	18	2.7
English V (Composition)	525	7	3.8
English VI (Literature)	480	9	3.6
Total	2498		18.5
History and Civics			
Ancient History	87	31	0.7
American History I	1426	1	10.6
American History II	942	2	7.0
Community Civics	316	19	2.3
Constitution of the U. S.	918	3	6.8
World History I	191	27	1.4
World History II	127	30	0.9
Total	4007		29.7
Mathematics			
Algebra I	651	6	4.8
Algebra II	480	9	3.5
Algebra III	416	13	3.1
Plane Geometry I	822	4	6.1
Plane Geometry II	413	14	3.1
Solid Geometry	368	17	2.7
Book Keeping	224	24	1.7
Total	3374		25.0
Science			
Physical Geography	441	12	3.3
Botany	194	25	1.4
Physiology	520	8	3.9
General Science	192	26	1.4
Commercial Geography	266	22	2.0
Elementary Economics	238	23	1.7

Table 7 (con't.).

Courses	: Number enrolled:	Rank :	Percent
Elementary Sociology	288	20	2.1
Elementary Psychology	182	28	1.4
Total	2321		17.2
Grand Total	13,474		99.8

Percent Courses Completed

The question most often asked by educators is the one relative to the percent of students who complete the courses for which they are enrolled in home study, or correspondence work. Tables 8, 9 and 10 were compiled to give a partial answer to that question. College credit courses only are listed. Tables 8 and 9 list the same subjects but the periods are different to indicate the possible differences between the years 1923-1931 and the last year for which comparable data are available, 1948-49. As may be expected there are differences, due to various factors such as the change of instructors, revision of courses, and interest of students; the numbers of enrollees are also not the same. However, the purpose of this phase of our study was to give a general idea of the percentage of students who complete the courses for which they enroll. It is suggested, too, that the percentages in the two periods are noteworthy in that those for the period of 1948-49 are almost six percent higher than the earlier one. This

can be accounted for on the basis of motivation, there being more teachers at the later period, teachers who were required to complete their college work to secure certificates to teach. Table 10 was added to show relative percentages in the fields of history, English, agriculture, mathematics, and geology. All courses in Table 10 are elective so far as teachers are concerned which may account for the fact that total percentages were only slightly lower than those in education.

Findings from studies made from three universities, indicate the negative results requiring transposition, so far as completions of courses are concerned (4). At the University of Chicago 26 percent failed in English, 20 percent in Education, 25 percent in history, and 30 percent in mathematics. At the University of Texas, during a three year period, 56 percent failed to complete courses in ancient languages, 53 percent in English, 46 percent in education, 31 percent in commercial subjects, 16 percent in history, and 31 percent in mathematics. At the University of Wisconsin 43 percent of home study students failed in English, 36 percent in Education, 55 percent in history, and 78 percent in chemistry.

As contrasted with other universities and narrated on a failing basis rather than a completion basis, Home Study Service students of Kansas State, in Education and Sociology, years 1923-31 with a total of 3940 records studied, showed 28 percent failures. The check period 1948-49, with 745 students gave 23.3 percent failures, while in fields other than Education and sociology, 1443 students enrolled, 25.5 percent failed to complete their courses.

Table 8. College credit courses in Education and Sociology completed by subjects in the Home Study Service Department December 1, 1923 - November 30, 1931.

Courses	Number enrolled	Number completed	Percent of courses completed	Percent of enrollees sending no lessons	Percent of enrollees sending one or more lessons
Rural Sociology	250	173	69	14	17
Sociology	300	191	64	21	15
Community Leadership	36	24	67	13	20
Educational Psychology	761	583	77	9	14
History of Education	274	190	70	9	21
Methods of Teaching	596	459	77	7	16
Educational Administration	751	613	82	6	12
Psychology	554	295	53	13	34
Vocational Education	179	111	71	11	18
Educational Sociology	239	190	80	11	9
Total	3,940	2,844	72	10	18

Table 9. College credit courses in Education and Sociology completed by subjects in the Home Study Service Department December 1, 1948 - November 30, 1949.

Courses	Number enrolled	Number completed	Percent of courses completed	Percent of enrollees sending no lessons	Percent of enrollees sending one or more lessons
Rural Sociology	68	47	69.1	7.3	23.5
Sociology	64	45	70.3	6.2	23.4
Community Leadership	57	51	89.5	7.0	3.5
Educational Psychology	147	120	81.6	6.1	12.2
History of Education	36	30	83.3	2.8	13.9
Methods of Teaching	197	157	79.7	6.1	14.2
Educational Administration	14	11	78.5	0.0	21.5
Psychology	96	61	63.5	17.7	18.7
Vocational Education	15	13	86.6	0.0	13.4
Educational Sociology	51	44	86.3	9.8	3.9
Total	745	579	77.7	7.6	14.6

Table 10. Selected college credit courses completed by subjects in the Home Study Service
Department December 1, 1948 - November 30, 1949.

Courses	Number enrolled	Number completed	Percent of courses completed	Percent of enrollees sending one or more lessons	Percent of enrollees sending one or more lessons
Community Civics	169	151	89.3	4.7	6.0
Latin America	68	53	78.0	7.3	14.7
Civilizations I	203	133	65.5	14.3	20.2
Civilizations II	124	94	75.9	10.4	13.7
American History I	167	132	79.0	8.9	12.0
American History II	68	54	79.4	10.3	10.3
American Government	351	274	78.0	15.1	6.8
Written Communications I	81	49	60.5	14.8	24.7
Written Communications II	70	44	62.8	20.0	17.1
Landscape Gardening	32	21	65.6	21.9	12.5
Farm Crops	37	28	75.6	10.8	13.5
Trigonometry	12	4	33.3	16.6	50.0
College Algebra	6	2	33.3	16.6	50.0
Geology	55	36	65.5	7.2	27.2
Total	1443	1075	74.5	12.1	13.4

Age

Tables 11 and 12, also Figs. 2 and 3, show the ages of students enrolled in home study courses at Kansas State College and indicate contrast with enrollees in residence. The total numbers in Table 11 and Fig. 2 are small for the reason that they were a selected group, based on every fifth person whose age was recorded on the personal acquaintance blanks, used in this part of the investigation. It was assumed that this 20 percent sampling would give adequate data from which reliable conclusions might be made. This fifteen year period gave a median age of 20.2 years, a mode of 20 years, and a mean of 26 years. Of this group 8.8 percent were over 33 years of age.

Table 12 was prepared to show a contrast in ages of home study students and resident students at Kansas State. This period of the first semester of 1950 also had some limitation in numbers as the total September enrollments in the Home Study Department did not exceed 355 and in order to make comparable deductions an equal number of students were selected from the Registrar's Office the sampling being on an alphabetical basis. The findings in Table 12 seem quite significant in that they show a difference of five years when measured by the mean, two years by the mode, and almost four years by the median. It would appear therefore that in the first semester of the year 1950-51 that the home study students were definitely older than those in residence. This may be partly accounted for on the basis of the large number of former

teachers who have returned to the rural and grade schools and who have enrolled in home study courses in order to secure valid certificates. Further emphasis of the number of older teachers who have re-entered the teaching profession may be made when it is noted that home study students in the period from 1930-1944 comprised only 8.8 percent of those who were more than 33 years of age as compared with 34 percent in 1950. Other data, secured from the Registrar's office at Kansas State College, and included in the appendix, also show definitely that home study students are from two to five years older than those enrolled in residence. These data during a two year period, 1933-35 and a total of 5,676 resident students gave a mode of 20 years and a mean of 21.3 years. Another two year period 1941-43, 5208 students, gave slightly lower ages, with a mode of 18 years and a mean of 19.7 years.

Dr. Arthur Klein discussed in a Bureau of Education bulletin, published in 1920 (5) this same phase of our study. He found that the average age of more than 26,000 students enrolled in correspondence courses in fifteen universities was 28.2 years. The averages in varying enrollment periods with varied samplings gave Massachusetts institutions an average of 26.3 years, Oregon 26.5, Indiana 27.9, North Carolina 28.0, Iowa 28.6, Texas 29.3, and Chicago 29.7. There were no high school enrollees included. From the findings of Dr. Klein it would appear that the means in Table 11 of 26, and in Table 12 of 30.7 were approximately the same for home study students at Kansas State College.

Table 11. Ages in years of college students enrolled in the Home Study Service Department 1930-1944, inclusive*.

Age in years	Number	Percent
17	9	2.5
18	27	7.4
19	45	12.1
20	67	18.1
21	44	12.1
22	22	6.0
23	20	5.5
24	19	5.2
25	15	4.1
26	15	4.1
27	17	4.7
28	10	2.8
29	5	1.4
30	4	1.1
31	4	1.1
32	3	0.8
33	6	1.6
All others	<u>32</u>	<u>8.8</u>
Total	364	99.4

Median = 20.2

Mode = 20

Mean = 26

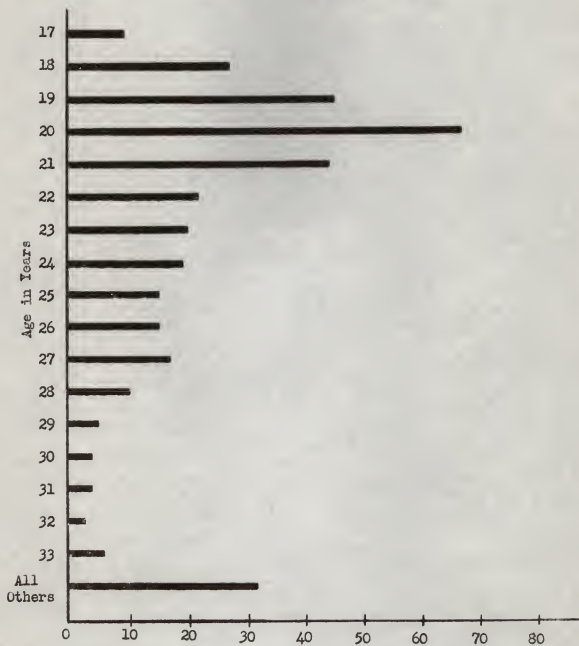


Fig. 2. Ages in years of students enrolled in Home Study Service Department. 1930 - 1944 inclusive.

Table 12. Comparative ages of resident students and college
Home Study Students enrolled in Kansas State College
Fall Semester 1950

Age	Enrollees in residence	Enrollees in Home Study
17	8	21
18	52	15
19	57	20
20	45	29
21	43	30
22	30	17
23	19	19
24	19	19
25	14	9
26	12	9
27	8	12
28	12	8
29	7	6
30	5	5
31	3	10
32	3	4
33	1	1
All others	<u>17</u>	<u>121</u>
Total	355	355
Median	20.3	24.1
Mode	19	21
Mean	25.6	30.7

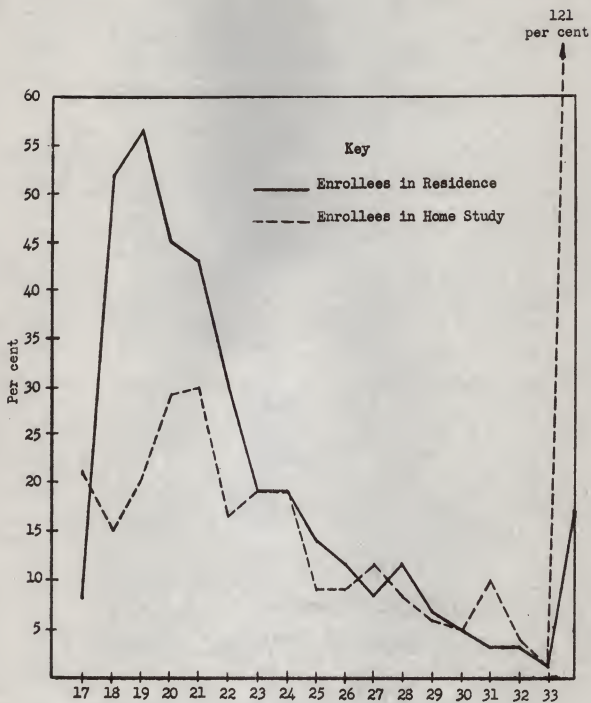


Fig. 3. Comparative Ages of Resident Students and Home Study Students Enrolled in Kansas State College Fall Semester 1950.

Professions and Vocations of Enrollees

There is much value to the instructor in home study courses in knowing the vocation, or profession, in which the student is engaged. This information is especially necessary if the instructor is to adjust the course to the interest and the experience of the absentee student. It was for these reasons that the personal acquaintance blank emphasized that item. A total of 3029 replies were examined and the results listed in Table 13 as Period I and Period II. As would be expected there is wide variation in these data, there being more than 100 different vocations and professions listed in some form or other - many of them of an unclassified and non-technical nature. However, it was possible to definitely interpret and classify a considerable number, 20 of which are included in Table 13. Figure 4 lists the 11 which were given most frequently in both periods of the table; these as may be noted are teachers, students, farmers, unskilled laborers, skilled laborers, workers in the home, office assistants, housewives, clerks, salesmen, and musicians.

An interesting reference to this part of our investigation, came from the University of Texas, which listed occupations, or vocations of extension students. The distribution was: 705 teachers, 141 students, 51 clerks, 44 housekeepers, 22 bookkeepers, 21 stenographers, 17 merchants, 14 farmers, 7 salesmen, 3 clergymen. There were 235 who did not indicate their occupation or vocation.

Table 13. Professions and Vocations of students enrolled in Home Study Department years 1930-44 and 1947-49, inclusive.

Name of Professions	PERIOD I Years 1930-44 inclusive			PERIOD II Years 1947-49 inclusive		
	Number of students	Percent reporting	Rank	Number of students	Percent reporting	Rank
Students	176	24.6	1	529	22.90	2
Teachers	169	23.5	2	998	43.20	1
Farmers	75	10.6	3	142	6.14	4
Unskilled Labor	73	10.2	4	93	4.02	5
Work in Home	57	7.9	5	64	2.77	6
Skilled Labor	41	5.9	6	39	1.68	9
Office Helper	38	5.4	7	63	2.72	7
Housewife	36	5.0	8	249	10.77	3
Clerk	19	2.5	9	54	2.33	8
Salesman	9	1.2	10	17	.73	11
Musician	9	1.2	10.5	10	.43	12
Pastor	4	.5	12	5	.21	15
Army Personnel	3	.4	13	23	.99	10
Patient	3	.4	13.5	8	.34	13
Doctor and Nurse	2	.2	16	30	1.30	14
Artist	2	.2	16	7	.30	17
Home Dem. Agent	2	.2	16	2	.08	17
Librarian	0	-----	---	0	---	---
Police	0	-----	---	0	.08	16
Small Business	0	-----	---	1	.04	17
		-----	---	5	.21	15
Total	719	99.9		2310	99.94	

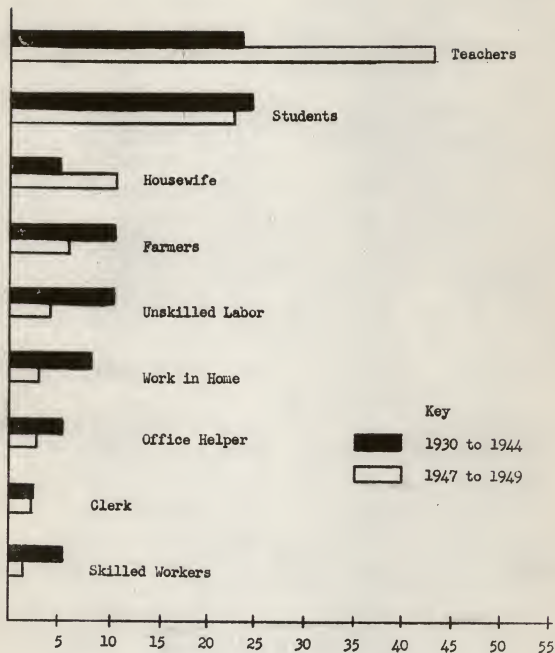


Fig. 4. Percentage and vocations of students enrolled in the Home Study Department according to percentage, years 1930 - 1944 inclusive and 1947 - 1949 inclusive.

Organization Membership

Another item of information that could well be of value to the instructor of home study students was that of the organizations in which the students held membership. Table 14 lists these in two periods and gives six general classifications as service, religious, educational, fraternal, college, and miscellaneous. The college organizations were thought of as sufficiently distinctive to be given a separate classification apart from the more general one of education. A clarification of the classes may be made by stating that service organizations included American Legion, Red Cross, Farm Bureau, 4-H club, and others; religious organizations were church, Y.M.C.A., U.W.C.A., educational included teacher's associations, P.T.A., writers clubs, debating societies; the fraternal were specifically Rebeccas, Eastern Star, Masons, I.O.O.F., and Modern Woodmen; college organizations were Alpha Zeta, Quill Club, UNESCO, guilds, Mortar Board, sports groups. Those that could not be classified in the above were considered as miscellaneous.

An analysis of the table plainly indicates that of a total of 877 students reporting the highest membership was in the organizations which are classed as religious. It may be noted, also, that the percentage in the period from 1930-44 was almost identical to that of the 1947-49 period. The college organizations were likewise the same in both periods. The educational groups on the other hand showed most definite increase in the second period from 10.5 percent to 31.3 percent. Service and fraternal groups apparently have been on the decline in recent years.

Table 14. Organization membership of students enrolled in the Home Study Service Department years 1930-44 and 1947-49, inclusive.

Type of organization	: Number of members :		Percent of membership	
	: Period I :	Period II :	Period I :	Period II
	: 1930-44 :	1947-49 :	1930-44 :	1947-49
Service	18	72	15.8	9.4
Religious	34	225	29.8	29.4
Educational	12	239	10.5	31.3
Fraternal	19	104	16.7	13.7
College	14	93	12.2	12.2
Miscellaneous	17	30	14.9	3.9
Total	114	763	99.9	99.9

Magazines Read by Students

As a part of the background of the student and an index to his or her philosophy, it was assumed that a list of favorite magazines would be valuable to the instructor in home study courses. This information which is brought together in Table 15 was also secured from the personal acquaintance blanks, already referred to in previous sections of this narrative. Periods I and II of the table give of 1189 students who reported on this item of investigation. The percentages of the most favored magazines and their rank of importance are also given in the table. Among the most decisive facts is the one which gives "Reader's Digest" first with 20 percent of the total of 13 magazines listed as the top favorites. This magazine ranked first in both periods. "Life" ranked second in the more recent years of Period II and ninth in the earlier Period I. Time was fourth in Period I and

third in Period II. In a more general analysis of the items of the table it may be observed that the more popular magazines were those dealing with four particular interests; viz., household hints, news, stories, and pictures. A further significant fact is that the religious periodicals ranked 26 in Period I and four in Period II. In Period I there was a total of 65 magazines listed and in Period II, 57.

In order to determine whether there were any characteristic differences between home study students and other college students, data were secured from the Counseling Bureau of Kansas State College. These data which may be found on page of the appendix indicate a slight difference, depending upon subjective interpretation. The resident students chose "Life" as their favorite magazine and Reader's Digest second. Eleven others of rank comparable to the home study list were Colliers, Saturday Evening Post, Look, Time, Post, Quick, Seventeen, American, Coronet, Esquire, and Air Trails.

Of the top 13 magazines favored by each group six, or 46 percent, were on both lists. As already stated this may or may not be significant. However, the purpose of this study was to learn the type of magazines read by home study students, the possible difference from that of resident students being incidental.

Table 15. Favorite magazines of students enrolled in the Home Study Service Department years 1930-44 and 1947-49, inclusive.

Name of magazine	PERIOD I :Years 1930-44 inclusive:			PERIOD II :Years 1947-49 inclusive:		
	: No. of :students: :report- :ing	: : : :Percent	: Rank	: No. of :students: :report- :ing	: : : :Percent	: Rank
The Reader's Digest	69	18.8	1	169	20.6	1
The American Magazine	63	17.2	2	65	7.9	5
Good Housekeeping	40	10.9	3	46	5.5	7
Time	31	8.4	4	92	11.1	3
The Saturday Evening Post	26	7.0	5	60	7.2	6
National Geographic	25	6.9	6.5	33	4.0	13
Colliers	25	6.9	6.5	39	4.7	9
Ladies Home Journal	23	6.2	8	25	3.0	16
Life	22	6.0	9	112	13.6	2
Harper's Magazine	17	4.7	10	29	3.5	15
McCalls Magazine	16	4.4	11	38	4.6	10
Religious periodicals	5	1.3	26	73	8.8	4
Newsweek	5	1.3	22	41	4.9	8
Total	367	100.0		822	99.4	

Location of Students Enrolled

A question frequently asked about home study students is, where are they located? Do the most of those enrolled come from Kansas, and if so, what percent? Table 16 was compiled to give the answer to the above inquiries and Fig. 5, a map of Kansas, locates specifically the numbers enrolled from the 105 counties of the state. From the table it may be noted that 88.7 percent of the 10,847 students included in this survey were from Kansas and 11.3 percent from other states. The table does not indicate and the map merely suggests that 15 counties within a radius of approximately 100 miles are the resident areas of 43.3 percent of students enrolled. More definitely stated 14.3 percent of the 105 counties are the homes of 43.3 percent of 88.7 percent of all enrollees in the Home Study Service Department. The 15 counties are, in order of numbers enrolled, Riley, Shawnee, Dickinson, Marshall, Cloud, Clay, Pottawatomie, Washington, Saline, Geary, Republic, Wabaunsee, Morris, Jackson and Ottawa. The out-of-state enrollments indicate no definite trends unless it be that the highest numbers were in the year 1933 and the lowest in 1940 and 1941. The states, other than Kansas, from which the greatest number of enrollees were located were: Texas 185, Missouri 164, Kentucky 93, Illinois 85, Nebraska 65, New York 50, Oklahoma 50, and Iowa 46. Forty-two of the 48 states were included in the out-of-state enrollees. There were seven countries beyond the boundaries of the United States also included; these were Canada, Mexico, Alaska, Hawaii, Palestine, Canal Zone, and the Philippines.

Table 16. Location of students enrolled in the Home Study Service
1933 - 1944.

Year	: No. of : residents : of : Kansas	: No. of : residents : from other : states	: Total : enrollees : per year	: Percent : from : Kansas	: Percent : from : other : states
1933	445	93	538	82.7	17.3
1934	641	95	736	87.1	12.9
1935	639	77	716	89.2	10.8
1936	843	111	954	88.3	11.7
1937	813	101	914	88.9	11.1
1938	852	95	947	90.0	10.0
1939	917	102	1019	90.0	10.0
1940	990	91	1081	91.6	8.4
1941	936	92	1028	91.0	9.0
1942	989	131	1120	88.3	11.7
1943	803	125	928	86.5	13.5
1944	753	113	866	86.9	13.1
Total	9621	1226	10847	88.7	11.3

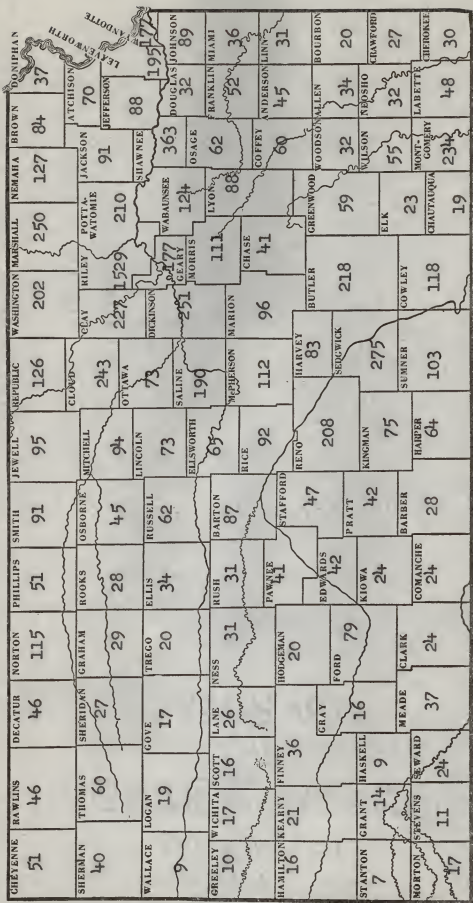


Fig. 5. Number of students enrolled from the 105 counties of the State of Kansas years 1933-1944 inclusive.

Problems

Professor P. P. Brainard, who prepared the personal acquaintance form to which reference has frequently been made, was especially interested in the problems that confronted his home study students in educational courses at Kansas State College.

Table 17 was prepared to give some data on that important information which Professor Brainard considered so vital to his teaching. It was found that the problems could be classified as five general ones; viz., (1) financial, (2) lack of time for study, (3) a feeling of inferiority with resulting lack of effort, (4) poor physical health, and (5) poor study environment. A total of 1,123 cases were studied. The first period taken from the years 1930 to 1944 indicated that the problem of most importance was that of finance, while lack of time for study, was second in order. The inferiority complex and poor environment for study were of about the same importance with poor physical health as the least important problem. In Period II, years 1947 to 1949 inclusive, lack of time for study was of chief importance and poor physical health was second in classification. The inferiority complex was so nearly the same as in the first period as to suggest a constant factor. The financial problem was of far less consequence in Period II while poor study environment was almost eliminated. The above classifications of problems would hardly seem to need classification; however, number three, a feeling of inferiority with resulting lack of effort, may well be explained by examples such as the following: inability to

concentrate, failure to understand subject matter, difficulty in writing, limited vocabulary, a poor reader, and others of similar nature. Number five, poor environment for study, was expressed in terms of inadequate library, uncomfortable living quarters, noisy children, and unsympathetic associates. Financial problems, poor physical health, and lack of time, are too evident to require explanation.

Table 17. Problems of Home Study Service students of Kansas State College.

Problems facing students	PERIOD I			PERIOD II		
	Years 1930-44 incl.	No. of students reporting	Per-cent	Years 1947-49 incl.	No. of students reporting	Per-cent
Financial	153	32.8	1	83	12.5	4
Lack of time	100	21.4	2	255	38.8	1
Lack of ability and effort	93	20.0	3	129	19.6	3
Poor physical health	85	7.5	4	169	25.7	2
Poor environment for study	35	18.3	5	21	3.2	5
Total	466	100.0		657	99.8	

SUMMARY

From the various tabulated data of this thesis and the interpretations which have been made, the following facts seem most important and significant:

1. Over a period of 30 years, approximately 35,000 individual students have enrolled in credit courses from the Home Study Service Department of Kansas State College. Of that number 71.2 percent were enrolled in college courses and 28.8 percent in high school courses.

2. During the years 1930-49 inclusive, more women than men enrolled in college courses, the percentages being 57.9 women and 42.1 men. The high school enrollees were in reverse order with 40.2 percent women and 59.8 men.

3. The month in which the largest number of enrollments were received was June; May ranked second, with March, April, and December in the lower bracket.

4. The total amount of fees received during the 31 year period, 1919-49 inclusive, was \$342,594.34. The fees during this time were equivalent to approximately 50 percent of the operating budget.

5. Students selected 33.6 percent of their courses from the field of education and psychology; 16.4 percent from English; 14.3 percent from economics and sociology; 9.1 percent from agriculture, and 5.5 percent from engineering. History, mathematics, physical education, journalism, geography and geology comprised the remainder of selected courses.

6. Approximately 70 percent of students who enroll for college credit courses complete their lessons, take a final examination, and have their credits recorded in the Registrar's office.

7. The age of the home study student is older than the Kansas State resident student - five years when measured by the mean, two years by the mode, and almost four years by the median.

8. The professions and vocations of home study students were largely in the fields of teaching, farming, labor, and clerical. Those who classed themselves as students were second in total number.

9. Educational organizations had highest number of membership with religious organizations second.

10. Reader's Digest, Time, American, Good Housekeeping and Life were the favorite magazines of home study students at Kansas State.

11. Most enrollees in the Home Study Service Department at Kansas State College were from Kansas, the percent being 88.7.

12. The most important problems were classed as financial, lack of time for study, and the feeling of inferiority.

RECOMMENDATIONS

A study by Dr. Goyle B. Childs (2) of the University of Nebraska, indicated that supervised correspondence courses in the high schools of Nebraska were more effective than courses taught in the classrooms.

Dr. Childs' doctor's dissertation was prepared from the above investigation, which suggests the theme which would comprise our first recommendation; viz., that a study be made of the effectiveness of correspondence teaching on the college level. Further recommendations are that the techniques of extension instruction be given more attention; that short noncredit courses be prepared for persons who are not able to attend college; that the Home Study Service Department be expanded in both scope and personnel, and that greater publicity be given to this type of adult education.

Recommendations for the improvement of extension standards as suggested by this study are:

1. A list of well selected magazines supplies to each enrollee and intended to supplement the course for which the student is enrolled.
2. An extension library, directed by the Home Study Service Department, from which books may be available as loan copies. This service would be especially valuable in the field of social science.
3. A limit on the number of enrollments during the summer months, or an enlargement of the staff of the Home Study Service Department to meet the demands of the greater number of enrollments.

Table 4 indicates that 40 percent of the annual enrollment is during the months of May, June, and July.

ACKNOWLEDGMENT

The writer wishes to express sincere appreciation to her major instructor Dr. George A. Gemmell for his counsel and assistance in this study; to Dr. H. Leigh Baker for advice and suggestions; to Professor Jesse M. Schall for encouragement and access to official files, and to Miss Ellen Barr and Miss Dorothy Custer as clerical members of the Home Study Service Department for their splendid cooperation.

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APPENDIX

Enrollments in the Home Study Service
Department by years from
1919 to 1929, inclusive.

1919 - - - - -	491	1925 - - - - -	1897
1920 - - - - -	503	1926 - - - - -	2060
1921 - - - - -	946	1927 - - - - -	2192
1922 - - - - -	1251	1928 - - - - -	1797
1923 - - - - -	1410	1929 - - - - -	1761
1924 - - - - -	1686	Total - - - - -	15,994

Enrollments in the Home Study Service
Department by years from
1932 to 1949, inclusive.

1932 - - - - -	700	1941 - - - - -	976
1933 - - - - -	536	1942 - - - - -	1041
1934 - - - - -	584	1943 - - - - -	868
1935 - - - - -	639	1944 - - - - -	843
1936 - - - - -	948	1945 - - - - -	1069
1937 - - - - -	911	1946 - - - - -	1766
1938 - - - - -	933	1947 - - - - -	2155
1939 - - - - -	997	1948 - - - - -	2694
1940 - - - - -	1065	1949 - - - - -	3258
		Total - - - - -	21,983

Average age of undergraduate resident enrollees
as secured from Registrar's office of Kansas State College.

1933-1934	Years
Undergraduate Men	22.1
Undergraduate Women	22.0

1935-1936	Years
Undergraduate Men	20.6
Undergraduate Women	20.1

1941-1942	Years
Undergraduate Men	20.34
Undergraduate Women	19.96

1943-1944	Years
Undergraduate Men	20.12
Undergraduate Women	19.61

Favorite Magazines of resident students
secured from Counseling Bureau of Kansas State College

<u>Name</u>	<u>No.</u>	<u>Rank</u>
Life	56	1
The Reader's Digest	51	2
Collier's	25	3.5
The Saturday Evening Post	25	3.5
Look	18	5
Time	15	6
Post	9	7
Quick	8	8
Seventeen	8	8
The American Magazine	7	10
Coronet	4	11
Esquire	3	12
Air Trails Pictorial	2	16.5
Better Homes and Gardens	2	16.5
Country Gentleman	2	16.5
Harpers Magazine	2	16.5
Holiday	2	16.5
Newsweek	2	16.5
Popular Mechanics Magazine	2	16.5
Popular Sciences Monthly	2	16.5
Calling All Girls	1	24
Ebony	1	24
Field and Stream	1	24
Ladies Home Journal	1	24
McCall's Magazine	1	24
Successful Farming	1	24
Woman's Home Companion	1	24
Total	252	

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE
EXTENSION DIVISION
DEPARTMENT OF HOME STUDY SERVICE

PERSONAL ACQUAINTANCE BLANK

(Fill out and mail to this department with your first lesson)

It is the desire of our Home-study Service faculty to enter at once into cordial, sympathetic and helpful relations with every student enrolling for our courses. As your aims and ambitions, and your previous experience and education as well as the conditions of work, necessarily affect our responses to your lessons, we feel that both of us will profit by a frank statement of the information here requested.

It should be understood that this information is not required as a part of the course, but is requested as an aid in making the work more effective. It will be treated as entirely confidential.

Name in Full _____ Address _____

Place of Birth _____ Date of Birth _____

Height _____ Weight _____ Where did you take your elementary school work? _____ Dates _____

Your High School work? _____ Dates _____

Your College work? (Give dates and degrees) _____

What college courses did you pursue? (Mention principal subjects.) _____

Do you expect to attend College in the future? _____ If not, why? _____

What correspondence or business courses have you taken? Where _____

What is your present occupation? _____

What other occupations are you fitted to follow? _____

Tell what you would like to do if you had an opportunity _____

(OVER)

2 Personal Acquaintance blank.

What teaching certificates have you? _____

Have you ever taught school? _____ Where, what work and how long at each place? _____

What other business or daily work have you been engaged in, outside of educational work? _____

What experience have you had that is closely related to the work outlined in this course? _____

What special benefit do you expect to derive from this course? _____

Give Course numbers you are enrolled for _____

What are the immediate problems which you are facing in your work? _____

Please give frankly and in detail, any of the other conditions, either adverse or favorable, under which you are working. This might include physical defects; special abilities; information as to dependents and finances; your views on education; a list of your favorite books and magazines; names or organizations to which you belong; habits you wish to acquire, or those you desire to get rid of; or any other information that you think would help us in a better adaptation of the work to you.

A STUDY OF SOME FACTS AND QUALIFICATIONS OF KANSAS
STATE COLLEGE HOME STUDY STUDENTS

An Abstract

of

A THESIS

by

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MASTER OF SCIENCE

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KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

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The purpose of this thesis was to determine and evaluate information relative to students who have been enrolled in the Home Study Service Department of Kansas State College over a period of approximately 30 years; to make the data of this study available to the administrative and academic staff members of Kansas State College and others interested in correspondence courses as they are given for credit; to make limited contrasts and comparisons between resident students and those who are off campus; to make recommendations for improvement in extension standards as they become apparent in this problem of research.

Preceding the writing of this thesis literature written in this field was reviewed. Information obtained from this literature was used in comparing the findings of this study.

The principal basis of information for this thesis came from questionnaires and annual reports of the Home Study Service Department of Kansas State College. The questionnaires consisted of Personal Acquaintance blanks which had been sent to students enrolled in the Home Study Service Department for a period of approximately 30 years. This questionnaire requested information of age, height, weight, education and interests of the enrollee. Annual reports were obtained from the files of the Home Study office.

The various subjects studied in this thesis were: Number Credit Course Students Enrolled; Sex of Students; Seasonal Enrollments; Fees; Enrollment by Courses; Percent Courses Completed; Age; Professions and Vocations of Enrollees; Organization Membership; Magazines Read by Students; Location of Students Enrolled; and Problems.

From the various tabulated data of this thesis and the interpretations which have been made, the following facts seem most important and significant:

1. Over a period of 30 years, approximately 35,000 individual students have enrolled in credit courses from the Home Study Service Department of Kansas State College. Of that number 71.2 percent were enrolled in college courses and 28.8 percent in high school courses.

2. During the years 1930-49 inclusive, more women than men enrolled in college courses, the percentages being 57.9 women and 42.1 men. The high school enrollees were in reverse order with 40.2 percent women and 59.8 men.

3. The month in which the largest number of enrollments received was June; May ranked second, with March, April and December in the lower bracket.

4. The total amount of fees received during the 31 year period, 1919-49 inclusive, was \$342,594.34. The fees during this time were equivalent to approximately 50 percent of the operating budget.

5. Students selected 33.6 percent of their courses from the field of education and psychology; 16.4 percent from English; 14.3 percent from economics and sociology; 9.1 percent from agriculture, and 5.5 percent from engineering. History, mathematics, physical education, journalism, geography and geology comprised the remainder of selected courses.

6. Approximately 70 percent of students who enroll for

college credit courses complete their lessons, take a final examination, and have their credits recorded in the Registrar's office.

7. The age of the home study student is older than the Kansas State resident student - five years when measured by the mean, two years by the mode, and almost four years by the median.

8. The professions and vocations of home study students were largely in the fields of teaching, farming, labor, and clerical. Those who classed themselves as students were second in total number.

9. Educational organizations had highest number of membership with religious organizations second.

10. Reader's Digest, Time, American, Good Housekeeping and Life were the favorite magazines of home study students at Kansas State.

11. Most enrollees in the Home Study Service Department at Kansas State College were from Kansas, the percent being 88.7.

12. The most important problems were classed as financial, lack of time for study, and the feeling of inferiority.