

EDUCATIONAL ENVIRONMENT

by

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BIBLIOGRAPHY

1. G. R. Davies, "Social Environment."
2. Ward, "Applied Sociology."
3. Federal Census, 1920.
4. Kansas State Tax Commission Records.
5. Kansas State Biennial School Reports.
6. Kansas State Board of Agriculture Reports.
7. Kansas State Board of Public Service Reports, 1921.

CHAPTER I

PROBLEM STATED, DEFINED, AND VALIDATED

A study of six selected cities in the state of Kansas in order to estimate the effect of an educational environment upon continuation in higher education.

The term 'higher education' is used in this study to denote any institution of higher learning which requires for entrance high school graduation or its equivalent. The term 'higher education' excludes those institutions offering solely specialized trades and professional courses.

In this study the term 'educational environment' is used to describe a city in which there has been a college or university for a long series of years. These institutions of higher learning have existed long enough to build themselves into the community life. The college or university of such an 'educational environment' is a central feature of the city life and is a dominating influence in the community.

To estimate the effect of an educational environment will suggest how the democratic principle, 'equity of opportunity' may be further realized.

This study has a bearing on the larger problem of hereditary and environmental effects.

CHAPTER II

FIELD INVESTIGATION

The two most exhaustive attempts to estimate the effect of environmental influences have been made by Lester F. Ward and G. R. Davies.

Ward¹ studied the effect of environmental opportunity upon men of genius in France between the years 1600 and 1825. Using Odin's record of genius Ward found that, in proportion to their population, the urban regions of France were thirteen times as prolific of genius as the rural regions, that Paris was thirty-five times and that the chateaux near the cities were one hundred times as prolific of genius as the rural regions. To put the matter briefly his figures show that there is a decided correlation between density of population in any given district and the production of great men. As stated by G. R. Davies² 'Dr. Ward has not computed the correlation but the coefficient may be shown to be 0.53 0.05'. From his study Dr. Ward concludes that the decisive factors producing genius are propinquity of educational influence, leisure resulting from economic security, opportunity afforded by social standing, and that such race differences as exist in France do not affect the problem. He suggests that society would benefit immeasurably by a development of potential genius now buried by a type of social stratification which perpetuates a modified continuation of castes formed by conquest. Ward be-

1. Ward 'Applied Sociology'.

2. G. R. Davies 'Social Environment', p. 89.

lieved that his study would indicate that the modified form of the caste system existing in France is an artificial contrivance not harmonizing with the innate variations in individual capacities.

Biologists contend that Ward's findings may be interpreted quite largely on hereditary grounds. They suggest that Ward has failed to consider the selective factor of a favorable environment. May not the more densely populated regions show a higher proportion of genius because these regions have for generations attracted men of ability which has finally caused the urban regions to be populated with a stock of superior quality? As did Ward, Mr. G. R. Davies recognized that a densely populated region does exercise a selective influence which would cause heredity to play a part in determining the results of such a study. However, Mr. Davies was not willing to grant the claim of some biologists that the factor of heredity would explain the sum total of such phenomena. He raised the question if there were not environmental influences even more powerful than heredity which might explain such findings.

Mr. G. R. Davies carried out a study in the U. S. similar to the one Ward had developed in France. Davies¹ stated the problem as follows, 'Are noted men more likely to come from the crowded urban states with their superior wealth and opportunities than from sparsely settled states, and if so, may the correlation be considered a measure of the influence of environment?' For selection of genius Davies used Who's Who in America, Who's Who in Science, and Cattell's American Men of Science. Taking the conditions of the state of birth as indicating the general features of the formative environment he found the following correlations:

1. G. R. Davies 'Social Environment', p. 91.

A. Between density of population and fertility of men of letters. (Negroes and sectional contrasts did not vitiate results)

1. As based on Who's Who in America

Years	Correlation
1850	.60 0.08
1860	.72 0.06
1870	.76 0.05

2. As based on Who's Who in Science

Year	Correlation
1860	.66 0.07

3. As based on Cattell's American Men of Science

Year	Correlation
1860	.59 0.10

B. Between fertility in noted men and rank of states for the percentage of urban population, using the 1880 census as a basis.

.82 0.04

C. Between fertility in noted men and the amount of manufacturing per square mile, using the 1860 census as a basis.

1. As based on Who's Who in America

.89 0.03

2. As based on Who's Who in Science

.76 0.05

3. As based on Cattell's American Men of Science

.80 0.05

D. Between common school efficiency and fertility in great men. (The index of common school efficiency was determined by the percent of illiteracy and the percent of the children of school age, five to fifteen years, in school attendance. The 1860 census was used for this correlation.)

1. As based on Who's Who in America

.77 0.05

2. As based on Who's Who in Science

.86 0.03

3. As based on Cattell's American Men of Science

.93 0.02

In answer to the suggestion that these correlations may be explained by the selective action of a favorable environment, Davies submits the following facts:

Most of the migration from country to city takes place within the limits of the same state or neighboring states as shown by the Abstract of Thirteenth Census, p. 169. Recent censuses (1870 to 1910 inclusive) show only from twenty to twenty-four percent of the native population outside the state of birth. In 1910, 85.5% of the population were found living in the same group of states in which they were born.

The Abstract of Thirteenth Census shows that the great cities of the United States are of very recent growth; the frontier of one generation becomes the teeming urban region of one or two generations later peopled by the descendants of the pioneers, and by later immigrants.

W. E. Castle, et al, in 'Heredity and Eugenics' shows that the changing of the innate characteristics thru selection is only accomplished laboriously and slowly.

Correlation for residence and density when results are based on Who's Who in America are as follows:

1. When forty-six states are taken

.18 0.10

2. When twenty-nine older states are taken

.64 0.07

Dr. Cattell's list gives a coefficient of .71 0.06. Compared with corresponding correlations on the basis of birthplace these coefficients show a decrease of 74% and 11%, and an increase of 20% respectively. Davies¹ says, 'A decrease as here shown indicates movement of able men toward sparsely settled states in excess of the movement of the general population, while the increase indicates the reverse'. He further suggests that the increase as shown by Cattell's figures might be explained by the inclusion of foreign born great scientists who are likely to be found in the centers of population and by the dependence of scientists upon laboratories and other costly equipment met with in cities which cannot be easily taken into the wilderness as can, for example, the implements of the author.

Davies concludes, 'On the whole, therefore, it is clear that if there is any movement of noted men in contrast with the usual drift of population it is away from rather than toward the more densely populated states'. 'Certainly there can have been no such selection toward populous states as would explain the greater production of noted men in the latter'. His final conclusion is, 'We are forced to the conclusion, then, that the decided correlations that have been discussed are real measurements of environmental influences'.

1. G. R. Davies, 'Social Environment', p. 116.

The problem as stated for this study represents an attempt to estimate environmental influences under more definitely measurable circumstances. The specific reaction of the individual with which we are concerned is continuation in higher education after graduation from high school. The study attempts to show what influence the presence of an institution of higher learning in the same city with the high school will have on this continuation.

Investigation for similar research studies revealed no previous attempts to conduct a comparable study.

CHAPTER III

STORY OF THE STUDY

Having arbitrarily decided to limit this study to Kansas, the next problem was to select the cities in which this study was to be conducted. The 1920 Federal census furnished the following list of Kansas cities with populations between six and fourteen thousand.

Lawrence	12,456
Manhattan	7,987
Emporia	11,273
Junction City	7,533
Independence	11,920
Arkansas City	11,253
Atchison	12,630
Winfield	7,933
Rosedale	7,674
Wellington	7,048
Iola	8,513
Newton	9,781
Ottawa	9,018
Chanute	10,286
Coffeyville	13,452
El Dorado	10,995
Fort Scott	10,693

Parsons, with a population of 16,028, was added to the list, the hypothesis being that difficulty might be had in equating any of the above cities with Lawrence.

The three cities, Lawrence, Manhattan, and Emporia were the cities in this group representing the most highly specialized type of educational environment. At Lawrence is located the State University of Kansas. The Kansas State Agricultural College is located at Manhattan. Emporia College, a Presbyterian school, and the Kansas State Teachers College are located in Emporia. Emporia College was founded in 1882, the Kansas State Teachers College in 1863, Kansas University in 1864, and the Kansas State Agricultural College in 1865. These facts would suggest that the above institutions of higher learning have had sufficient time to exert a vital formative influence on the educational attitudes of the surrounding residents. Lawrence, Manhattan, and Emporia were accordingly chosen as the three Kansas cities to represent the communities highly sur-charged with an educational atmosphere.

The next problem was to select three similar Kansas cities which did not have institutions of higher learning. By casual observation the following cities were eliminated from further consideration for the reasons stated:

<u>Cities</u>	<u>Reasons why eliminated</u>
Junction City	Nearness to educational center - Manhattan with Kansas State Agricultural College.
Independence	County High School with wide drawing territory.
Arkansas City	Presence of Junior College since 1920.

Atchison	Presence of Midland College from 1915 until 1920. Also St. Benedicts College.
Winfield	Presence of Southwestern College.
Rosedale	Proximity of large city environment: Kansas City.
Ottawa	Presence of Ottawa University.
El Dorado	An oil town with boom growth.
Fort Scott	Presence of Junior College since 1920.

This elimination left for further consideration Wellington, Parsons, Iola, Newton, Chanute, and Coffeyville. The problem next presented was to select from this group three cities similar to Manhattan, Emporia, and Lawrence.

The four bases on which these cities were compared were as follows:

- A. Total school budget expenditure.
- B. Population.
 1. Total population.
 2. Illiteracy.
 3. Negroes.
 4. Foreign born white.
 5. Native born white.
- C. Wealth as indicated by taxable valuation.
- D. Number of children of school age as shown by census reports.

These bases were used for comparison in order to select cities of a similar size which might differ little in respect to wealth, race and interest in secondary education. The purpose was to pair college cities with non-college cities which had as the one outstanding difference the presence of an institution of higher learning dominating the environment.

Graphic comparisons on rough charts served as a basis for selection of three non-college communities. The following graphic charts show the cities further eliminated (in black) and

Manhattan (in red) equated with Wellington (in yellow)

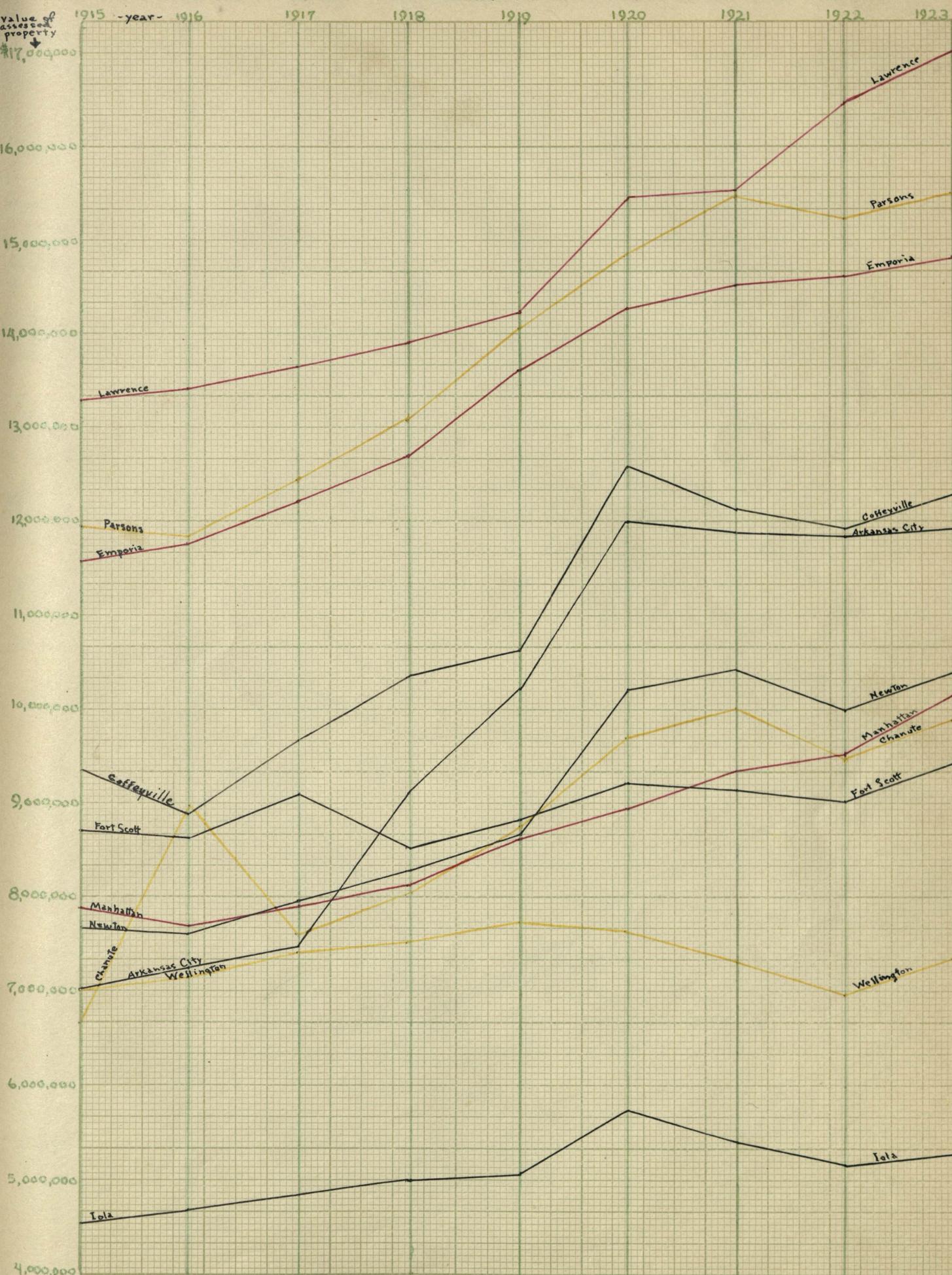
Emporia (in red) equated with Chanute (in yellow)

Lawrence (in red) equated with Parsons (in yellow)

The charts following the graphic comparisons show the exact figures on which the first three graphic charts were based.

TAX VALUATION CHART - From Kansas State Tax Commission Records 1915-1923.

Value of assessed property
\$17,000,000



SCHOOL CENSUS POPULATION CHART 1915-1923 From Kansas State Biennial School Reports.

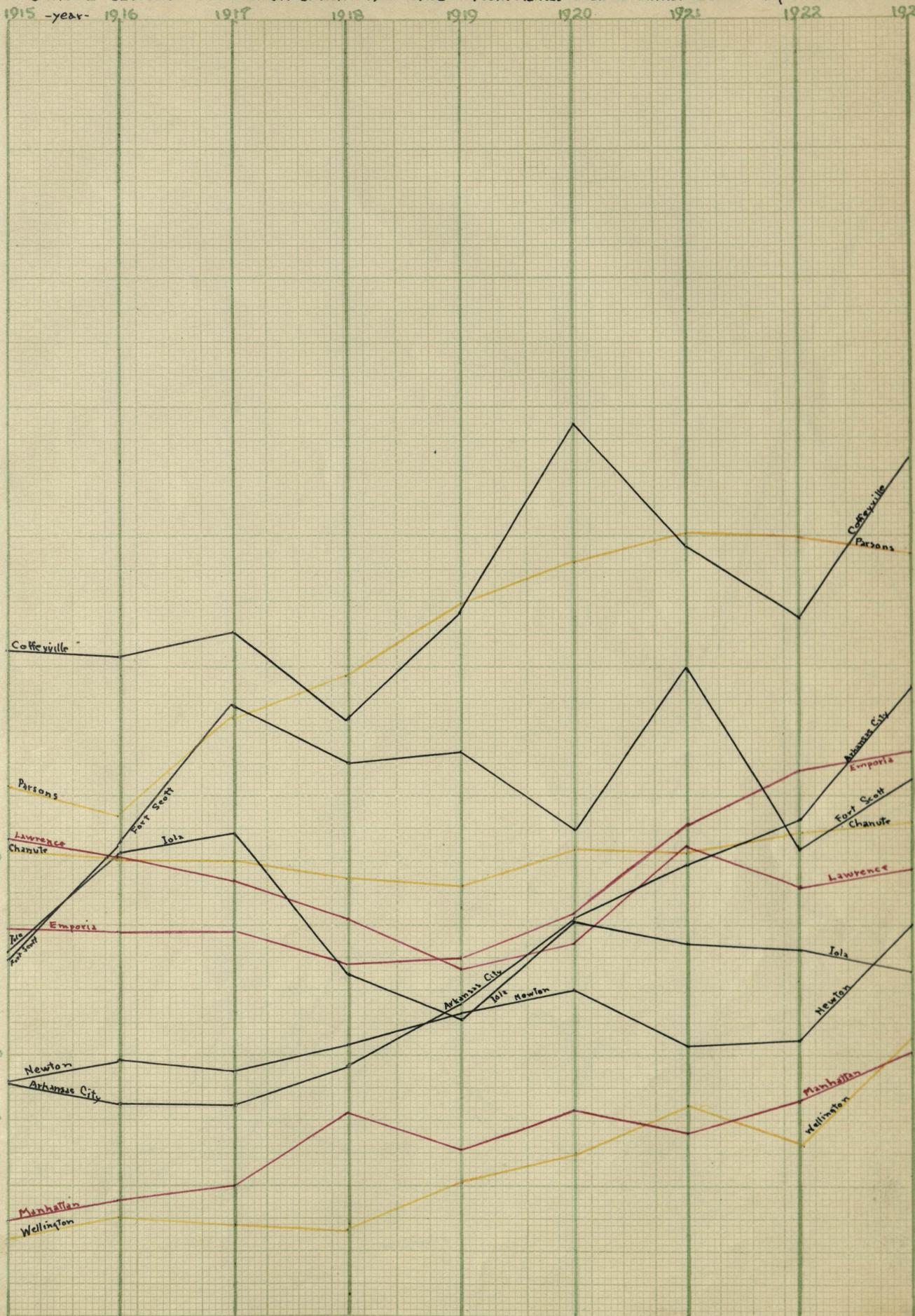
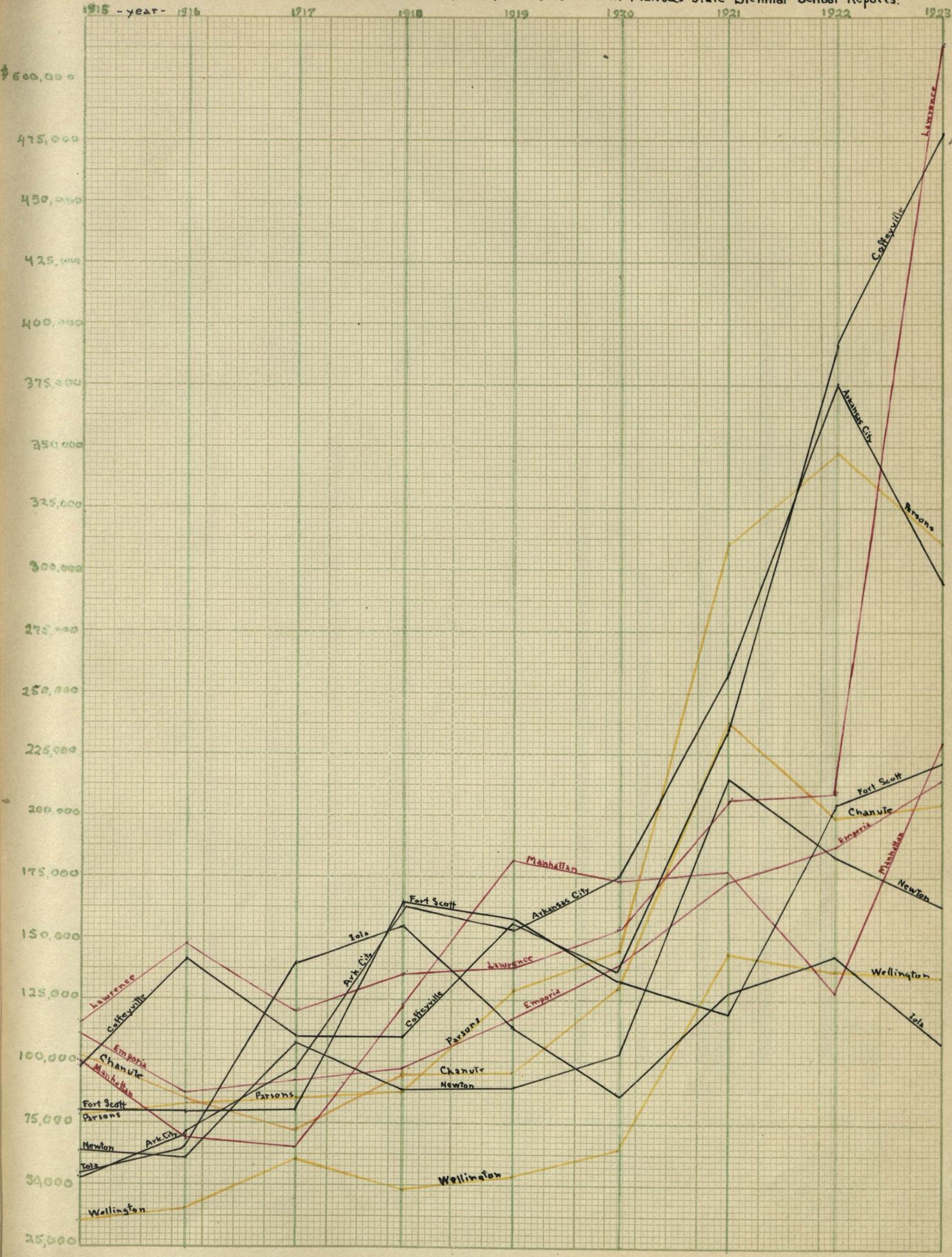


CHART OF TOTAL SCHOOL EXPENDITURES 1915-1923 From Kansas State Biennial School Reports.



POPULATION CHART - 1920 CENSUS

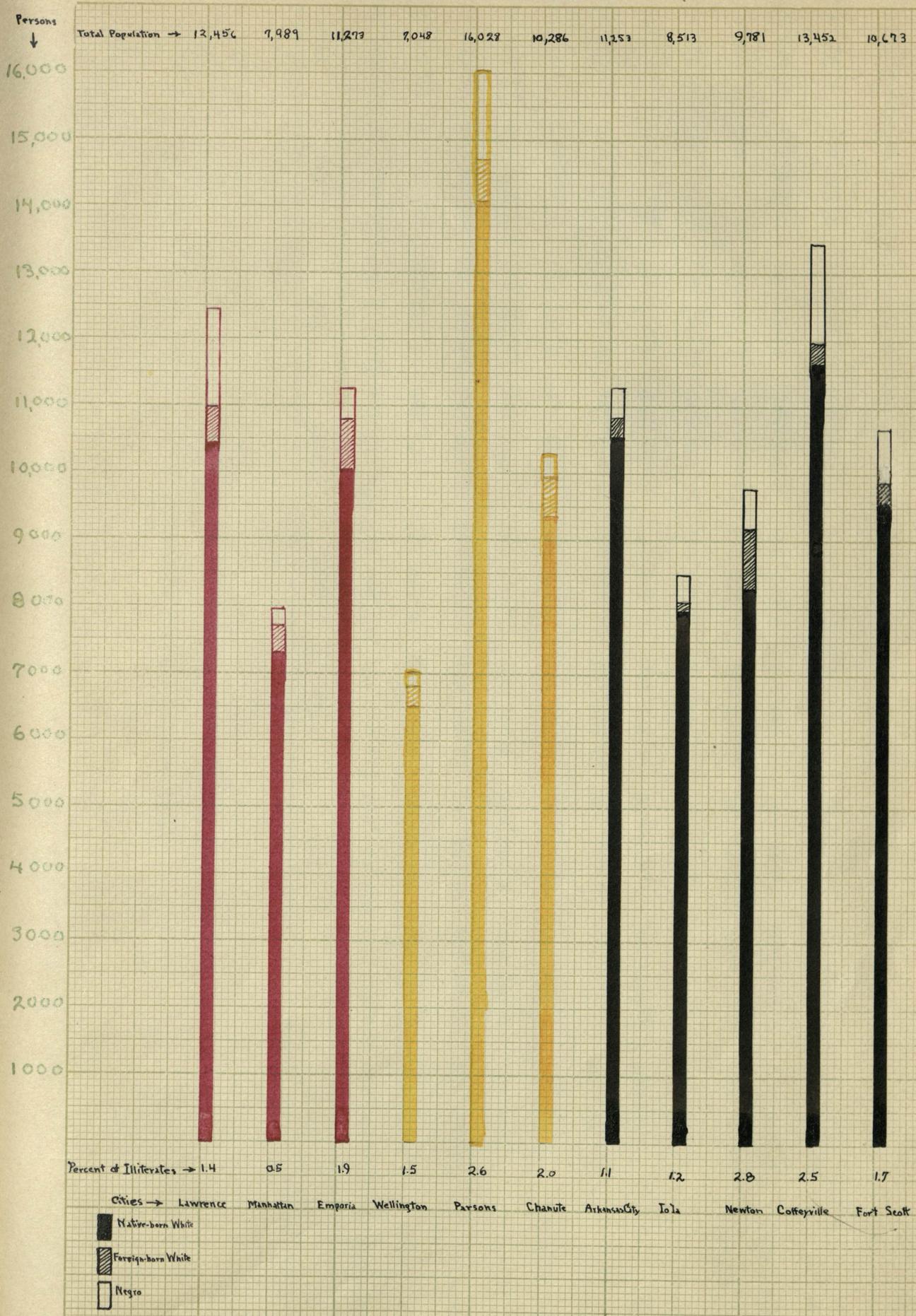


CHART SHOWING TAXABLE VALUATION

From the Kansas State Tax Commission Records

	1915	1916	1917	1918	1919	1920	1921	1922	1923
Lawrence	\$13,306,237	\$13,413,813	\$13,615,852	\$13,878,770	\$14,247,852	\$15,410,452	\$15,561,587	\$16,483,196	\$16,987,895
Manhattan	7,881,758	7,669,532	7,904,808	8,163,681	8,602,131	8,971,333	9,337,321	9,529,408	10,130,904
Emporia	11,606,163	11,760,403	12,188,551	12,715,964	13,618,840	14,257,273	14,506,021	14,614,214	14,768,612
Arkansas C.	7,055,331	7,254,677	7,477,395	9,092,271	10,182,581	11,997,252	11,861,356	11,853,304	11,912,320
Wellington	7,044,967	7,145,060	7,413,439	7,506,996	7,730,080	7,658,547	7,270,054	6,941,441	7,351,593
Parsons	11,961,249	11,818,959	12,426,820	13,025,044	14,018,395	14,898,659	15,460,885	14,906,990	15,480,790
Iola	4,546,929	4,678,749	4,833,632	4,978,422	5,031,470	5,719,153	5,397,827	5,151,610	5,260,370
Newton	7,695,012	7,624,951	7,905,806	8,248,902	8,663,441	10,189,663	10,387,468	10,060,691	10,434,611
Coffeyville	9,381,273	8,870,656	9,695,735	10,358,220	10,659,388	12,584,147	12,108,027	11,856,243	12,281,014
Fort Scott	8,695,160	8,614,328	9,093,100	8,522,120	8,825,549	9,224,873	9,117,878	9,006,146	9,439,826
Chanute	6,640,540	8,900,843	7,605,642	8,020,465	8,732,451	9,718,378	10,059,305	9,527,209	9,847,843

CHART SHOWING SCHOOL CENSUS

From the Kansas State Biennial School Reports

	1915	1916	1917	1918	1919	1920	1921	1922	1923
Lawrence	3,067	3,014	2,932	2,814	2,661	2,749	3,055	2,905	2,976
Manhattan	1,887	1,958	2,004	2,224	2,107	2,232	2,160	2,259	2,404
Emporia	2,787	2,780	2,781	2,680	2,707	2,830	3,113	3,277	3,341
Arkansas City	2,313	2,253	2,253	2,363	2,559	2,821	2,989	3,129	3,542
Wellington	1,837	1,907	1,886	1,861	2,004	2,100	2,236	2,118	2,452
Parsons	3,234	3,141	3,445	3,575	3,788	3,917	4,005	3,991	3,944
Iola	2,725	3,020	3,080	2,660	2,514	2,817	2,743	2,723	2,659
Newton	2,314	2,384	2,342	2,429	2,525	2,601	2,425	2,462	2,802
Chanute	3,025	3,012	3,004	2,940	2,920	3,035	3,026	3,086	3,123
Coffeyville	3,658	3,636	3,711	3,439	3,773	4,345	4,979	3,752	4,240
Fort Scott	2,718	3,045	3,490	3,299	3,340	3,097	3,593	3,032	3,234

CHART SHOWING TOTAL AMOUNT PAID FOR SCHOOL PURPOSES

From the Biennial Reports of the State Superintendent

		1915	1916	1917	1918	1919	1920	1921	1922	1923
Lawrence	Tot. Bud.	\$115,439	\$149,927	\$121,020	\$136,908	\$139,510	\$154,908	\$207,544	\$210,581	\$514,587
Manhattan	Tot. Bud.	100,437	70,573	66,657	123,816	182,499	174,517	178,774	129,327	231,161
Emporia	Tot. Bud.	112,013	87,708	92,900	97,799	117,804	139,460	173,964	189,866	216,395
Arkansas City	Tot. Bud.	53,483	72,098	97,848	164,234	154,840	176,704	260,410	376,730	295,391
Wellington	Tot. Bud.	35,666	40,979	62,196	49,193	54,677	65,351	145,232	137,288	136,016
Parsons	Tot. Bud.	78,874	83,093	86,011	88,533	129,779	145,971	311,066	348,532	311,857
Iola	Tot. Bud.	55,680	66,824	141,693	155,888	115,178	87,658	128,731	144,775	109,829
Newton	Tot. Bud.	63,575	61,505	108,027	88,974	90,707	109,717	216,705	185,166	164,381
Coffeyville	Tot. Bud.	98,531	142,575	110,354	110,409	156,243	138,650	236,617	392,585	470,771
Fort Scott	Tot. Bud.	80,642	80,138	81,435	166,849	158,477	133,850	120,679	205,490	223,106
Chanute	Tot. Bud.	102,129	84,284	72,513	95,061	96,766	130,023	239,349	199,442	211,547

In the study of these graphic charts the purpose was to select one city for each of the college and university towns, Manhattan, Emporia, and Lawrence. The final selection as before stated was

Manhattan paired with Wellington

Emporia paired with Chanute

Lawrence paired with Parsons

The population growth of these selected cities over the nine year period was as follows:

CHART SHOWING POPULATION OF CITIES SELECTED

From Reports of the Kansas State Board of Agriculture

	1915	1916	1917	1918	1919	1920	1921	1922	1923	Average Growth per year
Lawrence	12884	13125	13401	13456	13394	13474	13503	13979	15062	272
Manhattan	6816	6868	6811	7959	7248	7485	6706	7372	9115	287
Emporia	10664	10594	10645	10842	11031	11537	12024	12231	12930	283
Chanute	9033	9368	10185	10400	10538	10630	11079	10721	10418	173
Parsons	12118	15675	16929	17286	16445	16932	17521	16828	16705	510
Wellington	5642	6249	6055	5507	6307	6713	6944	6922	7280	204

The above figures show a fairly constant and uniform population growth for each of the three pairs of cities.

The following charts indicate the industrial interests in each of the following four cities:

CHART SHOWING INDUSTRIAL FACTS

From a 1921 Report of the Kansas State Board of Public Service

and the 14th Census of the U. S. Government

Cities	No. of Industries.	No. of Employees.	Av. Hr. Per Day Male	Av. Hr. Per Day Female	Av. Wages Per Hr. Male Office	Av. Wage Per Hr. Male Plant	Av. Wage Per Hr. Female Office	Av. Wage Per Hr. Female Plant	Value of Products in 1919 from 14th Census
Lawrence	36	567	9 3/8	8 1/3	60	50	42	30	\$4,631,036
Parsons	62	2,039	9	8	74	57	39	32	4,854,031
Emporia	47	649	8 7/10	8 1/2	62	50	40	29	1,031,851
Chanute	57	948	9	8 4/15	77	51	37	27	1,089,575

The above charts indicate little disparity in value of products between each of the two pairs of cities. Also little difference may be noted in average number of hours per working day. As regards wages per hour, the figures show a rather decided advantage in favor of the non-college towns. Information is not available relative to skilled and unskilled labor but the above facts would tend to indicate that Parsons and Chanute have at least as high if not a more highly skilled type of industrial population than Lawrence and Emporia, respectively. For the smaller Kansas cities including Manhattan and Wellington information is not available relative to the above industrial facts.

While no objective scientific evidence can be called in support, by casual observation the hypothesis may be strongly upheld that there is a close correlation between the culture and the church life of a given community. The facts in the following table showing church membership were obtained at the time the major study was made in each city. In no one of the six cities, excepting Lawrence, had this information been recently collected. Hence, the following figures, excepting in the case of Lawrence, were gained by a church survey necessitating personal calls and interviews with each pastor or with some official member of the congregation.

In the case of Wellington we note a 9% higher proportion of church membership than in Manhattan. Lawrence shows a 3% higher proportion of church membership than Parsons. Emporia shows an 8% higher proportion of church membership than Chanute. Since the advantage of Wellington over Manhattan is comparable with the advantage of Emporia over Chanute we may conclude that Parsons, Wellington, and Chanute, as

CHART SHOWING FACTS RELATING TO POPULATION AND CHURCH LIFE

Based on Surveys made by Author in January, February, March, and April, 1924.

Reports of the Kansas State Board of Agriculture are Used in Determining Population.*

Name of City	Total Population 1923	Number of Churches	Total Church Members	Percent of Population Church Members
Lawrence	15,062	25	6,981	46%
Parsons	16,705	16	7,304	43%
Manhattan	9,115	14	4,004	43%
Wellington	7,280	13	3,800	52%
Emporia	12,930	20	6,118	47%
Chanute	10,418	16	4,114	39%

* Used for determining total population because college and university student population is included which tends to swell church membership.

a group are only slightly different from Lawrence, Manhattan, and Emporia in respect to church membership. In so far as church membership is indicative of cultural appreciation the two selected groups of city populations would be judged as very similar.

CHAPTER IV
PRESENTATION OF FACTS

The major part of this study was made by field investigation requiring approximately a three day's visit to each city. In each city a record of the high school graduates for the period 1915 - 1923 inclusive was obtained from the high school records. The next problem was to answer two questions concerning each one of these graduates.

1. Did he or she attend some institution of higher learning?
2. If so, how long did he or she remain?

The following methods were used in securing answers to the above questions.

1. In the case of Lawrence, Manhattan, and Emporia the lists of high school graduates were checked against the student attendance records of the colleges and universities in these cities.
2. In the case of all six cities much of the information was obtained from the graduates themselves, from fellow classmates, from 'old time' teachers, and from parents. The telephone and the personal interview were valuable aids in this study.

The following chart shows the results yielded by this study.

Cities	Total Graduates	Entering Col. of University Excluding Summer School, Professional and Trade Schools.		Did not enter Col. or Univ. Excluding Summer School, Professional and Trade School Students.		Entering Summer School Only		Entering Summer School in Addition to Col. or Univ. Work (one or more years.)		Entering Specialized Professional and Trades Course.		Unknown	Number of Years Spent in Col. and Univ.		
		No.	No.	%	No.	%	No.	%	No.	%	No.		%	Total	Average per person
Lawrence	958	743	77.5	179	18.7	13	1.4	207	21.5	15	1.6	8	.8	1740	2.40
Parsons	534	227	42.5	277	51.8	9	1.6			9	1.7*	12	2.2	466	2.05
Manhattan	623	470	75.4	108	17.3	14	2.3	71	11.3	11	1.8	20	3.2	983	2.39
Wellington	508	205	40.5	250	49.2	19	3.7			27	5.3	7	1.3	478	2.39
Chanute	503	194	38.7	222	44.1	47	9.3			28	5.5	12	2.4	436	2.25
Emporia	863	633	73.4	181	21.0					21	2.4	28	3.2	1380	2.17

* A number of Parson High School graduates take positions in the Railroad shops. Such persons are not included in this figure.

Cities	Number Graduated in Classes '15-'16-'17	Remaining One Year Only		Remaining Two Years Only		Remaining Three Years Only		Remaining Four Years Only		Number Graduates Entering College Or University From Graduating Classes '15 - '16 - '17	
		No.	%	No.	%	No.	%	No.	%	No.	%
Lawrence	297	42	14.2	38	12.7	22	7.4	100	33.7	202	68.
Parsons	138	17	12.3	15	10.9	6	4.4	19	13.7	57	41.3
Manhattan	127	22	17.3	15	11.8	11	8.7	48	37.8	96	75.6
Wellington	131	13	9.9	14	10.7	5	3.8	27	20.6	57	45.
Chanute	131	11	8.4	17	13.	5	3.8	21	16.	54	41.2
Emporia	240	46	19.1	57	23.8	21	8.8	60	25.	184	76.7

CHAPTER V

INTERPRETATION AND CONCLUSIONS

The most significant facts revealed by the above chart are:

1. 75.4% of the 2444 high school graduates included in this study from Lawrence, Manhattan and Emporia, entered college or university. In the non-college towns, Parsons, Chamute, and Wellington, 40.6% of the 1545 high school graduates included in this study entered college or university. These figures exclude those students who entered summer school, professional, and trade schools. In so far as the findings of this study can demonstrate, high school graduates in college cities have almost one hundred percent better chance of continuing in higher education than students graduating in cities where there are no colleges or universities.

2. The high school graduates included in this study from college cities remained an average of 2.32 school years each. While the high school graduates included in this study from non-college cities remained an average of 2.23 years each. In so far as the findings of this study can demonstrate, those high school graduates in college and university cities who continue in higher education are likely to remain as long if not longer in college than those high school graduates from non-college towns.

3. While these high schools were graduating approximately twice as many students in 1923 as in 1915 the proportion of graduates continuing in higher education remained about the same. Lawrence showed the greatest difference. The Lawrence high school graduates of the more recent classes show a distinctly greater tendency to continue in higher

education than those graduates in the first three graduating classes of this period. In spite of the fact that in Lawrence high school population is becoming less highly selected, nevertheless a larger proportion of its recent graduates are taking advantage of higher education than a decade ago.

4. A larger number of students were graduated from the high schools in college cities than from the high schools in non-college cities. More exactly, the college cities included in this study graduated 2444 students while the non-college cities included in this study graduated 1545 students. The school census reports covering this nine year period show the non-college cities had a larger number of persons between five and twenty-one years of age than did the college cities. (An average of 769 more per year.) Parsons had an average of 2684 more inhabitants per year than did Lawrence over this nine year period, yet Lawrence graduated 424 more high school students than did Parsons in the same period. As in the other two college cities, it is probable that the cause for this increased holding power of the high school in Lawrence is the existence of an institution of higher learning which has dominated the environment for a long series of years.

The question presents itself, how are we to account for this marked difference in school attendance between the high school graduates in college and non-college cities.

It has been shown that the college and non-college cities are very similar in respect to total population, wealth as shown by taxable valuation, total school expenditure, industrial wages, number of children of school age, growth of city, and literacy, color and nativity of the

population. The one outstanding difference is the presence of colleges and universities in Lawrence, Manhattan and Emporia and the absence of such institutions of higher learning in Parsons, Wellington and Chanute,

What are the variables?

If there is any difference in the stimulation consciously and deliberately given the high school graduates in the two groups of cities the facts would indicate an advantage in favor of the non-college cities. That is to say, the high school graduates in non-college cities are urged to continue in higher education by college 'pep' organizations, college club organizations, etc. The writer found that the high schools in Wellington, Chanute and Parsons were annually visited by a number of 'go to college' organizations which aimed to stimulate interest in college and university attendance. In the high schools of college cities the absence of such programs show that it is considered that students need no urging to go to college. The college atmosphere of such a community proves sufficient stimulation.

High school graduates in college cities can continue in higher education at less cost than the high school graduates from non-college cities. This advantage results from the opportunities to stay at home and attend college. This factor would cause a number of high school graduates to continue in higher education who would not otherwise do so. However, this circumstance could not account for the total difference found in this study. Beyond this, there is no difference in the cost of attending high school in the college and non-college cities. Then again, this economic advantage is a part of the educational environment and any difference produced by this factor may be considered a measure of

'educational environment'.

It can be said with certainty that a number of parents move to Lawrence, one purpose being to secure educational opportunities for their children. In all migrations, motives are multiple and extremely mixed. Parents who migrate in order to secure higher education for their children may also move to college communities in order to take advantage of business opportunities. Certainly the necessity for daily food is far more pressing than the desire for educational advantages. Men with families are willing to sacrifice educational opportunities for their children if economic rewards are at stake in a gold rush. Educational demands are not likely to have prior consideration over economic demands until individuals have accumulated a fair economic surplus. Such a conclusion is justified from the experience of the human race. Mankind has been most generous with its prophets and educational leaders 'in times of plenty'. Storehouses preceeded schoolhouses.

Then again, let us suppose that twenty percent of the parents have moved to Lawrence, Manhattan or Emporia for the sole purpose of educating their children. Their act of moving to these cities could itself be considered a measure of educational environment since it was the educational environment which produced the stimulation and provided the drawing power. Furthermore, the educational environment continued to influence both the attitudes of parents and children after they arrived in these college towns. This in turn would influence continuation both in high school and in higher education. So if twenty percent of the parents did move to Lawrence, Manhattan or Emporia for educational advantages the

volitional choice of the parent could not be considered the sole explanation of continuation in higher education. The environmental influences, which played on the lives of both parents and children after arriving in these college cities could certainly be credited with a fair share of the causal explanation.

The question may be raised if the choice of the parents to seek such opportunities indicates a higher order of intelligence on the part of such parents. It may be urged that college communities attract this higher order of intelligence and that the differences shown by this study simply prove the contentions of some biologists that heredity can be called in for explanation of practically all human behavior. Without denying the selective value of a college community, the question may be fairly raised if the hereditary influences which enter into this equation can fully account for the very marked differences found in this study. How are we to account for the fact that 2444 students graduated from high schools in college cities while only 1545 students graduated from high schools in non-college cities of a similar size. How are we to account for the fact that almost twice as many high school graduates in college cities continue in higher education as compared with the number of high school graduates in non-college cities. How are we to account for the fact that these high school graduates from college cities who continue in higher education remain in school somewhat longer than the high school graduates from non-college cities. It cannot be argued with certainty that hereditary influences, as produced by the selective value of an educational environment, are the only explanation of such marked contrasts. Neither can it be argued that environmental influences constitute the sole determinants of such phenomena.

The author of this study does not claim to have found a final answer to this problem. He does, however, claim to have found a very marked contrast between college and non-college cities relative to continuation of students in secondary and higher education. He believes that the facts presented in this study justify the conclusion that these differences may, be attributed, in a large measure, to the stimulating effects of an educational environment. Further investigations in this field of study are necessary to final conclusions in such a complicated situation. Problems relating to the holding power of high schools in college communities and the effect of Junior Colleges on continuation in higher education would provide additional evidence of the validity of the conclusions arrived at in this study.